

Key Terminology

Analysis	Also known as interpretation, inference, evaluation, judgment, reflection opinion, insight. Used to link the supporting details to the idea in the topic sentence.
Annotate	Add notes to (a text or diagram) giving explanation or comment.
Bibliography	A document listing sources used in a <i>Chicago formatted</i> research paper.
Citation	A quotation from or reference to a book, paper or author.
Cite	To acknowledge the original source.
Clincher	Last sentence of a paragraph or section. States why the preceding sentences support the topic sentence.
Format	Also called style of a paper; refers to the systematic way in which research materials are documented and cited. Ex. MLA, Chicago, APA.
Introduction	The first paragraph or paragraphs of the paper. It is inverted triangle-shaped and always includes your thesis.
Inverted Triangle-Shape	The organization of the introduction. Moving from broad to specific, it begins with the hook, flows to the occasion, to the pivot-point, and finally, to the thesis.
Lead	The beginning sentence(s) of your introduction used to “hook” your reader into reading on. It could be a description, controversial statement, or statistic.
Paraphrase	To put the original source’s ideas, facts, or opinions in your own words.
Plagiarism	Passing off someone else’s ideas or words as your own. Plagiarism is intellectually dishonest and is grounds for failure.
Reach for Significance	Last part of the conclusion. It leaves the reader with something pertinent and profound or thought provoking to think about.
References	A document listing sources used in an <i>APA formatted</i> research paper.
Sources	A book, document, website, article, website, scholarly journal, DVD used to provide evidence in research
Supporting Detail	Also known as evidence, facts, quotations, paraphrases, examples, descriptions.
Thesis Statement	A single sentence containing the paper’s topic and the idea/opinion to be proven in the paper.
Topic Sentence	First sentence of a paragraph that gives the main idea of the paragraph. Connects to and proves a part of the thesis. Should never be a fact or quotation.
Transition	Used between sections and paragraphs to show relationships among ideas. Examples include <i>furthermore, however, likewise, similarly, because, in other words, nevertheless, not only but also, therefore, for instance, for example.</i>
Works Cited	A document listing sources used in an <i>MLA formatted</i> research paper.

RESEARCH SKILLS

Choosing a Subject¹

Choosing a topic for your research paper can seem overwhelming with such a wide range of possibilities. Begin by choosing the subject of your paper. The next step is to investigate topics you have covered in class or topics that appeal to you. Your final topic will be narrowed down from the subject that you choose. If the chosen subject is too large, you need to narrow your focus. Below are some examples of topics that are too broad, too narrow, and appropriate.

<i>Topic</i>	<i>Too Broad</i>	<i>Too Narrow</i>	<i>Appropriate</i>
Mark Twain	His works	His childhood	The effects of Twain's life on his writing.
Trail of Tears	The most important event in the history of the Cherokee.	Deaths on the Trail of Tears.	Reasons why Andrew Jackson brought about the Trail of Tears.
Physics	Gravity	The effects of gravity on Duxbury tides	The effects of gravity on objects on Earth.

Narrowing down a subject to a workable topic always begins by doing **extensive reading on your topic**; however reading everything there is to read about your subject will not help you to narrow it down. Every good research paper begins with a question. This will help you to narrow the focus of your research by continually reworking your question into series of questions. First, identify what you want to know about your subject and continue from there. Below is an example of how to develop research questions.

<i>Topic</i>	<i>What am I interested in?</i>
Slavery and the Civil War	Am I interested in the role of abolitionists in the war?
	Am I interested in the events that led up to the Emancipation Proclamation?

<i>Topic</i>	<i>What am I interested in?</i>
American Dream	Am I interested in issues related to women's rights?
	Am I interested in Steinbeck's portrayal of the American Dream?

<i>Topic</i>	<i>What am I interested in?</i>
Plate Tectonics	Am I interested in the workings of volcanos?
	Am I interested in the discovery of Pangaea?

Once you have identified what it is you hope to learn, you should be able to develop a single question to drive your research.

¹ This page has been adapted from: Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 5th ed. (Boston: Bedford/St. Martin's, 2007), 70-72.

Topic	Research Question
Slavery and the Civil War	What role did freed slaves play in Union regiments?

Topic	Research Question
American Dream	How does Steinbeck portray the struggles of migrant workers in <u>Of Mice and Men</u> ?

Topic	Research Question
Plate Tectonics	How have volcanic eruptions affected the geography of Iceland?

As you read, your focus should be on searching for the answers to your research questions. This will allow you to have a stronger understanding of your topic. Along the way you may develop new questions that will branch off your original topic. It is this type of active reading that will help you to develop the focus of your paper.

Primary and Secondary Sources

Sources are generally broken down into two types: primary and secondary.

Primary Sources

- Primary sources provide first hand accounts of events by persons who were involved directly or as witnesses.
- The use of at least one primary source is required for this project.
- Your primary source must be annotated in Chicago.

Secondary Sources

- Books or articles that comment or interpret primary sources.
- Usually the fastest and easiest way to gain basic knowledge of the topic.
- Contain bibliographies that can direct you to other primary and secondary materials.
- A research project should never be based on secondary sources alone.

Primary vs. Secondary Sources

<i>Primary</i>	<i>Secondary</i>
<ul style="list-style-type: none"> • Diaries • Letters • Journals • Speeches • Autobiographies • Documents (Historical, Statistical) • Books written by an "Expert." • Newspaper and Magazine Articles from the time period. • Books that contain collections of letters and diaries. 	<ul style="list-style-type: none"> • Biographies • General Knowledge or survey books. (History textbook) • Encyclopedias • Reference Books

Annotate = *Provide explanatory notes*

When you annotate, you tell the reader **why** the source should be considered a primary source.

Example

Hutchinson, Peter Orlando. *The Diary and Letters of His Excellency Thomas Hutchinson, Esq..*
Boston: Houghton, Mifflin, & Co., 1884.

This is a primary sources because it contains letters and diary entries written by Thomas Hutchinson regarding events in Boston during the Revolutionary War.

Choosing Valid Sources

Consider these questions when deciding whether or not a resource will give you accurate information.

First Glance

1. Author (or the person delivering the information): Is s/he
 - a. An expert in the field? (well-known, a researcher, connected to a reputable organization)
 - b. Able to be contacted? (email, snail mail address)
 - c. An author of other articles? (listed in bibliography)
2. Publisher: Is s/he
 - a. Well-known (a reputation for quality materials)
 - b. If a website, who is the sponsor (page domain)?
 - i. Edu (education), gov (government), net (network), and org (non-profit) tend to be the most reliable, and the bias should be evident from the sponsoring organization
 - ii. Com (commercial – anyone can have one) should be examined more carefully.
3. Date (How current is it?)
4. Edition (The more revisions and reprintings, the more likely it is an accepted and reliable source.)
5. Reviews by an editor and/or a peer review group (Is the reviewer reputable? Has it been reviewed?)
6. Recommendations by a reliable source (Who recommended the work?)
 - a. People: (librarian, teacher, researcher, scientist)
 - b. Subject guide

In-Depth Examination

1. Intended audience (general or special group) – For whom is the article written?
2. Bibliographies (useful to get to additional resources) – Check for more information
 - a. Listing of scholarly references
(Are these reliable?)
 - b. Links to reliable websites (Are the linked websites reputable?)
3. Complete index, table of contents, and/or site map
4. Bias.- What is the author's purpose and/or point of view?
 - a. Clear, not hidden
 - b. Opinions supported by strong evidence, not just the author's ideas
 - c. Will the author gain personally from your use of the material?
5. Relevant information (backs up and adds to information from your other sources)
6. Title reflects the content.

Collecting Sources

Perhaps the most important aspects of your research paper are collecting source materials and developing your sources page. These sources are used to gain background knowledge about your subject as well as support your thesis statement; this document provides the reader a list of sources utilized in the paper. As you collect materials you must be very careful to keep track of vital information related to each source. To keep track of this information you will create source cards. Follow the steps below to begin your bibliography cards.

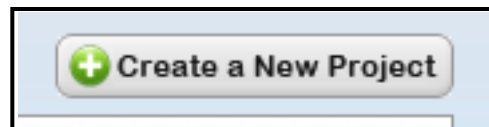
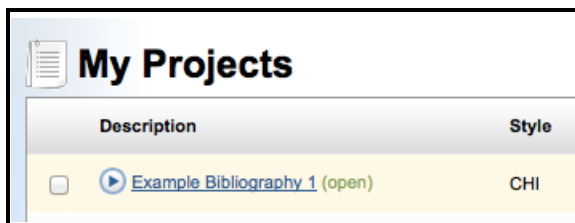
Citation Cards

- Prepare one bibliography entry for each source.
- Each source should be identified with its own unique information and tags.
- Be sure to record all required information, Noodle Tools will guide you through this.

About Source Distinction

It is really important that you understand the importance of knowing where you are getting information for your project. Citing sources is a requirement of any scholarly work, and the penalties for improper citing can be serious. Keeping track of your sources and of what you've learned from each source has been made far easier with our new online tool, Noodle Tools. It will be hard for you to miss an area or take notes without knowing where you got the information.

Noodle Tools Citation Cards



Once you log into your Noodle Tools accounts and create a project for this research paper, you can make a Bibliography for your sources. This process has been made so much easier for you. Use the drop down menu to add a new resource, fill in all the blank areas you can, and the citation is made for you!



Effective Note Taking/Note Cards with NoodleTools

Using note cards to gather information on your topic is the most important step in the research process. Because you are required to organize your sources' ideas and cite all works you refer to in your paper, **proper formatting and accurate documentation are a must.**

Note Cards

Once you have a source entered into your project on Noodle Tools, you can add note cards from that source. Click New to create another note card for that source. Don't forget to tag your note cards with key words. Give them titles based on what they are about, this will help with organization later.

Book
[Web link](#)
Bibliography form:
Lewis, Meriweather, and William Clark. *Journal of Lewis and Clark*. Washington: Old Books, 1850. <http://www.landc.com>.
Primary source!
Note form:
1. Meriweather Lewis and William Clark, *Journal of Lewis and Clark* (Washington: Old Books, 1850), page #s, <http://www.landc.com>.

Notecards
2 Show | New

Once you have a bunch of note cards, you can organize them using the Notecard Tab.

Bibliography > **Notecards** > Paper

This will allow you to make piles of notecards with topic codes, color coordinate them, and create an outline based on the information you've gathered.

Notecards

Notecard Tabletop

+ New Notecard | Add to Pile | Link to Source

New Notecards

US Expansion 2

Journey Details 2

Sacagawea Details 2

Move 10 >>

EXTRA TIP: Outlining

Once you've organized your notecards, you can start to add pieces of your research into an outline to begin to sketch out the skeleton of your paper.

Outline

+ | < | > | ↑ | ↓ | ✖ | Print

- I. Intro
 - A. Interesting quote
 - 1. "Scary things happened"
- II. Expansion of US
 - A. Legislation

Effective Note Taking

- Keep your topic, thesis statement and audience in mind at all times. Do not take notes on information that does not relate to your topic.
- **Type as you read.** This is an interactive process. Record anything you feel is relevant to your topic. You will be able to remove notes at a later time as you begin to narrow your focus.
- Put ideas and information **into your own words**, in the form of summaries. The best way to accomplish this is to read a passage, close the source, think about what you have read and summarize it. Noodle Tools will force you to do this process and offer text boxes to fill in your quotes, paraphrasing, and thoughts.
- Be accurate. Make sure to copy a direct quotation word for word with capitalization, spelling, and punctuation as precisely as the original. Be sure that every quotation begins and ends with quotation marks.
- Double check references. Make sure when you create a new note card, you've selected it from the proper source so it is properly tagged.
- **Do not** repeat information.

Why do I need to gather quotations or paraphrase information?

To lend credibility or authority to your writing. Since you are not an expert on your topic, you must consult those who know much more about it than you.

Caution: Don't do more harm than good by citing poor sources.

Using Citations

<i>If...</i>	<i>Then...</i>
The information is common knowledge. (<i>George Washington is the first president of the U.S., Independence day is July 4th, 1776</i>)	You do NOT need a citation
The words are your own AND the idea is your own.	You do NOT need a citation
The words are someone else's (<i>Direct Quote</i>)	Place the words in quotation marks AND include a citation
The <i>words</i> are your own BUT the idea is someone else's (<i>Paraphrased</i>)	Include a citation OR refer to the author of the idea in the text AND include a citation.
Statistics are used (Salaries, Death counts in battle)	Include a citation.
Any graphs, charts, or images are used	Include a citation.

² This chart has been adapted from: Mary Lynn Rampolla, *A Pocket Guide to Writing in History, 5th ed.* (Boston: Bedford/St. Martin's, 2007), 93.

Paraphrasing

A paraphrase is...

- your own rendition of essential information and ideas expressed by someone else presented in a new form.
- one legitimate way (when accompanied by accurate citation) to borrow from a source.
- a more detailed restatement than a summary, which focuses on a single main idea.

Paraphrasing is a valuable skill because...

- it is better than quoting information from random passages.
- it helps you control the temptation to quote too much.
- the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrased version on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your version with the original to make sure that yours accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Examples

<i>Original Passage</i>
Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.
<i>Plagiarized Version</i>
Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.
<i>Acceptable Summary</i>
Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper.
<i>Legitimate Paraphrasing</i>
In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim.

If you do not cite information that is not your original idea or thought, you are committing *plagiarism!*

WRITING SKILLS

The Thesis Statement³

The thesis statement is the backbone of the research paper. The thesis is a one sentence statement that presents your conclusions about your topic based on research. The thesis statement takes time and research to develop and cannot be made up without solid support to back it up. You may not discover your final thesis statement until you have completed most of your research and in most cases, your thesis will change several times as you work. It is important to remember that you are NOT writing a report. You are proving something about that event or person. Below are tips and suggestions for developing a strong thesis statement.

A thesis is NOT...

- a description of your paper topic.
- a question.
- a statement of fact.
- a statement of opinion.

A thesis...

- is developed from research questions posed during your reading.
- is an arguable point. (It is your job to provide evidence to support your argument)
- is the conclusion of all your research.

Examples - Topic: Sacajawea

<i>Statement</i>	<i>Is this an effective thesis?</i>
"This paper is about the life of Sacajawea"	NO
"Why was Sacajawea so important to the Lewis and Clark Expedition?"	NO
"I think that Sacajawea was important to the Lewis and Clark Expedition."	NO
"The purpose of the this paper is to discuss the importance of Sacajawea to the Lewis and Clark Expedition."	NO
"Sacajawea was critical to the success of the Lewis and Clark Expedition because of her knowledge of languages, geography, and natural remedies."	YES

Use the following formula to help you develop your thesis statement:

THESIS = Topic + *Your Position/Argument* + 2-3 Main Points (Supporting examples)

Sacajawea was critical to the success of the Lewis and Clark Expedition because of her knowledge of languages, geography, and natural remedies.

³ This page has been adapted from: Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 5th ed. (Boston: Bedford/St. Martin's, 2007), 47-48.

General Writing Guidelines

A. Write in the third person.

Avoid using the first person (**I, me, we, us**).

- Instead of writing, **I think that Friar Lawrence treats Romeo with great kindness**, write, **Friar Lawrence treats Romeo with great kindness** and then support your statement with evidence.
- Instead of writing, **It seems to me that Benvolio is prejudiced**, write, **Benvolio appears to be prejudiced**, followed by evidence to support this statement.

Avoid using the second person (**you**).

- Instead of writing, **Shakespeare expects you to sympathize with Juliet**, write, **Shakespeare expects the reader to sympathize with Juliet**, or, **Shakespeare treats Juliet with sympathy**.

B. Make no references to your own essay. Do not say, **This essay is about** or **The next paragraph will explain** or **The next piece of evidence to support the thesis is** or **In the next quote Miss Hicks tells Homer to respect everyone**. Instead of telling the reader what you are going to discuss, just go ahead and discuss it.

C. Use Standard English only. Do not use slang.

D. Avoid contractions. For example, write, **has not** rather than **hasn't**; write **is not** rather than **isn't**.

E. When you write about literature, use the present tense. Do not use the past tense, and avoid the present progressive.

- **Past:** Homer Macauley learned many valuable lessons.
- **Present progressive:** Homer Macauley is learning many valuable lessons.
- **Simple present:** Homer Macauley learns many valuable lessons. ✓

- **Past:** Saroyan portrayed Homer with compassion.
- **Present progressive:** Saroyan is portraying Homer with compassion.
- **Simple present:** Saroyan portrays Homer with compassion. ✓

The only time you use past tense when writing about literature is when you are discussing one part of the novel and need to refer back to an earlier part:

- Homer has a limp from the injury he sustained when Coach Byfield tackled him.

When writing about real historical events, use the past tense.

- George Washington crossed the Delaware River.
- Martin Luther King was a great orator.
- Charles Dickens wrote *A Tale of Two Cities* in 1859.

When writing about scientific research, APA format requires the use of both present and past tenses. You should try to be as consistent as possible, but you will have to evaluate which tense is most appropriate given the subject or content you are referencing:

- Einstein wrote the theory of $E=MC^2$.
- Einstein's theory of relativity is $E=MC^2$.

F. The most effective writing is simple and concise. Say what you have to say in as few words as possible. Don't throw in unnecessary words as "padding."

If you can substitute one word (e.g. "tangible") for a group of words ("capable of being touched or felt") then do so. The sentence, **The excitement in the room was almost tangible**, is more effective than, **The excitement in the room could almost have been touched**.

If you have a choice between a long word and a short word—if, that is, both words would be equally expressive and appropriate in the sentence—then use the short word.

G. Every time you write the title of a long work of literature such as a novel or play, you underline or italicize it (not both). Every time you write the title of a short work such as a poem or an essay, you put it in quotation marks. Thus you would write, **Sara Teesdale, in "There Will Come Soft Rains," and William Saroyan, in *The Human Comedy*, use biblical allusions to develop their themes.**

H. The first time you mention the name of the author or historical character, you give his or her name in full. Thereafter, refer to the author by last name only:

- **William Saroyan's *The Human Comedy* portrays a young boy growing up in California during World War II. Throughout the novel, Saroyan demonstrates his belief in the essential goodness of all human beings.**

I. Numbers of one hundred and below are expressed in words (**one, eleven, seventy-six**); numbers above one hundred are expressed in numerals (134, 3,056, 95,000). Thus you would discuss the **three** siblings of Homer and the deaths of **two** of his family members, but would refer, for example, to the **1,001** Arabian Nights.

English Paper Writing Tip: Avoid simple plot summary. Assume that your reader has read the literature. The bulk of your essay should consist of analysis of the literature. Analysis is (evidence-based) interpretation. Begin your analysis with the minimum amount of plot summary necessary for the reader to recognize the place in the story and to understand your analysis.

Although the purpose of your essay is to analyze the literature, you should avoid generalizations and should support every analytical statement you make with specific evidence from the literature.

- Analysis: **Homer experiences significant hardship on his odyssey from childhood to adulthood.**
- Evidence: **He deals with the deaths of his father and brother, experiences prejudice at school, and works hard to support his family.**

Organizing the Structure of Your Paper

A. The Introduction

- The introduction is the first one or two paragraphs of your paper; it provides an overview of the information presented in your paper and contains your thesis.
- Begin your introduction with a “**grabber**” which captures the reader’s attention and curiosity. Be sure to tie your grabber in to the rest of the introduction.
- Do not use a separate page for your Introduction.
- **Try writing your introduction last.**

B. Main Body of the Paper

- The main body of the paper will contain paragraphs explaining the key points you wish to make about your subject.
- Make sure everything in a paragraph **relates** to the same key point (**TOPIC SENTENCE**).
- All of these paragraphs should relate to your thesis statement.
- All information should re-enforce your argument/thesis.
- Get rid of all information that does not help to explain the subject of the paper.
- Use logical organization; do not jump around. Paragraphs dealing with similar information should be grouped together.

C. Conclusion

- First, restate the main point or points you have made.
- State any conclusions you have reached.
- The conclusion should be approximately one paragraph in length.

Guide to Making an MLA/ Chicago Outline

The outline is the “road map” or “skeleton” of your research paper. The outline is designed to help you organize your main points in a logical and orderly way as well as to save you time when you sit down to write your drafts. As you take notes, you should refer back to your outline to see if it relates to your main points. If not, you are getting off track.

There are multiple ways to design an outline. Choose a style that you feel the most comfortable with. Below is a model for a standard outline. Begin by grouping your note cards by the main point/topic of the card. The number of sections on the outline will be determined by the number of main points in the paper. The outline covers only the body of the paper. The complete project will also include the title page, citations, and bibliography.

I. Introduction (*Eventually should be written as a paragraph*)

- A. “**Grabber**” (This might be a striking fact, a quotation, an anecdote)
- B. Brief **background information** connecting the reader to the topic.
- C. Working **thesis statement**.

II. First Main Point (*Write as a topic sentence*)

- A. First supporting detail.
 - 1. Example
 - 2. Examples as needed.
- B. Second supporting detail.
 - 1. Example
 - 2. Examples as needed

III. Second Main Point (*Write as a topic sentence*)

- A. First Supporting Detail.
- B. Second Supporting Detail
 - 1. Example
 - a) “Quote”
 - 2. Examples as needed
- C. Third supporting detail (If Needed)

IV. Third Main Point (*Write as a topic sentence*)

- A. First supporting detail.
 - 1. Example
 - 2. Examples as needed.
- B. Second supporting detail.
 - 1. Example
 - 2. Examples as needed

V. Conclusion (**Do not introduce new ideas**)

- A. Briefly restate (using different words) the important points made in the body of the paper showing the **significance** of those points. Summarize your thesis.

Guide to Making an APA Outline

The APA Guidelines provide a very specific format and content requirements for research papers. The following is a brief summary of those requirements and contains the information that should be included in each section. See the attached example research paper or the Owl Guideline provided in the link section of this main document. Your research paper will include the following four main sections: Title Page, Abstract, Main Body and References.

Page 1: Title Page

- Center all information on the page
- Capitalize the first letter of each word in the title (except and, or, the, etc.)
- Title should be 15 words or less
- Author's Name
- Author's affiliated institute (Duxbury Middle or High School) – centered under author's name

Page 2: Abstract

- Abstract – centered at top of page
- A brief (150-250 words maximum) description of the highlights of the paper such as hypothesis, research, methodology, other pertinent information and results of the study.
- Written in an active voice (“results showed ” NOT “It was found that ”)
- No indentations

Pages 3: Body of the Paper

The body of the paper will contain a summary of your research. Any statement you make in support or which refutes your hypothesis must be supported by your research. The body is typically organized as follows:

Section One: Provides an introduction to the paper and contains an overview of the goals of the paper. This should be completed in the first one or two paragraphs of the body.

Section Two: Summarizes the specific issues and topics contained in your paper. Any statement or conclusion you draw in the next section of the paper MUST be supported by your research discussed in this section. Sections Two and Three should be heavily cited and the citations must appear in the References.

Section Three: Contains a critical analysis of your hypothesis and any conclusions you are able to draw. You must cite sources that support or refute your conclusions. This MUST be a minimum of one page.

Last Page: References: Contains specific information about each source included in your paper. The page is formatted as follows:

Transitional Words and Phrases

Transitional words and phrases assist the reader to understand how the writer moves from one idea to another/one paragraph to another. In choosing transitional words and phrases, ask yourself what relationship the second idea has to the first. Then select a term that expresses that relationship.

Sequence signals (There is an order to these ideas)

at first	meanwhile	as long as	while
to begin with	soon after	at last	finally
afterwards	eventually	at length	later
before	subsequently	ultimately	since
then	immediately	thereupon	after
next	for one thing	thereafter	now
when	from then on	presently	at once
until	not only after	at the outset	soon
once	whenever	at that moment	during
first	at the same time	not long after	earlier
second	in the mean time	as soon as	third
in the first place	the next day/week/month/year		in the future

Compare and Contrast signals (Similarities and Differences)

however	in contrast	instead	indeed
although	nevertheless	accordingly	otherwise
though	even though	conversely	still
rather	on the other hand	on the contrary	yet
while	not only but also	in spite of	other
even	both and	similarly	also
more than	in the same way	in comparison	another
as as	different from	analogous to	in fact
but	opposite	less than	either
much as	likewise	moreover	indeed
less	similar to	besides	same
better	like	too/and/or	

Cause & Effect

because (of)
resulting from
therefore
for/from/so
obviously
hence
due to
then/that
as/since/thus
in order that
in as much as
consequently
as a result (of)

Negative Choice

nor
however
only
neither
except that
neither nor

Place
beneath/above/here
where/wherever
thence/nearby
beyond/near/ahead
inside/outside/behind

Positive Choice

moreover/also
accordingly
either or
whether
likewise
whereas

Other Words
unless
in so far as
although
admittedly
the fact that

Examples

for example
for instance
to illustrate
specifically
namely
much like
in particular
similar to
in the same way as
a case in point

Quoting and Paraphrasing

When should I quote and when should I paraphrase?

In most cases, paraphrases are an effective and sufficient form of providing supporting evidence. Use a quotation only when the writer's words are especially well-written, powerful, or crucial to making your point.

Why must I cite the source when I paraphrase?

Even though paraphrases are in your own words, the ideas, facts, or opinions belong to the writer. Therefore, you must acknowledge the original source by using a citation.

How much should I quote?

Quote only brief passages (i.e., a phrase, clause, or a series of sentences) that are especially interesting, well-written, or unusual.

Keep your quotations as brief as possible. Use only as many of the original words as you need to make your point.

Quote or paraphrase an average of four times per page only. Too many citations will lead your reader to believe that you are neither an original thinker nor a confident writer.

When including a paraphrase or a quotation, be sure to make its significance clear to your reader. Use the quote sandwich method contained in the steps below as a guide:

1. Introduce the idea to be proven in the quote.
2. Insert the quotation (a sentence, a phrase, or just a few words).
3. Follow the quote with an explanation of how it supports or helps to prove your thesis.

Remember, if you make a sandwich without a bottom slice of bread, your sandwich will fall apart. If you are not willing to provide an explanation of how the quote supports or helps prove your thesis, your quote sandwich will fall apart also.

Format of Quotations in your paper

Note for this section: for citations, use the appropriate formatting method (MLA, APA, of Chicago) as directed by your teacher.

Quotes with fewer than four lines of prose or three lines of verse are quoted directly in your sentence.

Use an offset or "block" quotation when quoting more than four lines. Introduce the block quotation with a complete sentence that ends with a colon. Begin the quotation itself on a new line, indented one inch from the left margin. Do NOT use punctuation marks around the quoted material (the indentation is enough to let your reader know that you are quoting). End the block quotation with a period. Include the in-text citation without a period.

Fitzgerald's narrator, Nick Carraway, describes his thoughts about Gatsby's attempt to realize his dream:

As I sat there brooding on the old, unknown world, I thought of Gatsby's wonder when he first picked out the green light at the end of Daisy's dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night. (citation)

Integrating Quotations

When including quotations for support, avoid simply dropping them into your paper. In other words, do not allow quoted material to stand alone. **DON'T FLOAT YOUR QUOTE!** Stand-alone quotations usually jar your reader because they do not typically provide clear, explicit connections to your ideas preceding and following the quotation.

Example of how NOT to integrate a quotation:

The classic work *The Grapes of Wrath* is a historical novel. "A summation of national experience at a given time" (citation).

Instead, make the connections clear to the reader using a variety of any of the following methods:

The Lead-In

Begin a sentence in your own words and then blend in a direct quotation.

Example:

The Grapes of Wrath is a historical novel because it is "a summation of national experience at a given time" (citation).

The Exit Out

Begin a sentence with a direct quotation and then lead your reader out with your own words.

Example:

"[A] summation of national experience at a given time," the work *The Grapes of Wrath* is indeed a historical novel (citation).