



*EHS Style Manual*  
Adapted by the  
*CJUHS D Teacher Librarians*  
2017

This Style Manual belongs to

---

Class of \_\_\_\_\_

## ACADEMIC HONESTY

I need to understand the terms academic honesty and plagiarism because at Chaffey District there are strict policies and consequences regarding academic honesty. All work which is presented with my name will be assumed to be my own. (See Parent/Student Handbook.)

When I am presenting work that is not original, I must cite authoritative, credible sources appropriately. My school librarian and teachers can provide resources to help me cite correctly. Any academic dishonesty by me on any part of my school papers will result in failing that project and possibly more serious consequences.

I understand that I have permission to copy information, as long as I give credit to the person who said it. I will follow the proper format of parenthetical citations, quotations, and work cited format, as shown in the CJUHSD Style Manual. I understand that **scholastic dishonesty** also includes the concept of **intent to defraud**—for example, submitting a paper in one class that was already submitted and graded in another.

(See also *The Chaffey Joint Union High School District's ELECTRONIC NETWORK USE POLICY*, in the CJUHSD Board Policies and Administrative Procedures book).

---

Signature of student indicates compliance with the above statement, as well as signature on Parent/Student/School contract, which was signed when student was first enrolled.



## Chaffey Pride

“I would prefer to fail with honor than win by cheating.” --Sophocles

**Don't procrastinate!** Research needs to be done in STEPS. Chunk your work.

“The journey of a thousand miles must begin with a single step.” -- Lao-tsu

# Table of Contents

|   |       |
|---|-------|
| ❖ Creating the Research Paper                             |       |
| ➤ Guidelines for Source Cards & Note Cards                | 1-2   |
| ➤ Using NoodleTools for Works Cited, Notes, and Outlining | 3-8   |
| ➤ Citation Worksheet                                      | 9     |
| ➤ Preparing Parenthetical Citations                       | 10-12 |
| ➤ Guidelines for Formatting in MLA                        | 13    |
| ❖ Tools for Note Taking and Writing the Rough Draft       |       |
| ➤ Evaluating Internet Sources                             | 14-15 |
| ➤ General Tips for Taking Notes                           | 16    |
| ➤ Cornell Note Taking                                     | 17-18 |
| ➤ Annotated Reading Organizer                             | 19-20 |
| ➤ Annotation Bookmark                                     | 21    |
| ➤ How to Create a Thesis                                  | 22    |
| ➤ Creating the Outline                                    | 23    |
| ➤ How to Create a Rough Draft                             | 24    |
| ➤ Guidelines for the Rough Draft                          | 25    |
| ➤ Jane Schaffer Paragraph Writing                         | 26    |
| ❖ Appendix  |       |
| ➤ How to Write a Business Letter                          | 27    |
| ➤ How to Write a Scientific Report                        | 28-29 |
| ➤ Editing Symbols   | 30    |

These become your  
Works Cited page!

## Guidelines for Source Cards

Use 3" x 5" lined cards, one card for each source (create DIGITAL sourcecards in Noodletools!)

|  |  |
|--|--|
| <b>A</b>   | <p><i>Letter each source card.</i></p> <p><i>Use the correct MLA 8<sup>th</sup> edition works cited style</i></p> <p><i>This is a sample of a book format. AUTHOR. TITLE. PUBLISHER, YEAR PUBLISHED (not always original copyright).</i></p> <p><u><i>Keep track of where you found info!</i></u><br/><i>Which library? call number? Pages used?</i></p> |
| Lee, Harper. <i>To Kill a Mockingbird</i> . 40 <sup>th</sup> ed., Harper |  |
| Collins, 1999.   |  |
|  |  |
| School Library   |  |
| FIC Lee  |  |

|  |   |
|--|---|
| <b>B</b>   | <p><i>New letter for the next source..</i></p> <p><i>Notice that you write the correct information continuously until you reach the end of the line. <b>Don't</b> write each item on a different line!</i></p> <p><i>Online article: AUTHOR (if any). "TITLE OF WEB PAGE (article)." WEB SITE. SPONSOR, DATE, URL. DATE ACCESSED.</i></p> |
| "How To Kill a Mockingbird Shaped Race Relations in      |   |
| America." <i>The Economist</i> . The Economist Newspaper |   |
| Limited, 22 Feb. 2016,                                   |   |
| http://www.economist.com/blogs/prospero/2016/02/fiction- |   |
| and-social-change-0. Accessed 14 Aug. 2016.              |   |

|   |  |
|---|--|
| <b>C</b>  | <p><i>New letter for the next source.</i></p> <p><i>Create a new source card for every source. Use the source's designated letter (or color if online) to label the notecards that go with it.</i></p> <p><i>For our Gale databases, the citation is done for you! Just paste it in and make sure the italics are correct.</i></p> |
| "To Kill a Mockingbird." <i>Novels for Students</i> . Ed. Diane |  |
| Telgen. Vol. 2. Detroit: Gale, 1997. 285-307. <i>Gale</i>       |  |
| <i>Virtual Reference Library</i> . Web. 24 Feb.                 |  |
| 2014. <http://galegroup.com/>.                                  |  |
| Online Database   |  |

# Guidelines for Note Cards

Use 3" x 5" or 4" x 6" lined cards for taking notes from your sources (Noodletools offers a DIGITAL NOTECARDS feature). Follow your teacher's instructions. Information on *every* note card should include the source letter/color which identifies the information's source.

|   |  |
|---|--|
| <p><b>Modern Day Tom Robinson</b> <span style="float: right;">B1</span></p> <p>The first paragraph of the article describes a modern case in 1988 where Walter McMillian became the scapegoat for the murder of a white woman. He was tried on false testimony while witnesses who saw him somewhere else were ignored. He was convicted and sentenced to death in Monroeville, Harper Lee's hometown ("How <i>To Kill a Mockingbird</i> Shaped").</p>                      | <p>This is the first note card for source B. Even digitally, track which source each note is from!</p> <p>Note card topic. Be specific.</p> <p>Sample of a <b>paraphrase</b> note card.</p> <p>If no author is given, give the next piece of information on the source card. Shorten if it is long. This is important when you write your paper! Page number if available.</p> |
| <p><b>Historical Impact</b> <span style="float: right;">B2</span></p> <p>According to <i>The Economist</i>, "It has been credited with fuelling the civil rights movement, much as <i>Uncle Tom's Cabin</i>, the anti-slavery novel by Harriet Beecher Stowe, fuelled the abolitionist movement of the 19th century. It brought the ugly realities of discrimination, especially in the South, to international attention" ("How <i>To Kill a Mockingbird</i> Shaped").</p> | <p>This is the second note card for source B.</p> <p>Sample of a <b>direct quote</b> note card.</p> <p>Only one fact or quote per card!</p>  |
| <p><b>Modern Day Connection</b> <span style="float: right;">A1</span></p> <p>Atticus comments, "That was the one thing that made me think, well, this may be the shadow of a beginning. That jury took a few hours. An inevitable verdict, maybe, but usually it takes 'em just a few minutes" (Lee 254).</p> <p>Commentary: Frustration remains today about the agonizing slowness of change (find BLM or criminal justice system related article?)</p>                    | <p>This is the first note card for source A.</p> <p>Page number is important!</p> <p><b>Idea:</b><br/>Use highlighters with the note cards once you are definite about your focus choices. Organize your paper using different highlighter colors to accent the focus words in upper left corner. Then organize cards by color to create the outline!</p>                      |

# NoodleTools Quick Guide for Students

This quick guide covers the following topics:

1. How to create a new account
2. How to start a new project
3. How to create a source list
4. How to create a Works Cited page
5. How to create notecards

## How to create a new account

Our school has Google Apps for Education. Enter your Google account email in the field on the right and click **Sign In**.

**Sign In** ⓘ

Personal ID

Password

Remember me [I forgot my password](#)

SIGN IN

**Register**

Register as a new user if you haven't used NoodleTools before:

- Free for you if your school or university is subscribed
- Individual accounts also available

REGISTER

**Access via Google for Education**

If your school or district uses Google Apps for Education (GAFE) to access NoodleTools, sign in here:

Google Account Email

SIGN IN

OR

\*If you have not yet set up your GAFE account, Here's how:

**Username:** Long ID#@cjuhsd.net

**Sample:** 123456@cjuhsd.net

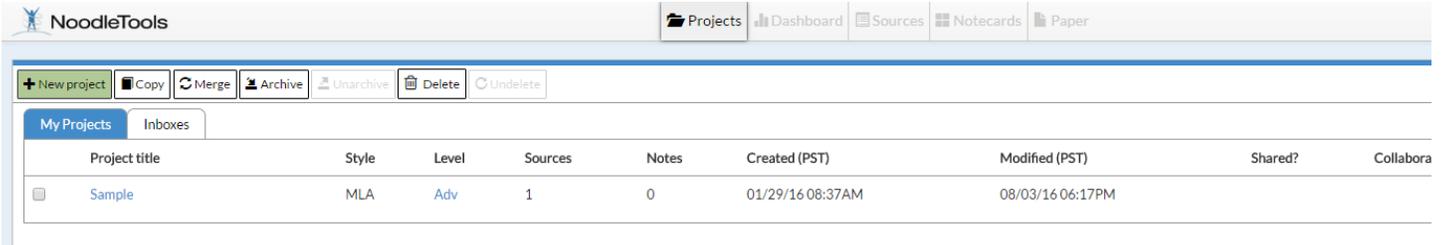
**Password:** Short ID#Pwd

**Sample:** 12345Pwd

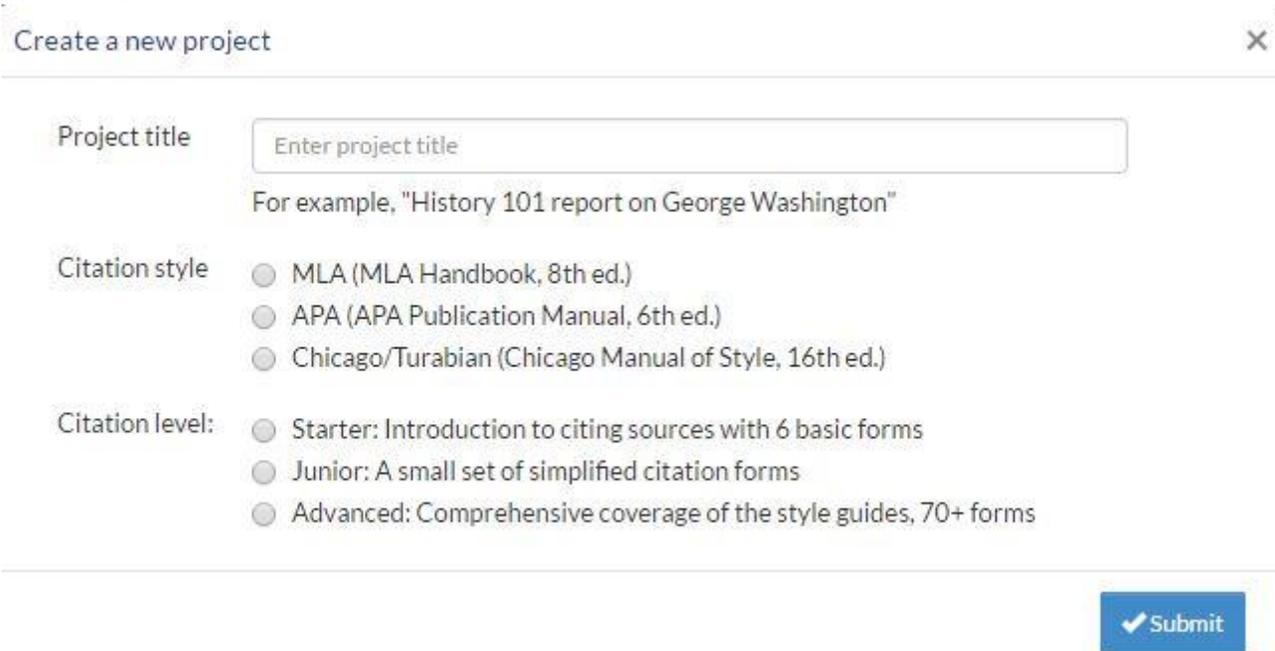
<https://noodletools.freshdesk.com/support/solutions/articles/6000053400-noodletools-quick-guide-for-students>

# How to start a new project and a source list

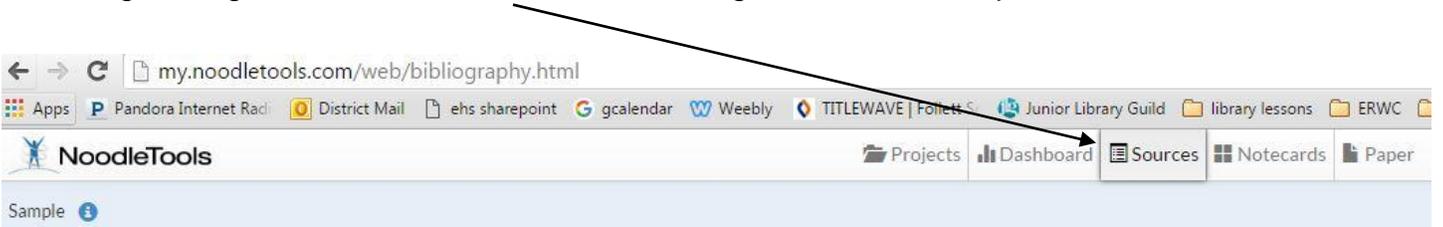
1. On the Projects screen, click **New project**.



2. On the Create a New Project screen that pops up, enter a name for your project and select the appropriate citation style and level. Click **Submit**. NOTE: Once you create a project, you will be able to switch seamlessly between styles and levels. So what you set up now can be changed later with one click.



4. To begin citing sources, click **Sources** in the navigation bar at the top.



5. On the Sources screen, click **Create new citation** and select the best match for your source from the choices given.

Create new citation
✕

---

**Where is it?**

Database
Website
Print or in-hand
Viewed/heard live
File, app, e-book
Other ▾

**What is it?**

|                                  |  |                                   |
|----------------------------------|--|-----------------------------------|
| Blog                             | Reference Source                         | Conference Proceedings            |
| Electronic Mailing List          | Religious Work                           | Dissertation or Thesis            |
| E-Mail                           | Report (Technical/Research)              | Historical Work in an Archive     |
| Microblog (Tweet, Status Update) | Reprinted Article                        | Letter or Memo                    |
| Newsgroup                        | Advertisement or Commercial              | Review                            |
| Software                         | Audio Clip (Online)                      | Unpublished Paper or Data         |
| Web Forum (Message Board)        | Audio Podcast                            | Court Case                        |
| Web Page                         | Cartoon or Comic Strip                   | Government Publication            |
| Wiki                             | Chart, Table, Infographic (Born Digital) | State Bill or Resolution          |
| Conference Proceedings           | Film or Video Recording                  | State Committee Hearing/Testimony |
| Journal                          | Map or Chart (Born Digital)              | State Report or Document          |
| Magazine                         | Map or Chart, Published or in an Archive | State Statute                     |
| Newsletter                       | Musical Score or Libretto                | U.S. Bill or Resolution           |
| Newspaper                        | Photo or Illustration                    | U.S. Committee Hearing/Testimony  |
| Reprinted Article                | Photo or Image (Born Digital)            | U.S. Congressional Debate         |
| Anthology/Collection             | Radio Program                            | U.S. Constitution                 |
| Bible                            | Sound Recording (CD, Record, etc.)       | U.S. Executive Order/Proclamation |
| Book                             | Television Program                       | U.S. Patent                       |
| Conference Proceedings           | Video Clip (Online)                      | U.S. Report or Document           |
| Pamphlet or Brochure             | Video Podcast                            | U.S. Rule or Regulation           |
| Press Release                    | Work of Visual Art                       |                                   |

Electronic/Online

Periodicals

Nonperiodicals

Audio, Video, Images

Unpublished

Legal and Government Source

8. Fill in the citation form with information about your source. If your source is a book, you can locate the book in **WorldCat** (via an ISBN number or title/author search) and it will automatically fill in the form with the book's details, checked and revised for accuracy by NoodleTools. 6

9. After you finish entering information about your source, click **Submit** to save your new citation. Noodletools will arrange your citations in alphabetical order for you.

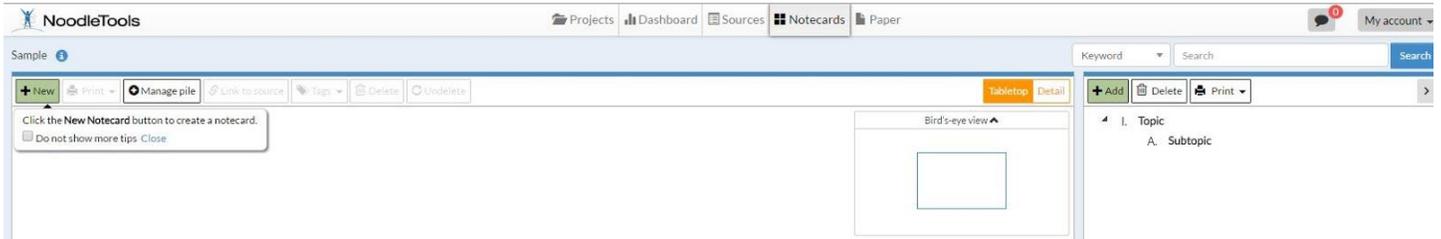
10. For annotated bibliographies, click "Options" to add comments.

11. When you are ready to create the Works Cited page, simply click Print/Export to Google Docs and...Magic! The page is created and formatted for you! All you need to add is a heading and page number if required.

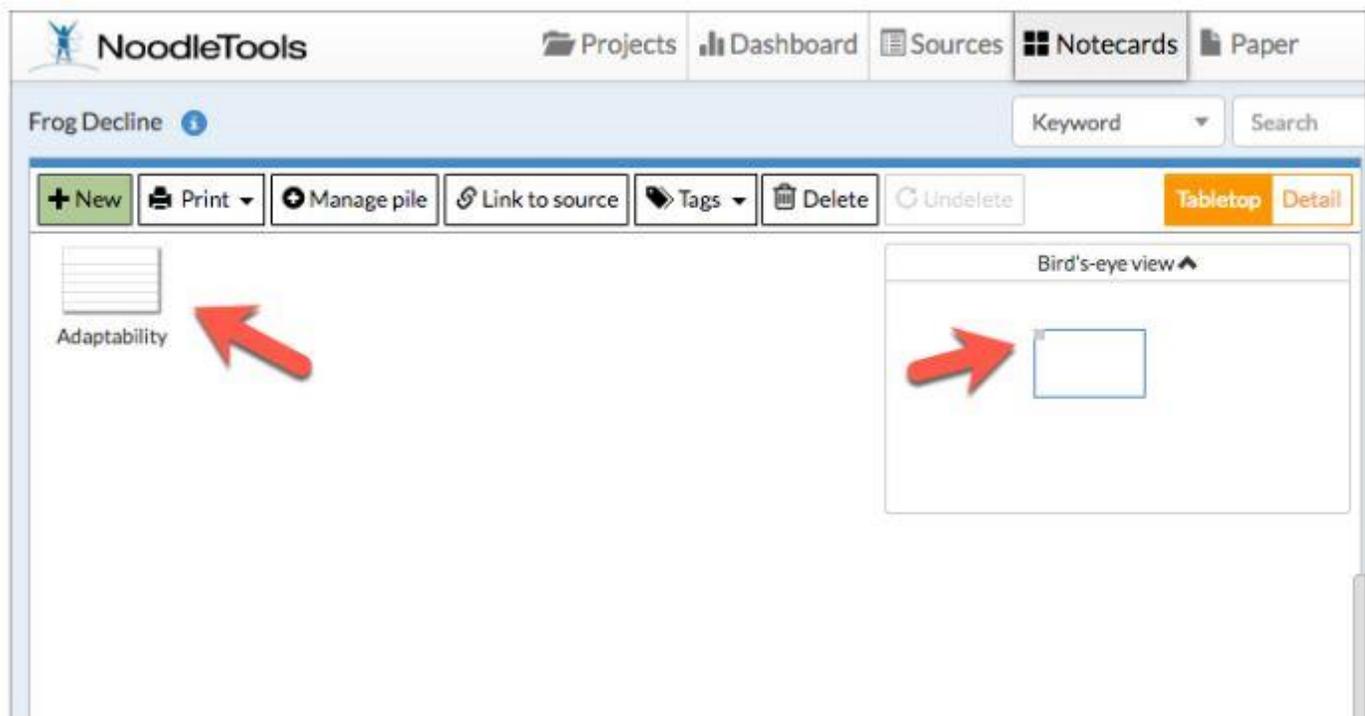
## How to create notecards

7

1. Click **Notecards** in the navigation bar at top.
2. On the Notecard Tabletop, click **New**.



3. Input notes about your source.
4. Your notecard gets saved automatically as you add information. When you are done, click Save and Close to save your final changes and close the window. New notecards appear in the upper left corner of your tabletop and in the bird's eye view.



TIP: Once you've created multiple notecards, you can pile them. Drag a notecard and drop it on another notecard to create a new pile, or use the **Manage pile** option above the tabletop to manage existing and create new piles with selected notecards.

TIP: Notecard piles become the basis of organization within the Outline panel next to the Notecard Tabletop.

# Using the Databases

1. [www.etiwandalibrary.com](http://www.etiwandalibrary.com) “Research” “GALE Databases” button.

Use the plural form of our MASCOT for the password.

**Etiwanda High School Library**

**Databases**

**eBooks**

- All Titles
- Arts
- Biography
- Business
- Education
- Environment
- History
- Law
- Literature
- Medicine
- Multicultural Studies
- Nation and World
- Religion
- Science

**Gale PowerSearch™**

Search Resource

**Databases**

- GVRL** [Gale Virtual Reference Library](#)  
Gale Virtual Reference Library is a database of encyclopedias and specialized reference sources for multidisciplinary research. These reference materials once were accessible only in the library, but now you can access them online from the library or remotely 24/7. Because each library creates its own eBook collection, the content you see may vary if you use the database at different libraries (your school, your public library, or your office).
- OPPOSING VIEWPOINTS IN CONTEXT** [Opposing Viewpoints In Context](#)  
*Opposing Viewpoints in Context* is an engaging online experience for those seeking contextual information and opinions on hundreds of today's hottest social issues. Drawing on the acclaimed Greenhaven Press series, the solution features continuously updated viewpoints, topic overviews, full-text magazines, academic journals, news articles, primary source documents, statistics, images, videos, audio files and links to vetted websites organized into a user-friendly portal experience.
- SCIENCE IN CONTEXT** [Science In Context](#)  
*Science in Context* is an engaging online experience for those seeking contextual information on hundreds of today's most significant science topics. The solution merges Gale's authoritative and continuously updated reference content with full-text magazines, academic journals, news articles, experiments, images, videos, audio files and links to vetted websites organized into a user-friendly portal experience.
- STUDENT RESOURCES IN CONTEXT** [Student Resources In Context](#)  
*Student Resources In Context* is an engaging online experience for those seeking contextual information on a wide array of subjects. The solution merges Gale's authoritative and continuously updated reference content with full-text magazines, academic journals, news articles, primary source documents, images, videos, audio files and links to vetted websites organized into a user-friendly portal experience.

2. *Facts on File* and *CQ Researcher* databases use “etiwanda” for username.  
Password is the SAME AS ABOVE.

Use database sources for every class. They are cited in MLA format FOR YOU! Use “Download” under the GALE “Tools” menu to download articles, images, videos, etc. directly into Google Docs WITH citations.

3. When creating a citation in NoodleTools, choose “Database” and “original content,” and you will get the “copy and paste” option!

Quick cite: [Copy & paste a citation](#)

Print Website **Database**

\* Name of the database:



# Preparing Parenthetical Citations

Preparing parenthetical citations to document your sources is fairly straightforward. These citations point your reader to the alphabetical FULL citation on the Works Cited page. The following guidelines will help you to cite your sources properly.

## 1. Parenthetical citation with an author or an editor for a book or magazine article which has page numbers.

Place the citation at the end of the sentence that contains the materials being documented. The citation should appear after the text of the sentence but before the end mark within parentheses.

- a. Author's or editor's last name
- b. Page number, if applicable
- c. **No commas** separating name & page, except when one author & multiple works (MLA 5.4.6, see McStudent page 6.)

Between 1968 and 1988, television coverage of presidential elections changed dramatically in two ways (Hallin 5).

Note the period is after the citation.  
Quotation mark is before the citation.

## 2. Parenthetical citation of a work by two or three authors.

When citing a work by two or three authors, give the authors' last names and the page number.

Remember that a report is a documented paper where the writer is an "observer" who has collected, organized, and copied the information (Sebranek, Meyer, and Kemper 70).  
"When collecting the information, the writer needs to constantly keep his thesis statement in mind" (Baits and Harris 589).

## 3. Parenthetical citation of a work by more than three authors.

When citing a work by more than three authors, give the last name of the first author, followed by et al. and the page number. *Et* is the Latin word for *and*, while *al* is an abbreviation for the Latin word *alii*, meaning others. [MLA 5.2]

The beauty of design comes in what is seen or experienced. The visual quality of a work becomes the human experience (Kirk, et al. 345).

#### 4. Parenthetical citation of a source with NO author.

When there is no author given or the work is anonymous, **give a shortened version of the title** (use the first one to three word[s]), followed by the page number, if page numbers are given. Give your teacher enough to quickly find it alphabetically on the Works Cited page.

Religion was a strong part of Egyptian art with deities influencing “every aspect of nature” (“Egypt” 78).

#### 5. Parenthetical citation of an encyclopedia article.

When citing an article in a reference work that is arranged alphabetically (such as an encyclopedia or similar reference work) and does NOT have an author, give only the title or a shortened version of the title. **No page numbers** are given for an encyclopedia citation (as long as the articles are in alphabetical order) because each edition varies.



“Archeologists show cultural developments” of the times (“Egypt”).

*Note the quotation marks around the title because this is an article. The encyclopedia title is italicized because it is a book title and no page number because it is an encyclopedia.*

#### 6. Parenthetical citation of a multivolume reference work.

To cite a page number in a multivolume work that is *not* an alphabetically organized reference work, give the author’s name and page reference. If you use more than one volume, give the author’s name, the volume number, a colon, and page reference.



International espionage was as prevalent as ever in the 1990s (Johnson 2: 159).

*When citing a volume & page, separate the two by a colon & a space.*

#### 7. Parenthetical citation when more than one work cited for the same author.

When there are several books, articles or other works cited from one author, give the author’s name and one to three words in the title of the work so your teacher knows which work you are referring to on the Works Cited page.

Shakespeare’s *King Lear* has been called a “comedy of the grotesque” (Frye, *Anatomy* 237).

*Use comma when more than one article by the same author.*

#### 8. Parenthetical citation from an Internet source.

Follow the same guidelines as the basic parenthetical citation (#1) using

- First the author’s name (if given)
- If no author, give the article title, using the first one to three words
- If no page numbers are given, include the paragraph number.



“Eagleton has belittled the gains of postmodernism” (Chan par. 41).

*When there is no page number, count the number of paragraphs and use “par.”*

## 9. Parenthetical citation from an online database.

Follow the same guidelines as the basic parenthetical citation (#1) using the author's name. If no author, give the article title, using the first 1-3 words. If there are page numbers, include that, but if no page number is included, use the paragraph number.

"The most memorable superstition in *To Kill a Mockingbird* is the one concerning the 'hot places.' Because of its uniqueness, it stands as a kind of symbol of superstition in general" ("Discovering Theme" par. 13).

When there is no page number, count the number of paragraphs and use "par."

## 10. A quote from a dictionary.

When citing a dictionary, name the dictionary in your text and then give the definition.

The dictionary name is in the sentence, so it is not necessary to add the title in the parenthetical.

*Webster's Unabridged Dictionary* defines *envy* as "painful or resentful awareness of an advantage enjoyed by another, accompanied by a desire to possess the same advantage" (def. 2a).

Italicize a word you are emphasizing, MLA 2.3.1



## 11. Parenthetical citation for a long quotation.

When documenting a long quotation that is set off from the text, place the citation after the end punctuation. Space twice before the citation.

[Note that the quote is indented twice. Highlight the quoted material and move the indent marker one inch. The period is placed before the cite on a long quotation.]

Unlike the old footnotes,  
which could have been quite lengthy, it is important to keep parenthetical references as brief – and as few – as clarity and accuracy permit. Give only the information needed to identify a source, and do not add a parenthetical reference unnecessarily. Identify sources by author. (Gibaldi 187)

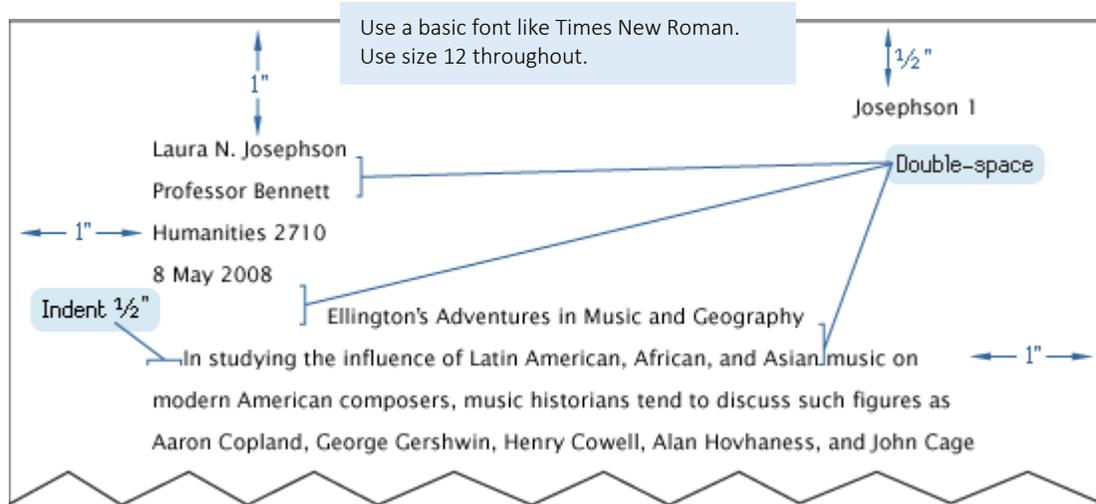
Long citations are four lines or more.

Unlike any other time, the period goes before the citation.

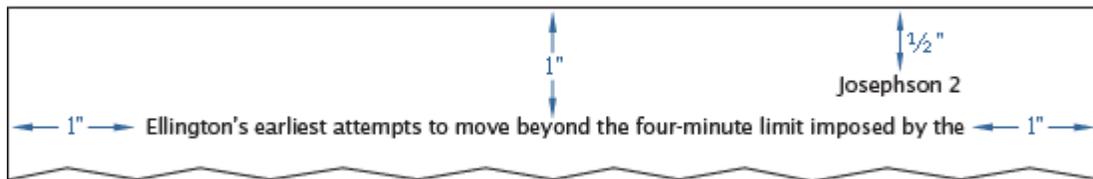
Quote

# Guidelines for Formatting a Paper in MLA

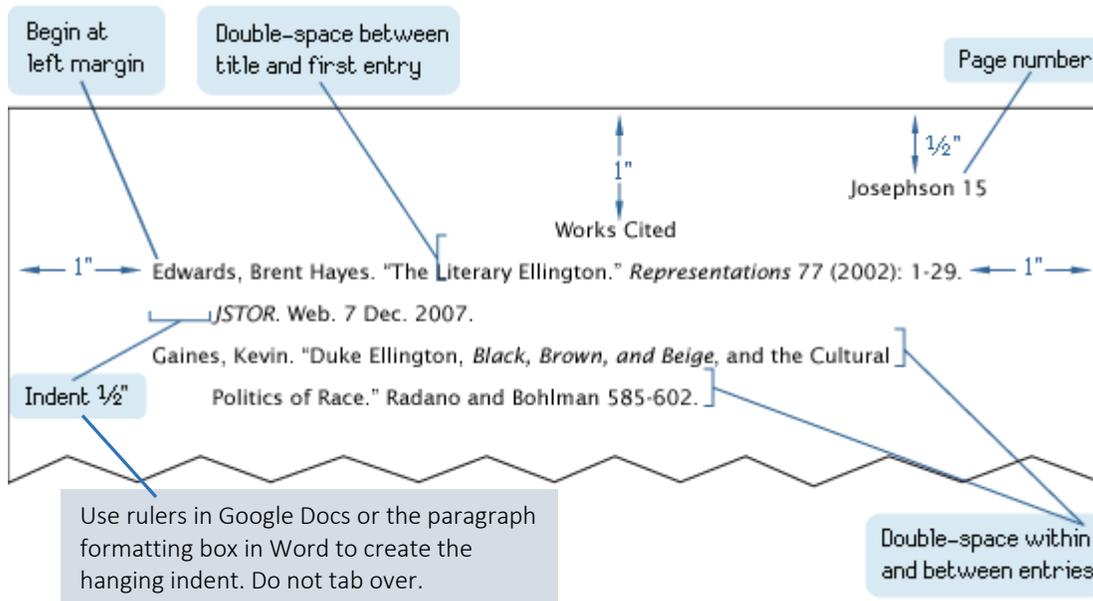
## I. The Top of the First Page (NO TITLE PAGES)



## II. The Running Head of All Pages After the First Page



## III. The Works Cited Page

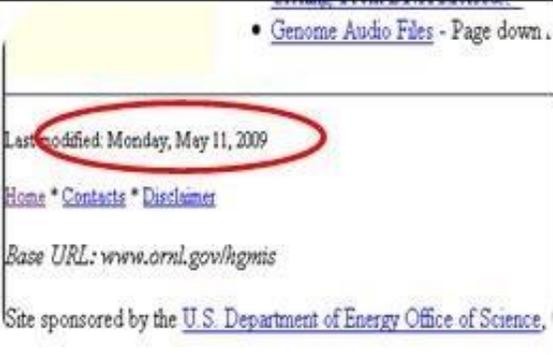


# C.A.R.P. Website Evaluation Checklist

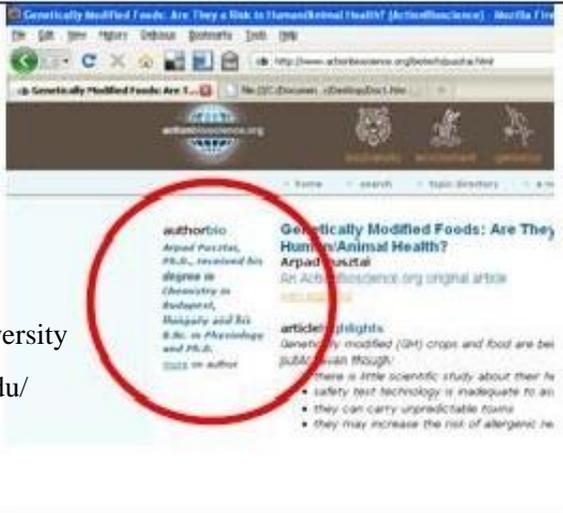
Title of page you are evaluating:

URL of page:

## CURRENCY

|   |                                    |  |
|---|------------------------------------|--|
| <p><b>When was the page written or updated?</b></p> <p>If no date is given on the page, visit the home page to look for the date.</p> | <p>Date</p> <p>_____</p>           |  |
| <p><b>Is the information current enough for your topic?</b></p> <p>Why might the date matter for your topic?</p>                      | <p>Yes                      No</p> |  |

## AUTHORITY

|   |   |  |
|---|---|--|
| <p><b>Who wrote the page?</b></p> <p>If there is no specific author, what is the name of the organization responsible for the site? You may need to visit the home page to find the answer.</p> | <p>Email: _____</p> <p>Name: _____</p>  |  |
| <p><b>Is there evidence that the author or organization is an expert on this subject?</b></p> <p>What are their credentials?</p>  | <p>Evidence:</p> <p>Provided by Keene University<br/> <a href="http://infolit.keene.edu/">http://infolit.keene.edu/</a></p> |  |

# RELIABILITY

|   |                                       |  |
|---|---------------------------------------|--|
| <p><b>Are there references given for the information on the site?</b></p> <p>Look for a bibliography or any list of materials used in the creation of the page.</p> | <p>Yes</p> <p>How many?</p> <p>No</p> |  |
| <p><b>Is the content primarily opinion?</b></p> <p>Is the content biased or balanced? Why might bias matter for your topic?</p>                                     | <p>Yes</p> <p>No</p>                  |  |

# PURPOSE AND POINT OF VIEW

|   |   |
|---|---|
| <p><b>Why was the page put on the web?</b></p> <p>Are there ads on the site? How do they relate to the topic covered?</p> <p>Example: an ad selling ammunition next to an article about firearm legislation.</p> <p>Is the content primarily opinion?</p> | <p>Information/facts</p> <p>Persuasion</p> <p>Sales tool</p> <p>Other _____</p>   |
| <p><b>What is the domain extension?</b></p> <p>How might this influence the purpose?</p>  | <p>.com .edu .mil</p> <p>.org .net .gov</p> <p>Other _____</p>  |
| <p><b>Based on the writing style and vocabulary, who is the intended audience?</b></p>  | <ul style="list-style-type: none"> <li>• Children</li> <li>• General Public</li> <li>• Scholars or professionals</li> </ul> |



**Conclusion:**  
Will you use the site for your paper? Why or why not?

---

**If yes, write full citation:**

# General Tips for Taking Notes

Taking good notes is a key element in being a successful student. These tips will help you stay organized and increase your speed at recording the main points during a lecture and will improve your listening skills. Taking and reviewing good notes results in higher grades. Therefore, you should develop a system of your own that you can *use consistently*. We suggest the Cornell Note Taking System described in the following pages.

1. Label your notes with the *course*, the *date* and the *discussion topic*.
2. Record the information you will need to study in an abbreviated form on the main part of the page.

\*Use standard abbreviations, such as:

|                     |              |                    |
|---------------------|--------------|--------------------|
| ch. (chapter)       | bk (book)    | e.g. (for example) |
| etc. (and so forth) | rvw (review) | p. (page)          |
| pp. (pages)         | stdy (study) | hwk (homework)     |

\*Create your own abbreviations for commonly used words by leaving out certain letters as demonstrated above.

\*Play with abbreviating words until you develop a system that you can use consistently.

3. In the margin, indicate important points using **key words** that will help you find and remember the points covered in the lecture.

\*Develop a set of symbols (asterisks, exclamation points, question marks, stars, etc.)

4. Make your notes more **visual**.

\*Indent, use symbols, spacing, varied handwriting, highlighting.

5. Use the same techniques when you need to take notes from a **textbook** or a **research source**.

6. No matter how you take notes for research, **ALWAYS** record **WHERE** the information came from as you go. It will be impossible to go back and remember later when you have to cite all directly quoted, summarized, and paraphrased information.

# Cornell Note Taking Format

## STEP ONE – SET UP YOUR PAGE HEADING

Your Name:

Teacher's Name:

Topic:

Date:

| Main Ideas  | Notes  |
|---|--|
| <p data-bbox="256 632 477 772"><b>STEP THREE:<br/>Identify the Key<br/>Points Based on<br/>Notes</b></p> <p data-bbox="188 856 516 999">Write key terms and/or questions that summarize the concepts being presented.</p> <ul data-bbox="240 1052 256 1230" style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>   | <p data-bbox="857 632 1091 699"><b>STEP TWO:<br/>Take Your Notes</b></p> <p data-bbox="607 856 1351 1150">In this section, record your notes on the lecture or reading that is given. Use any note taking system you prefer in this section of the page. For example, you may choose to write complete or semi-complete sentences. You may wish to use an outline format with bullet points. Remember that you will increase your speed by incorporating some of the strategies presented in “General Tips for Taking Notes”. Make sure you write legibly!</p> |
| <p data-bbox="188 1619 326 1650"><b>Summary</b></p> <p data-bbox="448 1696 1114 1728"><b>STEP FOUR: Summarize What You've Learned</b></p> <p data-bbox="188 1734 1341 1839">Once the lecture or reading has been completed and you have filled in your main ideas, go back and re-read your notes. Then, in a few sentences, capture the main ideas. Answer the questions: “What did I learn today?” and “What don't I understand?”</p> |  |

|        |  |
|--------|--|
| Topic: | Name: _____<br>Per: _____<br>Date: _____<br>Class: _____ |
|        | <b>Notes:</b>  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |

### Annotated Reading Organizer

Instructions: Use the annotations made on your article/text to help fill out this organizer.

**Before you read:**

1. What is the point? Look at the title of the article and any major headings and/or figures; predict and explain what you think this article is about.
2. Familiarize yourself with the purpose of the assignment. Review the questions that have been asked (if applicable). Explain why you are reading this text.
3. (If applicable). Consider the credibility of the author: What credentials do they have? Are they highly qualified to have a position on this subject? Consider doing an Internet search of the author.
4. Number all of the paragraphs in the article. Use the following notation: ¶1, ¶2, ¶3, and so on.

|  |   |
|--|---|
| <p><b>Vocabulary:</b> (unknown, important, or repeated)</p> <p><u>Identify at least 5 words</u> and write them down.</p> | <p><b>Definition:</b> provide a definition for each of the words you boxed during your reading.</p> |
|--|---|

|  |                 |                 |                 |
|--|-----------------|-----------------|-----------------|
| <p><b>! + Interesting info</b><br/>Find interesting details that are related and that stand out to you after reading the text closely.</p> | <p>Detail 1</p> | <p>Detail 2</p> | <p>Detail 3</p> |
|--|-----------------|-----------------|-----------------|

|   |                    |                    |                    |
|---|--------------------|--------------------|--------------------|
| <p><b>? Questions that you have or things that are confusing. ⚙</b><br/><br/>Copy down at least 3 questions that you have after reading the text.</p> | <p>Question 1:</p> | <p>Question 2:</p> | <p>Question 3:</p> |
|---|--------------------|--------------------|--------------------|

|  |                  |                  |                  |
|--|------------------|------------------|------------------|
| <p>Find answers to these questions. Talk to your reading partners.</p> | <p>Answer 1:</p> | <p>Answer 2:</p> | <p>Answer 3:</p> |
|--|------------------|------------------|------------------|

|  |   |
|--|---|
| <p><b>Making a Claim</b></p> <p>State a conclusion that you have come to and can support with evidence from the text after reading and thinking about it closely.</p> <p>You can explain your personal thoughts on what you read. Form an opinion about what you read.</p> | <p>Respond to the following question(s) or make a claim based on the reading:</p> |
|--|---|

**# + ! ☆**  Evidence-based Claim (use both quantitative and qualitative data). Support your claim from above with evidence from the text:

|                     |                     |                     |
|---------------------|---------------------|---------------------|
| Supporting Evidence | Supporting Evidence | Supporting Evidence |
|---------------------|---------------------|---------------------|

Evidence-based Argument: What's your position on the topic of the article/text? State the evidence and details that support this position. Develop a detailed argument based on all the supporting evidence and details that were used to fill in your graphic organizer.

**Restate your claim from above and support it with evidence. Prepare a final written claim with evidence below. Be sure to address the questions below in your claim.**

Annotation Bookmark

While reading, annotate the text with the symbols listed below:

|   |   |
|---|---|
|  | Use a star if something you read answers a question.  |
|  | Use a check mark when you read something you already knew.  |
|  | Build your vocabulary by <u>boxing</u> all words that: <ul style="list-style-type: none"> <li>• Are repeated</li> <li>• Seem important or</li> <li>• Are unknown</li> </ul> |
|    | Use a spiral when something you read is confusing.  |
|    | Use an exclamation point when something you read is interesting.  |
|    | Use a number sign when you encounter numerical data/statistics that you may need to cite later.   |
|    | Use a question mark when something you read raises a question in your mind.   |
|    | Use a plus symbol when you read something you did not know that adds to your knowledge base.  |

Annotation Bookmark

While reading, annotate the text with the symbols listed below:

|   |   |
|---|---|
|  | Use a star if something you read answers a question.  |
|  | Use a check mark when you read something you already knew.  |
|  | Build your vocabulary by <u>boxing</u> all words that: <ul style="list-style-type: none"> <li>• Are repeated</li> <li>• Seem important or</li> <li>• Are unknown</li> </ul> |
|    | Use a spiral when something you read is confusing.  |
|    | Use an exclamation point when something you read is interesting.  |
|    | Use a number sign when you encounter numerical data/statistics that you may need to cite later.   |
|    | Use a question mark when something you read raises a question in your mind.   |
|    | Use a plus symbol when you read something you did not know that adds to your knowledge base.  |

Annotation Bookmark

While reading, annotate the text with the symbols listed below:

|   |   |
|---|---|
|  | Use a star if something you read answers a question.  |
|  | Use a check mark when you read something you already knew.  |
|  | Build your vocabulary by <u>boxing</u> all words that: <ul style="list-style-type: none"> <li>• Are repeated</li> <li>• Seem important or</li> <li>• Are unknown</li> </ul> |
|    | Use a spiral when something you read is confusing.  |
|    | Use an exclamation point when something you read is interesting.  |
|    | Use a number sign when you encounter numerical data/statistics that you may need to cite later.   |
|    | Use a question mark when something you read raises a question in your mind.   |
|    | Use a plus symbol when you read something you did not know that adds to your knowledge base.  |



## How to Create a Thesis Statement from a Controlling Purpose/Focus Aspect

You need to fully develop a purpose from your research. If your notes do not satisfy what your original purpose was, be sure to adjust your position. One's documentation within the body of a research paper must support a **specific opinion** in a thesis statement. Your purpose now *needs to be persuasively written in a declarative sentence with a specific and narrowed subject, a definite attitude about this subject (your opinion/commentary), strong word choice with focus vocabulary, and preferably a why or condition statement to show a relationship to be proven.* A thesis statement can be one or two sentences in length.

### Example 1:

The dark mystery and heavy burden of a research paper can be enlightened by taking the tasks one step at a time. Just as some believe that the world was created in six days, so can the creation of a research paper be accomplished by following six critical guidelines.

[The purpose of this paper is to explain the six steps for writing a research paper.]

### Example 2:

By featuring three types of sails, windsurfing appeals to not only the strong and athletic individual who dares to endure a maximum workout or to compete in a mind and body battle, but also to one who enjoys the leisure of sailing and the fun and freedom of ocean play.

[The purpose of this paper is to describe the physical and mental fitness needed in order to be a successful wind surfer.]

### Example 3:

Despite the fact that both white men live in the small southern town of Maycomb, Atticus Finch alone displays fatherly qualities to be admired in Harper Lee's To Kill a Mockingbird. His compassion not only reaches out to his children, but to all citizens, causing him to use sound moral judgments, so unlike Bob Ewell whose selfishness and lack of morals create a man unfit to raise his seven children.

[The purpose of this paper is to contrast what types of fathers Atticus Finch and Bob Ewell are in Harper Lee's To Kill a Mockingbird.]

**A thesis argument, one or two sentences, should be the last sentence(s) in the thesis paragraph.**

## Creating an Outline from Notes



Remember that NoodleTools has a function to stack digital notecards and create an outline!  
Follow these steps when creating your outline from your notes:

1. If you used notecards, separate your note cards by focus aspects. Keep a stack of unneeded cards. Never delete or throw anything away until weeks after your grade comes back!
2. Review your focus areas and, with your outline, write your thesis.
3. Depending on your thesis attitude, arrange your focus sets of note cards in an order that is both logical and persuasive. One's strongest argument should be the last section of the paper.
4. Your teacher will request you to either make a *sentence outline* or a *topic outline* or a combination of the two.

Example:

Outline

**Thesis:** The dark mystery and heavy burden of a research paper can lighten by taking the tasks one step at a time. Just as some believe that the world was created in six days, so can the creation of a research paper be accomplished by following six critical guidelines.

I. Finding the right topic for research is a major responsibility for a student to undertake.

A. A report is different than a research paper.

1. An observer, a passive role

2. An active thinker to formulate a thesis attitude

B. Meaningful research means satisfying a personal need.

1. Enjoyment, career, questions, mysteries, history

2. Ask preliminary questions and brainstorm

C. Is this topic important enough for me?

1. Interesting, significant, objective

2. Narrowed to a controlling purpose

II. After the controlling purpose is determined, it is time to begin the Working Bibliography. . . .

### **Important**

**1. The outline needs to be typed and double spaced.**

**2. Each focus aspect should be strong enough to represent a Roman numeral section in the outline with at least an A & B idea and two specific details under each. These items come from your note cards and represent the integration of ideas found in a minimum of two or three sources per focus section (I, II).**

**3. It is not necessary to outline the thesis and clincher paragraphs.**

**4. Check to make sure that the information included definitely supports the thesis and is necessary for the paper and not just "excess fluff."**

## How to Create a Rough Draft by using the Outline and Note Cards

| <b>Outline of Research Paper</b>  |   |
|---|---|
| <p>Thesis: The dark mystery and heavy burden of a research paper can lighten by taking the tasks one step at a time. Just as some believe that the world was created in six days, so can the creation of a research paper be accomplished by following six critical guidelines.</p> <p>I. Finding the right topic for research is a major responsibility for a student to undertake.</p> <p style="padding-left: 20px;">A. A report is different than a research paper.</p> <p style="padding-left: 40px;">1. An observer, a passive role</p> <p style="padding-left: 40px;">2. An active thinker to formulate a thesis attitude</p> <p style="padding-left: 20px;">B. Meaningful research means satisfying a personal need.</p> <p style="padding-left: 40px;">1. Enjoyment, career, questions, mysteries, history</p> <p style="padding-left: 40px;">2. Ask preliminary questions and brainstorm</p> <p style="padding-left: 20px;">C. Is this topic important enough for me?</p> <p style="padding-left: 40px;">1. Interesting, significant, objective</p> <p style="padding-left: 40px;">2. Narrowed to a controlling purpose</p> <p>II. After the controlling purpose is determined, it is time to begin the Working Bibliography. . . .</p> | <p><i>A thesis paragraph has already been written, so it is now time to write the body of your research paper. Look at your outline.</i></p> <p><i>Each Roman Numeral section is one part of the body of your paper and can be converted into two to five separate paragraphs, depending on how much information is included with specifics. Each paragraph in a research paper should not be longer than 2/3 of a page, for a writer is "building a case or argument" for a particular opinion. The shorter paragraphs show one's active thinking and connections of material.</i></p> |

To begin the body of your rough draft, you need your outline, your note cards in the order you plan to use them, and your active mind which will provide the thesis links and attitude development throughout the paper. Here are your important commentary clinchers and transitions which compose about 30% - 35% of your paper. Remember, the rest is your documented note cards.

In this example, the writer chose to make three body paragraphs—one representing I, A, 1, 2; one B, 1, 2; and lastly, C, 1, 2. Please refer to the sample research paper and notice the opening and last lines of each paragraph. It is important to clinch and transition with key vocabulary that represent the focus aspect. Besides within the paragraph the phrases you the writer add, here is your place for commentary expression. State what is important about the information you have just shared and reinforce your thesis attitude. Your style of expression allows your voice to be heard in this paper, particularly now.

Before introducing the next Roman numeral, be sure to adequately clinch the central idea in the preceding section. Here, you are building your thesis opinion.

A goal is to blend direct quotations with summary and paraphrase notes. Avoid overuse of quotations, for then your writer's voice is lost and becomes reporter-ish. Your energy and your appreciation of your research needs to be part of your thesis attitude.

# Guidelines for Rough Draft Revision Process

[To be done over & over again!]

## A. Content and Organization

- Does your paper adequately support or prove the thesis?
- Does your introduction capture your reader's attention and provide significance and relevancy for your topic?
- Does your thesis statement give a specific, narrowed subject and a definite attitude?
- Do your body paragraphs combine effective quotations and meaningful summaries and paraphrased details?
- Does your paper present evidence from a wide variety of up-to-date sources?
- Have all unnecessary or irrelevant materials been deleted to allow for strong coherency?
- Have you created commentary transitions that link your documentation directly to your thesis?
- Have you remembered to incorporate sentences that clinch and transition between key specifics and focus aspects?
- Have you maintained short body paragraphs with dynamic topic sentences?
- Does your clincher paragraph reemphasize your thesis and give your readers a sense of completion or awareness with a universal appeal?

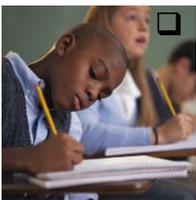


## B. Style

- Have you employed sophisticated sentence structure, incorporating sentence variety?
- Have you avoided wordiness and used clear, concrete specifics?
- Does your paper have a writer's voice, a tone of persuasive ownership, instead of a third person reporter?
- Is your diction (vocabulary) effective with only some key repetitions?
- Does your title (not over five words in length) spark?

## C. Format

- Have you avoided plagiarism by completely documenting all sources?
- Is your works cited representative of only sources documented within your paper?
- Did you follow all title page, margin, and pagination rules?
- Have you proofread for all spelling, usage, and punctuation errors?
- Have you read your paper aloud for coherency?
- Have you carefully proofread each rough draft, taking your time between drafts to find new possibilities?



(From Shepherd 58-60 and Moretti)

## Let's Begin the Works Cited!

It's a good idea to start typing your Works Cited page(s) early in the research writing project. Each time you add a source to your rough draft, you can type that source into your Works Cited page. Your Works Cited page(s) will then grow with your rough draft. Just remember to take out any sources from the Works Cited if you later drop them from your paper. **A Works Cited page contains ONLY THOSE SOURCES YOU ACTUALLY CITE IN THE BODY OF THE RESEARCH PAPER!**

A **Bibliography** is a listing of all sources you consulted, even those not cited in your paper. Some teachers may want both the Works Cited AND the Bibliography!

# Jane Schaffer Paragraph Writing

1. Topic Sentence (TS): **WHAT** are you proving?
2. Concrete Detail (CD): **WHERE** is the proof?  
Lead-In, “directly quoted material” (Author #).
3. Commentary (CM)—**HOW/WHY** does concrete detail prove topic sentence?
4. Commentary (CM)—**HOW/WHY** does concrete detail prove topic sentence?
5. Concrete Detail (CD)
6. Commentary (CM)
7. Commentary (CM)
8. Concluding Sentence (CS)—**SO WHAT?**
  - a. Do not summarize!
  - b. Do not repeat topic sentence!

## Types of In-Text Citation:

### A. Introduction of Speaker:

Lennie states, “Tell me—like you done before...About the rabbits” (Steinbeck 13)

### Verb Options (varying up “the author states” or “the author says”):



- |                |              |               |            |
|----------------|--------------|---------------|------------|
| ✓ Acknowledges | ✓ Comments   | ✓ Endorses    | ✓ Reasons  |
| ✓ Adds         | ✓ Compares   | ✓ Grants      | ✓ Reflects |
| ✓ Admits       | ✓ Confirms   | ✓ Illustrates | ✓ Refutes  |
| ✓ Agrees       | ✓ Contends   | ✓ Implies     | ✓ Rejects  |
| ✓ Argues       | ✓ Declares   | ✓ Insists     | ✓ Reports  |
| ✓ Asserts      | ✓ Denies     | ✓ Notes       | ✓ Responds |
| ✓ Believes     | ✓ Disputes   | ✓ Observes    | ✓ Suggests |
| ✓ Claims       | ✓ Emphasizes | ✓ Points out  | ✓ Writes   |

### B. Introduction and Colon:

Alice Walker identifies one main reason black women have been denigrated in folklore: “We have been handed the burdens that everyone else—everyone else—refused to carry” (86).

### C. Direct Quote integrated into syntax of Sentence:

Hawthorne discusses the need to “[s]how freely to the world, if not your worst, yet some trait whereby the worst may be inferred” in an effort to dispel the Puritan myth that sinners must be sought out and humiliated (270).

### D. Introductory Phrase:

According to Alice Walker, black women have “been handed the burdens that everyone else—everyone else—refused to carry” (86).

### E. Subordination Using ‘That’:

In the face of racism and antifeminism, Walker declares that “black women have been called ‘the mule of the world’” (86).

Center your letter, top to bottom, on the page.

Chaffey Joint Union High School District  
211 W. Fifth Street  
Onatio, CA 91762  
March 10, 2014

Return address.  
Give YOUR address. No name; that goes at the bottom of the letter.  
Next line: Today's DATE.

← QS = Quad Space (4 returns)

All Students, Parents, and Staff  
711 Amethyst Dr.  
Rancho Cucamonga, CA 91701

Inside Address:  
This is the address where the letter will be sent.

Dear Student:

← Salutation: Use a colon

Welcome to the wonderful world of research—a place of active learning for those with curious minds! We are proud to have developed the Chaffey Joint Union High School District's *Style Manual for Documented Papers* that will serve as a guide on your discovery to a new world of learning.

This document was developed as a user-friendly resource to help students with documented paper assignments during their high school years. "A Guideline for Word Processing" has been included to give the standard final draft requirements for all papers. A properly formatted research paper is included as an instructional device on how-to create a research paper. An up-to-date, Seventh Edition, *Modern Language Association (MLA) Handbook* has been consulted for the Parenthetical Citation and Works Cited entries. Valuable handouts are also included, allowing all to view examples of research components and to provide helpful advice for each research step in the process.

A research paper allows time to think and reflect about subjects that are meaningful to us. The discovery allows for curiosity, surprises, and intellectual growth: **the more we read, think, and write, the more we know**. Again, welcome to the world of research; enjoy your discoveries!

Respectfully submitted,

← Complimentary Close:  
Use a comma, then QS (quad space).

Mat Holton  
CJUHSD Superintendent

Font style of letter is Times New Roman, 12 point.

# Scientific Reports

## How to write a good laboratory report

- I. Title
- II. Purpose: A simple statement of the problem or purpose of the lab. This may be written as a statement or a question.
- III. Background: Summarize the introduction. Give enough information that an uneducated person reading the report would know what was going on.
- IV. Hypothesis: Use your prior knowledge to determine what you think will happen in the lab or what you think is the answer to the question in the purpose statement.
- V. Procedure/Method: Summarize what will be done in the lab. This will help you understand what you will be doing before you start.
- VI. Data: Data can be in the form of a table or can be observations. Use a straight edge to make the table and make it big enough to hold all the data and still be readable. Label the table so it is easily understood and **Do Not Forget the Units**.
- VII. Analysis: This is the portion of the lab where you determine what the data means. The analysis includes any mathematical or statistical calculations. Any questions on the lab handout should be a part of this section. Any graph paper and a straight edge should be used. It is also important to label the x-axis with the independent variable and label the y-axis with the dependent variable. (Do not forget the units). The graph should also include a title.
- VIII. Conclusion: This is the most important part of the lab as it allows the instructor to see if you understood the concept that was being taught in the lab. All conclusions are to be written in paragraph form with complete sentences. (Yes, grammar counts.) The conclusion should be in the following format:
  - 1st paragraph**
    1. State the purpose
    2. State your hypothesis
    3. State whether the hypothesis was supported or refuted. (It is okay if the hypothesis was refuted)
    4. State the relevant data that supports the hypothesis. In other words, use evidence from the lab to explain why you have rejected or accepted the hypothesis using the data.
  - 2<sup>nd</sup> paragraph**
    1. Introduce and explain the main concept of the lab (from notes or textbook)
    2. Using the concepts from class, explain what happened and why
    3. If results do not support class concepts, state what should have happened and what sources of error could have skewed the results
    4. Summary statement. If...then...because...

# Conclusions in Science

The conclusion of a scientific lab report should be able to stand by itself as a summary of the investigation

## CONTENT

### *Writing task*

|   | Self | Peer | Teacher |
|---|------|------|---------|
| State Purpose                                   |      |      |         |
| State hypothesis; State if supported or refuted |      |      |         |
| Restate results (in 1 sentence)                 |      |      |         |

### *Thesis and control*

|                                     |  |  |  |
|-------------------------------------|--|--|--|
| Introduce concepts learned in class |  |  |  |
| Tie specific concepts to results    |  |  |  |

### *Support*

|  |  |  |  |
|--|--|--|--|
| Explain how results support concepts     |  |  |  |
| Use key words correctly                  |  |  |  |
| Provide cause and effect:                |  |  |  |
| If...then...because...                   |  |  |  |
| If results don't support class concepts: |  |  |  |
| State what should have happened          |  |  |  |
| Possible errors and/or explanation       |  |  |  |

## WRITING CONVENTIONS

### *Sentence variety*

|                                      |  |  |  |
|--------------------------------------|--|--|--|
| Use a variety of sentence types      |  |  |  |
| Use precise and descriptive language |  |  |  |

### *Audience*

|   |  |  |  |
|---|--|--|--|
| Use advanced language appropriate to assignment |  |  |  |
| Use advanced language appropriate to reader     |  |  |  |

### *Writing mistakes*

|   |  |  |  |
|---|--|--|--|
| Use correct spelling, punctuation and grammar |  |  |  |
| Use complete sentences                        |  |  |  |

### Comment:

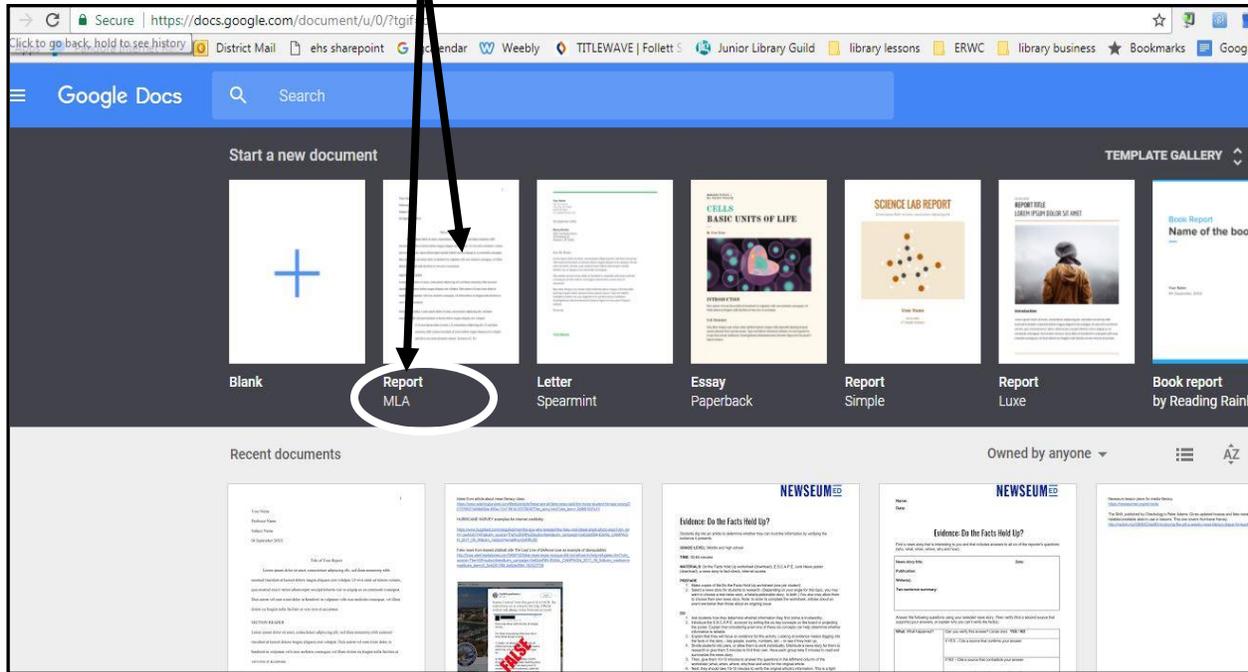
## Editing Symbols

*Following is a list of common editing symbols and their explanations:*

- s/v** subject-verb or pronoun-antecedent agreement problem
- awk** awkward phrasing or sentence structure
- cite / (c)** researched information has not been cited
- coh** coherence: paragraph lacks a logical development or flow of ideas
- cs** comma splice: two sentences joined by the use of a comma, rather than by a comma and a conjunction, or by subordinating one clause
- frag** fragment: incomplete sentence
- LQF** long quote format: long quotes need to be set off by indenting two tabs
- Inc / QI** incorporate quotes / quote inclusion: introduce quotes with appropriate tags and context; build quote into larger sentence
- CD** concrete detail needs citation (see Style Manual, p.16)
- ¶** paragraphing: ineffective paragraph organization. Paragraph may not be sufficiently developed, or may need a break at some point, or may lack a discernible organizing principle.
- r-o** run-on sentence
- TS** topic sentence: ineffective or absent topic sentence
- tr / t** transition: no transition, or ineffective transition between ideas, especially between paragraphs.
- wc / ww** word choice: ineffective word choice; may be incorrect word or immature vocabulary
- √ punctuation error (often a comma)
- o capitalization error
- F.Q.** Floating Quote – need to provide an anchor using the writers own voice before or after the quotation.
- ∩ join two words into one (further more = furthermore)
- / split one word into two (high/school) OR add a space
- ~ switch word order
- AQ** Awkward use of quote. May not flow with construction of sentence or May not support argument.

# A note for Google Docs users:

Google Docs has a “Report” template ALREADY set up in MLA format.



Sign in to your Google account.

Go to docs.google.com so that you have the bar of templates across the top

NOTICE the Works Cited page!

If you do not use Noodletools, you will need to format this on your own with hanging indents. Google Docs has a Work Cited page at the end of the MLA template ALREADY SET UP with hanging indents, double spacing, and font size.

