



Style Sheet

for

Writing

The

Research Paper

**Fall 2007 Allentown,
Pennsylvania**

Table of Contents

| | |
|---|----|
| A Note to Students | 3 |
| What is a Research Paper? | 3 |
| What is MLA Style? | 3 |
| Plagiarism: A Warning | 4 |
| Research Process Time Line | 5 |
| General Guidelines for Writing a Research Paper | 6 |
| Selecting and Focusing a Topic | 7 |
| Developing a Thesis | 7 |
| How to Do Research: A Step-by-Step Approach | 8 |
| Helpful Resources | 9 |
| The Next Step: Building a Working Bibliography | 12 |
| Preparing the List of Works Cited | 14 |
| Note-Taking | 24 |
| How to Use Note Cards | 25 |
| Evaluating Internet Resources | 28 |
| Developing an Outline | 29 |
| Documenting Sources | 33 |
| Writing the Rough Draft and Preparing the Final Product | 35 |
| Sample Report..... | 37 |
| Works Cited or Consulted..... | 45 |

A Note to Students

This booklet was designed to serve as a guide to assist you as you develop your research paper. Writing a research paper may seem like an intimidating process, but you will be successful if you adhere to the deadlines established by your teacher and submit each of the required elements on time. You will receive grades for each part of the process, not just your final paper. Failing to submit your thesis statement, note cards, outline, rough draft, etc. will result in a lower grade. In other words, your teacher isn't just looking for your final draft. As you move from grade to grade, the specific requirements for your paper will change to reflect your increased skills.

The decision about all final requirements for your research paper rests with your teacher. He/she will provide you with specific details about topic, length, timeline, grading, etc. Be certain to ask him/her any questions that arise as you go about the process of writing your research paper.

What is a Research Paper?

A research paper is a multi-page composition that shows that its writer has the ability to gather information on a particular idea, understand that information, add his or her own ideas, and explain the information to others clearly and interestingly. Furthermore, the research paper identifies the specific sources of information that the researcher used to develop the paper.

The writer of the research paper may not have knowledge about the subject before beginning to do research. For such a writer, the project offers an opportunity to learn something new. For the writer who has some prior knowledge or assumptions about a particular topic, the project offers an opportunity to reinforce or modify knowledge or opinions. All writers of research papers must realize, however, that the paper is not simply an explanation of personal ideas; it is a presentation in clearly understandable language of the ideas of other people—even if the writer of the paper disagrees with them—showing that the writer can understand and explain to others material which is considered authoritative on a particular topic.

Your teacher will inform you about the type of research paper you are to write. Many teachers require a literature-based paper, while others may accept a career-investigation paper or a paper examining a critical issue. It is the teacher's decision about what options to offer.

What is MLA Style?

MLA (Modern Language Association) style is the type of documentation most widely taught at the high school level. Other styles of documentation commonly used in other disciplines are APA (American Psychological Association), AMS (American Mathematical Society), ACS (American Chemical Society), etc. If you master MLA style while still in high school, you will easily be able to understand and use other styles of documentation that may be required in college or graduate school.

Plagiarism: A Warning

Plagiarism, from the Latin word for “kidnapper,” is using another person’s words, terms, or ideas in your writing without properly documenting the actual source. It is the theft of someone else’s writing, and it is as dishonorable as any other form of stealing. Writers’ ideas and their own way of expressing them are their personal property, not to be “borrowed” unless credit is given (Gibaldi 30).

Many students, however, are not aware of the various forms this borrowing may take. Word-for-word copying from another writer, without enclosing the copied passage in quotation marks or indenting it and identifying its source, is the most flagrant form of plagiarism. On the other hand, a student may occasionally insert a particularly appropriate term or phrase, mistakenly believing that the use of a few words from another writer is permissible.

Plagiarism may take the form of:

➔ word-for-word copying of a whole passage or an especially appropriate word or phrase, without enclosing the copied material in quotation marks or indenting it and acknowledging the source.

➔ the “patchwork effect”: a paper composed almost entirely of borrowed passages, possibly correctly identified, and joined together by the lazy student writer who believes that connecting these ideas with a few original sentences will make the writing his/her own.

➔ the paraphrase, perhaps skillfully written, that restates someone else’s ideas without identifying the source. Whenever a student rewords or paraphrases what he/she has just read, it is not enough just to document it parenthetically. The following is the correct format:

☞As (first and last name of author) has suggested, writing a term paper for your English teacher is much more difficult than it initially sounds (page number of reference).

NOTE: The parenthetical page reference is not enough to adequately document the source of another writer’s ideas. You must also mention the writer’s name somewhere in the sentence.

Remember: Always acknowledge the source of facts and ideas that are not your own and are not common knowledge. Whether you have used a direct quotation, an indirect reference, or a borrowed word or phrase, it must not be represented as your original work.

Information found on the Internet must be documented. It is not “free” in the sense that you may include it in your paper without citing the source. Copying from an electronic source is the same as copying from a printed source. It is wrong to do so without a proper citation.

Generally, no more than 1/3 of your finished paper should be DIRECT QUOTES from your sources.

Research Process Time Line

The research paper is taught as a process. Therefore, the end product is only part of the grade. The following is a timeline and point values for the completion of your research paper, worth _____ points.

| <u>Research Paper Component:</u> | <u>Due Date</u> | <u>Point Value</u> |
|----------------------------------|-----------------|--------------------|
| Topic Selection | _____ | ____ pts. |
| Thesis Statement | _____ | ____ pts. |
| Working Bibliography | _____ | ____ pts. |
| Note Cards | _____ | ____ pts. |
| Outline | _____ | ____ pts. |
| Rough Draft | _____ | ____ pts. |
| Intermediate Draft | _____ | ____ pts. |
| Works Cited | _____ | ____ pts. |
| Final Draft | _____ | ____ pts. |

Total Points →

Requirements:

Length: ____ typed pages, double-spaced, standard font, size 12

Sources: ____ websites

____ books

____ magazines/newspapers

____ other

NOTE: Your teacher will provide you with the information necessary to fill in the blanks.

General Guidelines for a Writing a Research Paper

1. The thesis statement should appear in the first paragraph and be restated in your concluding paragraph.
2. Use a standard font, size 12. Do not mix font styles.
3. Margins should be set for 1 inch. (Check your default settings.)
4. Vary sentence structures. For example, try to start each sentence with a different word.
5. No second-person point of view is allowed. (In other words, do not use the word *you*, *your*, or *yours* in direct address.) Your teacher will determine if and where the use of first-person point of view (*I*) is appropriate.
6. Stick to the thesis statement. Prove your thesis throughout your paper.
7. Number the pages in the upper right corner. Type your last name before the page number. Example: Murphy 7. This can be set up as a Header.
8. Avoid generalizations, such as: a lot, some, certain, a few, and a couple of. Support your claims with data and facts.
9. Use the active voice whenever possible. Avoid the passive voice.
10. Use excerpts, examples, quotes, and specific details from supporting literature. Share the opinions of scholars and experts.
11. Cite your sources. Plagiarism = Failure
12. Don't even *think* about using the papers available on the Internet. Your teacher will find out and you will receive a failing grade. In some cases, a discipline referral will be issued.

Selecting and Focusing a Topic

Your teacher may allow you to select your own topic or may provide you with a list of topics for your paper. Either way, you must focus (narrow) the topic so that it is manageable. If a topic is too broad, you will be overwhelmed with too much information. If it is too limited or too new, you will not be able to locate enough information. Your teacher will be able to tell you if your topic is too broad or too narrow.

Beginning the Project: Developing a Thesis

Any research paper is developed in response to a thesis, which is the basic idea, or core, of the paper. It is a single sentence that combines both the topic and your point of view about the topic.

A person could be led to write a research paper to support or challenge the opinions of another individual. For example: “Even though some critics think that Edgar Allan Poe’s personal life should prevent his works from being taught in school, others feel that the quality of his work is more important.”

Sometimes, however, you may be required to think of an original thesis. You can do that by saying, “I think that Robert Frost’s poem ‘The Death of the Hired Man’ is effective because of its use of Yankee characters.” (The words starting with *that* state the thesis on which the whole paper will be based, and “I think that” will not appear in the final paper.)

A research paper for English class may well be about language or literature. If the paper were based on Hemingway’s The Old Man and the Sea, for example, you would be sure to read the novel before proceeding with the rest of the work. Of course, the same expectation applies to short stories, plays, poems, and other literary types. Once you have developed your thesis, you should seek out and take notes from materials explaining various critics’ ideas about the literary work being studied. Carefully follow the directions and styles presented in this booklet, except in specific situations in which the teacher’s directions may supersede those presented here.

Finally, be sure that your thesis statement appears both near the beginning of the finished paper and in the conclusion.

How to Do Research: A Step-by-Step Approach

Your school library contains more information than you could possibly use. Unless you have a search strategy for locating needed materials, you may feel defeated before you even begin your research. A search strategy is like a road map – it shows you the correct path to take, shows you what to look for along the way, and assures you that you will arrive at the right destination. Follow these steps and your search will be a success:

Select and Define your Topic:

- ➔ For an overview or basic background material, read an article in a special or general encyclopedia or other appropriate reference work. **NOTE:** Encyclopedias may or may not be used as documented references. Check with your teacher.
- ➔ Define and refine your topic enough to make it searchable.
- ➔ Note terms and concepts used in the encyclopedia article; they may be useful later.

Establish a List of Search Terms/Key Words:

- ➔ Search terms or Key Words are the terms used to locate a wide variety of information about your topic. For example, if your topic is the role of women in Shakespeare's plays, your Search Terms/Key Words would include: "women in Shakespeare," "female roles in *Romeo & Juliet*," "renaissance culture," "gender roles in Elizabethan society," etc.

Find Books on your Topic:

- ➔ Use the online card catalog for your school as well as the Allentown School District Union Catalog. You may borrow items from other ASD school libraries. See your library media specialist for help. You will be able to search both online catalogs by author, title, subject, and keywords. The Allentown School District uses a program called OPAC; ask your Librarian for help.
- ➔ Use the online catalog at the Allentown Public Library.

Find Articles in Periodicals:

- ➔ Use the online periodical databases to which ASD subscribes (ProQuest, Ebsco, SIRS, Galenet, etc. See descriptions of these beginning on page 10); your list of Search Terms/Key Words may be useful in identifying searchable terms.

Search for Additional Sources:

- ➔ You may need to locate specialized reference tools to find further information or find newspaper articles.
- ➔ Consider interviewing a source who has personal experience with your topic.

- ➔ Ask your library media specialist for assistance. He/she is a valuable resource.

Use Internet Sources:

- ➔ The Internet has many good sources of information. Be careful to evaluate each source before you begin to take notes. Refer to “Evaluating Internet Resources” on page 28. It will help you to determine if the Internet site you have discovered contains truthful information.
- ➔ Take a look at the Find-It-All button on the school OPAC search screen. After “Find-It-All” is selected, choose the “Knowledge Links” tab. You will find many discipline-related Internet links.
- ➔ Use the many Internet search engines available. Google, Ask.com, InfoSeek, etc. are all useful.
- ➔ Be sure to use your Search Terms/Key Words when searching on the Internet.

Helpful Resources

The following resources are available online in your school library:

Grolier Online:

[Encyclopedia Americana](#) - information in depth and news archive
[Grolier Multimedia Encyclopedia](#) - quick reference with multimedia and background on the news
[The New Book of Knowledge](#) - reference and current events for grade 3 and up
[Nueva Enciclopedia Cumbre en Linea](#) - Spanish language encyclopedia
[The New Book of Popular Science](#) - encyclopedia of science and technology with science news
[Lands and People](#) - countries, cultures and geography (with an electronic atlas)
[America the Beautiful](#) - state by state reference
[American Heritage Dictionary of the English Language, 4th ed. American Heritage Student Dictionary American Heritage Spanish to English & English to Spanish Dictionaries](#)
[Roget's II: The New Thesaurus, 3rd. ed.](#)

Noodle Tools - interactive tools designed to aid students with online research; offers assistance from selecting a search engine and finding relevant sources, to citing those sources in MLA style

The following resources are available by clicking on the PA Power Library

Icon:

Ebsco – comprehensive periodical and reference databases

MasterFILE Premier - provides full text for over 1,900 periodicals covering nearly all subjects including general reference, business, health, etc.

Business Source Elite - provides full text for over 1,090 journals covering business, management, economics, finance, banking, accounting, etc.; updated on a daily basis.

Funk & Wagnalls New World Encyclopedia - provides over 25,000 encyclopedic entries, searchable by subject or keywords within the entry

EBSCO Animals - provides in-depth information on a variety of topics relating to animals; database consists of indexing, abstracts, and full text records describing the nature and habitat of familiar animals

Newspaper Source - contains full text for regional U.S. newspapers, international newspapers, newswires, newspaper columns as well as other sources; database also contains indexing and abstracts for national newspapers

ERIC - Educational Resource Information Center contains citations and abstracts from over 980 educational and education-related journals, as well as full text of more than 2,200 digests

USP DI Volume II, Advice for the Patient - provides patient-oriented drug information in lay language. Monographs are organized into the following sections: Brand Names commonly used in both the United States and Canada, Description, Before Using This Medicine, Proper Use of This Medicine, Precautions, and Side Effects

MAS Online Plus - provides full text for 300 general interest and current events magazines

Health Source: Nursing/Academic Edition - provides nearly 580 scholarly full text journals focusing on many medical disciplines; includes abstracts and indexing for over 615 journals. This database is updated daily

Health Source - Consumer Edition - users can search for information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health; features searchable full text for over 190 journals including Consumer Reports on Health and Men's Health, as well as abstracts and indexing for over 205 general health, nutrition and professional health care publications

Regional Business News - a full text newswire database that incorporates business wires from all over the world; included in this database are A&G Information, Africa News Service, Inter Press Service, Resource News International, South American Business, M2 Communications, PR Newswire, Business News Wire, Canadian Corporate News, News Bytes News Network and Phillips Business Information Highlights; updated on a daily basis

Scientific American Archive - offers convenient web access to the complete text and graphics of every issue of Scientific American from 1993 to the present

NoveList - users can learn about books and authors through Feature Articles, Book Discussion Guides, and BookTalks

Grove's Dictionaries--comprehensive resources on the following topics:

The New Grove Dictionary of Music and Musicians Online - world's premier authority on all aspects of music

The Grove Dictionary of Art Online - most comprehensive online reference resource for all aspects of the visual arts from prehistory to the present day

Encyclopedia of Life Sciences - largest single reference source ever published in the life sciences, ELS will contain more than 3,000 original articles written by 5,000 of the worlds leading scientists.
Encyclopedia of Astronomy and Astrophysics - a wealth of scholarship, research, discovery, and theory, the Encyclopedia offers 2,750 original articles commissioned from over 800 experts in the fields of Astronomy and Astrophysics

BigChalk-Electric Library - searches newspapers, magazines, books, pictures, maps and TV and radio transcripts

SIRS Discoverer® - award-winning reference database for children in grades 1-9 which promotes research, reading, writing, language and computer skills; full-text articles and graphics are selected from over 1,200 carefully selected domestic and international publications; articles are assigned reading levels based on educational content, interest and readability level; also includes an Encyclopedia, *The World Almanac® for Kids*, Biographies of U.S. Presidents and Country Facts

Poem Finder-Poem Finder on the Web - largest, most comprehensive and most current poetry database available; international in scope, and covers poetry from antiquity to the present; a one-stop resource for locating over 4 1/2 million lines of poetry; 100,000+ full-text poems including over 10,000 copyrighted poems

AccuNet/AP Multimedia Archive - archive of more than 500,000 current and historical photographs and graphics that can be searched by date, place and subject; more than 800 photographs added to the archive daily

Gale Group -Contemporary Authors & Scribner Writers Series provide biographic and critical essay information on modern novelists, poets, playwrights, journalists, and noted scholars

ACCESS PA -a web based bibliographic union catalog and resource sharing guide to Pennsylvania library collections; over 2,000 school, public, academic, and special libraries are searchable on-line

ProQuest - a resource of electronic collections containing millions of articles originally published in magazines, newspapers, and journals; includes educational journals for teachers and vocational and technical resources

NOTE: Additional resources are being added all the time. Check with your school librarian regarding additional resources that are available through your school library.

The Next Step: Building a Working Bibliography

Once you have settled on a thesis, you must begin to gather sources of information. When you discover a potential source, immediately create a bibliography card for that source, be it a book, magazine article, Internet website, etc. Taking the time to complete this step with care will save you much time and trouble later.

NOTE: You should NOT use textbook material, or commercially prepared study guides (Cliffs Notes, SparkNotes, Monarch Notes, etc.) as sources of information for your research paper. Check with your teacher if you are uncertain about the acceptability of a source.

To Develop Your Working Bibliography:

- ➔ Use 3x5 index cards.
- ➔ Write one source on each card.
- ➔ Include all necessary information. SEE THE EXAMPLES BELOW.
- ➔ Arrange bibliography cards in alphabetical order, using the author's last name or the title of an article if no author is given.
- ➔ Double-check style and punctuation for each entry.
- ➔ Indent the second and subsequent lines.
- ➔ Indicate specific pages if only a particular chapter or essay within a book is applicable to the subject being researched. Normally it is not necessary to list a series of page numbers if material is spread throughout a particular source.

For a Book, write down the

- ➔ Book call number (upper left corner)
- ➔ Name of library (below call number)
- ➔ Author (s)
- ➔ Title
- ➔ City of publication, publisher, and date
- ➔ Pages (specific pages where information is located)

Sample Bibliography Card for a Book

| |
|--|
| 813.09 A2116F Allentown Public Adams, Robert. <u>Myth and Meaning</u> . Norman: University of Oklahoma Press, 1966. |
|--|

For a Periodical, write down the (see next page)

- ➔ Name of library (upper left corner)
- ➔ Author(s)
- ➔ Title of article
- ➔ Title of periodical
- ➔ Volume number (see Arabic numbers) and date
- ➔ Pages (specific pages where information is located)

Sample Bibliography Card for a Periodical

Dieruff

Johnson, Phillip. "The Friends of Ethan Frome."
Time 20 (15 June 1996): 83-84.

For a Subscription Database, write down the

- ↩ Title of the project or database
- ↩ Name of the editor (if given)
- ↩ Electronic publication information, including version number, date of electronic publication or of the latest update, name of sponsoring institution or organization
- ↩ Date of access and network address

Sample Bibliography Card for a Subscription Database

Project Bartleby. Ed. Steven van Leeuwen. May 1998.
 Columbia U. 3 June 2002<<http://columbia.edu/acis/bartleby/>>.

Preparing the List of Works Cited

A Works Cited page is a final, alphabetized list of all the sources that you actually documented in the paper. It is the last page of the final copy.

When preparing your bibliography cards and final List of Works Cited, be certain to adhere to the following format. Many examples have been provided. Should you need to include a type of source not listed below, ask your teacher for assistance. Noodle Tools, available online throughout the school district, is an excellent resource to use while preparing your list of works cited.

PRINT RESOURCES

Books

One Author

Author's name. Title. Place of Publication: Publisher, Year of Publication.

Borden, Howard. Nathaniel Hawthorne's Literary Genius. University Park:
Pennsylvania State University Press, 2001.

Two or Three Authors or Editors

(If there are two or three authors, list their names in the same order as on the title page – not necessarily alphabetical order. Invert only the name of the first author.)

Author's names. Title. Place of Publication: Publisher, Year of Publication.

Donovan, Robert J. and Ray Scherer. Unsilent Revolution: Television News and
American Public Life, 1948-1991. New York: Cambridge University Press, 1992.

NOTE: if there are four or more authors or editors, name only the first and add “et al.” (“and others”) in place of the other authors' names.]

No Author

Title. Place of Publication. Publisher, Year of Publication.

Telecommunications for Learning. Englewood Cliffs, NJ: Educational Technology
Publications, 1951.

Anthology or Collection

Editor. Title of Work Cited. Title of Anthology. Place of Publication:

Publisher, Year. Page numbers of work cited. Bishop, Karen, ed.

Brown, Joseph. Hamlet. The Complete Works of William Shakespeare. New York: Garland Press, 2001. 55-123.

Article in a Multi-Volume Collection

Editor. Title of Work Cited. Volume Number of Title of Collection. Place of

Publication: Publisher, Year of Publication. Page numbers of work cited.

Porter, Vincent. "Copyright Law and Television." Vol. 1 of The Encyclopedia of Television. Ed. Horace Newcomb. Chicago: Fitzroy Dearborn Publishers, 1997. 419-423.

Article in a Collection or Introduction to a Book

Author. "Title of Article." Title of Book. Ed. Editor's Name. Place of Publication:

Publisher, Year of Publication. Page Numbers of Work Cited.

Millgate, Michael. "The Secret of the Tombs." Contemporary Views. Ed. Joseph Jones. Philadelphia: Globe Press, 1981. 23-65.

Book that is Edited or Critical Edition

Editor. Title of Work Cited. Ed. Editor's Name. Place of Publication: Publisher, Year of Publication.

Crane, Stephen. The Short Stories of Stephen Crane. Ed. Grace P. Wimpel. New York: Macmillan Company, 1982.

Book in A Series

Author. Title of Work Cited. Volume Number of Title of Collection. Ed. Editor's Name. Place of Publication: Publisher, Year of Publication. Page Numbers of Work Cited.

Dowd, Michael P. The Great Mark Twain. Vol. 3 of The Complete Anthology of American Authors. Ed. J. P. Snow. New Haven: Yale University Press, 1970. 234-256.

Periodical Article or Book Material Reprinted in a Reference Book

Author, "Title of Article." Title of Periodical. (Day Month Year Published): Page Numbers. Excerpted and reprinted in Title of Book, Volume Number, ed. Editor's Name (Place of Publication: Publisher, Year of Publication.) Page Numbers of Work Cited.

James, Henry, Jr., "Honore de Balzac." The Galaxy (December 1875): 814-36. Excerpted and reprinted in Short Story Criticism, Vol. 5, ed. Thomas Votteler (Detroit: Gale, 1990). 8-11.

Original Article Appearing in a Multi-Volume Work

Author. "Title of Article." Title of Series, Volume Number, Ed. Editor's Name. Place of Publication: Publisher, Year of Publication. Page Numbers of Work Cited.

Murad, Turhon A. "Social Darwinism." Survey of Social Science: Government and Politics Series, Vol. 5, Ed. Frank N. Magill. Englewood Cliffs, NJ: Salem Press, 1995. 1833-38.

Periodicals

Signed Magazine Article (weekly)

(For an unsigned magazine article, begin the citation with the title of the article.)

Author. "Title of Article." Periodical Title. Day Month Year of Publication: Page Numbers of Article.

Santiago, Lesley. "This is Science?" Time 12 Jan. 2002: 79-82.

Signed News Article or Editorial

Author. "Title of Article." Periodical Title. Day Month Year of Publication: Page Numbers of Article.

Manning, Anita. "Window to History." USA Today: 13 July 1999: B5.

Unsigned News Article or Editorial

"Title of Article." Periodical Title. Day Month Year of Publication: Page Numbers of Article.

"Premature Praise for Welfare Reform." New York Times: 20 Aug. 1997: A20.

Article in a Scholarly Journal

Author. "Title of Article." Title of Journal. Vol (Year of Publication): pages.

Scott, Peter. "Censorship, Reading, and Interpretation: A Case Study from the Soviet Union." PMLA. 42 (1999): 61-70.

NOTE: If the journal uses continuous pagination throughout a particular volume, only one volume and year are needed (see above). If the journal pages each issue separately (each issue begins on page 1), you must include the issue number following the volume (see below).

Browne, Samantha. "The Rise of Technology." New York Quarterly. 61.2 (2001): 134-57.

MORE THAN ONE BOOK BY THE SAME AUTHOR

If you have used several sources by the same author, your final Works Cited page should list the titles in chronological order, beginning with the oldest.

Give the name of the author in full only once; subsequent listings will show three hyphens and a period in place of the author's name. Skip two spaces before typing the title of the literary work used.

Jones, Howard Mumford. Pursuit of Happiness. New York: Cornell University Press, 1966.

---. Belief and Disbelief in American Literature. Chicago: University of Chicago Press, 1969.

---. Revolution and Romanticism. Cambridge: Harvard University Press, 1974.

➔ The three hyphens always stand for the name of the writer as it was in the first listing. If that author edited a volume you will list after the first listing, put the appropriate abbreviation after the author's name written in full before giving the title, for example:

Jones, Howard Mumford, ed.

➔ If an author listed is one of a group of writers in a subsequent entry, repeat the author's name in full. Do not use the three hyphens. Remember that the hyphens indicate the name of an author just as it was given in the first listing for that writer.

➔ In citing two or more works by the same group of writers, give the names of the writers only once. After that listing, use three hyphens in place of the authors' names.

Durant, Will and Ariel Durant. The Age of Voltaire. Vol. 9 of The Story of Civilization. New York: Simon and Schuster, 1965.

---. Rousseau and Romanticism. Vol. 10 of The Story of Civilization. New York: Simon and Schuster, 1967.

TECHNOLOGY RESOURCES

NOTE: Although they are being replaced by online subscription services, some students may choose to use CD-ROMs as part of their research process. As electronic resources can be complicated to cite, extra care must be taken when doing so. An excellent guide for citing these types of resources can be found at <http://www.wisc.edu/writing/Handbook/elecmla.html>.

Compact Discs (CD-ROMS)

Full-Text Article from a Compact Disc

Author. "Title of Article." Name of Database. Day Month Year of Publication,
edition: page number. CD-ROM Title. CD-ROM. Source. Date of Publication.

Reporter, Madeleine. "Electronic Citing Guidelines Needed." New York Times. 13 Apr. 1996, late
ed.: C1. New York Times Ondisc. CD-ROM. UMI – ProQuest. Oct. 1996.

Non-Periodical Publication on Compact Disc

Author. "Title of Article." Name of Database. CD-ROM. Version. CD-ROM. Place of Publication:
Publisher, Year.

Widows, Albert. "Emily Dickinson." Discovering Authors. Vers. 1.0. CD-ROM. Detroit: Gale,
1992.

Article in a Reference Database on a Compact Disc

"Title of Article." Name of Database. CD-ROM. Place of Publication: Publisher, Year.

"Vietnam." Encarta. CD-ROM. Seattle: Microsoft, 2001.

Internet Resources/Sources on the World Wide Web

A Web Site

Author(s). Name of web site. Day Month Year of posting/revision. Name of

Institution/Organization affiliated with the site. Day Month Year of Access.

<electronic address>.

Nunzio, Philip. Guide to Birdwatching. 30 November 2001. West Chester University. 26

February 2002. <<http://www.WCU.edu/Ornithology/lab.html>>.

An Article on a Web Site.

Author(s). "Title of Article." Name of web site. Day Month Year of posting. Name of

Institution/Organization Affiliated with the Site. Day Month Year of Access. <electronic

address>.

Morder, Anderson. "Art as Poetry." Fine Art Today. 3 January 2002. NEA. 5 January

2002. <<http://www.NEA.org>>.

Article in an Online Journal or Magazine

Author. "Title of Article." Title of Journal. Volume. Issue (Year): Pages/Paragraphs.

Day Month Year of Access. <electronic address>.

Lovett, Richard. "Teacher Traits." Psychology 5.5 (2001): 44 pars. 7 Oct. 2002.

<<http://www.psychology.org/education/training.html>>.

Online Book

Author. Title. Place of Publication, Year. Database. Day Month Year of Access.

<electronic address>.

Dickens, Charles. Great Expectations. London, 1861. Project Gutenberg. 9 Sept. 2001.

<<http://uiarchive.cso.uiuc.edu/pub/etext/gutenberg/etext98/grexp10.txt>>.

Online Article in a Newspaper

Author. "Title of Article." Newspaper. Day Month Year of Publication. Day Month Year of Access. <electronic address>.

Randolph, Susan. "The Rising Market." New York Times on the Web. 7 Sept. 1999. 12 Sept. 2001. <<http://www.nytimes.com/library/tech/98/09/biztech/articles/06tick.html>>.

Online from a Library Subscription Service

Author. "Title of Article." Journal. Month Year of Publication: Volume. Name of Database. Name of Service. Name of Library, City. State. Date of Access. <electronic address>.

Freed, Donald. "Samuel Adams Revealed." American Heritage. July 2001: 17. ProQuest. Dieruff High School Library, Allentown, PA. 12 Sept. 2001. <<http://www.ProQuest.com>>.

Document within a Scholarly Project or Information Database

Author. "Title of Article." Name of Project or Database. Version Number (if given). Day Month Year of Publication. Day Month Year of Access. <Electronic Address>.

"This Day in History: May 16." The History Channel Online. 16 May 2002. 1 Oct. 2002. <<http://historychannel.com/thisday/today/020516.html>>.

Note: Your teacher may want you to add the *Path* through which you found your sources.

E-mail

Author. "Title of Message (if any)." Email to Recipient. Day Month Year.

Danford, Tom. "Greetings." E-mail to Katie Craig. 13 Sept. 2003.

E-mail to You

Author. "Title of Message (if any)." Email to the author. Date Month Year.

Rodriguez, Samuel. "American Literature." E-mail to the author. 25 Jan. 2001.

Miscellaneous Sources

Signed Pamphlet

(For an unsigned pamphlet, begin the citation with the title of the pamphlet.)

Author. Title. Place of Publication: Publisher, Year of Publication.

Morgan, John. On the Reading of Henry James. Chicago: American Letters Foundation, 1980.

Government Publication

Government Agency Issuing Publication. Title. Place: Publisher, Day Month Year of Publication.

Pennsylvania Department of Education Division of Evaluation and Reports.

Writing Assessment Handbook. Harrisburg: PDE, 2002.

NOTE: When citing the Congressional Record, include only the date and page numbers. Cong. Rec. 7 May 1987: 4569-74.

Interview

Interview Subject. "Topic." Personal Interview. Day Month Year of Interview.

Rogers, Alfred J. "Civil War Battles." Personal Interview. 15 Nov. 2000.

Personal Letter

Author of Letter, Identification of Author, Letter to the author, Day Month Year.

Fredericks, Robert H., author of Maryann. Letter to the author, 27 Mar. 1993.

Film or Videocassette

Title. Dir. Director's Name. Videocassette/Film. Producer, Year of Production.

Creation vs. Evolution: Battle of the Classroom. Dir. Ryall Wilson. Videocassette. PBS
Video, 1998.

Television or radio program

"Title of Episode." Title of Program. Producer. Source, Place. Day Month Year of
Broadcast.

"Testing: Too Much Too Young?" Newswatch. WCAU, Philadelphia. 30 May
2001.

Print Advertisement

Company. Advertisement. Source. Day Month Year of Publication: Page.

Volkswagon. Advertisement. The New Yorker. 13 July 2001: 23.

Map or Chart

Title. Map/Chart. City of Publication: Publisher, Year of Publication.

Alaska. Map. Chicago: Rand McNally, 2002.

Note-Taking

Your teacher will instruct on note-taking. Below is the standard practice for using note cards.

Before you actually begin writing a note card from a source, you must first determine the reliability of the source. When in doubt as to the accuracy or credibility of your source, ask your teacher. This is particularly important when using electronic sources. Anyone can publish on the Internet and claim to be an “expert.” Choose your sources wisely. (See “Evaluating Internet Sources” on page 28.)

- Use 4” x 6” index cards (lined are best).
- Record all necessary source information (upper left of card). 1. Author or editor 2. Title (of book or periodical article) or other appropriate label
- Record the page number(s) at the bottom right of the card. **NOTE:** Always record specific page numbers where information is found.
- Use specific topic labels (upper right of card). **NOTE:** Sometimes the chapter headings in books are good sources for topic labels.
- Most information should be expressed in your own words as a summary of your reading. Be sure not to copy such notes verbatim (word for word).
- A pertinent statement may be quoted directly from the source. Be sure to use quotation marks and to double-check your copy. Use the following indicators for direct quotations:
 1. For additions and corrections, use brackets.
 2. For errors existing in the source, use [sic] in brackets directly after copying the error.
 3. For omissions (sections that you do not want to include), use ellipsis marks, triple periods to show omission within a sentence.
- Record one specific topic on a card. Do not mix ideas on the same card. If it is necessary to continue the notes on a second card, be sure to label the card as number 2 and record the source information. Staple both cards together.

How to Use Note Cards

If your source title is really long, you may condense it to a shorter form for note card labeling.

Think of the subject label for your note card. It should be an element from your outline or should fit in your outline easily. This word or phrase should describe the type of note(s) on the card.

| | |
|---|---------|
| Author's Last Name | Subject |
| Title of Source | |
| Your notes from the source. These will be either a direct quote (use quotation marks), a paraphrase (you substitute words and change some phrases), or a summary (a very condensed version of information you read). | |
| | |
| | |
| | |
| | |
| 347 | |
| P | |

This is the page number of the source from which you obtained your notes. If your source was a one-page website, this would be page 1.

At the bottom center of every card, you must place a **Q (quote)**, **P (paraphrase)**, or **S (summary)**, identifying the type of note you recorded.

Helpful Note Taking Tips:

- ➔ On the back of each note card, label the type of source used (book, article, website).
- ➔ If you use colored note cards, use one color for websites, another color for books, a third color for articles, etc.
- ➔ As you find a piece of information, write it on a card. You may wind up writing ten cards from one article! Notes may be one sentence long or a series of sentences. If your notes take more than the front of a card, staple another card to it. Do not write on the back of the card.

- ➔ If you are quoting material, use quotation marks. Use quotation marks to separate a quotation note card from summary or paraphrase note cards. If the passage you are quoting already has a quotation in it, enclose the quotation within a quotation with single quotation marks. The entire passage is enclosed with double quotation marks. Example: “Thoreau refused to pay his poll tax; yet, he forcefully asserts in his essay ‘Civil Disobedience’: ‘I do not wish to quarrel with any man or nation’.”
- ➔ See the next page for samples of each of the main types of note cards.

Three Main Types of Note Cards

- ➔ QUOTATION - writing information exactly as it appears, do not omit any words or punctuation from the original. Use quotation marks before and after the quote on the note card AND in your final paper. (Place a **Q** on the card.)
- ➔ PARAPHRASE - restating material in your own words. (Place a **P** on the card.)
- ➔ SUMMARY - the general idea of large amounts of material. (Place an **S** on the card.)

Points to Consider

- ➔ Carefully monitor the number of note cards you produce. You don't want to record too little information or too much information. Strive to be clear and concise.
- ➔ Strive for accuracy in all three types of note cards.
- ➔ Remember that being careful now with your note-taking will mean you won't have to worry as much about plagiarism in your paper.

NOTE: DO NOT THROW AWAY ANY OF YOUR NOTE CARDS; THEY MAY PROVE USEFUL TO YOU LATER!

Sample Note Cards from the Same Source in the Three Formats

Campbell
The Power of Myth

Myth and the Modern World

“One of our problems today is that we are not well acquainted with the literature of the spirit. We’re interested in the news of the day and the problems of the hour. It used to be that the university campus was a kind of hermetically sealed-off area where the news of the day did not impinge upon your attention to the inner life and to the magnificent human heritage we have in our great tradition—Plato, Confucius, the Buddha, Goethe, and others who speak of the eternal values that have to do with the centering of our lives. When you get to be older, and the concerns of the day have all been attended to, and you turn to the inner life—well, if you don’t know where it is or what it is, you’ll be sorry.”

3

Q

The above card contains a quotation.

Campbell
The Power of Myth

Myth and the Modern World

The news of the day and daily concerns didn’t used to infiltrate the “sealed” environment of university academia. This environment included eternal values on how to live our lives from such greats as Plato, Confucius, Buddha, and others. As our lives progress and we age, and the things of this life become less important we will regret our neglect of our inner life, what being alive is all about.

3

P

The above card contains a paraphrase.

Campbell
The Power of Myth

Myth and the Modern World

We are so wrapped up in daily life and the pursuit of outer values that we lose sight of our inner value, the simple joy of being alive.

3

S

The above card contains a summary.

Evaluating Internet Resources

Remember that anyone has the ability to publish information on the Internet. Thus, you must be careful to verify the accuracy and reliability of the information presented. This sheet is designed to help you evaluate the appropriateness of an Internet source.

| |
|---|
| Bibliographic Citation: |
| Author's name (last, first): _____ |
| Title of Web page (not underlined): _____ |
| (Online) Available http:// _____ |
| Date of download: _____ |

Evaluate the authority, currency, and accuracy of each website used.

1. Authority

- | | | |
|--|------------|-------|
| Is the author's name given? | YES | NO |
| Is the author an individual or a group of people? | INDIVIDUAL | GROUP |
| Is the author an adult or a child? | ADULT | CHILD |
| How can you tell that the author is qualified to write about this topic? | _____ | |
| | _____ | |

Look at the URL (address) of the website. Circle one of the following:

- | | |
|---------------------|-------------------|
| Commercial .com | Network .net |
| Educational .edu | Governmental .gov |
| Organizational .org | Other |

2. Currency

When was this site last updated? _____

3. Accuracy

- | | | |
|--|-----|----|
| Are there obvious errors on this website (spelling, grammar, etc.)? | YES | NO |
| Do the facts on the site agree with facts you have found in other sources? | YES | NO |
| Do the links on the web page work? | YES | NO |

Developing an Outline

After you have gathered information by reading sources available on your topic and recording quotations, paraphrases, and other information on note cards, you should develop a preliminary outline to help you organize your material logically and effectively. This working outline will then be continually revised as your research progresses.

Your outline must be parallel and balanced. Parallelism is putting similar thoughts in the same grammatical structure. Example: If you use a topic outline, you would use the same types of phrases throughout the outline. You may decide on a noun followed by a prepositional phrase or some other format. Balance refers to filling your categories with roughly a similar amount of information as well as a logical breakdown of numbers and letters. Logic requires that if the thought, idea, or concept is divided into two or more parts, then the outline must reflect this division. Therefore, II complements I, B complements A, and so forth. Your paper must have a balanced and logical flow of ideas. A typical outline looks like this:

OUTLINE

Thesis Statement:

- I.
 - A.
 - B.
 - 1.
 - 2.
 -
 -
- II.
 - A.
 - B.

As you can see, if you have a I, then you must have a II.

Suggested Steps to Writing a Working Outline

- ➔ Review all the note cards you have written so far.
- ➔ Track any patterns that you can see or note any abundance of cards you have in any particular areas of your research. These can become your major categories. (Roman numerals in outline.)
- ➔ Pull together all the note cards that you think have anything to do with any of the major categories. After reviewing them and sorting through them, put cards in separate stacks together with similar information cards. Then make each of these stacks sub-categories of the major ones. (Capital letters in outline.)

Suggested Steps to Writing a Final Outline

- ➔ Carefully review your note cards to determine if they correlate directly to your final thesis statement. (**NOTE:** The final thesis statement goes at the top of your final outline.)
- ➔ Discard anything from your current working outline that is no longer relevant or important to the final thesis statement or that might weaken what it is you are trying to prove or disprove in your paper.
- ➔ Bring similar materials together under general headings and arrange the different sections so that they connect logically to one another.
- ➔ Arrange the sub-categories under each heading in a way that they, too, proceed logically.
- ➔ Include an introduction and conclusion in your final outline that is appropriate for your final thesis statement.

Suggested Ways to Organize the Information in the Outline

- ➔ CHRONOLOGY—events in a time-line order
- ➔ CAUSE AND EFFECT—what consequences an event has
- ➔ PROCESS—how something occurred or developed
- ➔ LOGIC— there are two types
 - DEDUCTIVE—general to specific
Example: “Increase in Exercise in USA” to “Kick Boxing”
 - INDUCTIVE—specific to general
Example: “Kick Boxing” to “Increase in Exercise in USA”

NOTE: There are various forms of outlines. The two main types are the topic outline and the sentence outline. The topic outline consists of short phrases throughout the outline (see next page). The sentence outline consists of a series of complete sentences throughout the outline. Whichever you choose, be consistent.

Creating an Outline

Practice: Create a chronological topic outline by organizing the statements in the box below under the given headings.

Outline

Thesis Statement: Benjamin Franklin was an inventor of many things, one of which was a new type of literature—the success saga.

- I. Introduction to thesis/main idea
- II. Franklin's life as a basis
 - A. _____
 - B. _____
- III. Franklin's works during career
 - A. _____
 - B. _____
- IV. Franklin's influence on contemporary authors
 - A. _____
 - B. _____
 - C. _____
- V. Conclusion

Adult life as testimonial
Autobiography as guideline
Childhood as molding
Dale Carnegie as motivator
Elbert Hubbard as motivator
Poor Richard's Almanac as motivator and tool
Other writers about success
Overview of contributions

Sample Topic Outline

OUTLINE

Thesis Statement: Benjamin Franklin was an inventor of many things, one of which was a new type of literature—the success saga.

I. Introduction to thesis

II. Franklin's life as a basis

A. Overview of contributions

B. Childhood as a molding

1. Puritan morals for life

2. Exposure to publishing for career

C. Adult life as a testimonial

1. Meager beginnings to success

2. Diverse interests and accomplishments as motivators

3. Success in many areas as a testimonial

III. Franklin's works during career

A. Autobiography as guideline

B. Poor Richard's Almanac as motivator and tool

IV. Franklin's influence on contemporary authors

A. Elbert Hubbard as motivator

B. Dale Carnegie as motivator

C. Other writers about success

V. Conclusion or Summary of major points

Documenting Sources

- ➔ Identify sources of information and give credit for all:
 - Specific information.
 - Direct quotations.
 - Specific data, such as statistics and dates.
- ➔ In writing your research paper, you must document everything that you borrow—not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics should determine what you document. For example, you rarely need to give sources for familiar proverbs ("You can't judge a book by its cover") well-known quotations ("We shall overcome"), or common knowledge ("George Washington was the first president of the United States"). You must indicate the source of any materials that readers might otherwise mistake for your own.
- ➔ Prepare a list of works you plan to mention in your paper. Keep in mind that the label Works Cited means that the materials listed have contributed ideas, information, and also direct quotations to your paper. All of the works you list on your Works Cited page must be mentioned with a specific page number and author in the text of your paper.
- ➔ As you write your research paper, you must provide specific references to your sources to indicate the authors of ideas, information, and direct quotations presented in your paper. A research paper requires identification of all sources of information that are used.

Citing Parenthetical References

Whether you are quoting, paraphrasing, or summarizing, you need to give credit to the source of the information!

Usually the author's last name and a page reference are enough to identify the specific source of your material (Brown 94). The information in parentheses points out that your paper has just used information or a quotation from page 94 in the only work by an author named Brown listed on your Works Cited page.

If the source listed on your Works Cited page has more than one author, list all the authors' last names and the page number or, if that style seems cumbersome, give the first author's last name followed by the abbreviation "et al." For example: (Stiller et. al. 83).

If the Works Cited page shows more than one work by a given author, give the author's name, a shortened title, and a page number in your parenthetical reference (Jones, Belief and Disbelief 87).

If the work cited is more than one volume, give the author's name, the volume number, and the page number, for example (Dowd 3:255).

Citing Textual References

If you are making a general summary statement of an author's ideas, you may refer to a particular source in a general way:

Fiedler has discussed in detail the effect of passion in The Scarlet Letter in Love and Death in the American Novel.

At the end of your discussion of Fiedler's ideas in that book, you only need to list the page numbers from Fiedler in parentheses (176-183).

This style may be used to identify page references for ideas, information, or quoted material when the author is mentioned in the text of your paper.

A parenthetical identification of specific page reference must directly follow each quotation. If the author is not identified in the text before the quotation, he/she must be identified in the parentheses (Franklin 96).

If you quote or paraphrase a quotation from another book, put the abbreviation "qtd. in" ("quoted in") before the indirect source you cite in your parenthetical reference. For example, if you copied the quotation from Thoreau at the bottom of page 142 from James M. Brown's The American Experience, you would write:

". . . with any man or nation" (qtd. in Brown 142).

- ➔ Double space and indent any quotation of more than four typed lines one inch from the left margin with beginning and final quotation marks deleted (unless the passage you are copying has quotation marks around it in your source). Be sure to put parentheses with source information at the end of the long quotation.
- ➔ Document a quotation within a paragraph separately from the rest of the paragraph. First, document the quote, and then document the paragraph, if necessary.
- ➔ You may summarize several pages of material into one paragraph. Document this paragraph in the following manner: (234-238).
- ➔ If you summarize several pages of material from one source, place the citation at the end of the last line of the paragraph and indicate the entire set of pages you used. For example: (Smith 234-238).

Writing the Rough Draft and Preparing the Final Product

- ➔ Refine your thesis and revise the outline as necessary.
- ➔ Write the text of your paper, using your note cards and outline.
- ➔ Write each paragraph of the Rough Draft following the outline order.
- ➔ Remove any sources not actually used in the final writing of the paper from your Works Cited page. Remember: Commercially prepared study guides and your class textbook may not be cited on the Works Cited page or in the paper.

The Final Works Cited Page:

- ➔ List sources alphabetically by the author's (or editor's) last name.
- ➔ Follow each item in an entry (author, title, and publication information) with a period and two spaces.
- ➔ Underline the whole title of a book or periodical, including punctuation; do not underline the period at the end of the title. If your teacher requires you to italicize rather than underline titles, do so.
- ➔ Use Hanging Indent format. The first line of an entry begins at the left margin. Subsequent lines of that same entry are indented .5 inches.

NOTE: Some word processors automatically omit angle brackets and add hyperlinks when a web address (URL) is typed. This is not acceptable for your research paper, as MLA format calls for the use of angle brackets around web addresses. In *Word 97* and *Word 2000* you can turn off automatic hyperlinking by going to the "Tools" menu and choosing "AutoCorrect." Then click on the "AutoFormat As You Type" tab and remove the check mark next to "Internet and network paths with hyperlinks."

The Final Copy

- ➔ First and foremost, follow your teacher's instructions for the preparation and submission of your final draft. The guidelines below follow standard MLA format.
- ➔ A research paper does not need a separate title page.
- ➔ Use plain white 8½ -by-11 inch paper. Type on one side of the paper only. Leave margins of one inch at the top and bottom and on both sides of each page.
- ➔ A research paper should be double-spaced throughout, including quotations and the list of works cited.
- ➔ Use a single space after all punctuation marks, except for on the Works Cited page.
- ➔ Begin the research paper with the first page of the body of your presentation. One inch from the top of your first page and even with the left margin (one inch from the edge of the paper), type your name. Your teacher's name should be double-spaced on the line below your own; the name of the course below that; add the date below the course identification.

Double-space again and type your title, neatly centered on the paper. Double-space also between lines of the title and double-space between the title and the first line of the text. Write your title following normal rules of capitalization and punctuation. Do not underline it or use quotation marks around it.

Page One of Your Research Paper

Brittaney Eshbach

Your Name

Your Teacher's Name

Your Class

The Date

Title

Indent and start the Introduction here. Type all the way to the Right Margin.

For the next line, make sure that you go all the way to the Left margin. Double-space.

- ➔ Number all pages with Arabic numerals preceded by your last name in the upper right corner 1/2" from the top (for example: Santiago 2). Do not use periods or parentheses. Number the Works Cited page with the next consecutive number following the last page of your text. For example, if your last page of text is 7, your Works Cited page is 8.

- ➔ Type the title Works Cited, centered, one inch from the top of the first page of your list of sources. Double-space between that heading and the first entry. Remember to begin each entry flush with the left margin. If an entry runs more than one line, indent the following line (or lines) an additional half inch from the left margin, or use the hanging indent feature to automatically do this. Double-space the entire list, between entries as well as within entries. Continue the list on as many pages as necessary.

- ➔ Save your paper on your hard drive. Also save it on your floppy disk, CD, or USB drive. Print two copies of your paper: submit one to your teacher and keep the other in a safe place.

- ➔ Keep your notes and drafts in the same safe place as the spare copy of your paper. They will come in handy if your teacher has a question about a source or if you write a paper about the same topic in the future. (Always ask before re-using research for another class.) A large manila envelope or file folder is a good way to contain everything.

NOTE: The next pages following our Works Cited page for preparing this document are excerpts from an actual student paper.

Brittaney Eshbach

Mr. Smith

English I

3 March 2007

Childhood Leukemia

A young child begins to feel incredibly sick and their parent doesn't know what's wrong. They go to the doctor, only to get the news that their child has leukemia. As said by Paul Gaynon of the British Journal of Hematology, "Acute lymphoblastic leukemia...is the most common childhood cancer" (1). Pediatric leukemia is high on the list of childhood illnesses; it accounts for nearly one-third of all illnesses in children (Phillips 1). Leukemia can be a very devastating illness for a child and their families; there are several aspects of leukemia that a family may have to deal with including: signs and symptoms, diagnosis, treatment options, the child's emotions, and general statistics about leukemia.

Diagnosing leukemia can be very difficult, but it is essential to a successful treatment (Pinkel 3). One hundred and fifty years ago leukemia was recognized, forty five years ago there was a four percent survival rate for a child diagnosed with leukemia, and now, in 2007, there is nearly an eighty percent survival rate for a child diagnosed with leukemia. Why such a jump in numbers? The answer...more research. Over the past forty-five years, scientists have made great advances in the diagnosis of leukemia. Typically, childhood leukemia falls under one of two classifications. It is either acute lymphoblastic leukemia (ALL) or acute myeloid leukemia (AML). ALL affects the lymphocytes, which are a type of white blood cell, and AML affects granulocytes, monocytes, and

platelets, also white blood cells (1). Both forms of leukemia start in the bone marrow and spread to other organs, which makes it hard to diagnose (1).

At the earliest of stages, ALL is hard to diagnose; it is easier to diagnose at a later stage, however, that makes for a worse outcome for the patient (Cook 25). In order to spot leukemic cells blood tests and biopsies of the bone marrow must be performed (25). As previously mentioned ALL is the most common cancer among children; it accounts for about eighty percent of pediatric leukemia. Each year almost three thousand children are diagnosed with ALL and over ninety five percent of them obtain complete remission (Pinkel 1). AML is also hard to diagnose at an early stage; a biopsy of the bone marrow is the most common way to spot AML (2). Since AML is less common than ALL, it only accounts for twenty percent of pediatric leukemia. Only five hundred children are diagnosed with AML each year (2). ALL and AML have similar ways of being tested for. When scientist look at blood samples and biopsies they look at a microscopic level and look for a change in platelets, monocytes, granulocytes (AML), or lymphocytes (ALL).

Along with the diagnosis of leukemia, comes the aspect of looking at a patient's symptoms and any easy to distinguish signs that they might indeed have leukemia. Several plausible causes as to the source of leukemia have recently begun to appear. Some of these causes include abnormally, recurring incidences of a common cold or the flu, a serious infection in the mother while a child is growing inside her, and the place that a child is born (Price 1). Currently, these signs of leukemia are being tested; many scientist hope to have a more definitive answer as to the cause of leukemia in the near future. Even though these may be causes of leukemia, there are other factors that put you at a greater risk for getting ALL or AML.

In both ALL and AML, Caucasian males are most susceptible to getting the disease (Pinkel 1). Caucasian females and African American males are next in the order of susceptibility (1). The difference in susceptibility occurs in AML, a child exposed to large amounts of radiation and certain combinations of chemicals have a great likelihood of being diagnosed (2). ALL and AML, also have similar effects on the body before diagnosis occurs and treatment begins; most times they come on suddenly. Typical effects on the body include: fatigue, lethargy, slight anorexia, a severe limp, painful bones, bleeding, constant headaches, vomiting, and respiratory problems (Murphy 505). These problems can be detected at an ordinary physical examination. Generally speaking, symptoms of AML are more severe than those of ALL, they include tumorous growths, hepatosplenomegaly, menorrhagia in girls over ten and the symptoms listed above (515).

Treating childhood leukemia involves a few steps. Before a parent decides to start treatment on their child, they should think about placing their child in a pediatric cancer center; specialized centers offer a stable environment and great treatment options (Cook 611). After a parent decides what to do, a doctor must consider a few things about the individual patient. The first thing that must be taken into account is the child's age (611). Some treatments can be harmful if too much is given to a young person, as is with any drug. Preliminary testing including lab tests, a spinal tap, and x-rays must also be administered to the child to see if drug combinations or other forms of treatment will have adverse effects on the child (612). Lastly, the type of leukemia that a child has must be considered, when discussing treatment options (611). Just as AML and ALL have different side effects; they have different forms of effective treatment.

Currently, ALL has four, highly effective forms of treatment; they are chemotherapy, anticancer drugs, central nervous system therapy, and blood stem cell transplants (Cook 611). Of the

four types chemo is most commonly used in part with anticancer drugs (611). ALL is treated in three phases, excluding remission. The phases are induction, intensification, and maintenance (Eyre 588). During induction anticancer drugs are introduced; intensification is when chemotherapy or another form of treatment is started (588). Chemotherapy in children usually lasts four to eight months. Maintenance is the last phase in the treatment of ALL, the child is slowly weaned off of the anticancer drugs and all other treatments stop (588).

Typical treatment options for AML include anticancer drugs and chemotherapy. In addition to these two treatments, two forms of blood stem cell transplants are in slowly being introduced (Pinkel 2). Allogenic blood stem cell transplants are used for high-risk patients and autologous blood stem cell transplants are experimental treatments in which a patient's own stem cells are used (2). At the present time there are not many cases in which these two treatments are used. Unlike ALL, AML is treated in two phases, excluding remission; the phases are induction and intensification (Eyre 589). These two phases are very similar to the phases in ALL. The variance comes to the types and combinations of drugs used (589).

Remission is intended to eradicate all of the leukemia cells in the body (Cook 612). It is the sole purpose of treating leukemia. Once a child obtains remission, post remission treatment begins. Post remission treatment is similar to maintenance, but unlike maintenance, post remission is intended for the long haul (613). This treatment typically lasts for two to three year's (613). If the post remission treatment is successful, a child can be considered cured. In approximately ninety five percent of pediatric leukemia cases, this is what happens.

As said by Margot Fromer, author of the book, *Surviving Childhood Cancer*, "Children grieve...and are afraid. They feel guilty and blame themselves for getting sick" (35). This is

a normal reaction for a child, if the people around them don't accept the illness. The majority of children base their reaction, about having leukemia, on the reactions of their parents and family members' (35). Having a positive outlook and reassuring a child that it's not their fault is said to be successful (35). Confidence is another factor that affects how a child deals with their illness. Most children just want to be accepted by people at school and people in the community (35). Doctors that treat a child also affect their mind-set; oncologists, hematologists, pathologists, and nurses must all have good bedside manners (Cook 960). They should reassure a child and let them know that everything is going to be okay. Aside from these factors, children base their reaction on the way that a parent lets them know about the illness (35).

Letting a child know that they have leukemia can be very difficult, but knowing how to tell children of different ages makes it easier. A baby with leukemia or any type of cancer doesn't know what is going on, and they can't communicate how they feel (Fromer 36). New parents and pediatricians alike don't generally think about a baby getting leukemia (36). Younger children, however, have a very high tolerance to most cancer treatment (37). Children ages two to six can't really grasp the concept of cancer, but they can tell their parents what is hurting them (38). Most child psychologists say that a parent should tell a child under six about their illness step by step; it makes the situation seem less scary (38). School aged children sort of understand what is going on, but they ask questions and want to know the answers to them (41). Parents should answer questions by giving enough information to settle their fears, but not make them worry anymore (41). Adolescents see the words "childhood leukemia" as a regression (42). They want to be independent and try to handle things on their own; parents shouldn't push them to do anything, but the door for communication should be left open (42).

Looking at leukemia as purely a scientific matter can be overwhelming and slightly frightening, but many statistics make it seem a little less dismal. Roughly one in two thousand children will be diagnosed with leukemia and the cure rate for those diagnosed is reaching nearly eighty percent (Greaves 1). Leukemia has a peak incidence in children aged two to six, but their bodies usually accept the treatments without adverse effects (Eyre 585). Since leukemia was one of the first known serious diseases, large-scale tests were used to find treatments; these tests have paved the way for studies on other illnesses (Murphy 501). In the next few years, scientists hope to find out whether childhood leukemia is a result of infectious exposures (Greaves 4). By acquiring genetic profiles of leukemia cells, researchers say that prognosis and treatment could be more accurate (5). These statistics and ideas lend hope to those people who have leukemia.

In conclusion, leukemia can be very harmful to a child and their family, but the future holds hope for those diagnosed. Leukemia will be around for the foreseeable future and parents will have fears for their children. Dealing with a child's emotions, diagnosis, treatment, and symptoms of leukemia can be hard, but the benefits of success are priceless. Parents of children who have gone through leukemia will have a strong bond with their child and their love for one another will never end. As long as there are people in this world who want to find cures for diseases and help others there is hope. Maybe one day there won't be a single child with leukemia because a cure will have been found.

Works Cited

- Cook, Allen R., Ed. The New Cancer Sourcebook. Detroit: Omnigraphics, Incorporated, 1996.
- Eyre, Harmond J. et al. Informed Decisions. Atlanta: American Cancer Society-Health Content Products, 2002.
- Fromer, Margot Joan. Surviving Childhood Cancer. Oakland: New Harbinger Publications, Incorporated, 1998.
- Gaynon, Paul S. "Childhood Acute Lymphoblastic Leukemia and Relapse." British Journal of Hematology 131(2005): 579+. Power Library, EBSCOhost. William Allen High School Library, Pa, 28 February 2007 <[British Medical Journal 324\(2002\): 283+. Galenet. William Allen High Scholl Library, PA, 27 February 2007 <\[NCI Cancer Bulletin: \\(2006\\): 5-6. Sirs Knowledge Source. William Allen High School Library , PA, 27 February 2007 <\\[43\\]\\(http://sks.sirs.com/cgi-bin/hst-clean-copy?id=SPL1947-0-6424&type=ART&artno=0000253046&shfilter=U.>.</p>
</div>
<div data-bbox=\\)\]\(http://galenet.galegroup.com/servlet/SciRC?locID=alle46469&bi=SU&bt=Childhood+leukemia&c=17&t=...>.</p>
<p>Murphy, Gerald P. et al. <u>Clinical Oncology</u>. Washington D.C.: Pan American Health Organization Publications Marketing Program, 1995.</p>
<p>Phillips, Carmen. \)](http://web.ebscohost.com/chc/detail?vid=6 &hid=103&sid=56cfc872-6560-49fc-98f941694850db36%40sessionmgr1 08.>.</p>
<p>Greaves, Mel.)

Pinkel, Donald and Ching-hon Pui. St. Jude Children's Research Hospital: Childhood Leukemia. January 2005. St. Jude Children's Research. 27 January 2007. <www.stjude.org/leukemia>.

Price, Joyce Howard, "Childhood Cancers tied to Infections." Washington Times (2005): A 12. ProQuest. William Allen High School Library, PA, 27 February 2007 <<http://proquest.umi.com/pqdweb?index=18&did=940701831&srchMode=1&sid=1&Fmt=3&Vinst=PROD...>>.

Works Cited or Consulted

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: The Modern Language Association of America, 2003.

MLA Style Page. Modern Language Association of America. 20 Sept. 2004.

< <http://www.mla.org/>>.

OWL at Purdue University: Using Modern Language Association Format. Purdue University. 20

Sept. 2004. <http://owl.english.purdue.edu/handouts/research/r_mla.html#Electronic>.

UW – Madison Writing Center Writer’s Handbook. University of Wisconsin. 20 September

2004. <<http://www.wisc.edu/writing/Handbook/elecmla.html>>.