

Sanborn Regional High School

Research Manual

**A Consistent Research and Writing
Method for All Faculty and
Students**

**Incorporating the *Big 6* Method
and *MLA* Formatting**

4th edition

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This manual is for use by all students and staff at Sanborn Regional High School. It outlines the expectations for all research assignments in grades 9 – 12 using the Big6™ skills. Our school has an academic expectation that all students will demonstrate a proficiency in problem solving and critical thinking skills. This document is designed to give students a system that will not only be useful in high school, but will offer them an approach to research, exploration, problem-solving, writing and documentation that will take them to college and the adult world.

The Modern Language Association (MLA) system of documentation contained in this document is the system to be followed by all departments and all students at the high school. Consistent, school-wide use of this widely recognized system will alleviate confusion for students. We recommend that all students keep this manual in a notebook or other readily accessible place.

This fourth edition of the manual includes a copy of the Big6 Research Paper Organizer and additional information and examples of how to cite electronic databases to which the school subscribes, i.e. EBSCO, Grolier Online, etc. Bookmark the library homepage <http://sanborn.k12.nh.us/users/vbartlett/library/index.htm> to find links to these and other resources. Please continue to make suggestions for improvement of this manual.

**The *Big 6* Method for Using
Information and Technology
Skills to Question, Wonder,
Research and Write**

1. Task Definition

***2. Information Seeking
Strategies***

3. Location and Access

4. Use of Information

5. Synthesis

6. Evaluation

1. Task Definition

This is the step in the process where you define the problem to be solved

This step should include:

Choosing a topic area

Asking yourself what you want to know about the topic

Asking yourself what you already know about the topic

Creating an essential question or thesis statement

Evaluating the essential question or thesis statement

You should not be able to answer it with a simple yes or no

It should require the researching of smaller questions

The answers should be debatable and provable

It shouldn't be too broad or narrow for the assignment

You should be able to pick out key words for later research

Retaining and understanding rubric or assignment sheet

2. Information Seeking Strategies

This is the step in the process where you look for possible sources and types of information

This step should include:

Determining all possible types of sources

Developing approach(es) to seeking a variety of materials in conjunction with teacher and media generalist

Determining which sources are most important, appropriate and relevant

Recognizing that information can be gained from many kinds of sources, including primary and secondary

Understanding the value of human resources – especially experts in the field, teachers, librarians, and witnesses

Evaluating sources for usefulness, readability, scope, accuracy, authority, currency, and format

TIPS:

- **Use note cards to make bibliographic notations of all the books or sources you MIGHT use - you can eliminate the useless later**
- **Brainstorm, with both large and small groups of peers, for possible sources of information**
- **Talk to media generalists and/or librarians early and often**
- **Use the following charts and guides**

3. Location and Access

This is the step in the process where you find the actual and specific sources and determine where and how you will use them

This step should include:

Finding sources in the school library

Talking to librarian/media generalist

Using on-line card catalogue for books, videos, vertical files – make a note of call number

Using Guide to Periodic Literature

Using e school electronic resources

Browsing reference collection

Making note of all promising sources

Finding sources outside of the school library

Exploring other libraries

Interviewing people/experts in the field

Writing letters of inquiry

E-mailing letters of inquiry

Continuing the evaluation of sources and eliminating those which are found to be not useful

Evaluating sources for usefulness, readability, scope, accuracy, authority, currency, and format

Generating a working bibliography, in MLA format, of sources that are still possibilities for your paper/project

TIPS:

- **Know, and perhaps make a list of, your key words from your thesis/essential question and use these words in finding and accessing information**

- **Use note cards for your working bibliography in order and discard as you find it is not a useful source for you – color coding them will make your note taking more efficient later**
- **Access and read abstracts of articles in order to determine usefulness of article**
- **Use Tables of Contents and Indexes in order to focus on key word concepts**
- **Sanborn Regional High School uses MLA formatting and documentation, so your working bibliography should follow that format**

4. Use of Information

This is the step in the process where you determine where and how you will use the information from the sources that you have gathered

This step should include:

Extracting appropriate information

Paraphrasing accurately from written, visual and/or oral material

Using direct quotes for emphasis, importance or style

Distinguishing fact from opinion

Summarizing information

Citing sources accurately using MLA formatting

Beginning to organize information by the appropriate or required method

Evaluating information for relevance or need and discarding the irrelevant or unnecessary material

Tips:

Use note cards for your note taking – some people use systems that use color codes or numbers to represent what source the notes are from

Use prewriting strategies to begin organize thoughts – webbing, outlining and other tools work well

Photocopy pages from books or articles in order to practice annotation and highlighting

Read abstracts for both understanding and examples of summaries

Avoid Plagiarism!

Plagiarism is anything that is not your original thought, opinion, theory or quote

Plagiarism is NOT a common fact attributable to many sources – like George Washington was the first president of the United States

Even when you reword someone else's thought (paraphrasing), you must cite the source of the idea

Copying from a website without giving credit is plagiarism

When in doubt, CITE!

5. Synthesis

This is the step in the process where you put it all together and draw conclusions

This step should include:

Organizing information appropriately

Presenting information according to the assignment

Designing product to best communicate content or what you have learned to a target audience

Evaluating conclusions or progress

Tips:

Use an outline to get your ideas organized before you go to final product

Put your note cards in order according to where they would fit on the outline

– if you can't find an appropriate spot, eliminate the card, it is not fitting in with your focus points

Have either a teacher or a peer editor comment, formally or informally, on your paper or project before you go to your final audience

6. Evaluation

This is the step in the process where both the process and the product are evaluated

This step should include:

Evaluating the process

Assessing the product

Understanding that both evaluation and assessment can happen at any stage

Engaging in self-assessment using criteria set forth in the teacher's assignment sheet or rubric

Reflecting on process

Tips:

Save the rubric or assignment sheet given to you

If you are not given one, ask early in the process what the grading criteria is or will be

If you think your project is not progressing as well as you would like, stop and evaluate where you have been and where you want to go



Research Paper Organizer

Fill out Big6 #1-5 **before** you begin to take notes and write your paper.

Fill out Big6 #6 **before** you turn in your assignment.

You will need to print this form before exiting the page.

[Click here for a PDF version.](#) (You will need [Adobe Reader](#) to view it.)

Name:

Today's date: Class:

Pre-Search Strategies

If you don't have an idea for a topic or if your teacher did not assign a specific topic for your paper, consider the following suggestions:

1. Think about what is interesting to you and see if you can connect that interest to the requirements of the paper. For example, if the teacher has assigned a broad topic such as "Change over time in U.S. History" and you are passionate about Corvettes, consider connecting the topics in this way: "How has the design of automobiles over time influenced the way Americans buy and use their cars?"
Here is another example for a student who loves photography: "How has photography and its advances changed the definition of what it means to be an American?"
2. Use the online reference databases in which the school has subscriptions (see your librarian for help accessing these).
3. Talk to your parents, teachers and friends about good topics

Big6 #1 Task Definition

Determine a purpose and need for information

In order for your paper to be more than a rewrite of the facts you find about your topic in print and online sources, or a summary of someone else's ideas, you need to develop an [essential question](#) for inquiry. If written correctly and thoughtfully, the essential question will ensure that you critically and creatively process the information you find.

Write your essential question here. You should have already had a draft of it approved by your teacher.

What questions should you ask to support your essential question?

You will find information on what types of supporting questions to ask to support your essential question in the document "[Did you ask a good question today?](#)"

<http://www.standrews.austin.tx.us/library/Questioning.htm>

You should consider writing supporting questions from each of the four categories: [Memory](#), [Convergent](#), [Divergent](#), and [Evaluative](#).

List below the questions that you feel you need to answer at this time. You will most likely find interesting additional information as you use print and online resources.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

9.

10.

Big6 #2 Information Seeking Strategies

Examine alternative approaches to acquiring information. List the best sources to find this information. Don't forget traditional print and human sources as appropriate.

1.
2.
3.
4.
5.

If using web sites, who will evaluate them for relevancy, accuracy, and authority?

- I will use only those evaluated by and provided by my teachers or librarian, including the databases to which the school subscribes
- I will find free web sites and use a [web site evaluation guide](#) for each that I use in my project

If you need help with this (or any) step of the process, please see your librarian!

Big6 #3 Location & Access

Locate sources and access the information within them—Where will I locate these sources?

- school library
- public or university library
- personal library
- provided by my teachers
- Internet
- other:

If using a search engine list likely key words.

Big6 #4 Use of Information

Use a source to gain information—How will I record the information that I find?

- take notes using cards
- take notes on notebook paper
- take notes using a word processor
- take notes using a data chart or other graphic organizer
- illustrate concepts
- use a tape recorder, video, or digital camera
- other:

How will I give credit to my sources?

- use the [Slate Citation Machine](#) web site for citing Internet resources
 - use the [Quick Guide](#) or [Writer's Guide to MLA Documentation](#) for citing other resources
 - use footnotes (see [Writer's Guide](#)) for help on using footnotes
-

Big6 #5 Synthesis

Integrate information from a variety of sources—How will I show my results?

- written paper

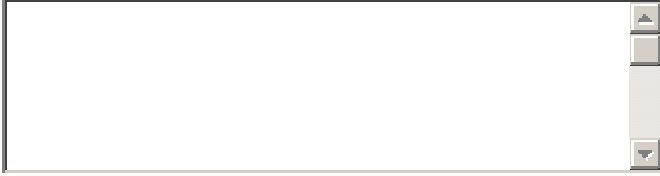
How will I give credit to my sources in my final paper?

- include a written bibliography

Timeline for assignment

Idea for topic (task definition) completed by:	<input type="text"/>
Information searching (note taking) completed by:	<input type="text"/>
First draft due:	<input type="text"/>
Completed paper due:	<input type="text"/>

Include here any additional information needed to successfully complete the paper:



Big6 #6 Evaluation

Before turning in my assignment, I need to check off all of these items (on the printed Organizer, which needs to be turned in with my paper):

- my final paper is a thoughtful presentation of my essential question and represents my ideas and conclusions
- I have not represented others' ideas as my own
- credit is given to my sources, written in [standard citation format](#)
- my work is word processed
- my work is complete and includes a title page and bibliography
- I would be proud for anyone to read this paper

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School.*

<http://www.standrews.austin.tx.us/library/ResearchPaperOrganizer.htm>

MLA Style and Format

Works Cited Page:

*On (a) separate page(s) at the end of your paper, list alphabetically by author every work cited in your paper, using the basic forms illustrated below. Title the page **Works Cited** (not Bibliography), and list only those sources you actually cited in your paper. (As illustrated below, the rule for referring to material in an indirect or secondhand source--that is, for citing when you have not seen the original but have obtained the information from another document that cited the original source--is to list the source you have seen, not the original.) Underline or italicize titles of books and periodicals. Double-space all text. Begin an entry at the margin; indent the remaining lines five spaces.*

What to Cite:

All quotations and paraphrases of someone's spoken or written words must be cited. Cite ideas, opinions or theories of another person. Cite statistics, facts, or graphs that are not common knowledge. When in doubt, cite!

Creating Citations

The Landmark Citation Machine, available at <http://citationmachine.net/index.php?mode=form&g=&list=nonprint&cm=9> offers an easy way to cite your sources. Simply click on the type of source and fill in the fields on the form. The correct MLA formatting will be done for you. All you have to do is cut and paste the information onto your Works Cited page. The correct form for parenthetical references is also given.

Additional assistance and information on MLA formatting can be found at the Writing Center at the University of Wisconsin – Madison <http://www.wisc.edu/writing/Handbook/DocMLA.html>

Examples of Print Sources

Book

Book: Single Author

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton: Princeton UP, 1957.

Another Work: Same Author

---. *The Secular Scripture*. Cambridge: Harvard UP, 1976.

Book: Two Authors

Howe, Russell Warren, and Sarah Hays Trott. *The PowerPeddlers*. Garden City: Doubleday, 1977.

More than Three Authors or Editors

Edens, Walter, et al., eds. *Teaching Shakespeare*. Princeton: Princeton UP, 1977.

Multivolume Work

Freedberg, S. J. *Andrea del Sarto*. 2 vols. Cambridge: Harvard UP, 1963.

Book: Corporate Author

National Institute for Dispute Resolution. *Dispute Resolution Resource Directory*. Washington, D.C.: Natl. Inst. for Dispute Res., 1984.

An Edition

Malory, Sir Thomas. *King Arthur and his Knights*. Ed. Eugene Vinaver. London: Oxford UP, 1956.

Anthology

Harari, Josue, ed. *Textual Strategies*. Ithaca: Cornell UP, 1979.

Article or Chapter in Anthology

Magny, Claude-Edmonde. "Faulkner or Theological Inversion." *Faulkner: A Collection of Critical Essays*. Ed. Robert Penn Warren. Englewood Cliffs: Prentice-Hall, 1966. 66-78.

Second or Later Edition

Altick, Richard, and John J. Fenstermaker. *The Art of Literary Research*. 4th ed. New York: Norton, 1993.

Article

Journal Article

Dabundo, Laura. "'The Voice of the Mute': Wordsworth and the Ideology of Romantic Silences." *Christianity and Literature* 43:1 (1995): 21-35.

Magazine Article

Alpern, David M. "Has Moscow Violated SALT?" *Newsweek* 22 Oct. 1984: 32.

Newspaper Article

Crossette, Barbara. "India Lodges First Charges in Arms Scandal." *New York Times* 23 Jan. 1990, natl. ed.: A4.

Article or Chapter in Anthology

Magny, Claude-Edmonde. "Faulkner or Theological Inversion." *Faulkner: A Collection of Critical Essays*. Ed. Robert Penn Warren. Englewood Cliffs: Prentice-Hall, 1966. 66-78.

Government Publication

United States. Federal Maritime Commission. *Hawaiian Trade Study: An Economic Analysis*. Washington: GPO, 1978.

Signed Encyclopedia Entry

Foster, John S., Jr. "Nuclear War." *Encyclopedia Americana*. Intl. ed. 1998.

Personal Interview

White, Donna. Personal interview. 25 Dec. 1992.

Film

Lee, Spike, dir. and prod. *Do the Right Thing*. Forty Acres and a Mule Filmworks, 1989.

Television Program

"Voyage to the Galapagos." *Scientific American Frontiers*. Host Alan Alda. PBS. 5 Oct. 1999.

Citing Electronic Sources

MLA / Basic Elements of Electronic Citation

Electronic citations should follow the same basic format as their print counterparts, with the same goal in mind -- that is, to provide readers with a way to locate the information themselves. Often, extra information may be necessary (e.g., access date, electronic address) and some standard information may be unavailable (e.g., page numbers). Different types of sources as well as different media may have different requirements. Examples for some of the most common types of electronic citations are listed below. Pay particular attention to the handling of the following two elements:

Dates: Whereas in the case of print citations, only the publication date is usually listed, many electronic resources are updated regularly. Thus, when citing electronic sources you should include both the date of original publication (if available) and the date on which the material was accessed.

Electronic Address: The *MLA Style Manual* recommends including the online address of electronic materials, where available. You should include the access-mode identifier (e.g., *http*, *ftp*, *gopher*, *telnet*, *news*) as well as the path and file names. The address should be given inside angle brackets: <<http://www.wisc.edu/writing/Handbook>>.

MLA / About Page Numbers

Many electronic sources don't provide standard page numbers. The *MLA Style Manual* recommends that writers include the number range or total number of pages or paragraphs if they are numbered.

Information to Include and the Order in Which It Should Appear:

- Name of author, editor, compiler, reversed for alphabetizing and followed by “ed.” or “comp.” if appropriate
- Title (in quotation marks) of the poem, short story, article, or other short work within a scholarly project, database, or periodical
- Title (underlined or in italics) of the book, scholarly project, database, periodical, or personal site
- For a professional or personal site with no title use a description such as “Home Page”
- Name of the editor of the scholarly project or database (if available)

- Version number of the source (if not part of the title), or the volume number and/or issue number for a journal
- Date of publication or of the latest update or posting
- For a work from a subscription service include the name of the database i.e. **MAS Ultra School Edition**, the name of the online service, i.e. **EBSCO Host** and the name of the library where the work was retrieved, i.e. **Sanborn Regional High School Library**.
- The number range or total number of pages or paragraphs if they are numbered
- Name of any institution or organization sponsoring or associated with the web site
- Date when you accessed the source
- URL (web address) of the source inside angle brackets (<>) or for a subscription service, the URL of the service's main page, i.e. <http://go.grolier.com/ > for **Grolier**

Examples of Works Cited Electronic References

Article from EBSCO Host

Rozen, Leah. "The Manchurian Candidate (Film)." *People* 9 Aug. 2004: 62. *MAS Ultra – School Edition*. EBSCO Host. Sanborn Regional High School Library. 16 Aug 2004
<http://web8.epnet.com>.

Encyclopedia Article from Grolier Online

Berman, Simeon M. "Queuing Theory." *Encyclopedia Americana 2004*. Grolier Online.
Sanborn Regional High School Library. 16 Aug 2004 <http://ae.grolier.com>.

Online Projects and Databases

Suffragists Oral History Project. 1998. Library, U of California, Berkeley. 20 Jan. 1999
<http://www.lib.berkeley.edu/BANC/ROHO/online/suffragists.html>.

Victorian Web. Ed. George Landow. 1994. Brown University. 6 Sept. 1998

<http://www.stg.brown.edu/projects/hypertext/landow/victorian/victov.html>.

Victorian Women Writers Project. Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 1997

<http://www.indiana.edu/~letrs/vwwp/>.

Professional Website

Simons, Mark. *Thomas Hardy Resource Library*. 6 Sept. 1998 <<http://pages.ripco.com:8080/~mws/hardy.html>>.

University of Newcastle Drama Department. *Michael R. Booth Theatre Collection*. 6 Sept. 1998 <<http://www.newcastle.edu.au/department/dm/booth/booth.htm>>.

Personal Website

Duncan, Donna. Home page. 6 Sept. 1998 <<http://www.geocities.com/SoHo/Coffeehouse/1652/>>.

Klein-Smith, Sarah. Home page. 6 Sept. 1998 <<http://members.aol.com/~sklein2/>>.

Online Book

Dickens, Charles. *Great Expectations*. London, 1861. Project Gutenberg. 6 Sept. 1998 <<ftp://uiarchive.cso.uiuc.edu/pub/etext/gutenberg/etext98/grexp10.txt>>.

Eliot, George. *Middlemarch*. London, 1871-72. 6 Sept. 1998 <<http://etext.virginia.edu/subjects/women.html>>.

Online Articles

Online Article in Scholarly Journal

Moran, Charles. "From a High-Tech to a Low-Tech Writing Classroom: 'You Can't Go Home Again'." *Computers and Writing* 15.1 (April 1998). 6 Sept. 1998 <http://www.cwrl.utexas.edu/~ccjrnl/Archives/v15/15_1_html/15_1_Feature.html>

Baird, Ellen. "Ain't Gotta Do Nothing but Be Brown and Die." *Computer-Mediated Communication Magazine* 5.7 (July 1998). 6 Sept. 1998 <<http://www.december.com/cmcmag/1998/jul/baird.html>>.

Online Article in a Newspaper

Harmon, Amy. "Have Laptop, Will Track Each Blip in the Market." *New York Times on the Web* 6 Sept. 1998. 6 Sept. 1998 <<http://www.nytimes.com/library/tech/98/09/biztech/articles/06tick.html>>.

"Government Orders Peanut-Free Zones on Airlines." *Milwaukee Journal Sentinel*. 4 Sept. 1998. 7 Sept. 1998 <<http://www.jsonline.com/alive/nutrition/0904peanut.stm>>.

Online Article in a Magazine

Jaquet, Janine. "Taking Back the People's Air." *The Nation Digital Edition*. 8 June 1998. 7 Sept. 1998 <<http://www.TheNation.com/i980608.htm>>.

Taggart, Stewart. "DNA Testing for the Dogs." *Wired*. 4 Sept. 1998. 6 Sept. 1998 <<http://www.wired.com/news/news/technology/story/14842.html>>.

E-Mail Communication

Doe, Jane. "Re: Gaskell's Mary Barton." E-mail to John Smith. 14 July 1998.

Anderson, Sheila. "Gaskell's earlier letters." E-mail to author. 16 July 1998.

Online Posting

Galloway, Patricia. "Spamming." Online posting. 14 May 1997. Humanist Discussion Group. 6 Sept. 1998 <http://lists.village.virginia.edu/lists_archive/Humanist/v11/0031.html>.

Jordan, Ellen. "Re: Tess's Trial." Online posting. 10 August 1997. Victoria. 6 Sept. 1998 <<http://listserv.indiana.edu/scripts/wa.exe?A2=ind9708b&L=victoria&O=T&P=1517>>.

CD-ROM (Nonperiodical)

The Oxford English Dictionary. 2nd ed. CD-ROM. Oxford: Oxford University Press. 1992.

CD-ROM (Periodically Published Database)

Sexton, Joe. "Career in Bodegas Ends in Death of Man and Son." *New York Times* 29 July 1995,

late ed.: A21. CD-ROM. Lexis-Nexis. 29 Apr. 2000.

Van Voorhis, Julie A. "The Sculptor's Workshop at Aphrodisias (Turkey)." *DAI* 60 (1999): 5A.

New York U, 1999. *Dissertation Abstracts Ondisc*. CD-ROM. UMI-ProQuest. Jul.

1999.

Citations in Text

Indicating within your paper where you found information or a particular idea is basically the same for print sources and electronic sources. When you quote or paraphrase a specific portion of a text in a source, give enough information--most typically the author's last name and the page number--to identify the exact location of the borrowed material. The parenthetical material should complement, not repeat, information given in your text (e.g., if you mention the author's name in your text, you do not include it in the citation). The period for the sentence comes after the parenthetical reference, except after a block quote.

Parenthetical citations do *not* include the word "page" or "pages" or the abbreviations "p." or "pp."--just the page numbers themselves. If an electronic source uses paragraph or section numbers instead of page numbers, use the appropriate abbreviation (e.g., "par." as in the citation to Ross below; see the *MLA Handbook*, sec. 6.4, for other common abbreviations). Also, use abbreviations for common reference words (e.g., "bk." for "book"), publishers' names, and famous literary and religious works; again see Chapter 6 of the *MLA Handbook* for lists of abbreviations. For references to classic prose works, give the page number of the edition, add a semicolon, and then give other identifying information such as chapter or book number. In referring to classic plays or poems, cite divisions (canto, book, act, etc.). Use "line" or "lines" instead of "l." or "ll." for first references to line numbers; afterwards, use numbers alone. Arabic numbers are recommended.

Use the *block quotation* format for quotations more than four lines long: introduce it with a colon, indent one inch from the left margin, double-space the quotation, and do not use quotation marks. Place the parenthetical citation (author and page number) after the period (or other mark of punctuation) that closes the block quotation.

Here are some examples of citations in the text:

Author's name in text

Magny develops this argument (67-69).

Author's name in reference

This argument has been developed elsewhere (Magny 67-69).

Quotation found in indirect or "secondhand" source

The philosopher Alain states that "admiration is not pleasure but a kind of attention. . ." (qtd. in Magny 66).

Reference to material found in indirect source

Alain's words seem to dissociate admiration from pleasure (in Magny 66).

Authors' names, page number in reference

The most notorious foreign lobby in Washington is the "Sugar Mafia" (Howe and Trott 134).

Name of author of multi-volume work, volume and page numbers in reference

As a painter Andrea was "faultless" (Freedberg 1: 98).

Reference in text to whole volume

In his second volume, Freedberg gives an account of Andrea's whole painting career.

Two works on list of works cited

Frye connects Burgess' *A Clockwork Orange* to romance tradition (*Scripture* 110).

Two locations

Dabundo deals with this problem (22, 31).

Two works cited

(Magny 69, Dabundo142)

Personal interview, name given in text

Roberts advocates a national service program for high school students.

Corporate author

As of August 1995, the resident population of the United States was estimated to be 262,569,000 (United States Bureau of the Census). White advocates a national service program for high school students.

MLA / Parenthetical Reference within Your Paper to an Electronic Source

When documenting a work within your paper, use a parenthetical reference. The reference should:

1. point to the source in your Works Cited section by the author's last name, or, if the author isn't given, by a portion of the title; and
2. identify the location of the information by page number if possible. Omit if not available, but include "N. pag." in the "Works Cited" entry.

Example:

From a very young age, children can provide surprisingly accurate descriptions of how they were injured (Peterson).

