

The Power of Research



RESEARCH WORKSHOPS

- Research Strategies
- Writing Research Papers

Why do **RESEARCH**?

When you look up movie reviews, gather information for a report, or explore careers in computer animation, you are doing research to answer questions you have. No matter what your questions are, there are resources available to help you find the answers. You just need to know how to access those resources.

ACTIVITY Make a list of the research challenges or problems you have had over the past week. Next to each question, write the answer and how you found it. Think about topics in the following areas:

- school assignments
- local and national news
- consumer products and services
- movies and television programs



Find It
Online!



Go to thinkcentral.com
for the interactive
version of this unit.



**COMMON
CORE**

Preview Unit Goals

DEVELOPING RESEARCH SKILLS

- Plan research
- Organize information
- Use library and media center resources
- Distinguish between primary and secondary sources
- Use parts of a book to locate information
- Evaluate information and sources, including nonfiction books, newspaper articles, and Web sites
- Collect your own data

WRITING AND LANGUAGE

- Write a research paper
- Formulate a research question and narrow or broaden a research inquiry
- Develop a research plan and locate sources, assessing their usefulness
- Make a source list or source cards
- Take notes
- Summarize, paraphrase, and quote directly
- Integrate information selectively, avoiding plagiarism
- Document sources correctly, using a standard format for citations
- Punctuate titles correctly
- Format your paper

SPEAKING AND LISTENING

- Follow instructions to post your research findings

ACADEMIC VOCABULARY

- accurate
- cite
- investigate
- source
- synthesize

MEDIA AND VIEWING

- Create a wiki

Writing and Research in a Digital Age



KEYWORD: HML9-1291

From online news feeds and electronic archives to podcasts and digital notebooks, technology tools can help you tackle any research project. Find out how.

COMMON CORE

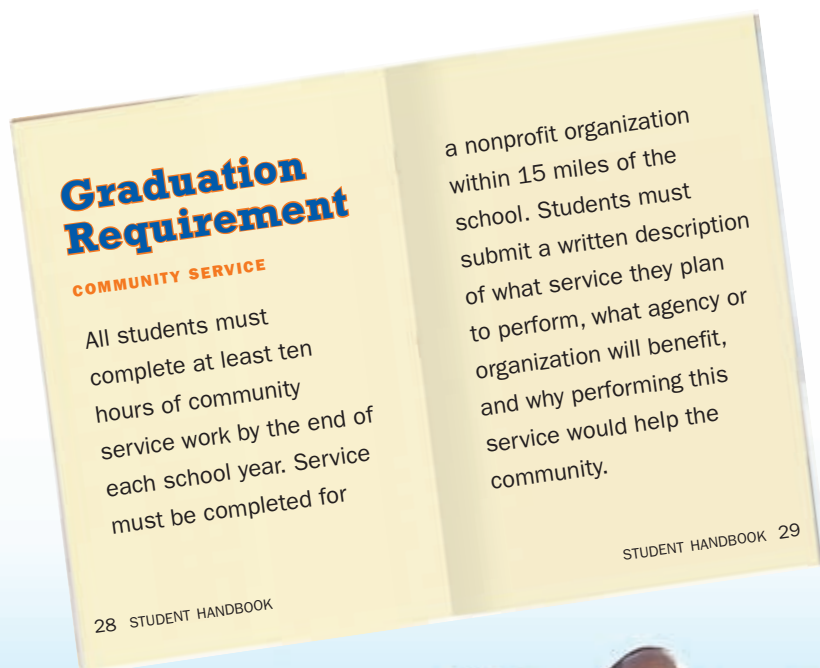
Included in this workshop:

W7 Conduct sustained research projects to answer a question or solve a problem; narrow or broaden a research inquiry; synthesize multiple sources on a research subject. **W8** Gather relevant information from multiple authoritative print and digital sources; use advanced searches effectively; assess the usefulness of each source. **W9** Draw evidence from informational texts to support research.

How can I **FIND** what I need?

Finding the information you need can be a challenge. For example, typing a single word or phrase into an Internet search engine could yield tens of thousands of pages to look at. You need to find a way to do research efficiently and effectively.

QUICKWRITE Knowing how to do research can help you in many situations. For example, the student handbook pages shown here illustrate a situation requiring research. The skills you will learn in this unit will help you do almost any kind of research. Right now, make a list of subjects that intrigue you. Then choose one or two of them to investigate as you learn research skills.



Planning Your Research

You have a general idea of what you want to accomplish, but you're not sure where to begin. What are the first steps to take?

Getting Started

Just as how having prepared for a trip or studied for a test leads to a better experience, you will have a better research experience if you make a plan and carry out each step as completely as you can.

CLARIFY YOUR GOAL

What do you want your research to achieve? Your first step is to list your general and specific goals.

GENERAL GOAL: *find volunteer work with a nonprofit organization*

SPECIFIC NEEDS:

Time: *Saturday afternoons are best.*

Preferences: *working with animals, working outdoors*

Limitations: *Where can 15-year-olds volunteer? Check age requirements. Also, I'll have to walk or bike.*

SPECIFIC GOAL: *I want to do volunteer work on weekends, either with animals or in the outdoors, for a nonprofit organization that is near my home.*

GET AN OVERVIEW

Now that you have a goal, the next step is to get a broad overview of your subject.

- **Talk to people.** To explore volunteering, for example, you might talk to students who have already volunteered or to a school counselor.
- **Try the Internet.** Choose **keywords**—specific words and phrases from your goal statement that are related to your subject. For example, you might use the word *volunteer* and the name of your city or town. Plug them into search engines and explore related Web sites.
- **Visit your school's media center or the local public library.** Share your goal with the research librarian.
- **Think creatively.** Does the phone book list places you might call for information? Is there a local business that you might visit?

As you explore your subject, you may decide to change the focus of your research. For instance, Web sites of local volunteer organizations may list opportunities to work with special-needs children, an option you may not have considered.

Research Tools **THINK** central

Go to thinkcentral.com.
KEYWORD: HML9-1293

Focusing Your Research

Now that you have a better sense of what you want to find out, you can direct your research in more specific ways.

NARROW OR BROADEN YOUR RESEARCH INQUIRY

To focus your research—and avoid wasting time—narrow or broaden your inquiry. Develop a set of specific questions that you would like answered, and use those questions to guide your inquiry.

- Which nonprofit organizations in my area help stray animals or do animal rescue?
- Which of these organizations are looking for volunteers?
- What requirements do volunteers have to meet? Are there age limitations or time requirements?

CHOOSE A NOTE-TAKING METHOD

To avoid drowning in a sea of facts, figures, and details, record information from multiple sources in a way that matches your purpose. Here are some examples:

- If you are doing research for a formal report, you should probably use **electronic** or **written note cards**. See page 1318 to learn more.
- Use a **category chart** to help you compare details.

Name of Animal Shelter	Age Requirements	Hours per Week Required	Other Details
CARE Shelter for Animals	16+	No minimum	closer to my house
Humane Society	14+	2 hr/week	Saturdays OK

- Consider a **pro-con chart** if you want to examine two options.

Volunteering at CARE Shelter for Animals	
Advantages: <ul style="list-style-type: none">• can get there on my bike• no minimum number of hours	Disadvantages: <ul style="list-style-type: none">• must be at least 16 years old, so I'd have to wait until my birthday in January• dogs and cats only; no exotic animals
Volunteering at Humane Society	
Advantages: <ul style="list-style-type: none">• has a wide range of positions• lets 14-year-olds volunteer	Disadvantages: <ul style="list-style-type: none">• need a ride there• charges a volunteer orientation fee

Using the Internet

The Internet is a great place to find a vast amount of information quickly. How can you target your search so that you don't get lost?

Understanding the Web

You probably know that the World Wide Web is accessible through the Internet, a vast system of linked computers. The Web includes literally hundreds of millions of Web sites and billions of Web pages.

Each type of Web site has its own purpose. One clue to the purpose is the URL, or "address," of a Web page. Each Web address includes an abbreviation that often will tell you what type of site the page is in.

TERMS FOR THE INTERNET

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

WEB ABBREVIATIONS AND MEANINGS

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

SEARCH THE WEB

Keyword Search Start with a **search engine**, a Web site that allows you to look for information by using a phrase or term related to your subject. This kind of search is called a **keyword search**. Here are some search tips:

- Be as specific as possible. Instead of *volunteering*, try *volunteer programs in Austin*. Look at your research questions for ideas.
- Some search engines allow you to replace letters at the end of a word with an asterisk. For example, a search for the keyword *volunt** will find sites that contain *volunteer*, *voluntary*, and *volunteerism*.
- Enclose an exact phrase in quotation marks. For example, a search for "volunteer with animals" will find sites that include those three words in that order.

TIP Search engines often have "Advanced Search" or "Search Tips" links that you can click for more information.

Boolean Search A Boolean search allows you to specify the relationships between keywords and phrases.

- **AND search:** The AND tells the search engine to find all documents that contain every word (*volunteer AND animals*). Some search engines use a plus sign instead (*+volunteer +animals*).
- **OR search:** The OR broadens the search to include all documents that contain either word (*cats OR dogs*).
- **NOT search:** A NOT excludes unwanted terms from the search (*pets NOT breeders*). Some search engines use a minus sign (*+pets -breeders*).

TIP Use a metasearch engine to scan multiple search engines simultaneously. See page 1312 for more information.

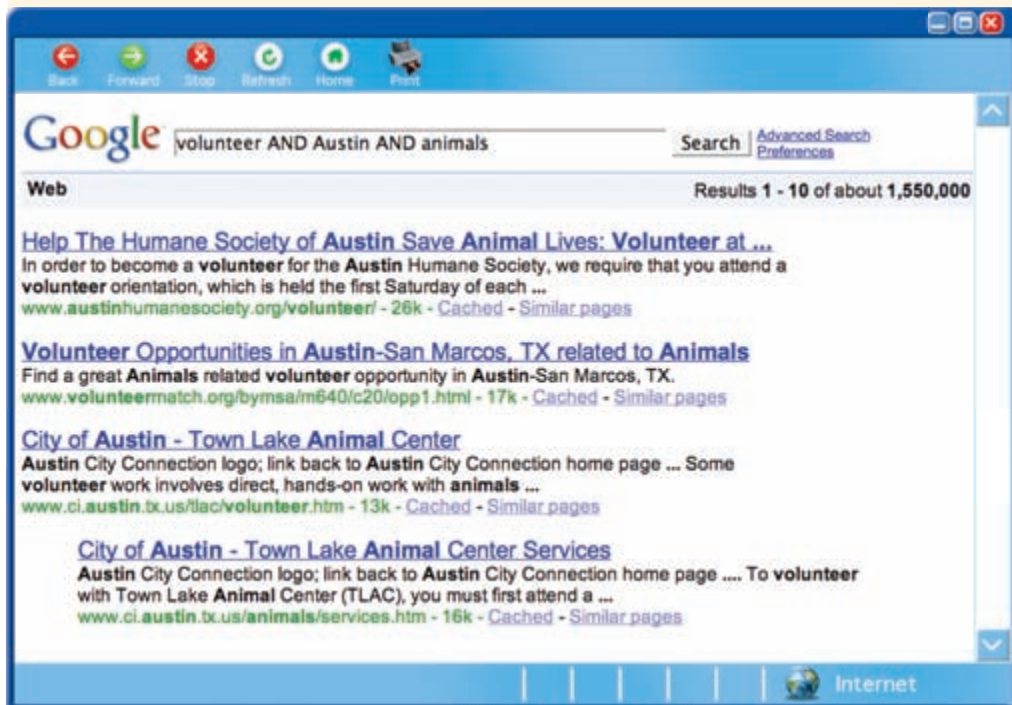
ASSESS AND SELECT RELEVANT SITES

Your search may result in a list that puts what the search engine considers the most relevant sites at the top of the page. Most search engines base relevance on how often your search terms appear on a particular page and on whether any or all of your search terms appear in the page's URL. However, just because a site is at the top of a list doesn't mean it's the most relevant site for you. Read the full entries in the list, looking for words that are related to your needs.



Look at Search Engine Results

A search for volunteer opportunities in one community resulted in a number of possibilities. Which ones would you choose to explore?



Close Read

1. Which three words were used in this Boolean search? What makes them an effective combination?
2. What was the total number of sites found? Is this a manageable number of sites to open and read? Why or why not?
3. Of the sites shown, which seem relevant to volunteer work with animals in Austin? Explain your answer.

EXPLORE WEB SITES

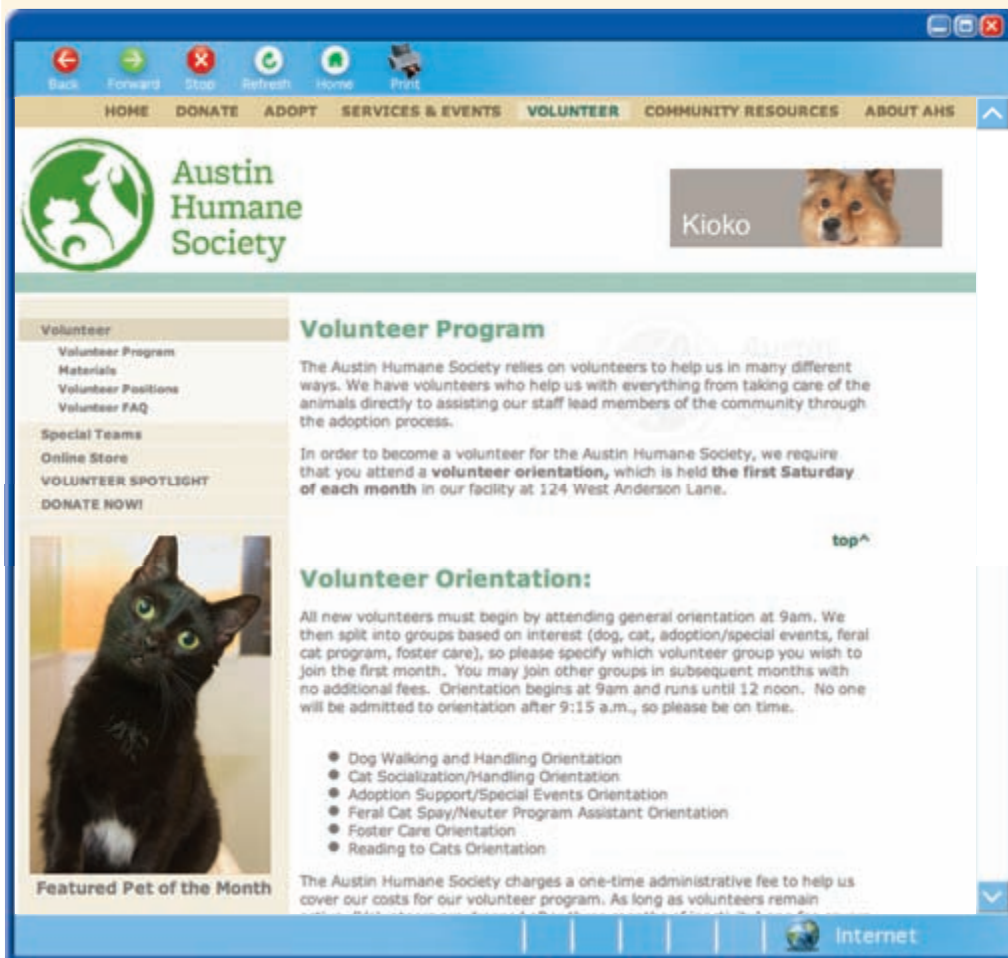
Once you have chosen a site to look at, you have to know how to read it and how to use the special features it contains. Most Web pages have features that aren't used in books.

- **Hyperlinks**, or links, are usually underlined or highlighted words. Clicking on a link leads you to related information on another page on the site or on a different site.
- **Icons** are pictures that can be clicked on to take you to another page.
- Most Web pages include at least one **menu**, or list of choices. These are often on one side of the page, at the top, or at the bottom.

TIP To evaluate the usefulness and accuracy of the information on a Web site, use the evaluation guidelines on page 1306.

YOUR TURN Read a Web Site

Let's say you choose to visit the first site that the search engine listed. Take a close look at the volunteering section of the site and see what information you can find.



Close Read

1. Is this site a useful one for someone looking for volunteer work with animals? Give reasons for your answer.
2. Where would you click to learn more about this organization's objectives and goals?
3. This site has menus on the left side of the page and at the top. Which link would you click to find out about specific volunteer opportunities?

TERMS FOR THE LIBRARY

- reference sources
- abstract
- catalog
- database
- table of contents
- bibliography
- index

Using the Library or Media Center

Let's say you find information on animal shelters and begin to volunteer at one. You meet veterinarians and veterinary technicians, and you begin to wonder about a career in veterinary medicine. Now you have a new topic—one that requires in-depth research.

Understanding Today's Library

Libraries and media centers today are information supersources. They offer access to print, audio-visual, electronic, and human resources. Here is a quick look at the many types of information libraries have to offer.

LIBRARY AND MEDIA CENTER RESOURCES



BOOKS

Nonfiction books are organized by subject. See "Library Sleuth" on page 1312 to learn about the two systems for classifying nonfiction books.

Fiction books are organized alphabetically by the authors' last names.



NEWSPAPERS AND PERIODICALS

Periodicals include magazines, newsletters, and scholarly journals.

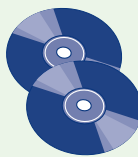
Microforms are periodicals, newspapers, and reports stored on film (microfilm) or cards (microfiche) and viewable on special machines.



REFERENCE SOURCES

Reference books include dictionaries, encyclopedias, atlases, and almanacs. These usually cannot be checked out of the library.

Search tools include databases, directories, indexes, and the library's online catalog. One search tool that can save you time is an index of abstracts. An **abstract** is a short summary of a journal article. By looking at abstracts, you can determine which articles are most closely related to your topic.



ELECTRONIC RESOURCES

DVDs and videos of documentaries and other films and television shows are available at most libraries for free or for a small fee.

E-books are books available in electronic form. They are readable on a personal computer or on various hand-held electronic devices.

Audio resources include books, music, and speeches on CDs or in MP3 files.

CD-ROMs of encyclopedias, maps, and other resources are available at many libraries.



OTHER RESOURCES

Your library may have a careers section, a college search section, maps, music scores, genealogy resources, and many other items. Most libraries have special sections for both young adults and children.

Finding What You Need

All the different departments and resources in your local library can seem overwhelming. Where should you start? Ask a librarian, or consult the library's online resources.

THE RESEARCH LIBRARIAN

Librarians are experts in finding information. These experts can help you

- define what you need to know
- locate print, electronic, and audio-visual sources of information
- use the library's resources and operate equipment
- use interlibrary catalogs to expand your research to other libraries

THE LIBRARY'S CATALOG

The catalog is your road map to the library's vast resources. There are four ways to search for a source:

- author
- title
- subject
- keyword

In addition to a source's author, title, and publication date, the catalog entry may include a brief summary of its content and the subject categories it addresses. The entry will also indicate where it is shelved and whether it is available.



Search a Library Catalog

This example of a catalog entry shows information about a specific book.

The screenshot shows a library catalog search results page. At the top, there are navigation tabs for Information, Kids, Community, Teens, Programs, Reading, and Audio-Visual. Below these is a search bar with the text "Animal specialist" and a "Search" button. The results are sorted by date. The main entry for the book is as follows:

Record: [Next](#)

Author: [Hayhurst, Chris.](#)
 Title: **Cool careers without college for animal lovers / Chris Hayhurst.**
 Imprint: New York : Rosen Pub. Group, c2002.

LOCATION	CALL #	STATUS
Youth Nonfiction	371.42 A598ha	CHECK SHELF
Youth Nonfiction	371.42 A598ha	CHECK SHELF

Close Read

1. What search term did this student use? List some other search terms that might produce similar results.
2. Is the book *Cool Careers* available at this library? How can you tell?
3. When was this book published? How do you know?

Choosing Sources

You have arrived at the library and looked at the online catalog. You're amazed at the amount of information available on your subject. How can you find which sources best fit your needs?

PRIMARY AND SECONDARY SOURCES

One of the first steps in choosing a source is to determine whether it is a primary or a secondary source. This chart explains the differences.

PRIMARY SOURCES

Definition: materials written or created by people who were present at events, either as participants or as observers

Advantages: firsthand information; can help the researcher understand the attitudes and beliefs of a particular time period; may contain very specific information

Disadvantages: limited perspective; may need interpretation; may be biased

Often used when researching: current events, biographical information

Examples: letters, diaries, speeches, travelogues, photographs, autobiographies, interviews, e-mails, public documents such as census data, first-person newspaper and magazine articles



SECONDARY SOURCES

Definition: records of events that were written or created after the events occurred by people who were not directly involved in the events

Advantages: sometimes include excerpts from many primary sources; often have a broad perspective and many viewpoints; good for getting an overview of a topic

Disadvantages: only as reliable as the sources used; may be biased

Often used when researching: complex or technical subjects, ancient history

Examples: encyclopedias, textbooks, biographies, some newspaper and magazine articles, documentaries and other films



REFERENCE SOURCES

A good first step in finding primary and secondary sources is to examine the library’s reference collection. Reference works can give you a good overview of a topic and help you identify people, dates, and publications associated with your topic. They can also help you focus your topic and develop research questions. Many types of reference works are available on CD-ROMs and online. Ask a research librarian for help.

REFERENCE SOURCES	EXAMPLES
 <p>ENCYCLOPEDIAS General: Detailed articles on many topics Specialized: Articles on topics in a specific field, such as medicine, art, or careers</p>	<p><i>Encyclopaedia Britannica</i> <i>The World Book Encyclopedia</i> <i>Encyclopedia of Careers and Vocational Guidance</i></p>
 <p>DICTIONARIES General: Word meanings, origins, spellings, pronunciations, and usage Specialized: Terms used in a specific field, such as medicine or music</p>	<p><i>The American Heritage Student Dictionary</i> <i>Delmar’s Veterinary Technician Dictionary</i></p>
 <p>ALMANACS AND YEARBOOKS Facts and statistics</p>	<p><i>The World Almanac and Book of Facts</i></p>
 <p>THESAURI Synonyms and antonyms</p>	<p><i>Webster’s New World Thesaurus</i> <i>Roget’s II: The New Thesaurus</i></p>
 <p>BIOGRAPHICAL REFERENCES Detailed information on the lives and careers of noteworthy people</p>	<p><i>Native American Women</i></p>
 <p>ATLASES Maps and geographic information</p>	<p><i>Rand McNally Classroom Atlas</i></p>
 <p>DIRECTORIES Names, addresses, and phone numbers of people and organizations</p>	<p>Telephone books; lists of business organizations, agencies, and publications</p>
<p>INDEXES Alphabetical lists of information, usually subjects, authors, and titles</p>	<p><i>Readers’ Guide to Periodical Literature</i> <i>New York Times Index</i></p>

DATABASES

What Are They? A database is a collection of information arranged so that it is easy to search. You may be familiar with some free online databases, such as the Internet Movie Database. Other databases require a subscription, but your local library may have access to them. For instance, InfoTrac is a database of articles from newspapers, magazines, and journals. America's Newspapers contains articles from about 270 American newspapers. The Veterinary Medical Database is a collection of case histories of individual animals that have been given veterinary care.

Why Are They Useful? One advantage to using databases rather than search engines is that database searches are more targeted. Unlike search engines, databases have no advertisements. Also, most databases are collections of specific types of material—only newspaper articles, only scientific papers, and so on.

When Do I Use Them? Use databases when you have narrowed your topic considerably and have a good idea of what information you are seeking. Ask a librarian which databases are available to you.



Examine a Database

A search of InfoTrac brought up the following information about veterinary technicians.

The screenshot shows a web browser window displaying search results from the InfoTrac database. The browser's address bar shows 'Gen'l Reference Ctr Gold'. The search results page has a blue header with navigation buttons (Back, Forward, Stop, Refresh, Home, Print). The main content area shows the search results for the keyword 'veterinary technician'. The results are listed as follows:

- Fort Dodge Animal Health, (Names in the News), (veterinary technician)(Brief Article)**
Mark: *Feedstuffs* June 3, 2002 v74 i22 p9(1) (39 words)
[Text with graphics](#)
- Alfred State takes part in veterinary project, (Brief Article)**
Mark: *Business First of Buffalo* March 5, 2001 v17 i23 p13 Bus.Coll.: 136S0614. (138 words)
[Text](#)
- A day in the life of a veterinary technician, Charlotte Parker.**
Mark: *Cosmopolitan* Nov 1995 v219 n5 p106(2) Mag.Coll.: 81H2019.
[Abstract](#)
- \$20,000+ jobs; no college needed, Caroline Bird.**
Mark: *Family Circle* April 6, 1993 v106 n5 p28(2)
[Abstract](#)
- Birds of a feather, (Barb Walker, veterinary technician) Deborah Schlick.**
Mark: *MPLS-St. Paul Magazine* Nov 1988 v16 n11 p122(2) Mag.Coll.: 47D6014.
[Citation](#)
- Become a veterinary technician, Jill Worthington.**
Mark: *Mother Earth News* Sept-Oct 1984 p84(2)
[Citation](#)



The left sidebar contains navigation links: Help - Citations, Dictionary, Title List, Limit search, View mark list, Back to Search, Gale Group Databases, and Library. The bottom of the browser window shows the 'Internet' logo.

Close Read

1. InfoTrac found six matches for the keywords. Which of these matches might be most useful? least useful? Why?
2. Is the information organized alphabetically or by date? What are the advantages or disadvantages of this organization?
3. Which menu item on the left would you click on to make your search more specific?

NEWSPAPERS AND PERIODICALS

Newspapers are publications that contain news and advertising and that are published daily, weekly, or very frequently. Publications that are issued at regular intervals of more than one day are **periodicals**. Magazines and journals are examples of periodicals.

TYPES OF SOURCES	EXAMPLES
<p>MAGAZINE General: For most readers Specialized: Articles on specific topics</p>	<p><i>Time, Newsweek, Parade</i> <i>Horse Illustrated</i> <i>Popular Mechanics</i></p> 
<p>NEWSPAPERS General: For most readers in a particular geographic area Specialized: For readers interested in a particular topic, such as finance</p>	<p><i>Fort Worth Star-Telegram</i> <i>Los Angeles Times</i> <i>Wall Street Journal</i></p> 
<p>JOURNALS Journals present specialized information and are designed for experts. Journals are usually more formal than magazines and have fewer advertisements.</p>	<p><i>American Journal of Veterinary Research</i> <i>Journal of Interactive Media in Education</i></p> 

Here are tips to help you find an article on your topic:

- Ask the research librarian about specialized magazines or journals that may contain articles on your topic.
- Use databases of articles, such as InfoTrac, to help you find information on your topic in newspapers and magazines. If the database doesn't provide the full articles, you can ask at the periodicals desk for the specific issues you want to see.

DOCUMENTARIES AND OTHER FILMS

Your list of possible sources may include some titles on DVD or videocassette. How can you quickly assess whether these sources are worth watching?

- Is the source **fiction** or **nonfiction**? To identify a nonfiction film, read the library's online catalog description. Look for the word *documentary* or *interview*. A fictional film probably would not have enough factual information to serve as a reliable source.
- Does the film contain the kind of **information** you need? Check the online catalog description and the front and back covers of the DVD or videocassette. Does the film include **primary sources**, such as interviews or speeches?

NONFICTION BOOKS

Your library search may result in a list of book titles and call numbers. How can you quickly determine which books have the information you're seeking?

- Read each book's **title** (and **subtitle**, if there is one) and skim chapter titles and headings to get an idea of the general subject matter.
- Check the **copyright page** for the date of publication. If you need up-to-the-minute information, don't depend on a book that is several years old.
- Examine the **table of contents** at the front of the book and the **index** at the back for terms related to your subject. Is there sufficient information on your subject or very little?
- Many books also have **bibliographies** or lists of **recommended readings**. These can give you ideas for other sources to consult.
- If the book contains difficult technical terms, look for a **glossary** at the back. This section lists specialized terms and their definitions.

YOUR TURN Examine the Parts of a Book

Working with Animals
Careers in Healing, Training, and Rescue
Barbara Srinivasan
Annixter Publishing
New York

Contents
Introduction
Finding the Right Career for You 1
Part 1: Healing
Veterinary Assistant 5
Meet a Veterinary Assistant 11
Veterinary Technician 13
Meet a Veterinary Technician 17
Canine Massage Therapist 19
Meet a Canine Massage Therapist 25
Large-Animal Veterinarian 27
Meet a Large-Animal

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Gage, Loretta. *If Wishes Were Horses: The Education of a Veterinarian*. New York: St Martin's, 1993.
Karesh, William B. *Appointment at the Ends of the World: Memoirs of a Wildlife Veterinarian*. New York: Warner, 1999.
Lagoni, Laurel. *The Human-Animal Bond and Grief*. Philadelphia: Saunders, 1994.
Lee, Mary Price. *Opportunities in Animal and Pet Care Careers*. Chicago: VGM, 2001.
McCormack, John. *A Friend of the Flock: Tales of a Country Veterinarian*. New York: Crown, 1997.

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

Close Read

1. How does the subtitle of this book help you understand its content?
2. When was this book published? Is it recent enough to be a useful source?
3. Does this book include interviews with people employed in certain jobs? How do you know?
4. Does this book include information on jobs in animal shelters? How do you know?

Evaluating Information

Now that you have found a number of useful sources, how can you figure out which ones can be trusted?

Applying General Evaluation Guidelines

No matter what kind of source you have chosen—in print or online—or where you have found it, you need to look at it critically before deciding whether the information is **authoritative** and **reliable**, or trustworthy.

Evaluating Sources **THINK** central

Go to thinkcentral.com.
KEYWORD: HML9-1305



EVALUATING SOURCES

Is the information still valid and up-to-date?

Look for a copyright date or a “last updated” reference. Recent information is critical in some fields, such as science, medicine, and sports. Older publications can be helpful for historical topics.

Is the information accurate?

Can the facts be verified by more than one source? Most print and online encyclopedias, dictionaries, directories, and almanacs are considered reliable because they are updated regularly and go through a rigorous review process.

What are the author’s credentials?

Does the author have a position or job title that qualifies him or her as an expert on the topic? In other words, is he or she an **authority** on this topic?

What kinds of materials does the publisher produce?

University presses usually publish information that is carefully researched. Magazines that publish trendy articles and gossip are not as reliable as newsmagazines or science magazines.

Is the source objective or biased?

Why does the source exist? Does the author mention his or her goals in a foreword, preface, or introduction? Is the author’s purpose to inform, to persuade, to entertain, or some combination of these? Does the author use loaded language, such as “Millions of people are joining the fight against this unforgivable injustice”?

How much information does the source cover?

Does the source give an overview or detailed information? Does the material support other information you have read or add new information? Start by looking at the table of contents, menu, or index.

Is the source relevant?

Does the source cover aspects of the topic that interest you? Is it written at a level you can understand?

Evaluating Specific Sources

The evaluation guidelines on the previous page apply to every source you use. The questions and tips on these pages will help you evaluate specific types of sources.

EVALUATE WEB SITES

Web sites are often a mix of helpful information and attempts to promote points of view or to sell products or services.

Commercial Web Sites As you learned on page 1295, sites with URLs containing *.com* or *.net* are sometimes for-profit sites. When you look at a commercial site, ask yourself these questions:

- **Who is the author?** Look for a menu link called “About This Site” or “Contact Us.”
- **Why was the site created?** If the site was designed to sell you something, the site creators may have omitted any negative information about the product.

Organization (.org) Web Sites Although many of these sites are nonprofit organizations, such as the Red Cross, *anyone* can create a *.org* site. If you think you have pulled up a nonprofit page but are not sure, ask yourself these questions:

- **Who created the site, and when was it last updated?** Look for a link titled “About Us” or “Mission Statement.” If there is no way to identify the creator of the site, then you should be cautious about the content.
- **Are statements of fact supported by examples and evidence?** Look for links to supporting evidence from respected institutions or publications.

Personal Web Sites Because anyone can post anything on the World Wide Web, there are millions of personal Web sites. Some have misleading URLs. For example, students and faculty members can set up personal Web sites on a university’s server, and their Web addresses will contain the university’s URL. However, these sites might not be reviewed, evaluated, or in any way sanctioned by the institution.

- **How can I tell if a site is personal when its address contains the name of an institution?** Look for a forward slash and tilde (/~) and a name or initials following *.edu* in the URL.
- **What does the lack of an official institution logo tell me?** Don’t expect the information to have been reviewed or approved by the institution.
- **What does it mean if links in the site don’t work or are mostly links to other items by the same author?** The author may be careless, or he or she may lack outside support.

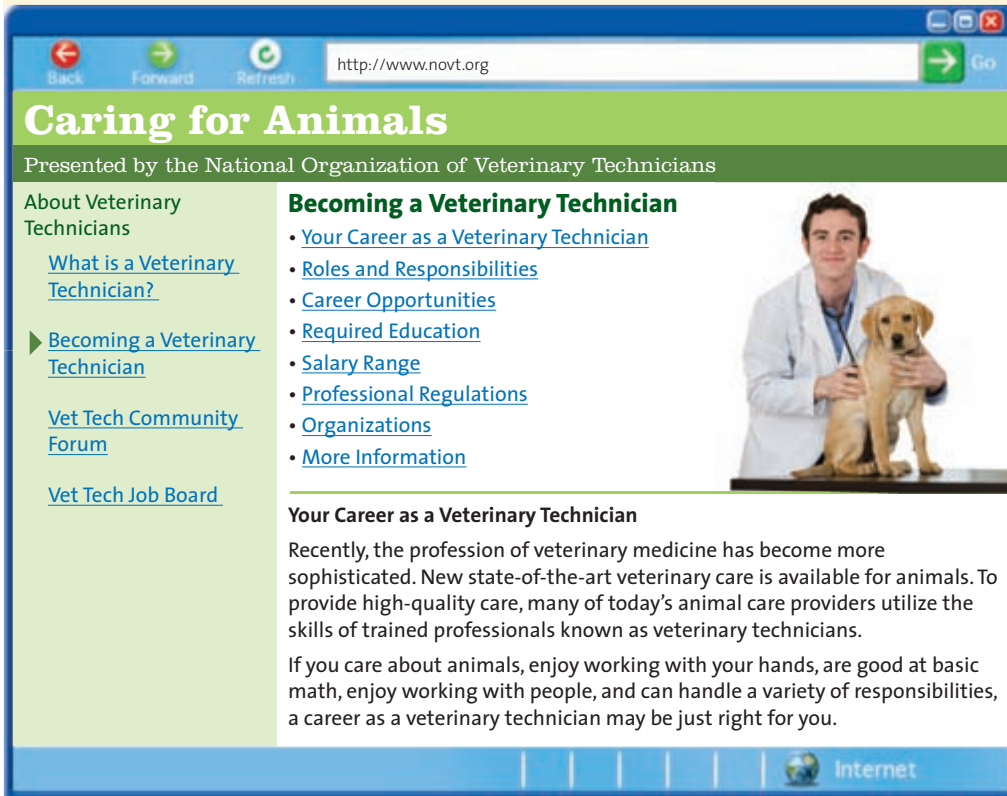
TIP Knowing who created a site can help you figure out why the site exists and whether it is appropriate to use in your research.

TIP Not all personal Web sites are unreliable, but be cautious.



Examine Web Sites

Examine this Web site. What does it offer a visitor?



Here is an example of a personal Web site. What does it offer?



Close Read

1. Who created this site?
2. What is the purpose of the site?
3. Who is the intended audience?
4. What clues tell you that it is a nonprofit site?

TIP To get to a site's home page from a page with a long URL, simply delete everything after the domain name (such as *www.novt.org*) and press Enter. The home page will come up.

Close Read

1. How reliable are the statistics about homeless animals? Give reasons for your answer.
2. Does Dunston Community College support the efforts of the site's creator? How can you tell?

EVALUATE NONFICTION BOOKS

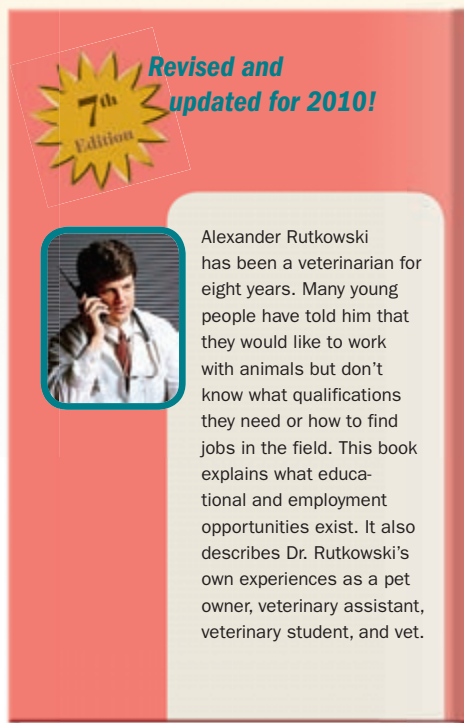
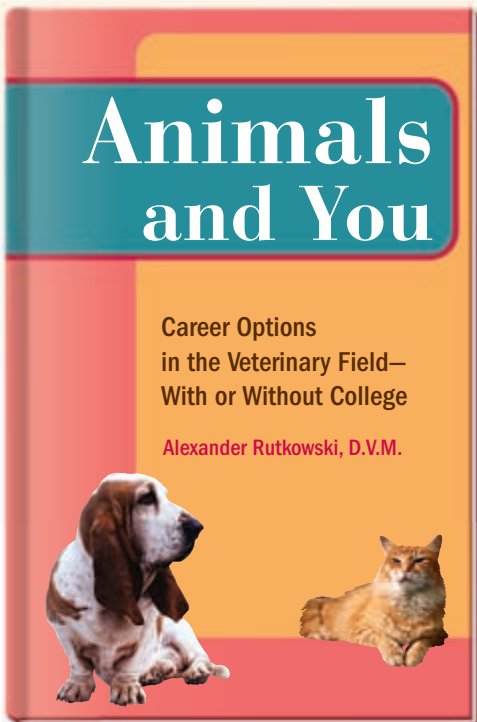
Nonfiction books are one of the best sources of in-depth information.

- **When was the book last copyrighted or updated?** Check the **copyright notice**, which is usually on the back of the title page. Also look on the copyright page or on the cover for a statement such as “revised and updated edition.” A book that has gone through many updates and printings is likely to be reliable.
- **What sources did the writer use?** Look for a **bibliography**. Some books include an **appendix**—a collection of additional material on the subject. Notes within the book, such as **footnotes**, **endnotes**, or **cross-references**, can also give you clues about sources.
- **What are the author’s qualifications?** Look for an author’s biography on the book jacket or at the beginning or end of the book. The author may have written a **preface**, a short introductory essay that explores the purpose of the book, the intended audience, and the research on which the book is based. If the source is a biography, find out if the author is related to the person he or she has written about.



Examine a Nonfiction Book

Use what you have learned about nonfiction books and about the parts of a book (page 1304) to help you evaluate whether this book is a relevant source for someone interested in a career involving work with animals.



Close Read

1. What is this book about?
2. What qualifies the author to write a book on this topic?
3. Was this book published recently? How do you know?
4. What other parts of the book should you examine to determine if it is a worthwhile source? (Hint: See page 1304.)

EVALUATE NEWSPAPERS AND PERIODICALS

Newspapers and periodicals can be good sources of up-to-the-minute, easy-to-read information. Different publications are available in a print edition, online, or on microfilm or microfiche. Evaluating an article can be tricky, because you need to assess the publication, the author of the specific article, and the content. Here are some basic questions to ask:

- **Is the source well-known and respected?** Most large-circulation newspapers and national magazines are reliable sources. Beware of sensationalist publications such as the *National Enquirer*, however.
- **When was it published?** Old is not necessarily bad. Out-of-date newspaper and magazine articles can provide rich information on historical events.
- **Who is the author?** You can usually assume that articles by staff writers or contributing editors are as reliable as the source they’re published in.
- **Was the article reprinted from another source?** If so, make sure the original source—for example, *Scientific American* or a news service such as the Associated Press (AP)—is reliable.
- **Can the facts in the article be verified?** Always consult multiple sources.

TIP Even the most reliable publications may contain errors. Whenever possible, check facts in more than one source.



Examine a Newspaper Article

Use what you have learned to evaluate this article.

from The Dallas Morning News

Animal ER

For injured pets, 'round-the-clock clinics provide a haven and hope

BY ALINE MCKENZIE, STAFF WRITER

It’s an ordinary night. One of life-and-death situations, tears and relief, small miracles. Meals eaten on the fly, calm during lulls.

Animals don’t time their ills and injuries to convenient office hours.

So when regular veterinarians are off duty, the after-hours emergency animal clinics take over. From kennel cough to surgery, every night brings a different mix.

“It’s just something I’ve always wanted to do, just as a kid,” says Dr. Michelle

Hazlewood, 32. “I’ve always loved animals.”

“Neither of us could go back into a regular day practice,” says Dr. Kathleen Bowe, 38. The variety and the excitement beat the ordinary well-animal care of a day job, she says.

The two are the vets on duty this night at the Emergency Animal Clinic of Collin County in Plano, one of a
See **ANIMALS**, page B2



Buster the dog donates blood.

Close Read

1. What kind of veterinary clinic is the focus of this article?
2. Knowing that Dallas is a large city and that the *Dallas Morning News* is its major newspaper, would you expect this to be a reliable source of information?
3. How could a reader verify the facts in an article like this?
4. At the end of the article, there is an e-mail address that allows readers to contact the newspaper. Why is this important?

Collecting Your Own Data

Sometimes the answers to your questions cannot be found on a Web site or in a library. How can you collect original data?

Using People as Primary Sources

For some topics, your own observations and data will be your best source of information. The following techniques can turn you into your own search engine.

FIELD RESEARCH AND OBSERVATION

Any focused, purposeful observations you make can be considered field research. For instance, you might visit an animal shelter or a veterinarian's office to learn about careers in veterinary medicine, or you might listen to a **lecture** at school about veterinary careers. If you wish to make a visit, be sure to call ahead to ask permission and to make an appointment. For some research projects, you may want to set up a **field study** in which you make observations and collect specific types of data.

Notes on Visit to CARE Shelter for Animals, 10/21/2010

- *staff: 4 full-time employees plus 8 to 12 part-time volunteers*
- *provides medical care for 20 to 30 dogs plus 30 to 40 cats; no rabbits, rodents, wild animals, or exotic animals*
- *Dogs are in individual cages, but most cats are 3 or 4 to a cage.*
- *"no-kill" shelter, which means that animals stay until they are adopted*
- *Jackie Kirchner coordinates all the volunteers. The shelter needs people to clean cages and to feed and exercise the animals.*
- *Ms. Kirchner says that Kyle Faris, their veterinary technician, would probably agree to an interview.*

INTERVIEWS

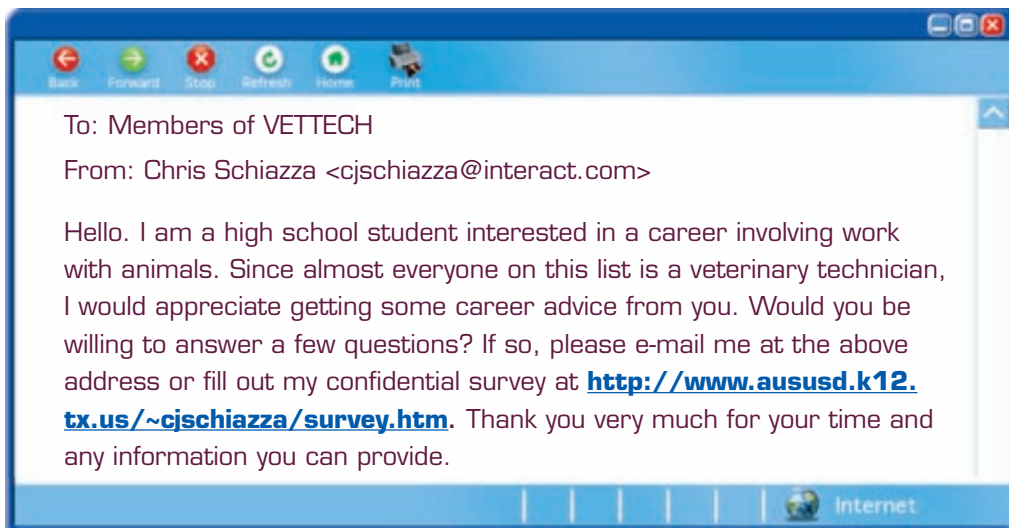
Try talking with people who have experience in what you are researching. For example, you could interview a veterinary assistant, a veterinary technician, and a veterinarian about their jobs. You might interview someone in person, over the telephone, or by e-mail. First, ask if the person is willing to talk with you, and then set a date and time for the interview. Prepare a list of clear, open-ended questions that must be answered with specific information, not just yes or no. Take thorough notes during the interview. Here are some sample interview questions.

Questions for Kyle Faris

1. How long have you been a veterinary technician?
2. What is the best part of the job? Why?
3. What is the worst part of the job? Why?
4. What kind of education and work experience would I need to become a veterinary technician?

See pages R81–R82: Interview

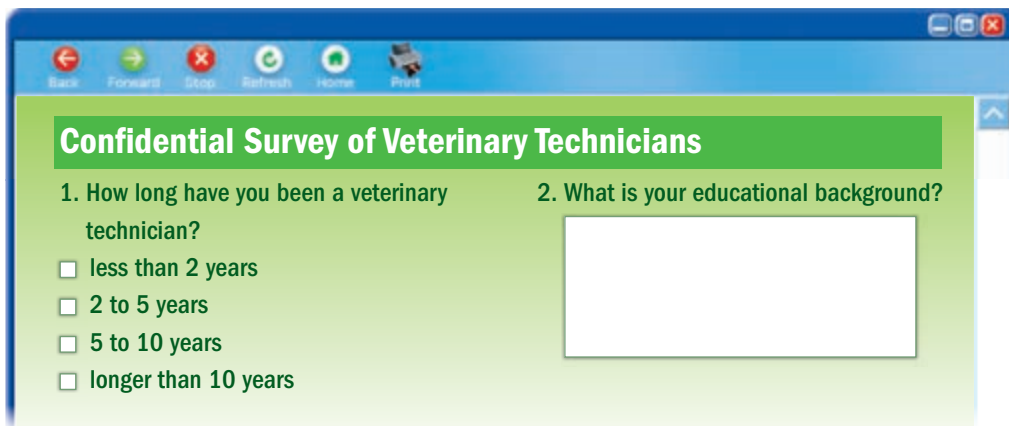
If you are able to identify an expert, you may wish to send a politely worded, specific question by e-mail or letter. You can gain an inside track to a group of experts by joining a relevant Internet discussion group, also called a list server. For instance, VETTECH is a discussion group for veterinary technicians.



SURVEYS AND QUESTIONNAIRES

You can collect survey and questionnaire information by telephone, by mail, by e-mail, through a Web site, or in person. Keep the names of participants confidential to protect their privacy.

TIP Stay safe—give only an e-mail address for people to use in responding to your survey. Do not give your home address or telephone number.



Research Tips and Strategies

Library Sleuth

Two basic systems are used to classify nonfiction books. Most high school and public libraries use the Dewey decimal system; university and research libraries generally use the Library of Congress system.

DEWEY DECIMAL SYSTEM

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

LIBRARY OF CONGRESS SYSTEM

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

Web Watch

Knowing what search tools to use is crucial to finding information on the World Wide Web.

Search Engines

Search engines differ in speed, size of database, method of searching, and other variables. Never use only one search engine.

- Google
- Yahoo!
- Ask.com

Metasearch Engines

A metasearch tool can save you time by sending a search to multiple search engines simultaneously.

- TheInfo.com
- Dogpile
- Metacrawler

Directories

Directories are useful when you are researching a general topic, because they arrange resources into subject categories.

- AOL
- About.com
- Yahoo!

Virtual Libraries

At a virtual library, you can look up information in encyclopedias, directories, and indexes. You can even e-mail a question to a librarian.

- Internet Public Library
- Librarians' Index to the Internet

Other Web Resources

Library catalogs: Library of Congress

Encyclopedias: Encyclopaedia Britannica Online

Newspaper archives: New York Times Index

Specialized databases: Medline

Writing and Research in a Digital Age



KEYWORD: HML9-1312

Discover a wealth of Web search tools and resources.



Checklist for Evaluating Sources

- ☑ The information is relevant to the topic you are researching.
- ☑ The information is **valid** and up-to-date. (This point is especially important when researching time-sensitive fields such as science, medicine, and sports.)
- ☑ The information is from someone who is an **authority** on this topic.
- ☑ The information is from a trusted, **reliable** source that is updated or reviewed regularly.
- ☑ The author's or institution's purpose for writing is clear, so you can determine whether the source is **objective** or biased.
- ☑ The information is written at the right level for your needs. For example, a children's book is probably too simplistic, while a scientific paper may be too complex.
- ☑ The information has the level of detail you need—neither too general nor too specific.
- ☑ The facts are **accurate** and can be verified in more than one source.

Sharing Your Research

At last you have established your research goal, located sources of information, evaluated the materials, and taken notes on what you learned. Now you have a chance to share the results with the people in your world—and even beyond. Here are some options:

- Use presentation software to create a power presentation for your classmates, friends, or family.
- Publish your research findings on a wiki.
- Develop a newsletter or brochure summarizing your information.
- Explain what you learned in an oral presentation to your classmates or to people in your community.
- Write up your research in a formal research paper.

See the following pages. ▶

See pages 1336–1337: Creating a Wiki

Research Paper

Now that you have thoroughly explored a variety of research strategies, you are ready for your next challenge: the formal research paper. Perhaps you will have the opportunity to learn more about people, places, or events in history, science, or art. To start your investigation, refer to the information below.



Complete the workshop activities in your **Reader/Writer Notebook**.

WRITE WITH A PURPOSE

WRITING TASK

Write a **research paper** that investigates a question that interests you.

Idea Starters

- How has the Internet changed the music industry?
- To what extent are settings and events in the *Odyssey* based on fact?
- How has an author or artist of the past influenced today's pop culture?

THE ESSENTIALS

Here are some common purposes, audiences, and formats for research-based writing.

PURPOSES	AUDIENCES	FORMATS
<ul style="list-style-type: none"> • to inform or enlighten others with an interest in your subject • to offer a unique perspective on a subject • to learn more about a subject 	<ul style="list-style-type: none"> • classmates and teacher • community members • Web users 	<ul style="list-style-type: none"> • essay for class • encyclopedia article • oral report • power presentation • documentary



COMMON CORE TRAITS

1. DEVELOPMENT OF IDEAS

- clearly introduces a topic and states a **controlling idea** that answers the **research question**
- supports the topic with **sufficient, well-chosen evidence**
- draws information from **multiple authoritative sources**
- provides a **concluding section** that supports the information

2. ORGANIZATION OF IDEAS

- **logically organizes** ideas, concepts, and information
- includes **formatting** and **graphics**, when useful
- uses **appropriate and varied transitions** to create cohesion

3. LANGUAGE FACILITY AND CONVENTIONS

- uses **precise language** and **domain-specific vocabulary**
- maintains a **formal style** and **objective tone**
- uses standard **format** for quoting or citing sources
- reflects **correct grammar, mechanics, and spelling**

Writing Online



Go to thinkcentral.com.
KEYWORD: HML9N-1314





W 2a-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information. **W 5** Develop and strengthen writing by planning. **W 7** Conduct sustained research projects to answer a question or solve a problem.

Planning/Prewriting

Getting Started

SELECT A TOPIC

With so many topics to research, where should you start? Because you'll spend considerable time and energy on this assignment, the topic of your paper should be something that interests you and will also interest others. With your classmates, you might brainstorm a list of possible topics before you decide on one.

TIPS FOR GENERATING TOPIC IDEAS

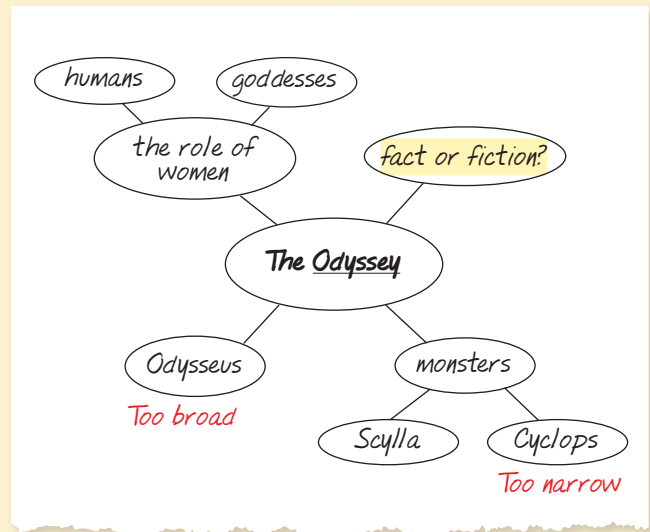
- Look for topics in the news—for example, new legislation affecting teens or scientific breakthroughs.
- Consider hobbies, sports, types of music, or other personal interests you want to learn more about.
- Think about historical or literary figures you have studied.

NARROW YOUR FOCUS

Your topic should be broad enough to support a full-length paper, but not so broad that it could fill a book. Use a graphic organizer to narrow your topic and decide on an aspect to research. Consult with your teacher, a school librarian, or an expert on your topic to make sure your focus is compelling and complex enough for a detailed paper.

TIP Check the catalogs in your school and local libraries and databases such as InfoTrac to see how much information is available on your topic. If there's too little, broaden your focus; if there's too much, you may need to limit it.

WHAT DOES IT LOOK LIKE?



THINK ABOUT AUDIENCE AND PURPOSE

Before you do any further planning, make sure you identify your **purpose** and **audience**; these two considerations will guide you throughout the research process.

ASK YOURSELF:

- Who would be most interested in my topic?
- What does this audience probably already know (or think they know) about my topic?
- What background information will they need?

Planning/Prewriting *continued*

Getting Started

FORMULATE A RESEARCH QUESTION

Transform your focused topic into a major question that you want to answer in your paper. This question will keep you on track as you find sources and gather information. Make sure your research question is open-ended and cannot be answered in a single word; it should require investigation.

Consider generating additional related, focused questions for further research and investigation. Such questions will help you find the specific evidence you will need for your paper.

WHAT DOES IT LOOK LIKE?

Topic: Settings and events in the Odyssey

Major Research Question: To what degree are settings and events in the Odyssey based on fact?

Related Questions:

- *If any of the events are real, where did they take place?*
- *If events or settings were made up, what were they based on?*
- *Have historians tried to retrace Odysseus' journey? If so, what have they learned?*
- *To what extent do historians disagree on which aspects of the Odyssey are real?*

DEVELOP A RESEARCH PLAN

Create a plan that outlines your purpose, audience, major research question, potential sources you might investigate, and schedule. It's a good idea to have your teacher review and approve your plan before you embark on your research.

TEMPLATE FOR A RESEARCH PLAN

Student Name:

Purpose:

Audience:

Major Research Question:

.....

Potential Sources:

.....

Schedule

Research Due:

First Draft Due:

Final Draft Due:

Teacher Approval:

PEER REVIEW

Exchange research plans with a classmate. Review each other's major research questions, and ask: What related questions would you expect to be answered in my paper? What potential sources do you think I should investigate?



List four or five topic ideas in your *Reader/Writer Notebook*, and evaluate which one would be best for your essay. Then, narrow your topic and develop a major question to guide your research. With your purpose and audience in mind, formulate a research plan using a template like the one above.

Researching



W 8 Gather relevant research from multiple sources, using advanced research searches effectively; assess the usefulness of each source.
W 9 Draw evidence from literary or informational texts to support research.

Following Your Research Plan

LOCATE SOURCES

To find answers to your research question, gather information from a range of primary and secondary sources. **Primary sources** contain original, firsthand information that is usually unedited, such as letters, diaries, autobiographies, and eyewitness accounts. **Secondary sources** provide other people's versions of primary materials in encyclopedia entries, newspaper articles, biographies, and textbooks.

Begin your search for sources at the library and on the World Wide Web. Use advanced search features to find things quickly. Add a minus sign (–) before a word that should not appear in your results. Try using an asterisk (*) in place of unknown words. List the name and location of each potential source, adding comments that will help you decide whether the source will be useful.

See pages 1298–1304 for more information about research tools available to you.

ASSESS EACH SOURCE

A key step in the research process involves assessing your sources. A source is **credible**, or reliable and trustworthy, if it is:

- **relevant**—covers the aspect of the topic you are researching
- **accurate**—contains information that can be verified by more than one **authoritative** source
- **objective**—presents multiple viewpoints on the topic and is not **biased**, or showing favor to one view of the topic

WHAT DOES IT LOOK LIKE?

Sources	Comments
World Wide Web (bookmarked) "Map of Odysseus' Journey" "In the Wake of Odysseus: Localization of the Mythological Journey" "Synesthesia and Homer's World" "Homer's Odyssey Resources on the Web"	go to "Background" solid info far-out theory guide to other sources
School Library "Homeric Legend." <i>Britannica Student Encyclopedia</i> CD-ROM <i>The Odyssey of Homer: A Modern Translation</i> . Trans. Richmond Lattimore (883 HOM)	study "Analysis" section easy reading
Public Library <i>The Odyssey of Homer</i> . Trans. Robert Fagles (883.01 Homer) <i>Tales from the Odyssey</i> . Mary Pope Osborne "Was Troy a Metropolis? Homer Isn't Talking." <i>New York Times</i>	great introduction by B. Knox retelling of <i>Odyssey</i> scientific evidence

ASK YOURSELF:

- Is this a primary or secondary source? In what ways will it be useful in answering my research question?
- Is the information up-to-date?
- Are the facts accurate? How can I verify them?
- What qualifies the author to be writing about this topic? Is he or she an authority in this field?
- What, if any, biases can I detect?

Researching *continued*

Following Your Research Plan

PREPARE A SOURCE LIST

Once you have sorted through your initial list of sources, record information about the “keepers” in an electronic file or on index cards. Another option is to use special note-taking software designed to guide you through the research process. Check with your school librarian or media specialist to see if this option is available to you.

Include the following details, making sure to number each source. The information you compile now will help you build your Works Cited list later on.

World Wide Web source

- author’s name (if given)
- title of Web page or article
- name of sponsoring organization or institution
- date of publication
- medium of publication (Web)
- date of access

Book

- author or editor
- title
- location and publisher
- year of publication
- medium of publication (Print)

Newspaper or magazine article

- author
- title of article
- name of newspaper or magazine
- day, month, and year of publication
- edition and section information (for newspaper articles)
- beginning page number
- medium of publication (Print)

WHAT DOES IT LOOK LIKE?

World Wide Web source

Source #: 3

Type: Article on Web site

Burgess, Jonathan S. “In the Wake of Odysseus: Localization of the Mythological Journey.” University of Toronto. 2004. Web. 9 Mar. 2011.

Book

Source #: 6

Type: Book

Severin, Tim. *The Ulysses Voyage: Sea Search for the Odyssey*. London: Hutchinson, 1987. Print.

Newspaper or magazine article

Source #: 4

Type: Newspaper article

Wilford, John Noble. “Was Troy a Metropolis? Homer Isn’t Talking.” *New York Times* 22 Oct. 2002: D1+. Print.

Following Your Research Plan

TAKE NOTES

As you skim your sources, look for information that addresses your major research question as well as for relevant facts, extended definitions, concrete details, and quotations and examples. Your notes should focus on details that respond directly to your research question, or suggest new areas for your research. You can record each piece of information in an electronic file (for each source), on a separate index card, or using special note-taking software. Consult with your teacher to determine the option you should use.

For each entry, include

- a heading that tells the main idea
- the number of the source (from your source list)
- a page number, section name, or other way of locating the information

Unless you are directly quoting material from the source, be sure to restate it in your own words. There are two ways to do this: in a paraphrase or in a summary.

Paraphrase—captures all the ideas of the original and is about the same length

Summary—presents the main idea of the original; may include key facts and statistics but is shorter because it omits unnecessary details

TIP Consider adding comments or questions that you have. For example, note whether the information supports what you already know or if there's a debate within the field you are researching.

WHAT DOES IT LOOK LIKE?

Original Source

The vividly fictional characteristics of the story have not prevented critics, past and present, from seeking to place it in a specific geographic context. Hesiod, who wrote later than Homer, believed that Odysseus and his ships sailed around in the general area of Italy and Sicily, to the west of . . .

"Homeric Legend." Britannica Student Encyclopedia CD-ROM

Paraphrase

Source #: 1

Early Ideas—Italy and Sicily

Although the *Odyssey* includes many fantastic creatures and events, people throughout history have tried to identify a real setting for the tale. Hesiod, a writer who came after Homer, thought that Odysseus' journey took him around Italy and Sicily. (Section: "Analysis of the *Odyssey*")

Comments/Questions: Who was Hesiod? Look him up.

Summary

Source #: 1

Early Ideas—Italy and Sicily

The early writer Hesiod believed that the *Odyssey* took place near Italy and Sicily. (Section: "Analysis of the *Odyssey*")

Comments/Questions: Modern explorer Tim Severin agrees.

Researching *continued*

Following Your Research Plan

QUOTE WELL-STATED IDEAS DIRECTLY

Sometimes, information in a source is expressed so powerfully that you want to use the author's own words. In recording direct quotations, be sure to type or write the material exactly as it appears in the original.

TIP If you are quoting an online source, save some time by copying and pasting the quotation directly into your electronic notes.

AVOID PLAGIARISM

Plagiarism, or the unauthorized use of others' words or ideas, is not honest. To avoid plagiarism, you must document the sources of any ideas that aren't common knowledge. You must do this whether you are paraphrasing, summarizing, or directly quoting the material.

TIP Remember that quoting word-for-word several sentences or more without documenting the source is not the only type of plagiarism. When you include others' phrases within your paraphrase or summary and do not use quotation marks, you are plagiarizing.

GUIDELINES FOR RECORDING QUOTATIONS:

- Make sure to enclose all original material in quotation marks.
- If you want to leave out phrases or sentences, insert ellipses (. . .) in place of the omitted material.
- If you need to add a word or phrase to clarify an idea, enclose it in brackets [].

EXAMPLE: "During the time of [ancient geographer] Eratosthenes, speculation about the truth of the tale of Odysseus was rampant."

WHAT DOES IT LOOK LIKE?

Original Source

Odysseus' wanderings in the west have inspired many attempts to plot his course and identify his **ports of call**. This **wild-goose chase** had begun already in the ancient world, as we know from . . . **the great Alexandrian geographer Eratosthenes**, who said that you would be able to chart the course of Odysseus' wanderings when you found the cobbler who sewed the bag in which Aeolus confined the winds.

Knox, Bernard. Introduction. The Odyssey of Homer. Trans. Robert Fagles

Plagiarized

The great Alexandrian geographer Eratosthenes said that trying to identify Odysseus' **ports of call** would be a **wild-goose chase**.

Correctly Documented

The third-century-B.C. geographer Eratosthenes, for example, thought that Homer's story was totally imaginary (Knox 25).

Following Your Research Plan

CRAFT A CONTROLLING IDEA

Review the material you've gathered from your sources. What answer does it suggest to your original research question? Write a controlling idea that states this question and describes the main idea of your report. You may also want to provide hints in your controlling idea about the answers you've found.

TIP You may discover that the information you've compiled answers a different question than the one you initially asked. Just make sure to modify your question and then draft a controlling idea that accurately captures the information you plan to present.

A CONTROLLING IDEA SHOULD . . .

- tell the subject of your paper
- state your major research question
- be a statement that can be supported with evidence
- reveal your point of view on the topic, rather than simply state a fact

CREATE AN OUTLINE

Read through your files or cards and group them by similar headings or main ideas. Organize the main ideas into an order in which you will present the information in your paper. Choose the method or methods that best fit your topic:

Chronological order presents events in the order in which they happened.

Logical order groups related ideas together—explaining the parts of a whole or comparing two subjects, for instance.

Order of importance places the least important ideas first and moves to the most important (or vice versa).

Then, develop an outline in which each main idea is listed as a Roman numeral. Supporting details, facts, and examples should be identified as sublevels of your outline. As you draft, you will use this outline to guide your writing.

WHAT DOES IT LOOK LIKE?

The Mystery of the *Odyssey*

- I. Introduction
 - A. Based on real places?
 - B. Investigate to understand *Odyssey*
- II. Early theories
 - A. Imaginary
 - B. Real
 1. Italy and Sicily
 2. Other Mediterranean sites; the Atlantic
 3. Schliemann proved Troy real
- III. Modern ideas
 - A. All over the map
 - B. Mediterranean (Severin)
 1. Re-created Odysseus' voyage
 2. Identified some sites, not others
- IV. Conclusion
 - A. Homer's era a time of exploration
 - B. Unsolved mystery



Locate and evaluate sources, jotting notes about their credibility, usefulness, and accuracy in your *Reader/Writer Notebook*. Then, prepare a source list and compile a variety of quotations, paraphrases, and summaries. Use this information to write a controlling idea and develop an outline. Periodically critique your research, and refocus your plan as needed.

Drafting

The following chart gives a framework for drafting a research paper.

Organizing a Research Paper

INTRODUCTION

- Grab your audience’s attention with a **compelling quotation**, an **anecdote**, or a **question**.
- Supply enough **background information** for readers to understand the topic.
- Include a clear **controlling idea** that introduces your major research question.
- Establish a **formal style** by avoiding contractions and choosing precise language. Maintain an **objective tone** by avoiding words with strong positive or negative connotations.

BODY

- Incorporate the **main ideas** from your outline into the body of your paper. Make sure each idea directly relates to your controlling idea.
- Support your ideas with **sufficient and well-chosen evidence**. Introduce quotations using phrases like *According to Severin, . . .* In addition, try inserting phrases or words into your sentences—for example, *The story is “a cunning weave” . . .*
- Arrange main ideas and evidence in a **logical order**. Use varied **transitions** to link ideas.
- Synthesize ideas from **multiple sources**. Compare and contrast them and add your own **interpretations, observations, and conclusions**.
- Define **domain-specific**, or specialized, terms that may be unfamiliar to readers.
- Document the **source** of each idea in parentheses at the end of each sentence. Consult the “Learn How” lesson on the next page for help.
- Consider using boldfaced **subheadings** to divide the text into manageable sections and help your audience track main ideas.
- Look for opportunities to include **graphics**—photographs, maps, time lines, and charts—to illustrate your points.

CONCLUDING SECTION

- Sum up the **answer** you have found to your research question.
- Leave your audience with something to think about, such as the overall **importance** of your topic, unanswered **questions**, or **ideas** for new research.

WORKS CITED LIST

- Include a **Works Cited list** as a separate page at the end of your draft.
- Use a **style manual**, such as the *MLA Handbook for Writers of Research Papers* or the *Chicago Manual of Style*, to ensure that you are correctly documenting your sources according to your teacher’s preference. Refer to the MLA Citation Guidelines on pages 1334–1335.
- List sources in **alphabetical order** by the authors’ last names (or by the title for a work with no author listed).
- Begin each entry on a **separate line**, aligned with the left margin; additional lines should be indented one-half inch.



W 4 Produce clear and coherent writing. **L 2** Demonstrate command of the conventions of standard English. **L 3a** Write and edit work so that it conforms to the guidelines in a style manual.

LEARN HOW **Document Your Sources** Credit the source of each paraphrase, summary, or quotation as a parenthetical citation at the end of the sentence. This will avoid the serious academic offense of plagiarism. If the same information can be found in most sources on your topic, it is considered common knowledge and does not need to be documented. Use these guidelines to format parenthetical citations. When you finish your draft, highlight each citation. Then, use this information to help you compile your Works Cited list.

Guidelines for Citing Sources Within a Research Paper

Source with one author	▶ Author's last name, page number (if any) of the work cited: (Severin 22)
Author unknown	▶ Shortened title of the work, page number (if any): ("Homeric Legend")
Multiple authors	▶ Last names of all authors, page number (if any): (Steiner and Fagles 12). For more than three authors, use the first author's last name and <i>et al.</i> : (Greene et al. 45).
More than one work by an author	▶ Author's last name, title of work, page number (if any): (Jones, <u>Readings</u> 39).
More than one source supporting an idea	▶ First author's last name, page number (if any); second author's last name, page number; and so on: (Knox 5; Nardo 20; Wilford D1)
Author already mentioned in the sentence	▶ Page number only: (22)

GRAMMAR IN CONTEXT: PUNCTUATING TITLES

Use the following chart to help you correctly punctuate any titles you include in your text, parenthetical citations, or Works Cited list.

Rule

Underline or **italicize** titles of books, encyclopedias, epic poems, plays, films, magazines, newspapers, journals, CDs, works of art, TV and radio programs, and Web sites.

Use quotation marks for newspaper, encyclopedia, and magazine articles; short poems; short stories; essays and chapters in books; songs; TV episodes; radio segments; and Web pages.

Example

The Odyssey is full of fantastic creatures, gods, and events . . .

Burgess, Jonathan S. "In the Wake of Odysseus: Localization of the Mythological Journey." University of Toronto. 2004. Web. 9 Mar. 2011.



Using your outline and the chart on the preceding page, develop a first draft of your research paper. Remember to credit all sources using parenthetical citations and use correct punctuation for any titles.

Revising

At this point, you should evaluate the content, structure, and style of your paper with your purpose and audience in mind. Use this chart to help you revise.

RESEARCH PAPER		
Ask Yourself	Tips	Revision Strategies
1. Does the controlling idea clearly state the major research question?	▶ Underline the controlling idea. Draw a box around the part that states the major research question.	▶ Add to or clarify your controlling idea so that it more clearly answers your research question.
2. What concrete and credible evidence is given to support each main point?	▶ Label each main point in the margin. Then, label each piece of evidence the same way.	▶ Add additional evidence for any main points that have too little support.
3. Is the organization clear and logical? Do subheads and transitions help readers to link ideas?	▶ Circle subheads and transitions.	▶ Rearrange information not in the same paragraph as its main point. Add a subhead and/or transition at the beginning of each main point.
4. Are direct quotations smoothly integrated? Are all sources given proper credit within the paper?	▶ Draw an arrow from each direct quotation to the words that introduce the quotation. Place check marks by parenthetical citations.	▶ Reword the text around quotations so that the flow of ideas is not disrupted. Add parenthetical citations for direct quotations, paraphrases, or summaries that lack check marks.
5. Does the concluding section sum up the answer to the research question and leave readers with something more to think about?	▶ Circle the part of the concluding section that answers the research question. Draw a wavy line under the sentences that give readers an interesting thought, idea, or question to contemplate.	▶ Add an answer to the research question. Insert sentences that describe the importance of the topic, raise unanswered questions, or recommend additional research.
6. Does a Works Cited list correctly document all sources?	▶ Put a check mark next to each source used in your paper and in your Works Cited list.	▶ Add an entry to the Works Cited list for each source mentioned in your paper. Delete entries that are not mentioned in your paper.



PEER REVIEW

Have a peer evaluate and suggest improvements to your paper using the chart on this page. Ask him or her the following: Do I answer the major research question I set out to address? If not, what additional evidence do I need to include? How can I modify my controlling idea to more accurately reflect my points? Identify which parts of your draft, if any, need reworking or a new approach.



W.5 Strengthen writing by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.

ANALYZE A STUDENT DRAFT

Read this draft; notice the comments on its strengths and weaknesses as well as suggestions for improvement.

Bergstrom 1

Ilona Bergstrom
Mr. Grant
English 9
10 May 2011

The Mystery of the *Odyssey*

- 1 The *Odyssey* by Homer is a real adventure story. For modern readers, though, it's also a mystery. Did the place Homer described really exist? This is a question which has fascinated readers for centuries, with no definitive answer; even so, investigating the events and geography of Odysseus' wanderings can lead to a better understanding of this great literary work.
- 2 As readers begin the *Odyssey*, they are swept into a journey that is so exciting that they suffer along with Odysseus (or Ulysses, as he is known in Latin) and rejoice when he finally returns home. Only after closing the book do readers step back to consider these earlier questions.

Ilona includes a clear **controlling idea** that introduces her major research question. However, her **introduction** is dull and unlikely to grab her readers' attention.

LEARN HOW **Craft an Effective Introduction** Ilona begins her essay with a bland general statement that's not likely to make her audience want to continue reading. To captivate her readers, she instead might open with a **thought-provoking question**, a **powerful quotation**, or a **vivid image**. Notice how the revision in blue improves Ilona's introduction. Why might this opening be more interesting to readers?

ILONA'S REVISION TO PARAGRAPH 1

Everybody loves a great adventure story, especially one that has a compelling hero, horrible monsters, bloody battles, raging storms, and a happy ending.

The *Odyssey* by Homer is ^{that kind of} a ~~real~~ adventure story. For modern readers, though, it's also a mystery.

3 The *Odyssey* is full of fantastic events, such as Odysseus' battle with the Cyclops, that seem too amazing to be true. The third-century-B.C. geographer Eratosthenes, for example, thought that Homer's story was totally imaginary (Knox 25; "Homeric Legend"). Many people throughout history have tried to identify a real setting for the tale, though. The Greek poet Hesiod, who lived in the eighth century B.C., probably not long after the *Odyssey* was written, thought that Odysseus' wanderings took him around Italy and Sicily. Other historians throughout the ages have thought he traveled to other places in the Mediterranean Sea or even the Atlantic Ocean ("Homeric Legend").

4 The debate has continued into modern times. About the only thing people seem to agree on is that Troy existed where Homer said it was and that the Trojan War took place sometime between 1300 and 1200 B.C. (Knox 5; Nardo 20; Wilford D1). The reason they agree is that archaeologists have found proof. Heinrich Schliemann first excavated the ruins of Troy in the 1870s, and other layers of the site have been identified since then (Nardo 16). It is what happened after Odysseus left Troy—and where it happened—that remains a mystery.

Many Theories About *Odyssey* Locations

5 To try to solve this mystery, people have to assume that the events reported in the *Odyssey* actually happened. Unfortunately, though, many of Homer's descriptions of places are vague or confusing. Unlike the events of the Trojan War, which took place on land, Odysseus' sea voyage left no traces (Severin 17; Struck). Therefore, all of the ideas historians have come up with about where the events occurred are just guesses.

She **supports** her point with a specific detail **paraphrased** from one of her sources.

She **synthesizes** information from **multiple sources** and uses correct parenthetical citation **format**.

Ilona uses **subheadings** to help readers see at a glance the main points in her paper.

Bergstrom 3

- 6 Interestingly, guesses have ranged from the North to the South Pole and from Norway to South Africa (Knox 25). One look at a map would reveal the impossibility. One sea captain claims that he identified every location described in the *Odyssey* along the coast of the Adriatic Sea (Severin 22).

This paragraph **lacks cohesion**. The **absence of transitions** makes it hard to understand the relationship between ideas.

Focus on the Mediterranean

- 7 Other historians have looked for the location of the *Odyssey* closer to Homer's own Mediterranean home. According to the literary expert George Steiner, the story seems to take place in the waters surrounding Greece, Italy, and Egypt. Even so, Steiner admits, "The geography of the tale is a riddle" (9). For example, in Book Four of the *Odyssey*, Menelaus describes the island of Pharos as "as far out as the distance a hollow ship can make in a whole day's sailing" (Homer 74). However, Pharos is now no longer an island but connected to the mainland of Egypt.

Direct quotations are seamlessly integrated into this paragraph.

LEARN HOW Maintain Cohesion Often, research papers are long and packed with an overwhelming amount of information for readers to digest. To help your audience follow your points, create cohesion—a logical connectedness—across sentences and paragraphs. If you reread Ilona's fifth paragraph, for instance, you'll notice that it's difficult to understand the relationship between the ideas in each sentence. To connect her ideas and create a smooth flow, Ilona added **transitions** and **references to ideas in previous paragraphs**, shown in blue.

ILONA'S REVISION TO PARAGRAPH 6

Interestingly, ^{those} guesses have ranged from the North to the South Pole and from Norway to South Africa (Knox 25). One look at a map would reveal ^{of such far-ranging travels at the time. However, one modern-day} the impossibility. ~~One~~ sea captain claims that he has identified every location described in the *Odyssey* along the coast of the Adriatic Sea (Severin 22).

- 8 The explorer Tim Severin compared many theories of Odysseus' route with nautical maps and concluded that "Ulysses' vessel jumps up and down the length of the Mediterranean like the knight on a chessboard. It skips over inconvenient land masses, skids around capes, travels at speeds that would do credit to a modern cruise liner . . ." (22). Between lines 134 and 135 in Book Ten (Homer 155), for example, Odysseus somehow manages to get from one side of the island of Ithaca to the other without stopping off there, "as though he had sailed right by his homeland" (Severin 240). One explanation is that the *Odyssey* actually describes two separate voyages and that the adventures after line 135 of Book Ten were based on the stories of another Greek hero, Jason, and his Argonauts ("Homeric Legend").

This lively quotation from one source **supports** a main idea and adds interest to the report.

Retracing Odysseus' Route

- 9 Since none of the theories Severin examined came from sailors, he thought the best way to discover the route taken by Odysseus was to retrace it. Using a replica of a Bronze Age ship he had built, Severin set sail from Troy. He took the most direct route to the present-day island of Ithaca, assuming that's what Odysseus would have done in his hurry to return home after the Trojan War (Burgess; Severin 22–23). He used both landmarks and local folk tales to help him trace the places and events in Homer's story.

Ilona supplies **background information** to help readers understand one source's research.

- 10 Severin did locate many places and things mentioned in the *Odyssey*, such as Scylla and Charybdis, described in Book Twelve: "On one side was Scylla, and on the other side was shining Charybdis, who made her terrible ebb and flow of the sea's water. When she vomited it up, like a cauldron over a strong fire, the whole sea would boil up in turbulence" (Homer 191).

Bergstrom 5

- 11 Cape Scylla still exists, and Severin found the cave of the monster that ate six of Odysseus' men. According to Homer, Charybdis was just across a narrow channel. Today, however, the channel is too wide to create the violent whirlpools that Homer described. Severin did locate a narrow channel a little south of Cape Scylla that may have caused whirlpools in ancient times, though (199). I believe that Homer could have figured out the whole idea of Charybdis from this spot. Then he just made a bigger deal out of its powers to make the story more exciting. We all know that a larger-than-life hero needs larger-than-life problems to struggle with, right?

Though Ilona offers her own **interpretation**, she lapses into an **informal style** that isn't appropriate for a serious paper.

LEARN HOW **Use a Formal Style** Any writer sharing unique ideas and interpretations with an audience wants to be taken seriously. That's why it's important to use formal language throughout your paper. Avoid first-person pronouns (*I, me, my, we, us, ours*), contractions, and slang. In the eleventh paragraph of her paper, Ilona uses words and phrases that seem more appropriate for an informal conversation with a friend than an academic paper. Review the revisions Ilona made to maintain a formal style.

ILONA'S REVISION TO PARAGRAPH 11

It's possible
~~I believe~~ that Homer ~~could have figured out the whole idea of~~ Charybdis,
~~from this spot.~~ *used this place as the basis for* Then he just made a bigger deal out of its powers *exaggerating its power* to make
 the story more exciting. *After all,* ~~We all know that~~ a larger-than-life hero needs
 larger-than-life problems to struggle with ~~right?~~

12 Odysseus’s **first stop**, the land of the Lotus-Eaters, also turned out to be where other people had thought it was—past the island of Cythera in Tunisia (Burgess). Severin used Homer’s mention of “wild goats beyond number” in Book Nine (Homer 140) to locate Odysseus’ **next stop**, the island of Cyclopes on present-day Crete. The savage people described by Homer were nothing like the civilized Cyclopes of folklore, however (Severin 86). **On the other hand**, Severin failed to find anything like Calypso’s island, Ogygia. **For this reason**, he agreed with other scholars that Homer may have created it and Odysseus’ imprisonment there to help explain why the hero had been wandering for so long (Severin 243).

Transitions show how ideas are related.

13 In the end, Severin was unable to trace Odysseus’ journey exactly and found many parts of Homer’s tale puzzling. He concluded that:

Ilona summarizes one source’s research and relates it to her controlling idea.

The geographies of folklore and navigation overlapped. (245)
Although he didn’t set out to prove whether the *Odyssey* was real or imagined, his findings suggest that it was a mixture of both.

An Unsolved Mystery

14 What conclusions can modern readers draw from these confusing ideas about the *Odyssey*? **Robert Fagles, a well-known translator and scholar of Homer**, gives probably the best summary of the possibilities and of the *Odyssey*’s lasting influence and interest:

An insightful, well-stated quotation from a reputable source serves as a satisfying concluding section.

I think it’s altogether likely that, however “mythological” the Greek experience may seem, it nevertheless stems from experience. Was that experience actual or imagined, or a combination of the two? I don’t think we’ll ever know. . . . Homer’s period in history was in fact a time of exploration and new settlements, and these events survive in the [*Odyssey*], strikingly dramatized by Homer’s incorporation of the fabulous, the Cyclops, the witches, and the other monsters and seductresses. All of it is stranger than fiction, as we’d say, and even more compelling than fact.

Bergstrom 7

Works Cited

- 1 Burgess, Jonathan S. "In the Wake of Odysseus: Localization of the Mythological Journey." University of Toronto. 2004. Web. 9 Mar. 2011.
- 2 Fagles, Robert. Reply to query of Terry J. Keely. *Online News Hour*. Public Broadcasting Service. 13 Mar. 1997.
- 3 Homer. *The Odyssey of Homer: A Modern Translation*. Trans. Richmond Lattimore. New York: Harper, 1967. Print.
- 4 "Homeric Legend." *Britannica Student Encyclopedia*. 2004 ed. Chicago: Encyclopaedia Britannica, 2004. CD-ROM.
- 5 Knox, Bernard. Introduction. *The Odyssey of Homer*. Trans. Robert Fagles. New York: Penguin, 1996. 3–64. Print.
- 6 Nardo, Don, ed. *Readings on Homer*. San Diego: Greenhaven, 1998. Print.
- 7 Severin, Tim. *The Ulysses Voyage: Sea Search for the Odyssey*. London: Hutchinson, 1987. Print.
- 8 Steiner, George, and Robert Fagles, eds. *Homer: A Collection of Critical Essays*. Englewood Cliffs: Prentice, 1962. Print.
- 9 Struck, Peter. Map of Odysseus' Journey. Mythology. Course pages. Dept. of Classical Studies, U of Pennsylvania. 2004. Web. 9 Mar. 2011.
- 10 Wilford, John Noble. "Was Troy a Metropolis? Homer Isn't Talking." *New York Times* 22 Oct. 2002: D1+.

Ilona makes a few common errors in her source citations.

LEARN HOW Format a Works Cited List Correctly

When writing a research paper, it's critical that you not only give credit where credit is due but also cite *all* your sources according to the guidelines your teacher gives you. In developing a first draft of her Works Cited list using MLA guidelines, Ilona did not adhere to the following guidelines:

- End each entry with a period.
- Indent the second and subsequent lines of entries one-half inch (or five spaces).
- Include the date of access for online sources.
- Include medium of publication for all entries.

Ilona revised her Works Cited list, making the corrections in blue.

ILONA'S REVISION TO ENTRIES 2 AND 10

Fagles, Robert. Reply to query of Terry J. Keely. *Online News Hour*. Public Broadcasting Service. 13 Mar. 1997. ^{Web. 10 Apr. 2008.}

Wilford, John Noble. "Was Troy a Metropolis? Homer Isn't Talking." *New York Times* 22 Oct. 2002: D1+. ^{Print.}



Use the feedback from your peers and teacher as well as the four "Learn How" lessons to revise or rewrite parts of your essay.

Editing and Publishing



W 5 Strengthen writing by editing.
L 2 Demonstrate command of the conventions of standard English punctuation. **L 2b** Use a colon to introduce a list or quotation.
L 3a Write and edit work so that it conforms to the guidelines in a style manual.

In the editing stage, you find and correct errors in grammar, spelling, and mechanics—errors that could prevent your audience from following and appreciating your ideas. You should also format your paper according to the following guidelines:

- Leave one-inch margins at the top, bottom, and sides of each page (except for page numbers).
- On separate lines, type your name, your teacher’s name, the class, and the date at the top left of the first page.
- On each page, type your last name and the page number one-half inch from the top, aligned at the right corner.
- Double-space all text, including quotations and the Works Cited list.
- Indent the first line of paragraphs one-half inch from the left margin. Indent set-off quotations one inch from the left margin.

GRAMMAR IN CONTEXT: INTEGRATING QUOTATIONS

Place quotations shorter than four lines within your own sentences, and use quotation marks. For quotations longer than four lines, introduce the quotation in your own words, followed by a colon. Indent the entire quotation, and do not use quotation marks.

As Ilona proofread her draft, she realized that she had incorrectly formatted a short quotation. Her revision in blue shows how she fixed the problem.

- B** In the end, Severin was unable to trace Odysseus’ journey exactly and found many parts of Homer’s tale puzzling. He concluded that ~~“The geographies of folklore and navigation overlapped.”~~ (245). Although he didn’t set out to prove whether the Odyssey was real or imagined, his findings suggest that it was a mixture of both (Homer 191).

PUBLISHING

Here are some suggestions for sharing your research with an audience:

- Locate a group or organization that would have an interest in your research. See if the group would like to publish your paper in a newsletter or on its Web site.
- Transform your paper into a collaborative **wiki**, a series of Web pages on which you and other classmates add and edit information about your topic.
- Deliver an oral report to classmates or interested community members.



Proofread your draft for errors. Be sure to correctly integrate quotations. Then, publish your research using one of the options on this page.

Scoring Rubric

Use the following rubric to evaluate and revise your research paper.

RESEARCH PAPER	
SCORE	COMMON CORE TRAITS
6	<ul style="list-style-type: none"> • Development Effectively introduces a topic; states an insightful, well-researched controlling idea; develops the topic with sufficient and relevant evidence; ends powerfully • Organization Logically organizes information; effectively incorporates formatting or graphics to enhance the information; effectively uses varied transitions • Language Ably uses precise words; maintains a formal style and objective tone; shows a strong command of conventions; correctly cites all sources
5	<ul style="list-style-type: none"> • Development Competently introduces a topic; states a well-researched and clear controlling idea; offers sufficient and relevant evidence; has a strong concluding section • Organization Is logically organized; includes formatting and graphics that aid comprehension; effectively uses transitions • Language Uses precise words; generally maintains a formal style and objective tone; has a few errors in conventions; correctly cites sources
4	<ul style="list-style-type: none"> • Development Adequately introduces a topic; states a clear controlling idea; offers mostly relevant evidence; has an adequate concluding section • Organization Is mostly logically organized; could use some more formatting or graphics; needs more transitions • Language Uses some vague words; mostly maintains a formal style and objective tone; includes a few distracting errors in conventions; correctly formats most source citations
3	<ul style="list-style-type: none"> • Development States a controlling idea, but the introduction could be more engaging; lacks enough evidence; has a somewhat weak concluding section • Organization Has some flaws in organization; doesn't include enough formatting or graphics; lacks transitions • Language Needs more precise words; has frequent lapses in style or tone; has some critical errors in conventions; incorrectly formats some source citations
2	<ul style="list-style-type: none"> • Development Has a weak and/or unoriginal introduction and controlling idea; does not support most ideas; ends abruptly • Organization Has organizational flaws; lacks formatting or graphics; lacks transitions throughout • Language Lacks precise words or uses them incorrectly; uses an informal style or biased tone; has many errors in conventions; does not cite all sources and cites many incorrectly
1	<ul style="list-style-type: none"> • Development Lacks a controlling idea; offers little, if any, development; has no concluding section • Organization Has no organization, formatting or graphics, or transitions • Language Uses vague words; has an inappropriate style or tone; has major problems in conventions; plagiarizes or does not credit sources

MLA Citation Guidelines

Today, you can find free Web sites that generate ready-made citations for research papers, using the information you provide. Such sites have some time-saving advantages when you're developing a Works Cited list. However, you should always check your citations carefully before you turn in your final paper. If you are following MLA style, use these guidelines to evaluate and finalize your work.

BOOKS

One author

Severin, Tim. *The Ulysses Voyage: Sea Search for the Odyssey*. London: Hutchinson, 1987. Print.

Two authors or editors

Steiner, George, and Robert Fagles, eds. *Homer: A Collection of Critical Essays*. Englewood Cliffs: Prentice, 1962. Print.

Three authors

Heubeck, Alfred, Stephanie West, and J. B. Hainsworth. *A Commentary on Homer's Odyssey*. New York: Oxford UP, 1988. Print.

Four or more authors

The abbreviation et al. means "and others." Use et al. instead of listing all the authors.
Melick, Peter, et al. *The Odyssey Explained*. New York: Garden UP, 1997. Print.

No author given

Greek Literature: An Overview. New York: Sunrise, 1993. Print.

An author and a translator

Homer. *The Odyssey of Homer: A Modern Translation*. Trans. Richmond Lattimore. New York: Harper, 1967. Print.

An author, a translator, and an editor

La Fontaine, Jean de. *Selected Fables*. Trans. Christopher Wood. Ed. Maya Slater. New York: Oxford UP, 1995. Print.

PARTS OF BOOKS

An introduction, a preface, a foreword, or an afterword written by someone other than the author(s) of a work

Knox, Bernard. Introduction. *The Odyssey of Homer*. Trans. Robert Fagles. New York: Penguin, 1996. 3–64. Print.

A poem, a short story, an essay, or a chapter in a collection of works by one author

Sappho. "He Is More Than a Hero." *The Works of Sappho*. Trans. Edward Osmond. New York: Garden UP, 1990. 53. Print.



A poem, a short story, an essay, or a chapter in an anthology of works by several authors
Solonos, Costa. "Journeys." Trans. Carl Foreman. *Greek Voices*. Ed. Katharine Greene and Gerald Spencer. London: Greenwood, 1985. 83–85. Print.

A novel or a play in a collection
Sophocles. *Antigone. The Three Theban Plays*. Trans. Robert Fagles. New York: Penguin, 1984. Print.

MAGAZINES, NEWSPAPERS, AND ENCYCLOPEDIAS

An article in a newspaper
Wilford, John Noble. "Was Troy a Metropolis? Homer Isn't Talking." *New York Times* 22 Oct. 2002: D1+. Print.

An article in a magazine
Severin, Tim. "The Quest for Ulysses." *National Geographic* Aug. 1986: 194–225. Print.

An article in an encyclopedia
"Homer." *The World Book Encyclopedia*. 2000 ed. Print.

MISCELLANEOUS NONPRINT SOURCES

An interview
Baldwin, Richard. Personal interview. 13 Mar. 2011.

A video recording
The Odyssey of Troy. A&E Home Video, 1994. DVD.

ELECTRONIC PUBLICATIONS

A CD-ROM
"Homeric Legend." *Britannica Student Encyclopedia*. 2004 ed. Chicago: Encyclopaedia Britannica, 2004. CD-ROM.

A document from an Internet site
Entries for online sources should contain as much of the information shown as available.

Author or compiler	Title or description of document	Title of Website
Fagles, Robert.	Reply to query of Terry J. Keely.	Online NewsHour.
Site sponsor	Date of document	Medium of publication
Public Broadcasting Service.	13 Mar. 1997.	Web.
Date of access		
10 Apr. 2011.		

Struck, Peter. "Map of Odysseus' Journey." Mythology. Course pages. Dept. of Classical Studies, U of Pennsylvania. 2004. Web. 9 Mar. 2011.

Creating a Wiki

Producing a **wiki**, or a group Web site, can add interactivity and dimension to any research project. Not only does a wiki foster collaboration and creativity, but it also allows you to share information with others who are interested in your topic.



Complete the workshop activities in your **Reader/Writer Notebook**.

PRODUCE WITH A PURPOSE

TASK

Create a **wiki** that uses text, graphics, and links to present information on a topic. With a team of classmates, use the wiki to collaborate on the project and post your research findings.

COMMON CORE TRAITS

A STRONG WIKI . . .

- focuses on a compelling topic
- includes group planning documents, such as a project schedule and description of roles
- shows evidence of collaboration, including rules for discussion and decision-making, peer editing, and discussion threads
- has an inviting design that suits the topic, purpose, and audience
- presents information effectively, using text, graphics, and links

COMMON CORE

W 6 Use technology to produce, publish, and update writing products. **SL 1b** Work with peers to set rules for discussion and decision-making. **SL 2** Integrate multiple sources of information. **SL 5** Make strategic use of digital media.

Planning the Wiki

Before creating your wiki, formulate a research topic and some related questions that you want to answer. Group projects require team members to collaborate effectively to make decisions and reach consensus, so work with your team to choose a new research topic or to find a topic that allows members to incorporate research they have already done. Then, use these tips to get your wiki up and running:

- **Launch Your Project** In your group, set rules for managing your discussions and a process—such as taking a vote—for decision-making. Then, decide what kinds of information will appear on each page of your wiki. Each team member should create a page about a different aspect of the topic. For example, in a wiki on Homer's *Odyssey*, one page might analyze the epic's locations, while another might focus on the role of women.
- **Choose a Moderator** A moderator or administrator can manage pages and invite others to view and comment on your research. All other team members should have writing and editing rights.
- **Establish a Schedule** As a team, use your agreed-upon decision-making process to create a project plan that gives deadlines for the researching, writing, and editing stages.
- **Build Your Wiki** With the help of your school technology coordinator, choose a free Web site to host your wiki. Pay close attention to his or her instructions for building your wiki. Then, create the basic structure of your site, including a title and planning documents.

Media
Tools



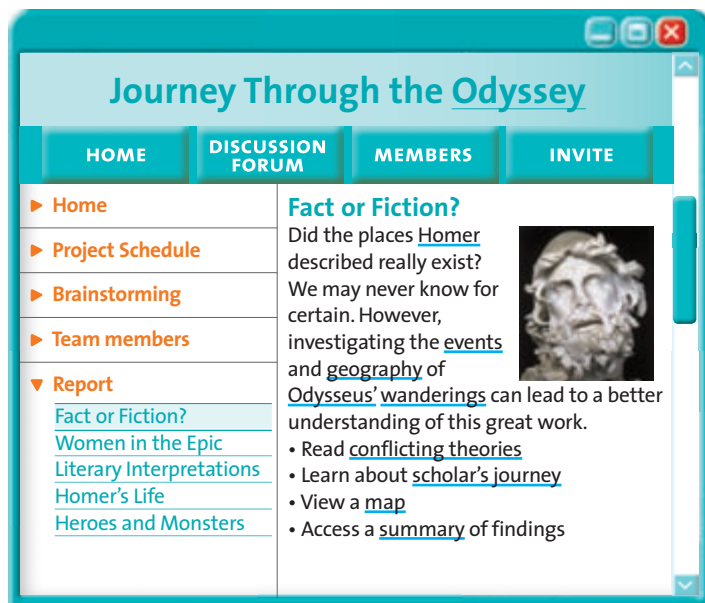
Go to thinkcentral.com.
KEYWORD: HML9-1336



Developing the Wiki

Now you're ready to research your topic and develop your pages. Follow these steps to make your wiki worth visiting.

- **Conduct Research** Consult Web sites, books, and other sources to find information that's **relevant**, or related to, the aspect of the topic you're researching. Be sure the information you find is **credible** and **accurate** by using respected and authoritative sources. See pages 1305–1309 for guidelines for evaluating sources.
- **“Check in” With Your Team** Use the wiki's communication tools, such as **discussion threads**—chains of related messages. Using the same rules you set for live discussions, report on your progress, ask a question, or elicit feedback from your team.
- **Create Your Pages** Present the information you found on a page or pages in your wiki. Consider formatting your findings as an easy-to-read bulleted list. Don't forget to cite all your sources, just as you would in a traditional research paper.
- **Add Links** The power of a wiki is in its interactivity. Look for opportunities to link to appropriate Web sites with additional information or to other pages within your wiki.
- **Create Visual Interest** You may want to include graphics, such as photographs or maps, and multimedia to clarify and emphasize the information on your pages. Use copyright-free images readily available on the Web.
- **Review and Revise** “Exchange” pages with another team member and give feedback on each other's work. Then, make final changes to the pages you wrote. If you run into problems, ask an expert to explain ways to solve them.
- **Design Your Home Page** As a group, create a visually appealing home page. Include a catchy statement summarizing the contents of your group's wiki, a splashy title, and graphics.
- **Invite Your Teacher and Classmates to Explore** Once you've put the finishing touches on your wiki, send an e-mail inviting others to read your research and participate in discussion threads about it.



Plan and produce a wiki using the guidelines on these pages. Visit your wiki often, even after you've launched it. Make an effort to respond to comments from other visitors. You also may consider updating your wiki if new information about your topic becomes available.

