



## **GRADUATE PROGRAM**

### **GENERAL GUIDELINES FOR A RESEARCH PAPER**

#### **PAPER STRUCTURE, STYLE and CONTENT**

Reading a well-conceived and well-written academic paper is a pleasure and a learning experience for your professor. A poorly done paper will be boring for you to write and tedious for your professor to read. Mull it over and ask yourself, within the scope of this course, what you would like to know that you may never know if you do not write this paper. Develop a theme that really excites you. Dig around in the appropriate sources and sift through them with the expectation that you'll turn up something intriguing, something that has been rewarding to discover and think through.

Remember, an academic paper differs from an essay and other less formal writing. The following may be helpful as you prepare to write a scholarly paper.

1. **RESEARCH:** Start the paper early. Do not expect miracles on the night before the paper is due. This is too late to produce anything that will reward you with insight. Do all or most of your research before you begin to write. Organize your notes according to a preliminary outline and then proceed to produce your paper.
2. **REFLECT:** Before you begin writing, answer these questions:
  - What is the central theme I wish to focus on? E.g., the authority structure of Pentecostal churches, the religious elements of apocalyptic films like *Road Warrior* or *Independence Day*
  - What two or three questions am I addressing this theme with?
  - What argument has taken shape in answering these questions? In identifying this argument, you are probably identifying the most original and creative dimension of what you are about to write.
3. **THESIS:** Unlike poetry or mystery writing, academic writing expects the plot to be fully revealed up front and does not depend on a surprise ending. Therefore:
  - Begin with a paragraph that will arouse your reader's interest. Be colorful, poetic, clever, or simply crystal clear about why the following pages of words are worthy of attention. Use the first paragraph to invite the reader from cares remote to your topic into this particular world of reflection you have conjured up.
  - Follow this with a clear statement of purpose, explaining what it is you are about to write, what conclusions you will come to, and a very brief outline of how you will proceed. This is your thesis. The reader will note your thesis and will read the paper with the thesis as a guide.
  - The rest of the paper simply does what you said you were going to do, interweaving material from external sources (appropriately acknowledged) with your own reflection on this cited material and your own understanding of the subject.
  - In the end, make certain that you have said something--that you have taken the material and interpreted it persuasively, that you have marshaled the evidence and said something fresh and supportable about your central theme.
  - By constructing a thesis, you are telling yourself as well as the reader what burning question you have that you believe an examination of the texts and material you are looking at might answer. This enables you to focus on

specific thoughts, arguments, and data in the texts, rather than to feel responsible for restating everything that appears in the texts you've read. This is what is entailed in the level of interpretation that makes for a thoughtful paper.

4. **LINE OF ARGUMENT:** Academic papers can include descriptions of personal experience along with descriptions of phenomena gleaned from other sources. But remember--the aim is to develop one's capacity for critical thinking, for analyzing and evaluating what one has experienced and what one reads, hears, and learns in class. Therefore, the paper must include some of this analytic work in addition to descriptive material. Ask yourself: Is there a clear development of argument or analysis as I work out my thesis in the body of my paper?
5. **STYLE:** Is your paper interesting to read? Even academic writing should be embodied in a shape that delights its reader. Fresh and thoughtfully chosen phrasing and metaphors signal fresh and thoughtful thinking. Cliches, on the other hand, signal worn and lazy thinking. A paragraph should express one thought and melt into the successive paragraph with a carefully crafted transition. Sentences should be complete (i.e., no fragments) and grammatically correct. Make sure you have a subject and object in each sentence. Double-check spelling you are unsure of. The best advice is: KEEP IT SIMPLE! Multi-syllabic words are not impressive unless they really clarify what you are trying to say. Get rid of over-written expressions. If you write a long, multi-clausal sentence to develop a complicated idea, border it with short sentences to give the reader a chance to catch her breath. Read it over to yourself, either aloud or whispering it with your lips. It will surprise you how many grammatical errors and how much confusing syntax you will discover if you force your mouth to articulate what you have written. Ask yourself: does it have a pleasing rhythm. Finally, sentences should be poetic *and* economical. As Henry Thoreau put it, "A sentence should read as if the author, had he held a plough instead of a pen, could have drawn a furrow straight to the end."
6. **GRASP OF MATERIAL:** Do you demonstrate some intimacy with the topic? Was the paper worth doing, the topic worth investigating, the original question worth asking? Highlight the value of your topic and the question you posed to it in the conclusion of your paper.
  - It is always good to summarize one's main points at the end of the paper, perhaps under a subheading entitled *Summary and Conclusions*. But if you use a subheading at the end, then you also ought to have subheadings after your statement of purpose and perhaps elsewhere in the body of the paper. A few subheadings help the reader to grasp how you are proceeding. Too many subheadings clutter a paper. *Do not allow subheadings to substitute for carefully crafted transitions between paragraphs.*
7. **PLAGIARISM:** Students plagiarize when they submit another person's work, lift paragraphs, sentences, or even a choice phrase from another writer, or make use of another person's ideas (even if the student puts these ideas in his/her own words) without acknowledging the source. A related kind of dishonesty is to resubmit a paper which was done for a different course, even if it is the student's own work. These practices are not permitted at Hartford Seminary. They will be reported to the Dean's Office and may result in disciplinary action.

### THE PAPER'S TECHNICAL COMPONENTS

1. **BASIC FORM:** It is expected that academic papers will be submitted in typewritten form or as computer printouts on standard 8.5" x 11" paper. **Cover folders are discouraged**--they are environmentally wasteful, unwieldy for the instructor, and papers are easier to read when they are simply loose sheets paper clipped together. For papers longer than ten pages a cover page is appropriate. Make certain that the paper title, your name, the professor's name, the course name, and date of submission appear on the cover page or at the top of the first page. Please submit the original paper and always keep a copy for yourself. Although papers are ordinarily returned to the student by the instructor, there have been rare occasions when papers have been lost in transit and it has been necessary to ask the student to submit another copy.

- Margins: Left: 1.5"    Right: 1"  
                   Top: 1"        Bottom: 1"

2. **CITATION OF SOURCES:** The Seminary requires that academic papers follow the style guidelines in Kate Turabian's *A Manual for Writers*, or *The Chicago Manual of Style*, the standard upon which she relies. **Turabian allows for two different methods of documentation:**

- A. Notes (footnotes or endnotes) with a Bibliography, and
- B. Parenthetical references with a List of References

These two methods are very different in their execution, with respect to format, punctuation, order of information, etc. In what follows, *Notes with Bibliography* will be treated first, *Parenthetical References with List of References* will be treated second. Use one or the other method—DO NOT USE A MIXTURE OF BOTH. Ask your instructor which method he or she prefers.

**A. NOTES WITH BIBLIOGRAPHY:** In writing for the humanities, this is the method that is generally recommended. What follows is drawn from Turabian, and covers the most common applications of source citations.

- Bibliographic entries and footnotes differ in form. Bibliography listings begin with an author's last name; footnotes begin with an author's first name.
- Bibliography listings use periods as internal punctuation; footnotes use commas. For reasons that defy explanation, these rules of punctuation are very important, and you will be held accountable for correct form.
- In bibliography listings, the first line of an entry should be flush with the left margin and succeeding lines should be indented 5 characters. In footnotes, the first line of an entry should be indented 5 characters and succeeding lines should be flush left.
- In both bibliographies and notes, single-spacing is used within an entry, but double-spacing is used between entries.
- In both bibliographies and notes, the abbreviation p. or pp. for page(s) is used *only* when their absence might cause confusion (e.g., newspaper samples below--where a section number is also given).
- In both bibliographic and note citations, the TITLE of the book, journal, periodical or newspaper MAY BE EITHER underlined OR *italicized*.

**Bibliography:** Books and articles to which the student has made specific reference in the paper and those which have served to provide general background information in the student's research for the paper are listed in the bibliography. Many professors turn first to the bibliography, and gain their first impression of a paper's quality from the quality of the bibliography—both its contents and its form. Sloppy documentation leaves a first impression of sloppy research that will influence how the paper is read.

- Bibliographic entries are listed in alphabetical order according to the last name of the author.
- The bibliography is placed at the very end of the paper. All other reference matter, such as endnotes and/or appendices, precede the bibliography.

### Sample Bibliographic Entries:

*A. For a book:*

Jones, Allison A. The Last Mile. A Study of the Dynamics of Exhaustion. New York: Doubleday, 1994.

*B. For a journal article:*

Smith, Jonathan W. "Where the Wind Blows: A Theology of Spirit," Princeton Bulletin, 15 (Summer 1990): 77-99.

*C. For a book in a multi-volume work:*

Tillich, Paul. Systematic Theology. Vol. 2. Chicago: University of Chicago Press, 1957.

*D. For a book with a translator:*

Mernissi, Fatima. Women and Islam: An Historical and Theological Enquiry. Translated by Mary Jo Lakeland. Oxford: Basil Blackwell, 1991.

*E. For an article in an anthology:*

Goldman, Harvey. "Weber's Ascetic Practice of the Self." In Weber's Protestant Ethic: Origins, Evidence, Contexts, ed. Harmut Lehmann and Guenther Roth, 161-178. Cambridge: Cambridge University Press, 1987.

*F. For a newspaper article:*

Parks, Mary. "Reconciliation of Faiths." New York Times, 6 April 1995, sec. B, p.4.

*G. For an interview:*

Aldridge, Katherine, rector of St. James Episcopal Church in Chicago. Interview by author, 14 May 1996.

*H. For a dissertation:*

Kraft, John. "Otherworldly Images in the Talmud." Ph.D. diss., Boston University, 1991.

*I. For sacred scripture:* titles of sacred scripture are neither underlined nor italicized.

The Bible. New Revised Standard Version.

The Qur'an. Trans. N.J. Dawood. New York: Penguin Books, 1990.

*J. For a succession of works by the same author:* once an author's name is listed, it is not repeated. Instead, use an eight character line in place of the name. List titles in alphabetical order. E.g.,

Eliade, Mircea. Myth and Reality. New York: Harper & Row, 1963.

\_\_\_\_\_. The Sacred and the Profane: The Nature of Religion. New York: Harcourt Brace Jovanovich, 1959.

**Footnotes and Endnotes:** You must credit in a footnote the source of every quotation, paraphrase, fact, or idea that you are borrowing from materials you have consulted. Combinations of ideas, original extensions of borrowed ideas, and information that is common knowledge and can be found in many sources (e.g., Luther was a 16th century reformer) do not have to be credited. But if you have learned how to conceptualize something in your paper from another writer, you must note your intellectual debt—even if you are expressing it in your own words. The purpose of footnoting is two-fold: to give credit where credit is due, and to direct the reader to sources for further investigation into an idea you have introduced.

Although footnotes are preferred, endnotes are acceptable. Footnotes appear at the bottom of the page, and continue in sequential order throughout the paper. They are separated from the text above with a 12-15

character horizontal line that begins at the left margin. Endnotes are placed at the end of the paper (before the bibliography) or, if the paper or report is divided into chapters, they may be placed at the end of each chapter. In a master's thesis (or doctoral project), footnotes, not endnotes, are required.

### Sample Note Entries:

#### A. For a book:

<sup>1</sup> Mary Mulligan, The Sound of the Stringbean (Chicago: Daybreak Publishers, 1988), 222.

#### B. For a journal article:

<sup>27</sup> Jeremiah Mellis, "All the Precious Memories," Spirituality and Religion, 12 (Spring 1992):2-38.

#### C. For a book in a multi-volume work:

<sup>14</sup> Paul Tillich, Systematic Theology, vol.2 (Chicago: University of Chicago Press, 1957), 115.

#### D. For a book with a translator:

<sup>18</sup> Fatima Mernissi, Women and Islam: An Historical and Theological Enquiry, trans. Mary Jo Lakeland (Oxford: Basil Blackwell, 1991), 142.

#### E. For an article in an anthology:

<sup>11</sup> Harvey Goldman, "Weber's Ascetic Practices of the Self," in Weber's Protestant Ethic: Origins, Evidence, Contexts, ed. Harmut Lehmann and Guenther Roth (Cambridge: Cambridge University Press, 1987), 165.

#### F. For a newspaper article:

<sup>6</sup> Mary Parks, "Reconciliation of Faiths," New York Times, 6 April 1995, sec. B, p.4.

#### G. For an interview:

<sup>36</sup> Katherine Aldridge, personal interview, 14 May 1996.

#### H. For a dissertation:

<sup>4</sup> John Bone, "Otherworld Images in the Talmud" (Ph.D.diss., Boston University, 1991), 18.

#### I. For sacred scriptures:

<sup>28</sup> I Cor. 7:9 NRSV.

<sup>29</sup> Qur'an 22:39-40.

NOTE: It is preferable to insert citations of scripture within the body of a paper & inside parentheses, e.g., "In the beginning God created the heavens and the earth"(Gen. 1:1).

#### J. For subsequent references to a work that has already been cited:

If the citation follows immediately after a citation from the same source, use *ibid.* with new page reference, e.g.,

<sup>15</sup>Mircea Eliade, Myth and Reality (New York: Harper & Row, 1963), 124.

<sup>16</sup>Ibid., 38.

*If the citation does not follow immediately after a citation from the same source, but the same source was cited earlier, simply use the author's last name followed by the page number, e.g.,*

<sup>15</sup>Mircea Eliade, Myth and Reality (New York: Harper & Row, 1963), 124.

<sup>16</sup>Mary Parks, "Reconciliation of Faiths," New York Times, 6 April 1995, sec. B, p.4.

<sup>17</sup>Eliade, 38.

*If you are using more than two documents by the same author, format subsequent citations using both the author's name and the book's or article's title. If the title is long, you may abbreviate it using a few key words, e.g.,*

<sup>20</sup>Mircea Eliade, Patterns in Comparative Religion (New York: Sheed & Ward, 1958), 205.

<sup>21</sup>Eliade, Myth and Reality, 126.

<sup>22</sup>Eliade, Patterns, 38.

**B. PARENTHETICAL REFERENCES WITH LIST OF REFERENCES:** In writing for the natural and social sciences, this is the method that is generally recommended. Parenthetical references are inserted within the text of the paper—in the middle or at the end of a sentence (Turabian 1996). What follows is drawn from Turabian, and covers the most common applications of source citations.

**List of References:** All cited material (and only cited material) should appear in a separate section at the end of the paper.

- Instead of a bibliography, this method uses a "list of references," which is located, like the bibliography, at the very end of the paper. Use "List of References" as the heading for this page.
- In reference listings, the first line of an entry should be flush with the left margin and succeeding lines should be indented 5 characters.
- Single-spacing is used within an entry, but double-spacing is used between entries.
- In this method, book, journal, periodical and newspaper titles are either *italicized* or underlined. The titles of articles, dissertations and unpublished papers are *not* italicized or underlined, *nor* are they enclosed in quotation marks.
- Titles of journals, periodicals, and newspapers *Are Capitalized in Headline Style*. All other titles are simply capitalized in a sentence style.
- List the bibliographic references in alphabetical order by authors' last names; include the first names and middle initials for all authors when available. List two or more entries by the same author(s) in order of the year of publication.
- Once an author's name is listed, it is not repeated. Instead, use an eight character line in place of the name.
- If cited material is not yet published but has been accepted for publication, use "Forthcoming" in place of the date and give the journal or publisher. For dissertations and unpublished papers, cite the date, and institution or conference, and the place the paper/dissertation was presented. If no date is available use "n.d." in place of the date.

- If two or more cited works are by the same author(s) within the same year, list them in alphabetical order by title, and distinguish them by adding letters a,b,c, etc. to the year (or to "Forthcoming").
- For works by more than one author, only the first author's name is inverted (e.g., Stolzenberg, Ross M., Mary Blair-Loy, and Linda J. Waite 1995). List all authors on every publication. "Et al" is not acceptable in the reference list.

### Sample List of Reference Entries:

#### *Books:*

Bureau of Census. 1910. *Religious bodies*: 1906. Vols. 1-2. Washington, DC: Government Printing Office.

Simmel, Georg. [1905] 1959. *Sociology of religion*. Translated by Curt Rosenthal. New York: Philosophical Library.

Rochford, E. Burke Jr. 1985. *Hare Krishna in America*. New Brunswick: Rutgers University Press.

Smith, Christian, ed. 1996. *Disruptive religion: The force of faith in social movement activism*. New York: Routledge University Press.

#### *Articles, multiple cites, book chapters, and forthcoming:*

Lazerwitz, Bernard. 1961. Some factors associated with variations in church attendance. *Social Forces*. 39 (June): 301-309.

\_\_\_\_\_. 1964. Religion and social structure in the United States. In *Religion, culture, and society*, ed. Louis Schneider, 48-65. New York: Wiley Books.

Miller, Alan S., and John P. Hoffmann. Forthcoming. The growing divisiveness: Culture wars or a war of words? *Social Forces*.

#### *Conference Presentations, dissertations, and unpublished manuscripts:*

Phillips, Rick. 1999a. Denominational mandates vs. congregational realities: The case of missionary work in an LDS ward. Paper presented at the annual meeting of the Association for the Sociology of Religion, August 5-7, Chicago, IL.

\_\_\_\_\_. 1999b. Saints in "Zion," saints in "Babylon": Mormonism, pluralism and the transformation of subcultural vitality in the United States. Ph.D. dissertation, Department of Sociology, Rutgers University, New Brunswick, NJ.

\_\_\_\_\_. n.d. The transformation of subcultural vitality in the United States, 1776-2000. Department of Sociology, Rutgers University, New Brunswick, NJ. Unpublished manuscript.

### *Machine Readable Data Files:*

Center for Political Studies. 1995. American national election studies, 1948-1994. [MRDF and codebooks]. Ann Arbor: Institute for Social Research [producer]. Interuniversity Consortium for Political and Social Research [distributor].

**Parenthetical References:** Citations in the text give the last name of the author(s) and the date of publication and pagination where appropriate, all within parentheses.

- If the author(s) name is in the text, the date should follow the name -- "...Aho (1990) states...." If not, the name and date should occur at an appropriate point in the sentence -- "...some have claimed (cf. Durkheim 1915) that ..." or at the end of the sentence referencing the work--...(Morris 1984).
- Incorporate within parentheses any brief phrase associated with the reference -- "...have claimed this is so (Weber 1958, 112 but see Troeltsch 1931, vol.1:55 for a conflicting view) without considering...."
- For papers with two authors, both last names should always be included in the citations--...(Jelen and Wilcox 1997).
- Citations to papers with three authors should list all authors' names on the initial citation--...(Wald, Owen, and Hill 1989), but then abbreviate using "et al." in any subsequent citations--...(Wald et al. 1989).
- When articles have more than three authors use "et al" throughout the citations--...(Pargament et al. 1998).
- Include page numbers for direct quotes or to reference particular passages, preceded by a comma--...(Gill 1998, 89) or (Weber 1958, 23-25).
- Series of citations should be listed in either alphabetical order, or be ordered by date and separated by semi-colons--...(Bromley and Shupe 1980; Rochford 1985; Stark and Bainbridge 1985)
- If there is more than one reference to the same author and year, distinguish them by the use of lower case letters (a,b,...) attached to the year of publication both in the text and in the bibliography -- "as was previously suggested (Greenley 1963a, 32)."
- Use "forthcoming" to cite sources scheduled for publication. Use the date presented or defended for conference papers and dissertations. If no date is indicated use "n.d." in place of the date--...(Groves n.d.; Thumma forthcoming).
- Supply minimal identification for institutional publications--...(Southern Baptist Convention 1993).
- Cite institutional or primary investigator authorship and date for machine readable data files—(Institute for Survey Research 1976) or (Jennings, Markus, and Niemi 1991).

**Content notes when using the Parenthetical Reference method:** Sometimes a content note may be called for, in order to make an observation or offer an acknowledgment. Footnotes or endnotes may be used, in this case. All notes should be indicated by sequential Arabic numerals, superscripted at the end of a full sentence or at a critical point in a sentence if multiple notes might be necessary in a sentence. Footnotes or endnotes are to be used only for substantive observations and not for purposes of citation. *Use them sparingly, if at all.* If a citation is given within a note, follow the rules for parenthetical citations.

3. **SPECIAL CASES:** There are many other reference sources, such as encyclopedias, *Festschriften*, documents, etc.-- each requiring a different citation format for each of the methods described above. Please refer to Turabian for proper format if you use these.

## OTHER ASSORTED MATTERS

1. Appendices are ordinarily placed after endnotes (if used) and before the bibliography.
2. Periods and commas are *always* placed *inside* quotation marks. E.g.,
  - Ordinarily, such beliefs would be considered “subjective.”
  - “You may not realize this,” he said, “but these are very old.”
3. Words from another language are either underlined or set in italic.
4. **QUOTATIONS:** When you use a quotation, integrate it into the flow of your paper. The sentence that precedes it should identify where it comes from and indicate its significance. Follow the quote with a sentence or two interpreting the meaning of the passage and its bearing on your own argument. E.g.,

As Tillich commented on the translucency of symbols, “The symbol is drawn from objects of ordinary experience, but it participates in a transcendence to which it points.” The point here is that the sacred cannot be experienced apart from symbols, and that any piece of concrete reality can be a religious symbol.

Sometimes you will find that these preceding and follow-up sentences render the quotation redundant. In that case, cut the quote and paraphrase instead.
  - Try to keep these things in mind:
    - Use quotations sparingly - only when they capture something with an unrepeatably eloquence or when they serve as a genuine piece of evidence.
    - A paper that is a collage of quotations is bad writing, and not graduate-level work.
    - Keep quotations brief. Long quotes bog a reader down.
  - Quotations of four lines or less should be blended into the text and set apart only with quotation marks. Quotations of more than four lines should be single spaced, indented four characters from the left margin, and *not* enclosed in quotation marks. In both cases, the superscripted footnote number should be placed immediately at the end of the quotation.
5. **TABLES:** If you use tables, they should be numbered consecutively. Each table must have a descriptive title, and all rows and columns must be defined. Place general notes on the table at the bottom as "Notes:" and use a, b, c, etc. to indicate multiple notes on the table. Use asterisks \*, \*\*, and/or \*\*\* to indicate significance levels at the  $p < .05$ ,  $p < .01$ , and  $p < .001$  levels, respectively, and always specify one or two tailed significance tests.
6. **FIGURES:** If you use figures, they should be numbered consecutively throughout.
7. **INCLUSIVE LANGUAGE:** Inclusive language is encouraged when the writing is the student’s own. When referring to human beings in general, do not use the terms “man” or “mankind.” Use instead “human beings,” “humans,” “persons,” “people,” “individuals,” “humanity,” “humankind,” “men and women,” “women and men,” “figures,” etc.
  - Avoid using the third person singular masculine, unless you know for sure that the person referred to is male. Revise a sentence like: “A student must ask questions if *he* expects to learn.” to something like: “*Students* must ask questions if *they* expect to learn.” or, “A student must ask questions if *s/he* expects to learn.”
  - Another example: Revise a sentence like: “A human being, if *he* is honest with *himself*, will admit that...” to something like: “Human beings, if *they* are honest with *themselves*, will admit that...” **or**, “A human being, if *he or she* is honest, will admit that...”
  - When a source you quote uses exclusive language, you may quote it as it appears, or substitute bracketed words, e.g., [humanity]--unless to do so would, in the judgment of the student, defeat the purpose of the quotation or violate the integrity of the student.

## EVALUATION OF PAPERS

Finally, a glimpse at what goes through the reader's mind when evaluating your paper:

In an excellent paper:

- one central idea is in focus
- the organization is orderly and oriented to the thesis
- the content is unusually idea-rich, well-researched, and goes beyond superficiality
- there is clear originality and creativity in interpreting the material
- the line of argument is clear, critical, and well-reasoned
- the ideas are developed in coherent paragraphs and transitions between paragraphs are natural and effective
- claims and generalizations are supported by evidence
- reasons are given for selecting one rather than another solution
- sources are properly credited and cited
- grammar, syntax, and spelling are correct
- the opening paragraph is effectively written
- the conclusion is clear and follows the argument
- the assignment is followed
- signs of struggle and effort, hard work, and even insight are apparent

In an above average paper:

- a central idea is proposed, but a strong, organizing thesis is lacking
- the content is thoughtful and shows original research
- ideas are articulated but lack substance
- major claims are clear, but connection between them does not move clearly and naturally
- argument is stated, but is not convincing or adequately supported with evidence
- sources are properly credited and cited
- grammar, syntax, and spelling are correct
- the opening paragraph is interesting
- the argument leads to the conclusion
- the assignment is followed

In an average or below average paper, some combination of the following are found:

- the focus is fuzzy, the thesis is undeveloped or absent
- the organization is arbitrary
- ideas are dull
- the claims are not supported by evidence
- sources are not properly credited and cited
- grammar, syntax, and spelling are problematic
- the argument does not lead to the conclusion--which appears to be tacked on
- the assignment is not adequately followed

### **Basic Forms for Citing Electronic Sources in a Bibliography**

From: The MLA Handbook for Writers of Research Papers

Use this style of formatting with the Notes and Bibliography method described above.

#### **A web page**

Author(s). Name of Page. Date of Posting/Revision. Date of Access. <electronic address>.

**N.B.** It is necessary to list your date of access because web postings are often updated, and information available at one date may no longer be available later. Be sure to include the complete address for the site. Also, note the use of angled brackets around the electronic address; MLA requires them for clarity.

*Sample:*

Daly, Bill. Writing Argumentative Essays. 1997. 26 Jun. 1998  
<<http://www.eslplanet.com/teachertools/arguweb/frntpage.htm>>.

### **An article in an online journal or magazine**

Author(s). "Title of Article." Title of Journal Volume. Issue  
(Year): Pages/Paragraphs. Date of Access <electronic  
address>.

**N.B.** Some electronic journals and magazines provide paragraph or page numbers; include them if available.

*Sample:*

Inada, Kenneth. "A Buddhist Response to the Nature of Human  
Rights." Journal of Buddhist Ethics 2 (1995): 9 pars.  
26 Jun. 1998 <<http://jbe.la.psu.edu/>>.

### **E-mail**

Author. "Title of the message (if any)" E-mail to the author. Date of the message.

**N.B.** This same format may be used for personal interviews or personal letters. These do not have titles, and the description should be appropriate. Instead of "Email to John Smith," you would have "Personal interview."

*Sample:*

Tilton, Martin. "Re: Meeting Agenda for Friday." E-mail to Norit Berman. 18 June 1999.

### **A listserv posting**

Author. "Title of Posting." Online posting. Date when material was posted (for example: 14 Mar. 1998). Name of listserv. Date of access <electronic address for retrieval>.

*Sample:*

Lin, Michael. "Compressing Online Graphics." Online posting. 27 Apr. 1999. MacWeb. 29 Apr. 1999.  
<<http://www.graphica.com/intro.html>>.

### **An electronic database (such as NewsBank, Ethnic NewsWatch, or Broadcast News)**

Author. "Title of Article." Relevant information for the database. Date of access <electronic address for retrieval>.

**N.B.** Provide the bibliographic data for the original source as for any other of its genre, then add the name of the database along with relevant retrieval data (such as version number and/or transcript or abstract number).

### **Information on CD-ROM**

The CIA World Factbook. CD-ROM. Minneapolis: Quanta, 1992.

**Article in a reference database**

"Fresco." Britannica Online. Vers. 97.1.1. Mar. 1997. Encyclopedia  
Britannica. 29 Mar. 1997 <<http://www.eb.com/180>>.

**SAMPLE PAGES FOLLOW:**

1. A standard page within the body of the paper using footnotes (samplePageA.doc)
2. A Bibliography page (sampleBibliog.doc)
3. A standard page within the body of the paper using parenthetical references (samplePageB.doc)
4. A List of References page (sampleReferences.doc)