



Canterbury High School Style Guide



Guidelines for Writing Essays and Independent Study Projects (ISPs) 2013-2014

sources:

Hacker, Diana and Barbara Fister. "Humanities: Documenting Sources." Research and Documentation Online 5th Edition. Bedford/St.Martin's, 2010. Web. 28 Aug. 2013 < http://bes.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html >

Hacker, Diana. Canadian Writer's Reference, 2nd ed. Toronto: Nelson Canada, 1996. Print.

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The three keys to a good essay or independent study



Use research from a **variety of places**, showing that you have looked for information, statistics, data and quotes from a number of sources. Do not fall into the trap of getting more than a few of your many sources from the World Wide Web. A well researched paper includes information from a variety of media such as books, encyclopaedia, government publications, films, personal interviews, telephone calls and yes... even your classroom textbook! Extensive research from a variety of sources cannot be started 48 hours before the due date. In fact you must complete, and meet the deadlines of, all of the required PROCESS elements of your ISP. Following the process of the ISP is essential in getting feedback about how you are progressing with your research, formulating arguments, and tying them together to prove the thesis. In short, the best advice is to **START EARLY**.



Remember that you are not researching a topic in order to describe a subject. Your goal is to **ANALYSE**, and reflect on a research question or thesis topic. One of the most common problems found in many essays at this level is that students describe a subject chronologically, but show little reflection regarding the subject.



Write in your own words, using language to the best of your ability. This will require re-writing and editing sections a number of times. So, once again, be sure to start early.

Note: While this Style Guide is to be used by all Canterbury students in all subject areas, specific departments and courses may have **additional** requirements that must also be followed.

Choosing a topic

Good essay topics do not just appear... unless your teacher gives you a list. Even then, an appropriate question or a good thesis statement needs some preliminary research to get you started. Encyclopaedia, textbooks, parents, and teachers are all good *beginning* sources for essay subjects and research projects. Be sure to choose a specific topic or else you will find yourself stuck without any clear goals or direction for your research.

A Thesis Statement

A thesis statement, believe it or not, is similar to a hypothesis used in science. In both cases, you make a statement regarding what you expect to find once you have finished your work. Note that there is no right or wrong conclusion regarding a thesis statement. The strength of your conclusion depends totally on your ability to defend that viewpoint. This is where good research skills come in handy.

A good thesis statement is, in fact, an introductory paragraph that includes:

1. a general and brief description of the subject about which you will be writing.
2. a very brief plan or outline of how you will prove your point (generally, a summary of 3 arguments)
3. a statement of what you expect to find or conclude.

Each department will have their own respective requirements for formulating a thesis statement for their research project/essay.

Remember that a good thesis statement takes time, research and reflection. This is why your teacher asks for your essay in stages/phases and helps you to prepare a quality piece of work. In general, you must follow the required PROCESS elements of the ISP in order to receive feedback.

Researching your topic

Whatever method you use to collect data, it needs to be organised in a fashion that will allow you to retrieve information, authors, quotations, or bibliographic data in a quick and orderly manner. If you do not, you may be scrambling late in the ISP process to put the paper together.

Be sure to make use of any ideas that will help you organise your research by cataloguing information.

*****It is essential that you use a system that helps you keep track of:**

1. bibliographic data such as author, title, publisher, date of publication, or URL
2. page numbers
3. which portion of the topic is covered in the information (different coloured hi-lighters work well in this case).

*This process will save you a tremendous amount of time later in the process; otherwise, locating your own earlier research material/sources might prove very time consuming.

A Note About Types of Sources

Be sure to use legitimate sources of information that have had their research analysed by notable peers in their field of study. The role of research in subjects such as Canadian & World Studies/Social Sciences & Humanities is to try and discern fact from fiction, half-truths and myth from reality using available, credible, peer-reviewed data. The information is then used in an essay or research report to support/defend a thesis.

A Note About Bias

Defending a thesis is much like a lawyer defending their client in a courtroom. While the very nature of proving an argumentative thesis through research will result in your paper displaying a bias towards the side you are proposing or defending, care still must be taken in choosing legitimate and peer-reviewed facts. As well, when presenting your thesis and arguments you are reminded to ensure that the language used in writing or the images used in a presentation are appropriate as per the OCDSB Policy on Equity and Inclusive Education Policy P.098.CUR. This policy endeavours “to ensure a respectful, positive school climate and learning environment” by being sensitive to the diverse backgrounds of students and staff in the school community and to treat them with respect.

Supporting your Arguments with Parenthetical Citations (in-text)

*Every **fact, statistic, and quotation must** be parenthetically referenced – this shows what the source of the specific information is.*

Parenthetical Citations MUST be included in your research paper i.e. (Smyth 82).

An Independent Study Project handed in without the use of parenthetical citations and/or a bibliography is considered **incomplete**.

Canterbury High School requires students to use the parenthetical citation style for referencing sources of information in a research paper/ISP essay. For a complete guide, you may consult:

Hacker, Diana and Barbara Fister. “Humanities: Documenting Sources.” Research and Documentation Online 5th Edition. Bedford/St.Martin’s, 2010. Web. 28 Aug. 2013 < http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html >

For parenthetical citations in **ENGLISH** and **SOCIAL SCIENCE**, use the following information as a guideline:

- In almost all cases, the first word (s) of the bibliographic entry are used (author if available or “article title”/title if no author’s name is available (see pages 3, 4, 5), as this is what the reader refers to, should he or she wish more information regarding a given author or source. (Smith 82) (“article”) (Main Title) Provide a page number if available – see below.
- In the citation, never place a comma between the author/title and the page number.
- Whether the citation comes in the middle of a sentence or at the end of a short quote, the punctuation comes after the parentheses. Thus, the citation reads as part of the sentence. For longer quotes, see the next page.
- The author and page number (if available) is included. The same format goes for **print and electronic** sources in order of precedence: author (if available), title (if author is NOT available), with page number.

EXCEPTION: for papers written for **SCIENCE** classes only, parenthetical citations consist of the author’s last name and the date of publication i.e. (McKenna, 2013).

Here are a few examples (**bolded** for emphasis only) that are drawn from fictitious sources using the format for English and Social Science:

Based on the bibliographic entry: Smith, Joe. Violent Weather Phenomena. Ottawa: Canterbury Press, 2013. Print.

one would see a parenthetical citation in a geography paper of:

Research shows that winds inside a tornado may exceed 400 kilometres an hour (Smith 76).

Where the author’s name is stated in the essay, it would be redundant to include it a second time in parentheses:

Jones reports that most Third World deaths in children are due to malnutrition (176).

Where there is neither an author nor a page number provided, as is often found on the World Wide Web, one only includes the first few words of the bibliographic entry (title –either underlined as below or in “quotation marks” if an article). Such an entry from the source: Supernatural Phenomenon. 5 Feb. 1994. Web. 9 Mar 2013 <http://www.spacedust.com/articles/ufo.htm> would appear as:

There were several hundred reported sightings of UFOs in Canada last year (Supernatural).

When a quotation is longer than four typed lines of prose or three lines of verse, set it off from the text by indenting the entire quotation one inch (or ten spaces) from the left margin. Quotation marks are not needed when a quotation has been set off from the text by indenting.

Example:

In a debate one advocate stated the following in favour of the reform of the Canadian Senate:

What does our Upper House actually offer, apart from a comfortable retirement package until the age of 75? When is the last time that this non-elected body rejected a bill from the Lower House? Certainly the Senate should be one that is equal, effective and elected. Anything short of that is undemocratic, irresponsible and contrary to the regional interests of the country. (Burns 134)

When a quotation is less than four lines, quotation marks are used around the quotation and the period comes after the parenthetical notation.

Example:

In advocating stricter fines for dangerous driving, one observer describes being passed by another driver who “was holding a coffee cup and a cigarette in one hand, and a cellular telephone in the other, and appeared to have a newspaper balanced on the steering wheel” (Smith 80).

The Bibliography/Works Cited

Please use the expression Bibliography or Works Cited as specified by the department for whom you are writing your research project/essay. Be sure to ask your teacher which format they prefer. i.e Social Science classes prefer the term “bibliography”.

Use the following style examples given below and keep in mind the following rules when you write your bibliography/works cited:

- the bibliography/works cited is in alphabetical order by author (or title, if no author), with **no** numbering
- there is a double space between each entry
- the entry itself is single spaced if longer than one line
- if an entry has more than one line, the second line is indented five spaces to set off the name of the author or title
- underline titles of books or encyclopaedia, or magazines, but “titles of articles” from magazines, newspapers or encyclopaedia are in quotation marks
- always start with the author’s name. If it is not given, start with the “article title” or use the main title if it is not an article.

Here are a number of examples of bibliographic entries. Most are not drawn from real sources. This is based on the MLA documentation for the Humanities. In the future when writing research papers/essays in college or university, be sure to follow the particular format requested there. When choosing sources, be sure to select ACADEMIC sources that have been properly peer reviewed by persons with academic qualifications. AVOID using open-source encyclopaedias such as Wikipedia that can be edited/alterd by almost any anonymous person for wholly non-academic reasons or because entries are not properly reviewed by academics.

Print books:

author: last name first	title (book)	city of publication	publisher	date	medium
Wood, James.	<u>How Fiction Works</u> .	New York:	Farrar,	2008.	Print.

Book with one author:

Atwood, Margaret. Alias Grace: A Novel. New York: Doubleday, 1996. Print.

Book with two authors (note: the second name is not inverted):

Sillman, Erik and Alex B. Harber. Walking in Mountainous Terrain. Toronto: Hilltop Books, 1999. Print.

Book with three or more authors:

Franks, John, et al. The War of 1812, from an American viewpoint. New York: Beacon Publishing, 1986. Print.

Book with translator:

Allende, Isabel. Daughter of Fortune. Trans. Margaret Sayers Peden. New York: Harper, 2000. Print.

Magazine article:

Hébert, Edouard. "The Myth of Grizzly Bear Attacks." Field and Stream. 30 May 1993: 67. Print.

Newspaper article with no author and with one author:

"Nile River Virus in Canada." Ottawa Citizen. 24 Apr. 1992: A6. Print.

Birch, Tim. "Government lowers taxes on smokes." Toronto Sun. 5 Dec. 2011: A3. Print.

Newspaper editorial:

"All Wet." Editorial. Boston Globe 12 Feb. 2013: 14. Print.

Encyclopaedia and On-line Encyclopaedia:

"World War I." Encyclopaedia Canadiana: 2004. Print.

(the second date shows when you accessed the document on-line)

Bélanger, Réal. "Sir Wilfrid Laurier." The Canadian Encyclopedia. Historica-Dominion. 2012. Web. 20 Sept. 2013. <<http://www.thecanadianencyclopedia.com/articles/laurier-sir-wilfrid>>

Government publication:

Canada. Statistics Canada. Historical statistics on the four founding provinces. Ottawa: Minister of Supply and Services Canada, 2013. Print.

Sacred/Religious text: Give title of the edition (taken from the title page); the editor's name (if any); and publication information.

Holy Bible: New Living Translation. Wheaton: Tyndale, 1996. Print.

Personal interview (or telephone interview) and e-mail (state their title when possible):

Ford, Harold. Researcher, Statistics Canada. Personal Interview. Ottawa. 19 Mar. 2013.

O'Donnell, Patricia. "Re: Interview questions." E-mail to the author. 15 Mar. 2013.

Lecture or Public Address:

Cohran, Kelan. "Astronomy." Adler Planetarium, Chicago. 21 Feb. 2001. Lecture.

Map or Chart and an on-line map:

Ontario. Map. Kingston: Canadian Automobile Association, 2012. Print.

"Serbia". Map. Syrenna Maps. Syrenna, 2 Feb. 2001. Web. 17 Mar. 2013 <<http://www.biega.com/serbia.html>>.

With the web site sources listed below the SECOND date shows the date that YOU accessed the information.

format:

author: last name first. Title of Web Site. Sponsor of the site/Personal page, date of update. Medium. Date of access: inverted. <URL>
(n.d. = no date given for update date)

Web Site with author

Peterson, Susan Lynn. The Life of Martin Luther. Susan Lynn Peterson, 2005. Web. 24 Jan. 2013. <http://www.susanlynnpeterson.com/index_files/luther.htm>.

Web Site with no Author:

Margaret Sanger Papers Project. History Dept., New York U, 18 Oct. 2000. Web. 3 Apr. 2013
<<http://www.nyu.edu/projects/sanger/>>.

Web Site with No Title:

Yoon, Mina. Home page. Oak Ridge Natl. Laboratory, 28 Dec. 2006. Web. 12 Jan. 2013. <<http://www.mblock.com>>

Web Site with organization (Group) as author:

United States. Environmental Protection Agency. Values and Functions of Wetlands. 2006. Web.
24 Mar. 2013 <<http://www.epa.gov-owow/wetlands/facts/fact2.html>>.

On-line newspaper article:

Trout, Karen. "Angry Anglers harass Minister." MontrealGazette.com. Montreal Gazette, 22 Mar. 1998
Web. 30 Aug. 2013. <<http://www.montrealgazette.com/art/23456013>>.

On-line article with no author:

"Beginner Tip: Presenting Your Page with Style." Webmaster Tips Newsletter. NetMechanic.
July 2000. Web. 13 Oct. 2013. <http://www.netmechanic.com/news/vol3/beginner_no7.htm>.

On-line magazine article:

Marshall, Leon. "Mandela in Retirement: Peacemaker without Rest." National Geographic.com.
National Geographic, 9 Feb. 2001. Web 13 Mar. 2013. <http://nationalgeographic.com/0209_mandela.html>.

On-line Book:

Rawlins, Gregory J. E. Moths to the Flame. MITpress.org. Massachusetts Institute of Technology, 1996.
Web. 3 Apr. 2013. <<http://mitpress.org/e-books/Moths/contents.html>>.

On-Line Video:

author: last name first	video title	title of Web site	sponsor	update	medium	date of access: inverted
Murphy, Beth.	"Tips for a Good Profile Piece."	<u>YouTube</u> .	YouTube,	7 Sept. 2008.	Web.	19 Apr. 2009.

Court Case: Name the first plaintiff and the first defendant. Then give the volume, name, and page number of the law report; the court name; the year of the decision; and publication information (n.d. = no date given for update date)

Utah v. Evans. 536 US 452. Supreme Court of the US. 2002. Supreme Court Collection. Legal Information Inst.,
Cornell U Law School, n.d. Web. 30 Apr. 2013. <<http://www.lawcornell.edu/cases/536-2002>>

Work found by a search service such as EBSCO host:

Barrera, Rebeca María. "A Case for Bilingual Education." Scholastic Parent and Child Nov.-Dec. 2004:
72-73. Academic Search Premier - EBSCOhost. Web. 1 Feb. 2013. <<http://search.epnet.com>>.

Work of Art (on-line):

Hessing, Valjean. Caddo Myth. 1976. Joslyn Art Museum, Omaha. Joslyn Art Museum. Web.
19 Apr. 2013. <http://moma.org/collection/depts/paint_sculpt/hessing.html>.

Cartoon:

Keefe, Mike. "Content of Character." Cartoon. Denverpost.com. Denver Post, 28 Aug. 2008. Web. 12 Dec.
2013. <<http://www.denverpost.com/cartoonarchives/2008-10>>

Musical Compostion (Score):

Adler, Richard and Jerry Ross. "Whatever Lola Wants" Damn Yankees. Miami: CCP Belwin,
1983: 76-81. Print.

Sound Recording:

Bizet, Georges. Carmen. Perf. Jennifer Laramore, Thomas Moser, Angela Gheorghiu, and Samuel Ramey.
Bavarian State Orch. and Chorus. Cond. Giuseppe Sinopoli. Warner, 1996. CD.

Podcast downloaded as a digital file:

"Calculating the Demand for Charter Schools." Narr. David Guenther. Texas PolicyCast. Texas Public
Policy Foundation, 28 Aug. 2013. MP3 file

Entry in a wiki

NOTE:A wiki is an online reference that is openly edited by its users. Because wiki content is, by definition, collectively edited and can be updated frequently, do not include an author in the entry. As the origins of the information on these sites cannot be fully traced and/or peer reviewed by persons of academic standing, do NOT use these sources for any significant portion of major research papers (ISPs).

"Hip Hop Music." Wikipedia. Wikimedia Foundation, 26 Sept. 2008. Web. 18 Mar. 2013.
<http://en.wikipedia.org/wiki/Hiphop_music>

Posting to an online discussion list:

Fainton, Peter. "Re: Backlash against New Labour." Media Lens Message Board. Media Lens, 7 May 2008. Web. 2 June 2013. <<http://groups.yahoo.com/group/medialens/message/25>>.

Television: title of TV episode, title of TV Program, producer, network, station, city of broadcast, date of broadcast, medium.

"Monkey Trial." American Experience. Prod. Martin Smith. PBS. WGBH, Boston. 18 Mar. 2003. Television.

Radio or Television Interview:

McGovern, George. Interview by Charlie Rose Charlie Rose PBS. WNET, New York. 1 Feb. 2001. Television.

Film: Finding Neverland. Dir. Marc Forster. Perf. Johnny Depp, Kate Winslet, Julie Christie, Radha Mitchell, and Dustin Hoffman. Miramax, 2004. Film.

Book or film review:

Gleick, Elizabeth. "The Burdens of Genius." Rev. of The Last Samurai, by Helen DeWitt. Time 4 Dec. 2000: 171. Print.

Advertisement:

Truth by Calvin Klein. Advertisement. Vogue Dec. 2000: 95-98. Print.

Sample Bibliography

The bibliographic entries above show how to list individual types of sources.

Below is a sample of how a final bibliography would look.

Note: all entries are listed alphabetically by author's last name (if available) or by first word of "article title".

Order of operations for listing sources in a bibliography: author (last name), "article title", title.

*The bibliography is the **last** page attached to your research paper.*

Any appendices are inserted prior to the bibliography.

Bibliography

Barre, Samantha. "China's First Emperor." East Asian History Nov.-Dec. 2010: 82-83. Academic Search Premier - EBSCOhost. Web. 1 Feb. 2013. <<http://search.epnet.com>>.

"China." Encyclopaedia Britannica: 1996. Print.

Churchill, Robert. Handbook for the Study of Eastern Literatures - Confucius. Creighton University. 03 Mar 2001. Web. 1 Dec. 2013
<http://mockingbird.creighton.edu/english/worldit/wldocs/churchill/confucius.htm>.

"Confucius." Britannica. Encyclopaedia Britannica, 2010. Web. 15 Sept. 2013. <http://www.britannica.com>.

Hoobler, Dorothy and Thomas Hoobler. China. New York: Globe Book Co., 1987. Print

Latourette, Kenneth Scott. A Short History of the Far East. New York: The MacMillan Co., 1968. Print.

Mackay, Christopher. Chou China, First Emperor. 10 Mar 2001. Web. 12 Nov. 2013.
http://w.w.w.ualberta.ca/~csmackay/CLASS_110/Chou.html.

Seeger, Elizabeth. The Pageant of Chinese History. New York: David McKay Co. Inc. 1967. Print.

Smart, Ninian. The Religious Experience. New York: MacMillan Publishing Co., 1991. Print.

Rules for Formatting Your Paper

The list of items below is crucial to a complete and well-written essay. Check to make sure that you have met all of the specifications:

- all papers should be typed
- use 8.5" x 11" white paper
- **double space** the document (with the exception of block quotes)
- **use 12 font (Times New Roman or Arial fonts)**
- use standard margins of 2.5 cm (1")
- the title on the title page is in 18 font, centred on the page; your name, the course, the date and the teacher's name are to be in 12 font in the bottom right-hand corner
- foreign terms or phrases are to be italicised
- no titles, subtitles, indexes nor table of contents are to appear in the research project/essay
- appendices are added at the end of the essay, but before the bibliography/works cited
- appropriate appendices could include such material as maps, diagrams, charts, tables or pictures
- all material in appendices is referenced with a parenthetical citation.
- for appendices, only use information to which you have referred in your essay
- use standard paragraphing with a five space indent, do not leave extra spaces between paragraphs
- do not use any contractions (which means that you will NEVER use the word **it's** in an essay/research project)
- use Canadian/British spelling of words (i.e. neighbour and NOT neighbor).
- titles in text follow the same rules as they appear in the bibliography/works cited
- all pages after the first page must be numbered (excluding the bibliography/works cited)
- in a formal essay, never write in the first person (me, I, my)

General Notes regarding Major Research Projects/Independent Studies

- At the senior level if a student fails to hand in the independent study *or any part of its process*, he/she is deemed not have met the expectations associated with that particular grading activity of the course. An "incomplete" may be assigned if it is not submitted on time. If a second deadline has been missed, and after a variety of proactive strategies have been utilized, and after consultation with school administration, a mark deduction for late submission will be considered. A mark of zero will be assigned if the student does not produce evidence of learning (see "Assessment, Evaluation, and Reporting of Student Achievement" on pages 11-17 of the 2013-14 CHS Student Handbook).
- **The required PROCESS of the ISP must match the final paper.**
- An independent study handed in without a bibliography/works cited and parenthetical notation is considered incomplete.
- Please follow the rules that your specific department or teacher might have for handing in your final paper.

Proof-reading your Essay

Here are a few tips on proof-reading your essay.

- Do not leave proof-reading to the last minute. You should proof-read at least once out loud. You should proof-read on two or three different occasions, and not when you are over tired.
- Take advantage of the feedback of your peers when they are editing your rough or final draft.
- Do not rely on your spellchecker to correct all mistakes. i.e. the difference between words such as "its" and "it's"!
- Ask someone else to read your paper, not just for grammar and spelling, but also for style and fluidity.
- Be sure to include transitional words and statements which refer back to your thesis.

The following is from: Canterbury High School, Assessment, Evaluation, and Reporting of Student Achievement 2013-2014 on pages 11-17 of your student agenda:

Academic Integrity

- In keeping with the expectations outlined in the OCDSB Character Development program, all students are expected to produce and take credit for their own work.
- Subject teachers will review academic integrity expectations at the beginning of the semester with each of their classes.
- Fraudulent work is of no value and provides zero evidence of a student's learning.
- Fraudulent work includes, but is not limited to, copying someone else's work, cheating, citing references incorrectly, using online translators, and handing in the same assignment for more than one course (see further examples below).
- A student's parent/guardian will be contacted in such cases and all fraudulent work submitted will be documented and archived.

- Academic dishonesty will have a behavioural consequence. Students who submit fraudulent work will be referred to Canterbury’s Academic Integrity Committee where they will participate in a workshop on academic integrity, delivered within the context of the OCDSB Character Development program.
- Upon completion of the workshop, the Academic Integrity Committee will issue a ‘Completion of Academic Integrity Workshop’ notice that the student must take back to their subject teacher.
- Students will then have an opportunity to redo the original assignment or complete an alternate task, based on a due date negotiated with the subject teacher.
- A mark of zero will be assigned if the student does not produce evidence of learning.

Plagiarism

What is plagiarism?

Plagiarism comes from the Greek *plagios*, meaning *deceitful* and later from the Latin, *plagiarius* meaning *kidnapper*. Both origins are insightful when looked at together. Plagiarism means taking something that does not belong to you, or using it in a deceitful manner. Plagiarism has come to refer to the use of someone else’s words or ideas without giving credit to the source of information. In short, it is a form of theft.

Failure to recognise the use of others’ work could result in a teacher asking you to re-write the entire paper (*within the original deadline*). A mark of zero will be assigned if the student does not produce evidence of learning. A good essay has numerous parenthetical citations, because in a standard essay most of the information comes from a variety of legitimate academic sources that help support your viewpoint.

Types of plagiarism

Students tend to believe that plagiarism means copying something verbatim from a book or from the World Wide Web. This is, however, a very limited view of the problem. There are many forms of plagiarism.

1. Copying an entire essay from a web site or using someone else’s essay that may or may not have been submitted to a teacher at an earlier date.
2. Copying a paragraph or cutting and pasting to create an essay from a variety of sources.
3. Quoting a source but continue using the source after closing the quotation marks.
4. Replacing a few words here and there without actually putting it in your own words or
5. Paraphrasing without giving credit to the author.
6. Making up quotes that do not exist often to meet a teacher’s requirement of a certain number of quotes or citations.
7. Taking someone else’s idea, even if it is in your own words, and putting it forth as your own insight or conclusion.
8. Including a chart, photo, or graph in your research paper without acknowledging its source.
9. Including a statistic, definition or data in the essay without acknowledging its source.
10. Translating a quote from another language without giving credit to the author.
11. Using a video, audio recording or other multi-media without giving credit to the author or producer.
12. Using a quote from a secondary source without acknowledging the original source. Every effort should be made to retrieve the primary source, but if you cannot, the student is to reference the source that he/she has used.
13. “Borrowing” a paragraph or an idea without giving credit to the original source or author is just as wrong as copying a whole essay. Neither is acceptable.

How to avoid plagiarism

1. Make every effort to use parenthetical citations throughout your paper. Examples of parenthetical citation are provided earlier in this document. For their College/University Studies, senior students may wish to purchase a copy of the MLA or APA Guidelines for essay writing or refer to <http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html > Always use the required format!
2. Put things in your own words, and certainly not sentence by sentence. You need to paraphrase. This means taking the general idea and putting it in your own words. You still need to indicate the source in parenthetical citation. Paraphrasing does not mean changing two or three words in a sentence. That is still plagiarism.
3. As you do your research, keep an accurate and complete record of all the sources that you used. Also note pages of quotes right away or the URL so that you do not have to go hunting for the quotation in your final stages of essay writing. In this way, your bibliography will be complete and accurate when you have finished your dissertation.
4. **NEVER** cut and paste from the web. It is much better to print out all relevant documentation that you may wish to re-read and highlight. This material may be used to paraphrase some key ideas or information.
5. Most students forget to indicate the source of statistics and data. If you use numbers, make sure you know where they came from and give credit to the person or organisation that carried out the research or polls to collect the data.
6. Many students like to add maps, photos, diagrams, charts, drawings, or images in appendices at the end of an essay. If you do, make sure that you make reference to the material in the actual essay i.e.: (See Appendix A). Also indicate all sources of such material using proper parenthetical citation.

7. As you take notes, put in quotation marks everything that you have copied directly from the text. Note its source and page.
8. Do not use vocabulary that you do not understand. This is part of the task of putting the information in your own words. Using your own vocabulary ensures you understand what you have written.
9. If you are able to **write a first draft** of your essay *without* using your original notes, this will help you take ownership of the topic IN YOUR OWN WORDS and see what you think about it. At the point where you want to insert supporting facts/ideas/quotations, leave a blank or put in the parenthetical citation with the source's name if you can remember it.
Overall, be sure to start early, research widely from academic sources, and analyse information in your own words in order to produce a quality product that you will be proud of as well as create a deeper understanding of your research topic.

Example of a Title Page

(Note that the title is 18 font, centred on the page. Also note that the information in the bottom corner is LEFT justified – and that this would normally take up an entire page)

Clayoquot Sound: A Case Study in Temperate Deforestation 10 Years Later

Submitted by: David Smyth
Submitted to: Ms. Macdonald
Course: Canadian and World Issues (CGW4U)
Due Date: November 30, 2013

Example of a page of an essay including parenthetical citations

Many thanks to former student Kathleen Laide for providing this example from part of her essay written for the Grade 11 World History to the Sixteenth Century course.

History records William the Conqueror as a strong, powerful ruler who ruled “with a masterly mixture of force, legality, piety, subtlety and fraud” (Durant 665). These accounts demonstrate the true Norman within William. He is shown to be fierce, aggressive, and ambitious. In other words, he was a natural leader of that period (Trease 51, see annex fig 2). Like generations of Normans before him, William the Conqueror wished to expand his empire, and did so through military acquisition, as with England and the province of Maine, or through a marriage alliance, like with Flanders (Trease 59). Of these successes, it has always been England that has had the prominent status in his legacy.

Although his claim upon the throne of England was minimal (Trease 62), William the Conqueror succeeded in vanquishing his adversaries with the well trained and well-armed Norman forces (Durant 665). The army was “the essence of their achievement... a highly efficient amalgam of all that was best in the Scandinavian and Frankish orders” (Humble 72). From the Frankish Feudal system, the Normans adapted the “structure of counts holding land from the duke and owing him military service in return” (Humble 72). This enabled them to draw large numbers for their forces from smaller holdings, which in turn trained and provided armour and equipment for the men they were required to provide to the lords (Humble 95).

Final thoughts on referencing

***In summary, you must provide a parenthetical reference for every

fact, statistic, quotation, or idea that is not your own.***

Note that the parenthetical sources shown in the above sample page are from book sources (author page #).

- If your source has an author, as listed in your bibliography, use it as your first choice: (Durant 665)
- If your source does not have an author (i.e. web source), use the title underlined (William the Norman)
- If your source has no author but is an article like an editorial put the title in quotes:
(“Lessons for Bureaucrats” C2) -be sure to abbreviate title!
- Always give a page # from a print source
- Web sources: **First choice** - use author if provided; **Second choice**: (“article”) or (title) only
- Follow the above and you would ***never*** need to provide the www address in a parenthetical reference

Overall:

- **Order of operations for all sources:** (author), (“article”), (title) -and always give the page # when available!