



Research Guide

Duanesburg Middle School/ High School
Delanson, New York

Dear Duanesburg Student:

Learning to do research and then producing a final product, whether it is a research report, an oral presentation using Powerpoint, or even a poster is a very important part of your school experience. Learning and understanding the research process will provide skills that you will be able to carry with you to college and/or the workplace, wherever graduation from DCS takes you. This guide has been written to help walk you through the successful completion of this task.

The staff of the library media center is available at all times to assist you in the search for information and with this process. Don't be afraid to ask for help.

Research can be an exciting and enjoyable experience. We hope that this guide will make the mechanical parts of your job easier, so that you can concentrate on the pleasure of learning something new and sharing that knowledge with others.

**Enjoy!
Mrs. Laurel Berbach
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The following sources were consulted for the information provided here:

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FOLLOW THESE STEPS THROUGH THE RESEARCH PROCESS:

Select your topic.2

Read for background information and to narrow your topic.2

Create a focus question or a thesis statement.2

Gather and evaluate sources:3

- Use evaluation criteria for web pages4
- Develop key words to locate sources5

Create source cards.6

Create a Works Consulted bibliography.8

- Watch out for plagiarism!8

Read and take notes (using note cards).9

Create an outline.10

Use the writing process to write your research report (or presentation). . . .12

- Correctly format your research report in a word processor.13

Document or cite your information (using parenthetical/in-text citation). .14

Create a Works Cited bibliography.8

APPENDIX:

Sample research paper with sample Works Cited (cover page not required). .a

Sample cover page (when required).g

Style Sheet (sample bibliography entries). h

2

SELECTING A TOPIC

Sometimes your teacher will provide a list of possible topics and sometimes you will need to choose your own topic.

Choose a topic that you like and that you understand. What topic interests you? Which topic will have enough information in your library? Which topic do you want to know more about? If you are choosing your own topic, you will probably have to pre-read about your possible selections in order to make an informed decision.

NARROWING YOUR TOPIC

Once you have chosen a topic, you will focus or narrow your topic. Focusing or narrowing a topic means choosing one aspect of that broader topic or subject in order to concentrate your research in a very specific area. In order to do this you will need to conduct some preliminary research into the broad topic and do some background reading. A general encyclopedia such as The World Book Encyclopedia might be a very helpful place to begin background reading.

At this point in the process, your teacher will ask you to develop either a focus question or a thesis statement. Some teachers may ask you to do both.

FOCUS QUESTION

Your focus question will give you a direction to follow. Your research will answer the question, so make sure that you are careful to develop a question that will take you in a direction you want to research. Sometimes your answer will surprise you! Develop a question that cannot be answered with a simple *yes* or *no*. A good strategy is to use the words *who*, *what*, *where*, *when*, *why* or *how* to begin your question. Other good words to use to start a focus question are *compare*, *contrast* or *describe*. Some teachers may ask you to develop more than one focus question.

THESIS STATEMENT

What do you want to learn about your topic? A thesis statement is different from a focus question in that it is a statement (declarative sentence) rather than a question. It clearly states your position or opinion on a topic and helps you to further focus on a single issue or aspect of your topic. It often points to your conclusion. If you have developed a focus question, the thesis statement will be your answer to the question. You may find that you will need to revise your thesis statement as you move through the research process and learn more about your topic. Revising your thesis statement is perfectly acceptable.

GATHERING AND EVALUATING SOURCES

Students today have a wealth of information from which to choose when gathering information for research. Below is a list of possible sources you might be able to use to locate what you will need. Review this list to make sure you have exhausted every possibility:

- **Library electronic catalog (OPAC) for: print books, ebooks , audio-visual materials such as DVD's, encyclopedias, almanacs and other reference materials**
- **Library databases for magazines, newspapers, professional journals and other periodicals**
- **Library databases for information particular to a subject area or that provides unpublished information such as graduate theses.**
- **The Internet for web sites, free databases, news sources, blogs and wikis**
- **Qualified people as resources**
- **Your library's interlibrary loan to access sources from other libraries**

As you locate and gather your sources, you will need to evaluate each source (print and electronic) as to the accuracy and appropriateness of its content. Ask yourself these questions:

- **Can I read the source?**
- **Is the source up-to-date?**
- **Who is the author? Is the author qualified and what is the author's bias or point-of-view?**
- **Is the information relevant to my research?**

Remember that sources obtained from a library tend to be more reliable than sources gathered from the Internet simply because there is qualified staff making preliminary decisions about appropriateness and relevancy prior to admitting an item or database into a library collection. While the information located on the Internet may provide information that is just as valuable, you as the user will need to take extra care to evaluate that information prior to using it. Remember there are no restrictions or formal screening procedures for information placed online.

The criteria below will aid you in evaluating every Internet web page that you are considering for use in your research. Remember that there is little or no control over the information that is posted on the Internet. It is up to you to make sure any information you use is accurate!

Criteria for Evaluating a Web Page

"Garbage in, garbage out!"

"Trust, but verify!"

"Wild, Wild Web"

"Dirty Data"

1) AUTHOR

Who is responsible for this site? Is there an author? What are his credentials? Is he who he says he is? Is she affiliated with any organizations and what are the organization's goals? Is the author or organization reputable? Is there a way to contact the author?

2) ACCURACY

Do you notice any errors of fact? Are the facts consistent with what you already know? What sources are cited for the information contained on the page? Can you verify the facts with two other sources? Is any document on the site complete and unaltered?

3) ORIENTATION

What is the web site's point-of-view (bias, slant)? Does the web page have a strong opinion? Is there more than one point-of-view? Is there advertising? What is the web page's purpose? To inform? To sell? To persuade? What kind of a web page is it? Informational? Commercial? Blog? Wiki?

.edu	educational	Be careful! Is the page sponsored by an institution or a person? Educational institutions often sponsor personal web sites and "academic freedom" can protect the content!
.gov	government	Generally reliable, but could be slanted politically
.mil	military	Generally reliable
.com	commercial	Trying to sell a product or service. Will try to make it look good!
.org	organization	Will generally try to persuade or promote a point-of-view. Try opposing camps!

4) CURRENCY

Is the site current? When was it last updated? Does it matter? Is there a copyright date?

5) PRESENTATION

Is the language on the page too difficult for a student your age? Are there pictures, graphics or audio that enhance the page? Do they relate to the page? Is the layout of the page easy to figure out?

ABOUT KEY WORDS

Identifying good search terms or *key words* is a very important step in your quest for information. Key words are the search terms that you will use to search the Internet, search a database or look for print materials in a library catalog. They are the words you will use to look up information in an index to a book.

To identify a list of key words, think of words that are related to your topic. Think of synonyms. Think of the important words in your thesis or focus question. Think of significant people related to your topic. If you find a book in the library catalog or an encyclopedia article, look at the related topics or the subject cross-references. Use the search suggestions below to help with electronic searches:

Internet Searching Tips Using Key Words (Boolean Searches)

<u>ACTION:</u>	<u>SEARCH TERM/KEY WORDS:</u>	<u>DESCRIPTION:</u>
order of terms	bear polar	list the most important key word first
and/or/not	polar and bear	locates documents containing <i>ALL</i> your key words
	polar or bear	locates documents containing one <i>OR</i> the other of your keywords
	polar not bear	locates all references to polar, but nothing on polar bears
	polar -bear	Google and some other search engines use the minus sign for <i>not</i>
parenthesis	(polar or grizzly) and bear	locates documents containing the key words polar and bear <i>or</i> the key words grizzly and bear
quotations	“polar bear”	locates documents containing the key words in a phrase, exact order
proximity	“bears in the polar region”	locates key words in close proximity to each other
truncation	bears bear compan company companies	shorten words to pick up different forms of the keyword
tilde	~food ~facts	returns nutrition and cooking information

Some search engines such as Google will use the tilde (~) to return similar words or synonyms.

6

WRITING SOURCE CARDS (3"x 5" or 4"x 6" Index Cards)

As you begin to gather sources and as you read about your topic, you will start to identify specific sources that might be useful in your research. At this point you will need to develop source cards.

You will need to develop source cards in order to:

- Create a Works Consulted and a Works Cited bibliography
- Cite information within your document

Use only one source card per source item. For example, you would develop one source card for one book or one source card for one article from a webpage.

Including all necessary and accurate data on your source card now will save you time because you won't have to recheck your sources later on!

If you use information from any particular source you must record specific information about that source on your source card. Use the following guidelines for developing source cards:

- As you write each source card, assign a number in the upper right hand corner of the card. You will use this same number on each of the note cards you create from this same source.
- Depending on the type of source you are using (A book? A webpage? A magazine article?), you will need to record specific information. Information such as author, title, publisher and copyright date might be required. **Please refer to the examples below and the DCS Style Sheet contained in this packet of information to find out what specific information is required for the type of source you are using.** If you cannot find the proper format for the type of source you are using in our DCS Style Sheet, the complete MLA Handbook is available in the library.

Examples:
Source Card for a Book with Two Authors:

1
Greene, Abel and Joe Laurie, Jr.
Show Biz: From Vaudeville
to Video. New York: Holt,
1951

Source card #
(This is the first
source I used.)

Include: the authors (last name first for the first author), the complete title, the place of publication (use the city in the U. S. that is closest to you), the publisher and the copyright date.

** Hint * Use colored index cards as source cards. This will help you keep them separate from your white note cards!*

Source Card for a Web Site:

2
Kanfer, Stephan. <u>Vaudeville's</u> <u>Brief, Shining Moment.</u> <u>Spring 2005. City Journal.</u> <u>5 March 2008. <http://</u> <u>www.city-journal.org/html/</u> <u>15-2-urbanites-vaudeville.</u> <u>html>.</u>

Include: the author, the title of the site, the date the site was posted or updated, the name of any associated organization, the date you accessed the site and the complete online URL (address).

Source Card for a Signed Article from an Encyclopedia (Print):

3
Wilmeth, Don B. "Vaudeville." <u>The World Book Encyclo-</u> <u>pedia.</u> 2004 ed.

Include: the author of the article, the title of the article, the title of the encyclopedia, and the edition date.

Source Card for an Online Database (Including an Online Encyclopedia):

4
Siegel, Nina. "Will Post Office Be Last Act for a Vaudeville House?" <u>New</u> <u>York Times.</u> 29 August 1999. MasterFILE Select. Quanesburg Central School. 4 February 2008. <http:// search.ebscohost.com>.

Include: the author of the article, the title of the article or part, the title of the original source, the copyright date of the original source or the date the original source was posted or updated, the name of the database with the provider, any access or file numbers, the date you accessed the information and the URL (address) of the online database.

What is a bibliography?

A bibliography is a list of sources. There are several types of bibliographies, depending on your particular need.

Works Consulted

A *Works Consulted* bibliography is a preliminary list of all the sources you are considering for use during your research. It is a working bibliography and should be constructed early in the research process in order to make citing your sources within the text of your research paper easier. You will probably be adding sources to this list as you go through the research process.

As you find and collect your sources, use the directions listed in the Style Sheet (page h) to construct your source cards. The Style Sheet will demonstrate the proper formatting for each of your source cards, depending on the type of source you are using. Fill out source cards (page 6) for each individual source you are using. Alphabetize your source cards by the first word or name (ignoring the words: *a, an, the*). Using a word processor such as *Microsoft Word*, type a *Works Consulted* bibliography from your source cards. At this point, don't worry about whether you have actually used any information from a particular source.

Works Cited

A *Works Cited* bibliography is a list of sources that lists only the sources you actually cited or used to get information or ideas for your research paper. It is usually a "final" list of sources and is included with your final paper.

Once you have written and finalized the body of your research paper and have used parenthetical citation (page 14) to cite your sources, you will be able to finalize a *Works Cited* bibliography. From your *Works Consulted* document, delete any sources that were not cited within the body of your research paper or project. Make sure any new sources you might have used are included. Make sure your bibliography is properly formatted using the Style Sheet (page h), then re-title your bibliography as *Works Cited* and print.

Annotated bibliography or Annotated List of Works Cited

An annotated bibliography is a list that includes a descriptive or an evaluative summary with each cited source. Follow the directions above for a *Works Cited*, but add your evaluative summary after each citation. See formatting guidelines on page h.

PLAGIARISM

Plagiarism is the act of using someone else's words, information or ideas in your writing or presentation without giving proper credit to that person. Plagiarism is not ethical. It is a form of cheating. If copyrighted materials are used as sources and not cited, it is illegal or against the law!

Document everything that you borrow from the sources that you used whether you used a direct quotation, paraphrased the information or merely used some of the information or an idea.

Follow the *Guidelines for Documenting Sources (Giving Credit)* on page 14 to properly give credit to your sources.

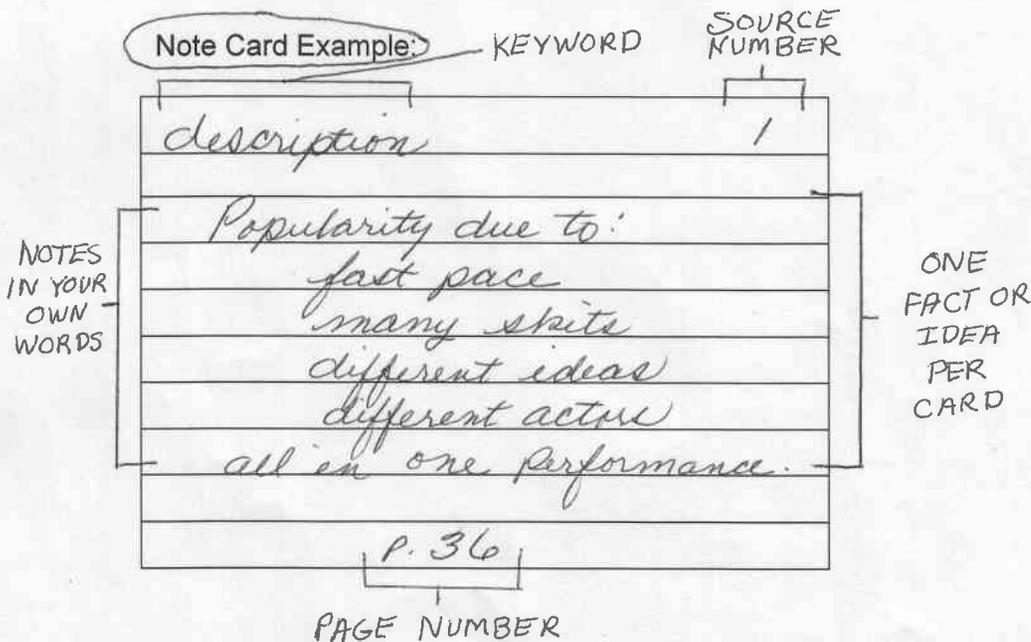
TAKING NOTES USING NOTE CARDS (3"x 5" or 4"x 6" Index Cards)

Once you have discovered and located your source materials and have filled out a source card for each item you plan to use for your research, it is time to begin reading for information and taking notes. Notes are a very important part of the research process. Taking enough quality notes will make writing your research paper or project very fast and easy!

Even in this age of computers and word processors, taking notes on note cards is an efficient way to effectively organize your notes. Note cards will help you organize and streamline your writing. Note cards will also help you keep track of where each piece of information was obtained. In other words, note cards will assist you in documenting your information.

Follow these hints for writing useful and effective note cards:

- **Write only one fact or related idea per note card.** This may seem wasteful at first, but it is impossible to rearrange or reorganized note cards that contain two or more unrelated facts unless you cut them up!
- For each note card that you create, record the number from the source card that corresponds to the source of the information you used.
- Assign a keyword (a word or a phrase) that summarizes the information on the card. These keywords will help you organize your note cards by related notes later on in the process.
- **Try to write the notes in your own words (paraphrase).** If you must record the information exactly as it is written (or cut and paste something in a word processor), use quotation marks around what you have copied. You should limit the use of quotation marks in your final research product.
- **Record the page number from the source where you obtained the information.**



ORGANIZING YOUR WRITING (Using Outlines or Graphic Organizers)

Once you have gathered your information and have taken sufficient notes, your next step will be to create an outline. Outlines will help you organize your notes so that you can begin writing your rough draft. An outline is like a road map or GPS! It points you in the direction to go with your thoughts and writing. Some teachers will ask or allow you to use a graphic organizer instead of an outline. Graphic organizers are great alternative tools that help you organize your thoughts, but check with your teacher first to make sure it is alright to use one.

Your first step will be to organize your note cards. Separate your note cards into stacks according to the common key words that you chose. Then take each stack and organize the cards in such a way that the facts and ideas make sense. Each stack might be a paragraph (or main idea in your outline.) Remember the writing process. What is the main idea of that stack? Could that be a topic sentence? Which note cards (facts, ideas) are supporting details?

Once you have organized your note card stacks, it should be easy to construct a topic or sentence outline or fill out a graphic organizer.

TOPIC outline: Single words or phrases are used throughout the outline

SENTENCE outline: Each main idea and supporting detail is a complete sentence throughout the outline

One approach to creating an outline is to use your key words as main ideas and each fact or idea as a supporting detail.

Title

- I. **Introduction**
 - A. **Hint: try using your thesis statement or focus question**

- II. **First main idea or topic (keyword)**
 - A. **Supporting idea or subtopic**
 - B. **Supporting idea or subtopic**
 - C. **Supporting idea or subtopic**

- III. **Second main idea or topic (keyword)**
 - A. **Supporting idea or subtopic**
 1. **Supporting detail**
 2. **Supporting detail**
 - B. **Supporting idea or subtopic**
 1. **Supporting detail**

- IV. **Third main idea or topic (keyword)**
 - A. **Supporting idea or subtopic**
 - B. **Supporting idea or subtopic**

- V. **Conclusion**
 - A. **Hint: try writing your thesis statement in a different way**

SAMPLE OUTLINE

Vaudeville: The Laughter Lives On

- I. Introduction
 - A. Unique enjoyable form of entertainment
 - B. Appealed to hardworking Americans
 - 1. Slap-stick comedy
 - 2. Borderline rude skits
 - C. Previously no access to theater for middle and lower classes
 - 1. Theater only for wealthy
 - 2. Drama or musicals
 - D. Prepared audience for advent of cinema

- II. Popularity
 - A. Fast pace and many skits
 - 1. Combined ideas and actors
 - B. Performed in proper theaters and country parks
 - 1. Comedy routines
 - 2. Animal acts
 - 3. Songs and dances
 - 4. Comic monologues
 - 5. Juggling
 - 6. Magic

- III. Laughter
 - A. Basis of
 - B. Many forms
 - C. 1875-1925
 - 1. About 4000 theaters nationwide
 - 2. Big cities and small towns

- X. Conclusion
 - A. Powerful form
 - 1. Prepared audience for film
 - B. Striking features, 1875 - 1925
 - 1. Comedy and laughter
 - 2. Audience involvement
 - 3. "American Dream"
 - 4. Many skits, one performance
 - C. Transition to cinema and television

USING THE WRITING PROCESS TO WRITE YOUR RESEARCH REPORT

Keep the writing process in mind as you develop and write your research report:

- Use introductory and concluding paragraphs:

THE INTRODUCTION:

Your introduction is probably the most important paragraph in your research paper. It sets the tone for the entire report. An introductory paragraph should be a single, well-organized paragraph introducing your topic to the reader. It is a good idea to express your focus question or thesis statement in your introduction. The introduction should be written to catch the reader's interest. Avoid sentences that use "I" or such uninteresting phrases as "My report is about...".

Some ideas for beginning an introductory paragraph:

- Start with a meaningful or descriptive quotation.
- Ask a question (perhaps your focus question?)
- Briefly identify your main points.
- Begin with a story.
- Start with a dramatic fact.

THE CONCLUSION:

This should be a single, well-organized paragraph that concludes or "wraps up" your report in an interesting way. It is a good idea to restate your focus question or thesis statement in a different way in your conclusion. Summarize your main points or make a comment about your information in your conclusion.

Some ideas for writing a concluding paragraph:

- Restate your thesis or restate your focus question, then summarize your answer.
 - Review your main points.
 - End with an appropriate quotation.
 - Connect with your reader's life experience.
- Follow your outline.
 - Use topic sentences and supporting details in every paragraph.
 - Use transition sentences.
 - Use effective language.
 - Cite your sources (quotations, paraphrasing) by using parenthetical (in-text) citations.
 - Proofread for mistakes.
 - Revise your draft as often as is needed in order to produce a polished, fluent product.
 - Check for spelling, grammar and correct usage.
 - Try reading your final draft out loud or have others (parent, teacher, librarian) read and edit your draft before submitting your final product.

GUIDELINES FOR FORMATTING YOUR RESEARCH REPORT

13

Follow the guidelines below to produce a properly formatted research report:

- Use white, 8 ½"-by -11" (letter size) paper.
- Choose a standard, plain, easily readable font such as *Times New Roman*.
- The font size should be no larger than 12.
- Print only on the front side of the paper.
- Use 1" margins, including the top and bottom margin.
- Use ½" tabs or 5 spaces for paragraph indents
- Always double-space your report, including any quotations and the Works Cited page.
- Punctuation within a sentence should be followed by one space. While MLA recommends one space after concluding punctuation, the final decision is left up to the writer or instructor. Check with your teacher and be consistent throughout your document.
- Number every page of your paper in the upper right hand corner, about ½" from the top of the paper and justified with the right margin. Include your last name in front of the page number in case a page is lost. Do not use the word page or any abbreviation such as *p*.

Jones 1

Katie Jones

Mrs. Brownell

English 10, Period 3

February 12, 2008

Vaudeville: The Laughter Lives On

Vaudeville was a unique, enjoyable form of entertainment that through its outstanding features caused men, women and children to enthusiastically attend performances. Vaudeville's slap-stick comedy and hilarious, often borderline rude skits appealed to hardworking Americans at the turn of the century. Meanwhile it enabled blossoming street musicians to have a fresh start in theater. This newly introduced entertainment prepared both audiences and performers for the introduction of cinema. Prior to the time that vaudeville was introduced, wealthy, aristocratic audiences turned to serious

DOCUMENTING YOUR SOURCES (Citing Your Sources)

USING PARENTHETICAL REFERENCES (IN-TEXT CITATION, PARENTHETICAL CITATION) WITHIN YOUR RESEARCH REPORT OR PRESENTATION

Every time you decide to use information or an idea from a source (printed or electronic) you need to state where you got that information or idea. This is called "citing" or documenting your source. You need to document your source when you copy information exactly and use quotation marks. You also need to document your source when you summarize or paraphrase information (indirect quotation).

The use of parenthetical references is the process by which you indicate how much information you have borrowed or used and where it can be located.

The purpose of a parenthetical reference is to briefly, clearly and accurately reference your sources back to the alphabetical list (Works Cited) at the end of your paper. Remember that a parenthetical reference is placed at the end of the information cited, even though it may be in the middle of the paragraph.

GUIDELINES FOR DOCUMENTING SOURCES (GIVING CREDIT)

1. Any time you *borrow or copy information directly from a source*, you need to place the information within quotation marks.

- In parentheses, cite the author's last name and the page number(s) of the source:

One historian argues that the telephone created "a new habit of mind---a habit of tenseness and alertness, of demanding and expecting immediate results" (Brooks 117).

Note that there is no comma used within the parenthetical reference. Notice also that you do not use the word "page" or any abbreviation for the word "page". (No "p." or "pp.")

2. If you write the information *in your own words*, but the information contains ideas and facts you did not previously know, then you are paraphrasing. (This is sometimes called *indirect quotation*.) You do not need to place the information within quotation marks, but you do need to cite the information.

- **The telephone created a different mind set. The telephone user recognized that he could get quick answers to his questions (Brooks 117).**

You do not need to document information that is considered common knowledge.

3. Use the author's last name in your sentence and place only the page number (s) of the source in parentheses.

- Brooks points out that the telephone created a different mind set, one in which the telephone user recognized a desire for quick answers to his needs and questions (117).

4. Give the author's last name in your sentence when you are citing the entire work rather than a specific section of passage and omit any parenthetical references.

- Brooks argues that the history of the telephone is characterized by innovations that have changed public attitudes toward technology.

5. When there is no author, place the name of the source and the page within the parentheses:

- (The World Book Encyclopedia 96-7)

It is permissible to shorten a long title to a few keywords:

- The Physical Conditions of the Elizabethan Playhouses becomes (Physical Conditions 48)

6. When there are multiple authors, use the following guidelines:

- Two authors (Smithe and Michaels 44)
- Three authors (Warren, Stevens, and Brown 67)
- More than three authors, use "et al." which is Latin for "and others" (Morrison et al. 102)

7. When you cite two different authors with the same last name, you need to include the first names to distinguish between them:

- (Robert Brown 83)
- (Thomas Brown 289)

8. When you cite two different works by the same author, include a shortened version of the title with a comma after the author's name:

- (Lawrence, Old Theatre Days 86)
- Lawrence, Pre-restoration 99)

Katie Jones

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English 10, Period 3

February 12, 2008

Vaudeville: The Laughter Lives On

Vaudeville was a unique, enjoyable form of entertainment that through its outstanding features caused men, women and children to enthusiastically attend performances. Vaudeville's slap-stick comedy and hilarious, often borderline rude skits appealed to hardworking Americans at the turn of the century. Meanwhile it enabled blossoming street musicians to have a fresh start in theater. This newly introduced entertainment prepared both audiences and performers for the introduction of cinema. Prior to the time that vaudeville was introduced, wealthy, aristocratic audiences turned to serious drama or musicals while the rest of society was not exposed to theatre at all. As vaudeville began to flourish, more middle and lower class Americans attended daily vaudeville shows and were introduced to the idea of theater. Albert L. McLean, author of American Vaudeville as Ritual, recognized the many qualities that made vaudeville special to the American people. He wrote, "Vaudeville as an entirety was a manifestation of the belief in progress, the pursuit of happiness, and the hope for material success" (viii). He observed the inspiration that vaudeville gave to Americans hoping for a happier life.

Much of vaudeville's popularity was due to its extremely fast pace and many skits that combined different ideas and actors into one performance (Green and Laurie 42). A vaudeville audience whether in a proper city theater or in a country park enjoyed skits such as comedy routines, well known songs and dances, comic monologues, and animal acts all in succession for varied amounts of time (McLean 231). Animal acts included dogs, monkeys, pigeons, and

b

ponies. Their acts often were comprised of tight-rope walking dogs and obedient, rider less horses performing the circus tricks we know today (Laurie Honky Tonks 155-8). A large part of vaudeville involved juggling numerous objects such as fire, plates and enormous numbers of colored balls and clubs which mystified audiences (Laurie Revisited 201). Other acts often seen in vaudeville were unbelievable magic such as classic rabbit and bird acts. These skits provided excitement because they often directly involved the audiences. Magicians and jugglers often called upon the crowds for volunteers to take part of the fun. Vaudeville theaters were filled with laughter and actors striving to maintain an audience's interest by means of a fast, constant change in entertainment. Laughter, the basis of vaudeville, encouraged it to take place in different forms for many years in many places throughout the country (Laurie Honky Tonks 8-9). While we see bits of vaudeville in television and cinema today, it especially flourished within the United States between 1875 and 1925. During these years approximately 4000 theaters located in the center of cities all over the nation (Samuels 4) and many traveling vaudeville shows in small towns exposed all of American society to vaudeville (McLean 34). These traveling shows housed animals, clowns, comedians, and magicians, bringing the essence of vaudeville to smaller, undeveloped towns.

Early vaudeville's success depended on both the audiences and the actors. Many audiences of the late 1800's included immigrants and children while the remaining portions of the theaters were usually filled with poor, unemployed men. The immigrants felt that they could learn much about America through vaudeville (Gilbert 251), while the children and men were drawn to vaudeville's image and escape from reality (McLean 38-9). Not only the women, but also the talented actors inspired early audiences to attend vaudeville. In fact, many of the actors were poor orphans who began their careers on street corners or were possibly discovered at ...

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VAUDEVILLE: THE LAUGHTER LIVES ON

Katie Jones



Mrs. Smith

U. S. History, Grade 11

February 12, 2008

Duanesburg Jr./Sr. High School Style Sheet

While there are many standard formats for bibliographic entries, Duanesburg Central School expects students to use entries based on the **MLA** format.

Below are example entries that are based on the MLA format.

Further information and detail is available from: Gibaldi, Joseph. The MLA Handbook for Writers of Research Papers, 6th edition, New York: Modern Language Association, 2003 available in our library (R 808.02 GIB).

(Remember: The MLA Handbook is over 300 pages. This sample page condenses and simplifies MLA format for quick reference. It has been adapted for DCS students' specific course needs.)

GENERAL INSTRUCTIONS FOR DEVELOPING A WORKS CITED BIBLIOGRAPHY:

- ✓ **A bibliography is a list of the sources that relate in some way to your topic or to your paper. A *Works Cited* bibliography includes only those sources you actually cited in your paper. Other bibliography types include: *Annotated Bibliography*, *Works Consulted*, and *Selected Bibliography*. An *Annotated Bibliography* includes a brief description or summary of the cited work.**
- ✓ **A *Works Cited* bibliography is placed at the end of your paper.**
- ✓ **Center your title, *Works Cited*, on the page about an inch from the top. Double space between the title and your first entry.**
- ✓ **Begin each entry at the left margin of your paper. Each additional line of the same entry should be indented about ½”.**
- ✓ **A *Works Cited* bibliography is arranged in alphabetical order according to the first word in each entry.**
- ✓ **If the first word of an entry is part of a title, ignore unimportant words such as: a an the.**
- ✓ **If the first word of an entry is an author's name, make sure it is listed last name first (Last name, First name.)**
- ✓ **Unless otherwise indicated, all dates should be in the following format: Day Month Year. Months may be abbreviated.**
- ✓ **Double space within each entry. Double space between entries. Single space after any punctuation marks.**
- ✓ **Do not number your entries.**
- ✓ **If you can't find some of the required information, cite what information you are able to locate. Leave out the part of the citation that you can not locate and continue to follow the basic format.**

<i>BOOKS (Print)</i>	
<i>Basic Format: Author. Title. Place: Publisher, Date.</i>	
One author	Jones, Alan R. <u>The Life and Opinions of Thomas Ernest Hulme</u> . Boston: Beacon Press, 1990.
Two or more authors	Brockway, Wallace, Herbert Weinstock and Marshall Adams. <u>The World of Opera</u> . New York: Pantheon Books, 1989.
More than three authors	Smith, Joseph, et al. <u>Joining Hands</u> . New York: Doubleday, 1986.
No author	<u>Webster's Biographical Dictionary</u> . New York: G. & C. Merriam Co., 1991.
Editor	Weiser, Marjorie, ed. <u>Ethnic America</u> . New York: H. W. Wilson, 1978.
An anthology	Milton, John. <u>The Portable Milton</u> , ed. Douglas Bush. The Viking Portable Library. New York: Viking Press, 1979.
One work from a collection or anthology	Housman, A. E. "How I Write a Poem." <u>Essays for Study</u> . Eds. Maurice Baudin, Jr. and Karl G. Pfeiffer. New York: McGraw-Hill, 1960. 404-5.
Works of more than one volume (not an encyclopedia)	Gibbon, Edward. <u>Decline and Fall of the Roman Empire</u> . 3 vols. New York: Modern Library, n.d.
Two or more books by the same author	Naylor, Phyllis Reynolds. <u>Sang Spell</u> . New York: Atheneum, 1998. - - -. <u>Shiloh</u> . New York: Atheneum, 1991.
Signed article from an encyclopedia (or other familiar reference sources)	Grey, Francis T. "Emily Dickinson." <u>The Encyclopedia Britannica</u> . 1989 ed.
Unsigned article from an encyclopedia (or other familiar reference sources)	"Ethical Culture." <u>Academic American Encyclopedia</u> . 1997 ed.

<i>PERIODICALS (Print)</i>	
<i>(for periodical articles obtained online, see: Electronic Sources)</i>	
<i>Basic Format:</i>	
Author. "Title of Article." Name of Periodical Day Month Year: pages used.	
Signed magazine article	Kane, Will. "Dickinson's Lost Love." <u>Newsweek</u> 14 February 1967: 34-7.
Scholarly Journal [Includes volume: vol. # (year)]	Mann, Susan. "Myths of Asian Womanhood." <u>Journal of Asian Studies</u> 59 (2000):835-62.
Signed newspaper article	Fiske, Edward B. "Dickinson to Wed Mystery Man." <u>New York Times</u> 7 May 1968: A49.
Unsigned newspaper article [Includes section]	"Maya Angelou to Give Inaugural Poem." <u>New York Times</u> 14 May 1968: C38.

ELECTRONIC SOURCES

(If you can't find some of the information required, cite what information you are able to locate.)

<p>Entire Internet source</p>	<p><u>Title of Site.</u> Ed. Name. Day Month Year Posted. Name Of Associated Organization. Day Month Year of Access. <http://complete.online.address>.</p> <p>New England Ancestors.org. Ed. Shane LaPrade. 2008. New England Historic Genealogical Society. 10 February 2008. <http://www.newenglandancestors.org/rsO/Default.asp>.</p>
<p>Document or article from an Internet source</p>	<p>Author. "Title of Document or Part Used." <u>Title of Site.</u> Ed. Name, Day Month Year Posted. Name Of Associated Organization. Day Month Year of Access. <http://complete.online.address>.</p> <p>Leclerc, Michael J. "Loyalist Settlers of Atlantic Canada." <u>New England Ancestors.org</u>. 7 Feb. 2003. New England Historic Genealogical Society. 10 February 2003. <http://www.newenglandancestors.org/rsO/Default.asp>.</p>
<p>Document or article from an online library database (including encyclopedias)</p>	<p>Author. "Title of Article or Part." <u>Title of Original Source.</u> Day Month Year of Original Source or Date Posted Online. <u>Name of Database.</u> Database Provider. Name of Library, City, State. Day Month Year of Access. <http://database.home_page.online.address>.</p> <p><i>(Note: The title of the original source could be the title of a magazine or the title of the book under which the original source is found.)</i></p> <p>"Abolitionists." <u>Funk and Wagnalls New World Encyclopedia</u>. 2002. MasterfileSelect. EBSCO. Duanesburg Jr./Sr. High School Library, Delanson NY. 12 Mar 2003. <http://www.epnet.com>.</p>
<p>Magazine or periodical article from an Internet source</p>	<p>Author. "Title of Article." <u>Title of Magazine</u> Day Month Year of Publication. Day Month Year of Access. <http://complete.online.address>.</p> <p>Levy, Steven. "Great Minds, Great Ideas." <u>Newsweek</u> 27 May 2002. 14 February 2008. <http://www.msnbc.com/news/754336.asp>.</p>
<p>Magazine or periodical article from an online library database</p>	<p>Author. "Title of Article." <u>Title of Magazine</u> Day Month Year of Publication. <u>Name of Database.</u> Database Provider. Name of Library, City, State. Day Month Year of Access. <http://database.home_page.online.address>.</p> <p>Stevens, Morgan. "High-Speed Modems." <u>XYZ Magazine</u> 10 February 2003. MasterfileSelect. EBSCO. Duanesburg Jr./Sr. High School Library, Delanson, NY. 8 February 2008. <http://www.epnet.com>.</p>

<p>Online book</p>	<p><i>Author. <u>Title of book.</u> <u>Original Print Place of Publication: Publisher, Date.</u> <u>Title of Website.</u> <u>Day, Month, Year Site Published Posted or Updated.</u> <u>Name of Sponsoring Organization (if any).</u> <u>Date of Access.</u> <http://complete.online.address.for.the.book>.</i></p> <p>Keats, John. <u>Poetical Works.</u> 1884. <u>Bartleby.com: Great Books Online.</u> 2002. 5 May 2007. <http://www.bartleby.com/126/>.</p>
<p>E-mail</p>	<p><i>Writer. "Title of Message Taken From Subject Line." E-mail to Name. Day Month Year.</i> (Note: Do not record an e-mail address for privacy reasons.)</p> <p>Howard, Betty. "Note Concerning Research on Hemingway." E-mail to Michael Jones. 11 Mar 2003.</p>
<p>CD-ROM</p>	<p><i>Author. "Title of Article." <u>Title of CD-ROM.</u> <u>CD-ROM.</u> <u>Place: Publisher, Date.</u></i></p> <p>"Africa." <u>Grolier Multimedia Encyclopedia for Macintosh.</u> CD-ROM. Danbury, CT: Grolier Interactive, 1997.</p>
<p>Video or film recording</p>	<p><i><u>Title.</u> <u>Written Directed Produce Directed and/or Performed by Name.</u> <u>Studio or Distributor Name.</u> <u>Year of Release.</u></i></p> <p><u>Pyramid.</u> Hosted by David Macaulay. PBS Home Video. Turner Broadcasting System, Inc., 1995.</p>
<p>Video or film recording/clip from the Internet</p>	<p><i>Author Composer Conductor Director and/or Performer. <u>Title.</u> <u>Year of Release.</u> <u>Title of Site.</u> <u>Date Accessed.</u> <complete online address>.</i></p> <p>Murnau, F. W., dir. <u>Nosferatu.</u> 1922. <u>The Sync.</u> 2 February 2008. <http://www.thesync.com/ram/nosferatu.ram>.</p>
<p>Sound recording</p>	<p><i>Author Composer Conductor Director and/or Performer. <u>Title.</u> <u>Type of Medium.</u> <u>Place Produced: Producing Company, Day Month Year Produced.</u> <u>Length.</u></i></p> <p>Henry, O. <u>The Gift of the Magi.</u> Audiocassette. San Francisco: Jaberwocky, 1980. 30 min.</p>
<p>Sound recording/clip from the Internet</p>	<p><i>Author Composer Conductor Director and/or Performer. <u>Title.</u> <u>Year of Release.</u> <u>Title of Site.</u> <u>Date Accessed.</u> <complete online address>.</i></p> <p>Smythe, R. Edward, cond. <u>White Nights.</u> 1952. <u>Music to Dream By.</u> 7 May 2006. <http://www.musicdreamby.com>.</p>

<p>Television or radio program</p>	<p><i>"Title of Segment." Title of Program. Series Title. Name of Network. CALL Letters, City. Broadcast Day Month Year.</i></p> <p>"The Grapevine." <u>A Special Report with Brit Hume</u>. Fox News Channel. FXNWS. New York. 18 Mar 2003.</p>
<p>Online image (Cartoon, map, painting, photo, etc.)</p>	<p><i>Author. "Name of Image." Type of Image. Name of Website. Day Month Year Posted. Day Month Year Accessed. <http://complete.online.address>.</i></p> <p>"Clara Barton." Picture. <u>Women's History Museum on Wheels</u>. 1 Nov 2000. 11 Mar 2003. <http://www.geocities.com/womenshist/womenshist.html>.</p>

OTHER SOURCES

<p>Pamphlet (print) (Treat as a book)</p>	<p><i>Author. Title. Place of Publication: Publisher, Day Month Year of Publication.</i></p> <p>Thurheimer, David C. <u>Landmarks of the Revolution in New York State</u>. Albany, NY: New York State American Revolution Bicentennial Commission, 1976.</p>
<p>Interview</p>	<p><i>Name of Person Interviewed. Title of Person interviewed. Company/Organization. Personal Interview. Day Month Year of Interview.</i></p> <p>Berbach, Laurel.. Library Media Specialist. Duanesburg Central School. Personal Interview. 9 Mar 2003.</p>

ANNOTATED BIBLIOGRAPHY

<p>Example</p>	<p><u>Pyramid</u>. Hosted by David Macaulay. PBS Home Video. Turner Broadcasting System, Inc., 1995. Based on David Macaulay's book, this video provides an overview of the history, archaeology and religion of Ancient Egypt.</p>
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