

**Beekmantown  
Middle  
And  
High  
School**

**Handbook  
For  
ACADEMIC  
WRITING  
&  
RESEARCH**

Summer 2003 ed.

## Academic Integrity

Academic Dishonesty encompasses a broad range of violations. The Academic Policy Graduate Handbook for National-Luis University's (NLU) Chicago campus <<http://nlu.nl.edu/ace/Guidelines.html>> sums up academic dishonesty quite well:

In addition to plagiarism, the academic community categorizes several other kinds of behavior as "dishonest" and liable for disciplinary or even legal action. In general, these can be divided into four types:

- \* Turning in an assignment (test, paper, etc.) written wholly or partly by another person or agency without so specifying.
- \* Turning in an assignment (test, paper, etc.) substantially edited or otherwise improved by another person without so specifying. (The relative or friend who corrects a paper's errors fits here).
- \* Turning in an assignment (test, paper, etc.) written wholly or partly for another course for which academic credit was received without so specifying.
- \* Otherwise defeating the purpose of the course by dishonestly violating the faculty member's rules. (NLU)

The concept, here, is that your teachers want you to receive every bit of credit you have earned, and they would like to make sure that our academics, at Beekmantown Central, make the system as fair as possible for everyone. As soon as someone chooses to become academically dishonest, it really has an impact on everyone. We should all be able to succeed on the backs of our own academic skills, knowledge, and hard work.

**Plagiarism:** "To claim someone else's work as your own" AND/OR ".to present as new and original an idea or product derived from an existing source" (Kessler 60).

**Copyright Infringement:** "Copyright is a statutory or common law right of authors, artists, and developers (or other holders of a copyright) to publish their works, and to prevent others from copying their works. Infringement includes the unauthorized or unlicensed copying of a work subject to copyright" (Carney Online).

**Collusion:** "To collude means to conspire or plot a secret agreement for an illegal or deceitful purpose" (Kessler 61), which is bad.

**Collaboration:** "To work jointly with others in an intellectual endeavor" (Kessler 61), which is good.

Your teachers want you to not only try to become smarter, but we also want you to make smart decisions in the here and now. The following information on writing assignments and approaching research is designed to help you maintain your academic integrity by understanding how to avoid plagiarism. Here's one last excerpt from Kate Kessler's article as some serious food for thought, for all of us.

**We live in times when diplomas are revoked and careers are ruined when past cheating is revealed. Authors who have plagiarized see their work discredited and their speaking invitations withdrawn. Cheat in the Olympics and you can be disqualified, cheat on the job and you can be fired, cheat on your spouse and you can be divorced. Cheat in college and you can be expelled. After students are fully informed about cheating, it is up to them to exercise choices regarding academic integrity. [Throughout their lives] they will have to accept responsibility for those choices. (Kessler 63)**

#### Works Cited

- Carney, David. "CopyrightInfringement." Tech Law Journal. Online. 4 Aug. 2003. <<http://www.techlawjournal.com/glossary/legal/infringement.asp>>
- Kessler, Kate. "Helping High School Students Understand Academic Integrity." English Journal 92.6 (2003): 57-63.
- National-Luis University. "Plagiarism." Graduate Handbook: Academic Policy. Online. 29 Aug. 2003. <<http://nlu.nl.edu/ace/Guidelines.html>>

# **Writing Assignment Terms**

## **Analyzing Literature/Literary Analysis\***

Develop a close analysis of a specific literary work (short story, poem, novel, play, or essay). The focus of your analysis depends on the length and complexity of your subject. A short poem may be analyzed line by line for more than one element (perhaps style and theme); whereas the analysis of a longer work should focus on a specific aspect of the plot, setting, theme, characterization, or style.

## **Annotated Bibliography**

An annotated bibliography is a formal bibliography (see below) that also includes a brief summary and an evaluative sentence about each source.

## **Bibliography**

This is a generic term for an alphabetical listing of citations forming the last page(s) of the paper. Labeling of the bibliography page is determined by the format of your citations (MLA, APA, etc.) and by whether you have only listed sources used in your paper or are listing all sources from which you took notes in the research process.

## **Book Report**

Discuss a book you have read, identifying and summarizing the plot, characters and main points. This may also require a personal response or reflection, depending on the assignment. Cite the original source.

## **Cite/Citation**

To cite your source is to give credit to the original creator of the information, allowing the reader to see the currency and reliability of your sources, and to find more information about your topic. A citation is a formal style (usually MLA at Beekmantown) of listing the information about a source. Types of citations are explained on p. 9. Style sheets and fill-ins are available at the library.

## **DBQ**

A type of essay incorporating your knowledge of a topic with documents provided. How to write a DBQ is available from your Social Studies teacher.

## **Essays\***

### **1.) Essay to Explain a Process**

In this type of essay, you explain how a process works or how to make or do something. Your goal is to speak clearly, in a helpful voice, so that readers can easily follow the explanation or directions.

## 2.) **Comparison Essay**

It is implied in this form of essay that there will be contrast as well as comparison; that is, different elements will be discussed as well as similar elements with the subject matter. In this type of essay you will compare two subjects (people, books, ideas, events, experiments, products, etc.) in such a way that both you and your readers better understand the similarities and/or differences between them.

## 3.) **Cause & Effect Essay**

In this type of essay you will analyze the cause (causes) and/or the effect(s) of a timely situation (civil unrest in a country, lead poisoning, etc.). Make sure that you establish a logical relationship between the cause and the effect as you develop your work.

## 4.) **Definition Essay**

This essay is used to write an extended definition of a commonly used term or concept that is not easily defined. It may be that the term is complicated (stock market, apartheid, cancer) or that it means different things to different people (love, courage, fairness). Consider the following approaches in developing your definition: dictionary definitions, personal definitions, negative definitions (telling what it is not), explanations, comparisons, quotations, and so on.

## 5.) **Argumentative Essay**

First, choose a topic for which you are able to write the following: (a) a proposition or main point that you will argue for, (b) argument(s) supporting your proposition, (c) argument(s) opposing your proposition. Second, look for information (evidence) with which to build arguments for and against your proposition. And third, use the information to write an essay that convinces your readers that your proposition is right.

## 6.) **Problem/Solution Essay**

This type of essay analyzes a problem and presents one or more solutions. Choose a problem related to the work in one of your classes or related to the world around you, and analyze it completely before suggesting possible solutions.

## **Lab Report**

A lab report is a formal write-up of your experiments and their results. A template for a formal lab report is available from your Science teacher.

## **Note card**

A method of organizing your research information, a note card links your notes to a source. Further explanation and examples of note cards are on p. \*\*\*\*.

## **Research Paper**

A research paper is a carefully planned essay that has been thoroughly investigated and analyzed by the writer. Research papers are written to share new information or to prove a point. What sets them apart from other essays is the amount of information gathered and used in the writing. A research paper may include sources such as books, magazines, newspapers, computer files, or interviews. Sources must be cited within the body of the paper and in a bibliography. Most research papers are at least five pages in length and may include a title page, an outline, the actual essay, and must have a Works Cited or bibliography page. Further explanation of the research process follows in the section entitled “Approaching Research” (see p. 6).

## **Summary\***

A concise account of a source (book, article, program, and so on) which states the source’s main theme(s), prominent information, and main points of interest. This may also require a personal response or reflection, depending on the assignment. It can take many forms such as Article Summary, a Plot Summary, etc. Cite the original source.

## **Writing a Response/Reaction to Reading, Journal Entry Ideas\***

Write a thoughtful personal response to a [reading assignment] book, poem, play, or short story. Your response may be a letter to the author or to one of the characters, a journal entry (or entries) focusing on a certain part of your reading, an imaginary dialogue with one of the characters, a poem expressing a specific thought or feeling about the text, or an essay (paragraph) exploring your personal connection to your reading.

\*Adapted from Sebranek, Patrick, Verne Meyer, and Dave Kemper. Writers Inc: A Student Handbook for Writing & Learning. Wilmington, MA: Write Source, 1996.

# Approaching Research

## THE BIG6

**Purpose:** The Big6 is a model for solving information problems. Using this model to plan your research project enables you to make effective and efficient use of your time and resources. Having a plan also allows you to check your progress and your product in order to meet the requirements of your assignment. The steps of the Big6 are listed below. While this model can be applied to all types of information problems, its specific application to research projects is broken out further in the following pages.

### 1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed in order to complete the task (to solve the information problem)

### 2. Information Seeking Strategies □

- 2.1 Determine the range of possible sources (brainstorm)
- 2.2 Evaluate the different possible sources to determine priorities (select the best sources)

### 3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources

### 4. Use of Information □

- 4.1 Engage (e.g., read, hear, view, touch) the information in a source
- 4.2 Extract relevant information from a source

### 5. Synthesis □

- 5.1 Organize information from multiple sources
- 5.2 Present the information

### 6. Evaluation □

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the information problem-solving process (efficiency)

The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit: [www.big6.com](http://www.big6.com)

## The Big6:

### 1. Task definition

#### 1.1 **Define the information problem:**

- Look at the assignment & rubric
- Determine what you need to do
- Create a checklist so you don't miss any of the required elements of the assignment

#### 1.2 **Identify information needed in order to complete the task (to solve the information problem):**

- Brainstorm what you already know about the topic
- Develop questions for which you need answers as a research starting point
- Identify the type(s) of information needed
  - Analytical or opinion v. factual
  - Overview (summary) or quick fact v. in-depth (specific details)
  - Primary source v. secondary source
  - Current topic v. historical topic (timeliness)

### 2. Information Seeking Strategies

#### 2.1 **Determine the range of possible sources (brainstorm):**

- Explore resources from school, home and community
- Sources to consider:

<u>Source</u>	<u>Use</u>	<u>Type of Information</u>
Dictionary	Defines terms (What is)	Brief explanation
General Encyclopedia	Overview (Summary)	Short and long descriptions / pictures
Specialized Reference	In-depth information	Descriptions, explanations / pictures
Periodicals	Overviews & In-depth	Descriptions, explanations / pictures
Books	In-depth information	Descriptions, explanations / pictures
Internet	Overviews & In-depth	All of the above depending on the website

Other sources (includes interviews, lectures, etc.)

#### 2.2 **Evaluate the different possible sources to determine priorities (select the best sources)**

- Take into consideration type of information needed
- Evaluate available sources for:
  - Author: Look for the credentials of the author – why should you believe them? Are they an expert in the field? This is especially important with Internet sources – if you can't find the creating organization or author, try another site.
  - Accuracy: Has the information been through a publishing process (checked for facts)? Is there a bibliography (basis for the information)? Why is the author writing the piece?
  - Timeliness: What is the copyright date of the book? Issue date of a periodical? Creation or last updated date of an Internet site?
  - Scope/coverage: Does the information include all aspects of the topic or is there a bias (the information represents only one side of an issue)?
  - When using the Internet, it is especially important to evaluate the website, as content and reliability vary widely from site to site. Many pages are created by individuals or students, and are of questionable value. Inclusion of a tilde (~) or k12 in a web address often indicates a personal or student page. 'angelfire' and 'geocities' are also major host sites for personal pages. Consider carefully quality information criteria before using such pages.

### 3. Location and Access

#### 3.1 Locate sources (intellectually and physically)

- Focus the start of your research on the source(s) that best fills your requirements

#### 3.2 Find information within sources

- Identify key words related to the questions.
  - Purpose: When searching for information within a source, the more ways you have of looking up your topic, the easier it will be to find the information you need. Words that restate your topic are called **key words**. The questions you developed will probably help you generate initial key words.
  - Types: Key words may be equal, broader or narrower than your topic. For example, if your main keyword is locomotive, then
    - Equal – train engine
    - Broader– Railroad, transportation
    - Narrower – steam engine
  - Developing key words is an ongoing process. The more you know about your topic, the more points of access you will have.
- For print sources, use the table of contents, and the index to locate relevant information
- For electronic sources such as magazine databases or the Internet use the search screen or a search engine
  - You may combine key words in a search box by using the + sign, or capitalized AND (capitalizing the word AND tells the computer it is a command, not a word to search). This tells the computer to search for all the words you have listed. Ex: Jordan + basketball; Jordan AND basketball; Michael + Jordan + basketball.
  - Most search engines and many databases will also allow you to place quotation marks (") around words that you wish to search for as a phrase (in the order in which you type them). Ex: "Michael Jordan"
  - You may also combine a phrase search with an "AND" or "+" search to gain even more accuracy in your results. Ex: "Michael Jordan" + basketball.

### 4. Use of Information

#### 4.1 Engage (e.g., read, hear, view, touch) the information in a source

- Skim to determine if information located is relevant to your needs. Look for:
  - Summary/abstract
  - Bold headings
  - Type of information (opinion/fact, overview/in-depth, primary/secondary, current/historical)
  - Quality of information (author, accuracy, timeliness, and scope/coverage)

#### 4.2 Extract relevant information from a source

- Regardless of whether your teacher requires a formal method of note-taking, you must be able to:
  - Link information to its source, including page numbers where appropriate
  - Organize your project from your notes
- The following pages explain the information needed to cite your source and using note cards to take formal notes.

# CITATION

## Purpose:

- Give credit to original creator of information and avoid **plagiarism** (see p. 1)
- Show your reader your ideas are based on current and trustworthy sources
- Enable reader to find more information about your topic

## Parts:

- Two formal styles of citation are in use at BCS: MLA (Modern Language Association) – in most general use, and APA (American Psychiatric Association) – used for specific classes and outside contests when required
- All citations have required pieces of information; the stylistic differences are only in order and punctuation
  - Author of work
  - Title of work – including article title as well as source title if applicable
  - Publishing information – major city, publishing company, copyright date
- Location of information required to cite a source
  - Books – Most information is usually found on the title page – a few pages in from the front cover.
    - Sometimes the title on the cover is a shorter form of the true title – always use the title page.
    - City and publisher information is generally found at the bottom of the title page, while the copyright date ( © ) is usually on the back of the title page. Occasionally the publisher information is on the back of the title page, and very rarely it is at the end of the book.
  - Article in magazine or encyclopedia - Article's author is typically at the beginning or end of the article. Some articles do not have author credits
  - Webpage – Author(s) often appear at the beginning or end of the webpage. If no author is listed, try clicking on “Home” or “Main Page” to look for author information.

## Types:

- Bibliography – Generic term for an alphabetical listing of citations forming the last page(s) of the paper. Labeling of the bibliography page is determined by the format of your citations (MLA, APA, etc.) and by whether you have only listed sources used in your paper or are listing all sources you took notes from in the research process
- Endnote – Information is linked by a number to a citation on the last page of the paper before the bibliography page
- Footnote – Information is linked by a number to a citation at the bottom of the page on which the information appears
- In text - Information is linked by a parenthetical reference to a citation in the bibliography (MLA style handout available at the library)

## Examples:

- HANDOUTS for both MLA and APA style citations are available AT THE LIBRARY
- Checklist for determining if you need to use in-text citation is on p. **12**
- Handout for in-text citation is available AT THE LIBRARY

# NOTECARD

## Purpose:

- Record information gathered in research
- Link information to a source
- Aid in organization of information for research and end product
  - Sort by subtopic in order to evaluate what areas need more research work
  - Organize information by subtopic for writing paragraphs
  - Link information to source for citations

## Types:

- Bibliographic card - One for each source with the following parts:
  - 1) Your name
  - 2) Citation of source (see **Citation** p. 9)
  - 3) Label for quick identification (e.g. A, 1, color coded)
- Informational cards – as many as needed, with the following parts:
  - 1) Your name
  - 2) Topic and subtopic of information (see **Outline** p. 11)
  - 3) One piece of information per card
    - (a) Re-state information in your own words
    - (b) If using a direct quote, place in quotation marks
    - (c) Page number(s) where information was found
  - 4) Link to bibliographic card of information's source

## Examples:

Bibliographic Card

(3)A	(1)John Smith
(2) Jones, Vanessa. "Olympic Games." <u>The New Encyclopedia of Sports</u> . New York: Simon & Schuster, 2001.	

Informational Card

(1) John Smith
(2) Summer Olympics: Revival
(3.a) Goal: promote peace through sports
(3.b) (p. 42)
(4) A

## 5. Synthesis

### 5.1 Organize information from multiple sources:

- Organize note cards/notes
- Develop an outline (see following page)

## **OUTLINE:**

### **Purpose:**

- To organize information to support thesis

### **Types:**

- Rough draft – Developing as you do research
- Final copy – Located after title page and before body of your paper

### **Parts:**

- Main topic heading
- Introduction
- Subtopic headings – noted with capitalized Roman numerals
- Supporting details – noted with capitalized letters; further subcategories noted as follows (in order of use):
  - Numbers
  - Lower case letters
  - Lower case Roman numerals
- Conclusion

### **Example:**

<p>Summer Olympics</p> <p>I. Introduction</p> <p>II. Origin of Games</p> <p style="padding-left: 40px;">A. Greece</p> <p style="padding-left: 40px;">B. Original Events</p> <p style="padding-left: 80px;">1. Marathon</p> <p style="padding-left: 80px;">2. Discus</p> <p>III. Revival of Games</p> <p style="padding-left: 40px;">A. Pierre de Coubertin</p> <p style="padding-left: 40px;">B. Goal of Revival</p> <p style="padding-left: 40px;">C. Types of Events</p> <p>IV. Modern Summer Games</p> <p style="padding-left: 40px;">A. Boycotts</p> <p style="padding-left: 40px;">B. Number of Events</p> <p style="padding-left: 40px;">C. Cost</p> <p>V. Conclusion</p>
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## 5.2 Present the information

- Draft
- Edit & revise
- Use in-text citations (see checklist below)
- Final copy
- Include bibliography (refer to citation sheet p. 9)

# IN-TEXT CITATION CHECKLIST

**Purpose:** To help you determine if you need to use in-text citations in your project.

1. I am including a direct quotation
  - No. Continue with the checklist
  - Yes. You need to include an in-text citation – remember to look at the format for long and short quotations (style handout in the library).
2. I am using (paraphrasing) or referring to someone else's ideas, thoughts, or words.
  - No, these are solely my ideas, thoughts, and words. Continue with the checklist.
  - Yes. You need to include an in-text citation.
3. I am including a graphic (chart, picture, illustration, etc.) from another source.
  - No. Continue with the checklist.
  - Yes. You need to include an in-text citation.
4. I already knew this information before I started the project. It is solely my own ideas, thoughts and words.
  - No. You need to include an in-text citation
  - Yes. You need to consider if your statement would be stronger if reinforced by a citation.

**\*Remember:** Your ideas, thoughts, and words are the foundation and framework of the paper; direct quotes and citations are the nails that hold it all together.

## 6. Evaluation of the research process

### 6.1 Judge the product (effectiveness)

- Check original task definition to determine if all requirements are fulfilled

### 6.2 Judge the information problem-solving process (efficiency)

- What worked?
- What would you do differently?

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