

Hopatcong Middle School

Research Manual

Prepared on

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Introduction

This research manual is intended as a guide for all students and faculty at Hopatcong Middle School. It is an outline of the research process with appropriate examples and information. It should be useful for any research assignment in grades 6-8 and should be available to students from year to year for easy access. The method presented in this manual is the one used by Hopatcong High School; hopefully, by both schools using a similar process, there will be some uniformity and consistency in the research process, and students will be well-prepared for their high school assignments and even endeavors after high school.

One system for documentation in research papers is the MLA (Modern Language Association) method; this is the one in use at Hopatcong High School and Hopatcong Middle School. There are other systems available, but if students learn to follow one, they should be able to adapt to another one by applying similar principles. Many examples of the MLA method are included in this manual; if students need further assistance or do not find their particular example, they should ask the librarian or English teacher for assistance or refer to MLA Handbook for Writers of Research Papers. There should be copies available for check-out in one of the libraries.

Students should feel free to ask for assistance with any part of this guide; it is intended as a help, not a hindrance. The librarian and teachers would be more than willing to offer aid with any part of the process of writing a research paper. In addition, there is information on many of the topics in this manual in Guide for Writing and Composing, a district writing guide available in the library and online.

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Topic Selection

Sometimes teachers will assign topics for research papers, and it is up to you to decide how to approach a particular topic or how to narrow it down. In other cases, you are told that you may select any topic that interests you. What do you do at this point? You need to make a selection so you do not waste too much time at this stage.

Some possible general topics are: social sciences, environment, health, science and technology, home and family, business, music, entertainment, and literature (Sorenson 12-13). You could look in newspapers or magazines for possibilities, look in your textbooks for your courses, listen to general conversation with friends and family, think about your own personal interests, or create a topic on your own as you question and make connections (Sorenson 6-7).

Also, consider the length of the report. If you are writing a three-page paper, the topic should not be too broad. Consider availability of sources, also. If your teacher wants a book, a magazine article, and a reference book, you may not want to pick a topic that is too recent. These sources might not be available. Lastly, if possible, the topic should interest you as well as inform you. You will be spending much time reading about this topic so you should be interested and be informed about something new at the same time.

At this stage you could go to general sources in the library and do some preliminary reading without taking notes. Not only would this reading help you select a topic, but it would help you to narrow down the topic if you have already selected one. Some general sources might be World Book Encyclopedia, The New Book of Knowledge, or any general encyclopedia.

Location of Sources

When your teachers assign research papers, they will usually be very specific about number and kinds of sources to use. The assignment may require a reference book, a regular nonfiction book, a magazine article, and an Internet source. Some teachers may even require two

items or more of each; the emphasis will be on variety of sources. The information in your paper should never come from just one source. Here are some possibilities for sources:

- **general reference books** (encyclopedias, atlases, almanacs)
- **specialized reference books** (The New Book of Popular Science)
- **online card catalog** for books
- **Readers' Guide to Periodical Literature** (for magazine articles)
- **online sources** (These will vary depending on availability each year.)
World Book Online or Grolier Online
World's Best Poetry Online
Today's Science on File
SIRS Knowledge Source (good for magazine articles)
EBSCO Magazine Service (good for magazine articles)
Facts on File On-Line
Gale's Contemporary Authors

Internet Web Sites

The last item in the list of possible sources is the Internet. If you are working with a very current topic, you will definitely need to use Internet Web sites, but be prepared to spend much time looking for information. In addition, be very cautious when using the Internet. When you access information through the Internet, it is important to validate the source. Following are some tips for evaluating Web sites:

- Establish an author. (Who is responsible for this information?)
- Consider the authority of the author. (What are his/her qualifications?)
- Check out the sponsoring organization or publisher. (Who are they?)
- Check the last date the site was updated for currency plus the publication date.
- Check for the works' sources so you can verify information.
- Focus on "authority, accuracy, currency" (Gibaldi, MLA Handbook 6th ed. 45).

As Sharon Sorenson says in The Research Paper: A Contemporary Approach, you should not use a Web site if you cannot prove its credibility – if it is unsigned or you cannot determine the sponsoring organization (106). With some topics, you may find that books are easier, more reliable, and less time-consuming. However, the best papers will be those that utilize a variety of sources, and most of your teachers will give you certain requirements so that you do not rely too heavily on one type of material.

Bibliography Cards

You should prepare a bibliography card for each source that you use; this step should be done before you start reading and taking notes. It is very important to be accurate and complete at this point because you will save yourself much time later when you are preparing your Works Cited page; also, if you forget a page number or some other crucial information, you will again waste time if you have to go back and try to find it.

Hints for bibliography cards:

- Use a separate card for each source.
- Use cards of a different size or color for note cards.
- Write in ink.
- Make sure to include a book's call number in the lower left hand corner.
- Note the library from which you obtained the book.
- Indicate any special features, such as graphs.
- Include all information in the proper format so that your Works Cited page will be easy later.

These cards are set up exactly as the format for the Works Cited page and, if prepared properly, will save you time when you prepare your reference page. Models for the Works Cited page in the MLA style are at the end of this manual as well as a sample Works Cited page. You should refer to these models when preparing your cards so that you include the proper information.

Following is the information that should be included on each card:

Book:

- author(s) or editor(s)
- title of book, underlined
- publication information:
 - a. place of publication
 - b. publisher
 - c. date of publication (most recent)

Electronic sources:

- author(s) if given
- title of document, in quotation marks
- title of complete work underlined
- date of publication or last update
- date of visit
- the full URL, enclosed in angle brackets

Magazine:

- author(s) if given
- title of article, in quotation marks
- title of magazine, underlined
- date of publication
- page(s)

Newspaper:

- author(s), if byline given
- title of article, in quotation marks
- title of newspaper, underlined
- date of pub. and ed. if more than one
- page(s) (Sorenson 66-68)

Sample Bibliography Cards

Sorenson, Sharon. The Research Paper: A
Contemporary Approach. New York: Amsco
School Pub., Inc., 1999.

PAP
373.13
SOR school library book

book

McCommons, James. "The Comeback of the Moose."
Country Journal May-June 1991: 28-32.

magazine

"Today's Major Threats to Estuary Habitat Health."
Restore America's Estuaries. Jan. 1997.
8 July 1997
<<http://www.estuaries.org/threatshtml>>.
good links

Internet source

Process of Taking Notes

This task will take the most time in the research process, but it is probably the most important part of the process. If you take good notes, you will have a much easier time writing your paper.

General Hints:

- Number your bibliography cards, and use these numbers on note cards as you take notes.
- Use index cards for taking notes, preferably a different size or color from your bibliography cards.
- Limit yourself to one idea from one source per note card.
- Use ink.
- Use only one side of the card.
- Always note the source on the card and the page number.
- Create a topic or slug for each card.
- Use many sources.
- Take notes in your own words unless you use quotation marks for exact words.
DO NOT PLAGIARIZE!!! Exactly what is plagiarism? It is using someone else's words

and ideas as if they are your own. What must you do to avoid it?

- Use quotation marks around exact words or phrases, and cite the source.
- Even if you reword a passage, give credit to the source.
- If you summarize a passage, give credit to the source
- Make certain that you indicate on your note card if you have summarized, paraphrased, or used a direct quote.

During the note taking process take time to put the information into your own words to avoid plagiarism problems. This means using your vocabulary and sentence structure; it is even better to use words and phrases rather than sentences. There are times when direct quotations may be best, but do not overdo them. You should be doing more thinking than copying at this point.

These are some good times to quote:

- when the author's words would have an impact (in a persuasive paper)
- when the quote is very brief - would lose force if changed to a summary
- when the author says it so well that you could not do a better job (Sorenson 109)

There are different kinds of notes that you will be using on your cards:

- direct quotation (Use sparingly; no more than 20% of a paper should be direct quotes.)
- partial quotation (Use ellipsis – three periods separated by a space between each.)
- précis (summary in your own words)
- paraphrase (rewording of the original with no phrases from the original)
- outline
- combination (Sorenson 109-115)

Sample Note Cards

Destruction 16 45

“Thanks to a double-dealing USDA, Swampbuster’s a bust, wetlands are being destroyed, and taxpayers are getting soaked for it.”

Direct quotation

Laws Protecting 14 19

Section 404 “exempts activities connected with ‘normal’ farming and forestry practices...”

(Here is where biggest conversions occur.)

Quotation and summary

Kinds of wetlands 28 21

5 kinds

1. marine (salt water)
2. estuarine (where salt meets fresh)
3. locustrine (lakes)
4. riverine (along rivers and streams)
5. palustrine (marshes, swamps, bogs)

Outline

Final Outline and Thesis Statement

Outlines may be in two forms – sentence or topic. The topic form is simpler because of concerns about parallel structure when you are working with sentence outlines. As you were reading and taking notes, you were probably creating a working outline so you would know topics or subjects for your note cards.

Once you have finished taking notes, sort your cards by topics or subjects, and create your final outline. You may discover that you have new headings based on your notes, or you may need to eliminate some headings because you do not have enough information. Or you could go back to the library!

In some situations, the teacher may ask that you include a thesis statement as a part of your outline. This statement gives the focus of the paper and is very important in a paper that is evaluative rather than factual. You will work more with the thesis statement in high school.

Outlines may be organized by time, space, or order of importance. Following is an example of an outline:

- I. Definition of wetlands
 - A. Definition by category
 - B. Definition by characteristics
 - C. Definition by law

- II. Destruction of wetlands
 - A. Losses
 1. Past
 2. Continuing
 - B. Causes

- III. Effects of destruction
 - A. On plant life
 - B. On animal life
 1. Marine creatures
 2. Waterfowl
 3. Other wildlife
 - C. On water
 1. Storage area
 2. Filtering system
 3. Storm protection
 - D. On biosphere

- IV. Value to humans
 - A. Economic impact
 - B. Economic controversy
 - C. Resulting efforts (Sorenson 143-144)

Following is the working outline for the above outline:

- I. Definition of wetlands
- II. Causes of destruction
- III. Effects of destruction
 - A. On plant life
 - B. On animal life
 - C. On humans
- IV. Value to humans (Sorenson 29)

Writing the Paper

Using your note cards and outline, you should write the rough draft in one sitting if possible. At this stage you will be writing quickly but will be including brief forms of documentation. Grammatical and spelling errors can be corrected later. When you write an introduction, consider the following:

- Grab attention with facts or statistics.
- Graphically describe your scene or situation.
- Tell a story or conversation.
- Reveal a conflict or inconsistency.
- Ask a question.
- Use a quotation (Sorenson 150-151).

Follow the outline and note cards to develop the body paragraphs, and blend quotes into the paper with your own sentences and transitional devices. The conclusion should draw together the key points of the paper and perhaps reach some type of resolution. It could mention the introduction again in some way or try to make its audience respond by challenging it to action. There should be no new ideas introduced at this point.

Revising the Draft

Put the paper aside for awhile and then check for the following:

support of the thesis statement

number of direct quotations

tone of paper

paragraph structure

unity

sentence structure

length

word choice and mechanics

Preparation of the Final Paper and Manuscript Form

This section of the research manual has the basic rules for preparing the final copy of your paper. The items listed here will answer many of the questions you will have as you type your paper.

Title Page : Title of paper

Author

Course identification

Center each part of the title page in its section. Try to balance the information on the page. Use beginning uppercase letters in the title. Skip three double spaces and type “by” in lowercase letters. Skip a double space and enter your name in initial uppercase letters. Skip three double spaces to enter the course information. Use separate lines (double-spaced) for course title or name, teacher’s name, and date the paper is due (day/month/year). On the following page is an example of a title page.

Winners and Losers

by

Terry Gish

Senior English

Ms. S. Everett

20 January 2003

Manuscript Form or Style Sheet

1. Use 8 1/2 x 11 inch paper, and use only one side of the paper.
2. Make a copy of the paper.
3. Make a clear, dark print-out with a new ribbon.
4. Do not use a fancy font; stick to basics.
5. Do not hyphenate at the end of the lines.
6. Use one-inch margins on all four sides of the paper.
7. Number the pages in the upper right hand corner, one-half inch from the right margin.
You may also include your last name with the page number if the teacher so desires.
8. Start the text one inch from the top on all pages.
9. For a direct quote of more than four lines:
 - a. Use a colon only if the text is an introduction.
 - b. Start the quote on a new line.
 - c. Double space, and indent ten spaces from the left margin. Keep a one inch right margin.
 - d. Do not use quotation marks.
 - e. Use parenthetical documentation one space after the punctuation.
 - f. Continue text on new line, and indent only if it is a new paragraph.
10. For tables or figures –
 - a. Start with one to number them at left margin – “Table 1” or “Fig. 1” followed by a period.
 - b. Skip two spaces; type title above material for tables, below material for figures.
 - c. Capitalize initial uppercase letters for words in titles.
 - d. Document below the material.
11. You can quote up to three lines of poetry without using the long quotation form.
Separate the lines with a slash.
12. **Parenthetical documentation:** (citing sources within the paper)
 - a. Put this where a pause would occur: end of sentence, clause, or phrase.
 - b. After a quote, précis, or paraphrase, space once and put the author’s name and page number in parentheses. (Klockenbrink 72)
 - c. If there are two authors, use both last names. (Goodwin and Niering 4-7)
 - d. Use a shortened version of the title if there is no author. (“Importance” 2)
 - e. If you have more than one work by an author, use the author and the name of the work. (Kusler, “Roles” 43)
 - f. Use no punctuation between the author’s name and page number. (Bender 74)
 - g. Put end punctuation after the parentheses, quotes before. lot...”(6).
 - h. If the author’s name is in the text, use only the page numbers. (6)
 - i. If there are several sources for information summarized, include them all in the parentheses separated by semi-colons. (Walter 28; “Saving Swamps” 44; Tiner 32)
 - j. When citing from classic literary works, use chapters, acts, scenes, etc. since page numbers are different in each edition.(1.3.82) (Sorenson 200-202).
13. **Works Cited Page** – a list of all the items you used in your paper. This page or these pages should follow the final page of text of your paper.

- a. Put the next page number from the text of the paper in the upper right hand corner.
- b. Put “Works Cited” one inch from the top of the paper centered with no punctuation, just initial uppercase letters.
- c. Double space all entries, between and within.
- d. Start one double space below title.
- e. Start entries at the left margin, and indent five spaces for other lines.
- f. Alphabetize all entries by author’s last name or first word in title. (Ignore A, An, or The.)
- g. For more than one work by an author, list the author’s name in the first entry and then with three hyphens and a period after that (---.). Enter the titles in alphabetical order.
- h. Use a one-inch margin at the bottom.
- i. For more than one page of entries, just begin with a one-inch margin. Do not repeat “Works Cited” on another page (Sorenson 202-203).

Proofreading

Before you turn in the final paper, proofread a written copy of the paper, not a copy on the computer screen. Read the paper slowly and aloud, if possible. Often we hear mistakes that we do not see; we see what we think should be there. Always allow enough time for this step. If possible, have a friend or family member read it, too. Check for the following:

- typing errors (transposed letters, missing letters, wrong letters)
- spelling errors
- punctuation mistakes
- grammatical errors
- point of view (Be consistent. The paper should probably be in third person point of view. Whichever point of view you use, stay with the same one throughout the paper.)
- verb tense (Again, be consistent.)
- contractions, slang, colloquialisms (Avoid all of these!)
- Works Cited page
- Mechanical errors
- Alphabetization
- direct quotations
- parenthetical notes against Works Cited page (Every parenthetical note must have a corresponding reference in the Works Cited page.)
- accurate documentation (Sorenson 213-216)

MLA Style Sheet - Works Cited Page/Parentetical References

These models are from MLA Handbook for Writers of Research Papers.

MLA Models – Print Sources

Book by One Author

Frye, Northrop. Anatomy of Criticism: Four Essays. Princeton: Princeton UP, 1957.

Two or More Books by the Same Author as Above

---, ed. Sound and Poetry. New York: Columbia UP, 1957.

Book by Two or Three Authors

Eggins, Suzanne, and Diane Slade. Analysing Casual Conversation. London: Cassell, 1997.

Marquart, James W., Sheldon Ekland Olson, and Jonathan R. Sorenson. The Rope, the Chair, and the Needle: Capital Punishment in Texas, 1923-1990. Austin: U of Texas, 1994.

Book by More Than Three Authors

Gilman, Sander, et. al. Hysteria Beyond Freud. Berkley: U of California P, 1993.

Or all names the way they appear on the title page:

Gilman, Sander, Helen King, Roy Porter, George Rousseau, and Elaine Showalter. Hysteria Beyond Freud. Berkley: U of California P, 1993.

Book by an Editor or Compiler

Feldman, Paula R., ed. British Women Poets of the Romantic Era. Baltimore: Johns Hopkins UP, 1997.

Sevillano, Mando, comp. The Hopi Way: Tales from a Vanishing Culture. Flagstaff: Northland, 1986.

Book, No Author/Editor

Encyclopedia of Virginia. New York: Somerset, 1993.

Work in Collection or Anthology

Allende, Isabel. "Toad's Mouth." Trans. Margaret Sayers Peden. A Hammock beneath
The Mangoes: Stories from Latin America. Ed. Thomas Colchie. New York: Plume,
1992. 83-88.

Encyclopedia

Article with author:

Mohanty, Jitendra M. "Indian Philosophy." The New Encyclopedia Britannica:
Macropaedia. 15th ed. 1987.

Article, no author:

"Mandarin." The Encyclopedia Americana. 1994 ed.

Article in less familiar encyclopedia:

Allen, Anita L. "Privacy in Health Care." Encyclopedia of Bioethics. Ed. Warren T.
Reich. Rev. ed. 5 vols. New York: Macmillan-Simon, 1995.

Second or Later Edition

Bondanella, Peter. Italian Cinema: From Neorealism to the Present. 3rd ed. New York:
Continuum, 2001.

Republished Book

Atwood, Margaret. The Blind Assassin. 2000. New York: Knopf-Random, 2001.

Pamphlet

Renoir Lithographs. New York: Dover, 1994.

Government Publication

United States. Dept. of Labor. Child Care: A Workforce Issue. Washington: GPO, 1988.

Interview

Pei, I. M. Personal interview. 22 July 1993.

Wiesel, Elie. Interview with Ted Koppel. Nightline. ABC. WABC, New York. 18 Apr. 2002.

Breslin, Jimmy. Interview with Neal Conan. Talk of the Nation. Nat'l. Public Radio. WBUR, Boston. 26 Mar. 2002.

Radio or Television Program

"Death and Society." Narr. Joanne Silberner. Weekend Edition Sunday. Nat'l Public Radio. WUWM, Milwaukee. 25 Jan. 1998.

Film

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946.

Videocassette

Mifune, Toshiro, perf. Rashomon. Dir. Akira Kurosawa. 1950. Videocassette. Home Vision, 2001.

Live Performance

Hamlet. By William Shakespeare. Dir. John Gielgud. Perf. Richard Burton. Shubert Theatre, Boston. 4 Mar. 1964.

Journal Article

Article in journal with continuous pagination:

Hanks, Patrick. "Do Word Meanings Exist?" Computers and the Humanities 34 (2000): 205-215.

Article in journal with volume and issue number:

Smith, Johanna M. "Constructing the Nation: Eighteenth-Century Geographies for Children." Mosaic 34.2 (2001): 133-48.

Newspaper Article

Jeromack, Paul. "This Once, A David of the Art World Does Goliath a Favor." New York Times 13 July 2002, late ed.: B7+.

Alaton, Salem. "So Did They Live Happily Ever After?" Globe and Mail [Toronto] 27 Dec. 1997: D1+.

Magazine Article

Mehta, Pratap Bhanu. "Exploding Myths." New Republic 6 June 1998: 17-19.

Amelar, Sarah. "Restoration on 42nd Street." Architecture Mar. 1998: 146-150.

"Dubious Venture." Time 3 Jan. 1994: 64-65.

Electronic Sources

When citing electronic sources, it is very important to cite two dates:

1. the date assigned to the site or the date last updated
2. the access date – the date on which you viewed the site.

In some cases, there may be a third date; for a work with a print existence, there may be a print publication date in addition to the electronic publication date. It is also very important to include the network address or URL (uniform resource locator).

Basic Entry from an Internet Site

Zeki, Semir. "Artistic Creativity and the Brain." Science 6 July 2001: 51-52. Science Magazine. 2002. Amer. Assn. for the Advancement of Science. 24 Sept. 2002
<<http://www.sciencemag.org/cgi/content/full/293/5527/51>>.

(Author. Title of document. Print publication information. Title of Web site. Date of last update. Sponsoring organization. Date of access. URL.)

Entire Internet Site (Web Page)

Victorian Women Writers Project. Ed. Perry Willett. May 2000. Indiana U. 26 June 2002
<<http://www.indiana.edu/~letrs/vwwp/>>.

(Title of site. Name of editor of site. Latest update. Sponsoring organization. Date of access. URL.)

CNN.com. 2002. Cable News Network. 15 May 2002 <<http://www.cnn.com/>>.

Personal Home Page

Lancashire, Ian. Home page. 28 Mar. 2002. 15 May 2002
<<http://www.chass.utoronto.ca:8080/~ian/>>.

Articles in Online Periodicals

Scholarly journal within database:

Chan, Evans. "Postmodernism and Hong Kong Cinema." Postmodern Culture 10.3
(2000). Project Muse. 20 May 2002
<<http://muse.jhu.edu/journals/pmc/v010/10.3chan.html>>.

Online newspaper:

Biersdorfer, J. D. "Religion Finds Technology." New York Times on the Web

16 May 2002. 20 May 2002

<<http://www.nytimes.com/2002/05/16/technology/circuits/16CHUR.html>>.

Online magazine:

Brooks, David. "The Culture of Martyrdom." Atlantic Online June 2002. 24 Sept. 2002

<<http://www.theatlantic.com/issues/2002.06/brooks.htm>>.

Publication on CD-ROM

The Oxford English Dictionary. 2nd ed. CD-ROM. Oxford: Oxford UP, 1992.

Braunmuller, A. R., ed. Macbeth. By William Shakespeare. CD-ROM. New York:

Voyager, 1994.

Articles from Online Subscription Databases

Magazine article:

Koretz, Gene. "Economic Trends: Uh-Oh, Warm Water." Business Week 21 July 1997:

22. Electric Lib. Sam Barlow High School Lib., Gresham, OR. 17 Oct. 1997

<<http://www.elibrary.com/>>.

Encyclopedia article:

Tuck, J.A. "Inuit." World Book Online. 2000. World Book Online. Arthur Voaden

Secondary School Lib., St. Thomas, ON. 17 April 2000

<<http://www.worldbookonline.com>>.

E-mail Communication

Boyle, Anthony T. "Re: Utopia." E-mail to Daniel J. Cahill. 21 June 1997.

Online Posting

Lavagnino, John. "OCR and Handwriting." Online posting. 7 May 2002. Humanist

Discussion Group. 24 May 2002

<http://lists.village.virginia.edu/lists_archive/Humanist/v16/0001.html>.

Parenthetical Referencing

This term refers to the references which you will be placing within the text of your paper whenever you are using someone else's work. These references should correspond with the works you have listed in your "Works Cited" page. The more complete record will be in the "Works Cited" page; these items will be brief but precise. Examples:

Works by one author:

This point has already been argued (Tannen 178-85).

Author's name in text:

Tannen has argued this point (178-85).

No author – just title: (use a shortened version of title)

A presidential commission reported in 1970 that recent campus protests had focused on "racial injustice, war, and the university itself" (Report 3).

Two or more works by the same author or authors:

Shakespeare's King Lear has been called a "comedy of the grotesque" (Frye, Anatomy 237)

Multiple authors:

Annual wetlands productivity in Georgia's Alcovy River Swamp equals roughly a 3.1 million dollar impact (Goodwin and Niering 4-7).

Both name and title in text:

In his Autobiography, Benjamin Franklin states that he prepared a list of thirteen virtues (135-37).

Sample Page from Research Paper (Sorenson 225)

To further complicate the problem of clear definition, wetlands change, becoming marshes, wet meadows, eventually perhaps shrub- or tree-filled swamps (Niering, "Swamp" 8). In addition, size does not define a wetland. In fact, the most threatened wetlands are not big or famous or maybe not even obvious, but instead are "scattered tracts of private property you might drive right past" (Easterbrook 40).

The Supreme Court, however, has finally handed down the legal definition. Wetlands are areas "inundated or saturated by surface or ground water at a frequency and duration sufficient to support, and that under normal circumstances do support, a prevalence of vegetation typically adapted for life in saturated soil conditions" ("Defining Wetlands"). To put it plainly, if the soil is wet enough often enough to affect the vegetation, the area is a wetland.

Depending on how one defines wetlands and depending on whose statistics one reads, anywhere from half to two-thirds of the United States' wetlands have been destroyed. Environmentalist Malcolm F. Baldwin said in 1987 that only 99 million acres remained, an area about the size of California. That, he said, is "less than one-half of 215 million acres" (17) of original wetlands. Examining only the lower 48 states, a Connecticut College team estimated in 1975 that wetlands had diminished from 127 million acres to 70 million acres, only 3.5% of the total land (Goodwin and Niering 3).

Most authorities agree that the United States is losing 400,000 to 500,000 acres of wetlands a year. Some specific areas, however, seem to have suffered more than others. For instance, along the lower Mississippi valley, only 20% of the wetlands once covered with hardwood forest remains, and an additional 100,000 acres disappear every year. In that area alone in just 35 years, over 4.5 million acres of wetlands have disappeared (Kusler, "Roles" 43).

Works Cited (Sample Page from Sorenson 235-236)

- Baldwin, Malcolm F. "Wetlands: Fortifying Federal and Regional Cooperation." Environment Sept. 1987: 16-20+.
- Bender, Steve. "Carnivorous Plants Even the Score." Southern Living June 1984: 72-74.
- Goodwin, Richard H. and William A. Niering. Inland Wetlands of the United States: Evaluated As Potential Registered Natural Landmarks. New London, CT: GPO, 1975.
- Henahan, Sean. "Wetlands under Siege in Cities across Nation." 7 July 1997. 3 Sept. 1997
<<http://www.gene.com/ae/WN/SU/wet596.html>>.
- "The Importance of Wetlands." USA Today June 1989: 2.
- Kusler, Jon A. Our National Wetland Heritage: A Protection Guidebook. Washington: Environmental Law Institute, 1983.
- . "Roles along the River." Environment Sept. 1985: 18-20+.
- Niering, William A. "Swamp, Marsh, and Bog." The New Grolier Electronic Encyclopedia. CD-ROM. Danbury, CT: Grolier Electronic Publishing, Inc., 1988.
- . Wetlands: The Audubon Society Nature Guides. New York: Alfred A. Knopf, 1985.
- Poole, Keith. Personal interview. 29 Jan. 1991.
- "Saving the Swamps." The Futurist Sept.-Oct. 1986: 44-45.
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