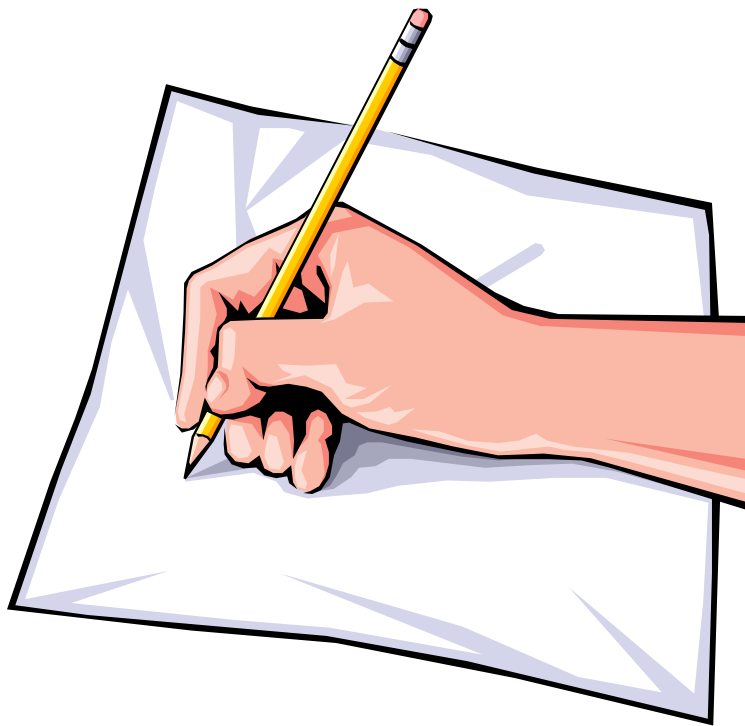


Student Research Manual

and Style Guide



Rosemont High School
Sacramento, California

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Basic Steps for Writing the Research Paper

- Choose a topic.
- Narrow the topic.
- Formulate a plan by writing a rough outline.
- Write a thesis statement by incorporating the elements of the rough outline.
- Write a thesis paragraph.
- Begin the research process on note cards.
- Organize note cards by using the rough outline.
- Revise the outline if needed and detail it if required.
- Write a rough draft using citations.
- Organize and add the works cited page.
- Proof, edit, and revise the rough draft to produce a final draft.
- Check Style Guide for proper format.

I. Choosing a Topic

Choose a topic that interests you and that will make an interesting research paper. If the topic is too general, you will have difficulty researching it. Some “how to” topics do not lend themselves to though provoking research papers. Try to choose a subject that is controversial, argumentative, provocative, or unique. Look for an interesting angle for a common subject. It might help to think of a question that you wish to seek an answer, such as “How did the Civil Rights Movement change African-Americans’ perceptions of themselves?”

II. Narrowing the Topic

Is your topic too broad? Are you having difficulty researching the topic? The best advice is to “divide and conquer” by following these steps:

1. Narrow the topic by dividing it into smaller subtopics.
2. Use the encyclopedia to find general background information on the topic.
Note: Information in an encyclopedia is considered common knowledge and does not require citation unless directly quoted
3. Seek general knowledge about the subject before beginning research.

III. Formulating the Rough Outline

Before you begin research, formulate a rough outline that becomes the plan for your research and for actually writing the rough draft. More importantly, a rough outline helps you to formulate a thesis statement, a controlling idea, which is necessary before you begin research. Create an outline using the following steps:

1. List several general subtopics within the general topic area.
2. Under each item list all relevant aspects of the subtopic. This step is necessary before beginning research because it will be a basis for organizing research notes and the rough draft.
3. Use an encyclopedia for preliminary research if necessary.

Example:

Subject: Fitness

Possible Subtopics: Diet, Exercise, Good Habits, Healthy Attitude

IV. Thesis Statement

The thesis statement is the most important part of the opening paragraph and is usually the last sentence in a thesis paragraph. The thesis statement declares the main idea and perhaps outlines the rest of the paper. It makes a statement about the subject and should provoke the reader to think. To create a thesis statement follow these steps:

1. Determine the main ideas presented in the rough outline.
2. Choose a general statement that emphasizes one general idea only, or create a divided thesis that incorporates the subtopics from the rough outline.
3. Do not use the term, “The purpose of this paper is to” or “In this paper I plan to discuss fitness” with either of these choices.

Example of a general thesis: A good fitness program has many elements.

Example of a divided thesis: Diet, good habits, and a healthy attitude are all elements of a good fitness program.

Note: The thesis statement may be modified after research is completed if you have discovered new or different information.

V. The Thesis Paragraph

Perhaps the most important part of the research paper is the introductory paragraph, also called a **thesis paragraph**, which provides direction to your research. The thesis paragraph must introduce the reader to the topic, give the reader enough background to understand the topic, limit the topic, and promote the reader’s interest.

Consider the following elements:

1. Create a catchy introduction to get the reader's attention. Use one or some of the following:
 - a. an anecdote (a short story or incident that makes a point)
 - b. a quotation
 - c. an interesting fact about the subject
 - d. a controversy surrounding the subject
 - e. a startling statistic or fact
 - f. a rhetorical question
2. Use more than one sentence, but do not include exclusive or unnecessary details.
3. Explain any special circumstances relating to the thesis.
4. Place the thesis statement at the end of the paragraph.
5. Use at least five sentences.
6. Do not include detailed information that belongs in the body of the paper.
7. Revise the thesis paragraph to accommodate revisions made later in the paper.

VI. Organizing Research

Organize the research by using two types of research cards.

Works cited cards track all possible sources of information. Be sure to copy down on the card all information that will be included on your works cited page.

- Use 3x5 cards.
- Use one card per source.
- **Citation note cards** are used for notes on each piece of research. There are basically three kinds of citation note cards: direct quote cards, paraphrase cards, and summary cards.

Direct quotation cards are the exact words used by the author enclosed in quotation marks.

Paraphrase cards put the author's words into your own words.

Summary cards may be a summary, a shortened version, of an entire passage written in your own words.

- All citation note cards require an author's last name or a title of a work at the top of the card and the page number at the end of the passage that is quoted, summarized, or paraphrased.
- Use 3X5 card.
- Use one card for each citation in your paper.

VII. Writing the Body

Ask the following important questions about the body of the paper:

1. Does the first paragraph after the thesis paragraph discuss the first point of your outline?
2. Are examples, statistics, or other factual information included in the discussion?

3. Are the subtopics of the outline adequately discussed?
4. Is there a topic sentence in each paragraph?
5. Do any paragraphs contain fewer than five sentences? Do any short paragraphs need developing or combining?
6. Is there a transitional word or phrase used to bridge from one point to the next? Is there adequate transition from one paragraph to the next? Is there a logical flow from one idea to the next? See **Transitions** in the **Style Guide** section.
7. Does the paper use topic and support sentences in paragraphs rather than subtitles and long lists?

Note: Do not use the pronouns “I” or “you” anywhere in the paper.

VIII. When To Acknowledge Your Sources

Credit must be given in the paper for ideas or information that belongs to someone else, whether you quote it, summarize it, or paraphrase it. In other words, you have the obligation to document the words, ideas, and evidence of other writers when their words support your viewpoints. Explaining where you got the material gives readers a chance to judge its reliability and accuracy and also makes it possible for them to look up more about the subject if they want to.

Failure to give the source is literary theft or plagiarism.

Plagiarism is Greek for “kidnapped.” Plagiarism is using others’ words or ideas without giving them credit. Quoting, paraphrasing, and summarizing from others without citing the source is plagiarism; using verbal quotations is also plagiarism. Plagiarism results from a writer’s failure to integrate information from sources into his or her own thinking. Plagiarism is both an academic and a legal problem. Be careful that your paper does not contain plagiarized information. When in doubt, cite the information. Common knowledge need not be cited. Common knowledge includes:

- Information that is accepted by those who are familiar with the subject.
- Ideas expressed in most books and articles on the subject despite the authors’ differences.

Whenever you are uncertain about whether or not to include a citation, ask yourself:

- Is the information common to most encyclopedias, books, newspapers, and magazines on the subject, even if it is new to you? **DO NOT CITE.**
- Did this information come from no source that you can remember? Is it your idea? **DO NOT CITE.**
- Is this information unique to a specific source? **DO CITE.**

- Did you include word for word information that is considered to be common knowledge? **DO CITE.**

Note: Remember to let your own voice dominate. In order to keep your own style and tone, use direct quotations sparingly; when you do use direct quotations, try to integrate them carefully into the paper. Quote only significant words, phrases or passages. Paraphrase or summarize everything else. Beware of allowing the paper to become a patchwork of quotations from different sources.

IX. Using Parenthetical Reference

To acknowledge sources in the research paper, use parenthetical references. Parenthetical references give information about the author within parentheses. Parenthetical references show quickly and clearly the source of the information. The most effective way to present the source is to introduce the author (and possibly the title if this author wrote more than one source that appears on your works cited page) in the sentence and place only the appropriate page references in parentheses. The reader immediately knows the information is borrowed. The other common style uses the author's last name and page number in parentheses at the end of the sentence inside the sentence punctuation.

Remember: The information in the parentheses must be accurately keyed to the information on the works cited page. In other words, whatever is shown first for the source on the works cited page (such as author, or if there is no author, the title of the source) should be shown first in the parenthetical reference. Never place the page number directly in the sentence. It is always placed in the parentheses.

1. Author's last name in the sentence with only the page number(s) of the source in parentheses:

Simon writes that Dr. James is described as a "not-too-skeletal Ichabod Crane" (68).

Dyal, Corning, and Willows identify several types of students, including the "Authority-Rebel" (4).

2. Author's last name and the page number(s) of the source in parentheses:

Dr. James is described as a "not-too-skeletal Ichabod Crane" (Simon 68).

Seven types of students, including the "Authority-Rebel" are identified (Dyal, Corning, and Willows 4).

3. Source repeated in next citation and not interrupted by a different source:

The questionnaire proved that “ students [high school] could not read as well as those ten years ago” (Hunt 356). Furthermore, writing skills [show] a student’s ability to read, think, and express thought (357).

4. A source with two of three authors:

The Authority-Rebel “tends to see himself as superior to other students in the class” (Dyal, Corning, and Willows 4).

Cigarette advertisements are now geared to attract young women as well as the European market (Jones et. al. 25).

5. One of two or more works by the same author:

When old paint becomes transparent, it sometimes shows the artist’s original plans: “a tree will show through a woman’s dress” (Hellman Using Transparents 1).

6. No author, and the source is listed by its title on the Works Cited Page:

The complete title for the next source is “Awash in a Sea of Plastic.” An international pollution treaty still to be ratified would prohibit all plastic garbage from being dumped at sea (“Awash” 26).

7. An indirect source when your source is using another source:

Dodd ascertained that in 1814 “There were 1,733 croppers in Leeds, all in full employment” (qtd. in Thompson 551).

8. A reference inside a sentence:

Sometimes the reference may need to be replaced within the sentence (rather than at the end of a sentence) in order to show its relationship to a certain part of the sentence. In such instances, place the reference at the end of the clause where there would be a natural pause. In order to study the effects of the revolution, court records of nearly 1,318 citizens (Thompson 31) were reviewed as well as books, letters, and other documents in the public library.

X. Placing and Punctuating Quotations

Quotations are indicated by quotation marks for short quotations or by indentation for long quotations whenever you are borrowing words from someone else. Both require citations. Use a comma to introduce a short quotation and a colon to introduce a long quotation.

1. A quotation of fewer than 40 words within the regular text:

Use quotation marks and place the period after the parentheses.

A passage about Tchaikovsky states that, “Her prattle of princes and fairies and beautiful princesses and magic castles in the midst of deep forests kept his imagination clear for writing the portrait of Clara in the ballet The Nutcracker” (Hanson 126).

2. A long quotation for more than 40 words to be indented 10

spaces from the left margin: Do not use quotation marks and place the period before the parentheses. Double space before and after the quotation.

As *The Great Gatsby* closes, Carraway speculates about Gatsby’s Death and life:

I thought of Gatsby’s wonder when he first picked out the green light at the end of Daisy’s dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. (Jones 95)

3. Quoted material within a short quotation: Use single quotation marks.

Dillan points out that, “Given a problem and a possible solution, and ‘left alone’ to deal with it, the student will eventually solve the problem” (84).

4. Quoted material within a long quotation: Use double quotation marks.

In Tillie Olsen’s story “I Stand Here Ironing,” the narrator describes her attempt to “make up” for not having paid enough attention to her daughter as she was growing up: Now when it is too late (as if she would have let me hold and comfort her like I do the others) I get up and go to her at once at her moan or restless stirring. “Are you awake, Emily? Can I get you something?” (Miller 59)

5. Brackets: Use when adding words or phrases to a quotation.

The questionnaire proved the “students [high school] could not read as well as those ten years ago” (Hunt 356). Furthermore, writing skills [show] a student’s ability to read, think, and express thought (357).

6. Ellipsis marks: Use to denote an omission of words when citing long passages.

• In the middle of a sentence, three periods are preceded by and followed by a space:

Jensen explains, “All the Earth’s ... great ecological realms ... have evolved and continue to maintain themselves by the power of the sun” (34).

•At the end of a sentence, four periods are preceded by a space:

Jensen continues, “Atmospheric water vapor absorbs the infrared rays, and the sun’s energy is transformed into long-wave energy(34).

•To take the place of ellipsis marked when beginning a quotation in the middle of a sentence, use a lead in:
Janet Brown found that “twenty-two of the thirty-five mice had severe birth defects caused by the drug” (34).

Note: Never use ellipsis marks to alter the meaning of a passage, and make sure the ellipsis does not create an awkward or incorrectly punctuated sentence.

XI. Writing the Conclusion

The conclusion of the paper is important because it is the last paragraph that the reader sees. If a research paper does not have a conclusion, then it may appear to be incomplete. The conclusion does more than summarize the paper or restate the thesis in different words. Restating ideas is an important element of the conclusion, but it is also important to show the reader that your paper did more than that. In the conclusion, try to incorporate some of the following:

1. Speculate about the information.
2. Comment on the significance of the topic.
3. Formulate new conclusions based on the research.
4. Initiate a controversy or restate the argument if the thesis is argumentative.
5. Predict what will happen in the future.
6. Restate new information discovered as a result of that research.
7. Use a quote that sums up what you are trying to say.
8. Reflect on the implications or the wider meaning of your research.
9. Formulate a hypothesis based on your research or observations made during your research.
10. Restate the thesis in different words and conclude the discussion.
11. Dazzle, startle, and amaze the reader with your insight.

Note: Never begin a conclusion with the phrase “In conclusion”. Remember that the conclusion is the reader’s last impression of your paper, so make it powerful. Do not use “I” or “you” in the conclusion or anywhere else in the paper.

XII. Works Cited References

Any reference, whether it be a book, pamphlet, newspaper, magazine, interview, letter, record, film, tape, CD, television show, lecture or database, needs to be included on the Works Cited page if and only if any part of it has been cited within the text of the paper. General encyclopedias may be used for reference but may not be included on the Works Cited page because they are considered to be sources of common knowledge.

BOOKS

1. Information Needed for Each Reference

If you are citing books, then the entries on the Works Cited page will contain information that should be included on your Works Cited cards:

[Author (Last Name First). Title (underlined). City: Publisher, Date of Publication.

Barsan, Richard. Non Fiction Film. New York: Dutton, 1973.

Kaufman, Martin. Homeopathy in America: the Rise and Fall of a Medical Heresy.
Baltimore: Johns Hopkins UP, 1971.

2. A Book by Two or Three Authors

Only the first author's name is entered in reverse order; names of the second and third authors appear in normal order:

Parsons, Talcott, Robert F. Bales, and Edward A. Shils. Working Paper in The Theory of Action. Glencoe: Free, 1953.

Powers, Scott K., and Stephen L. Dodd. Total Fitness; Exercise, Nutrition, and Wellness. 2nd ed. Boston: Allyn, 1999.

3. A Book by More Than Three Authors

For books with more than three authors, list the first author followed by et al:

Hubbell, Jay B., et al. Eight American Authors: A Review of Research and Criticism.
New York: Norton, 1963.

Davis, James, et al. Society and the Law: New Meanings for an Old Profession. New
York: Free, 1962.

4. Two or more Books by the Same Author

When listing two books by the same author, include the author's name in the first entry, but substitute three hyphens followed by a period in subsequent entries.

Mink, Gwendolyn. The Wages of Motherhood: Inequality in the Welfare State.

Ithaca: Cornell UP, 1995.

---. Welfare's End. Ithaca: Cornell UP, 1998.

5. Anonymous Author

When the author's name is not given on the title page, the entry begins with the title of the book alphabetized by the first significant words of the title (ignore "a, an, the"). Just Do It. New York: Carleton, 1993.

6. Editor of an Anthology (collection of works)

Use the same format for a book, but include "ed." after the individual's name to indicate an editor, not an author.

Keene, Donald, ed. Anthology of Japanese Literature. New York: Grove, 1955.

Green, Phillip, and Michael Walzer, eds. The Political Imagination in Literature: A Reader. New York: Free, 1969.

SPECIALIZED ENCYCLOPEDIAS

1. Author

Bertolucci, Giuseppe. "Marble Sculpture." Encyclopedia of Italian Art. 1991 ed.

2. No author

"Electricity." Maxwell's Encyclopedia of Science. 1990 ed.

MAGAZINES

[Author, last name first. "Title of article." Title of magazine. Date of publication: page numbers (when page numbers are not consecutive, use first page number with a + sign after it.)]

Smith, Alice. "Little Known Facts About Adoption." Ladies Home Journal. XII June 1994:
23-31.

Jones, Ed. "Men and Their Toys." Field and Stream. May 1993 17 +.

NEWSPAPERS

Use the same format as for magazines. However, when giving the page number, include the letter of the section of the newspaper in which the article appeared:

1. Author

Brody, Jane. "Weaning the Body from Dependence of Caffeine." New York Times 21
Apr. 1982: C6.

2. No author

"Gene's Protein Apparently Aids the Onset of Leukemia." Washington Post 20 July
1984: A5.

3. Signed Editorial

Immel, Richard A. "Ralph Nader's Shoddy Product." Editorial. Wall Street Journal 2 Nov.
1991: 10.

4. Unsigned Editorial

"Lebanon for the Lebanese." Editorial. Times [London] 13 July 1984: 15.

PAMPHLETS

Pamphlets are treated like books:

Potter, Joseph C. and Edward H. Robinson III. Parent-Teacher Conferencing.
Washington: NEA, 1982.

NON-PRINT SOURCES

1. Lecture

Give the name of the lecturer, the title, the location, and the date on which the lecture took place.

Cooper, Jackie. "Evaluating the Senior Project." Rosemont. 23 Sept. 2005.

2. Interview

Personal:

Jones, Fred. President, Bank of America. Personal Interview. 23 Oct. 1993.

Telephone:

Jones, Fred. Telephone Interview. 23 Oct. 1993.

Letter:

Earnest, Dorothy. Civil War letter sent by son Jerome. 21 July 1863.

3. Film

[Name of film. Director. Studio, year released.]

Another Country. Dir. Larry McBride. Columbia, 1991.

4. Recording

[Artist. Album or song title. Producer. Catalog number, year of release.]

Jagger, Mick. Jumpin' Jack. Motown. 30-5622-F, 1973.

5. Television/Radio

[Title of Episode. Name of Program. Network. Local Station, City. Date of airing.]

"The Yellow Sky." Masterpiece Theater. PBS. KVIE, Sacramento. 24 July 1992.

ELECTRONIC SOURCES

When listing a source in electronic format originally printed in a book, journal, or other printed format, use the general guidelines you would use to cite the printed form. In addition, add the information that identifies the particular kind of format and, for Internet sources, the date of access and the Internet address.

CD-ROM

Dead Sea Scrolls Revealed. CD-ROM. Tel Aviv : Pixel Multimedia; London : A. Witkin; Oak Harbor, WA: Logos Research Systems, 1994.

Online Scholarly Works

Lerman, Robert I. "Meritocracy without Rising Inequality?" Economic Restructuring and the Job Market. Policy and Research Report, no. 2. The Urban Institute. 2000. 23 Feb. 2000 <<http://www.urban.org/econ/econ2.htm>>.

Online Journal Articles

Kuang, Wembo. "The Development of Electronic Publication in China." LIBRES. Library and Information Science Research . 9.1 (1999). 23 Feb. 2000 <<http://aztec.lib.utk.edu/libres/libre9n1/wenbo.htm>>.

Online Subscription Services (EBSCOhost)

Young, Thomas. "Improving Technology Literacy." Issues in Technology and Science. Summer. 2005: 73. MAS Ultra - School Edition. EBSCOhost. Rosemont High School Library. 29 Oct. 2005 <<http://search.epnet.com>>.

"Farming on the Edge of Chaos." Whole Earth. Summer. 1999: 72. Health Source Plus. EBSCOhost. Wayne State College, Wayne, NE. 23 Feb. 2000 <<http://search.epnet.com/>>.

Online Newspaper Articles

"Screening Newborns Can Defeat Hereditary Diseases. New York Times on the Web. 25 Feb. 2000. 26 Feb. 2003

<<http://www.nytimes.com/library/national/science/health/022600nth-new-bornscreening.html>>.

Personal or Professional Home Pages

Martin, Jan. English Springer Spaniel. 23 Feb. 2000. 26 Feb. 2000

<<http://www.teleport.com/~ariel/essfaq.html>>.

Immunization Action Coalition. Home Page. 25 Feb. 2000. 26 Feb 2000

<<http://www.immunize.org/index.htm>>.

E-mail

Sokolowski, Denise. "Re: textbook." E-mail to the authors. 1 June 1999.

XIII. Format for Works Cited Page

- The lists of work cited appears at the end of the paper and indicates only the works from which you have cited, not just referenced material for the paper.
- Paginate the Works Cited section as a continuation of the text.
- The heading, Works Cited, should be centered one inch from the top of the paper. Skip two lines and begin each entry flush with the left hand margin.
- Double-space between successive lines of an entry and between entries.
- Although the first line of an entry is flush with the left margin, successive lines of the same entry are indented five spaces.
- List entries in alphabetical order according to the last name of the author or the first word of the title if the author is not known. Articles such as, a, an, and the at the beginning of a title are not considered first words.
- Capitalize the first words, last words, and all important words of the title. Do not capitalize articles, coordinating conjunctions, such as and, but, or, nor, for, so, yet, or the to infinitives, such as to learn, to promote, unless such words are the first or last words in a title.
- If you are listing more than one work by the same author, alphabetize the works according to the title, excluding the articles a, an, and the. Instead of repeating the author's last name, type three hyphens and a period; then give the title.

- Underline the titles of works published independently: books, plays, long poems, pamphlets, periodicals, films, albums, records, CD's, and tapes.
- Although it is not necessary to underline the spaces between words, a continuous line is easier to type and guarantees that all features of the title are underlined.
- If you are citing a book that includes the title of another book, underline the main title but do not underline the shorter title, for example, A Casebook on Ralph Ellison's Invisible Man.
- Use quotation marks to indicate titles of shorter works that appear in larger works; for example, "Minutes of Glory" in African Short Stories. Also use quotation marks for song titles, episodes of TV programs, and titles of unpublished works including dissertations, lectures, and speeches.
- Use Arabic numerals except for titles of people (Elizabeth 2nd) and the preliminary page numbers of a work (ix), which are traditionally indicated with Roman numerals.
- Use lower case abbreviations to identify parts of the work (for example, vol.) for volume and roles of named translators (trans.) and editors (ed.) However, when these designations follow a period, they should be capitalized, for example, Wolff, Virginia. A Writer's Diary. Ed. Leonard Wolff.

XIV. STYLE GUIDE APPENDIX

Checking Manuscript Details:

Contractions: Do not use contractions – for example, don't, isn't, aren't, can't, etc. Instead use do not, is not, cannot, etc. (Note that "cannot" is one word.)

Cover or Binding: Please **do not use** a plastic cover with removable spine or any form of special binder. Simply staple the paper in the upper left hand corner.

First Page: If the paper does not have a title page, place your name, teacher's name, course title, and date (double space) in the upper left hand corner of the first page, half an inch below the page number and one inch from the top. Double-space and center the title of the paper. Double space again to begin the paper.

Format: The general arrangement of the paper includes the title page (not required for senior project,) outline (if required), text, content notes (if necessary), and works cited

page. The entire paper is double-spaced including the long quotations and works cited page(s). Indent the first line of each paragraph five spaces.

Margins: One inch (1") on all four sides (top, bottom, sides.)

Materials: If your paper is typed, use 8¹/₂-by-11 inch paper of good quality and a new back ribbon. Avoid using onion skin or easily smudged paper. If the paper has many white fluid corrections, then submit a good quality photocopy. If you use a word processor, use a laser printer whenever possible. Dot matrix papers are acceptable, but a new ribbon is critical to distinguish q's from g's.

Outline: If you include an outline, it should come after the title page. Center the heading Outline one inch below the top page. Double space and center the title of the paper. Double space once more and begin the outline.

Page Numbers: Place page numbers half an inch from the top of the page and one inch from the right on all pages except the title page if you include one. If there is no title page, then number all pages and place your last name before each number beginning with page 2 in order to identify your paper in case pages become separated. Use Arabic numerals without punctuation. Remember to consecutively number the Works Cited Page. If you use a title page and outline, number all pages of the outline with small Roman numerals, starting with page ii (the title page is counted as a page, but it is not numbered).

Personal Pronouns: Most teachers prefer that students do not use the personal pronoun "you" or "your." Some teachers also prefer that you don't use personal pronoun "I." However, since some topics will require the use of "I," you will need to discuss this usage with your teacher.

Quotations: Short quotations of fewer than forty (40) words are incorporated into the text with double quotation marks. Long quotations of forty or more words are in a double spaced block with no quotation marks. This long quotation is indented 10 spaces (in addition to the one inch margin) and 13 spaces if it marks the first sentence in the source. It is still cited, but note that the period comes after the cite information.

Title: The title should summarize the main idea of the paper in simple, but effective style. It should also be interesting. Place title at top of text, centered on page one. Do not place title in quotation marks, underline, or capitalize.

Title Page: A short paper (up to 10 pages) does not usually need a title page, but if included, it should contain, on separate lines, the title of the paper, your name, the teacher's name, the course title, and the date. Although any attractive format can be used, the most common and probably the easiest is centering these items a little above the middle of the page. Only the first letter of each important word should be capitalized; the words should not be underlined. If your title is long, use two lines and divide where a pause seems natural.

Writing Numbers: Write as words the numbers from one through nine (one, two, three, etc.). Above nine, use the numerals such as 10, 11, 12, but never begin a sentence with a numeral. Write out any numbers that begin a sentence.

Commas:

1. Use commas to separate items in a series.

Example:

She was formally on the staff of the embassies in Moscow, Berlin, Vienna, and Madrid.

2. Use a comma to separate two or more adjectives preceding a noun.

Example:

She is an alert, vivacious girl.

3. Use a comma before *and*, *but*, *or*, *nor*, *for*, *yet* when they join independent clauses, unless the clauses are very short.

Example:

Saturday's Council meeting was unusually harmonious, for no one raised any objections.

You are allowed some freedom in the application of this rule. Many writers use the comma before these conjunctions, just as they use the comma before and between the last two items in a series, only when necessary to keep the meaning clear. MLA recommends that a comma be used in front of the last conjunction to keep meaning clear.

4. Use commas to set off nonessential clauses and nonessential participial phrases.

Example:

Joan Thomas, *who was offered scholarships to three colleges*, will go to Mt. Holyoke in September.

5. Use a comma after certain introductory elements.

a. After words such as *well*, *yes*, *no*, *why*, etc., when they begin a sentence

Examples:

Yes, you were elected.

Oh, I wouldn't be too sure about that.

Why, the entire argument was false!

b. After an *introductory participial phrase*

Example:

Behaving like a spoiled child, he pouted and sulked.

A single introductory prepositional phrase need not be followed by a comma unless it is parenthetical (by the way, on the contrary, etc.) or the comma is necessary to prevent confusion.

c. After succession of introductory prepositional phrases

Example:

At the edge of the deep woods near Lakeville in Cumberland County, they built a small log cabin.

d. After an introductory adverb clause

Example:

While Mario put the costume on, the accompanist played “Deep Purple.”

6. Use commas to set off expressions that interrupt the sentence.

a. Appositives

Example:

A syndicated column by Bernice Silverman, *the noted writer*, will appear in the Times-News, *a local paper*.

b. Words in direct address

Example:

I don't know, *Alice*, where your brother is.

c. Parenthetical expressions

Example:

My parents will, *I am sure*, let me have the car tonight.

7. Use comma in certain conventional situations.

a. To separate items in dates and addresses

Example:

One sentimental idea was to hold a class reunion on June 18, 1979, at the old high school.

b. After the salutation of a friendly letter

Example:

Dear Rhonda,

c. After a name followed by *Jr.*, *Sr.*, *Ph.D.*, etc.

Example:

Frank Lehman, Jr.

8. Use commas only when there is a rule. Do not use unnecessary commas.

Capitalization:

Caps

Mexico **C**ity
Ocala **N**ational **F**orest
Twenty-ninth **S**treet
Houghton **L**ake
North **A**merica
the Explorers' **C**lub
Ford Motor **C**ompany
Central **H**igh **S**chool
Pomona **C**ollege
the American **R**evolution
the Wrigley **B**uilding
the **F**ourth of July
The **S**enior **B**all
the **F**reshman **C**lass
English, **F**rench, **L**atin
History II
Winter's frosty breath
Principal **L**angley
the **P**resident (U.S.)
Governor **G**rasso
God made **H**is will known
the **S**outh
Don't tell **M**other
Uncle **B**ill
Ivory
a **P**resbyterian, a **S**wede
The Last of the **M**ohicans
the **R**eader's **D**igest

No Caps

a **c**ity in Mexico
our **n**ational **f**orests
across the **s**treet
a shallow **l**ake
northern Wisconsin
a **c**lub for explorers
an automobile **c**ompany
a new **h**igh **s**chool
four years in **c**ollege
a successful **r**evolution
a Chicago **b**uilding
the **f**ifth of July
a **b**all given by **s**eniors
freshman **c**lasses
social **s**tudies, **p**hysics, **a**rt
a course in world **h**istory
spring, **s**ummer, **w**inter, **f**all
Mrs. Langley, the **p**rincipal
the **p**resident of our club
a **g**overnor's duties
tribal **g**ods of the Cherokees
a mile **s**outh (**n**orth, **e**ast, **w**est)
Don't tell my **m**other
my **u**ncle
soap

Transitions:

Transitional words and phrases signal how one part of an essay is related to another part by providing transitions from one sentence to another, from one paragraph to another, from one section to another, and from one idea or subject to another. These words help the reader understand the structure of the essay.

a. **Addition:** and, and then, moreover, further, furthermore, besides, also, too, again, next, another, others, similarly, likewise, in the same way (manner), in addition, equally important, secondly, thirdly, (etc.), in the second place, in the third place (etc.), finally.

b. **Exemplification:** for example, for instance, as an illustration, to illustrate this, to make this clear, indeed, as.

c. **Repetition:** also, that is, again, let us say, in other words.

d. **Contrast:** but, however, yet, in spite of this, still, nevertheless, on the other hand, on the contrary, at the same time, in another sense, despite this _____, notwithstanding, otherwise, after all, although this may be true, in contrast, rather, unlike, less.

e. **Time:** now, then, later, after _____, afterwards, immediately, soon, at length, in the meantime, in those days, since then, from that time on, next, first, second, (etc.), finally, last at last, meanwhile, while.

f. **Comparison:** similarly, comparably, likewise, in the same way (manner), by the same token, neither ... nor; either ... or.

g. **Spatial** (place order): here, there, next, beyond, below, above, adjacent to, beside, over there, on one side, on the other, in this direction, opposite to, behind, on top, under.

h. **Purpose:** for this purpose, to this end, with this objective, with this in mind.

i. **Result:** hence, therefore, accordingly, consequently, thus, as a result, then, thereupon.

j. **Importance:** first, second, (etc), most important of all, of even greater significance, more than anything else, beyond all this.

k. **Cause-Effect:** as a result, because, consequently, hence, therefore, thus.

l. **Summary:** on the whole, in other words, in brief, in short, to sum it up, in summary, finally, hence, consequently as a result, accordingly, in conclusion, in fact, as a matter of fact, actually, in reality.

Note: In *conclusion*, in summary, and to sum up are not good ways to end a paper but may be used in paragraphs inside the text to explain concepts.

Conjunctions:

Conjunctions are used to connect words, parts of a sentence, or sentences.

There are several kinds of conjunctions, each of which performs the connection (or joining) in a slightly different way.

1. Coordinating Conjunctions: And, but , or, nor, for, so, yet join parts of equal status. Commas are usually used before the conjunction to separate the two clauses.

Example:

I like peanut butter, and I like jelly.
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2. Correlative Conjunctions: **Either/or, neither/nor, both/and, not only / but also** work in pairs to form a correlation between two parts of sentence.

Example:

I like both peanut butter and jelly.

3. Subordinating Conjunctions: **After, although, as, as if, as though, because, before, except that, even though, if, since, so that, than, that, till, unless, when, whenever, where, whereas, wherever** are the most common examples that introduce a clause that depends upon another clause for its meaning.

4. Conjunctive Adverbs: **Besides, consequently, finally, first, furthermore, hence, however, like wise, moreover, next, nevertheless, therefore, thus** are some of the most common examples of adverbs that introduce clauses. If one of these conjunctive adverbs is used between two sentences (two independent clauses), then it must be preceded by a semicolon and followed by a comma.

Examples:

- a. Power tends to corrupt; **moreover**, absolute power corrupts absolutely.
- b. When we want to murder a tiger, we call it a sport; **however**, when the tiger wants to murder us, we call it ferocity.
- c. She learned how to play the piano when she was only five; **however**, at age twenty-five she could hardly remember anything about it.

Semicolons:

1. Use a semicolon between independent clauses not joined by **and, but, or nor, for, yet**.

Example:

Representatives of 130 nations attended the spring meeting of the General Assembly; they remained in session from April 5 to May 18.

2. Use a semicolon between independent clauses joined by such words as **for example, for instance, that is, besides, accordingly, moreover, nevertheless, furthermore, otherwise, therefore, however, consequence, instead, hence**. (conjunctive adverbs)

Example:

Holiday traffic has always been a menace to safety; for instance, on one Fourth of July weekend, four hundred persons were killed in traffic accidents.

3. Use a semicolon (rather than a comma) to separate independent clauses if there are commas within the clauses.

Example:

The Canby, the new theater on Bank Street, announced programs of Westerns, gangster pictures, and re-releases of horror and blood-and-thunder movies; and the crowds, surprisingly enough, were enormous.

4. Use a semicolon between items in a series if the items contain commas.

Example:

The following are members of the new committee: Jan Bates, president of the Student Council; Allan Drew, president of the Senior Class; Helen Berger, vice president of the Honor Society; and James Green, who, as a member of the Student Council, proposed that the committee be formed.

Colons:

1. Use a colon to mean “note what follows.”
2. Use a colon before a list of items, especially after expressions like *as follows* and *the following*.

Example:

The car trunk was large enough for everything: rackets, golf clubs, fishing supplies, suitcases, a picnic basket, and heavy clothing.

3. Use a colon before a long, formal statement or quotation.

Example:

Dr. Stoddard made the following observation: The time is coming when a general college education will be as common as high school education today.

4. Use a colon between independent clauses when the second clause explains or restates the idea in the first.

Example:

These seat covers are the most durable kind: they are reinforced with double stitching and covered with a heavy plastic coating.

5. Use a colon in certain conventional situations.
 - a. between the hour and the minute when writing the time.

Example:

4:30 P.M.

- b. between chapter and verse in referring to passages from the Bible.

Example:

John 3:16

- c. between volume and number or between volume and page number of a periodical.

Examples:

Harper's 198:12 [volume and number]

Harper's 198:68-74 [volume and page numbers]

- d. after the salutation of a business letter.

Examples:

Dear Ms. Green:

Gentlemen:

6. Use colons correctly. Do not use a colon after a verb or when a semicolon is called for.

Example:

The following items needed **are** hat, gloves, and boots.

Quotation Marks:

1. Use quotation marks to enclose a direct quotation, a person's exact words.

Example:

Mother said, "I have heard Martina Arroyo sing at the opera."

2. A direct quotation begins with a capital letter.

Example:

I heard her say, "Complete the lesson at home."
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3. When a quoted sentence is divided into two parts by an interrupting expression such as *he said* or *Mother asked*, the second part begins with a small letter.

Example:

“Go home,” he pleaded, “**b**efore you cause more trouble.”

4. A direct quotation is set off from the rest of the sentence by commas or by a question mark or exclamation point.

Examples:

She said, “**W**e can reach them by telephone.”
“What did you say about me?” she asked.

Parentheses:

Use parentheses to enclose incidental explanatory material which is added to a sentence, but is not considered of major importance.

Example: Representative Chisolm (New York) is a member of the committee.

Be sure that any material within parentheses can be omitted without changing the basic meaning or structure of the sentence. Avoid parentheses in a research paper in order to avoid confusion with parenthetical references.

Titles:

For short titles:

a. Use quotation marks (“_____”) for titles of short works or works within longer works.

Example: Ten by Pearl Jam; song “Evan Flow”

b. Use quotation marks for titles of poems, song titles, TV episodes, unpublished works such as lectures, speeches, and dissertations.

For long titles:

Underline the title of longer works like books, pamphlets, plays, collections of poems, periodicals, films, albums, tapes or CD’s.

Example:

Catcher in the Rye, The Best of Garth Brooks



Best Search Tools Chart

Adobe Acrobat PDF version - prints on 2 pages. See also [Best Search Engines Quick Guide](#).

| Selected Internet Search Engines | | | | |
|---|--|---|---|---|
| Search Engine | Database | Boolean | Other search options | Miscellaneous |
| <p>Google google.com Advanced Search Subject Directory <i>(enhanced Open Directory)</i>. Ranks based on popularity (#of pages linked from).</p> | <p>Full text of web pages, .pdf, .doc, .xls, .ps, .wpd, others (about 8B, incl. 1B partially indexed URLs). Plus: News updated continuously (4500 sources); Images; and Groups: <i>Usenet posts 1981-</i>, Froogle and Catalogs (shopping), Google Scholar and Google Print.</p> | <p>AND (<i>default</i>) OR (<i>capitalized</i>) + to include stop (common) words or to require specific domain in URL or on page (e.g., +edu). - to remove.</p> | <p>* wildcard in phrases to replace word(s) (e.g., "to * or * * *"). Stems some words (+ to turn off). Quotes for phrase. Fields: intitle:, inurl:, link:, site:, more. Uncle Sam (.gov & .mil) Can search within subject directory categories in Directory. Similar pages - <i>finds related sites</i>.</p> | <p>Spell checker. Caches indexed pages - <i>great for finding 404s</i> 50+ languages. Translates 5 European and 3 Asian languages . International Searches. ~ searches synonyms (~food) Tools: math/equivalents calculator, define word, phone book, maps, stocks.</p> |
| <p>Yahoo! search search.yahoo.com Advanced Search Yahoo! Directory. Ranks based on relevancy (occurrence of terms).</p> | <p>Full text of web pages (about 4+B), .pdf, .ps, flash, and others. Plus: News (7000 sources) - Images - Maps - People - Yellow Pages - Travel - Products</p> | <p>AND (<i>default</i>). <i>Accepts:</i> AND, OR, AND NOT, NOT and () <i>for nesting</i>. Operators must be capitalized. - to remove. + to include common words: "+in touch"</p> | <p>No truncation. Quotes for phrase. Limit by date, language, domain, file type, and country in Adv Srch. Fields: intitle:, inurl:, link, site, url, hostname.</p> | <p>Spell checker. Caches indexed pages - <i>great for finding 404s</i> Related: following search results suggests search terms. Shortcuts give quick access to dictionary, synonyms, ISBNs, patents, traffic, stocks, encyclopedia, & more.</p> |
| <p>Teoma teoma.com Advanced Search. Ranks based on # of subject-specific pages linked from.</p> | <p>Full text of web pages (about 1.5B).</p> | <p>AND (<i>default</i>). OR (<i>capitalized</i>). + or quotes to include stop (common) words. - to remove.</p> | <p>No truncation. Quotes for phrase. Fields: intitle: inurl: site: geoloc: lang: last: afterdate: beforedate: betweendate:</p> | <p>Spell checker. Clusters results: Refine suggests ways to refine your search. Resources</p> |

| | | | | |
|---|---|---|--|--|
| | | | | provides expert pages and links pages on topic searched. |
| Ask Jeeves www.ask.com | Results from Teoma database. Plus: Product search searches PriceGrabber.com ; Pictures search uses Picsearch.com ; News search uses Moreover.com . | Same as Teoma. For some simple questions, an "ASK" window appears and offers " Smart Answers " from a database of screened answers. | Same as Teoma. Once you've clicked on a search result, click on <i>Remove Frame</i> (on top right) to see the URL of the page. | Spell checker. Tools: weather in city, stock quotes , conversions calculator . |
| Ask Jeeves for Kids. www.ajkids.com | Good answers for simple questions. Also safe, entertaining games for kids; news by age groups. | Natural language questions, not Boolean searches. | Click <i>No frames</i> above search result to see URL of answer page. | Links to Study Tools (Dictionary, Biography, Science, Atlas, Math Help, History, and more). |

Selected Internet Meta-Search Engines

| Meta-Search Engine | Database | Boolean | Other search options | Miscellaneous |
|---|--|---|--|--|
| Vivisimo vivisimo.com | Searches Netscape, MSN, Lycos, LookSmart, & more. Selection varies. (Select in Adv Search). | AND (<i>default</i>), OR, - to exclude. "Translates" complex searches to what each search engine "understands." | Also searches subject engines on topics such as News, Business, Technology, & Sports. | Clusters results. Good for current events and multi-faceted topics. |
| Dogpile dogpile.com | Searches Google, Yahoo, AltaVista, Teoma/Ask Jeeves, About.com, FAST, FindWhat, LookSmart, and more. Selection varies. | In Adv Search , accepts AND, OR, and ANDNOT. | Can display results by relevancy, with duplicates removed, or by individual search engine consulted. | Spell checker. In Preferences, can highlight search terms. Clusters results. Good for current events and multi-faceted topics. |

Selected Internet Subject Directories

| Subject Directory | Database | Boolean | Other search options | Miscellaneous |
|--|--|--|---|---|
| Librarians' Index to the Internet lii.org Advanced Search. | Resources useful to public library users, evaluated & annotated by librarians. (<i>about 14K</i>). | AND (<i>default</i>), OR, NOT, Nesting (). | Quotes for phrase. Stems automatically (<i>can turn off</i>). * to truncate. Searchable Fields (Advanced Search | Browse topics hierarchically (general to specific) or by subject headings used. " Top 20 |

| | | | | |
|--|---|--|---|---|
| | | | only): subject; title; description; URL; author; publisher. | subjects" (upper right in results) allows browsing only the top headings relative to a search. |
| Yahoo dir.yahoo.com <i>This searches the Yahoo Directory of subject-categorized sites.</i> | Submitted web pages (<i>about 2M</i>). | AND (<i>default</i>) OR (<i>capitalize</i>) - to remove. | Quotes for phrase. * to truncate. Fields: t: title; u: URL | Many services in Yahoo: News: hourly. Sports: scores, etc. Maps, Weather, Shopping |
| INFOMINE infomine.ucr.edu Advanced Search. | Scholarly Internet resources, selected and annotated by (<i>mostly</i>) UC librarians. (<i>about 120K</i>). | AND (<i>default</i>), OR, NEAR, Nesting (). | Quotes for phrase; pipes (<i> term </i>) for exact word or words; Stemming (<i>can turn on or off in Advanced</i>); * to truncate. Fields: subject; title; author; keyword; description. | Can search all databases or individually. Can browse by subjects in each database. |
| Academic Info academicinfo.net | College and research level (<i>also useful for high school</i>) Internet resources selected and annotated by librarian Michael Madin. (<i>about 25K</i>). | AND, OR (<i>default</i>), NOT, Nesting (). | None. | Can browse by subject . Links to college degree programs, test prep. sites, reference resources, and other resources of value to students. |

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EBSCOhost

BASIC SEARCH HELP SHEET

Creating a Basic Search

1. On the Basic Search screen, enter your search terms in the **Find** box.
2. Select from available search options to adjust the focus of your search. Select limiter options to narrow your search or select expander options to broaden your search. Please note: Limiters will be different for each database you are searching. Below are some common options:
 - Full Text** – limits search results to full text articles
 - Magazine/Journal/Publication** – limits search results to articles from a specific title
 - Also search for related words** – expands search results to include synonyms and plurals of your term(s)
 - Also search within full text of the articles** – expands search results by finding your term(s) within the full text of the articles
 - Include all search terms by default** – expands search results by applying the **AND** operator between each term. Typing in **space shuttle** would result in **space** and **shuttle**.
3. Click the **Search** Button to begin searching.

Searching Techniques

Boolean searching allows you to create a very broad or very narrow search by using Boolean operators (**AND**, **OR** and **NOT**) to string or combine search terms together.

The **AND** operator combines search terms so that each result contains all of the terms. For example, type **electronic and resources** to find articles that contain both terms.

The **OR** operator combines search terms so that each result contains at least one of the terms. For example, type **college or university** to find articles that contain either term.

The **NOT** operator excludes terms so that each result does not contain any of the terms that follow the NOT operator. For example, type **computers not apple** to find articles that contain the term **computers** but not the term **apple**.

Wildcard (?) and Truncation (*) Use the wildcard and truncation symbols to create searches where there are unknown characters, multiple spellings or various endings.

The **wildcard** is represented by a question mark (?). To use the wildcard, enter your search terms and replace each unknown character with a ?. EBSCOhost will find all instances of that word with the ? replaced by a letter. For example, type **ne?t** to find results containing **neat**, **nest** or **next**. EBSCOhost does not find **net** because the wildcard replaces a single character.

Truncation is represented by an asterisk (*). To use truncation, enter the root of a search term and replace the ending with an *. EBSCOhost will find all forms of that word. For example, type **comput*** to find the words **computer** or **computing**.

Searching by proximity is a way of searching for two or more words that appear a specific number

of words apart in the article(s). The proximity operators must contain a **letter (N or W)** and a **numeric**

value to specify the number of words that may appear between the terms when searched. The proximity operator is placed between the words, which are to be searched in proximity, as follows:

Near Operator (N) In the following example, **N5** will find the words if they are within five words of one another regardless of the order in which they appear. For example, type **tax N5 reform** to find results that would match **tax reform** as well as **reform of the tax code**.

Within Operator (W) In the following example, **W8** will find the words if they are within eight

words of one another and in the order in which you entered them. For example, type **tax W8 reform** to find results that would match **tax reform** but would not match **reform of the tax code**.

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0803

Search Tools

Use any of the following operators to connect search terms and control how your search is processed.

AND

OR

NOT

ADJ[x]

NEAR[x]

WITH

SAME

Boolean Operators: Definitions and Examples

AND -- Finds documents containing **all** your search terms.

Example: computers AND bulletin boards

Why is this a good search?

Bulletin boards don't have to be electronic. Adding the word computers to the search makes the context clear. Searching with both using the AND operator is likely to exclude any items on cork bulletin boards and unlikely to exclude any items on electronic bulletin boards.

OR -- Finds documents containing **any** of your search terms.

Example: farming OR agriculture

Why is this a good search?

Farming and agriculture tend to be used interchangeably. Searching with both using the OR operator makes retrieval of all relevant items highly likely.

NOT -- Finds documents containing your first word, **but not** your second word.

Example: accelerators NOT nuclear

Why is this a good search?

Excluding nuclear from this search makes it likely that items retrieved will be about motor vehicle accelerators rather than nuclear accelerators.

ADJ[x] -- Finds documents where search terms appear **within x words of each other and in the same order**. Where x is not specified, defaults to 1.

Example: Kofi ADJ3 Annan

Why is this a good search?

Name searches are often compromised by the appearance of middle initials in items. Specifying that the first and last names appear within 3 words of each other, rather than right next to each other, ensures complete retrieval of items that name Mr. Annan.

NEAR[x] -- Finds documents where search terms appear **within x words of each other, in any order**. Where x is not specified, defaults to 1.

Example: Clinton NEAR5 Gore

Why is this a good search?

This would be a good search for finding items about Clinton's relationship with his Vice President because it specifies that their names should appear close together in the item.

WITH -- Finds documents where search terms appear **in the same sentence, in any order**.

Example: Vermont WITH tourism

Why is this a good search?

Specifying that Vermont and tourism should appear in the same sentence should retrieve a good set of items about Vermont tourism, rather than items about tourism in other places that are "about the size of Vermont" or "reminiscent of Vermont." The **SAMES** search is also less restrictive than searching on "Vermont tourism" as a phrase. That would exclude items that contained such phrases as "tourism in Vermont".

SAME -- Finds documents where search terms appear **in the same paragraph, in any order**.

Example: French SAME Quebec

Why is this a good search?

Specifying that French and Quebec should appear in a paragraph together should retrieve a good set of items about French culture and language in Quebec, rather than items about the French in France that mention Quebec in passing.

Source: www.mynewsbank.com