

Earl of March Library



WORLD-SOCIAL SCIENCE DEPARTMENT'S REPORT and ESSAY GUIDE

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A. Writing an Essay (World – Social Sciences Department)

Once you have gathered all your research materials, including primary and secondary sources, you are almost ready to begin writing your essay. Key steps involve formulating a thesis and preparing an essay outline.

Formulating a Thesis

- it is a statement of intent that clearly defines the argument presented in the essay
- a good thesis does not merely identify the topic or state the obvious, it sets out an argumentative position
- to be effective, a thesis must not only be clearly stated in the introduction, it should also be the focus of the entire essay
- the purpose of the evidence presented throughout the essay is to support the thesis

Examples

Weak Thesis: The Roman Empire ruled the Western world for over 500 years before it fell. (This statement would be obvious to most people; there is no issue).

Strong Thesis: The fall of the Roman Empire was due to poor military and political leadership, which allowed the barbarian invasions to be successful. (This thesis takes a clear stand on an issue that could be debated. You must now provide evidence to support this point of view).

Preparing an Essay Outline

- a strong essay opens with an effective introduction that establishes the topic, the nature of the issue to be discussed, and the central thesis of the essay
- the introduction is followed by a series of paragraphs that relate directly to the thesis and provide historical evidence and analysis that support it
- an effective conclusion restates the thesis, connects the main arguments to the central argument, and brings the essay to a close

Remember, any idea or information borrowed from other sources must be given credit in your essay.

Writing Effective Introductions

A good introduction does much more than grab the reader's attention. It also states the intent of the essay by clearly defining the topic, the thesis, and the issues. An effective way to write a good introduction is to use the following approach:

- state background information and identify the problem/issue and its importance
- state a research question
- determine a range of theories and possible answers
- state the thesis statement
- provide supporting arguments

Keeping the Thesis at the Forefront of Your Essay

To ensure that all your hard work pays off in an excellent essay, you will need to make effective use of your research to support your thesis. For each paragraph, carefully consider what historical evidence you will use and how you will relate this information to your thesis. Use this model as a guide to make sure that your essay includes sound analysis.

Thesis _____

Evidence: _____

How I will relate the evidence to my thesis: _____

Writing Effective Conclusions

- an effective conclusion reviews the main points of the essay and draws them together in its final paragraph
- a properly structured conclusion begins with a restatement of the thesis
- this is followed by a brief discussion of major supporting points
- the final statement should link all of the above points and provide a thrust to your thesis
- a conclusion that works is a conclusion that stands on its own; if readers read only the conclusion, they should get a very clear sense of what the argument is and how it is presented and reinforced in the body of the essay.

When formulating your own conclusion, structure it by filling in the spaces under the following headings:

Restate Thesis: _____

List Major Supporting Points: _____

Concluding Statement: _____

You may want to ask yourself the following three questions after you have formulated your conclusion:

1. Can you identify the thesis?
2. What appears to be the major section(s) of the essay?
3. Is this approach an effective way to organize the main ideas in support of the thesis?

B. Avoiding Plagiarism (Source: *University of Ottawa Style Guide*)

PLAGIARISM is taking another person's words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, art work, etc. and passing them off as your own. Simply changing the language of the information you are using also constitutes plagiarism if you do not acknowledge your source.

- since we cannot always be original, it is entirely acceptable to present another person's ideas in your work; however, it must be done properly to avoid plagiarism

PRINCIPLES

- when borrowing another person's words, use quotation marks, or block quotation format and include a complete reference
- do not paraphrase another writer's words and pass them off as your own
- when borrowing another person's ideas, acknowledge their origin
- internet sources must also be acknowledged

EXAMPLES

Let us assume that you are going to use the following information from David Pimental's book ***Population Growth and the Environment***.

Over time, technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life. However, much of its success is based on the availability of land, water, energy and biological resources of the earth.

WHAT IS UNACCEPTABLE

Example #1
You wrote:

Research has shown that technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life. However, much of its success is based on the availability of land, water, energy and biological resources of the earth.

This is unacceptable because:

Other than the first four words, the text has been copied word for word from the original document without any quotation marks (which would indicate that the passage is a quote).

The source you are using is not cited.

Example #2

You wrote:

Research has shown that the advancement of technology has been the prime factor in increasing industrial and agricultural production, developing transportation and communications and improving health care and many aspects of human life.¹

This is unacceptable because:

Even though you mention your source, you use many of the author's words without quotation marks.

Example # 3

You wrote:

Research has shown that the advancement of science has been beneficial to the areas of agricultural and industrial production and communication and transportation fields. Furthermore, science has greatly improved health care and is the prime factor in a higher standard of life for many people.

This is unacceptable because:

Though most of the words have been changed, the sentence structure has remained the same. This is paraphrasing without indicating the original source.

What is ACCEPTABLE

Example #1

You wrote:

In his article on the effects of population growth on the environment, Pimental argues the following:

technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life. However, much of its success is based on the availability of land, water, energy and biological resources of the earth.¹

This is acceptable because:

The author has been acknowledged and a proper quoting technique has been used.

(Referencing styles vary from one discipline to another. Consult your teacher.)

Example #2

You wrote:

According to Pimental, “technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life.”¹ He cautions, however, that technological progress is dependent on natural resources.²

This is acceptable because:

You have properly quoted and paraphrased the author.

Example #3

You wrote:

According to Pimental, technology has greatly improved our standard of living. He cautions, however, that technological progress is dependent on natural resources.¹

This is acceptable because:

This is the proper way to paraphrase (two sentences), and the author’s ideas have been credited.

Format for World-Social Sciences Department Reports and Essays

- use 8.5" x 11" unlined paper and typed **on one side only**
- one inch margins should be respected **all the way around** each page of text
- do not use justified right margins, but leave a “ragged” right edge
- **double-space** the text using, plain, 12 pt. Times New Roman font
- number pages starting in the upper right-hand corner of the second page of the text

Page numbers are not used on the first page of the essay. In addition, page numbers are not used on the pages containing the Endnotes and Works Consulted.

Title Page

Reflect carefully on the phrasing of the title and ensure that it clearly indicates to the reader the focus of your essay. Keep the title precise. Normally the title is not phrased in question form. **The title page should be simple and neat. The title is centered on the top third of the page. The remainder of the information is centered on the bottom third.** Avoid the use of pictures and photographs. The following information is usually required on title pages:

- Title
- Name
- Course/Class
- Teacher/Instructor
- School/College/University
- Date

**The League of Nations and Collective
Security:
Failure of a Dream**

S. E. Meadows
MPM2D

Ms. A. Smith
Earl of March Secondary School
15 April 2007

Table of Contents (for reports, if required)

A contents page provides the reader with an outline of the structure of your essay.

Contents

- A. Introduction
- B. I Structure of the League
II Motives of Member States
III Failure to Resolve Crises
- C. Conclusion
- D. Appendix
- E. Works Consulted

Quotations

Some cardinal rules in writing essays and papers are:

- do not overquote
- parachuting quotations into the essay simply as space-fillers or for dramatic effect will destroy its clarity
- it is **your interpretations and ideas** that the instructor wants to read

Quotations alone do not constitute indisputable evidence, nor do they speak for themselves. Does each quotation serve a purpose? Remember that clarity of argument is your key objective. Cluttering your essay with lengthy quotations (no matter how relevant) does **not** promote clarity. Select your quotations carefully and keep them short.

- quotations must be firmly anchored in the text of your essay and explicitly linked to the thesis
 - do not just dangle quotations in front of your reader
 - introduce each quotation by identifying the work or author, place it in context, and explain it
 - it is the strength of your arguments that will finally convince the reader of the validity of your thesis
 - if you quote a primary expert or a secondary expert, select only the essential words and use ellipses (. . .)
 - integrating your quotations smoothly into the text of the essay can enhance clarity
- Short quotations of less than forty words, or four lines or less, should be merged as naturally as possible into the text of the essay and enclosed within quotation marks as shown below.

Economist Janine Velasquez argued that "floating exchange rates facilitate global trade."¹

- longer quotations of more than forty words, or five+ lines, should be separated from the text as shown in the example below
- the quoted passage (also known as a block quotation) starts on a new line and is usually introduced with a colon
- quotation marks are omitted
- use two tab stops for indenting block quotations; single space

Illustrated below is an **example of a block quotation** -

Smithson, who commanded the regiment for most of its tour of duty, wrote to Lessard:

I have just come back from the station where I went to see your people off... and I should like to write and tell you how very sincerely sorry I am that they have left. We have soldiered together for seven months... and during that time a firm bond developed.²

Thus it is evident that ... (continue the sentence)

- if it is necessary to omit part of a quotation because of length, use three spaced periods, (. . .), as shown in the previous example
- you must not alter the meaning of the passage or make it incomprehensible through your own omission of words
- ensure that the modified quotation is grammatically correct

Do not burden the text with excessively long quotations over ten lines long; they should be placed in the appendix and referred to in a note or a parenthetical reference. Always ask yourself whether a long quotation is essential or whether you could shorten it by the use of ellipses, or even eliminate it.

Inserting words in a quotation:

It is sometimes necessary to insert a word or phrase in a quotation for clarification or correction. If you have to insert words in a quotation to clarify its meaning, enclose them in square brackets.

Part of the role [of a teacher] is to act as a mentor."³

When to use "sic":

- If an error is present in the quoted material, use the Latin word "*sic*" (meaning "so" or "thus") to indicate the error. If "*sic*" is placed within the quotation, enclose it in square brackets. If "*sic*" falls outside the quotation, then enclose it in parentheses, as demonstrated below. Either italicize or underline "*sic*."

"The Colonel denied that the soldierrs [*sic*] had been refused water."⁴

Clark contends that "The Charter of Rights has compromised the notion of parliamentary sovereignty" (sic).⁵

There are several ways you can distance yourself from quotations or ideas that are discriminatory. You can paraphrase the remark, replace the discriminatory words with bracketed substitutes, or use only the non-offensive words. If you need to quote in full, then use "[*sic*]" to indicate the inappropriate words.

- single quotation marks are used where a quotation occurs within quoted material, as shown below

"Noble wrote in his diary that he had been subjected to 'cruel and unusual punishment' during his confinement."⁶

- in a block quotation, where opening and closing quotation marks are omitted, any additional quoted material is enclosed in double quotation marks
- **any punctuation mark that is part of the quoted material is included within the quotation marks**
- generally commas and periods are placed within the quotation marks
- generally colons, semicolons, question marks, and exclamation marks go outside the quotation marks

REMEMBER:

- it is essential that you quote the material, including punctuation, accurately
- to alter the wording or meaning of a quotation or to use a quotation out of context is unethical
- it is important that you transcribe quotations carefully during the analysis and recording
- using the writing and ideas of other authors without acknowledgment is not only unethical, but illegal
- use quotations sparingly and judiciously
- consider whether paraphrasing or summarizing a point might be more effective than quoting it
- a paper comprising numerous quotations woven together like a patchwork quilt is not an essay
- it is essential that statistical information be accurately documented; in this case, quotations are not utilized but the source must be cited using footnotes or endnotes.

E. Documentation – Students in World-Social Science courses will use the Chicago style of footnotes/endnotes and works consulted.

- the sources of the information and the ideas that you use to develop and substantiate your arguments must be identified and acknowledged
- direct quotations must be documented
- paraphrased ideas and important factual details that you may have borrowed from other writers and researchers must also be documented
- it is especially important to document the source of your evidence when you are developing a controversial point

Plagiarism is the unacknowledged use of someone else's ideas.

- it is a serious academic offence
- there is no excuse for "accidental" plagiarism
- careful documentation will help you avoid charges of plagiarism
- since each of your research notes is coded with a source and page reference, it is easy to acknowledge all important details and ideas in your essay

Factual information that is common knowledge need not be documented. For instance, you do not have to document a source stating that World War II started in 1939. Determining what is common knowledge is not easy, but your judgement will improve with experience and practice.

- "document when in doubt" is a safe route to follow, but do not overdo the use of citations
- it is a mistake to attempt to impress the reader with reams of footnotes or parenthetical citations when they are not needed
- a lengthy list of sources in the Works Consulted, instead of inspiring awe, may arouse suspicion
- be guided by common sense as well as ethics when documenting your sources

The Citation and List of Sources

These are key elements used in documentation.

- the **citation** is a brief reference in the text of the essay identifying the source of the information, idea or question; either a parenthetical (bracketed) reference or a number is used.
- the **list of sources** is placed at the end of the essay and provides details of the in-text citations and may include other sources used to prepare the assignment

Footnotes/Endnotes

The source is indicated by using a superscript number in the text, which corresponds to an entry in a footnote or an endnote containing complete bibliographic details. These details are repeated in a slightly different order in an alphabetical list of sources (or bibliography) at the end of the essay.

Footnotes/Endnotes

Citing Sources:

- sources can be acknowledged by a numbered note system
- a number is placed above the line at the end of the sentence or quotation; these citation references are numbered consecutively throughout the paper.
- the superscript numbers follow all punctuation marks except the dash; each of these numbers corresponds to an entry, either in a footnote at the bottom of the page, or in an endnote near the end of the essay.
- numbered documentary or citation notes create less interruption in the reader's flow of thought than the parenthetical author-date procedure
- traditionally, footnotes rather than endnotes, have been used to cite information and ideas

- information in a footnote is more accessible than in an endnote; this is especially true when reading dissertations in microform
- word processing programs make it relatively easy to use the footnote format

Footnotes:

- footnotes are placed at the bottom of the page and are separated from the text by a solid line approximately twenty spaces in length
- leave a blank line and indent the footnote the same number of spaces as your regular paragraph indentions, or use a single tab space
- two methods may be followed in numbering footnotes

Examples:

1. In the first example, the number is typed on the line, followed by a period and a space, and then the author and publication details are entered.
2. The traditional style is to use a superscript number without a period or a space as shown in the second example. **(W-SS Dept. students will use superscript.)**

1. James Brown, *The Post-Cold War Trading System: Who's on First?* (Chicago: University of Chicago Press, 1997), 59.

¹James Brown, *The Post-Cold War Trading System: Who's on First?* (Chicago: University of Chicago Press, 1997), 59.

- notes that continue on a second line start at the left margin and are single-spaced; you should leave a double space between individual footnotes
- use a smaller font size (10 pt) for your footnotes than the regular type used in the essay

Endnotes:

Another method is to use **endnotes** and place all citations on a separate page just before the final list of sources.

- title the page "Endnotes" and enter the details as explained above for footnotes
- superscript numbers are not normally used in endnotes
- type the number on the line, followed by a period and a space, and then enter the citation details

- if you are using the numbered note system to cite your sources, check with your instructor as to whether the citations should be placed in footnotes or in endnotes

How many citations should there be in an essay?

- there is no magic number of citations in an essay
- the number will be determined by the nature of the evidence - whether it is controversial or common knowledge, whether the ideas are original or not, or by the number of direct quotations
- the lack of rigid rules for citing may initially be disconcerting for you, but your judgement will improve with practice and experience

When a work is mentioned in a note for the first time, provide the complete citation. Subsequent references to a source use a shortened form.

- if there is no place of publication given use "N.p.", and for no publisher also use "n.p."
- if both are missing, it is permissible to use just "N.p."
- if no date is provided for the source, insert "n.d."
- in online sources, the first date indicates the posting of the item on the internet while the second indicates when the student found the material

Samples of the more common forms of citation (or documentary or reference) notes are provided on the following pages. These examples are based largely on the procedures described in *A Manual for Writers* by Kate Turabian and in *The Chicago Manual of Style*. Credit should also be given to Hugh Robertson's book, *The Research Essay: A Guide to Essays and Papers*.

Footnotes/Endnotes

TRADITIONAL SOURCES

BOOK

ONE AUTHOR

¹ Tom Jones, *Cultural Realism* (Princeton: Princeton University Press, 1995), 64.

TWO AUTHORS

²Alana Brown and Tom Jones, *On the Brink: Americans and Soviets Re-examine the Cuban Missile Crisis* (New York: Hill & Wang, 1989), 23.

THREE OR MORE AUTHORS/EDITORS

³James Brown et al., *History from South America* (Philadelphia: Temple University Press, 1991), 38.

EDITOR/COMPILER/TRANSLATOR

⁴James Brown, ed., *The WTO as an International Organization* (Chicago: University of Chicago Press, 1998), 32.

NO AUTHOR

⁵*London Today* (Harmondsworth, U.K: Penguin, 1960), 45. (*Do not use "Anonymous" or "Anon."*)

ASSOCIATION AS AUTHOR

⁶American Psychological Association, *Publication Manual*, 4th ed. (Washington, DC: American Psychological Association, 1994), 8.

MULTIVOLUME WORK

⁷James and Tom Brown, *The Story of Civilization*, vol. 10, *Rousseau and Revolution* (New York: Simon and Schuster, 1965), 56.

ESSAY IN AN EDITED WORK

⁸Tom Jones, "Changes in North African Society," in *A History of North Africa*, ed. D. A. Low and Alison Smith (Oxford: Oxford University Press, 1976), 508.

LATER EDITION

⁹Tom Jones, *A Handbook for Scholars*, rev. ed. (New York: Oxford University Press, 1992), 49.

PAMPHLET/MONOGRAPH

¹⁰Georgia Jones and James Brown, *The National Archives of Canada, 1872-1997*, Historical Booklet, no. 58 (Ottawa: Canadian Historical Association, 1997), 5.

ENCYCLOPEDIA

¹¹Tom Jones, "Isolationism," *Encyclopedia of American Foreign Policy*, 2006 ed.

YEARBOOK

¹²James Brown, "Repressed Memories: Special Report," *Britannica Book of the Year 1995* (Chicago: Encyclopaedia Britannica, 1996), 201.

NEWSPAPER

ARTICLE

¹³James Brown, "Generation Soundbite," *The Times* (London), 1 January 1999, 28.

EDITORIAL

¹⁴"The Last Stand," editorial, *The Ottawa Citizen*, 28 December 1998, A9.

LETTER TO THE EDITOR

¹⁵Sharon Brown, letter, *The Globe and Mail* (Toronto), 16 January 1999, D6.

MAGAZINE

SIGNED ARTICLE

¹⁶Tom Jones, "Indonesia: A Survey," *The Economist*, 17 April 1993, 9.

UNSIGNED ARTICLE

¹⁷"Canine Medicare," *Time*, 29 October 1990, 36.

JOURNAL

CONTINUOUS PAGINATION

¹⁸James Brown, "Casual Commitment to International Relations," *Political Science Quarterly* 96 (1981): 370.

SEPARATE PAGINATION

¹⁹Tom Jones, "Refocusing the IMF," *Foreign Affairs* 77, no. 2 (1998): 23.

NEWSLETTER

²⁰Nancy Reid, "Historians and the National Archives of Canada," *Bulletin of the Canadian Historical Association* 16, no. 4 (1990): 7.

REVIEW

BOOK

²¹James Brown, review of *Africa: A Biography of the Continent*, by Tom Jones, *New York Review of Books*, XLV, no. 20 (17 December 1998): 66.

FILM

²²Tom Jones, "How the West was Lost," review of *Dances with Wolves* (TIG/Orion movie), *Newsweek*, 19 November 1990, 67.

INTERVIEW

PERSONAL

²³James Brown, interview by author, tape recording, Ottawa, Ontario, 16 December 2006.

PUBLISHED

²⁴Tom Jones, "The Power of a Well-Told Tale," interview by J. Brown and T. Smith, *Time*, 14 October 1991, 92.

RADIO/TELEVISION

²⁵Tom Jones, interview by Ted Smith, *Writers and Company*, CBC Stereo, 26 May 1991.

SPEECH/LECTURE

²⁶James Brown, "A New Psychology of Love, Traditional Values, and Spiritual Growth," Lecture, The Centre of New Fire, Ottawa, 21 November 2004.

FILM

²⁷*Dances with Wolves*, dir. Tom Jones, TIG/Orion, Los Angeles, 1990.

VIDEOCASSETTE OR DVD

²⁸*The Civil War*, dir. James Brown, PBS, 1994, videocassette.

RADIO/TELEVISION PROGRAM

²⁹"The Human Zoo," *The Human Animal*, narr. Tom Jones, The Learning Channel, 15 January 1999.

WORK OF ART

³⁰Tom Jones, *Still Life with Chair-Caning*, oil on canvas, 1912, Musée Picasso, Paris.

SOUND RECORDING

³¹William Shakespeare, *Twelfth Night*, dir. Angela Jones, Caedmon, SRS-M213, 1961, cassette.

MAP

³²*Physical Canada*, map (Washington, DC: National Geographic Society, 1997).

GOVERNMENT DEPARTMENT

³³Environment Canada, *Annual Report on Endangered Species* (Ottawa: Government Printing Office, 2006), 59-60.

MANUSCRIPT

³⁴Jones to father, 16 April 1900, letter, T. Jones Papers, National Archives, Ottawa.

CD-ROM

³⁵*Discover the Great Lakes: The Ecosystem of the Great Lakes-St. Lawrence*, CD-ROM (Ottawa: Environment Canada, 1997), Sustainability in Lake Ontario.

INDIRECT SOURCE

³⁶T. Jones, *With Milner in South Africa* (Oxford: Oxford University Press, 1951), 87; quoted in Thomas Pakenham, *The Boer War* (London: Weidenfeld and Nicholson, 1979), 101.

CORPORATE REPORT

³⁷Alcan Inc., *Alcan Annual Report 2006* (Montreal: A1 Printers, 2006), 12.

INTERNET SOURCES

REPORT

³⁸Royal Commission on Aboriginal Peoples, *Royal Commission on Aboriginal Peoples Final Report* (1996).
<<http://www.canadabookday.ca/report.html>> [16 October 2006], par. 2.

QUESTION AND ANSWER DATABASE

³⁹*Soc.History.War.World-War-II Frequently Asked Questions* (n.d.).
<<http://www.canadabook.ca/ques.html>> [16 October 2006].

ENCYCLOPEDIA

⁴⁰"League of Nations," *The Concise Columbia Electronic Encyclopedia*, 3rd ed. (2005).
<<http://www.canadabookday.ca/report/12345.html>> [16 October 2006], par.1.

NEWSPAPER ARTICLE

⁴¹Patrick Dare, "Enthused About the Art of an Essay," *The Ottawa Citizen* (7 January 1997).

<http://www.canadabookday.ca/ARCHIVE_1997/html> [16 October 2006], par. 3.

NEWSLETTER

⁴²Eric Hamilton, "Making Choices, Creating Opportunities," *History Now* (Spring 1997). <http://www.canadabookday.ca/Spring97_1.html> [16 October 2007].

ELECTRONIC JOURNAL OR MAGAZINE

⁴³David Medici, "German Policy in Occupied Belgium, 1914-1918," *Essays in History* 39 (1997). <<http://www.canadabookday.ca/menich39.html>> [16 October 2006], Conclusion.

SLIDES/PHOTOGRAPHS

⁴⁴The Simon Wiesenthal Center, *Neville Chamberlain with Adolf Hitler* (1997). <<http://www.canadabookday.ca/pg1234.html>> [16 October 2006].

MAP

⁴⁵*The Axis Powers* 1942, map (n.d.). <<http://www.canadabookday/12345.jpg>> [16 October 2006].

SOUND

⁴⁶“Facts on Levi Strauss & Co.’s Plant Closures Announced Thursday,” [Sound file] *Canadian Press Newswire* (25 September 2003). <<http://quest.uml.com/pqdweb>> [17 September 2004].

REVIEW (FILM OR BOOK)

⁴⁷Gilbert Taylor, review of *Herschel: The Man Who Started World War II*, by Andy Marino, *Booklist* (1 September 1997). <<http://www.canadabookday.ca/12marino.html>> [16 October 2006].

TV/RADIO

⁴⁸Mark O'Neill, "Chinese Traditional Medicines" [Sound file], *Quirks & Quarks* (23 May 1998).
<<http://www.canadabookday.ca/programs/may2398.ra>> [16 October 2006].

ART

⁴⁹Emily Carr, *Kitseyucla* (c.1928).
<<http://www.canadabookday.ca/carr-kitseyucia/jpg>> [16 October 2006].

INTERVIEW

⁵⁰Colin Bristow, interview by O. Bristow, *Local Heroes: An Oral History of World War Two* (n.d.). <<http://www.canadabookday.ca/carr-kitseyucia/jpg>> [16 October 2006].

BOOK

⁵¹Robert F. Barsky, *Noam Chomsky: A Life of Dissent* (1997).
<<http://canadabookday.ca/chomsky/contents.html>> [16 October 2006], 33.

ELECTRONIC MAIL

⁵²Z. Arbenz <zarbenz@rogers.com>, *League of Nations background* (16 October 2006). E-mail to Jim Brown <jbrown@sympatico.ca>.

NEWSGROUP

⁵³Tom Jones <jones@hotmail.com>, Re: *V2 launched from The Hague, Holland* <thehague@nntp6.u.washington.edu> (22 December 1998). <<http://x15.dejanews.com/getdoc.xp?AN=424888357>> [5 January 2006].

SOFTWARE PROGRAM

⁵⁴*APA Style Helper*, Version 4.0. (2006).
<<http://www.canadabookday.ca/apa>> [16 October 2007].

PERSONAL WEB SITE

⁵⁵Andrew Hunt, *Andrew's Diner* (n.d.).
<<http://www.canadabookday.ca>> [16 October 2006].

GENERAL WEB SITE

⁵⁶Trent University History Department, *Adolf Hitler* (8 January 1999). <<http://www.canadabookday.ca>> [16 October 2006], Introduction.

CORPORATE REPORT (ONLINE)

⁵⁷Alcan Inc., *Alcan Annual Report 2006* (2006). <<http://canadabookday.ca/chomsky/contents.html>> [20 June 2007], 33.

GOVERNMENT DEPARTMENT (ONLINE)

⁵⁸Environment Canada, *Annual Report on Endangered Species* (2006). <<http://www.environmentcanada.ca>> [20 June 2007], 25.

ELECTRONIC JOURNAL OR MAGAZINE (DATABASE)

⁵⁹Adrian R. Lewis, "The Failure of Allied Planning and Doctrine for Operation Overlord: the case of minefield and obstacle clearance, (World War II)," *The Journal of Military History*. (October 1998). *Academic OneFile*. Thomson Gale. Ottawa-Carleton District School Board. <http://find.galegroup.com/itx/infomark.do?&contentSet=IADocuments&type=retrieve&tabID=T002&prodId=AONE&docId=A53336886&source=gale&srcprod=AONE&userGroupName=ko_k12hs_d47&version=1.0> [28 June 2007], 787.

ELECTRONIC JOURNAL OR MAGAZINE (DATABASE)

⁶⁰Jack Granatstein, "History: Nightmare of Death: Everything went wrong in the 1942 raid on Dieppe," *Macleans* (19 Aug 2002). *eLibrary*. Proquest CSA. Earl of March Secondary School. <<http://elibrary.bigchalk.com/curriculumca>> [28 June 2007], 47.

ONLINE ENCYCLOPEDIA (DATABASE)

⁶¹"World War II (era), 1928-1945," *Encyclopedia of History*, (2003). *History Resource Center*. Gale Group. Earl of March Secondary School. <<http://galenet.galegroup.com/servlet/HistRC/>> [21 June 2007], par. 4.

ABBREVIATED FORMATS

All titles have been italicized in the above examples.

Complete citation details are given in the first reference to a source. However, there is no need to repeat all the details in a subsequent reference. If, for example, you refer to a work by Morrit that you have already cited in full, use an abbreviated format containing the author's surname and the page reference, as shown:

⁵ April Morrit, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996), 99.

⁶Morrit, 108.

Or if more than one of Morrit's books has already been cited, you would have to include a shortened version of the title to identify the specific source.

⁶Morrit, *Manual for Writers*, 108.

If it is necessary to refer immediately **to the same source**, you may choose to use "Ibid.," which is the abbreviated form of the Latin word "ibidem" meaning "in the same place". For example, an immediate reference to the same page of Morrit's *Manual For Writers* would be cited:

⁷Ibid.

If a citation from a **different page in the same book** by Morrit follows **immediately**, it would be entered in this way:

⁸Ibid., 170.

"Ibid." is not italicized or underlined.

Listing Sources

As a general rule, it is recommended that you list **all** the sources that proved **useful** in preparing the essay. Traditionally, this list has been called a "**Bibliography**," and the term is still widely used. However, some instructors object to the use of the term for two reasons.

1. "Bibliography" literally means a list of books, and sources today range from books to interviews to databases.
2. "Bibliography" implies a complete list of sources on a topic and student sources for an essay are unlikely to represent an exhaustive list.
3. List your sources under the heading "Works Consulted."

Your sources should be listed in alphabetical order **by author's last name** on a separate page at the end of the essay. **Do not number your sources.** Use a single list of sources for high school and university essays. For longer research papers and dissertations you may be required to classify your sources into primary and secondary material or published and unpublished information.

The details in a citation note and a corresponding bibliographic entry are usually identical, except for inserting a page reference in the citation note. There are important differences in the format for **citing** your sources in footnotes or endnotes and **listing** your sources in the works consulted, as shown:

Footnotes/Endnotes

¹James Brown, *The Post-Cold War Trading System: Who's on First?* (Chicago: University of Chicago Press, 1997), 59.

Works Consulted

Brown, James. *The Post-Cold War Trading System: Who's on First?* Chicago: University of Chicago Press, 1997.

- the entry for each source starts at the left margin, with the author's last name listed first
- if the entry extends beyond the line, the second and subsequent lines are single-spaced and indented five spaces or a single tab stop
- leave a double space between individual entries and use 12 pt. type
- if there is no place of publication given use "N.p.", and for no publisher use "n.p."
- if both are missing, it is permissible to use just "N.p."
- if no date is provided insert "n.d."

You may be required to make critical comments on the merits of each source. Head your list of sources either "Annotated Bibliography" or "Annotated List of Works Cited," depending on the nature of the list of sources.

Works Consulted

TRADITIONAL SOURCES

BOOK

ONE AUTHOR

Jones, Tom. *Cultural Realism*. Princeton: Princeton University Press, 1995.

TWO AUTHORS

Brown, Alana and Tom Jones. *On the Brink: Americans and Soviets Re-examine the Cuban Missile Crisis*. New York: Hill & Wang, 1989.

THREE OR MORE AUTHORS/EDITORS

Brown, James et al. *History of South Africa*. Philadelphia: Temple University Press, 1991.

EDITOR/COMPILER/TRANSLATOR

Brown, James, ed. *The WTO as an International Organization*. Chicago: University of Chicago Press, 1998.

NO AUTHOR

London Today. Harmondsworth, U.K: Penguin, 1960. (*Do not use "Anonymous" or "Anon."*)

ASSOCIATION AS AUTHOR

American Psychological Association. *Publication Manual*. 4th ed. Washington, DC: American Psychological Association, 1994.

MULTIVOLUME WORK

Brown, James and Tom. *The Story of Civilization*. Vol. 10, *Rousseau and Revolution*. New York: Simon and Schuster, 1965.

ESSAY IN AN EDITED WORK

Jones, Tom. "Changes in East African Society." In *A History of East Africa*, ed. D. A. Low and Alison Smith. Oxford: Oxford University Press, 1976.

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Jones, Tom. *A Handbook for Scholars*. Rev. ed. New York: Oxford UP, 1992.

PAMPHLET/MONOGRAPH

Jones, Georgia and James Brown. *The National Archives of Canada, 1872-1997*. Historical Booklet, no. 58. Ottawa: Canadian Historical Association, 1997.

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Jones, Tom. "Isolationism." *Encyclopedia of American Foreign Policy*. 2006 ed.

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Brown, James. "Repressed Memories: Special Report." *Britannica Book of the Year 1995*. Chicago: Encyclopaedia Britannica, 1996.

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Brown, James. "Generation Soundbite." *The Times* (London), 1 January 1999, 28.

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"The Last Stand." Editorial. *The Ottawa Citizen*, 28 December 1998, A9.

LETTER TO THE EDITOR

Brown, Sharon. Letter. *The Globe and Mail* (Toronto), 16 January 1999, D6.

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Jones, Tom. "Indonesia: A Survey." *The Economist*, 17 April 1993, 3-18.

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"Canine Medicare." *Time*, 29 October 1990, 36.

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Brown, James. "Casual Commitment to International Relations." *Political Science Quarterly* 96 (1981): 367-79.

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Jones, Tom. "Refocusing the IMF." *Foreign Affairs* 77, no. 2 (1998): 20-25, 30-33.

NEWSLETTER

Reid, Nancy. "Historians and the National Archives of Canada." *Bulletin of the Canadian Historical Association* 16, no. 4 (1990): 5-12.

REVIEW

BOOK

Brown, James. Review of *Africa: A Biography of the Continent*, by Tom Jones, *New York Review of Books*, XLV, no. 20 (17 December 1998): 64-72.

FILM

Jones, Tom. "How the West was Lost." Review of *Dances with Wolves* i.e. (Orion movie). *Newsweek*, 19 November 1990, 67-68.

INTERVIEW

PERSONAL

Brown, James. Interview by author. Tape recording. Ottawa, Ontario, 16 December 2006.

PUBLISHED

Jones, Tom. "The Power of a Well-Told Tale." Interview by J. Brown and T. Smith. *Time*, 14 October 1991, 92-93.

RADIO/TELEVISION

Jones, Tom. Interview by Ted Smith. *Writers and Company*. CBC Stereo, 26 May 1991.

SPEECH/LECTURE

Brown, James. "A New Psychology of Love, Traditional Values, and Spiritual Growth." Lecture. The Centre of New Fire. Ottawa, 21 November 2004.

FILM

Dances with Wolves. Directed by Tom Jones. TIG/Orion, Los Angeles, 1990.

VIDEOCASSETTE OR DVD

The Civil War. Directed by James Brown, PBS, 1994. Videocassette.

RADIO/TELEVISION PROGRAM

"The Human Zoo." *The Human Animal*. Narrated by Tom Jones. The Learning Channel, 15 January 1999.

WORK OF ART

Jones, Tom. *Still Life with Chair-Caning*. Oil on canvas. 1912. Musée Picasso, Paris.

SOUND RECORDING

Shakespeare, William. *Twelfth Night*. Directed by Angela Jones. Caedmon, SRS-M213, 1961. Cassette.

MAP

Physical Canada. Map. Washington, DC: National Geographic Society, 1997.

GOVERNMENT DEPARTMENT

Environment Canada. *Annual Report on Endangered Species*. Ottawa: Government Printing Office, 2006.

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Jones, T. Papers. National Archives, Ottawa.

CD-ROM

Discover the Great Lakes: The Ecosystem of the Great Lakes-St. Lawrence. CD-ROM. Ottawa: Environment Canada, 1997.

INDIRECT SOURCE

Jones, T. *With Milner in South Africa*. Oxford: Oxford University Press, 1951, 87. Quoted in Thomas Pakenham, *The Boer War*, 101. London: Weidenfeld and Nicholson, 1979.

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Alcan Inc. *Alcan Annual Report 2006*. Montreal: A1 Printers, 2006.

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Royal Commission on Aboriginal Peoples. *Royal Commission on Aboriginal Peoples Final Report*. 1996.
<<http://www.canadabookday.ca/report.html>> [16 October 2006].

QUESTION AND ANSWER DATABASE

Soc.History.War.World-War-II Frequently Asked Questions. n.d.
<<http://www.canadabook.ca/ques.html>> [16 October 2006].

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"League of Nations." *The Concise Columbia Electronic Encyclopedia*. 3rd ed. 2005. <<http://www.canadabookday.ca/report/12345.html>> [16 October 2006].

NEWSPAPER OR MAGAZINE ARTICLE, NEWS NETWORK, OR WIRE SERVICE

Dare, Patrick. "Enthused About the Art of an Essay." *The Ottawa Citizen*. 7 January 1997. <http://www.canadabookday.ca/ARCHIVE_1997/html> [16 October 2006].

NEWSLETTER

Hamilton, Eric. "Making Choices, Creating Opportunities." *History Now*. Spring 1997. <http://www.canadabookday.ca/Spring97_1.html> [16 October 2006].

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Medici, David. "German Policy in Occupied Belgium, 1914-1918." *Essays in History* 39. 1997. <<http://www.canadabookday.ca/menich39.html>> [16 October 2006].

SLIDES/PHOTOGRAPHS

The Simon Wiesenthal Center. *Neville Chamberlain with Adolf Hitler*. 1997. <<http://www.canadabookday.ca/pg1234.html>> [16 October 2006].

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The Axis Powers 1942. Map. n.d. <<http://www.canadabookday/12345.jpg>> [16 October 2006].

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"Facts on Levi Strauss & Co.'s Plant Closures Announced Thursday." [Sound file]. *Canadian Press Newswire*. 25 September 2003. <<http://quest.uml.com/pqdweb>> [17 September 2004].

REVIEW (FILM OR BOOK)

Taylor, Gilbert. Review of *Herschel: The Man Who Started World War II*, by Andy Marino. *Booklist*. 1 September 1997. <<http://www.canadabookday.ca/12marino.html>> [16 October 2006].

TV/RADIO

O'Neill, Mark. "Chinese Traditional Medicines" [Sound file]. *Quirks & Quarks*. 23 May 1998.
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Carr, Emily. *Kitseyucla*. c.1928. <<http://www.canadabookday.ca/carr-kitseyucia/jpg>> [16 October 2006].

INTERVIEW

Bristow, Colin. Interview by O. Bristow. *Local Heroes: An Oral History of World War Two* n.d. <<http://www.canadabookday.ca/1234/1.htm>> [16 October 2006].

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Barsky, Robert F. *Noam Chomsky: A Life of Dissent*. 1997.
<<http://canadabookday.ca/chomsky/contents.html>> [16 October 2006].

ELECTRONIC MAIL

Arbenz, Z. <zarbenz@rogers.com>. *League of Nations background*. 16 October 2006. E-mail to Jim Brown <jbrown@sympatico.ca>.

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Jones, Tom <jones@hotmail.com>. Re: *V2 launched from The Hague, Holland*. <thehague@nntp6.u.washington.edu> 22 December 1998.
<<http://x15.dejanews.com/getdoc.xp?AN=424888357>> [5 January 2006].

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APA Style Helper. Version 4.0. 2006.
<<http://www.canadabookday.ca/apa>> [16 October 2006].

PERSONAL WEB SITE

Hunt, Andrew. *Andrew's Diner*. n.d. <<http://www.canadabooksday.ca>> [16 October 2006].

GENERAL WEB SITE

History Department Trent University. *Adolf Hitler*. 8 January 1999. <<http://www.canadabookday.ca>> [16 October 2006].

CORPORATE REPORT (ONLINE)

Alcan Inc. *Alcan Annual Report 2006*. 2006. <<http://canadabookday.ca/chomsky/contents.html>> [20 June 2007].

GOVERNMENT DEPARTMENT (ONLINE)

Environment Canada. *Annual Report on Endangered Species*. 2006. <<http://www.environmentcanada.ca> > [20 June 2007].

ELECTRONIC JOURNAL OR MAGAZINE (DATABASE)

Lewis, Adrian R. "The Failure of Allied Planning and Doctrine for Operation Overlord: the case of minefield and obstacle clearance, (World War II)." *The Journal of Military History*. October 1998. *Academic OneFile*. Thomson Gale. Ottawa-Carleton District School Board.

<http://find.galegroup.com/itx/infomark.do?&contentSet=IADocuments&type=retrieve&tabID=T002&prodId=Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A53336886&source=gale&srcprod=AONE&userGroupName=ko_k12hs_d47&version=1.0> [28 June 2007].

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Granatstein, Jack. "History: Nightmare of Death: Everything went wrong in the 1942 raid on Dieppe." *Macleans*. 19 August 2002. *eLibrary*. Proquest CSA. Earl of March Secondary School. <<http://elibrary.bigchalk.com/curriculumca>> [28 June 2007].

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"World War II (era), 1928-1945." *Encyclopedia of History*. 2003. *History Resource Center*. Gale Group. Earl of March Secondary School.
<<http://galenet.galegroup.com/servlet/HistRC>> [21 June 2007].

All titles have been italicized in the above examples.

When listing two or more sources by the same author, enter the name for the first entry only. For the next entry (and successive entries) type an eight-space line in place of the author's name, followed by a period. The entries may be arranged alphabetically by title or chronologically.

Research Notes Format

12 (page 12 of research notes)

Hitsman, J. Mackay. *The Incredible War of 1812*. Toronto: University of Toronto Press, 1989.

(CORRECT WORKS CONSULTED ENTRY)

pg. #

62

[]

- Brock wrote Provost on July 20
"a general sentiment prevails that with the present force resistance is unavailing."
- only a few American-born settlers joined the invading forces

76

- upon learning of the British victory at Michilimackinac, 400 Potawatomi braves attacked the retreating American column

- in order for a source to be counted toward the minimum number of Research Notes, it must be at least half a page in length
- sources included in the essay's Works Consulted must have the corresponding Research Note
- each source's Research Note should begin on a new page
- page numbers must appear for traditional print sources
- page or paragraph numbers may be used for Internet sources
- in the margin, students use symbols, or different colours, to indicate the organization of evidence in the arguments (provide a key)
- note that a periodical found on the Internet has two dates in the bibliographic entry; the first, often in round brackets, indicates the date that the item was first posted on the web site, while the second, in square brackets, indicates the date that the student found the information
- Research Notes should be handwritten - they are NOT downloads from the Internet

EVIDENCE THAT IS PRESENTED IN THE ESSAY MUST APPEAR IN THE RESEARCH NOTES. A STUDENT MAY BE ACCUSED OF PLAGIARISM, IF EVIDENCE IN THE PAPER IS NOT FOUND IN THE RESEARCH NOTES. THE PENALTY FOR PLAGIARISM IS ZERO FOR THE ASSIGNMENT.