

# Organizing Work



# Primary and Secondary Sources

Primary sources include materials close to the topic under investigation. In literary research, they include poems, fiction, and other literary works, as well as authors' journals and, in some cases writings by authors' contemporaries. In the social sciences, primary sources include journals, letters, newspapers and magazines, case studies, legal documents, and texts of speeches. Art and music studies include examination of artworks and musical pieces. In science, primary sources include notes on experiments and researchers' conclusions and hypotheses. In every case, a primary source is an expression of a person close to the topic at hand.

Secondary sources include outside viewpoints: summaries, interpretations, analyses, and evaluations by people distanced from the topic. Examples include critical treatments of literature, later analyses of historical causes and effects, descriptions of art and music styles and movements, and retrospective views of processes leading to a scientific discovery. Effective secondary sources usually cite primary sources to substantiate generalizations and interpretations.

## Locate Sources

As you begin to look for information about your topic, you will explore two kinds of sources: A **primary sources** is an original text, document, interview, speech, or letter. It is not someone's comments on or analysis of a text; it is the text itself. A **secondary**

**source** is not an original text or document but someone's comments on or analysis of a primary source. For example, U.S Census data is a primary source. A study of economic trends based on Census data would be a secondary source.



Here are some examples of **primary and secondary sources**.

**Primary Sources:** Literary works (poems, stories, novels, essays, plays); documents; autobiographies; letters; interviews; speeches; surveys; tables of statistics

**Secondary Sources:** Comments on or analysis (either written or spoken) of an original text or document; biographies



**Evaluate the sources that you find.**

**Check the date.** You will want accurate, up-to-date information, especially if the topic involves the sciences. An article published in 1978 about space stations is seriously out of date, while a 1978 article about William Shakespeare could still be an excellent source. You will have to look at the article to see.

## ----- HINT -----

Try to include at least one primary source in your paper. Your comments on a primary source will testify to your knowledge about your topic. Primary sources also provide a welcome change from reading about other people's ideas and opinions.

**Check the author.** Is the writer an expert on the topic? You can usually find some information about the writer (educational and jacket or at the beginning or end of a magazine article. Is there any indication that the writer is biased or for some other reason unreliable?

## Note Cards

- Write your notes online with Noodletools.
- On any one card, write notes only on one topic and from one reference source.
- Include the following information on each card:
  - Identification of the source, author's name, title or whatever you need for positive identification
  - A label for the topic covered on this card (often called **a slug**)
  - Your actual notes
  - The page number(s) where you found this material

**Three Kinds of Notes** (Your notes will probably contain a mixture of direct quotations, paraphrases and summaries.)

1. **DIRECT QUOTATION:** On your note card, copy the quote exactly – word for word – just as the writer wrote it, and enclose the quoted material in “Jumbo quotes” to alert you that the wording isn’t yours. Use an ellipsis (a series of three periods separated by spaces) to show where you have omitted words in a quotation. If the quotation comes at the end of a sentence, add a fourth period as end punctuation.

**Note: Use direct quotes sparingly.**

2. **PARAPHRASING:** When you paraphrase a text, you restate the writer’s ideas in your own words. A paraphrase covers every idea in the same order as in the original but is usually shorter. Paraphrases are most useful when you are writing about a short literary text, such as a poem. Supposing you are paraphrasing a writer’s ideas from one of your sources. **EVEN THOUGH YOU ARE NOT COPYING THE WRITER’S EXACT WORDS, YOU ARE “KIDNAPPING” THE WRITER’S IDEAS, AND UNLESS YOU GIVE CREDIT TO THE ORIGINAL WRITER, YOU ARE PLAGIARIZING.**

3. **SUMMARIZING:** When you summarize something, you restate the main ideas in your own words. A summary does not give all the details – only the most important ones.

### Sample Note Card (Noodletools):

<p>Unpiled</p> <p>Background</p> <p>Early years/ Background</p> <p>Source: "Poe, Edgar Allan." <i>UXL Encyclopedia of U.S. History</i>. Sonia Benson, Daniel E. Brannen, Jr., and Rebecca Valentine. Vol. 6. Detroit: UXL, 2009. 1242-1245. <i>Gale Virtual Reference Library</i>. Web. 3 Feb. 2014.</p> <p>Document URL &lt;<a href="http://go.galegroup.com/ps/i.do?id=GALE%7CCX3048900487&amp;v=2.1&amp;u=gullacad&amp;it=r&amp;p=GVRL&amp;sw=w&amp;asid=4c4b2aa8be42be201b385eb6c520d102">http://go.galegroup.com/ps/i.do?id=GALE%7CCX3048900487&amp;v=2.1&amp;u=gullacad&amp;it=r&amp;p=GVRL&amp;sw=w&amp;asid=4c4b2aa8be42be201b385eb6c520d102</a>&gt;</p> <p>Pages: 1242</p> <p>Quote: Poe was born on January 19, 1809, the son of professional actors. When he was three, his mother died of tuberculosis (known then as consumption, a disease of the lungs) and his father had already abandoned the family. Poe was sent to live in Richmond, <b>Virginia</b>, at the home of a wealthy and childless couple, John and Frances Allan, whose name Poe was to take later as his middle name. Frances Allan loved Poe like a son, but the relationship with John Allan was strained.</p> <p>Early years Poe was educated in private academies. He did well in all subjects, but literature absorbed his attention. By age fourteen, he was writing poetry. He entered the University of Virginia in 1826, where he took up more than studying; drinking large quantities of alcohol and gambling became new habits. This soon led to an estrangement with John Allan; Poe was cut off from all funds in 1827.</p> <p>The young man set off for Boston, <b>Massachusetts</b>, determined to become a great writer. There he published a book of poems, but they attracted little attention. In desperate need of an income, Poe decided to join the U.S. Army. Surprisingly, he adapted well to military discipline and quickly rose to the rank of sergeant major, the highest noncommissioned grade in the Army. After receiving an appointment to West Point Military Academy in <b>New York</b>, Poe discovered that the life of an officer-in-training was not at all what he had expected. Frustrated, he began drinking heavily and stopped attending his classes. He was kicked out of the academy in 1831.</p>	<p>Paraphrase:</p> <ul style="list-style-type: none"><li>• Born Jan. 19, 1809</li><li>• Mother died, father abandoned</li><li>• Adopted by wealthy family (John and Frances Allan)</li><li>• Private education</li><li>• University of Virginia - drinking and gambling (no studying)</li><li>• John Allan cut all funds</li><li>• Went to Boston to become writer - but did not do well</li><li>• Joined Army and did well but life was not what he expected so started drinking again</li><li>• Kicked in 1831</li></ul> <p>My Ideas: -What happened with his adopted family? Was there any more influence in his life?</p>
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# Using Direct Quotations

Some of your note cards probably contain direct quotations that you think you might use in your paper. As you were taking notes, you enclosed them in large quotation marks just to make sure you would know they are not your own words, and you also checked them carefully for accuracy.

**Follow the conventions for using direct quotations. Make sure that you clearly identify the source of the quotation.**

In the examples that follow, the numbers in parentheses indicate the bibliographical source card number of the quote (and in poetry the line numbers also). These are temporary citations only. You will learn about **parenthetical citation** in Step 7.

**Hint!**

Do not use too many questions (an overload gets boring), and keep them fairly brief. Also, do not keep quoting from a single source. Use a sprinkling of direct quotations from different sources.

## PROSE QUOTATION

- ❖ Run prose quotations into the text if they are four typed lines or shorter.

### At the beginning of a sentence

“You gain strength, courage and confidence by every experience in which you really stop to look fear in the face,” Eleanor Roosevelt writes (14).

### At the end of a sentence

Eleanor Roosevelt, who was painfully shy as a young woman, might have been writing about herself when she declared, “You gain strength, courage and confidence by every experience in which you really stop to look fear in the face” (14)

### Interrupted quotation

“You gain strength, courage and confidence,” Eleanor Roosevelt writes, “by every experience in which you really stop to look fear in the face” (14)

- ❖ You do not have to quote whole sentences. Enclose words or phrases in quotation marks, and run them into your sentences.

Ernesto Gallarza describes both the difficulties and kindnesses he experienced in the course of “the Americanization of Mexican me” (12)

- ❖ If a prose quotation is longer than four typed lines, set it off from the rest of the text. Start a new line and indent ten spaces from the left margin. Do not use quotation marks for these long quotes.

Jane Austen sets the tone and theme of her comic novel *Pride and Prejudice* in its opening sentences:

It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters. (2)

## QUOTATIONS FROM POEMS

- ❖ Run in three or fewer lines quoted from a poem and use a slash mark (/) to indicate the end of a line. Enclose the quoted lines in quotation marks. (The line numbers of the poem are shown in parenthesis.)

Walt Whitman's "Song of Myself" begins with these lines: "I celebrate myself, and sing myself,/ And what I assume you shall assume,/ For every atom belonging to me as good belongs to you" (1. 1-3)

- ❖ When quoting more than three lines from a poem, write each line as it appears in the poem. Indent the quoted lines, and do not use quotation marks.

In "The Raven," his most famous poem, Edgar Allan Poe bombards the reader with a whole gamut of sound effects to produce a chilling, hypnotic effect:

Once upon a midnight dreary, while  
I pondered, weak and weary,  
Over many a quaint and curious  
volume of forgotten lore,  
While I nodded, nearly napping,  
suddenly there came a tapping  
As of someone gently rapping,  
rapping at my chamber door.  
" 'Tis some visitor," I muttered,  
"tapping at my chamber door;  
Only this and nothing more." (1-6)

## ELLIPSES AND BRACKETS

- ❖ Use an ellipsis (a series of three periods separated by spaces) to show where you have omitted words in a quotation. If the quotation comes at the end of a sentence, add a fourth period as end punctuation.

In his introduction to A Tale of Two Cities, Shuckburgh compares Madame Defarge to Lady Macbeth, calling the Defarges "among the greatest – and most terrible – of Dicken's creations, perhaps of all... fiction."

Charles Dickens begins A Tale of Two Cities with a description of the year 1775: "It was the best of times, it was the worst of times. It was the age of wisdom, it was the age of foolishness..."

- ❖ Use brackets to enclose words that you insert in a quotation in order to make the meaning clear.

U.S. Senator William Fulbright told the Senate, "We are handicapped by [foreign] policies based on old myths rather than current realities' (12).

# Write a Final Outline

## Content and Organization

Your final outline shows at a glance the two essential aspects of your paper: its content and its organization. Usually, a final outline includes a third element, your thesis statement, which comes right after the title and before the outline of the body of the paper.

### -----HINT-----

**Some teachers do not want the thesis statement to appear in the outline. Find out whether your teacher wants the thesis statement included or not.**

The three important parts of a research paper that *never* appear in an outline are the introductory paragraph(s), the paper's conclusion or concluding paragraph(s), and the Works Cited list.



### **Choose either a topic outline or a sentence outline.**

Your outline must be either a topic outline or a sentence outline – not a combination of both. You cannot mix the two types of outlines. Your teacher may make the decision for you by specifying which type you will be required to write.

In a topic outline, the headings and subheadings are a series of words or phrases, not complete sentences.



**Here is an example of a topic outline.**

- I. Native American “code talkers” during World Wars I and II
  - A. Who they were
    - 1. Their tribes
    - 2. Their languages
  - B. What they did
  - C. Why they were so successful
    - 1. Spoken (not written) languages
    - 2. Languages totally unfamiliar to enemy code breakers

In a sentence outline, every heading and subheading is a complete sentence. (A complete sentence contains a subject and a verb and expresses a complete thought.)



**Here is an example of a sentence outline.**

- I. Native Americans served successfully as “code talkers” in the United States Armed Forces during the World Wars I and II.
  - A. They were fluent speakers of their native languages.
    - 1. They were Choctaws, Navajos, Comanches, Winnebagos, Kiowas, and Cherokees
    - 2. Each tribe spoke a unique language.
  - B. Code talkers transmitted military information via walkie-talkie radios and field telephones to other speakers of their language.
  - C. Enemy code breakers were unable to understand the Indian's languages.
    - 1. Almost all were spoken languages only and had no written form.
    - 2. These tribal languages were totally unfamiliar to outsiders.

### -----HINT-----

**Each type of outline has its advantages. A topic outline is quicker and easier to write. Sentence outlines take more time but have two distinct points in their favor; (1) They furnish ready-made topic sentences for your paragraphs. (2) Because they force you to summarize what you are going to say about each topic, they can reveal problems in the organization of your ideas.**

Here are some rules governing the placement and punctuation of citations.

**Place a citation at a natural pause – that is, at the end of a sentence or after a phrase or clause.**

“A turkey, for example, was worth a hundred seeds. A small rabbit was worth thirty” (Burleigh [10])

According to the MLA Handbook, the end of a sentence is preferred. However, a parenthetical citation should always come near the quotation of paraphrase it documents. Consequently, it may naturally fall somewhere in the middle of a sentence.

They were something like today’s coaches (Vennum 28) except that they had – claimed to have magical powers.

**Place a citation at the end of a text sentence and before the end punctuation mark.**

Unripe pods are green, but they change to yellow or purple-red when they ripen (Burleigh [5]).

**If a citation follows a quotation at the end of a sentence, place the citation after the final quotation marks and before the sentence’s end punctuation.**

Twenty-two-year-old Thomas Jefferson praised chocolate as “superior to coffee or tea for health and nourishment” (Beach 3).

**A citation in the middle of a sentence comes before a comma, a colon, or a semicolon.**

“A full-scale blockade generally has been interpreted as an act of war,” the Miami Herald reported (“Blockade”), and everyone feared what might happen.

**For a long quote set off from the rest of the text, place the citation on the last line of the quote following the end punctuation mark. Follow this style offer both prose and poetry.**

Oren Lyons, horary chairman of the Iroquois National Lacrosse team, remembers:

But I should mention that in 1890 the Iroquois were sanctioned against playing at all. Before that we were always part of the international games. We taught the English how to play, we taught the French how to play, we taught the Canadians and the Americans. We were quite active in the late 1800s. We had three trips to England, played in front of Queen Victoria, and they couldn’t beat us so they called us professionals and wouldn’t allow us to play anymore. (Dellinger)

## Writing the Body of Your Paper



### Keep very careful track of your sources.

This is the point where documenting sources can go awry and the possibility of accidental plagiarism occurs. Keep watch on your note cards for those large quotation marks that alert you to a direct quotation. Pay careful attention to ideas that need documenting, too. Plug in parentheses and source card numbers at the appropriate spots.



### Write in the present tense. Use the past tense only to refer to historical events.

This advice about tenses follows the MLA (Modern Language Association) style, which is preferred by most high-school teachers. Even though a work of literature was written long ago, the work still exists, so the present tense is used to discuss the work.



### Here are some examples showing correct use of present and past tense according to MLA style.

PRESENT TENSE	In “I heard a Fly buzz- when I died-“ Emily Dickinson <b>describes</b> what the speaker in the poem <b>feels</b> at the moment of death.
PRESENT TENSE	In his <i>Philosophiae naturalis principia mathematica</i> (1687), Sir Isaac Newton <b>describes</b> his laws of universal gravity.
PAST TENSE	In 1901, Beatrix Potter <b>published</b> <i>The Tale of Peter Rabbit</i> privately.
PAST TENSE	Sir Isaac Newton <b>built</b> a reflecting telescope in 1668.



### Each paragraph in the body should state a main idea in a topic sentence. The rest of the sentences in that paragraph should provide supporting details.

Topic sentences perform two useful functions in informative, or expository, writing – the kind of writing you are doing in a research paper. A **topic sentence** states the paragraph’s main idea and also controls the paragraph’s content. All of the other sentences in the paragraph should support the topic sentence, offering convincing evidence or proof. Try to provide information from at least two different sources to support each topic sentence.