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WARNING! WARNING! WARNING!
You must understand the following concept!

Plagiarism

The Augusta Schools Plagiarism Policy

According to Merriam Webster Online, *plagiarism* is defined as "stealing and passing off (the ideas or words of another) as one's own; the use (of another's production) without crediting the source; literary theft" ("Plagiarizing"). Plagiarism also occurs when a student:

- fails to cite with quotation marks the written words or symbols of another author;
- fails to document the author and sources of materials (including materials obtained through electronic media) used in composition;
- fails to cite research materials in a bibliography or works cited page;
- fails to name a person quoted in an oral report;
- fails to cite an author whose works are paraphrased or summarized;
- fails to cite an author's ideas;
- presents another person's creative work or ideas as one's own in essays, poems, music, art, computer programs, or other projects;
- copies or paraphrases ideas from literary criticism or study aids, including CliffsNotes or SparkNotes, without documentation;
- purchases a paper from an Internet site or an individual and claims the work as one's own;
- cuts and pastes sections of text from Internet sites or online research sites;
- commits any other action intended to obtain credit for work which is not one's own.

If students still have questions about plagiarism or how to correctly cite from their sources, they should consult the Cony Research Guide or ask the teacher who issued the assignment. **Students who plagiarize will receive a zero on the assignment. In addition, their parents or guardians will be contacted and their names given to the administration.** Further disciplinary action will be taken by school administration for repeat offenders.

WARNING! WARNING! WARNING!
You must understand the following concept!

Plagiarism is a form of stealing or theft; it is taking something that legally belongs to someone else. In this case, the writer is taking the words or thoughts that were created by someone else without acknowledging that fact. Most students already know that they must acknowledge the source of directly quoted materials. In the MLA, that is done using parenthetical documentation (see pages 14-25). It is a way of announcing who gets credit for the words. A bigger problem develops when the writer has paraphrased or summarized the original wording. The material is no longer exactly the same as the original source, but the thoughts still originated there and must be acknowledged with parenthetical documentation, just as for directly quoted material.

Here is another problem area: if the writer keeps an unusual word or phrase from the original source without enclosing it in quotation marks, that is also a form of plagiarism.

The **consequences for plagiarism at Cony High School are severe. The minimum is a zero on the assignment.** No matter what the exact consequences are, the fact remains that it is illegal and unethical. Avoiding any possibility of plagiarism is quite simple: just document when using all outside material. (See "Note Taking" on page 28.) The only exception to the rule is when the information is common knowledge, as in the following examples:

The Statue of Liberty was a gift from French school children.

There are 5,280 feet in a mile.

Reminders:

- Credit the source of any direct quotations.
- Credit any paraphrases or summaries.
- Credit any researched information that is not common knowledge.
- Credit any tables, charts, or graphs that are created by other people.

Final Copy Requirements

A successful paper meets the following goals:

- Thesis is concise and clearly stated.
- Paper flows smoothly (unified and coherent). Writing is concise and subtopics are in order and effectively tied back to the thesis. Transitional devices tie paragraphs together while research is woven into the text.
- Paper has strong content. There is enough research to support and strengthen the subtopics while illustrating ample evidence of personal understanding. Ideas are fully developed.
- All sources are properly identified and documented.
- Works cited page contains proper information for each entry and is in the correct order.
- Paper is mechanically sound.
- Paper is properly formatted.

Time Management

Before beginning the task of producing a research paper, it is important to make a schedule for managing the time available. This will reduce the stress created by putting things off until the last minute. The following are points to consider when figuring out how to use time effectively when developing and writing a paper:

- Due date
- Length requirement
- Other major projects due
- Accessibility of materials
- Extracurricular time commitments
- Job
- Other (trips, family commitments, etc.)

The following approximate percentage of time for each phase of the research paper is suggested:

- Thesis development (including a rough outline) 10%
- Collecting information (getting to the information and taking notes) 40%
- Formal outline (organizing researched information) 5%
- Rough draft 15%
- Editing and revising rough draft 15%
- Final draft..... 5%
- Editing and revising final draft 10%

Good time management skills will help to avoid last minute complications such as:

- Computers not being available
- Computer malfunctions
- Printer problems
- Personal typing speed
- Personal issues
- Research constraints

Picking a Topic and Developing a Thesis

Choosing a topic is the most important step in the research process and oftentimes the most difficult. The topic should be of interest to the writer who must know enough about it to do the research effectively.

Once the topic is chosen, it must be narrowed down and written in the form of a thesis statement. How specific the thesis statement is depends primarily on two things: the paper's length requirement and the amount of available information. Therefore, the first step should include a brief search for sources. After this is completed, modify the thesis statement so it better identifies the topic and purpose of the paper. Use the following checklist to judge the thesis statement.

Make sure the thesis statement

is not too broad.
(Too broad: Hemingway creates interesting characters.)

is not too specific.
(Too specific: In Hemingway's The Sun Also Rises, Jake Barnes is a writer who lives in Paris.)

is researchable.

is meaningful.

Sample Thesis Statements

- Ernest Hemingway's major male characters fulfill the "macho" stereotype.
- The contribution of the Maine 20th in the Battle of Gettysburg was the turning point of the Civil War.
- Although potentially beneficial to medical and scientific advancements, human embryo cloning is controversial.
- Impressionism was a reflection of the Romantic period.
- The Egyptians constructed the pyramids using no math skills beyond geometry.

Outlining

Outlining is a useful step between research and writing. An outline will help:

- get an overview of the paper.
- figure out how each section of the paper relates to the others.
- plan the progression of the paper.
- develop transitions between ideas.
- keep track of all important aspects of the subject.
- focus the research. (Gibaldi 29-30)

The approach may change as new information is gathered, and continued revision may be necessary.

Note: Not all instructors require outlines.

Outlining Tips

1. All outlines should begin with the thesis statement, which is the single sentence that identifies both the topic and the point of view. The thesis statement appears below the word *Outline*.

2. Make all entries grammatically similar, e.g. All verbs ending in "ing," or all nouns.

3. Do not use questions.

4. Never have a single division. Items in the outline must divide into two or more headings. (I, II; A, B)

5. The progression in a formal outline moves from Roman numerals to capital letters to Arabic numerals to lowercase letters to Arabic numerals in parentheses to lowercase letters in parentheses.

6. Capitalize only the first letter of the entries and the proper nouns.

7. Use meaningful entries. Entries such as "War experiences" or "Definition of bravery" suggest specific information. Entries such as "Example 1" or "Minor Premise" have no meaning by themselves.

8. Some word processing programs have outlining capabilities.

See sample outline on the following page.

Outline

Thesis: Ernest Hemingway's major male characters fulfill the "macho" stereotype.

I. Introduction

A. Background

1. Personal experiences

2. War experiences

B. Thesis

II. Bravery

A. Ambulance driver

B. Front line explosion

III. Brave protagonists

A. The Sun Also Rises

1. Jake's challenges

2. Jake's courage

B. A Farewell to Arms

1.Frederic's challenges

2. Frederic's courage

Etc.

Search Strategy

Technology is responsible for an enormous increase in the amount of information available. However, each source must be carefully evaluated for accurate information. See the next page for information on evaluating electronic sources.

Determine the information available:

Print

- Books about your topic such as Ernest Hemingway: American Literary Giant
- Magazines and newspapers
- General encyclopedias such as World Book
- Specialized encyclopedias and dictionaries such as Contemporary British Authors and Encyclopedia of the Holocaust Lands and People
- Anthologies such as Twentieth-Century Young Adult Writers
- Ready references such as The World Almanac
- Indexes such as Readers' Guide to Periodical Literature

Internet

- MARVEL (Database)
- Search engines, such as Google and Yahoo

CD ROM

- Encyclopedia, such as Encarta
- Contemporary Authors

Other Media

- Television
- Radio
- DVDs

Identify as many key words or subject headings as possible to reach information.
Do not expect to find entire books, articles, or even whole chapters devoted to the topic. Research takes work. Use imagination to search out bits and pieces of information by using tables of content or indexes.

Internet Research Guidelines

The following information is cited from the Online Library Learning Center (http://www.usg.edu/galileo/skills).

Evaluating all sources used in research is essential, but there are some special guidelines to follow when evaluating websites:

Questions to Ask	Why Is It Important?	Where to Find It?
Who wrote the document?	All sources should be reliable.	On the web page
On whose web site does the document appear?	If the organization is biased or has an agenda, the material must be scrutinized very carefully.	A reference librarian can help locate information on organizations.
Can the information be verified elsewhere?	Information should be verified in more than one sources.	If a website states that a cure for diabetes has been found, that same information should be available from another source.
When was the page last updated?	Currency of information is essential for some topics, such as science and medicine. (A site last updated in 1997 may contain outdated information on the treatment of diabetes, for example.)	On the web page

Domain Suffixes

The domain suffix (the "dot.com) refers to the type of organization providing information on the site. It offers a clue about the purpose, audience, and, sometimes, geographic origin of a website. Common domain suffixes and the types of organizations that would use them are:

.com	A commercial site who main purpose is to sell products. Commercial sites will generally provide only the information that will promote their products.
.edu	An educational institution. Examine these sites carefully. If the information is from a department or research center at an education institution, it is generally credible. Students' web sites are not usually monitored by the school and should not be used for research purposes.
.gov	A government site. All branches of the United States federal government use

	this domain. The information is considered to be from a credible source.
.org	Traditionally a non-profit organization. The American Red Cross or Public Broadcasting System are examples of organizations that use this domain suffix. Many of these sites are credible and unbiased, but if a site advocates a specific point of view over others, it should be avoided.
.mil	A military site. This domain suffix is used by the various branches of the United States Armed Forces.
.net	A network site. This domain suffix includes any sites that don't fit into other domain categories. These sites must be carefully scrutinized.

Authority

If credit is not given to a responsible author of a website, is there any indication of sponsorship? An author's credentials are important in determining credibility of a site. Is the author an expert on the subject? What is her or his background? Remember, anyone can publish a website. A list of sources, like a bibliography, is helpful in determining authority of a site.

Currency

Outdated information may be incorrect or incomplete. A well maintained site will generally indicate at the bottom of the home page when the site was last updated.

Links

Broken hyperlinks, those that send the viewer to a "dead" page, may indicate an unreliable source. Broken hyperlinks, although not uncommon, might be an indication that the site is not regularly maintained and, therefore, outdated.

URL

Shortening a website address to its shortest form will generally provide information about the nature of the site. For example, http://www.mikeschoice.com/reports/rda.htm, which looks as if it contains information about nutritional RDAs, can be shortened to http://www.mikeschoice.com. Viewing the page with the shortened URL, may reveal that the site is actually selling a mineral supplement and, therefore, not the best source of nutritional information. Also, a tilde (~) symbol in the URL usually indicates that the site is a personal website and should be carefully examined before being used as a reputable source.

Comparison

Comparing information found on a website with other information sources is important. Generally, a research paper should not be supported by Internet sites only, and other information, such as books, magazine articles, etc., should be used as a comparison of accuracy.

Drafting the Paper and Inserting Source Material and Documentation into Text

Revise the outline to accurately reflect the research and to ensure a logical order in the paper. Sort the information cards by slug and arrange them to match the revised outline.

Write an introduction around the thesis statement, and make sure each paragraph of the draft supports the thesis statement. Finally, write a meaningful conclusion.

In building support, take the information, insert it into the paper, and document appropriately. Include enough information to identify the specific source on the works cited page. If the title of a book or article is long, shorten it. For example, For Whom the Bell Tolls could be shortened to For Whom.

The following are the three methods of inserting direct quotes and paraphrases into the paper:

Direct Quotes

Short Quote: A short quote is three lines or fewer of directly quoted material. Use quotation marks and place end punctuation after the last parenthesis.

Example:

Many workers, mostly women, were killed, and "although it shocked him to see so many dead people, he soon got used to the idea" (Barger 6).

Long Quote: A long quote is four lines or more of directed quoted material. In a long quote, the punctuation comes before the parentheses. NO quotation marks are used, except for dialogue. The quoted material is indented two tabs on the left margin. The right margin stays the same.

Example:

She is finally convinced to get on a horse, but

> She started to look around. "Don't look around," Robert Jordan said, "Go." And
>
> Pablo hit the horse across the crupper with a hobbling strap and it looked as

though Maria tried to slip from the saddle but Pilar and Pablo were riding up close against her. (Hemingway, For Whom 465)

Paraphrased Material

A paraphrase is information that has been rephrased and not quoted word-for-word from the source. No quotations marks are used, nor is the passage indented. The end punctuation comes after the last parenthesis.

Example:

Everyone in the group was killed instantly, except for Hemingway and one other soldier, who was unconscious and severely wounded. He slung this man over his shoulder and crawled out of the trenches to limp to safety. This was the turning point in his young life and was a major factor in his future bravery themes (Burgess 22).

Sample Works Cited Page Entries and Parenthetical Documentation

Note the indentation for entries. The first line starts at the left margin. If there is a second or third line, each line is indented one tab. On the works cited page, all lines are **double spaced**. Opposite each entry is an example of parenthetical documentation for that source. Please see page 29 for instructions concerning inserting parenthetical documentation within the text. Parenthetical documentation does not appear on the works cited page.

Please note punctuation, underlining, and indentation.

Basic Pattern for a Book

Author's last name, first name. Title of the book. Place of publication: Publisher, Copyright date.

Book by One Author

Burgess, Anthony. Ernest Hemingway and His World. Great Britain: Scribner, 1978. ⟶

Two or More Books by the Same Author

[Please note: Three dashes replace the author's name. Don't forget the period.]

Hemingway, Ernest. A Farewell to Arms. New York: Scribner, 1929. ⟶

---. Green Hills of Africa. New York: Scribner, 1935. ⟶

Two or Three Authors

[Please note: The second and third authors' names are in natural order]

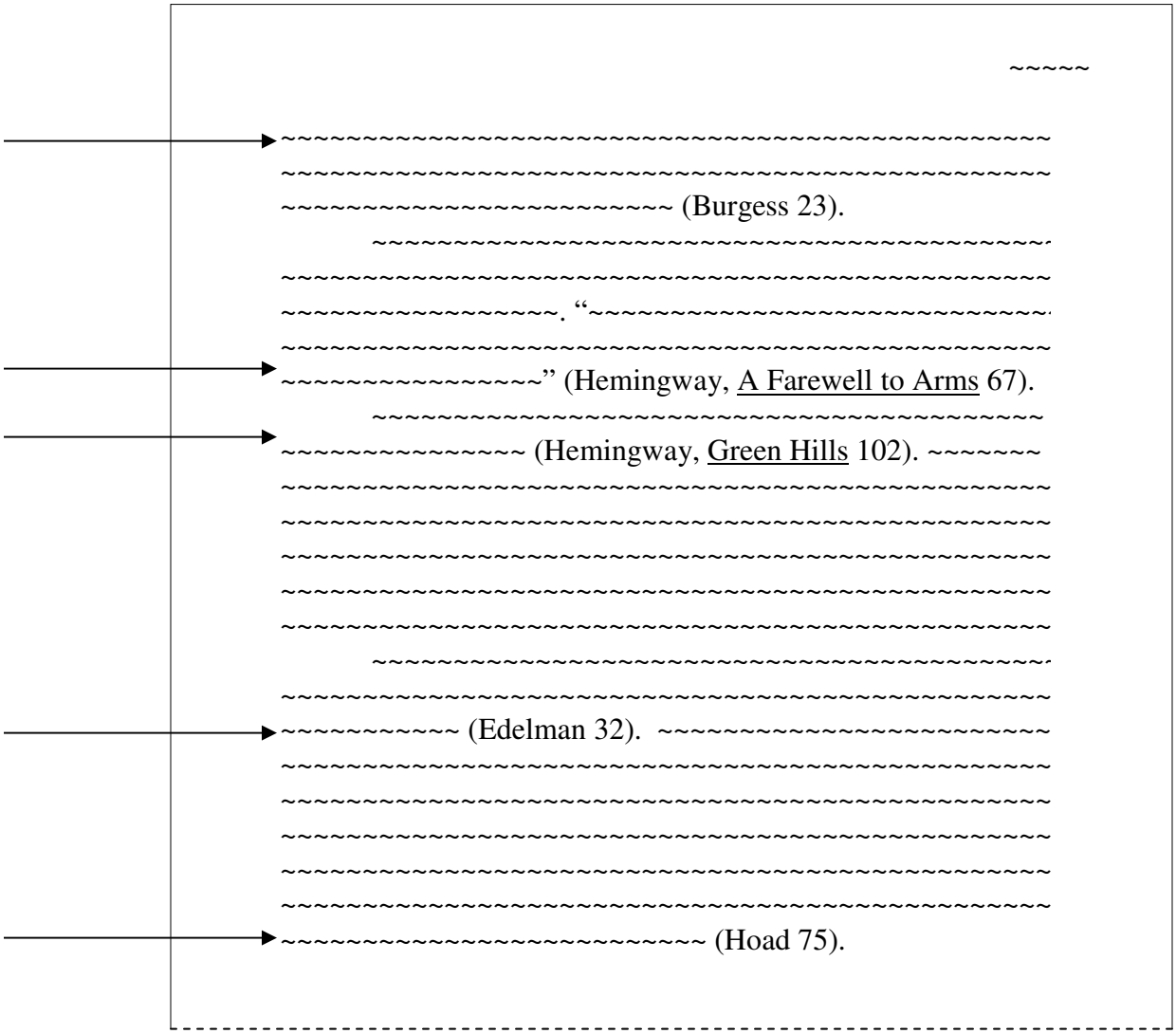
Edelman, Rob and Audrey E. Kupferberg. The John Travolta Scrapbook. Secaucus: Carol, 1997. ⟶

Editor But No Author

Hoad, T. F. The Concise Oxford Dictionary of English Etymology. New York: Oxford UP, 1996. ⟶

Documenting Sources

The types of sources explained at the left would be documented within a paper as shown below.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Two or Three Editors

[Please note: Treat these in the same way that two or more authors are handled, using "eds." after the editors' names]

Hansen, Ron and Jim Shepard, eds. You've Got to Read This: Contemporary American Writers Introduce Stories That Held Them In Awe. New York: Harper, 1994. →

Four or More Authors or Editors

[Please note: Use "et al" to mean "and others" when you have four or more authors or editors]

Mack, Maynard, et al, eds. The Norton Anthology of World Masterpieces. 6th ed. New York: Norton, 1992. →

No Author or Editor Given

[Please note: If no editor or author is given, begin with the title of the book.]

Encyclopedia of American Cars. Lincolnwood: Publications International, 2002. →

Work in a Literature Anthology such as the Short Story "The Open Boat"

Crane, Stephen. "The Open Boat." The Oxford Book of Short Stories. Ed. V.S. Pritchett. New York: Oxford UP, 1981. 179-201. →

Dictionary or Encyclopedia Article

[Please note: Since these sources are alphabetically listed, no page number is necessary]

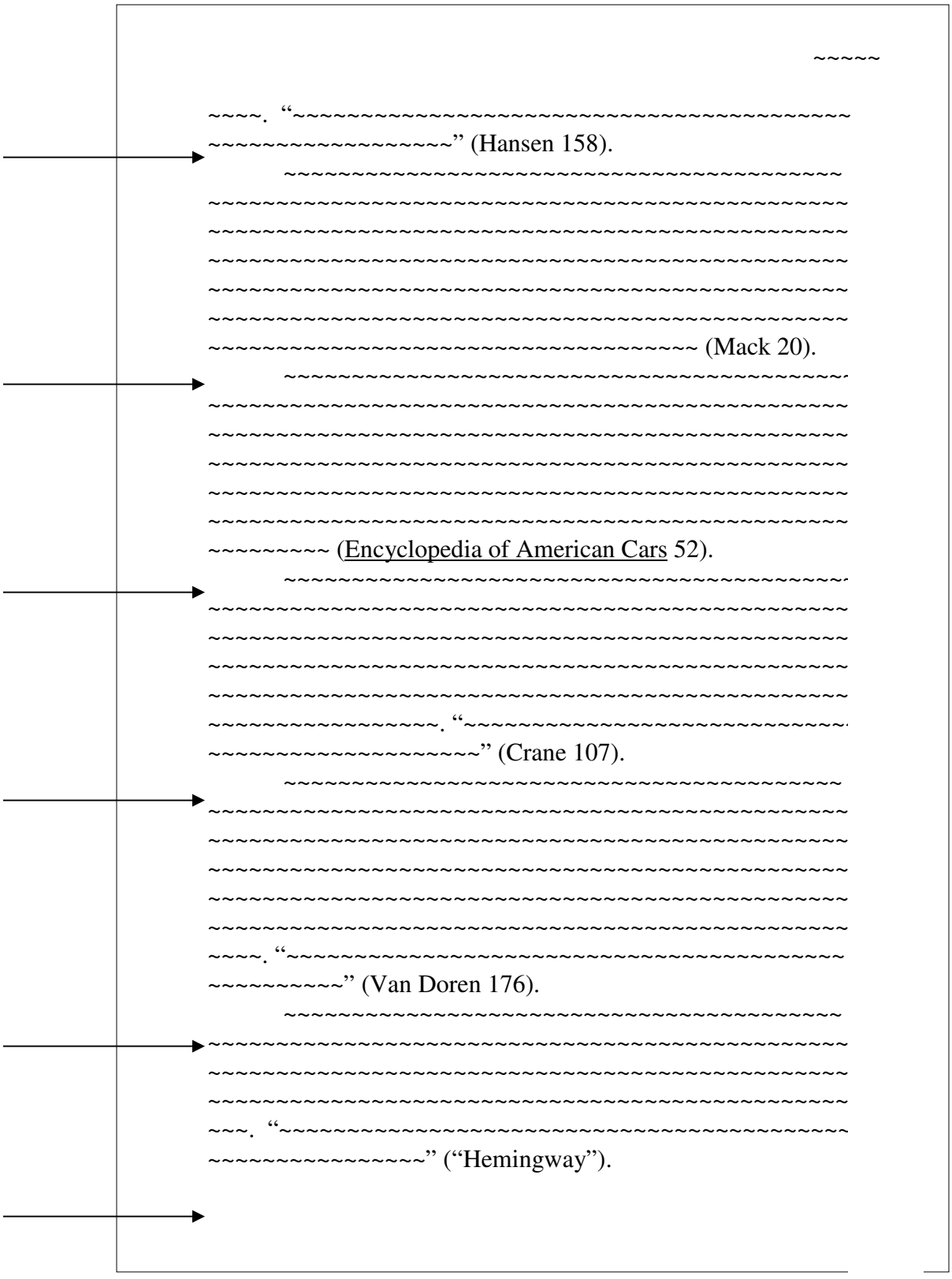
Van Doren, Carl. "Samuel Langhorne Clemens." Dictionary of American Biography. Eds. Allen Johnson and Dumas Malone. New York: Scribner, 1958. →

If no author is given, begin with the title of the article. When citing a comprehensive A-Z encyclopedia, do not give the full publication information. List only the year of publication followed by the abbreviation for edition.

"Hemingway." The Encyclopedia Americana. 1993 ed. →

Documenting Sources

The types of sources explained at the left would be documented within a paper as shown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## A Book in a Set of Volumes

**Kroeber, Karl. "J. R. R. Tolkien." British Writers. Ed. George Stade. 14 vols. New York: Scribner, 1992. 2: 519-536.** ⟶

When referring to a work in a multi-volume anthology, begin the entry with the author's name and proceed as with any anthology but insert the total number of volumes in the set after the editor's name. At the end of the entry, place the number of the volume the work is in, followed by a colon and the total page span of the work.

## Introduction, Preface, Forward, or Afterward

**Bradbury, Nicola. Introduction. The Portrait of a Lady. By Henry James. New York: Oxford UP, 1995. vii-xxiii.** ⟶

## Signed Newspaper Article

**Bell, Tom. "Outhouses: Nostalgia Replaces Privies." Maine Sunday Telegram [Portland] 14 July 2002: 1A+.** ⟶

If the city is not listed as a part of the title of the newspaper, include it in brackets immediately after the title of the paper unless the newspaper is well known, as in The Wall Street Journal.

Use a plus sign to indicate that the article appears on discontinuous pages. List the page number as it is listed in the paper. Newspapers may use 1A or A1 or A-1, etc.

## Unsigned Newspaper Article

**"Bush Plan for Iraq Moves on Slowly." Kennebec Journal [Augusta] 4 Oct. 2004, A2.** ⟶

## Article in Periodical (published at regular intervals)

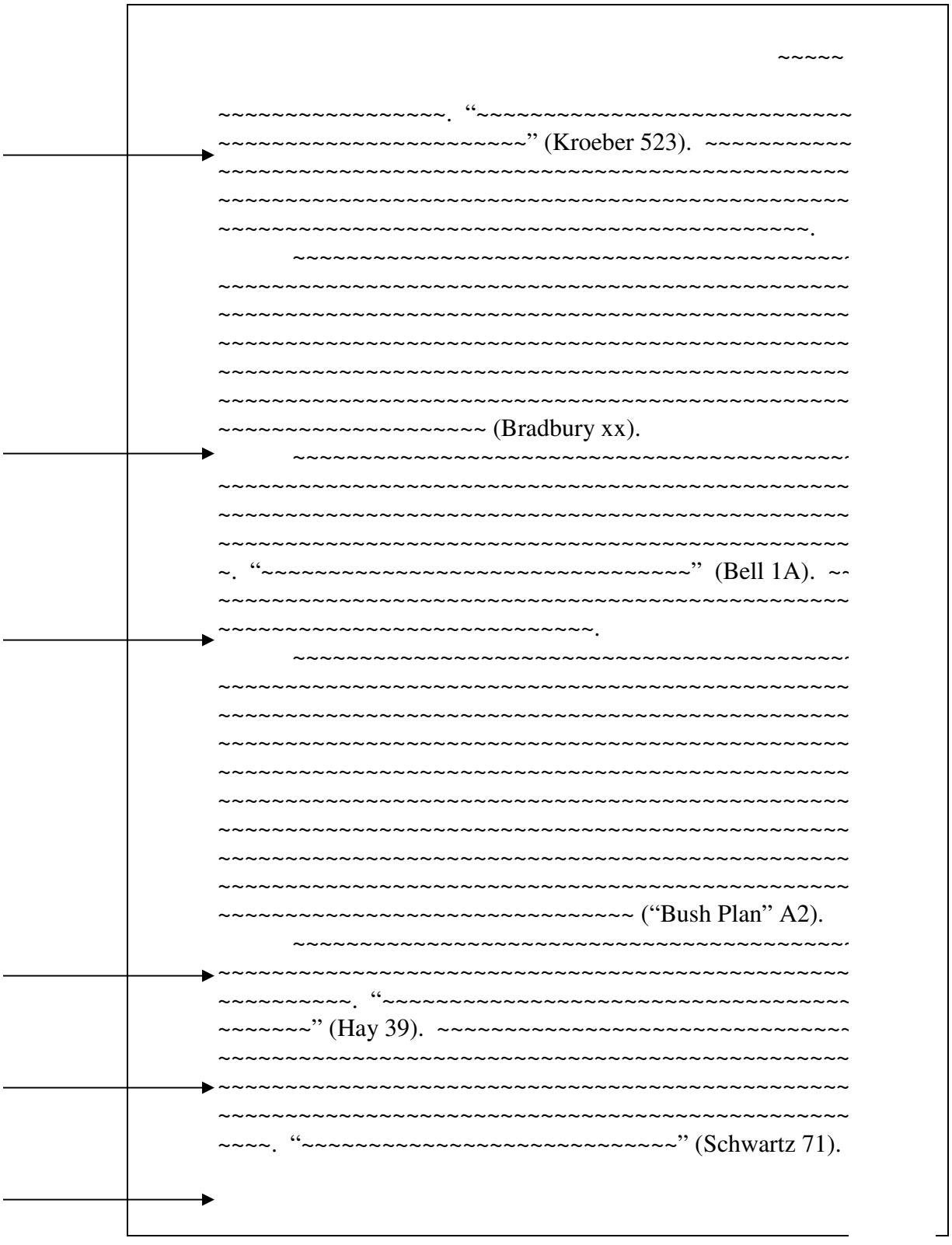
**Hay, Elizabeth. "The Reader." Grain Spring 1997: 36-42.** ⟶

## Article in Monthly Magazine

**Schwartz, James. "Chesuncook." Down East July 2002: 68-73.** ⟶

# Documenting Sources

**The types of sources explained at the left would be documented within a paper as shown**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Review in a Newspaper or Periodical

Ruta, Suzanne. "Daughters of Revolution." Rev. of In the Name of Salome, by Julia Alvarez. New York Times Book Review 16 July 2000: 24.

Article in Weekly Magazine

Browne, David. "Killing Her Softly." Entertainment Weekly 10 May 2002: 76-77.

Magazine Article, No Author Given

[Please note: If no author is given, begin with the title of the article]

"Designing the Future." Newsweek 16 May 2005: 40-45.

Interview

Hardy, Emily. Personal interview. 25 Apr. 2002.

Hardy, Emily. Telephone interview. 13 Aug. 2002.

Interview Broadcast on Television or Radio

Winfrey, Oprah. Interview with Maya Angelou. The Oprah Winfrey Show. ABC. Chicago. 21 Feb. 1996.

Television or Radio Program

America's Stone Age Explorers. NOVA. Narr. Peter Thomas. Writ. Gary Glassman. PBS. WCBB, Lewiston. 9 Nov. 2004.

Film or Radio

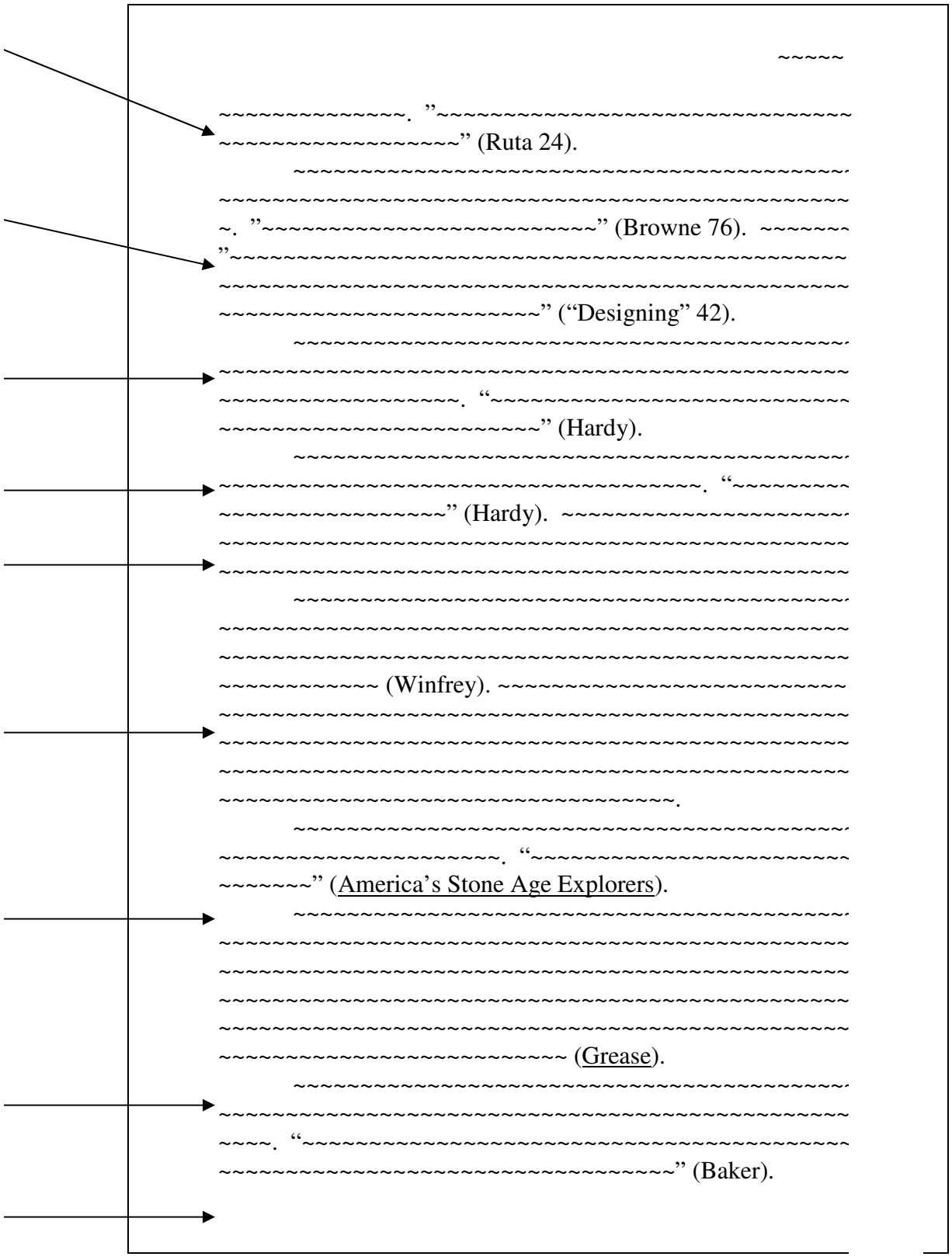
Grease. Dir. Randal Kleiser. Perf. John Travolta, Olivia Newton-John, Stockard Channing, Jeff Conaway, Didi Conn. Videocassette, Paramount, 1977.

Encarta or Grolier

Baker, Carlos. "Information-The Sun Also Rises." Grolier. CD-ROM. 1993.

Documenting Sources

The types of sources explained at the left would be documented within a paper as shown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# Electronic Source Citation

The following basic criteria for citing electronic sources are acceptable at Cony High School. (If required in the future to provide more detail for another school or college, refer to the MLA Handbook for Writers of Research Papers.)

1. Name of author or editor (if available), last name first, followed by a period.

   Examples: Desnoyers, Megan Floyd.

2. Title of article or short work within the site. Use quotation marks around the title and place a period inside the last quotation mark.

   Examples: "Ernest Hemingway: A Storyteller's Legacy."

3. Title of book. Underline the title and end with a period.

   Examples: The Scarlet Letter.

   [Note: You will follow either 2 or 3, not both.]

4. For journals: Volume number, issue number, or other identifying number. Do not write the word *volume* or the abbreviation *vol*. The year of publication is enclosed in parentheses and followed by a colon. If no year is given, follow with a period.

   Example: The Atlantic Online 290 No.1 (July/August 2002):

5. Date of the electronic publication, the latest update, or the date of posting. Use the military form for the date and follow with a period.

   Example: 24 Feb. 1999.

6. Date when researcher accessed information. Use the military form for the date and follow with NO punctuation.

   Example: 18 Apr. 2002

7. The electronic address, or URL, of the source in angle brackets. End with a period.

   Example: <http://www.hemingway.org>.

## Examples of electronic source citations:

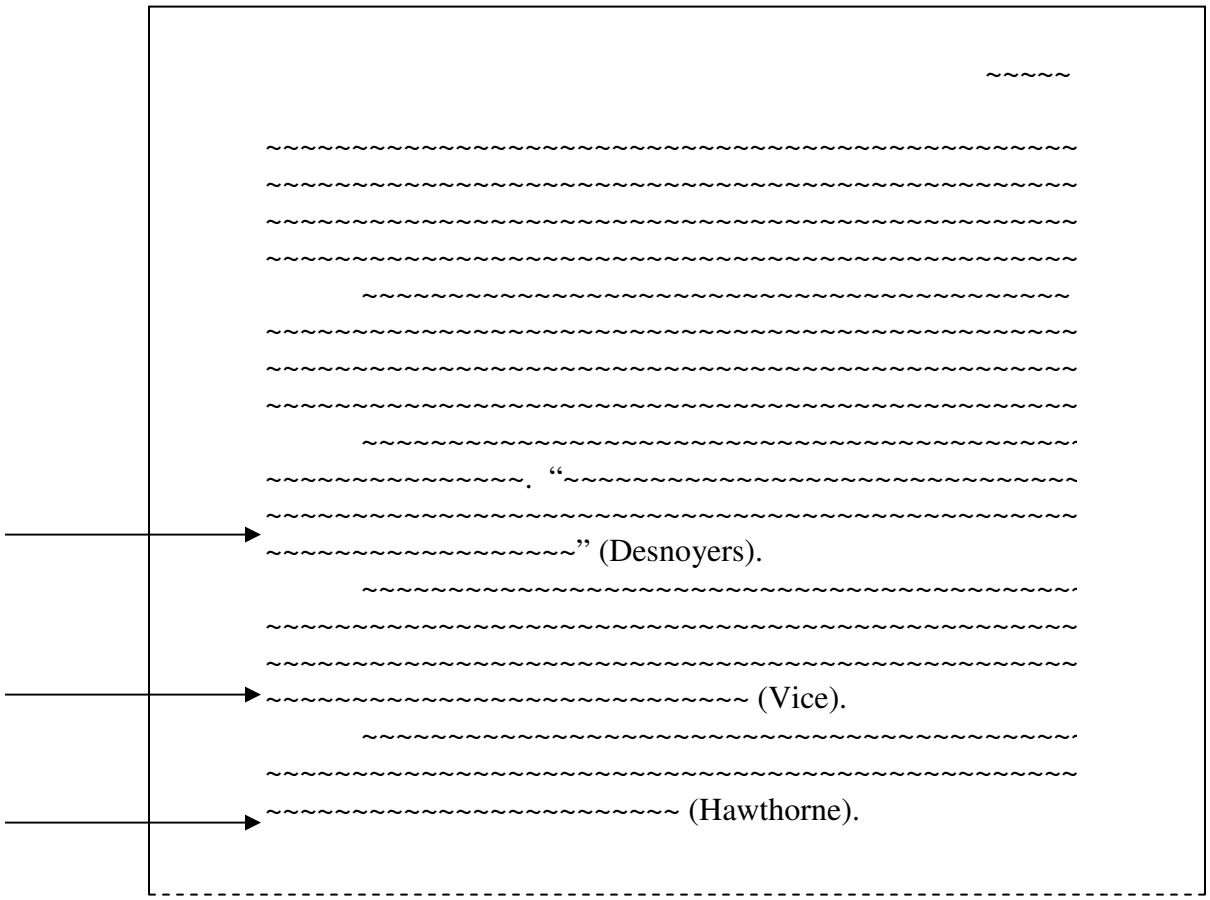
**Desnoyers, Megan Floyd. "Ernest Hemingway: A Storyteller's Legacy." 15 May 1996. 18 Feb. 1998 <http://www.cs.umb.edu/jfklibrary/index.htm>.**

**Vice, Brad. "Report from Junction." The Atlantic Online 290 No.1 (July/August 2002): 17 July 2002 <http://www.theatlantic.com/issues/2002/07/>.**

**Hawthorne, Nathaniel. The Scarlet Letter. 1999. 4 May 2002 <http://www.bartleby.com/83/>.**

# Documenting Sources

**The types of sources explained at the left would be documented within a paper as shown below.**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Special Cases of Parenthetical Documentation

Quoted Material, No Author

Sometimes there is no author's name provided. When that happens, use the title as the first part of the documentation. If the title is long, you do not need to write out the whole title. Just be sure you include enough information to identify the source.

Example:

"The process can be divided into three different phases: preparation, time to think, and revision"

(Introduction to Creativity 45).

Material Quoted Within A Source

If you use material that is a quote within your source, use the following form: (qtd. in Johnson 7)

More Than One Source By The Same Author

If you use more than one source by the same author, you need to add enough information to show which source you used for that information. If you use the name of the author within the text, you do not to include it in the parenthetical documentation. Just include the title and pages used.

Example:

(Hemingway, The Old Man 44).

Author's Name Cited Within The Text

Example:

In the introduction to his paper, Goodrich explains the area of research he has used to reach his conclusion (1-2).

Poetry Of Three Lines Or Fewer

Three lines of poetry or less can be written in within the text, using appropriate capitalization and virgules (/) to indicate the ends and beginnings of lines. Quotation marks are used to indicate the beginning and end of the quoted material.

Example:

The poem shows the author's use of concrete language vividly: "I am silver and exact. I have no preconceptions./ Whatever I see I swallow immediately/ Just as it is, unmisted by love or dislike" (Plath 17).

Poetry Of Four Lines Or More

Four lines or more are formatted exactly as they appear in the original, using indentation and capitalization to show the beginnings and ends of the lines, except that they are indented two tabs as are any long quotes. No quotation marks are used.

Example:

**~~~

Gathering and Organizing Information: The Note Card System

Successful researching requires a system for organizing information. Collecting all information on each source and keeping track of the origin of all information is critical to effective research and to prevent plagiarism. Experienced researchers develop their own system; however, using note cards is a proven method.

Working Bibliography Cards

Use 3x5 cards for **working bibliography cards** (**WBC**s for short) or source cards. For each possible source, complete one card. The information on these cards will be used to document information within the paper and on the works cited page. Getting all of the information in the beginning saves time.

The following is a basic example of the format to use for a book. More information about other types of sources begins on page 14.

Author's last name, first name. Title of the book. Place of publication: Publisher, Copyright date.

(Please note punctuation, underlining, and indentation.)

Ideally students will gather all their sources before they actually begin reading, but they may find that they discover new sources as they go along.

Abbreviations in Formatting

Missing Information Abbreviations

Sometimes information for the **WBC** may have been unavailable to you. When that happens, use the following abbreviations in the appropriate spots to indicate missing information:

- n.p. when no place of publication is given
- n.p. when no publisher is given
- n.d. when no date of publication is given
- n. pag. When no page number is given

Since the information is not always located on the same page in each source, make every effort to locate the information before using these abbreviations.

Place of Publication Abbreviations

If more than one city is given, list the closest city.

Publisher Abbreviations

Instead of including all the words in the name of a publishing company, you will use abbreviated versions of a name. Use the following guidelines:

- If the company is named after a person, use only the last name. Example: Perry T. Elias becomes Elias.
- If there are multiple names, use the name of the first person listed. Example: Rees, Coleman and Hartland becomes Rees.
- Leave out terms such as Ltd., Inc., and Son
- When a university is listed, university becomes U. Example: State University becomes State U
- When the publisher is a university press, University Press becomes UP. Example: Oxford UP.
- University of Connecticut Press becomes U of Connecticut P.
- Leave out any articles. Example: The Viking Press, Inc. becomes Viking

Note Taking

Once your **WBCs** are compiled, it is time to begin reading. Use the 4x6 cards for note taking. These will be called **information cards** (**ICs** for short). There are two different types of notes:

- Direct quotes
- Paraphrased or summarized material

At the end of the material, acknowledge the source and page number.

When writing a research paper, memory is not sufficient. Researchers do extensive reading to collect facts and opinions that support the thesis statement. They will want to record this collected information onto note cards. These **ICs** will help them retrieve information quickly and will help them organize and reorganize the material when they actually write their paper. The cards will also help them to recognize which information must be documented.

There are generally three methods of note taking:

- **Direct Quotation**: For a passage in its original wording, write down that material exactly as it appears, word for word, including punctuation. **Be sure to use quotation marks on the note card** (Gibaldi 24-25).
- **Paraphrase**: When detailed notes are required but the exact wording will not be use, restate the material.

During the note taking process, remember to document the sources, including page numbers for print sources.

At the top of the **IC** there should be a heading, referred to as a **slug**, which matches a section from the outline. Next on the card is the material from the source. Put quoted material in quotation marks so that it can be properly documented. Place only paraphrase or direct quote on each card. Follow with appropriate documentation. (See page 14+.) The following is an example of an information card.

Personal experiences

"Awarded the Nobel Prize for Literature in 1954, Hemingway created a distinguished body of literature, much of it based on his own adventurous life."

(Baker 57)

Formatting the Paper

- Only typed papers are accepted.
- Use standard white typing paper. Do not choose unusual paper.
- Do not use decorative touches.
- Double space everything, nothing more and nothing less than double space throughout the text and the works cited page.
- In the case of a quoted passage of four lines or more, indent two tabs on the left margin. Double space and keep the right margin.
- Use a one-inch margin on the top, the bottom, and both sides.
- A title page is not necessary for a short paper. If a title page is required, follow the instructors directions.
- Starting with the first page of text, number every page in the upper right hand margin one-half inch from the top, using the last name and the page number (Smith 1, Smith 2, etc.). Also number the works cited page.
- Do not use justified lines.

For a paper with no title page, type name, teacher's name, name of the course, the class period, and the date in the upper left-hand corner of the paper. Center the title of the paper on the next line. Do not put the title in quotes and do not underline it. Do not use all capitals.

Sample

Smith 1

Mike Smith [Writer's name]

Mr. Wells [Teacher's name]

Honors English II [Course name]

March 20, 20__ [Date paper is due]

Hemingway's Macho Males [Title]

Ernest Hemingway (1899-1961) often portrayed his vision of the hero through the major male . . .

[The rest of the paper follows]

Formatting the Works Cited Page

Each source cited in the paper MUST be listed on the works cited page, but ONLY sources cited may be listed. Generally, the information in the parentheses must match the FIRST word of the entry on the works cited page.

Arrange your WBCs or list of sources alphabetically. Using a one-inch margin from the top of the page, center the heading: Works Cited. For the last step, type the entries just as they appear on the source cards. Here are some additional points to remember:

- Everything on the page is double spaced. No extra spacing is done.
- Entries are arranged alphabetically by the first item.
- The first line of an entry is not indented. It is against the left-hand margin. If the entry continues to a second or third line, those lines are indented one tab. It is the reverse of the indentation for a regular paragraph.
- Do not number entries.
- If more than one book by the same author is used, use the book titles to determine the alphabetical order. For additional entries by the same author, replace the author's name with three dashes and a period.

See page 27 for correct abbreviations and correct listing of publishers.

Editing and Revising

A step that is often overlooked yet critical is editing and revising the paper. With proper time management, a number of edits and revisions can take place prior to completion of the final product. Approximately 30% of the total time spent on a paper should focus on this area.

No one can effectively edit an entire paper. With this in mind, it is important to read drafts many times looking for weaknesses in specific areas. For example, the first editing may focus on transition and topic sentences. After one editing, revisions should be made prior to a second, third or fourth reading.

With proper planning, students will be able to self-edit as well as meet with teachers, peers, and other individuals who can help. The more editing that takes place, the better the paper. Below is a checklist that may be used in this process, each blank space representing a full read-through, editing and revision.

_____ Clearly stated and concise thesis. Topic sentences tie back to thesis.

_____ Effective transition between paragraphs and when introducing quotes.

_____ Topic sentences are developed fully and supported with research.

_____ Proper format used with:

- _____ Documentation
- _____ Works Cited
- _____ Proper pagination (name and page numbering)

_____ Mechanics

- _____ Present tense
- _____ No contractions
- _____ Written in third person
- _____ Other such as spelling, capitalization, agreement etc.

Glossary

abstract: Occasionally teachers or professors will require students to write an abstract for a paper. This is a concise summary of the paper ranging in length from 100 to 150 words unless a different length is specified. Although it cannot be written until the paper is finished, it is placed first, coming either before or after the outline. In that brief number of words, the writer conveys the whole scope of the paper.

APA (American Psychological Association): a different documentation style used in the social and physical sciences. The following shows the basic differences between APA style and MLA style: APA (Marcuse, 1975, p. 197) vs. MLA (Marcuse 197).

browser: software that lets a person use a mouse to explore the World Wide Web.

database: a collection of web pages containing records of information from general to specific areas of interest. It is an electronic filing system that helps to locate information. Bartelby.com is an example of a data base of information about literature.

domain suffix: the "dot.com" part of a website address. It refers to the type of organization that publishes the site.

home page: the HTML document displayed when a web browser such as Netscape Navigator is opened. It may be located on the hard drive or on a remote web server. Home page can also refer to the top level document at a particular web site.

Internet: a worldwide system of computers and computer networks.

Internet service provider (ISP): a connection to the Internet that will include an account with a service provider such as America Online or Microsoft Network.

justified lines: making the left and right margins exactly even. The margins look good, but lines and/or individual words are distorted.

MLA (Modern Language Association) style: a documentation style used widely in the humanities for student research papers and scholarly manuscripts.

parenthetical documentation: acknowledging and giving credit for another author's thoughts in the paper. This may be either exact wording or a paraphrase of the material. Usually the author's last name and a page reference after the cited information are enough to identify the source and specific location from which the material was borrowed. Example: (Hemingway 120)

plagiarism: a form of cheating that involves using another person's ideas, expressions, or exact words without acknowledgement of the source.

primary source: a firsthand account of an event. Some primary sources would be letters, diaries, transcripts, interviews, surveys and eyewitness accounts. A primary source is not necessarily better or more accurate than a secondary source, but it is important to know there is a difference.

search engine: a tool that lets a user type in key words to locate related web sites. "Yahoo" and "Google" are search engines.

secondary source: secondhand information gathered about an event or a person.

slug: A slug is used for labeling note cards. It should be located at the top of each card. A slug will match a heading on the outline.

thesis statement: a sentence that identifies the topic and purpose of the paper. It may also include the author's point of view.

URL (Uniform Resource Locator): an Internet address. Example: www.bartleby.com.

working bibliography cards (WBCs): These cards keeps track of sources and are in the same format that will be used on the works cited page. See examples on pages XX-YY.

World Wide Web (www): an Internet service used for browsing hypermedia documents; the "Internet within the Internet" formed by all the web servers and HTML (Hypertext Markup Language) documents currently online.

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Mike Smith

Mr. Wells

Honors English II

March 20, 1998

Hemingway's Macho Males

Ernest Hemingway (1899-1961) often portrayed his vision of the hero through the major male characters in his stories. "Contrary to general opinion, his novels are…essentially portrayals of the hero, the man who by force of some extraordinary quality sets the standard for those around him" (Gurko 55). His own personal experiences aided him in the creation of these characters. "Awarded the Nobel Prize for Literature in 1954, Hemingway created a distinguished body of literature, much of it based on his adventurous life" (Baker 57).

Hemingway was wounded in WWI, reported on the Spanish Civil War, and saw some action in WWII. Through is personal experiences with heroism and the very adventurous life he led, Hemingway created male characters who were brave, romanced many women, lived life to the fullest, and always had to cope with the looming shadow of death. Ernest Hemingway's major male characters fulfill the "macho" stereotype.

Bravery is the defining characteristic of the heroic characters in many of Hemingway's works. Much of the bravery involves combat and war, two things he had much experience with. Hemingway, who was rejected by the US army during World War I because of poor eyesight, joined the Red Cross as an ambulance driver. He was sent to Italy, and shortly after arriving witnessed an explosion in a munitions factory. Many workers, mostly women, were killed, and "although it shocked him to see so many dead people, he soon got used to the idea" (Barger 6).

Hemingway's own bravery shone through in one terrible event in WWI. He wanted to get to the front lines, so he volunteered to deliver supplies to the men in the trenches. While he was handing out chocolate bars to the grateful troops, an artillery shell exploded just feet from where he was standing. Everyone in the group was killed instantly, except for Hemingway and one other soldier, who was unconscious and severely wounded. He slung this man over his shoulder and crawled out of the trenches to limp to safety. This was a turning point in his young life and was a major factor in his future bravery themes (Burgess 22).

In almost all of Hemingway's works, the male characters at one point or another get the opportunity to display their courage. This courage is not always displayed on the battlefield, but also in the way they face life's difficulties. In The Sun Also Rises, Hemingway's first international success, the major character is a man named Jake Barnes. Jake is a writer who lives in Paris and was left impotent from a wound in WWI. However, Jake does not let this embarrassing and inescapable wound ruin his life. Rather than simply giving up, he faces life with courage and dignity. "Jake manages to perform all the functions possible to him: he prays, labors, suffers, helps, loves with passionate faithful emotion, and goes through acts of purgation" (Gurko 57). At one point in the story, Jake and the woman he loves are trying to deal with his impotence, and he says, "Besides, what happened to me is supposed to be funny. I never think about it" (Hemingway, Sun 34). It is this attitude and courage that allows Jake to progress through life as a well liked, happy man.

Another of Hemingway's brave characters is Frederic Henry, the central figure in A Farewell to Arms, Hemingway's much acclaimed WWI novel. Frederic is a truly amazing person, who seems to mirror the author himself. Frederic is in Italy when the war breaks out, and on a whim decides to join the Italian army. When asked why he joined with the Italians, he

answers, “Because I was in Italy and I spoke Italian” (58). Frederic, like Hemingway, is wounded by an artillery shell while talking with some troops, and his leg is badly wounded. He has to drag himself back to safety and spends a long time in the hospital.

This character’s bravery continues throughout the novel, and by the end he has escaped from behind enemy lines, leapt into a river to avoid execution by Italian fanatics, and rowed a boat across a lake on the Swiss-Italian border in the middle of a stormy night to save himself and his pregnant wife from arrest for desertion. Frederic is a stereotypical hero, one who risks his life for his friends and his family.

For Whom the Bell Tolls, a Hemingway novel about the Spanish Civil War, is based on the author’s personal experiences. In this conflict, Ernest Hemingway risked his own life for a cause that transcended friends and family. He was fascinated with Spain, and when civil war broke out between fascist rebels under the leadership of Francisco Franco and troops loyal to the federal government, he rushed to Spain. The Loyalist cause received his full devotion, and the Loyalists welcomed him with open arms. “They saw him as an enemy of Franco too powerful to be kept out of the land he loved” (Burgess 107). Much of For Whom the Bell Tolls is based on these experiences.

Robert Jordan, the hero in For Whom the Bell Tolls, is an American teacher of Spanish in a Midwestern university who joins the loyalists. He is an explosives expert and is given the nearly suicidal mission of blowing up a heavily guarded bridge. Jordan is yet another example of the “Hemingway hero.” This character’s bravery apparently knows no bounds, and he donates his life to the loyalist cause. He sees his own life as unimportant, just an expendable part of a greater cause. When Robert is wounded and realizes he is unable to escape, he has to wrestle with the idea of suicide. He knows that he may pass out from the pain, and that if he is captured

he will be tortured and forced to divulge important information. However, he desperately wants to stay conscious long enough to pick off an approaching fascist lieutenant. He has just thought to himself how easy it would be to end his life painlessly with one shot, but says in his mind "…and if you wait and hold them up even a little while or just get the officer that may make all the difference" (470). It is this selfless bravery that epitomizes the "Hemingway hero," and inspires his readers to aspire to be as courageous as the people in his stories.

Another common trait that advances the "macho" image of Hemingway's main characters is their relationships with, and treatment of, women. The characters often treat women as objects that exist for the sole purpose of their sexual gratification, but eventually fall in love with one woman. Hemingway himself was married to four different women throughout the course of his life, and all but the last ended in a divorce that was caused by his extramarital adventures. Hemingway's second marriage was torn apart by his philanderings with a woman named Martha Gellhorn while he was reporting from France during the Spanish Civil War, and after he was caught with her, "his marriage to Pauline limped on, but it was clear that it could not be mended" (Burgess 79). Hemingway and Gellhorn later married, but that marriage, too, ended when Hemingway began a love affair with Mary Welsh, who became his fourth and final wife (Desnoyers). There is no arguing the fact that the men in Hemingway's books, save for the impotent Jake Barnes in The Sun Also Rises, frequently made use of local brothels, but there is some speculation as to whether these characters were an excuse for the author's own affairs (Gurko 67). These characters are all great men and are all respected and admired by those around them, despite their use of women.

Frederic Henry, the hero of A Farewell to Arms, was created in accordance with Hemingway's recipe of a long period of promiscuity followed by a monogamous relationship. A

key part of this relationship is the fact that her life revolves around her man. Frederic, after a fairly long time with the Italian armed forces, is granted vacation time. Instead of relaxing in a peaceful and serene place, he goes to the cities and indulges himself in an orgy of drinking and brothels. Frederic recalls "…nights when the room whirled and you needed to look at the wall to make it stop…the strange excitement of waking and not knowing who it was with you" (13). Upon returning, he meets an English nurse named Catherine Barkley, and they fall in love. Catherine becomes completely enthralled with Frederic and simply becomes an extension of him. "Her single, fixed role as a clinging vine denies her the opportunity for experience and compels her to equate her relationship with Frederic with the whole of life" (Gurko 87).

Catherine is completely in love with Frederic. This American adventurer, who is so brave and complex, completes his "macho" designation by becoming involved with a woman whose life revolves around him. This way with women is present in every one of Hemingway's brave protagonists.

Robert Jordan, the American mercenary fighting for the Loyalists in For Whom the Bell Tolls, is another prime example of the extent to which women are attracted to these brave, larger-than-life heroes. He turns up in a guerrilla unit's mountain camp one day with a plan that could get them all killed, but he immediately falls in love with a young, pretty member of the camp named Maria. "Tenderness and the heat of sexual appetite flood over him simultaneously, and over her as well" (Gurko 124), and by that night she is sharing a sleeping bag with him and they are discussing their life together after the war. Throughout the rest of the novel they spend all the time they can together, until he is wounded and must be left behind. She refuses to leave him and is willing to once again face the horrific rape and torture that the fascists have inflicted on her in the past. She is finally convinced to get on a horse, but:

> She started to look around. "Don't look around," Robert Jordan said. "Go." And Pablo hit the horse across the crupper with a hobbling strap and it looked as though Maria tried to slip from the saddle but Pilar and Pablo were riding up close against her and Pilar was holding her…(Hemingway, For Whom 465)

This utter devotion to Robert Jordan is a testament to his extraordinary personality.

These devoted women always follow long stretches of brothel visits by their man, and immediately fall into inescapable bliss. Hemingway's use of women to aid in the creation of an almost superhuman aura around the heroes is a vital part of his technique. A character's "macho" image could never be complete without a woman hanging off of his arm.

In addition to bravery and a way with women, all of these major characters seem to live life to the fullest. Every central male character either has to live with terrible and debilitating injuries, or he lives in a place where he must always be mindful of the acuter danger surrounding him. It is this constant reminder of the perils of life that causes them to make the most out of their lives. "…the presence of death [makes] their consciousness of life more acute" (Gurko 93). These characters relax with "manly endeavors," all of which involve the outdoors.

In Green Hills of Africa, a piece that was basically a diary of Hemingway's own hunting trip to Africa, the central character spends a month walking through the bush looking for rare animals. Hemingway, who is the main character of this book, is tired of his daily routine in Paris. He had often hunted deer and caribou as a child, but "Lions were, proverbially, even nobler and more dangerous than bulls. So he had to go to Africa to kill some" (Burgess 65). This form of relaxation, which comes with some excitement and danger, suits the "macho" lifestyle of this character. "I knew of the perils of the underbrush, but the trip would not be complete without downing a fierce lion" (Hemingway, Green 136).

Jake Barnes, the hero of The Sun Also Rises, travels to Spain each year to witness Pamplona bullfights. Bullfighting was at that time a purely male activity, and Jake falls in love with the sport. He became an aficionado, or one who is passionate about bullfights. This dangerous sport involves strategy, suspense, and of course violence, and is the perfect way for a very masculine person like Jake to relax.

An insatiable yearning for nature causes Jake to add a fishing expedition to his bullfighting trip each year. His hero status is kept intact with this men-only pilgrimage to the forests and rivers of Spain, and it is there that he cleanses his soul of the frustrations of daily life. "It is to the earth that Jake deliberately returns each year, there to refresh himself at the source of the one enduring reality in Hemingway's universe" (Gurko 60).

An incredible ability to connect with people, coupled with a somewhat carefree attitude, is the final step in achieving a full "macho" image. It is difficult for a character to be a real hero if he is not well liked. The author himself had no problems relating to people, and this personality trait frequently shows up in his characters. When it came to getting along with other men, namely soldiers, Hemingway was in no need of help. While covering WWII for various newspapers, he often dealt with frontline soldiers, and "By all accounts, Hemingway did well—brave humorous, always in the thick of things, a father to the men, an elder brother to the officers" (Burgess 91).

This characteristic is very evident in For Whom the Bell Tolls' Robert Jordan. This character is able to get along with cruel anarchists, single-minded communists, and unyielding guerrilla leaders. He has an uncanny ability to relate to people of all walks of life, and this aspect of his personality allows him to form an alliance between feuding groups. After Robert gives an order to a member of the guerrilla unit, their leader, Pablo, questions his intentions.

Pablo is calmed down when Robert says, "I am not trying to take control, Pablo. I am simply simplifying the orders you give. I come to work with you, not against you" (Hemingway, For Whom 122). Robert Jordan could never have executed his orders without these people skills.

Jake Barnes, the writer who is the central character of The Sun Also Rises, also is able to connect with people. Jake is in love, but his war wound leaves him unable to maintain a steady, serious relationship. The woman who loves him is being courted by a bullfighter, but instead of being angry Jake encourages her to get together with him because "…without being able to live wholly himself, he is a catalytic agent who releases life in others" (Gurko59). Jake knows that his own problems should not impede the progress of other people's lives, and with this attitude he is able to live as a relatively happy person.

The traits that are evident in Hemingway's characters are not all that extraordinary by themselves, but when combined, they create a truly "macho" and heroic person. Through his personal journeys and adventures, Ernest Hemingway is able to accurately portray the "manly man," thus allowing his central characters to take part in the wars, safaris, and personal struggles they become involved with. In Hemingway's works, the "macho" male concept is alive and well.

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