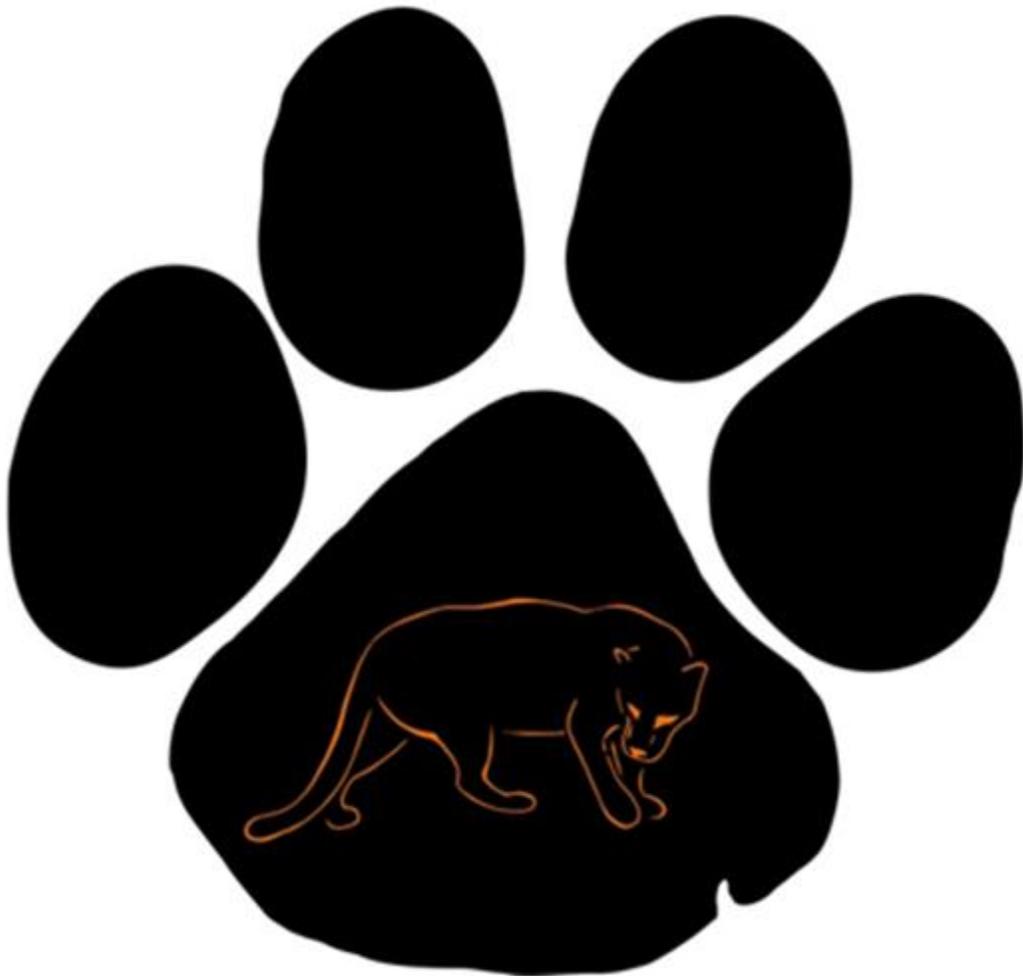


Research Paper Manual  
Middle Township School District



*Prepared by  
The Middle Township High School  
English Department*



## MIDDLE TOWNSHIP RESEARCH BOOKLET

### Purpose of the Research Guide

The purpose of this research guide is to offer a standard format for the teaching and writing of research papers in courses at the Middle Township schools. The guide outlines the process of research, explains devices for organization of research and sources, gives examples of methods for documenting research sources within the paper, explains the format for typing, and even presents a sample research paper.

Teachers in all course disciplines at Middle Township use the research guide when assigning research papers for their classes. As part of the curriculum, students in classes at the Middle School are taught to research, organize and write the paper following the APA guidelines and use this to write small papers in their content areas. As part of the freshman English curriculum at the high school, these skills are reinforced and expanded upon. Sophomore and junior history students are required to write at least one research paper per year, while some senior courses will also require one, as will other core content area courses in all grades.

The research process and the final completed paper are fine assessments of the student's ability to think on a higher level, analyze and synthesize research material, write with sophistication and skill, manage a long term project, follow directions, and meet deadlines. Students are challenged to choose, research, and limit a topic within the framework of the course studied and the specific assignment.

### Research Paper Manual Committee

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APA information taken with permission from Purdue OWL and the Purdue Writing Lab  
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## **Requirements by Grade-level**

<b>Grades 6 – 8</b>	Gather five sources Cite three sources in final paper Paper 1 – 2 pages typed	
<b>Grade 9</b>	<b>CP</b> Gather six sources Cite three sources in final paper Paper 2 – 3 pages typed	<b>Honors/AP</b> Gather eight sources Cite four sources in final paper Paper 3 – 4 pages typed
<b>Grade 10</b>	<b>CP</b> Gather eight sources Cite four sources Paper 3 – 4 pages typed	<b>Honors/AP</b> Gather ten sources Cite five sources Paper 4 – 5 pages typed
<b>Grade 11</b>	<b>CP</b> Gather ten sources Cite eight sources Paper 4 – 6 pages typed	<b>Honors/AP</b> Gather ten sources Cite eight sources Paper 5 – 7 pages typed
<b>Grade 12</b>	<b>CP</b> gather ten sources cite eight sources paper 6 pages typed	<b>Honors/AP</b> Gather ten sources cite eight to ten sources paper 6 – 10 pages typed

### **Eight Components All Grade Levels Should Learn**

1. Subject selection
2. Locating sources
3. Defining the purpose
4. Preparing citation of sources
5. Taking notes
6. Writing the outline
7. Writing the paper
8. Revising and editing the paper

## **EXPLANATION OF STEPS IN WRITING THE RESEARCH PAPER**

### **I. Select topic**

- A. Choose topic of interest or one within assigned subject area
- B. Make sure a wide range of source material is available for your topic

### **II. Do preliminary research/prepare working bibliography**

- A. Check for quantity, quality and availability of materials relating to your idea
- B. Plan sufficient time for ordering/delivery of materials

### **III. Limit topic**

- A. Do preliminary reading on topic
- B. Make sure topic is not too narrow or broad in scope to fit the nature of the assignment

### **IV. Prepare working thesis**

- A. Select the major point or argument of your paper
- B. Compose a complete sentence that clearly states that point/argument

### **V. Prepare preliminary outline**

- A. Determine the number of headings needed
- B. List the subcategories necessary

### **VI. Read and take notes**

- A. Use the assigned format for recording information
- B. Use a wide variety of sources
- C. Evaluate your sources carefully
- D. Use headings in the outline as the headings (called slugs) on your note cards

### **VII. Prepare final thesis (only if working thesis has changed)**

### **VIII. Prepare final outline**

- A. Review preliminary outline
- B. Make necessary changes
- C. Add subdivisions

## **IX. Write rough draft**

- A. Write ideas in composition form – each paragraph supports one aspect of the thesis statement. Each paragraph begins with a topic sentence and contains appropriate transitions
- B. Keep track of sources
- C. Proofread draft for errors
- D. Make necessary revision
- E. Do not substitute this for final draft

## **X. Edit/revise rough draft**

- A. Read draft for grammatical correctness, i.e., complete sentences, subject/verb agreement, tense consistency
- B. Check draft for spelling and punctuation
- C. Verify that all parenthetical references are given and are correct

## **XI. Type final report**

- A. Include title page
- B. Include topic outline with thesis/statement of controlling purpose
- C. Include body of report incorporating proper internal parenthetical documentation
- D. Include works cited
- E. Include references/bibliography

## REFERENCE CARDS

- A. Write notes on index cards (either 3" x 5" or 4" x 6").
- B. Write on one side of the card only.
- C. If you are required to make reference cards/bibliography cards, be sure to write down all reference information such as the page number(s), the publisher, the web page or the call number as required by the APA.
- D. Some teachers may not require actual reference cards. However, all references must be recorded according to APA format. Currently, there are many electronic, web-based bibliography builders such as *Noodle Tools* and *Microsoft Word*, which may be used instead of actual reference cards. The use of one of these tools will be at the discretion of individual teachers.

## TAKING NOTES

Note taking represents the most practical way to assemble information for writing a research paper. Once you have decided that the material is useful, follow these note-taking steps:

- E. You may use one of three methods of note-taking:
  1. summary - record the general idea of large amounts of material (roughly 1/3 to 1/2 of the original number of words).
  2. paraphrase - restate the material in your own words (roughly the same number of words).
  3. quotation - copy the author's words and punctuation exactly. If you do this, be sure to use quotation marks. Care should be exercised in quoting directly to avoid misrepresentation of the original material.

\*Notes should be precise to avoid having to consult the source again. If notes are prepared properly, you will find the organization of your material for your research paper an easy process.

- F. Include only one fact, idea, or quotation per card.
- G. Incomplete sentences and abbreviations should be used.
- H. Double check statistics and facts for accuracy.

<u>Slug/Subtopic</u>	Reference Number
Information goes here – not in complete sentences!	

## OUTLINING

An outline is an organized arrangement of the important elements of the topic that is being researched. The outline is important because it prevents wandering off the topic and dwelling on insignificant side issues. It also gives order to the paper and gives a quick overview of the paper. The topic may be divided into several (3 or more) major divisions. These can be divided into subdivisions, which in turn may be divided further. Remember to double-space the outline.

Form. An outline must have two or more parts to each division (A must have B, etc.). For clarity, parallel wording should be used; some instructors may insist on it.

Topic outlines. A topic outline is composed of words or phrases throughout all divisions. No end punctuation is used. \*\* NOTE: When typing your outline, the computer may autoformat your indentations. If the indent is not correct, go immediately to edit and click on "Undo autoformat."\*\*

### SAMPLE TOPIC OUTLINE

#### Heroic Types in Literature

Thesis: Write your thesis statement here.

#### I. Introduction

A. Hook

B. Thesis

#### II. The epic hero

##### A. Characteristics

1. Has courage
2. Possesses stature
3. Has great ability

##### B. Famous examples

1. Beowulf
2. Odysseus

#### III. The tragic hero

##### A. Characteristics

1. Has a fatal flaw

Extended Outline Format	
I.	
A.	
B.	
1.	
2.	
a.	
b.	
(1)	
(2)	
(a)	
(b)	

2. Is a victim of fate

B. Famous examples

1. Macbeth
2. Oedipus

IV. The anti-hero

A. Characteristics

1. Follows own code of morals and behavior
2. Often has dark secret or tragic past
3. Often is a loner

B. Famous examples

1. Batman
2. Count Dracula
3. The Phantom of the Opera

V. Conclusion

A. Rephrase Thesis

B. Summation of support

C. Final Thought

This is a **topic** outline because the headings are not phrased as complete sentences. **Note** that where there is a subdivision *A*, there is always **at least** a subdivision *B*. It is permissible to have two or more subdivisions (*A*, *B* and *C*, for example) under one heading and only two subdivisions under another heading. It is not required to have any subdivisions at all. However, once an *A*. is used, a *B*. (at least) must be used; if the subdivision *1*. is used, then at least a *2*. must be used; if subdivision *a*. is used, then at least *b*. must be used; if subdivision (1) is used, then at least (2) must be used; if subdivision (a) is used, then at least (b) must be used.

**Note** that all the headings use the same grammatical format. For instance, under *Characteristics*, each subdivision is a verb followed by a noun beginning with verbs such as *has*, *possesses*, *is* or *follows*, and followed by nouns, such as *courage*, *stature*, *victim* or *code*. The adverb *often* used in the last section doesn't change this basic format. The *famous examples* are all proper nouns: *Beowulf*, *Macbeth*, *Batman*. This consistency in grammatical form is called **parallelism** and is required in all outlines.

Examples of topic and sentence outlines can be found in any grammar text or in the *APA Handbook*.

## CREATING A FINAL OUTLINE

The following information on outlines is a summation of information contained in Sharon Sorenson's book *The Research Paper*, Amsco Publications, Inc., NY, 1999.

**Write a thesis statement.** Your thesis statement answers your research question. Your outline must reflect your thesis. In other words, the sum of the parts of your outline must equal the thesis statement.

### **A thesis**

- answers your research question
- is a single declarative sentence with one main clause
- states your position or findings on the topic
- states the specific focus the paper will have
- suggests what the conclusion will say
- reflects what your notes provide

### **A thesis is not**

- a question
- a statement beginning "The purpose of this paper is..."
- a statement of the topic
- made of multiple main clauses

**Sort your notecards** using the following plan.

- Sort according to their slugs – those topics that came from your working outline.
- Check your notecards for slugs not on your outline and then decide if you need to add a heading or subheading or if you simply have irrelevant information.
- Check outline topics for which you have no note cards and then decide if you need to change your outline or return to the library for more information.

**Choose an organization pattern** that will best reflect your purpose and topic:

1. chronological order
2. order of importance - from most important to least important, from second most important to least important to most important, from least important to most important

## IN-TEXT CITATIONS: THE BASICS

What follows are some general guidelines for referring to the works of others in your essay.

Note: APA style requires authors to use the past tense or present perfect tense when using signal phrases to describe earlier research, for example, Jones (1998) found or Jones (1998) has found...

### APA Citation Basics

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but NOT directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

### In-Text Citation Capitalization, Quotes, and Italics/Underlining

- Always capitalize proper nouns, including author names and initials: D. Jones.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: Permanence and Change. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: Writing New Media, There Is Nothing Left to Lose.
- (Note: in your References list, only the first word of a title will be capitalized: Writing new media.)
- When capitalizing titles, capitalize both words in a hyphenated compound word: Natural-Born Cyborgs.
- Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's Vertigo."
- Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: *The Closing of the American Mind*; *The Wizard of Oz*; *Friends*.
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."

## **Short Quotations**

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

## **Long Quotations**

Place direct quotations that are 40 words, or longer, in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

## **Summary or Paraphrase**

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

## **In-Text Citations: Author/Authors**

APA style has a series of important rules on using author names as part of the author-date system. There are additional rules for citing indirect sources, electronic sources, and sources without page numbers.

### **Citing an Author or Authors**

**A Work by Two Authors:** Name both authors in the signal phrase or in the parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use the ampersand in the parentheses.

Research by Wegener and Petty (1994) supports...

(Wegener & Petty, 1994)

**A Work by Three to Five Authors:** List all the authors in the signal phrase or in parentheses the first time you cite the source.

(Kernis, Cornell, Sun, Berry, & Harlow, 1993)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

(Kernis et al., 1993)

In et al., et should not be followed by a period.

**Six or More Authors:** Use the first author's name followed by et al. in the signal phrase or in parentheses.

Harris et al. (2001) argued...

(Harris et al., 2001)

**Unknown Author:** If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized or underlined; titles of articles, chapters, and web pages are in quotation marks.

A similar study was done of students learning to format research papers ("Using APA," 2001).

**Note: In the rare case the "Anonymous"** is used for the author, treat it as the author's name (Anonymous, 2001). In the reference list, use the name Anonymous as the author.

**Organization as an Author:** If the author is an organization or a government agency, mention the organization in the signal phrase or in the parenthetical citation the first time you cite the source.

According to the American Psychological Association (2000),...

If the organization has a well-known abbreviation, include the abbreviation in brackets the first time the source is cited and then use only the abbreviation in later citations.

First citation: (Mothers Against Drunk Driving [MADD], 2000)

Second citation: (MADD, 2000)

**Two or More Works in the Same Parentheses:** When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Berndt, 2002; Harlow, 1983)

**Authors with the Same Last Name:** To prevent confusion, use first initials with the last names.

(E. Johnson, 2001; L. Johnson, 1998)

**Two or More Works by the Same Author in the Same Year:** If you have two sources by the same author in the same year, use lower-case letters (a, b, c) with the year to order the entries in the reference list. Use the lower-case letters with the year in the in-text citation.

Research by Berndt (1981a) illustrated that...

**Introductions, Prefaces, Forewords, and Afterwords:** When citing an Introduction, Preface, Foreword, or Afterwords in-text, cite the appropriate author and year as usual.

(Funk & Kolln, 1992)

**Personal Communication:** For interviews, letters, e-mails, and other person-to-person communication, cite the communicator's name, the fact that it was personal communication, and the date of the communication. Do not include personal communication in the reference list.

(E. Robbins, personal communication, January 4, 2001).

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

### **Citing Indirect Sources**

If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.

Johnson argued that... (as cited in Smith, 2003, p. 102).

**Note:** When citing material in parentheses, set off the citation with a comma, as above. Also, try to locate the original material and cite the original source.

### **Electronic Sources**

If possible, cite an electronic document the same as any other document by using the author-date style.

Kenneth (2000) explained...

**Unknown Author and Unknown Date:** If no author or date is given, use the title in your signal phrase or the first word or two of the title in the parentheses and use the abbreviation "n.d." (for "no date").

Another study of students and research decisions discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

### **Sources Without Page Numbers**

When an electronic source lacks page numbers, you should try to include information that will help readers find the passage being cited. When an electronic document has numbered paragraphs, use the abbreviation "para." followed by the paragraph number (Hall, 2001, para. 5). If the paragraphs are not numbered and the document includes headings, provide the appropriate heading and specify the paragraph under that heading. **Note** that in some electronic sources, like Web pages, people can use the Find function in their browser to locate any passages you cite.

According to Smith (1997), ... (Mind over Matter section, para. 6).

**Note:** Never use the page numbers of Web pages you print out; different computers print Web pages with different pagination.

## REFERENCES PAGE

In APA style, the alphabetical list of works cited, which appears at the end of the paper, is titled “References.” It is an alphabetical listing of all the sources referred to in the text of the paper. Alphabetize entries in the list of references by authors’ last names; if a work has no author, alphabetize it by its title. In APA style, titles of books are italicized; titles of articles are neither italicized nor put in quotation marks.

At times you may be asked to supply an annotated list of works cited. Such a list includes descriptive and evaluative comments on the sources.

Sample entries used in preparing a list of works cited follow. If a source you are using does not fit any of these examples, refer to the *APA Handbook* on reserve in the library.

### SAMPLE WORKS CITED ENTRIES

We have identified each example for you in order to assist you in selecting the most appropriate form. Do not include these identifications (like “One Author”) on your Reference, Works Cited, or Bibliography page(s). **Please follow the format presented for each type of source.** You may use Noodle Tools to assist with proper format.

#### Reference List: Articles in Periodicals

##### Basic Form

APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized.

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number (issue number), pages.

##### Article in Journal Paginated by Volume

Journals that are paginated by volume begin with page one in issue one, and continue numbering issue two where issue one ended, etc.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

##### Article in Journal Paginated by Issue

Journals paginated by issue begin with page one every issue; therefore, the issue number gets indicated in parentheses after the volume. The parentheses and issue number are not italicized or underlined.

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(30), 5-13.

### **Article in a Magazine**

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

### **Article in a Newspaper**

Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference in APA style. Single pages take p., e.g., p. B2; multiple pages take pp., e.g., pp. B2, B4 or pp. C1, C3-C4.

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

**Note:** Because of issues with html coding, the listings below using brackets contain spaces that are not to be used with your listings. Use a space as normal before the brackets, but do not include a space following the bracket.

### **Letter to the Editor**

Moller, G. (2002, August). Ripples versus rumbles [Letter to the editor]. *Scientific American*, 287 (2), 12.

### **Review**

Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*, by R. A. Wicklund & M. Eckert]. *Contemporary Psychology*, 38, 466-467.

### **Reference List: Books**

#### **Basic Format for Books**

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

**Note:** For "Location," you should always list the city and the state using the two letter postal abbreviation without periods (New York, NY).

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

#### **Edited Book, No Author**

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

#### **Edited Book with an Author or Authors**

Plath, S. (2000). *The unabridged journals*. K. V. Kukil (Ed.). New York, NY: Anchor.

#### **A Translation**

Laplace, P. S. (1951). *A philosophical essay on probabilities*. (F. W. Truscott & F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814).

**Note:** When you cite a **republished work**, like the one above, in your text, it should appear with both dates: Laplace (1814/1951).

**Edition Other Than the First**

Helfer, M. E., Kempe, R. S., & Krugman, R. D. (1997). *The battered child* (5th ed.). Chicago, IL: University of Chicago Press.

**Article or Chapter in an Edited Book**

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), Title of book (pages of chapter). Location: Publisher.

**Note:** When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

**Multivolume Work**

Wiener, P. (Ed.). (1973). *Dictionary of the history of ideas* (Vols. 1-4). New York, NY: Scribner's.

**Reference List: Other Print Sources****An Entry in an Encyclopedia**

Bergmann, P. G. (1993). Relativity. In *The New Encyclopedia Britannica*. (Vol. 26, pp. 501-508). Chicago, IL: Encyclopedia Britannica.

**Work Discussed in a Secondary Source**

List the source the work was discussed in:

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel distributed-processing approaches. *Psychological Review*, 100, 589-608.

**NOTE:** Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in the References. In the text, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...

**Government Document**

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

For information about citing **legal sources** in your reference list, see the Westfield State College page on Citing Legal Materials in APA Style.

### **Report From a Private Organization**

American Psychiatric Association. (2000). Practice guidelines for the treatment of patients with eating disorders (2nd ed.). Washington, DC: Author.

### **Reference List: Electronic Sources (Web Publications)**

Please note: There are no spaces used with brackets in APA. When possible, include the year, month, and date in references. If the month and date are not available, use the year of publication.

### **Article From an Online Periodical**

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Online Periodical, volume Number (issue number if available). Retrieved from <http://www.someaddress.com/full/url/>

Bernstein, M. (2002). 10 tips on writing the living Web. A List Apart: For People Who Make Websites, 149. Retrieved from <http://www.alistapart.com/articles/writeliving>

### **Online Scholarly Journal Article: Citing DOIs**

Please note: In August of 2011 the formatting recommendations for DOIs changed. DOIs are now rendered as an alpha-numeric string which acts as an active link. According to The APA Style Guide to Electronic References, 6th edition, you should use the DOI format which the article appears with. So, if it is using the older numeric string, use that as the DOI. If, however, it is presented as the newer alpha-numeric string, use that as the DOI.

Because online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are an attempt to provide stable, long-lasting links for online articles. They are unique to their documents and consist of a long alphanumeric code. Many-but not all-publishers will provide an article's DOI on the first page of the document.

Note that some online bibliographies provide an article's DOI but may "hide" the code under a button which may read "Article" or may be an abbreviation of a vendor's name like "CrossRef" or "PubMed." This button will usually lead the user to the full article which will include the DOI. Find DOI's from print publications or ones that go to dead links with CrossRef.org's "DOI Resolver," which is displayed in a central location on their home page.

### **Article From an Online Periodical with DOI Assigned**

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Journal, volume number, page range. doi:0000000/000000000000 or <http://dx.doi.org/10.0000/0000>

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. European Journal of Marketing, 41, 1245-1283. doi:10.1108/03090560710821161

Wooldridge, M.B., & Shapka, J. (2012). Playing with technology: Mother-toddler interaction scores lower during play with electronic toys. *Journal of Applied Developmental Psychology*, 33(5), 211-218. <http://dx.doi.org/10.1016/j.appdev.2012.05.005>

### **Article From an Online Periodical with no DOI Assigned**

Online scholarly journal articles without a DOI require the URL of the journal home page. Remember that one goal of citations is to provide your readers with enough information to find the article; providing the journal home page aids readers in this process.

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Journal, volume number. Retrieved from <http://www.journalhomepage.com/full/url/>

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. = Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

### **Article From a Database**

Please note: APA states that including database information in citations is not necessary because databases change over time (p. 192). However, MTHS still requires information about databases for those users who need database information.

When referencing a print article obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). By providing this information, you allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number or database URL at the end, but the APA manual says that this is not required.

If you are citing an article from a database that is available in other places, such as a journal or magazine, include the homepage's URL. You may have to do a web search of the article's title, author, etc. to find the URL.

For articles that are easily located, do not provide database information. If the article is difficult to locate, then you can provide database information. Only use retrieval dates if the source could change, such as Wikis. For more about citing articles retrieved from electronic databases, see pages 187-192 of the Publication Manual.

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Journal, volume number, page range. Retrieved from <http://www.someaddress.com/full/url/>

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3), 120-125. Retrieved from <http://www.articlehomepage.com/full/url/>

### **Abstract**

If you only cite an abstract but the full text of the article is also available, cite the online abstract as any other online citations, adding "[Abstract]" after the article or source name. However, if the full text is

not available, you may use an abstract that is available through an abstracts database as a secondary source.

Paterson, P. (2008). How well do young offenders with Asperger Syndrome cope in custody?: Two prison case studies [Abstract]. *British Journal of Learning Disabilities*, 36(1), 54-58.  
Hendricks, J., Applebaum, R., & Kunkel, S. (2010). A world apart? Bridging the gap between theory and applied social gerontology. *Gerontologist*, 50(3), 284-293. Abstract retrieved from Abstracts in Social Gerontology databast. (Accession No. 50360869)

### **Newspaper Article**

Author, A. A. (Year, Month Day). Title of article. Title of Newspaper. Retrieved from <http://www.someaddress.com/full/url/>

Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved from <http://well.blogs.nytimes.com/2008/05/06/psychiatry-handbook-linked-to-drug-industry/>

### **Electronic Books**

Electronic books may include books found on personal websites, databases, or even in audio form. Use the following format if the book you are using is only provided in a digital format or is difficult to find in print. If the work is not directly available online or must be purchased, use "Available from," rather than "Retrieved from," and point readers to where they can find it. For books available in print form and electronic form, include the publish date in parentheses after the author's name. For references to e-book editions, be sure to include the type and version of e-book you are references (e.g., "[Kindle DX version]"). If DOIs are available, provide them at the end of the reference.

De Huff, E. W. (n.d.). Taytay's tales: Traditional Pueblo Indian tales. Retrieved from <http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html>

Davis, J. (n.d.). Familiar birdsongs of the Northwest. Available from <http://www.powells.com/cgi-bin/biblio?inkey=1-9780931686108-0>

### **Chapter/Section of a Web Document or Online Book Chapter**

Author, A. A., & Author, B. B. (Date of publication). Title of article. In Title of book or larger document (chapter or section number). Retrieved from <http://www.someaddress.com/full/url/>

Engelshcall, R. S. (1997). Module mod\_rewrite: URL Rewriting Engine. In *Apache HTTP Server Version 1.3 Documentation (Apache modules)*. Retrieved from [http://httpd.apache.org/docs/1.3/mod/mod\\_rewrite.html](http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html)

Peckinpough, J. (2003). Change in the Nineties. In J. S. Bough and G. B. DuBois (Eds.), *A century of growth in America*. Retrieved from GoldStar database.

**NOTE:** Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.

### **Online Book Reviews**

Cite the information as you normally would for the work you are quoting. (The first example below is from a newspaper article; the second is from a scholarly journal.) In brackets, write "Review of the book" and give the title of the reviewed work. Provide the web address after the words "Retrieved from," if the review is freely available to anyone. If the review comes from a subscription service or database, write "Available from" and provide the information where the review can be purchased.

Zacharek, S. (2008, April 27). Natural women [Review of the book *Girls like us*]. *The New York Times*. Retrieved from <http://www.nytimes.com/2008/04/27/books/review/Zacharek-t.html?pagewanted=2>

Castle, G. (2007). New millennial Joyce [Review of the books *Twenty-first Joyce*, *Joyce's critics: Transitions in reading and culture*, and *Joyce's messianism: Dante, negative existence, and the messianic self*]. *Modern Fiction Studies*, 50(1), 163-173. Available from Project MUSE Web site: [http://muse.jhu.edu/journals/modern\\_fiction\\_studies/toc/mfs52.1.html](http://muse.jhu.edu/journals/modern_fiction_studies/toc/mfs52.1.html)

### **Dissertation/Thesis from a Database**

Biswas, S. (2008). Dopamine D3 receptor: A neuroprotective treatment target in Parkinson's disease. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

### **Online Encyclopedias and Dictionaries**

Often encyclopedias and dictionaries do not provide bylines (authors' names). When no byline is present, move the entry name to the front of the citation. Provide publication dates if present or specify (n.d.) if no date is present in the entry.

Feminism. (n.d.). In *Encyclopædia Britannica online*. Retrieved from <http://www.britannica.com/EBchecked/topic/724633/feminism>

### **Online Bibliographies and Annotated Bibliographies**

Jürgens, R. (2005). HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography. Retrieved from [http://www.hc-sc.gc.ca/ahc-asc/alt\\_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral\\_e.pdf](http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf)

### **Data Sets**

Point readers to raw data by providing a Web address (use "Retrieved from") or a general place that houses data sets on the site (use "Available from").

United States Department of Housing and Urban Development. (2008). Indiana income limits [Data file]. Retrieved from [http://www.huduser.org/Datasets/IL/IL08/in\\_fy2008.pdf](http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf)

### **Graphic Data (e.g. Interactive Maps and Other Graphic Representations of Data)**

Give the name of the researching organization followed by the date. In brackets, provide a brief explanation of what type of data is there and in what form it appears. Finally, provide the project name and retrieval information.

Solar Radiation and Climate Experiment. (2007). [Graph illustration the SORCE Spectral Plot May 8, 2008]. Solar Spectral Data Access from the SIM, SOLSTICE, and XPS Instruments. Retrieved from [http://lasp.colorado.edu/cgi-bin/ion-p?page=input\\_data\\_for\\_spectra.ion](http://lasp.colorado.edu/cgi-bin/ion-p?page=input_data_for_spectra.ion)

### **Qualitative Data and Online Interviews**

If an interview is not retrievable in audio or print form, cite the interview only in the text (not in the reference list) and provide the month, day, and year in the text. If an audio file or transcript is available online, use the following model, specifying the medium in brackets (e.g. [Interview transcript, Interview audio file]):

Butler, C. (Interviewer) & Stevenson, R. (Interviewee). (1999). Oral History 2 [Interview transcript]. Retrieved from Johnson Space Center Oral Histories Project Web site: [http://www11.jsc.nasa.gov/history/oral\\_histories/oral\\_histories.htm](http://www11.jsc.nasa.gov/history/oral_histories/oral_histories.htm)

### **Online Lecture Notes and Presentation Slides**

When citing online lecture notes, be sure to provide the file format in brackets after the lecture title (e.g. PowerPoint slides, Word document).

Hallam, A. Duality in consumer theory [PDF document]. Retrieved from Lecture Notes Online Web site: <http://www.econ.iastate.edu/classes/econ501/Hallam/index.html>

Roberts, K. F. (1998). Federal regulations of chemicals in the environment [PowerPoint slides]. Retrieved from <http://siri.uvm.edu/ppt/40hrenv/index.html>

### **Nonperiodical Web Document, Web Page, or Report**

List as much of the following information as possible (you sometimes have to hunt around to find the information; don't be lazy. If there is a page like <http://www.somesite.com/somepage.htm>, and [somepage.htm](http://www.somesite.com/somepage.htm) doesn't have the information you're looking for, move up the URL to <http://www.somesite.com/>):

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from <http://Web address>

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). General format. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

**NOTE:** When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

### **Computer Software/Downloaded Software**

Do not cite standard office software (e.g. Word, Excel) or programming languages. Provide references only for specialized software.

Ludwig, T. (2002). PsychInquiry [computer software]. New York: Worth.

Software that is downloaded from a Web site should provide the software's version and year when available.

Hayes, B., Tesar, B., & Zuraw, K. (2003). OTSoft: Optimality Theory Software (Version 2.1) [Software]. Available from <http://www.linguistics.ucla.edu/people/hayes/otsoft/>

### **E-mail**

E-mails are not included in the list of references, though you parenthetically cite them in your main text: (E. Robbins, personal communication, January 4, 2001).

### **Audio Podcast**

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Bell, T., & Phillips, T. (2008, May 6). A solar flare. Science @ NASA Podcast. Podcast retrieved from <http://science.nasa.gov/podcast.htm>

### **Video Podcasts**

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Scott, D. (Producer). (2007, January 5). The community college classroom [Episode 7]. Adventures in Education. Podcast retrieved from <http://www.adveeducation.com>

## **Reference List: Other Non-Print Sources**

### **Interviews, Email, and Other Personal Communication**

No personal communication is included in your reference list; instead, parenthetically cite the communicator's name, the phrase "personal communication," and the date of the communication in your main text only.

(E. Robbins, personal communication, January 4, 2001).

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

### **Motion Picture**

Basic reference list format:

Producer, P. P. (Produce[Motion picture]. Country of origin: Studio or distributor.r), & Director, D. D. (Director). (Date of publication). Title of motion picture

**Note:** If a movie or video tape is not available in wide distribution, add the following to your citation after the country of origin: (Available from Distributor name, full address and zip code).

### **A Motion Picture or Video Tape with International or National Availability**

Smith, J. D. (Producer), & Smithee, A. F. (Director). (2001). Really big disaster movie [Motion picture]. United States: Paramount Pictures.

### **A Motion Picture or Video Tape with Limited Availability**

Harris, M. (Producer), & Turley, M. J. (Director). (2002). Writing labs: A history [Motion picture]. (Available from Purdue University Pictures, 500 Oval Drive, West Lafayette, IN 47907)

### **Television Broadcast or Series Episode**

Writer, W. W. (Writer), & Director, D. D. (Director). (Date of broadcast or copyright). Title of broadcast. [Television broadcast or Television series]. In P. Producer (Producer). City, state of origin: Studio or distributor.

### **Single Episode of a Television Series**

Writer, W. W. (Writer), & Director, D. D. (Director). (Date of publication). Title of episode [Television series episode]. In P. Producer (Producer), Series title. City, state of origin: Studio or distributor.

Wendy, S. W. (Writer), & Martian, I. R. (Director). (1986). The rising angel and the falling ape [Television series episode]. In D. Dude (Producer), Creatures and monsters. Los Angeles, CA: Belarus Studios.

### **Television Broadcast**

Important, I. M. (Producer). (1990, November 1). The nightly news hour [Television broadcast]. New York, NY: Central Broadcasting Service.

### **A Television Series**

Bellisario, D.L. (Producer). (1992). Exciting action show [Television series]. Hollywood: American Broadcasting Company.

### **Music Recording**

Songwriter, W. W. (Date of copyright). Title of song [Recorded by artist if different from song writer]. On Title of album [Medium of recording]. Location: Label. (Recording date if different from copyright date).

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On Captain fantastic and the brown dirt cowboy [CD]. London, England: Big Pig Music Limited.

For information about **citing legal sources** in your reference list, see the Westfield State College page on Citing Legal Materials in APA Style.

## TYPING THE REPORT

**Summary:** APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing.

### General APA Guidelines

Your essay should be typed, double-spaced on standard-sized paper (8.5" x 11") with

Include a page header (also known as the "running head") at the top of every page. To create a page header/running head, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left using all capital letters. The running head is a shortened version of your paper's title and cannot exceed 50 characters including spacing and punctuation.

### Major Paper Sections

Your essay should include four major sections: the Title Page, Abstract, Main Body, and References.

#### Title Page

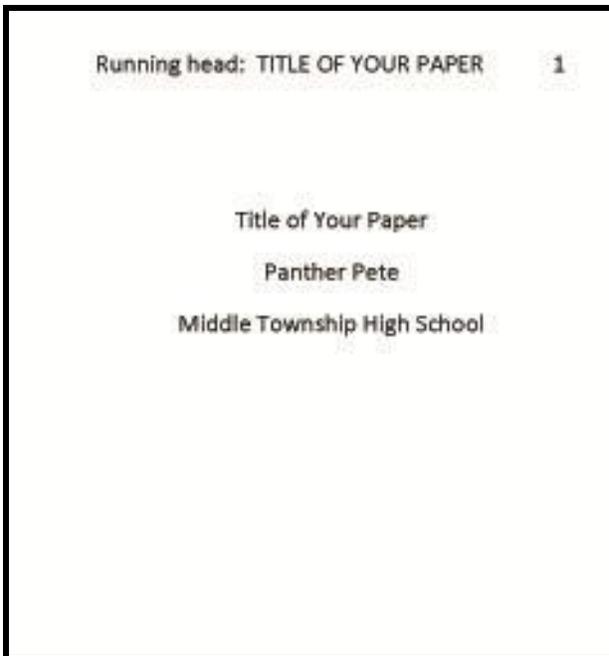
The title page should contain the title of the paper, the author's name, and the institutional affiliation. Include the page header (described above) flush left with the page number flush right at the top of the page. Please note that on the title page, your page header/running head should look like this:

Running head: TITLE OF YOUR PAPER

**Title of Your Paper:** Type your title in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.

Beneath the title, type the author's name: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (Ph.D.).

Beneath the author's name, type the institutional affiliation, which should indicate the location where the author(s) conducted the research.



### Header/ Page Numbers

Include a page header (also known as the "running head") at the top of every page. To create a page header/running head, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left using all capital letters. The running head is a shortened version of your paper's title and cannot exceed 50 characters including spacing and punctuation.

Number all pages consecutively throughout the report in the upper right hand corner, starting with the first page of the report and including the Works Cited, References, or Bibliography page. Page numbers should be one-half inch from the top. Type your last name before the page number on each page.

Each page (including the title page) needs a header in the upper right hand corner, ½ inch from the top. The header includes the researcher's last name and corresponding page number.

Pages after the title page should have a running head that looks like this:

TITLE OF YOUR PAPER

### Margins

Use 1" margins on all pages, top, bottom, left and right.

### Outline Page

The Outline Page must be placed at the beginning of the paper, so that it doesn't interrupt the page numbering. The outline must be double-spaced. Outline pages should not be numbered. Additionally, the outline title must match the title of the paper.

## Body of the Paper

Research papers are always double-spaced. The first line of each paragraph is indented one-half inch (or one preset tab).

In scientific papers, you will include an abstract immediately after the title page of your paper.

### **Abstract**

Begin a new page. Your abstract page should already include the page header (described above). On the first line of the abstract page, center the word “Abstract” (no bold, formatting, italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the key points of your research. (Do not indent.) Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and conclusions. You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph double-spaced. Your abstract should be between 150 and 250 words.

You may also want to list keywords from your paper in your abstract. To do this, indent as you would if you were starting a new paragraph, type *Keywords:* (italicized), and then list your keywords. Listing your keywords will help researchers find your work in databases.

**Special Rules:** 1.) Never split words with a hyphen from one line to the next. 2. Do not use contractions (EX: don't, haven't – Use "do not" and "have not" instead) 3. Do not use slang (informal, non-standard vocabulary).

## References Page

Follow the sample.

- **You should always make a copy of your report, since the original may not be returned, or may, occasionally, be lost.**
- **Always submit your first copy, not**
- **e cards, bibliography cards, and preliminary outline to support your efforts in preparation of the paper.**
- **When submitting your revised research paper, be sure to include the first graded copy with the graded rubric.**

## PLAGIARISM

The following information on plagiarism is a summation of information contained in Sharon Sorenson's book *The Research Paper*, Amsco Publications, Inc., NY, 1999.

As you all probably know, plagiarism is literary theft. It is using someone else's words or ideas—whether from a print source or from the Internet as if they were your own. Plagiarism is such a serious offense that most colleges and universities have policies that severely penalize students who engage in plagiarism. These penalties include automatic failure in the class involved or student expulsion. To avoid any of these scenarios, it's a good idea to learn how to avoid plagiarism.

Study the following four passages. The first is the original passage by Aurelia Kamp. The second passage illustrates plagiarism. The third passage accurately rewords, quotes, and documents the words and ideas used from the original. The fourth passage accurately rewords and documents the ideas from the original but does not include direct quotes.

### ORIGINAL PASSAGE

The cost-effective production of white corn is important to anyone who likes cereal for breakfast, tacos for lunch, tortillas for dinner, or Fritos for a snack. But reducing operation costs in order to keep down consumer costs is an ongoing problem for farmers. As we walked through the grain-bin area, Mr. A. pointed to a 3,500-gallon propane tank. During harvest, he explained, the tank was filled every other day. Then to reduce costs, Mr. A. spent \$70,000 to design and build a cob burner that gasifies the corncobs and turns them into fuel. The operation has cut the fuel bill by 60%. Now the propane fuel tank is filled only once a week.

### PLAGIARIZED

Reducing the operation costs of white corn production is an ongoing problem, but one farmer has reduced costs by spending \$70,000 to design and build a cob burner that gasifies the corncobs and turns them into fuel.

*Notice that although the order of the passage has been altered and that a few of the words have been omitted, the passage is basically the same as the original. No quotation marks set off the exact words of the original and no documentation acknowledges the source. Both must occur in order to avoid plagiarism. Compare with the following:*

### REWORDED, PARTLY QUOTED AND DOCUMENTED (ACCEPTABLE)

Farmers struggle to reduce the cost of production of white corn, a staple for many Americans who like cereal and tortillas. One farmer has cut his fuel consumption in half by using what had been thrown away: the corncobs. As Mr. Z explained, the \$70,000 cob burner "gasifies the corncobs and turns them into fuel" (Kamp 16).

*In this acceptably written passage, exact words appear in quotation marks and the reworded portions are acknowledged by documentation at the end of the paragraph. Notice in the following passage, however, that no exact phrases appear.*

## REWORDED AND DOCUMENTED (ACCEPTABLE)

Representative of farmers' creative approaches to cut the cost of producing white corn, one farmer has given the term, "recycling" a new twist. For \$70,000 he designed and built a cob burner that turns corncobs to gas that can in turn be used for fuel. He has eliminated the pile of cobs that accumulated out back and at the same time cut his fuel consumption by more than half (Kamp 16).

*Completely reworded, this passage omits exact words from the source, thus no quotation marks are necessary to mark them. Since the passage is a summary, however, credit must be given to the source.*

Let's put all this in simple form. To avoid plagiarism, you must adhere to three rules:

1. DO NOT use exact words from a source without putting them inside quotation marks and giving credit to the source.
2. DO NOT reword a passage without giving credit to the source.
3. DO NOT summarize a passage without giving credit to the source.

In other words, be honest about where you get your words and ideas and you will never be guilty of theft. Of course, your own ideas and interpretations need no source identification (Sorenson 107-109).

## AFTERWORD

A research paper by its very nature requires one to use various sources of information. It is a form of dishonesty to take and pass off as one's own the ideas, writings, or opinions of the people who produced those sources. This practice is known as "plagiarism" and must be avoided scrupulously in order to maintain academic integrity. Plagiarism can be avoided by documenting sources properly as explained in this booklet.

Please be aware that plagiarism can be identified easily. In cases where plagiarism is suspected, students will be required to submit copies of the reference materials used. **Be advised that both plagiarism and false documentation of references or no documentation of references can result in a total loss of credit for the paper. Research papers submitted with the works cited page missing can also be considered incomplete and receive no credit.**

Additionally, purchasing or borrowing another's work is also plagiarism. Students who engage in this practice will earn a "0" on the paper. This applies to both the student who shares the work and to the student who borrows or purchases this work. Incidents of plagiarism will be noted and possibly recorded in the student's school record.

**Parents and other family members are naturally encouraged to serve as proofreaders and to give any reasonable help to the student that they can. However, they must be cautioned against assuming the role of "ghost writer," even inadvertently. A research paper is meant to reflect the student's best work, and providing an inappropriate level of assistance is counterproductive to educational goals as well as being unethical.**

**RESEARCH PAPER EVALUATION RUBRIC**

**SCALE: 4= Excellent, 3=Very Good, 2=Average, 1=Needs Work, 0=Unsatisfactory**

<b><u>FORMAT/MECHANICS:</u></b>	<b><u>CONTENT:</u></b>
Grammar and Usage _____	Thesis _____
Punctuation _____	Introduction _____
Spelling _____	Maintains thesis focus _____
Word Choice/Diction _____	Quality of research _____
Use of Formal Tone _____	Support and detail _____
Paragraph Structure _____	Support and detail _____
Transitions _____	Original Idea Presentation _____
Quote Incorporation _____	Conclusion _____
Length Requirement Met _____	Paper Organization _____
Outline _____	Unity and Coherence _____
Works Cited Format _____	Variety of Sources Used _____
In-text Citations (Format) _____	
In-text Citations (Usage) _____	
APA Format Use _____	

<b>Mechanics Subtotal</b> _____	<b>Content Subtotal</b> _____
<b>Total Score</b> _____	

**Comments:**

# SAMPLE PAPERS

Sample Paper on Purdue Owl: <http://owl.english.purdue.edu/owl/resource/560/18/>

Other samples: [http://bcs.bedfordstmartins.com/writersref7e/default.asp#612701\\_632670](http://bcs.bedfordstmartins.com/writersref7e/default.asp#612701_632670)

## APA Research Paper (Mirano)

<p>Running head: CAN MEDICATION CURE OBESITY IN CHILDREN? 1</p>	<p>The header consists of a shortened title in all capital letters at the left margin and the page number at the right margin; on the title page only, the shortened title is preceded by the words "Running head" and a colon.</p>
<p>Can Medication Cure Obesity in Children? A Review of the Literature Luisa Mirano Northwest-Shoals Community College</p>	<p>Full title, writer's name, and school halfway down the page.</p>
<p>Author Note This paper was prepared for Psychology 108, Section B, taught by Professor Kang.</p>	<p>An author's note lists the specific information about the course or department and can provide acknowledgments and contact information.</p>

Marginal annotations indicate APA-style formatting and effective writing.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2008).

This paper follows the style guidelines in the *Publication Manual of the American Psychological Association*, 6th ed. (2010).

### Abstract

In recent years, policymakers and medical experts have expressed alarm about the growing problem of childhood obesity in the United States. While most agree that the issue deserves attention, consensus dissolves around how to respond to the problem. This literature review examines one approach to treating childhood obesity: medication. The paper compares the effectiveness for adolescents of the only two drugs approved by the Food and Drug Administration (FDA) for long-term treatment of obesity, sibutramine and orlistat. This examination of pharmacological treatments for obesity points out the limitations of medication and suggests the need for a comprehensive solution that combines medical, social, behavioral, and political approaches to this complex problem.

Abstract appears  
on a separate page.

## Can Medication Cure Obesity in Children?

Full title, centered.

## A Review of the Literature

In March 2004, U.S. Surgeon General Richard Carmona called attention to a health problem in the United States that, until recently, has been overlooked: childhood obesity. Carmona said that the “astounding” 15% child obesity rate constitutes an “epidemic.” Since the early 1980s, that rate has “doubled in children and tripled in adolescents.” Now more than 9 million children are classified as obese.<sup>1</sup> While the traditional response to a medical epidemic is to hunt for a vaccine or a cure-all pill, childhood obesity is more elusive. The lack of success of recent initiatives suggests that medication might not be the answer for the escalating problem. This literature review considers whether the use of medication is a promising approach for solving the childhood obesity problem by responding to the following questions:

1. What are the implications of childhood obesity?
2. Is medication effective at treating childhood obesity?
3. Is medication safe for children?
4. Is medication the best solution?

Mirano sets up her organization by posing four questions.

Understanding the limitations of medical treatments for children highlights the complexity of the childhood obesity problem in the United States and underscores the need for

Mirano states her thesis.

<sup>1</sup>Obesity is measured in terms of body-mass index (BMI): weight in kilograms divided by square of height in meters. A child or an adolescent with a BMI in the 95th percentile for his or her age and gender is considered obese.

Mirano uses a footnote to define an essential term that would be cumbersome to define within the text.

physicians, advocacy groups, and policymakers to search for other solutions.

### **What Are the Implications of Childhood Obesity?**

Obesity can be a devastating problem from both an individual and a societal perspective. Obesity puts children at risk for a number of medical complications, including Type 2 diabetes, hypertension, sleep apnea, and orthopedic problems (Henry J. Kaiser Family Foundation, 2004, p. 1). Researchers Hoppin and Taveras (2004) have noted that obesity is often associated with psychological issues such as depression, anxiety, and binge eating (Table 4).

Obesity also poses serious problems for a society struggling to cope with rising health care costs. The cost of treating obesity currently totals \$117 billion per year—a price, according to the surgeon general, “second only to the cost of [treating] tobacco use” (Carmona, 2004). And as the number of children who suffer from obesity grows, long-term costs will only increase.

### **Is Medication Effective at Treating Childhood Obesity?**

The widening scope of the obesity problem has prompted medical professionals to rethink old conceptions of the disorder and its causes. As researchers Yanovski and Yanovski (2002) have explained, obesity was once considered “either a moral failing or evidence of underlying psychopathology” (p. 592). But this view has shifted: Many medical professionals now consider obesity a biomedical rather than a moral condition, influenced by both genetic and environmental factors. Yanovski and Yanovski have further noted that the

Headings, centered, help readers follow the organization.

In a signal phrase, the word “and” links the names of two authors; the date is given in parentheses.

Because the author (Carmona) is not named in the signal phrase, his name and the date appear in parentheses.

development of weight-loss medications in the early 1990s showed that “obesity should be treated in the same manner as any other chronic disease . . . through the long-term use of medication” (p. 592).

Ellipsis mark indicates omitted words.

The search for the right long-term medication has been complicated. Many of the drugs authorized by the Food and Drug Administration (FDA) in the early 1990s proved to be a disappointment. Two of the medications—fenfluramine and dexfenfluramine—were withdrawn from the market because of severe side effects (Yanovski & Yanovski, 2002, p. 592), and several others were classified by the Drug Enforcement Administration as having the “potential for abuse” (Hoppin & Taveras, 2004, Weight-Loss Drugs section, para. 6). Currently only two medications have been approved by the FDA for long-term treatment of obesity: sibutramine (marketed as Meridia) and orlistat (marketed as Xenical). This section compares studies on the effectiveness of each.

An ampersand links the names of two authors in parentheses.

Sibutramine suppresses appetite by blocking the reuptake of the neurotransmitters serotonin and norepinephrine in the brain (Yanovski & Yanovski, 2002, p. 594). Though the drug won FDA approval in 1998, experiments to test its effectiveness for younger patients came considerably later. In 2003, University of Pennsylvania researchers Berkowitz, Wadden, Tershakovec, and Cronquist released the first double-blind placebo study testing the effect of sibutramine on adolescents, aged 13-17, over a 12-month period. Their findings are summarized in Table 1.

Mirano draws attention to an important article.

Mirano uses a table to summarize the findings presented in two sources.

Table 1

*Effectiveness of Sibutramine and Orlistat in Adolescents*

Medication	Subjects	Treatment <sup>a</sup>	Side effects	Average weight loss/gain
Sibutramine	Control	0-6 mos.: placebo	Mos. 6-12: increased blood pressure;	After 6 mos.: loss of 3.2 kg (7 lb)
		6-12 mos.: sibutramine	increased pulse rate	After 12 mos.: loss of 4.5 kg (9.9 lb)
Sibutramine	Medicated	0-12 mos.: sibutramine	Increased blood pressure; increased pulse rate	After 6 mos.: loss of 7.8 kg (17.2 lb) After 12 mos.: loss of 7.0 kg (15.4 lb)
		Orlistat	Control	0-12 mos.: placebo
Orlistat	Medicated	0-12 mos.: orlistat	Oily spotting; flatulence; abdominal discomfort	Loss of 1.3 kg (2.9 lb)

A note gives the source of the data.

*Note.* The data on sibutramine are adapted from "Behavior Therapy and Sibutramine for the Treatment of Adolescent Obesity," by R. I. Berkowitz, T. A. Wadden, A. M. Tershakovec, & J. L. Cronquist, 2003, *Journal of the American Medical Association*, 289, pp. 1807-1809. The data on orlistat are adapted from *Xenical (Orlistat) Capsules: Complete Product Information*, by Roche Laboratories, December 2003, retrieved from <http://www.rocheusa.com/products/xenical/pi.pdf>

A content note explains data common to all subjects.

<sup>a</sup>The medication and/or placebo were combined with behavioral therapy in all groups over all time periods.

After 6 months, the group receiving medication had lost 4.6 kg (about 10 pounds) more than the control group. But during the second half of the study, when both groups received sibutramine, the results were more ambiguous. In months 6-12, the group that continued to take sibutramine gained an average of 0.8 kg, or roughly 2 pounds; the control group, which switched from placebo to sibutramine, lost 1.3 kg, or roughly 3 pounds (p. 1808). Both groups received behavioral therapy covering diet, exercise, and mental health.

These results paint a murky picture of the effectiveness of the medication: While initial data seemed promising, the results after one year raised questions about whether medication-induced weight loss could be sustained over time. As Berkowitz et al. (2003) advised, "Until more extensive safety and efficacy data are available, . . . weight-loss medications should be used only on an experimental basis for adolescents" (p. 1811).

A study testing the effectiveness of orlistat in adolescents showed similarly ambiguous results. The FDA approved orlistat in 1999 but did not authorize it for adolescents until December 2003. Roche Laboratories (2003), maker of orlistat, released results of a one-year study testing the drug on 539 obese adolescents, aged 12-16. The drug, which promotes weight loss by blocking fat absorption in the large intestine, showed some effectiveness in adolescents: an average loss of 1.3 kg, or roughly 3 pounds, for subjects taking orlistat for one year, as opposed to an average gain of 0.67 kg, or 1.5 pounds, for the control group (pp. 8-9). See Table 1.

When this article was first cited, all four authors were named. In subsequent citations of a work with three to five authors, "et al." is used after the first author's name.

Short-term studies of orlistat have shown slightly more dramatic results. Researchers at the National Institute of Child Health and Human Development tested 20 adolescents, aged 12-16, over a three-month period and found that orlistat, combined with behavioral therapy, produced an average weight loss of 4.4 kg, or 9.7 pounds (McDuffie et al., 2002, p. 646). The study was not controlled against a placebo group; therefore, the relative effectiveness of orlistat in this case remains unclear.

#### **Is Medication Safe for Children?**

While modest weight loss has been documented for both medications, each carries risks of certain side effects. Sibutramine has been observed to increase blood pressure and pulse rate. In 2002, a consumer group claimed that the medication was related to the deaths of 19 people and filed a petition with the Department of Health and Human Services to ban the medication (Hilts, 2002). The sibutramine study by Berkowitz et al. (2003) noted elevated blood pressure as a side effect, and dosages had to be reduced or the medication discontinued in 19 of the 43 subjects in the first six months (p. 1809).

The main side effects associated with orlistat were abdominal discomfort, oily spotting, fecal incontinence, and nausea (Roche Laboratories, 2003, p. 13). More serious for long-term health is the concern that orlistat, being a fat-blocker, would affect absorption of fat-soluble vitamins, such as vitamin D. However, the study found that this side effect can be minimized or eliminated if patients take vitamin supplements two hours before or after administration of orlistat (p. 10). With close

For a source with six or more authors, the first author's name followed by "et al." is used for the first and subsequent references.

monitoring of patients taking the medication, many of the risks can be reduced.

### **Is Medication the Best Solution?**

The data on the safety and efficacy of pharmacological treatments of childhood obesity raise the question of whether medication is the best solution for the problem. The treatments have clear costs for individual patients, including unpleasant side effects, little information about long-term use, and uncertainty that they will yield significant weight loss.

In purely financial terms, the drugs cost more than \$3 a day on average (Duenwald, 2004). In each of the clinical trials, use of medication was accompanied by an expensive regime of behavioral therapies, including counseling, nutritional education, fitness advising, and monitoring. As journalist Greg Critser (2003) noted in his book *Fat Land*, use of weight-loss drugs is unlikely to have an effect without the proper “support system”—one that includes doctors, facilities, time, and money (p. 3). For some, this level of care is prohibitively expensive.

A third complication is that the studies focused on adolescents aged 12-16, but obesity can begin at a much younger age. Little data exist to establish the safety or efficacy of medication for treating very young children.

While the scientific data on the concrete effects of these medications in children remain somewhat unclear, medication is not the only avenue for addressing the crisis. Both medical experts and policymakers recognize that solutions might come not only from a laboratory but also from policy, education, and advocacy.

Mirano develops  
the paper's thesis.

A handbook designed to educate doctors on obesity called for “major changes in some aspects of western culture” (Hoppin & Taveras, 2004, Conclusion section, para. 1). Cultural change may not be the typical realm of medical professionals, but the handbook urged doctors to be proactive and “focus [their] energy on public policies and interventions” (Conclusion section, para. 1).

Brackets indicate a word not in the original source.

The solutions proposed by a number of advocacy groups underscore this interest in political and cultural change. A report by the Henry J. Kaiser Family Foundation (2004) outlined trends that may have contributed to the childhood obesity crisis, including food advertising for children as well as

A quotation longer than 40 words is indented without quotation marks.

a reduction in physical education classes and after-school athletic programs, an increase in the availability of sodas and snacks in public schools, the growth in the number of fast-food outlets . . . , and the increasing number of highly processed high-calorie and high-fat grocery products. (p. 1)

Mirano interprets the evidence; she doesn't just report it.

Addressing each of these areas requires more than a doctor armed with a prescription pad; it requires a broad mobilization not just of doctors and concerned parents but of educators, food industry executives, advertisers, and media representatives.

The tone of the conclusion is objective.

The barrage of possible approaches to combating childhood obesity—from scientific research to political lobbying—indicates both the severity and the complexity of the problem. While none of the medications currently available is a miracle drug for curing the nation's 9 million obese children, research has illuminated

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some of the underlying factors that affect obesity and has shown the need for a comprehensive approach to the problem that includes behavioral, medical, social, and political change.

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List of references begins on a new page. Heading is centered.

List is alphabetized by authors' last names. All authors' names are inverted.

The first line of an entry is at the left margin; subsequent lines indent ½".

Double-spacing is used throughout.

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