

Independent Learning Project Handbook

Cambridge College
Department of Education

Fifth Edition, 2002

Independent Learning Project Handbook

Available online @ www.cambridge.edu/ilptools

Fifth Edition
(2002)

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Education Department
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*Special thanks to the editors of all prior editions of
this handbook and to Maida Tilchen for her valuable
contributions.*

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Section 1

The Independent Learning Project—An Overview

What is the Independent Learning Project?

The Independent Learning Project, ILP for short, is a comprehensive project that you are required to complete as part of your master's degree program at Cambridge College. It is related to your learning experiences in the graduate program, your professional experiences as an educator, and your professional development interests.

The ILP represents a tangible, symbolic culmination of your Cambridge College learning experiences. It is a demonstration of your ability to apply what you've learned in courses, seminars and workshops to your professional work in the field of education. An ILP is your "finest hour" at Cambridge College, a marriage of theory and practice, original thought and focused research.



In this handbook, the words INDEPENDENT LEARNING PROJECT, PROJECT, and ILP, are used to refer to the same thing: the whole of the comprehensive project, described in this handbook, that you are required to complete for your degree at Cambridge College.

General Expectations

The ILP is also an opportunity for you to learn more about a topic of interest to you. You are expected to select a topic of relevance to education and of importance to your professional development. After identifying a topic, you will work with your faculty advisor to determine the type of ILP most conducive to enhancing your learning about this topic. To successfully complete the ILP process, you are expected to do the following:

- *Reflect* on your professional experiences in order to identify a topic for your project;
- *Locate* information related to your topic in a wide range of academic publications;
- *Read and synthesize in writing* the information you have gathered;
- *Create* an original project that will allow you to contribute to the body of knowledge on your topic; and
- *Reflect, in writing*, on your learning from the entire experience.

Throughout this process you will be developing skills in *time management, critical thinking* and *professional writing*.

The ILP should be personally rewarding and exciting for you, the learner. Your ILP will help you to make connections between your graduate learning experiences and your professional work as an educator.

Your Faculty Advisor and Professional Seminar

Your Professional Seminar Leader will be your faculty advisor throughout the ILP process, monitoring and reviewing your progress. He or she will discuss your professional and personal goals in conference in an effort to help you identify incomplete or unresolved issues that might be addressed in your ILP. Your faculty advisor will help you select a topic of realistic scope. He or she is expected to provide emotional support during the ILP process, help you conquer writing blocks, address insecurity, and complete your ILP in the allotted time. Because the ILP represents the culmination of your graduate experience, your faculty advisor will help you identify new areas for learning and growth beyond Cambridge College.

Your advisor may ask other faculty members to read portions of your ILP if the topic you are addressing is highly specialized and falls outside his or her area of expertise. Your ILP may also be reviewed by the Dean or Assistant Dean as part of Cambridge College's commitment to quality control. Ultimately, your faculty advisor will be responsible for judging the quality of your ILP and awarding academic credit.

As your professional seminar leader, your faculty advisor will devote time during the professional seminar to the ILP process, allowing students to share resources, questions and ideas, in addition to giving them a sense of others' pacing.

Types of ILPs

Your Independent Learning Project will take one of three forms: a thesis-type project, a professional project, or a creative project. These three forms are briefly described below and are summarized in the table on page 5 of this handbook. In Section 3 of this handbook, you will find detailed information that will help you to complete each section of the ILP, as well as sample

A few words about *PROFESSIONAL WRITING*

The writing that you do to complete your ILP is expected to be professional in the sense that you are expected to learn and use the standards for academic writing as established by the American Psychological Association (APA). In general, this means that your writing will demonstrate both your familiarity with respected authorities in the field you have chosen, as well as your own well developed, original thoughts on your topic.

You will demonstrate your familiarity with authorities by summarizing their work, restating in your own words their most important ideas, and contrasting their contributions with the contributions of others. On rare occasions, you may even quote someone.

Like other professional writers in education, you will use APA conventions to give credit to the authors whose ideas you mention and whose words you quote. APA conventions dictate the use of both in-text citations and a reference list at the end of your project.

Guidelines for using APA conventions are available in Appendix A of this handbook. Learn these conventions and use them (and don't be afraid to ask for help—APA can be tricky).

sections taken directly from the completed ILPs of former Cambridge College students. Your faculty advisor will help you choose the most appropriate form to meet your educational and professional goals.

The Thesis-type Project

For the thesis-type of ILP, you will formulate an original research question and design a study to help you answer this question. In addition to formulating a question for research, a study involves identifying the type(s) of data you need to collect in order to answer your question, establishing a method and a timeline for collecting the data, determining a means of analyzing the data, and interpreting the data. Your faculty advisor will help you with each of these steps.

The Professional Project: Teacher's Manual or Curriculum Guide

The professional project generally involves the application of other people's published research to your professional work in education. For this type of project, you will synthesize knowledge from the field with your own expertise to create a handbook or guide that others could easily use. This handbook/guide is something that could easily stand alone. However, your work will be embedded in your ILP. Examples of professional projects include curriculums for incorporating newly established state learning standards, teaching strategies for working with challenging populations, or classroom approaches for conveying old material in a new way. Community outreach programs or guidelines for using new technology are also acceptable professional projects.

The Creative Project

Some students choose a creative project as their ILP. For instance, some students create a project in the fine or performing arts, such as writing a play or giving a recital. Teachers of small children may write and illustrate children's books. Middle and high school teachers may write one-act plays or historical narratives. Like the professional project, the creative project will include a stand-alone element that is embedded within the entire project.



Students enrolled in specialized programs at Cambridge College will receive further guidelines for completing their ILPs. For example, students in the teacher preparation program will create ILPs with a classroom instructional focus that follow both the curriculum frameworks and the guidelines for lesson plans established by the Massachusetts Department of Education.

Timeline

Though pacing and due dates will vary among faculty advisors, the following should give you a sense of the typical timeline for students writing an ILP at Cambridge College.

During the first semester, your faculty advisor will present general expectations about the ILP, including structure and format. You will select a topic. Once you identify resources and submit a proposal to your faculty advisor, he or she will provide comments and suggestions to help you get started with the writing process.

In the second semester, you will submit a first draft of your ILP for review by your faculty advisor. With his or her help, you will revise and resubmit your ILP until your faculty advisor approves it as your final draft. You will then submit a bound final copy of the ILP for credit.

Students who plan to complete their ILPs over a three-semester period should consult their faculty advisors for a specific timeline.

Attention NITE students:

Most of you will complete your ILP over a 2 semester time period. During your summer in Massachusetts, you will identify a topic and submit a proposal to your Professional Seminar Leader, who will guide you through the remainder of the process in the fall.

Elements of the ILP and the ILP Proposal

Regardless the type of ILP you choose to complete, every ILP contains some of the same elements. Similarly, every ILP proposal will contain identical elements. The table below is meant to help you see which elements are similar across the three types of ILPs, and which are different. Elements marked with a * are the elements you will include in your ILP proposal.

You will not write your ILP in the order that these elements appear in your final project, so you can use this table to check off sections as you complete them.

In Section 3 you'll find detailed explanations of each of the ILP elements, along with some helpful guidelines for getting each element done.

*

Because NITE students submit their proposals so early in the ILP process, the elements included in the proposal are considered **PRELIMINARY DRAFTS** for later inclusion in the ILP.



Elements of the three types of Cambridge College ILPs

(presented in the order they are to appear in your ILP)

<u>THESIS-TYPE</u>	<u>PROFESSIONAL PROJECT</u>	<u>CREATIVE PROJECT</u>	
• Title Page	• Title Page	• Title Page	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> APA 5th calls these pages the <i>Preliminary pages</i>. You do not need to label them as such. </div>
• Copyright Page	• Copyright Page	• Copyright Page	
• Acknowledgments Page	• Acknowledgments Page	• Acknowledgments Page	
• Abstract Statement	• Abstract Statement	• Abstract Statement	
• Table of Contents	• Table of Contents	• Table of Contents	
• Statement of the Problem*	• Statement of the Problem*	• Statement of the Problem*	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> APA 5th calls these pages the <i>Introduction</i>. You do not need to label them as such. </div>
• Literature Review*	• Literature Review*	• Literature Review*	
• Methodology*	• Methodology*	• Methodology*	
• Body (The results and discussion of your research)	• Body (The actual handbook or guide that you have written)	• Body (The actual project that you have created)	<div style="border: 1px solid black; padding: 5px;"> APA 5th calls these pages the <i>Methods, Results, Discussion</i>. You do not need to label them as such. </div>
• Closing (Conclusions and Implications)	• Closing (Statement of Learning)	• Closing (Statement of Learning)	
• References*	• References*	• References*	
• Appendices	• Appendices	• Appendices	
• Resume	• Resume	• Resume	

*Note that these items are to appear in your ILP Proposal.

Section 2

Steps to Completing the ILP

For many people, the ILP is a daunting prospect, one that invites fear, anxiety and dread. You can alleviate such feelings by following some of the guidelines and suggestions presented here. Keep in mind that for most people, completing the ILP will not be a linear process. Sometimes an idea for the problem statement can arise as you are working on your methodology. That's okay, normal even. Allowing yourself the freedom to move fluidly from one section to another will likely insure that your authentic voice comes through as you write.

Your professional seminar leader will set deadlines for completing your ILP. Remember though, that MEETING THE DEADLINE and being DONE are NOT the same thing. Your advisor will likely provide you extensive comments that include advise for improving your work as well as revisions you are required to make before your ILP can be considered complete. Remember to allow for this as you work.



Before getting started, try to complete the following steps:

- Step One** Read through this ILP handbook and familiarize yourself with the three different types of ILPs. Start thinking about which one you'd like to do.
- Step Two** Start an ILP journal and use it throughout the process. A journal can be a place to record not only your ideas about your project, but your hopes and fears about it as well. It can also be a useful place to gather information related to your project. If you have difficulty writing, start small. Make a commitment to write in your journal for five minutes in the morning when you wake up, or just before you go to bed. A journal can become your friend through the process. *Make sure to read through your journal regularly to remind yourself of your progress.*
- Step Three** Start browsing through literature that is related to topics in education that are of interest to you. You can do yourself a big favor at this point by

Unsure of
how to begin?
Try these
steps first!

See Appendix C for a list of helpful books that contain more useful suggestions and ideas for getting you through the ILP process!

making sure the literature you peruse is both varied and academic. Look at academic journals, edited books (books that contain articles by several different authors) and books by single authors (see Appendix D for helpful guidelines for using libraries). Try to avoid popular newspapers, magazines and websites. Why? You want to make sure the sources you include in your ILP are scholarly. So before you commit yourself to a topic, make sure you can find ample scholarly sources that are interesting to you. Keep notes on this process in your journal.

Step Four Familiarize yourself with APA 5th. Knowing what it is and how to use it can ease the entire ILP process.

Now you are ready to begin working on your ILP proposal. Here is a suggested order for you to follow. Remember, each section of the ILP will be defined in detail in the next section of this handbook. For now, you may find it helpful to write a target date for completing each of these steps.

A NOTE ABOUT THE ILP PROPOSAL

Completing an ILP proposal for approval by your professional seminar leader will help to insure that the project you have created is one that is both worthy of the degree to which you aspire and doable within the time you have available for completing your degree program. Your advisor will likely have feedback about your work on this project. The good news is that, once you have incorporated your advisor's feedback, the majority of your proposal can be transferred directly into your ILP. Try to think of the proposal as a writing exercise. Be sure your proposal includes citations to sources and a reference list, formatted in APA style. This will ease the process you will go through when you are trying to complete your ILP.

***NITE STUDENTS MUST SUBMIT A PROPOSAL
ON THE LAST DAY OF THE 5-WEEK NITE
PROGRAM***



What's that?

APA refers to the American Psychological Association. This association is one of many that publish publication style manuals. A style manual provides guidelines for the formatting of documents, and includes everything from the size and style of the font appropriate to school documents like the ILP to detailed instructions on how to incorporate other authors' works and use citations. The majority of academic publications and institutions in the field of education use APA as their style manual of choice, including Cambridge College. This insures consistency in style and format.

From time to time, APA updates its publication manual. The fifth edition was published in 2001 and is the one that you are required to follow for your ILP.

Steps to completing the ILP Proposal

- Step One** Write a first draft of your Statement of the Problem. (See page 12 for guidelines on writing this section).
- Step Two** Gather—and READ—a broad selection of academic writing related to your topic. Begin to summarize this material for your Literature Review. (See pages 14-20 for guidelines on gathering and organizing your information. Guidelines to summarizing, paraphrasing, and quoting from sources can be found in Appendix A.
- Step Three** Try writing a preliminary draft of your Literature Review. (See page 21 for guidelines on writing your Literature Review.)
- Step Four** Begin to develop your methodology. (See page 29 for guidelines on developing your methodology.)
- Step Five** Put the drafts of your problem statement, your preliminary Literature Review, your methodology, and your preliminary references together in a proposal to submit to your professional seminar leader.

Once your proposal has been accepted, you are ready to begin work on the actual ILP. The good news is that, if you've followed the guidelines up to this point, your project is well underway. You will likely have received ample feedback from your advisor on what to do next.

It's time now to take a deep breath, pat yourself on the back, and get ready to dig back in. Start by making a list of everything you have left to do (be sure to include time to incorporate the feedback you've already received). Take out a calendar and mark down the date you absolutely must be done. Back up a few weeks, and mark a date for having a completed draft. Now look at the number of days you have to get your work done, and create a schedule. Check your schedule regularly to make sure you're staying on track!



Section Three

A Closer Look at the Elements of the ILP

As you saw in the table on page 5, most ILPs have many identical elements, regardless the type of ILP you choose to do. In this section, each element will be discussed in detail in the order that it is to appear in your final project. Here you will also find guidelines for writing the most vexing portions of your project. Where appropriate, examples from exemplary ILPs are provided.

For the purposes of planning to write your ILP, it may be helpful to think of the ILP as having four distinct sections. Section One contains *preliminary* information that includes the title page, the copyright page, acknowledgements, the abstract, and the table of contents. Oddly enough, most of these elements can only be completed AFTER the other two sections are done. Regardless the type of ILP you choose to complete, you will be required to include all of the items in Section One. Note that according to APA guidelines, all preliminary pages except the title page should be numbered with lowercase roman numerals.

Sections Two and Three contain the real academic work of your ILP. Section Two, referred to as the Introduction by APA, includes the Statement of the Problem and the Literature Review. Section Three includes the methodology, the body (called different things in different projects), and the conclusions (also titled differently depending on the type of project you are completing). These are the sections you will devote the most time to. You will work on these sections first.

Section Four contains very important closing information that includes your references, your appendices, and your resume. You will work on your references and your appendices in conjunction with your work in Sections Two and Three. These elements are also similar across the three types of ILPs.

Elements of Section One

The Title Page

What is it?

Open the cover of any Cambridge College ILP and the first thing you'll see is a title page. This page contains the title of your ILP, your name, your faculty advisor's name, your anticipated degree, the name of your college, and the date, all presented in a standardized format.

Here's an example of a typical Cambridge College ILP title page. Note that it *does not* have a page number.

When to do it?

You can save this for one of the last steps you do. Generally, you will have a better idea for the title of your ILP *after* you've finished writing it.

The Copyright Page

The copyright page should be the second page of every Cambridge College ILP. When a work is published by authority of the copyright owner (you), it should bear a notice of copyright. You should also add: "Since this manuscript is not intended for publication, some of the charts, graphs, and drawings were used without permission of the authors. This copy is not for distribution to the public."

According to copyright law, "publication" is the distribution of copies of a work to the public by sale or other transfer of ownership. Adding a copyright notice is your responsibility and does not require advance permission from the copyright office. Many Cambridge College alumni have used their ILPs as the basis for books, journal articles, pamphlets and handbooks. Adding a copyright page will protect your work, particularly if you plan to publish any part of it in the future. If you register your copyright, you may sue for infringement. To register your copyright, contact the Register of Copyrights, Library of Congress, Washington, DC 20559.

Here's an example of the language typically used on a Cambridge College ILP copyright page. This is the first page in your ILP that will have a page number. Number it with a lower case Roman numeral.



Remember, you'll work on these elements last

MOTIVATIONAL STRATEGIES TO
ENHANCE
LEARNING IN THE SECONDARY
SCHOOL
SCIENCE CLASSROOM

An Independent Learning Project
Presented by
Gilbert Sullivan

to
G.P. Oobah, Ph.D.
Faculty Advisor

in partial fulfillment of the
requirements for the degree of
Master of Education
in the field of Integrated Studies

Cambridge College
Cambridge, Massachusetts

May 1997

This is an unpublished Independent
Learning Project
in which copyright subsists
© copyright by Gilbert Sullivan
May 1997
All Rights Reserved

Since this manuscript is not
intended for publication, some of
the charts, graphs, photos, pictures
and drawings were used without
permission of the authors. This
copy is not for distribution to the
public.

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The Acknowledgments Page

If you would like to acknowledge and/or thank anyone who assisted and supported you as you worked on your ILP, create an acknowledgments page. Though this is not required, if included, it should be the third page of your ILP.

Abstract

What is it?

An abstract is essentially a very concise summary of your work that helps to prepare the reader for the contents of your project. The abstract should be no longer than one page (most are shorter!). To write your abstract, try to write *brief* answers to the following questions:

- What issue or problem does your ILP address?
- What argument did you try to prove OR what solution do you give?
- How did you conduct this project?
- What are your results/findings/conclusions?

When to do it?

The abstract **MUST** be written after the completion of the project. **DO NOT** try to write your abstract before you have completed all other work on your ILP.

Here is an example of an abstract written by Patty Ridgway, Ed.M., 2000:

Abstract

This Independent Learning Project includes a resource guide for first grade teachers. The guide provides multiple intelligence activities for each reading story within the Spotlight on Literacy reading series that Columbia County utilizes.

The focus of this project is to provide a wide variety of activities for the teacher to use when reading a particular story. Knowing that all children have different learning styles, teachers can use this guide to individualize instruction more effectively.

The goals of the project include improving student achievement in reading and creating a stimulating learning environment in which students can choose activities that best suit their particular learning style. Another goal is to become more aware of each student's learning styles in order to enhance instruction.

Table of Contents

The Table of Contents is a guide to the elements of your project. You can save yourself a lot of time and frustration by remembering two things: (1) the Table of Contents should be compiled **AFTER** you have written *everything* else, and (2) most word processing programs can automatically format this table for you.

Here's a helpful hint: Before you begin typing your ILP, go to the HELP menu for your word processing program and look up TABLE OF CONTENTS. Here you'll find out how to format your document so that the word processor can compile the table of contents for you. Try to follow the recommendations of your word processing program as you write your ILP.



Elements of Section Two

The Statement of the Problem

This section should be a 2-3 page summary of what led you to this project; this problem can be characterized in terms of a personal experience you have had, something you observed in a class, or an issue you became aware of from reading the literature. *The Statement of the Problem should end with a question you would like to answer or a statement of the goal of your project.*

Some people call this section the Problem Statement; others call it the Problem Definition. It really doesn't matter which one of these titles you use. The important thing is to choose one title and use it consistently throughout your ILP.

Guidelines for Writing the Statement of the Problem

There are several ways to think about writing this statement. You might begin by thinking about an issue in your teaching that baffles you. For instance, you might think about a student you had trouble with, or a lesson you attempted that just didn't work. Another approach might be to think of an issue that your school is dealing with: Is parent involvement an issue at your school? What about professional development for teachers?

Yet another approach to this section is to think of something that you do particularly well. How might you share your strengths with other teachers? What struggles will you be able to help them overcome?

Use your journal to explore your options, and don't be afraid to write in a personal and friendly voice.

Here's an example written by Leslie Kelley Polatty, Ed.M., 2000:

Statement of the Problem

Newspapers and journals print articles that ask why our nation's children aren't being motivated to write. These articles seem to bring to light that we as teachers need to find better ways to reach all our students. There always seems to be a quest to find the best way to motivate students to want to learn to read and write.

I teach first grade students who are 6 to 7 years old. They come from middle to upper class suburban families. The parents are very supportive and strive to have their children involved with school and outside activities. They want their children to read and write successfully. At this age, students are at various developmental stages. I strive to have a classroom that displays creativity and fun as well as teaching the fundamentals required by our county curriculum. I want my students to experience the imaginary "light bulb" that lights up when the idea being taught has been reached! Students can and do want to learn. It's just finding the way to reach all of them that is the challenge.

In the past, writing has been taught with the idea of giving the students writing prompts. They were then instructed to write a complete story, as if the skills to do so had been magically acquired. After trying this, I quickly learned it this was not a successful way to teach students to write! The classroom would often be chaotic and I felt I wasn't getting anywhere. After sensing I was not implementing important parts of writing accurately and effectively, I began searching for a better way to teach writing. I believe that students, especially beginning writers, need motivation. This past year, I was involved in a series of three classes sponsored by the state of Georgia. Various educational leaders and educators from universities in the state of Georgia met together to discuss the different practices currently used in education. Together they came up with the Reading Endorsement certification level. A series of graduate level courses were designed to promote better understating of teaching reading and writing to educators at all different grade levels. These classes gave me many informative ideas to use with my students. I particularly enjoyed exploring how to connect reading and writing through children's literature. These courses emphasized that writing should be taught in a way that gives children connection to meaningful ideas and ownership of their finished products.

As a student, I was never taught to write correctly. I had a hard time learning how to write throughout school. If a teacher had shown me the steps in process writing, I believe I would be a better writer today. If I had a teacher show me the steps in process writing, I believe I would be a better writer today. My goal for this research project is to find better ways to teach my kids the process of writing and make it fun.

I have read and listened to other educators discuss how well Writer's Workshop is set up for teaching the writing process. Through this paper, I plan to implement this technique to reach the beginning writers. I plan to use the Writer's Workshop to help students become successful writers enabling them to communicate and write effectively.

The Literature Review

Literature reviews are a bit tricky, but only if you don't understand what they're about. One problem most people confront when faced with writing a Literature Review is they forget that, in an academic project like the one you're doing, the Literature Review serves multiple purposes.

The purposes of your Literature Review are:

- to ***demonstrate*** your familiarity with your topic, including perspectives that are both similar to and different from your own;
- to ***legitimize*** the question or goal you posed at the end of your Statement of the Problem; and
- to ***justify*** the work you will do in the body of your project by creating a well-crafted academic argument for that work.

Another problem people confront when writing a literature review is following APA style for writing with sources. Guidelines for using APA style for formatting in-text citations can be found in Appendix A. Guidelines for quoting, summarizing and paraphrasing are given in Appendix B. Following are some guidelines for helping you gather resources for this very important part of your ILP.

Guidelines for Gathering Resources for the Literature Review

In order to write a successful literature review you must first do the reading. You will want to read as much as possible about your ILP topic to demonstrate your knowledge and familiarity with it. You will also want to keep careful records of what you have read, so that you don't get accused of plagiarism. Make sure your reading includes both theory and research. In addition, if your topic has been subject to controversy, you want such controversies to be fully covered in your review.

Following are some helpful hints on gathering information for your Literature Review, from Maida Tilchen, Research Librarian for Cambridge College. Beneath this section you will find some really useful tips that Maida has compiled for keeping track of your resources as you read. These tips will be especially useful for helping you to write your ILP in the required APA style.



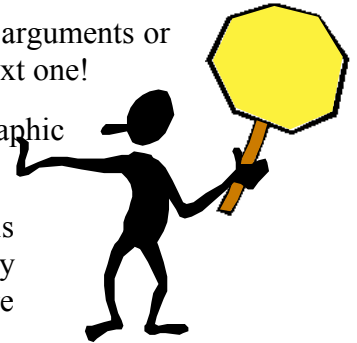
Plagiarism means using someone else's words or ideas without citing them. Plagiarism is against the rules of Cambridge College and all other educational institutions. To avoid being accused of plagiarism, you must cite all quotations, summaries, and paraphrases. You must also cite any facts or ideas that are not commonly known.

Please remember:
*If you didn't write it,
you must cite it!*
**The guidelines in
Appendix B of this
handbook are there to
help you with this.
READ THEM!**

Maida Tilchen's tips for gathering resources for a literature review:

For every resource you plan to include in a literature review, ask the following:

- How is this information or opinion relevant to your main arguments or main points? If it isn't relevant, STOP and go on to the next one!
- Do you have or can you get the required bibliographic information for the APA citation?
- What are the author's professional credentials? Often this can be found on the book jacket or in the preface. Also try a www.google.com search of the author's name. If there is more than one author of a book, research all of them.
- How did the author prove that the information or opinion is true?
 - Did the author do an experiment or research study on real people in a real situation?
 - How was this experiment or study conducted?
 - What did the author find out?
 - Is it based on other people's research studies?
 - How were these studies conducted?
 - What did the researchers find out?
 - Is it based on the author's own experience, for example as a manager, counselor, teacher, or school administrator?
 - What was the experience?
 - How many years of experience or numbers of workers, clients, students?
 - How did the author document the experience?
 - How did the author verify that the conclusions were valid?
- Is it a theory the author developed, not based on research or experience?
 - What is the theory?
 - What proof does the author give for the theory?
 - Do you believe that the author has credibility?



Remember, every time you refer to an idea that is not your own, you must make an in-text citation. Ideas that are not your own might come from books, articles, radio programs, class lectures, discussions, conversations, even letters. If you include an idea in your writing that is not your own, and you do not include an in-text citation, you can be accused of plagiarism, a very serious offense.

Every in-text citation must contain a corresponding reference on your reference list.

Appendices A and B have been designed to help you write in-text citations and reference lists.

Once you have determined that a source is worth keeping, write a complete reference for the source in APA style (see below and Appendix A for guidelines)

on writing references in APA style). Writing the complete APA reference at this point will save you a lot of time and frustration later when you are trying to compile your reference list. You might find it useful to keep track of your APA references on 3x5 cards, or in your notebook, or by using the form on page 20.

Maida Tilchen's tips for keeping track of your resources (really helpful for meeting APA requirements!):

(Editor's note: Before reading this section, you may find it useful to read Appendix A: (Almost) Everything You Ever Wanted (or Needed) to Know About Using APA Style to Write In-text Citations and References, starting on page 16 of this handbook).

What do I need to know to write a citation?

To write citations, you first need information about each of the sources that you cite in the text of your paper. For books, this information can be found somewhere on the first few pages, which are called "title pages." For periodicals, look at the cover, table of contents, and the first page of the article you are citing. Although every book and journal has its own style, typical title pages look like those on the next page.

Where do I find the information I need from online articles or documents?

Web pages can be difficult to cite because there are no standards for their design. Therefore, it may be hard to determine the title, date, author, or organization. If you cannot find this information, the page may be of questionable value as a source for a college research paper. A questionable document should not be your only source for any facts or quotes provided.

When using web documents, do the following to find:

- Author or organization
Look at the top and end (bottom) of the document.
- Title
Make sure you are not giving the organization's name as the title. Often there will be more than one apparent title on the page. Choose the one that seems to best identify that specific document.
- Date
Look for a copyright notice with a date, or if there is none look for the most recent date at the top or bottom of the document. If there is no date, put (n.d.) which indicates "no date." Do not use the date you retrieved it from the internet.

*Where do I find the information I need from databases such as Electric Library, ABI/Inform Global, ERIC E*Subscribe?*

The database will provide the information at the beginning and/or end of the article. Some give more info than you need.

- Electric Library
Scroll to the bottom of the document for the info.

Example:

Rapson Gomez and Margaret Condon, Central Auditory Processing Ability in Children with ADHD With and Without Learning Disabilities. Vol. 32 no. 1, Journal of Learning Disabilities, 03-01-1999.

- ABI/Inform Global and PA Research II (ProQuest)
Look at the top of the document.

Example:

Kids' ADHD care gets a wake-up call
Science News, Washington; Dec 18-Dec25, 1999 Bruce Bower.
Volume: 156
Issue: 25/26
Start Page: 388

- ERIC E*Subscribe
Look at the abstract.

Example:

Title: Pay Attention
Author: Madden, Drina
Journal Citation: Montessori Life, v10 n1 p44-46 [Win 1998 ignore just this]
ISSN: 1054-0040 --Ignore this information
Publication Year: 1998
ERIC Identifier: ED234563

- Other Database such as PsycArticles or InfoTrak:
Check abstract, top, or bottom

The diagrams on the next two pages should help you to find the information you need to write your citations and references.

Maida Tilchen's really useful worksheet for keeping track of your ILP resources.

For every book, article, or online document that you gather for writing your ILP, fill out this form as completely as you can (you will want to make several copies of this form before you begin to fill it out).

Book Form

Author(s) or Editor(s) name(s) _____

Title _____

Date _____ Place Published City _____ State _____

Publisher _____

For an article in an anthology (a book with a lot of articles by different authors in it), you will also need:

Title of article _____

Name(s) of author(s) of article _____

First page #: _____ Last Page #: _____ Publication date of article (if given) _____

Article in a magazine, newspaper, or journal form:

Author(s) name(s) _____

Title of article _____

Name of periodical _____

First page #: _____ Last page #: _____ Date of publication _____

Volume number _____ Issue Number _____

*For an online article or document, you will also need:

http address _____

Copyright date _____ Date you retrieved it from internet _____

Name of database (if any) _____

* For more instructions for online documents, see Appendix A.

Guidelines for writing your Literature Review

Because the Literature Review is truly an academic piece of writing, it must follow the conventions of such writing. Academic writing is driven by a thesis; the body of your writing works to build an argument to support that thesis.

If you've struggled in the past with thesis papers (and even if you haven't), you'll be glad to know that here you are in luck. The Statement of the Problem that you wrote actually contains your thesis; your thesis for your Literature Review is a short statement that this problem exists and that it needs to be addressed in the way you plan to address it in your ILP. You support your thesis by documenting what others have said and done about the problem.

Look how Leslie Polatty turned the work she did in her Statement of the Problem into a thesis for her Literature Review:

Why is writing a big issue in the classroom? Why is it important for students to write and become successful writers? What's gone wrong with the teaching of writing? How can we motivate students to write and not approach it as a chore? As I sift through the articles and books I have accumulated about writing, I discover most authors say the same thing. Kids are writing more but their writing is not getting any better. In other words there is concern about how little writing is taught and the little time that is spent on writing daily. There is a need to teach writing in a successful way to reach the students.

Leslie ends the opening paragraph of her Literature Review with a claim about the need for a successful way to teach writing to students. The body of her Literature Review is devoted to demonstrating this need by describing the work of others.

So how do you begin your Literature Review? Write a short summary of your Statement of the Problem (1-2 paragraphs), that ends with your thesis statement.

The next step to completing your Literature Review is to figure out how to organize the information you have gathered. Here you may find it useful to list the major points that your Literature Review will cover. Under each point, list the authors who have something important to say about this point.



You may find Inspiration software useful for this. Go to www.inspiration.com for a trial download.

Use the points you wish to make as subheadings. Subheadings serve two purposes: they help you to organize your thoughts and information, and they help your reader to follow your train of thought throughout your writing.



Under each subhead, write a short introductory paragraph that explains to the reader the main point of the section. Then provide a description of what each of the authors you have located has to say about that point.

As you discuss different authors and their work, you want to be sure to do the following:

1. Introduce the author(s) by stating their affiliations and/or credentials;
2. Explain, in some detail, the type of work the author has conducted;
3. Describe the outcome of that work;
4. Explain how the work relates to or compares with other work you are including in your review;
5. Explain how the work relates to the point you are making in the section you are writing;
6. Explain how the work relates to the argument you are building (in other words, how it relates to your thesis).

Remember that your Literature Review should include any literature that helps your reader understand what theories and empirical research has informed your question and your assumptions. You may find it useful to provide a section on the history of your topic, if appropriate, before you review more current research and theory.

Remember too that you're not simply summarizing research; you're critiquing it whenever you see shortcomings or design flaws in the work you are discussing or commenting when the outcomes of different scholars' work seem to conflict.

At the end of your review of the relevant literature, you should put in a transitional section that:

- a) summarizes what we know and don't know about your topic from the literature you've reviewed; followed by
- b) a section (paragraph length or so) that says, in essence, "What we need then are studies that answer..." or "guidelines that address..." followed by,

Question:

Just how many pages does an ILP Literature Review have to be?

Answer:

Enough to demonstrate your familiarity with your topic (anything less than 10 pages won't do!).

Question:

How many sources am I expected to use?

Answer:

A legitimate ILP topic is one that is of concern to the education community. Since you are trying to demonstrate this in your Literature Review, you'll want to cite no less than 12 sources.

c) either your research question(s) clearly and succinctly stated,
OR your goal for your project.

Following is Leslie's Literature Review in its entirety:

Review of Relevant Literature

The Need for Writing in School

Why is writing a big issue in the classroom? Why is it important for students to write and become successful writers? What's gone wrong with the teaching of writing? How can we motivate students to write and not approach it as a chore? As I sift through the articles and books I have accumulated about writing, I discover most authors say the same thing. Kids are writing more but their writing is not getting any better. In other words there is concern about how little writing is taught and the little time that is spent on writing daily. There is a need to teach writing in a successful way to reach the students.

In 1978, Donald Graves (1994), an educator and researcher, published a 27-page report that stated the need to have teachers of writing:

I interviewed people from all walks of life about their learning and writing experiences in school. Thirty-eight of the interviewees were professional writers but none of them learned to write in school: sixty-five percent could not cite a single teacher that had helped them say something worthwhile; no one had more than two good teachers in a lifetime of learning to write. The study also revealed that good teachers of writing were also good teachers. In short, we can borrow skills from any good teachers of writing from our past to improve as a teacher in general, and as a good teacher of writing in particular (p. 4).

There seems to be more emphasis on other skills than the teaching of writing. There is a need for teachers to learn how to teach writing. Through this literature review, I hope to explore what makes a good teacher of writing.

The Importance of Writing

We, as teachers, are always searching for a better way to reach our students. Why do we write? How do we write? Respected educator and author of Conversations, Regie Routman, suggests that writing is a tool for thinking, discovering, and communicating. Writing as thinking goes beyond the basic skills. It has enormous implications for classroom thinking, problem solving, note taking, brainstorming, observing, reflecting, and considering other points of view. Writing is a form of communicating on a level not usually possible through oral conversation. Also, writing encourages us to make discoveries. Discovery writing is finding out, organizing, and learning. All of these points are excellent tools for writing (Routman, 2000, p.27). Regie Routman (2000) states,

Writing allows us to consider and reconsider ideas, positions, statements, and thoughts; to hypothesize, problem solve, challenge, argue, create, summarize, ruminate, ponder; and to have a record of all this thinking and creating. Writing encourages us to question, reflect on our thinking, read about other ideas and perspectives, change our minds, and reach for loftier goals. And when we write we do all these things simultaneously (p. 206).

This statement reveals how writing is very powerful. Writing is important because it allows us to think in many ways. We write to communicate and discover. Teaching students how to write will enable them to develop the craft as a genuine tool for thinking.

The Necessity of Curriculum Guides for Teaching Writing

What's gone wrong with the teaching of writing? According to respected teacher and author, Regie Routman (2000), "Writing well remains elusive to too many teachers and students" (p.207). In other words students don't revise, write neatly, or invest their energies. In many classrooms, writing is just another assignment. Routman (1994), comments on what respected author and writing researcher Donald Graves states about writing:

Donald Graves confirms what I already know, that more kids are writing but that the writing isn't getting any

better: "I'm still very concerned about how little writing is taught, how little time is provided for children to write. And when time is provided, I don't see children being challenged by teachers who have been prepared to teach it through the teacher's own high level of literacy (p.17b).

Through the curriculum guide that follows this literature review, I plan to incorporate the Writer's Workshop program for first grade teachers. It is my hope that this curriculum guide will support these teachers and gives them invaluable ideas for teaching writing to beginning writers.

Many educators know very little about teaching writing. We didn't realize that we could value, observe, and use our own writing processes to become better writing teachers. In educator Don Grave's research for the Ford Study, he looked at 36 universities and found that 169 courses were offered in reading, 30 in children's literature, 21 in language arts, and 2 in writing (1996, p.4). Even though that research was in 1978, it shows how writing is a course that wasn't taken seriously. As a master of education student at Cambridge College in 2000, I noticed the absence of writing courses offered for teachers. There was only one course offered for writing and preparing for the Independent Learning Project. This project was a major writing paper for all the students to complete during the fall semester. Many students voiced concerns about their preparation to complete this project. This once again shows evidence how writing is a needed skill that needs to be taught even at graduate level courses.

Classroom Writing

The belief that reading and writing are an integral part of our lives must be the starting point in the classroom of any literacy program in the classroom. How do we motivate children to become readers and writers? We can engage children's emotions and imaginations with good literature. According to educator Nancy Comfort Anderson, "Good literature provides a way to introduce writing. Good literature includes the following characteristics: language with natural rhythm, engaging plots, and illustrations that please the eye" (1998, p.24). Reading a variety of literature provides a way of introducing writing. Anderson (1998) also suggests, "One way to encourage writing is to use pattern books as models. Children can borrow ideas and imitate the structure of a book in order to make it their own. With practice such as this, children will gain independence as writers"(p.24). Anderson also states, "It is essential that children are given time to read and write on a daily basis and to share their writing with an audience. It is also important for teachers to provide a model by writing. Through these suggestions, students may become motivated to write their own stories and enjoy children's literature (1998, p.25).

Professor and winner of IRA's Albert Harris Award in 1997 Timothy Shanahan, reviewed research on instruction that integrates reading and writing. The studies took place in 1995 during his dissertation topic. He researched what was the best effective integrated literacy instruction. He viewed the research of Lomax, Berlin, Hillen, Tierney. He set out to map the specifics of the relationship between reading and writing. He believed that if the connections were understood, teachers and curriculum directors would be more likely to combine them. He found reading and writing were related but not to the degree that he had expected. He found that improved learning is only likely to be the result if reading and writing are combined in appropriate ways (Shannahan & Lomax, 1988). In his findings he states, "Integrated instruction works best when it makes students conscious of the connections being made. This instruction works best when, within the context of meaning, students are given opportunities for enough instruction, guidance, and practice to allow them to become accomplished" (1997, p.19). He also found that children like this type of instruction; teachers, too, find it rewarding (Berlin & Hillen,1994). Shannahan (1997) states,

My research on reading and writing showed that maximum cross-curricular benefits would result only if both reading and writing received instructional attention; if you are not learning to write, you are unlikely to apply many insights across reading and writing. Once again there seems to be evidence that reading and writing is connected and works together in the classroom (p.19).

Classroom Teachers' Roles

The classroom teacher has many roles in their classroom. Effective teachers can make an impact on young writers

in the classroom. One way to be an effective teacher is to model writing in the classroom. NCTE Award for Outstanding Educator in English Language Arts Donald Graves (1994) states, "Children can be encouraged to develop their writing skills if teachers demonstrate writing everyday and share their work" (p.43). We as educators can demonstrate everyday writing by showing children why writing matters in our lives and how we can draw writing ideas from real life experiences. We share our work by demonstrating or modeling our writing in front of students. Graves (1994) suggests, "Being a writer yourself is the most important thing you can do to help students learn to write." Donald Graves also suggests, "If teachers write, students will write too." (p.43) In my own classroom, I have noticed that students do not take writing seriously without a teacher as writer in the classroom. When students see how we use writing in our life, they view writing differently

Another way to be an effective teacher is to help students understand why people write. This involves showing children how life events are connected with the written word by writing with them. Graves (1994) suggests that this be done gradually not overnight. The next step is to voice the thought process of writing out loud to the students. During this time, students should be told what the teacher is writing about, why she is writing and trying to learn through writing. Making writing real to children helps them relate to why it is important to write.

Another effective approach for working with students is to simply listen to them. We as adults appreciate when we are listened to. Graves (1995) suggests that by listening to children, teachers teach them to listen to their inner voices and ask their own questions. They are also made more aware of the depth of their knowledge and their experiences. Listening to themselves enables them to revise, set goals, draw up plans for solving a writing problem and welcome other points of view.

Graves (1995), gives examples for the teacher to cultivate listening between students, such as:

1. Show students that you hear what they say.
2. Acknowledge points of view.
3. Reduce your own speaking. Spend more time helping children speak and inform you of what they know and what they feel.

Slow down. Many of us teach hyperactive curriculum in hyperactive communities. We bypass children's initiative, teach them to tune us out, and jeopardize one of the most important skills they need, the ability to listen carefully to themselves (p.36).

Through these tips that Graves gives, the teacher can become aware of ways to listen to students. The teacher can guide them to think and listen to their instincts. Listening to students is essential in order to benefit students' writing.

Author and educator Maehr (1991) says that teachers can be effective to young writers by giving them positive feedback and comments. Maehr (1991) states, "Adults respond warmly to all attempts children make to write, even when the attempts result in random scribbles, letter-marks, and drawing children call writing." Teachers should ask writers what they had written and give a positive comment about their writing. When adults respond positively to all efforts of written language, children learn that their decision to take a risk with writing was worthwhile (p.9).

We as educators can influence our students positively to write. Graves give a poignant statement. Graves (1994) asserts, " When I conducted the Ford Foundation study, I found that if students had one good teacher of writing in their entire career, irrespective of grade level, they could be successful writers. Be that one teacher," (p. 14). This statement says so much about the teacher and how much she can influence her students. Classroom teachers are role models and facilitators of so many important jobs

The Classroom Environment

The environment of the classroom is an important factor to the learning that takes place. According to educator Routman (2000), "establishing a community in the classroom is likewise necessary if we and our students are able to work our best. We need to set up classrooms, schools, physically and emotionally, so that our students have time to write, have the necessary writing tools, are comfortable, feel encouraged to take risks, receive helpful feedback and response, and can celebrate their accomplishments proudly" (p.226).

In a learner-centered classroom, educator Carol Avery sets the classroom in three categories: physical environment, academic environment, and social environment. In the physical environment classroom, materials and supplies need to be listed and then the teacher can plan her room arrangement. Author Avery (1993), suggests the need for tools for writing. She suggests having "sharpened pencils, names written on crayon boxes, and set out unlined paper for writing on the first day. Any materials that will support the establishment of the writing center." Carol Avery states, "Materials, supplies, programs serve us, are under our control. Learning in this type of classroom emerges in the context of human interactions, sometimes involving materials, but never removed from relationships with each other" (p.69). In other words we should set up our classrooms so they are accessible to each other: child to child, teacher to child, child to teacher.

In the academic classroom, this is where the decisions for involving the academic environment include: time and scheduling, curriculum requirements, teaching strategies, record keeping--always taking in account each learner's needs. Educator Avery (1993), suggests the following for an academic classroom:

1. Writing workshop--time when class writes, develop skills and tools for writing.
2. Reading workshop--time to read; develop the skill and tool of reading.
3. Literature read-aloud time-- when the teacher and children read to a group and share
4. Math--time to develop concepts and practice math skills.
5. Content areas--time to focus on science, social studies, and health.
6. Free play or individual choice--a structured time when children choose from an established routine.
7. Opening of the school day--bringing the community and start the day together.
8. Handwriting--address with two or three fifteen minute, teacher directed lessons a week (p.70).

With these lists, the teacher can see where the writing can fit into daily activities. Identifying the parts of the school day can help teachers organize their teaching blocks. Teachers should realize that their schedule must be flexible and stable. Through the academic environment the teacher can set the environment towards the best learning for the students.

The social classroom environment according to educator Carol Avery (1993) is one that allows for interactions between student and student, teacher and individual student, and teacher and groups of students or the class as a whole. Academic, physical, and social environments work within each other. It is important to realize that in order to support the students, it is essential to develop a sense of community within the classroom environment that respects the unique qualities of each of the students. "Writers need environments where their first tentative explorations on paper will not only be .accepted but also valued." (Avery, 1993, p. 114).

The Writing Workshop

In the past, first grade language arts programs consisted primarily of reading, phonics, and oral language development. Noted author and educator, Carol Kieczykowski (1996) states, "It was not until the 1980's when primary teachers noticed that writing was a necessary but missing component in most language arts curricula. Once these teachers began to recognize and capitalize on the fact that young children had wonderful stories to tell by offering the proper encouragement and the right environment, their children became enthusiastic writers" (p.7). This is when the Writer's Workshop became known to educators. The Writing Workshop is totally individualized. All children--no matter where they are developmentally in their writing--are validated for their efforts. All children are viewed to have a story to tell. Children are encouraged to write what they know (Kieczykowski, 1996).

The challenge in implementing and managing the writing workshop is to blend new principles with traditionally sound ones, with unique results. Writing Workshop is a daily time where students work on writing, struggle with evolving texts, develop writing skills, and learn to use writing as an effective tool in communication and learning (Avery,1993).

At the beginning of school, it is a good idea to take the students through the initial writing experience in small groups. The first whole group writing workshop should be taught with a mini-lesson addressing the procedures of the

workshop. "By limiting choices of writing, many teachers hope to focus the children's attention on the writing and build upon their investment in the process of writing everyday. Gradually the teacher can add options and guide students in making more decisions" (Avery, 1993, p. 83).

The management of the Writer's Workshop can be presented through rules, procedures, and guidelines. Educator Avery (1993) suggests, "Rules and procedures provide a flexible structure to support the children's development, to encourage involvement and risk taking. As each class of children and I move through the first weeks of school, we establish procedures for writing workshop to meet both the needs of individuals and the welfare of the group. Though there are similarities year to year; each group takes on its own character"(p.84).

Avery (1993) uses a workshop time frame similar to respected educator, Mary Ellen Giacobbe. This includes:

1. Mini-lessons (5-8 minutes in length)
2. Writing, with teacher conferencing with individual students (20-30 minutes)
3. Large group sharing, where two or three children read their writing to the group and receive responses (10-15 minutes)

Donald Graves (1983) suggests, "At least four forty minute to fifty minute periods are necessary to provide a strong writing experience. The teacher starts with four thirty minute periods and then expands, as both teachers and children learn to use time well" (p.90). The most important aspect to remember is to use your time to find which may work best for your classroom. Graves (1983) also states, "The teacher provides the necessary time because you recognize that unless individuals gain power to think and express their thinking in a clear manner, they lose part of their birthright as citizens in a free society. Writing is not the property of the elite" (p.91).

The mini-lesson is designed to start the day with a new concept and direct the attention of writers to the aspect of writing. The mini-lesson is a powerful tool in that it connects to issues writers experience at the particular time. Educator Avery (1993) states, "The mini-lesson to the whole group gathering brings form and unity to the workshop" (p.118). Mini-lessons are teacher demonstrations and lessons that include procedures and conventions. The lessons can be conducted for the whole group and are based on students' needs and interests. Some subjects can be conducted day to day, according to students' needs. Regie Routman (2000) states, "I simultaneously demonstrate the craft of writing quality, including subject development, voice, and conventions of writing" (p.224). Mini-lessons are teacher demonstrations and interactive lessons that include procedures, craft, and conventions that make the Writing Workshop run smoothly.

During the Writing Workshop, it is important to conference, listen, and respond to the students' writing. Author Carol Avery (1993) states, " All the talk contributes to the children's development, and the writing flourishes. Mini-lessons demonstrate strategies and skills for the writers, but the heart of the writing workshop is the thirty minutes or more when children write and talk and I listen and respond"(p.123). Using the writing conferences, children can think and consider possibilities for their writing. Given the opportunity to talk with a more patient and authentic listener, the students can become more creative in their writing. (Avery, p.143,1993).

There is a time that children share their writings with their classmates. The teachers should role-play situations to show the effects of positive and negative feedback. The teacher should focus on teaching positive feedback. By doing this, the students will follow your lead. Educator Routman (2000), suggests, "Students need to be shown how to respond tactfully as well as honestly and to respect that the writing belongs to the writer" (p.253).

During the whole group share, there is an author's chair for the students to sit in as they share. Carol Avery (1993) states, "Ellen Blackburn Karelitz gave us the term author's chair. She described it as the place where either she or the child reads to the class"(p.167). In the research Donald Graves and Jane Hansen (1987) conducted on the connection between reading and writing in educator Mary Ellen Giacobbe's classroom, "author's chair" came to symbolize the relationship between reading and writing."(1993, p.168) The author's chair can be a decorated chair and made to be a special chair only for sharing published work. The students love this idea.

The revision of writing is always an ongoing process. Writers always change their minds and revise their written work. All good writers revise. During revision, Avery (1993) states, "Children begin thinking about their topics in more

depth, and this thinking leads to revision (p.212). Graves (1994) states, "To revise is to resee, to look at a work, a page, or a text again. It requires reflection and some sense of other possible options" (p.225). The teacher's role is to help the child reflect in his work and trust their own thinking and see that they can solve their own problems.

After revision of writing comes the publishing process. The function of publishing is to enhance the central purpose of writing, the process of making meaning. Educator Avery (1993) states, "Preparing a piece of writing for publication requires students to reread and rethink the piece and to make changes that refine the piece for their audience" (p.211). Author Wood (2000) suggests, "Turn your classroom into a publishing center and watch student motivation roar". One way to enhance publishing is to use technology. She advises that e-mailing with pen pals, creating web sites, using software to publish final works add a few additional sources for publishing (p.64). Routman (2000) says, "Use computers to access the Internet to facilitate the writing-researching—publishing process" (p.327).

During the author's celebration, the whole class shares their published work. The teacher should encourage every child who has a published a piece of writing to take his or her place in the author's chair. Children should realize that their stories are meant for sharing, just like stories by adult authors that they hear during story time. Author and educator Carol Kieczykowski (1996) suggests, "Published writing pieces should be shelved next to all other library books to be enjoyed during reading time" (p.52). Routman (2000) states, "Publication brings deep satisfaction to a writer who truly engages in the writing process"(p.325).

There are many advantages when writing is taught in the classroom. First of all, the students will benefit and become expert writers. Donald Graves (1983) states, "The challenge to teachers is to know the process of writing, to understand the self-centeredness in a writer's overall development. When the teacher understands this, she practices the craft of teaching, for just as choice is the essence of art in writing; it is the substance of the craft of teaching" (p.245). Routman (2000) says, "If you make meaning writing central to life in your classroom, both you and your students will reap dividends not only in writing but in reading, thinking, and communicating" (p.207). In developing the guide for first grade teachers to teach writing using the Writing Workshop, I will incorporate research-based strategies so that teachers can be successful teachers of writing.

Elements of Section Three

The Methods Section

The Methods Section (sometimes called Methodology) serves as a map for your work. Someone reading your Methods Section should be able to know exactly what you did, and even be able to replicate your work. Once you have written your Methods Section for your ILP proposal, you will be able to refer back to it as you carry out your work to remind yourself of what you are doing and why. The Methods Section of your proposal will likely be written in the future tense, telling your advisor what you plan to do. When you revise this section for your ILP, you'll change it to the past tense so that readers of your ILP will know exactly what you did.

Naturally, the information you include in your Methods Section will depend on the type of ILP you plan to complete.

The Thesis-Type ILP

The Methods Section for the thesis-type ILP begins with an *Overview of the Study* you plan to conduct. You must then provide information about the *Setting* where the data you plan to gather will be collected and the *Participants* you will be collecting that data from. You include information about the *Measures* you will use to gather your data, including the *Instruments* you will use, the *Procedure* you will use for implementing each of your instruments, along with a *Rationale* for including each instrument in your study.

Overview of the Study: One to two paragraphs briefly describing the study you plan to conduct.

Setting: If you collect your data at a school, describe the school in some detail. Tell the reader where the school is located and what the area is like (i.e. urban, rural, suburban). How much money does the school have? What types of industry support the local economy? Include as much information as seems relevant to your purpose for writing your ILP.

Participants: If you collect data from people, you should describe them in this section by explaining why you chose them to participate. This will likely include the age or grade range of the participants and well as any special qualities they share (like all of them were enrolled in your 5th grade advanced math class during the fall of 2002).



A word of caution here! Unless you have written permission to include the real name and location of the setting where you collect your data, you should probably use pseudonyms to protect the identity of the location. The same goes for your study participants, if you have them.

Measures: Here you will describe your plan for data collection. This should include information about the timeframe within which your data collection will take place.

Instruments: Instruments are the things you use to collect your data. For instance, if you are conducting a survey, the survey questions are an instrument. If you are conducting an interview, then your interview questions are your instrument. If you are videotaping a class, then the videotape is an instrument. Describe each instrument in detail by stating such things as how many questions the instrument includes and how long (on average) it takes participants to complete. For surveys and questionnaires, don't list the actual questions in this section. Instead, include a copy of the actual instrument in your appendices (and be sure to say something like, See Appendix A for a copy of the survey questions used).

Procedure: Here you'll describe how you plan to (and later how you did) implement the instrument you have described. For instance, a questionnaire may be distributed to all faculty mailboxes, along with a self-addressed, stamped envelope for being returned to you.

Rationale: For some studies, you will give a rationale for each of the items named above. Thus, you may have several sections titled *Rationale*. For instance, if you choose to collect your data at a particular school because it recently received a \$10 million dollar grant to implement a new program, you will put a rationale right after your description of the setting that explains why the school's receipt of this money is relevant to your work. If you choose to interview 5th grade students who fail your state's recently mandated math test, you will put a rationale right after your description of the participants.

You must also include a rationale for each of the instruments you use to collect your data. You provide a rationale for an instrument by explaining what you hope to learn from the data you gather with this instrument.

Here is a portion of the Methods Section from an ILP written by Cindy Scoggins, Ed.M., 2001, who studied the effects of a teaching approach called looping:

Methodology
<u>Overview of the Study</u> In the school spring conferences of 2000, each parent of my kindergarten students was asked the following question: Would you be in favor of having your child looped to first grade with their Kindergarten teacher? Looping was discussed at each meeting and any concerns that a parent might have. Out of twenty parents only one expressed a

desire to have her child be put in a new classroom. Her reasoning was she wanted her child to be around new students. I posed the question of looping to my principal along with the results of my questionnaire. She approved the move and I became a first grade teacher for the school year 2000-2001.

I began the year 2000-2001 at Bayvale Elementary in Augusta, Georgia as a first grade teacher. The students who were in my kindergarten classroom would now become the students for my first grade class. I would start the program of looping at my school and I hoped to find out through this process that my students would have a more successful transition into another grade level. In this second year of both the teacher and students being together again, I hope to better meet the needs of my students for the new school year.

Setting and Participants

The students included in this study are a group of first grade children that come from a predominately low socioeconomic background and attend an inner city public school. Their age ranges from six to seven years old. They all live in Augusta, Georgia and were in Mrs. Scoggins Kindergarten class of 1999-2000. Of the twenty students from the school year 1999-2000 twelve returned to Bayvale Elementary in the fall of 2000. More than half (66%) is African American, with the remainder being Caucasian (33%). The majority were female (66%) and the remainder being male (33%). Two black males from this group were evaluated and identified as mildly intellectual disabled. They are currently being served reading and math in the special education resource program housed in the school.

While the study sample may not be considered a true representative of all first grade classes in Georgia, the major purpose of this study was to determine whether the procedure of looping would work in our school and it's effectiveness on our teachers and students.

Measures

The major purpose of this study was to determine whether a looping program would work in our school. In March of 2000 parental meetings were held and looping was discussed. In May of that same year the principal held an individual meeting with each teacher who had volunteered to loop her class. The following information will be collected in order to encourage others to implement this program in their school or classroom.

Instrument

The teacher's attendance book will be reviewed from both years and absences of the student will be documented. See Appendix A for a copy of recorded number of absences.

Procedure

In the third week of school-August 31, 2001 attendance of the students will be recorded for both school years (1999-2000 and 2000-2001).

Rationale

Comparisons will show whether attendance improved in the second year of looping.

Instrument

The Basic Literacy Test will consist of a checklist. See Appendix B for a copy of the BLT assessment checklist.

Procedure

The Basic Literacy Test will be compared and documented in the third week of school- August 31, 2001 for both school years. (1999-2000, 2000-2001)

Rationale

Analysis will show whether the class that has looped showed an increase quicker in the school year even if students regressed over the summer.

Instrument

Office referrals kept in each student's folder will be counted. See Appendix C for a copy of recorded referrals.

Procedure

Students referred to the office for discipline will be compared for both years. This data will be recorded in the fourth week of school-September 7, 2001.

Rationale

Analysis will show whether looping leads to a decrease in discipline referrals.

The Professional Project ILP

For this type of ILP, your Methods Section will serve as an outline for your guide. Begin this section by writing an *Overview* of the guide you plan to create. Follow this with a *Rationale* describing your reason for creating a guide like this at this time. Your rationale might also describe what you hope to accomplish by making such a handbook or guide available to educators. Next you will write a short section about the *Population* your handbook is intended for. For instance, your handbook might be for all 3rd grade teachers who wish to learn new ways to teach writing in the classroom, or it might be limited to teachers at your school who are interested in developing a parent participation program. Follow the population section with *Chapter Descriptions* of each chapter you plan to include. Each description should include the title of each chapter you plan to include. Under each chapter title you provide a list of the *Resources* you will draw on to write the chapter and a *Rationale* for including this chapter in your project.

The Creative Project ILP

The Methods Section for the creative project ILP will depend on the type of project you are creating. Your faculty advisor will provide guidelines for this section. Generally, this section will begin with an *Overview* of your project, followed by a *Rationale* (why you find it important to complete this project at this time), followed by a description of the *Population* your project is intended to serve. You likely will also be asked to create a timeline for completing your project; to list resources you plan to use; and/or to describe your vision of the completed project.

The Body

Just as the Methods Section of the ILP differs depending on the type of ILP you plan to complete, so too does the body. In general, this portion of your ILP will contain your most personal work. Because each ILP body is unique, your faculty advisor will likely provide you with LOTS of input and guidance. What follows are some general guidelines for each of the three types of ILPs.

The Thesis-Type ILP

You begin work on the body of the thesis-type ILP only AFTER you have collected and analyzed all of your data. As

you conduct your analysis, be thinking of the *story* that your data tells. This story will be the body of your ILP.

How you organize this section will depend on the data you have collected and the story you wish to tell. If you have conducted interviews with a small number of people, the body of your ILP might be divided into *case studies*. In each case study you describe what you learned from the individual. You might insert highly meaningful quotes from your study participants to highlight the story you are trying to convey.

Another option, if you have several participants, is to present a *cross-case analysis*. Here you will look at similarities and differences in the information you have gathered from your participants. You can use subheads to identify the important elements, then discuss the participants as a group to describe their similarities and differences on each of the important topics you have identified.

Suppose you have collected a lot of numerical data. Consider using charts and diagrams to display the story this data tells. Remember, charts and diagrams can not stand alone in your ILP. Use them as a means of assisting you to explain the interpretation of the data you are trying to convey.

The Professional Project ILP

Because the Professional Project ILP is meant to serve as a resource for others, the body of this ILP should be able to “stand alone.” That is, you should be able to make copies of this section to distribute to colleagues or other professionals who would be able to utilize and/or implement your work. For this reason, this section **may** contain a title page and table of contents of its own. This should be followed by a description of the contents and purpose of the handbook/guide, which will be followed by the chapters/sections you have created (these descriptions may be identical to the descriptions you wrote for your Methods Section).

As you work on the body of your project, remember you are creating something for someone else to use. For this reason, you must be very explicit. For instance, if you are designing a guide for encouraging parent participation at your school, you might organize your guide into very specific steps. Each step will include something to do and a reason for doing it. If you are preparing a curriculum guide, each lesson in the guide should have a clearly stated objective. If additional materials

are needed to complete a step, you should list what those materials are. If your ideas come from a book or another source, you should include an APA style citation for that source. If you would like to give your reader references to other books, you may do so.

Your professional project should also include a means for users of the handbook/guide to assess either their own success or the success of their students.

The Creative Project ILP

Like the Professional Project ILP, the body of the Creative Project ILP should be able to stand alone. Because each creative project is unique, you will arrange for the presentation of the body with your faculty advisor.

The Closing Section

The Thesis-Type ILP

Here you will write a section titled *Conclusions and Implications*. In this section you will explain the conclusions you have derived from your research and discuss the implications of your research for future research and instruction.

The Professional Project ILP

Here you will write a *Statement of Learning*. In this statement, you will reflect on your learning from the process of creating your project.

The Creative Project ILP

Here you will write a *Statement of Learning*. In this statement, you will reflect on your learning from the process of creating your project.

Elements of Section Four

References

In your reference list, list all sources you consulted in the research and writing of your ILP. Be sure to include all books, journal and magazine articles, database findings, and interviews. Remember, this section must be in APA style (see Appendix A for help with this).

Appendices

In your appendix or appendices, insert supporting documentation (surveys, questionnaires, photos, art work, tape transcripts, etc.). Consult your faculty advisor if you need to include video tapes or audio tapes. Make sure that each appendix you provide is mentioned at an earlier place in your ILP (in addition to the Table of Contents). If you haven't referred to an appendix in your writing, you shouldn't include one.

Resume

If you'd like, you may attach a current resume, or biography, to your ILP. This is not required.



Keep going—you're almost to the end!

Section Four

Formatting your ILP

Guidelines for Typing Your ILP

You should use 12 point Times Roman or Courier typeface to type your ILP.

You can either italicize or underline the titles of books and periodicals in your text and references. Though it doesn't matter whether you use italics or underlines, you must use the same format consistently.

You should indent the first line of every paragraph using the tab key set for either 5 or 7 spaces.

Margins

The margins should all be one inch, except for the left margin, which should be one and one half inches for binding.

Headings

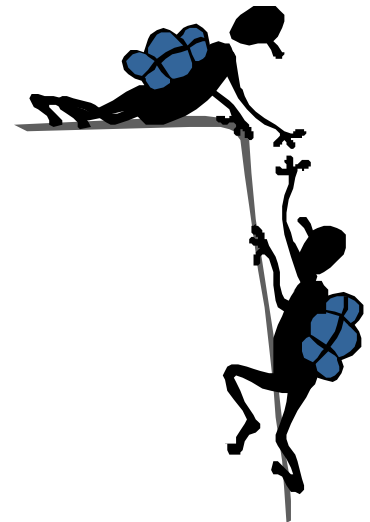
Main section headings (Statement of the Problem, Literature Review, Methodology, etc.) should be centered in bold print; headings for each sub-section (Population, Rationale, etc.) should be flush left in bold print.

Spacing

The entire paper must be double-spaced, including the abstract and the references, except for tables in which double-spacing would give an awkward appearance.

Page Numbers

The title page should not be numbered. All pages leading up to the Statement of the Problem (the table of contents, copyright and acknowledgment pages, and abstract) should be numbered in lower case Roman numerals (i, ii, iii, iv, v, vi, vii, viii, ix, x) in the center of the bottom margin. The first page of the Statement of the Problem should not be numbered; subsequent pages should be numbered in the top right corner, beginning with 2. The numbers should continue throughout the body of the ILP, the appendices (if any) and your resume.



If you've made it this far, you're almost done. Read on for some helpful guidelines for finishing and submitting your work.

Section Five Finishing

Proofread and Edit Your ILP

Be sure to allot ample time for proofreading and editing your ILP; faculty expect that all written materials you submit (ILP proposals, drafts and final copies) are carefully edited for grammar and spelling errors. You may want to hire a professional editor to assist you with your final copy; most faculty advisors, in fact, will urge you to do so.

Prepare Your Final Copy

The final copy of your ILP is submitted to your faculty advisor in a black thesis spring binder, available at most stationers (the binder is National 96-377 or Elbe-Cesco 307-27 or similar). If you are unable to locate a black thesis spring binder, you may take your ILP to a copy center (like Kinkos) that provides binding services. Have your ILP bound with a black vinyl front and back cover and a black tape binding. Loose-leaf, three-ring binders are not acceptable, except for special types of projects which cannot make use of the standard thesis binder or tape binding. If you want to have your final copy bound by a professional bookbinding company, wait until your faculty advisor has approved the ILP.

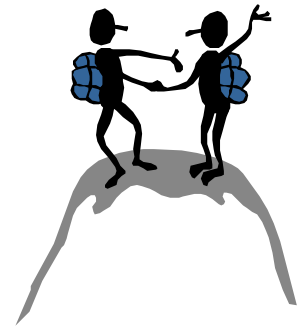
Your ILP binder should have a standard 2" x 4" label on the front with the following information:

Your Name
Your Faculty Advisor's Name
Title of ILP
Date of Graduation

Use sealing tape to affix a second label with the same information to the spine of your ILP.

Please note that your ILP becomes the permanent property of Cambridge College; make a duplicate copy for your personal library and for your faculty advisor if he or she requests it.

In addition to submitting your completed ILP, you must submit a separate copy of your title page and abstract.



Don't forget to celebrate once you are finally done!

Appendix A (Almost) Everything You Ever Wanted (or Needed) to Know About Using APA Style to Write In-text Citations and References

What is APA style?

To make it as easy as possible to cite sources and to give complete publishing information, a standard method has been developed. It is called "APA Style" because it was designed by people at the American Psychological Association. It is the standard for academic papers in the social sciences, such as psychology and education. APA style does not use footnote numbers, footnotes, or the terms *ibid.* and *op.cit.* to cite sources.

What is a "citation"? What does "cite" mean?

When you use facts, information, ideas, or quote from someone else's writing, you must tell your reader where it came from. This is called a "citation." "Cite" is the verb for giving the citation. In an APA style paper, you cite the works you use twice. The first citation is given in the body of your paper in a very brief form; this is called an "in-text citation." The second citation goes near the end of your project in a section that APA dictates should be named "References." The References section is the place for giving a complete reference to the source you have used.

Why is citation necessary?

Citation is important not only because it tells the reader where you got your ideas, facts, information, and quotes, but also because it protects you from charges of plagiarism. Plagiarism means using someone else's words or ideas without citing them, and it is against the rules of Cambridge College and all other educational institutions. All quotations, summaries, and

**Please
remember:
If you didn't
write it, you
must cite it!**

paraphrases must be cited. You must also cite any facts or ideas that are not commonly known.

How to Write a Paper Using APA Style

As people read your paper, they will come across quotations, facts, and paraphrases of information, and they will want to know where these came from. APA style lets you give them this information in a simple way that does not interrupt their reading. It is called an in-text citation, and it provides the author's last name and year of publication, as well as the page number for an exact quotation or statistic. So that sentence structure can be varied, there are different ways to do in-text citations. Following are some rules and examples that should help you to write your own in-text citations.

General rules for all in-text citations

When writing in-text citations, try to remember the following guidelines:

- *the period is placed after the closing parenthesis, and*
- *the past tense is generally used to introduce the quote, as in "As Green (1993) stated..."*

Examples of Ways to Use In-text Citations

Exact Quotes

In-text citations are used with EXACT QUOTES. When using an exact quote, you have some choices about placement of the author's name, as illustrated in the following examples:

When the author's name is included in the sentence, write an exact quote like this:

As Green (1993) stated, "If children were fed adequately at home, schools would not need lunch programs" (p. 21).

Note that in this example, the author's name is followed by the year, in parenthesis, that his words were published. The author's exact words are placed in quotation marks. His quote is followed by a notation of the page number, in parenthesis, where the quote appears. The sentence you are writing ends AFTER the page reference, so the period goes here.

If you put words from something you read in quotation marks (" "), it must be copied exactly from the original. Quotation marks tell your reader that you have made not even the slightest change in the original words.

When the author's name is NOT included in the sentence, write an exact quote like this:

As one expert stated, "If children were fed adequately at home, schools would not need lunch programs" (Green, 1993, p. 21).

Paraphrasing and Summarizing

In-text citations are also used when you paraphrase or summarize another person's work. In this case, when the author's name is in the sentence you have written, an in-text citation looks like this:

Green (1993) felt that in-school lunch programs would not be necessary if children received sufficient food at home.

Note that no page number is required with a paraphrase or summary if the idea is the general idea conveyed by the author.

You may also choose to leave the author's name out of your paraphrase or summary. In this case, your sentence would look like this:

An expert suggested that in-school lunch programs would not be necessary if children were fed adequately at home (Green, 1993).

If the book or article has no author, use the title, in quotation marks, in place of the author:

Milk is superior to soda for nutrition ("Magical Drink," 1995).

If the book or article has no author or title, use the name of the organization that supplied it (this sometimes happens with materials from the internet or brochures):

Do not substitute chocolate milk for regular (Dairy Council, 1996).

Citations from Unpublished Sources

For a personal, unpublished communication such as a conversation, interview, memo, email, or letter:

R.L. Brown, a researcher on nutrition at Massachusetts General Hospital stated that non-fat dairy products are unacceptable (personal communication, November 30, 1994).

Note that when using personal communication, you should provide the first initials or first name of the person you are referring to, as well as the person's credentials.

Also note that personal communications are not listed in the References page.

Publications with Multiple Authors

According to the APA 5th, "when a work has two authors, always cite both names every time the reference occurs in text" (p. 208).

APA continues:

When a work has three, four, or five authors, cite all authors the first time the reference occurs; in subsequent citations, include only the surname of the first author followed by **et al.** (not italicized and with a period after "al") and the year if it is the first citation of the reference within a paragraph... When a work has six or more authors, cite only the surname of the first author followed by **et al.** (not italicized and with a period after "al") and the year for the first and subsequent citations. (In the reference list, however, provide the initials and surnames of the first six authors, and shorten any remaining authors to **et al.**). (p. 208)

When you type **et al.** in your text, you don't have to change the font or make the characters bold. The font is different in this example merely to draw your attention to this convention.

The words "et al." mean "and others" in Latin, so they stand for the rest of the authors. Never change the order in which the author's names appear. If it's Chung and Guzman on the book or article, that's the order the names stay in.

How to Do In-text Citations for Everything Retrieved Online

For all articles and documents retrieved online, whether they are from a periodical that was provided by a database or from web pages that were not first published in a periodical, the in-text citation is done the same as in-text citations for articles

that were not retrieved online. The only difference is in how page numbers are indicated.

Example of citing paraphrase from online document:

Lamont, apparently the parent of an ADHD child, warned about the fears of drugs (2002).

Note that as when paraphrasing from a book or article, you must give author's last name and year of publication, but do not put the website address or the date you retrieved it. Further, if there is no author, put the name of the organization. If there is no organization or author, put the title, in quotation marks. If there is no date of publication, put n.d., as in (author, n.d.) Do not put date of retrieval.

If the citation from an article or document you retrieved online is for a quotation, APA rules require that you put the original page or paragraph number. Unfortunately, page numbers of online documents are often confusing, difficult to find, or not provided. For this reason, you put the *paragraph* in which you found the quote. Do not use the page numbers provided by your own printer, as every printer will vary.

The author claimed that "people with ADHD are more likely to self-medicate than others" (Lamont, 2002, Guest Editorial section, ¶ 5).

For online articles from a published source, such as a periodical, look for indications of the original page numbers in the text. These might be found in parentheses or brackets.

If no original page numbers are indicated, look for paragraph numbers. Indicate these by a ¶ symbol, as in (author, ¶ 5).

If no page or paragraph numbers are visible, but there are subsection headings, indicate the heading and count to the paragraph that your citation refers to, as in (Lamont, 2002, Guest Editorial section, ¶ 4).

If there are no original page, paragraph numbers, or section headings, you do not need to provide page or paragraph numbers. The citation can be (author, year).

What's that?

You can create that funny little paragraph sign (¶) by holding down the option key on your keyboard and typing the number seven. If that doesn't work, look in HELP under "SPECIAL CHARACTERS"

How to Create References Using APA Style

APA uses the title "**References**" for the pages of complete publishing information for all the in-text citations in your paper. The in-text citations and the References page work together to provide complete bibliographic information without distracting the reader.

The References page lists **only the published sources you cited** in an in-text citation in your paper, giving complete publishing information for each. It is in alphabetical order by the author's last name. It is entitled "References" and it should be double spaced.

Here is a samples References section:

References
Brown, R.L. (1993). <i>Food and love</i> . In J. Green & F. White, (Eds.), <i>Ethnic foods: An anthology</i> (pp. 62-93). New York, NY: Bantam.
Green, J. (1994, May). Superfoods? <i>Nutrition Journal</i> , 14(31) 22-27.
Green, J., White, F., & Brown, R.L. (1994). <i>Let them eat cake</i> . Providence, RI: Little, Brown & Company.
Lamont, D. (2002). Fear of drugs tops ADHD parent's list. Retrieved May 9, 2002 from http://www.adhd.com/talk/guest.htm .
Magical Drink (1995). Philadelphia, PA: Western Publications.
Peppers, C. (1998, May 2). Better digestion. <i>Science News</i> , 4, 9-14. Retrieved January 2, 2000 from ABI/Inform Global database.

Note the following guidelines for creating your References:

- All sources, whether from a book, magazine article, or internet document, are integrated into one list.
- If there is no author, alphabetize by the title, as in Magical Drink, above.
- Do not skip extra spaces between items.
- Use a hanging indent (that means you start each entry at the left margin but "hang" the remainder below it). Most word processing programs can be set up to create a hanging indent for you.

Using APA to Format a Book Reference

Here is how a book with just one author is cited in the References using APA style:

Hocker, D.M. (1992). *Writing for college: A reader*. Boston, MA: Houghton Mifflin.

Note the following:

- The author's last name goes first.
- Only the initials of the first and middle name are used. The author's first name is not used, just the initials.
- The copyright date goes in parentheses after the author's name, followed by a period.
- Only the first word of the title of the book or article is capitalized, except for proper nouns within the title, and the first word after a colon.
- The title is put in italics. It is followed by a period.
- For place of publication, put the city, then a comma, and then the two-letter abbreviation of the state or country, without periods.
- End the citation with a period.

Some books have two authors. Here's how to format one:

Green, J., & White, F. (1994). *Hunger*. Boston, MA: Wyatt.

- Use the & sign to join the author's names, not the word "and." The & sign is on the 7 key.

A book with more than two authors is formatted like this:

Green, J., White, F., & Brown, R.L. (1994). *Let them eat cake*. Providence, RI: Little, Brown & Company.

If the book doesn't have an author, use the organization that published it if one is mentioned:

National Institute of Mental Health. (1977). *Drug abuse in teenage populations*. Rockville, MD: Author.

Note that if the author and publisher are the same, use the word "Author" as the publisher.

If there is no organization or author, use the title:

Times atlas of the world. (1990). New York, NY: New York Times.

For an edited book (one that says "edited by"):

Green, J., & White, F. (Eds.). (1994). *Writings on ethnic foods: An anthology*. New York, NY: Plenum Press.

For an article in an anthology (a book with articles by many different authors):

Brown, R.L. (1992). School lunches. In J. Green & F. White (Eds.), *Writings on ethnic foods: An anthology* (pp. 62-74). New York, NY: Anchor.

Note that the date given is the date of the article, 1992, not the date of the book, which may be different. The date of the book is not given.

Note too that the editor's names have the first initial before the last name: J. Green & F. White.

Using APA to Format References for Articles From Print Sources

Why are articles done differently from books? Because periodicals give more publishing information than books do. Books only have one date (the year), one title, and no volume or issue numbers. Periodicals may have year, month, and day dates, and most also have volume and issue numbers. The volume number indicates how many years the periodical has been published, and the issue number indicates which issue it is within a particular year. For example, Volume 4, Number 5 would mean it is the fifth issue in the fourth year since the magazine started.

For an article in a newspaper or weekly magazine, in which the exact day is given:

Lark, J. (1992, March 21). ADHD kids succeed. *Boston Globe*, pp. 3-4.

Wren, T.R. (1993, March 3). Reading together! *Education Week*, 70, 14.

Note the following:

- The date has the year first, then the month and day. Do not abbreviate the month.
- Italicize the name of the periodical, but not the title of the article.
- Only for daily newspaper articles should you use "p." or "pp." for the page numbers. Do not use "p." or "pp." for magazines, journals, or any other periodicals.
- If known, give the volume number of the periodical, in italics, after the title of the periodical.

For an article in a monthly magazine, which gives only year and month:

Green, J. (1993, April). The vegetable diet. *Nutrition Monthly*, 22-29.

Suppose that you use an article from the *Nutrition and Diet Journal*, Volume 31, Issue 2, and it is on pages 29-43. Here's how the citation should look:

Green, J. (1992). The chemistry of ethnic foods. *Nutrition and Diet Journal*, 31(2) 29-43.

Note that:

- The volume number is included in the italicization with the journal's title.
- The issue number is in parentheses, but not in italics. There is no space between the volume number and the opening parenthesis for the issue number.

If there is no issue number, the citation looks like this:

Green, J. (1991). The physics of bread. *Nutritionist*, 21,
473-479.

If there is no author, use the title first:

Lunch programs raise grades! (1993, March 3). *Education*
Week, 70, 15-16.

Using APA to Format References for Online Articles and Documents

Please notice that the format for references to online articles and documents is almost the same as the format for a print article, except that information about where you retrieved the document is added.

In general, the online articles and documents you may wish to cite will fall into one of four categories:

1. Not from a database, originally in a print periodical;
2. Not from a database, originally printed in an electronic-only periodical;
3. Not from a database, never printed in any print form of periodical, existing only as a web page; or
4. From a database such as Electric Library, ABI/Inform Global, PsycArticles, GPO.

Your first step is to determine which of four categories your source belongs in.

- *If your selection is not from a database, originally in a print periodical*, this will be indicated by the title of the publication, volume, and issue number;
- *If your selection is not from a database, originally printed in an electronic-only periodical*, this will be clearly indicated on the document in the form of a statement indicating electronic-only publication;
- *If your selection is not from a database, never printed in any print form of periodical, existing only as a web page*, it will not contain a periodical title, volume, or issue number.

- *If your selection is from a database such as Electric Library, ABI/Inform Global, PsycArticles, GPO, this will be stated right on the page.*

Here's how to do the Reference page citations for each of these categories:

1) not from a database, originally in a print periodical, that you found online:

Sleek, S. (1996, January). Psychologists build a culture of peace [Electronic version]. *APA Monitor*, 1(33).

Note that no http: address is necessary. Simply add in brackets the words [Electronic version].

2) not from a database, originally printed in an electronic-only periodical, found online:

Masters, R. (2002, March 3). Your body or a stranger's? *Prevention & Recovery*, 2, Article 03a. Retrieved May 4, 2002, from <http://journals.aca.org/prevention/volume2/pre0003a.html>.

Note that the title and volume number of the periodical should be in italics.

3) not from a database, never printed in any print form of periodical, existing only as a web page:

American Psychological Association. (1999, November 19). *Electronic reference formats recommended by the American Psychological Association*. Retrieved January 3, 2000 from <http://www.apa.org/journals/webref.html>.

Note that if there is no author, put the name of the organization as the author. Put the title in italics.

If there is no author, organization, or date, begin with the title in italics, as in:

Lead poisoning is a scam! (n.d.). Retrieved May 2, 2001,
from <http://www.scamsforyou.com/lead.html>.

If the document is from a complex multi-section website, such as a university website, indicate the section or department as follows:

Swallow, H. (1999). *Anti-violence programs in college dormitories*. Retrieved April 3, 2001 from Indiana University, Center for Innovation in Teaching Web site:
<http://www.cit.indiana.edu/publications/papers/antivio.html>.

4) from a database such as Electric Library, ABI/Inform Global, PsycArticles, GPO

From ABI/Inform Global:

Bower, B. (1999, December 18). Kid's ADHD care gets a wake-up call. *Science News*, 156(25/26), 388+.
Retrieved January 12, 2000 from ABI/Inform Global database.

From Electric Library:

Gomez, R. & Condon, M. (1999, March 1). Central auditory processing in children. *Journal of Learning Disabilities*, 32(1). Retrieved January 2, 2000 from Electric Library database.

From ERIC E*Subscribe:

Madden, D. (1998). Pay attention. *Montesori Life*, 10(1), 44-46. Retrieved May 2, 2000 from ERIC E*Subscribe database.

From GPO (US government publications database):

US Department of Health. (2001, January 3). *Smallpox*

threats(Publication No. DOH/TSAI/TMLP-01).

Retrieved May 8, 2002, from Department of Health

Reports Online via GPO Access database.

From Other Databases: Follow the ABI Inform/Global format for any other databases, substituting the correct name of the database that the article is from. Do not give the <http://> address, just the name of the database.

Appendix B

(Almost) Everything You Ever Wanted to Know About Quoting, Summarizing, and Paraphrasing

How do I write quotations in my paper?

A quotation uses exactly the same words, punctuation marks, and spelling as the original source. You may not change a comma, a word, or even a letter of a quotation. It must appear exactly the same in your paper as it was in the book, article, or document from which you copied it.

A quotation is always set off by quotation marks, one at the beginning and one at the end.

The page number of the quotation is given in the in-text citation, except if the quotation came from an online source, in which case see the instructions in Appendix A for in-text citations for everything retrieved online.

There are two ways to give the page (or paragraph) number, depending on whether you put the author's name within the sentence or not:

When the author's name is within the sentence:

Rich (1993) stated that "there is no substitute for balanced meals" (p. 23).

- *The closing quotation marks come at the end of the quote, not at the end of the sentence..*
- *The period should go after the closing parenthesis.*

When the author's name is not within the sentence:

She reported, "ADHD is not an emergency" (Diaz, 1993, ¶ 23).

Quotations must be introduced. This is always in the past tense, by using phrases such as:

Rich reported that "there is..."

She stated that, "There is..."

According to an expert, "There is..."

- *The first letter of the first word of the quote may be capitalized or small, depending on the context. There is no set rule, so make your own decision.*

When quoting, it is not necessary to give the complete original sentence. Sometimes just a few words will do:

Rich reported, "no substitute" would do as well (Green, 1993, p.23).

Sometimes you need to quote from the beginning and end of a paragraph or passage, but not the words in the middle. In this case, use the ... punctuation mark, which is called an ellipsis. It indicates that irrelevant words have been removed from the quote. For example, here's the original:

As Rich stated, "only balanced meals provide complete nutrition and good eating habits for growing children" (1993, p. 29).

Here's the shortened quotation:

As Rich stated, "only balanced meals provide ...good eating habits for growing children" (1993, p. 29).

- *The ellipsis rarely goes at the beginning or end of a quotation, because readers already know that all quotes have been taken out of a larger context. The exception is an unfinished sentence.*

Sometimes you have to add factual information to make a quote more meaningful to the reader. Brackets are used to show that it is not part of the original sentence:

"Rich [a school nutritionist] does not consider ketchup an acceptable vegetable"(Green, 1993, p. 42).

Sometimes one author will quote what another said. You can only quote from the book, article, or document that you had in your hand, so this is done in the following way:

White (as cited in Green, 1994, p. 25) gave reasons for the benefits of a healthy breakfast, including "stamina, strength, and good health."

- *If you never looked at White's actual article, you cannot cite it. You can only cite Green's article, in which she quoted White.*

If the source misspells a word, you must spell it the same way, but add [sic] after the word, as follows:

Rich claimed "margareen [sic] is no substitute for butter" (1994, p. 25).

"Sic" is a Latin word used to show that you knew that the word was misspelled, but you wanted to give the quote exactly. It can also be used when the original is sexist or racist or otherwise offensive, or if you know that a fact or number in the quote is wrong. It is always in brackets and italics, as in the above example.

If the quote is longer than forty words, set it off in a block by starting a new line and indenting all of it five spaces from the left margin. (Use the "paragraph indent" command to do this on the computer.) It must still be introduced as a quote, double-spaced, and an in-text citation must be used. For example:

As Lox (1992) stated:

In recent years, the common breakfast of the workingperson has changed. In a more relaxed time, a full breakfast of eggs, sausage, and toast was lovingly prepared each morning, usually by the female spouse of the typically male wage earner. In today's world of two-worker families, a donut and coffee from the convenience store is more likely.(p.34)

- *No quotation marks are used with a long quote.*
- *End the last sentence with a period.*
- *Put the page number in parentheses right after the long quote, and do not put a period after the parentheses.*

How do I paraphrase or summarize?

Both paraphrasing and summarizing require you to put the original quote into your own words, but this must be done so that a reader would not feel that the ideas, words, and sentence structure are almost the same as the original. You cannot simply plug in words that mean the same thing for the original words, such as “laborer” for “worker.” Do not keep the same sentence structure.

If your words and sentence structure are too close to the original, this is considered plagiarism, a form of cheating, and it is against the rules of all schools and businesses. The best way to avoid the appearance of plagiarism is to rewrite the sentence without looking at the original. After doing that, check it against the original to make sure it means the same but is worded substantially differently.

When you paraphrase, you must provide an in-text cite that credits the ideas or words to the author and year. It is not necessary to give a page number for a paraphrase or summary. Do not use quote marks unless you are giving an exact quotation!

For example, here is the original quote:

As Lox (1992) stated:

In recent years, the common breakfast of the workingperson has changed. In a more relaxed time, a full breakfast of eggs, sausage, and toast was lovingly prepared each morning, usually by the female spouse of the typically male wage earner. In today's world of two-worker families, a donut and coffee from the convenience store is more likely. (p. 34)

Here is an *unacceptable* paraphrase of the above quote. It is unacceptable because it is almost the same length, has the same sentence structure, and synonyms are plugged in for each word.

Lately, the first meal of the day of workers has changed. Back in slower times, the complete eggs, sausage, and toast breakfast was carefully cooked every day by the wife of the worker, who was usually a man. Today, because families have

two workers, it's more likely to be donuts and coffee from the convenience store (Lox, 1992).

Here is an *acceptable* paraphrase of the quote:

Breakfast has changed in recent years. There is no longer a wife with time to prepare the elaborate eggs, sausage and toast feast for her working husband. Now, both work and are probably grabbing donuts and coffee on their way there (Lox, 1992).

- *In the acceptable version, the words and sentence structure are far from the original, but the same information and ideas are expressed. To paraphrase successfully, you must be clear about the main idea and the tone in which it is expressed.*

Here is an acceptable summary of the example above.

With more two-worker families, there is no one at home to cook breakfast, so it has changed from a well-balanced meal to a quick snack on the run.

- *The summary uses far fewer and different words than the original.*

Appendix C

Some Really Useful Books on Writing for School

Guides to Writing Research Papers

Hacker, D. (2000). *A writer's reference: With MLA's and APA's 1999 guidelines*. New York, NY: Bedford Books.

Lester, J.D. (1999). *Writing research papers: A complete guide* (9th ed.). New York, NY: Longman.

Style Manual

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Guides to Grammar and Composition

Crews, F. (1977). *Random House handbook* (2nd ed.). New York, NY: Random House.

Hodges, J.C. & M. E. Whitten (1997). *Harbrace college handbook* (8th ed.). New York, NY: Harcourt, Brace, Jovanovitch.

Strunk, W. & E.B. White (1979). *Elements of style*. (3rd ed.). New York, NY: Macmillan.

Books to Motivate You

Goldberg, N. (1998). *Writing down the bones: Freeing the writer within*. Boston, MA: Shambala.

Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York, NY: Doubleday Anchor Books.

Shaughnessy, S. (1993). *Walking on alligators: A book of meditations for writers*. San Francisco, CA: Harper San Francisco.

Books to Help You Plan and Organize

Achity, K. (1995). *A writer's time: Making the time to write*. New York, NY: Norton and Company.

Burka, J.B. & Yuen, L. M. (1990). *Procrastination: Why you do it, what to do about it*. Cambridge, MA: Perseus Press.

von Oech, R. (1986). *A kick in the seat of the pants: Using your explorer, artist, judge, and warrior to be more creative*. New York, NY: Harper and Row Perennial Library.

Books to Help You Plan and Write a Curriculum or Lesson Plans

Mager, R.F. (1997). *Making instruction work: Of skillbloomers: A step-by-step guide to designing and developing instruction that works*. Atlanta, GA: Center for Effective Performance.

Mager, R.F. (1973). *Measuring instructional intent*. Belmont, CA: Lear Siegler Inc./Fearon Publishers.

Mager, R.F. (1975). *Preparing instructional objectives* (2nd ed.).

Belmont, CA: Fearon-Pitman Publishers, Inc.

Books to Help You Research

Basch, R. and Bates, M.E. (2000). *Researching online for dummies*. New York, NY: Hungry Minds, Inc.

Metzler, K. (1996) *Creative interviewing: The writer's guide to gathering information by asking questions*. New York, NY: Allyn and Bacon.

Appendix D

Library Resources at Cambridge College

Everyone Can Use the New Cambridge College Online Library

To get into the Cambridge College Online Library:

Registered students and current faculty/staff only can use the Cambridge College Online Library:

- Set your browser to
www.cambridge.edu/library/
- Log in using the two new passwords.
- If you don't know the passwords, ask a faculty or staff member of Cambridge College or contact libraryservices@idea.cambridge.edu or 1-800-877-4723 x730. Be sure to leave your full name, the degree program you are in, and a return email or phone machine number.

To use the Cambridge College Online Library:

The left side of the screen is the main menu for the entire site!

- To learn to use the site, click *Online Tutorials* and click the tutorial *e-global Library 101*. Keep in mind that the links won't work in the tutorial, because they are just examples. When you finish a tutorial and want to use the real library, click the X in the top right hand corner of the screen
- Click *Research Guides* to see what is available in your subject area
- To use the full-text databases ABI Inform/Global (formerly Proquest); Electric Library; ERIC E*Subscribe; PsycArticles; Wilson Full-Text, and more, click *Research Databases*
- More citation databases are in the *Research Databases* area

Tips for the most commonly researched areas

Education can be found in

- ERIC Search Database and ERIC E*Subscribe are in *Research Databases*
- Social Sciences *Research Guide* includes *Educational Administration and Technology in Education* research guides
- Click *Government*, then click *Government Agencies*, then click *E*, to find:

<i>Education</i>	<i>Education Elementary</i>
<i>Education Secondary</i>	<i>Education Postsecondary</i>

Education Resources Information Center (ERIC): the entire ERIC site!

- Under *Government Publications*, click *E*, then click *Education*

Management including general management, marketing, ecommerce, and communication can be found in the *Research Guide to Business*

Mental Health can be found in both the *Research Guide for Science and Technology* and the *Research Guide for Social Sciences* (click *Psychology*)

Psychology can be found in the *Research Guide to Social Sciences*

Social Sciences *Research Guide* includes

* psychology * education * issues of race and ethnicity *
communication * politics * law * gender * conflict *
aging * technology

Health, Health Management, and Nursing

resources can be found in

- *Science and Technology Research Guide*
- *Business Research Guide for Health Management*
- for Medline and CINAHL databases, click *Research Databases* and scroll to it

Elder care & consumer health in *Life Events and Leisure* (click left column)

Humanities Research Guide has Languages; Mass Media; Religion

Career Development and **Financial Aid** areas are in the left column

For the personal assistance of a real live librarian via email, click *Reference Desk* in the left column and follow the instructions. You will be answered within 24 hours.

If you have technical problems (not log in problems) click the *Tech Support* tab at the top of every page, or call 1-877-566-3787.

If you have login or other non-technical problems, suggestions, complaints, questions, or feedback please don't hesitate to

⇒ email to libraryservices@idea.cambridge.edu

⇒ leave a message on the voicemail of Maida Tilchen, Project Manager for Library Services, at 1-800-877-4723 x730

**Our new Cambridge College Online Library is a work-in-progress!
Please be patient as we work out bugs and improve it to suit our needs.**

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Everyone Can Use a Traditional Library

It's more convenient to do research online, but only a very small proportion of full-text articles and books can be found online, at any price. If you know the specific books or journal articles that you need, you can use the internet to find which local library has them. Do this by going to our Cambridge College Online Library at www.cambridge.edu/library/, click *Research Databases* in the left column, scroll down to the *WorldCat* database, and be sure to read the instructions for finding your local library's listing before clicking on *Worldcat*.

Do you have library anxiety? You're not alone! Almost everyone feels scared when they first go into a new library, especially if it is a huge academic one. They don't know where anything is or what to do first. They may think everyone else is competent and feel ashamed that their library skills are inadequate. To hide this shame, they are afraid to ask for help. But why wouldn't a new user feel intimidated? The library is complicated and there is no reason why a new user would know where anything is.

What can you do to relieve your library anxiety?

- Keep in mind that libraries probably have what you need, they don't cost money to use, and there are people to help you
- Ask for maps and instructional materials about the library
- Find out when the library has orientation and instructional sessions
- Ask the Reference Librarian to help you. Getting help from the librarian is not cheating! You are encouraged to ask for help from a Reference Librarian. They wouldn't have jobs if people didn't ask questions
- In a public library, the librarians and staff are well aware that your taxes support the library, often by bond issues that you will be voting on
- In an academic library at a school you don't attend, you are a guest. However, academic libraries which are open to the public usually contain tax-supported ERIC or U.S. government documents, so most services are available to you.

Learn about the library and its tools

Take an online tutorial for using traditional libraries in our own Cambridge College Online Library. Just log in at www.cambridge.edu/library/ click *Tutorials* in the menu on the left, and choose the *Libraries 101* tutorial.

Most libraries provide instructional sessions on the use of their collections, internet databases, catalog, and other services. Some brief instruction may save you hours! Ask the librarian for the schedule.

Get help If you need help with research, find the Information or Reference desk. Tell the Reference Librarian exactly what your paper

is about. Even if you think you know what you need, ask for suggestions.

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The Reference Librarian is trained to ask a set of questions to determine what you need, so don't think the librarian is just being nosy if you are asked how much time you have, why you need the information, what level of books you usually read, or how much searching you have already done. These questions help the librarian to determine what you need. If you don't understand the librarian's answers, say so.

The librarian may suggest sources specifically on your topic or field, such as books and periodicals, indexes to articles, bibliographies, research guides, citation indexes, statistical sources, reference books, and databases. Sometimes the librarian will suggest places to look, but sometimes the librarian will find the book or article for you. After you have done some research, you may need to ask more questions. The librarian will expect you to do so. Research is an ongoing process.

If you need help using the online catalog or other tools or technology, ask for the appropriate person to help you. There should be people in the library whose job it is to help you use the library. It's ok to ask for help.

Have a research plan

- Always bring a pen, blank paper, yellow stickies, and money for copying
- Limit your topic as much as possible. Formulate specific questions to search.
- Prepare search terms. See our handout, *Everyone Can Choose the Most Effective Search Engines and Search Terms*
- Read an overview article in an encyclopedia and choose books and articles from its bibliography. Look for keywords for further searching
- Look in the library catalog for the books
- Find some books and browse the nearby shelf area for other relevant books
- Skim the books. If you find pages you want to copy, put a yellow stickie on. Do all your copying at one time when you are done searching for the day
- Look for bibliographies in books and articles
- Look in academic indexes for articles on the topic. Ask the Reference Librarian.
- If you find too much, limit your topic or decide when to stop researching
- Can't find enough? Ask the Reference Librarian. Change topic if that's fruitless.

Have a system for organizing what you find

- Organize notes by topic. Use different files in a laptop; index cards; divider notebooks; or blank looseleaf to be organized later

- **Color-coded pens, paper, stickies, and/or cards can be helpful. For example, color code the major questions you are researching, using colored pens to highlight the answers you find as you read. Or, use one color for quotes and another for your own thoughts, so you don't mix these up**
- **For direct quotations and facts: get page numbers and bibliographic information**
- **Record and store the bibliographic data for books you won't be taking home**

I find that a great part of the information I have was acquired by looking up something and finding something else on the way. --Franklin P. Adams

Everyone Can Find Full-text Articles from Acceptable Scholarly Sources Using Cambridge College Online Library

Most of the articles you cite in your papers at should be from scholarly, academic journals. Hundreds of thousands of scholarly research articles are available free, online, using the Research Databases area of our Cambridge College Online Library.

What is a scholarly journal? How do I know if I'm using one?

Scholarly journals:

- **usually publish quarterly or less often, although some are more frequent**
- **this can't be seen if you only view them online, but they rarely contain glossy pages, colorful pictures, or advertising. They look very black and white and serious**
- **always cite their sources with in-text cites or footnotes, as well as a references list at the end of every article**
- **articles are always written by scholars in the field, with recognized academic credentials in the field that the journal covers**
- **the purpose of a scholarly journal is to report on original research or experiments so that other scholars can use that information to improve their own research. It is assumed that the contents of scholarly journals have not been influenced by advertising or less obvious bias by special interests**
- **most scholarly journals are published by an organization of professionals in that field, such as the American Psychological Association (APA) which publishes many journals in the fields of psychology, mental health, and counseling**

Trade journals, which cover a particular industry such as *Beverage World* or *Automotive News* are acceptable sources for management papers, but you must also have scholarly, academic articles.

What isn't a scholarly journal? What isn't acceptable for academic papers:

- weekly or monthly magazines sold on newsstands, such as *Time*, *Newsweek*, *New Republic*, or *National Review* can be good sources of current news or opinion on current issues, but they are not written by scholars in a field, do not cite their sources, and are not intended for academic research. Advertisers and other special interests may influence the contents and opinions in these magazines. You may use these occasionally for current factual information and opinion.
- Newspapers, such as *USA Today* and the *New York Times* are not written by scholars in a field, do not cite their sources, and are not intended for academic research. Advertisers and other special interests may influence their contents and opinions. You may use these occasionally for current factual information and opinion.

How can I find full-text articles from scholarly journals online for free?

- Go to www.cambridge.edu/library
- Click *Currently Registered Cambridge College students, please click here*
- Follow the instructions to log in
- When you get to the page "Welcome to E-global Library," look at the column on the left side and click *Research Databases*. Read the explanation, then scroll down through the database list. No additional passwords are required for the following full-text databases:

ABI Inform/Global* (Proquest). Includes all areas, but strongest in management

Electric Library* Includes all areas, plus radio and tv program transcripts. It also includes many non-academic periodicals

ERIC E*Subscribe* provides full-text of 90,000 articles in education from 1993 to the present. Search here for all education topics, plus counseling and mental health topics involving children and families

GPO: US Government Printing Office provides 135,000 full-text US government documents such as Congressional committee reports

PA Research II* (Proquest). Full-text articles from journals in all areas, but strongest in education, mental health, and medical

PsycArticles has 26,000+ full-text articles from American Psychological Association (APA) journals. Search here for counseling, psychology, and education topics

Wilson Select Plus has full-text articles in all areas from many academic journals

There is a limit on the number of simultaneous users for some of the databases, so you may get a message asking you to try again later.

*** These databases can also be accessed directly, without going through the CCOL. You will need additional passwords. If interested, email your request to libraryservices@idea.cambridge.edu**

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Everyone Can Choose the Most Effective Search Engine and Search Terms

You want to search everywhere and everything, but you want to save time. Use the best search engine and the most effective search terms for a successful search!

Currently, the best search engine is **www.google.com**

- It searches more of the web and gives better quality results
- It is not corrupted by advertising.

A great new search engine which refines the search term is

www.teoma.com

Different terms get different results, and terms change over time.

On www.google.com,

- In June, 2000, *interracial children* got 169 hits, but *biracial children* got 538 hits
- In April, 2002, *interracial children* got 103,000 hits, but *biracial children* got 14,400 hits

Clearly, the term *interracial* has become more commonly used in just two years.

- In June, 2000, ADHD got 32,000 hits, but *Attention-deficit disordered children* got 130,000
- In April, 2002, *ADHD* got 686,000 hits, but *Attention-deficit disordered children* got 432 hits
- *Attention deficit disorder* got 394,000. *Attention deficit hyperactivity disorder* got 147,000

Which term would you choose? Don't just try the first one that comes to mind.

Be an explorer searching for better search terms.

Here's how:

Have a clear idea of what you are looking for

- What's my subject and what's my angle on my subject? For example, different search terms will be needed to find *ADHD diagnosis* instead of *ADHD treatments*
- What would my ideal article or book or document be? What would its title be? Brainstorm an ideal title: it's fun and it may help you think of good search terms

- **Who would have written the ideal article? What would this person's qualifications be? What kind of work would they do?**

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**Ask yourself, your professor, fellow students,
someone who might know more about this topic, or
someone good with words**

- **Who cares about this topic? What words, names, and phrases would they use to talk or write about it?**
- **Where would people who care about this topic publish what they write? Are there any periodicals, associations, conferences, government agencies, or research centers?**
- **Is there a trade jargon or specialized vocabulary?**
 - **Is there a website that lists related terms and provides links?**
 - **Is there another way to say the same thing? For example, will *employment decrease* get the same results as *unemployment increase*?**

Use tools which can help you find more search terms

- **Index, text, table of contents, and glossary** of any books you find
- **Search your results for more terms** Often, a list of Descriptors or Subjects may be found in abstracts. Read through a good result and highlight likely terms
- **Word reference books** found online at www.refdesk.com/factdict.html include: * Thesaurus * Dictionary * Glossaries * Unusual Word Reference Books
- **Library of Congress Online Catalog** at www.loc.gov Do a subject search, then scroll the spreadsheet of results to find alternate search terms.
- **Library of Congress Subject Headings** is a reference tool that reference librarians use to find alternative search terms. Ask a librarian or learn about it at http://www.lib.duke.edu/libguide/fi_books_sh.htm

**When entering search terms in the search
box, always be sure to**

- Make sure you spelled the terms right. Is there a variant spelling?
- Put the most important term first. Reverse the order if it doesn't work
- Start narrow, then go broader. Start with *ADHD treatment ritalin*, then go to *ADHD treatment*. Or start broad and then go narrower. Both strategies work!
- Follow the syntax rules of the search engine. Click "Search Help" buttons
- Use AND, OR, NOT if the search engine allows Boolean searches. Click "Advanced Search" or "Guided Search" buttons
- Put names and phrases in " "marks, as in "drug addiction" or "Carl Rogers"

Checklist for an Informational Web Page

How to Recognize an Informational Web Page

An Informational Web Page is one whose purpose is to present factual information. The URL Address frequently ends in .edu or .gov, as many of these pages are sponsored by educational institutions or government agencies. Examples: Dictionaries, thesauri, directories, transportation schedules, calendars of events, statistical data, and other factual information such as reports, presentations of research, or information about a topic.

Questions to Ask About the Web Page

***Note:* The greater number of questions listed below answered "yes", the more likely it is you can determine whether the source is of high information quality.**

Criterion #1: AUTHORITY

- 1. Is it clear who is responsible for the contents of the page?**
- 2. Is there a link to a page describing the purpose of the sponsoring organization?**
- 3. Is there a way of verifying the legitimacy of the page's sponsor? That is, is there a phone number or postal address to contact for more information? (Simply an email address is not enough.)**
- 4. Is it clear who wrote the material and are the author's qualifications for writing on this topic clearly stated?**
- 5. If the material is protected by copyright, is the name of the copyright holder given?**

Criterion #2: ACCURACY

- 1. Are the sources for any factual information clearly listed so they can be verified in another source?**
- 2. Is the information free of grammatical, spelling, and typographical errors? (These kinds of errors not only indicate a lack of quality control, but can actually produce inaccuracies in information.)**
- 3. Is it clear who has the ultimate responsibility for the accuracy of the content of the material?**
- 4. If there are charts and/or graphs containing statistical data, are the charts and/or graphs clearly labeled and easy to read?**

Criterion #3: OBJECTIVITY

1. Is the information provided as a public service?
2. Is the information free of advertising?
3. If there is any advertising on the page, is it clearly differentiated from the informational content?

Criterion #4: CURRENCY

1. Are there dates on the page to indicate:
 - a. When the page was written?
 - b. When the page was first placed on the Web?
 - c. When the page was last revised?
2. Are there any other indications that the material is kept current?
3. If material is presented in graphs and/or charts, is it clearly stated when the data was gathered?
4. If the information is published in different editions, is it clearly labeled what edition the page is from?

Criterion #5: COVERAGE

1. Is there an indication that the page has been completed, and is not still under construction?
2. If there is a print equivalent to the Web page, is there a clear indication of whether the entire work is available on the Web or only parts of it?
3. If the material is from a work which is out of copyright (as is often the case with a dictionary or thesaurus) has there been an effort to update the material to make it more current?

Note: This checklist is the original Web version. The authors' book [Web Wisdom: How to Evaluate and Create Information Quality on the Web](#) contains a revised and expanded version.

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Date Mounted on Server: 5 August 1996
Last Revised: 25 July, 2001 <http://www2.widener.edu/Wolfgram-Memorial-Library/webevaluation/inform.htm>

Everyone Can Search ERIC

ERIC, the Educational Resources Information Center, is provided by the U.S. government. It is the first place to look when researching any topic involving kids, schools, and education. At the heart of ERIC is the largest education database in the world, containing more than 1 million records of journal articles, research reports, curriculum and teaching guides, conference papers, and books.

There are many ways to use ERIC. Here's some places to start:

Go to ERIC's homepage at
www.eric.ed.gov

There are six tabs at the top of the page.

SEARCH ERIC	ASK ERIC	ERIC DIGESTS
DATABASE		
PUBLICATIONS	RESOURCES	ABOUT ERIC

About ERIC explains what is on the site and includes a tutorial slide show

Search ERIC database is the place to search for citations of one million education articles

- **To make your search easier and more successful:** You're probably used to internet search engines like google.com, which have an answer for every word you put in, but ERIC's search engine isn't that smart. It doesn't know every word. It has a very limited vocabulary. If you click *Search Using the ERIC Thesaurus*, it will help you choose words that ERIC knows, and also suggest better search terms.
- **Once you have the citation, here's how to get the full-text articles:** Every ERIC citation has a code number of six digits preceded by either ED or EJ, such as ED392829 or EJ403929.
 - **If the citation has an ED number and is from 1993 or later,** you can get it online in full-text using our ERIC E*Subscribe database. To do this, go to our Cambridge College Online Library, click Research Databases, and choose ERIC E*Subscribe.
 - **Most pre-1993 ERIC documents with an ED number, and many EJ documents, can be found in full-text at a library with an ERIC collection.** To find your local ERIC library,

click the tab *ERIC Resources* at the top of the page www.eric.ed.gov and then click *Directory of ERIC Resource Collections*. You can also call 1-800-LET-ERIC. (In the Boston area, ERIC is at Harvard's Gutman Library, Boston Public Library/Copley, and many more academic libraries.)

ERIC Digests are brief overviews of popular research topics in education. Most contain bibliographies. These are great starting points for your research!

AskERIC provides personalized email or telephone answers to your questions. To use:

* Call 1-800-LET ERIC

* click AskEric tab on www.eric.ed.gov page for email questions. You can also search here to see if your question has already been asked and see the answer!

Resources is the place to find your local ERIC library. You can also search here for an organization that provides information, assistance, and resources on your topic, including federal, state, and local agencies on issues such as parent involvement, special education, and poverty.

On the left side of the very same ERIC homepage (www.eric.ed.gov) is a list of

ERIC Clearinghouses, which are resource centers providing extensive information in the following specialized areas:

- **Adult Career and Vocational Education**
- **Assessment and Evaluation**
- **Community College**
- **Counseling and Student Services**
- **Disabilities and Gifted Education**
- **Educational Management**
- **Elementary and Early Childhood Education**
- **Higher Education**
- **Information and Technology**
- **Languages and Linguistics**
- **Reading, English, and Communication**
- **Rural Education and Small Schools**
- **Science, Mathematics, and Environmental Education**
- **Teaching and Teacher Education**
- **Urban Education**

Materials prepared by Maida Tilchen, Project Manager for Library Services © 2002
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Everyone Can Find Counseling, Mental Health, and Psychology Sites Online

There is no one place for mental health information. Search your topic in as many places as you have time for. Bear in mind that despite the huge amount of material available online, it is still just a small part of everything that is on paper in libraries.

Do You Need Scholarly Articles?

The Cambridge College Online Library provides thousands of full-text scholarly articles in this area.

- Go to www.cambridge.edu/library/
- Follow the instructions to sign in
- Click Research Databases and search in each of the following:
- PsycArticles has 26,000+ full-text articles from American Psychological Association (APA) journals.
- ABI Inform/Global includes Journal of Counseling and Development, much more
- Electric Library has full-text articles in all areas from many academic journals
- ERIC E*Subscribe* provides full-text of 90,000 articles in education from 1993 to the present. Search all education topics, plus counseling and mental health topics involving children and families
- GPO: US Government Printing Office full-text US government documents
- Medline 11 million abstracts in medicine and health. Abstracts only, not full-text
- PA Research II journals in mental health, medical, and more
- Wilson Select Plus has full-text articles in all areas from many academic journals

Cambridge College Online Library also provides other resources in psychology. Go to the *Research Guides* area, select the *Social Sciences Research Guide*, and click *Psychology* or other relevant topics.

School Counseling or other Kids, Teens, Parenting Issues

<http://www.schoolcounselor.org> is the American School Counselors Association

ERIC is the biggest database for all school and under-21 issues

The complete ERIC site is at www.eric.ed.gov

For full-text ERIC documents from 1993 on, use ERIC E*Subscribe database in the Research Databases area of Cambridge College Online Library at www.cambridge.edu/library/

www.schoolpsychology.net Click *School Psychology Resources*

www.aacap.org/resource/index.htm links for child/adolescent issues

www.csun.edu/~hgedp001/links.html links to counseling resources on internet

Internet Supersites in Mental Health and Psychology

<http://www.psychologicalscience.net> Huge index of psychology sites

www.psychwww.com PsychWeb. See *Megalists* and *Scholarly Resources* links in the left box of homepage

www.enpsychlopedia.com searches 40,000 psychology websites

<http://mentalhelp.net> Extensive resources on disorders, treatments, professional resources, self-help groups

Do You Need Numbers and Statistics?

www.lib.umich.edu/govdocs/sthealth.html
US, international statistics on mental health, managed care, substance abuse, more

www.cdc.gov/scientific.htm
U.S. government National Center for Health Statistics

www.mentalhealth.org

Click *Links*, click *Mental Health Resources on the Internet*, click *Statistics*

***Need to Know About a Specific Disorder?
Symptoms, Diagnosis, and Treatment
Information, & Substance Abuse***

www.mentalhealth.com Click *Research* for list of specific disorders

Is There a Magazine About
Your Topic?

<http://mentalhelp.net/journals>

Searchable database of 1656+ online psychology-related journals allows searching by topic and/or by full-text only

www.publist.com

Lists 150,000 periodicals in all areas. Click *Social Science*, then click *Psychology and Psychiatry*

<http://psych.hanover.edu/Krantz>

Click *Links to Online Journals*. Includes online bibliographies

Researching Famous Psychologists/History of Psychology?

<http://www.slu.edu/colleges/AS/PSY/510Guide.html>

Want to Learn More About Psychology?

<http://www.psychologicalscience.net/Tutorials> 44 online tutorials

Need Opinions or
Interview or Survey
Respondents?

Self-Help groups at
<http://mentalhelp.net/selfhelp/>

Click the specific disorder, then click
Online Support

Looking for Psychological
Tests and Measures?

www.ericae.net for ERIC Clearinghouse on
Assessment and Evaluation

100 tests on personality, emotions,
perceptions, aptitudes, much more

www.psychologicalscience.net

Scroll down to click *Tests* in the right
column for 100 tests on personality, aptitude,
more

What Can A Professional
Association Offer You?

www.apa.org is the American
Psychological Association

Click *Public* for topics including
children, disabilities; aging

www.psychologicalscience.org

American Psychological Society. Go to
News and Research section

www.counseling.org

American Counseling Association covers ethics and licensing issues, more

www.schoolcounselor.org is the American School Counselors Association

Do You Need Books to Expand Your Research?

www.amazon.com or www.bn.com

Use these easy search engine to get lists of books on your topic, but then look for the books at the library. If you need to buy a book, please buy from your local independent bookstore.

Information in this handout is from a book that I highly recommend, The Insider's Guide to Mental Health Resources Online by John M. Grohol, 2000, Guilford Press.

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