

Researching

A. Finding Information

A search engine like Google is a good way to start your Internet search. Simply enter your topic (ex: Oprah Winfrey) in the appropriate space.

Avoid using search engines like Wikipedia. Although information on such a website can be accurate, it should not be used in a research assignment.

B. Quality of Information

Always remember, just because something is written on the Internet, doesn't mean that the information is correct and true. Anyone can write anything on the Internet, so it is important to check the quality of the information.

Questions to ask...

- Does the website seem professional? Official?
- Is it written by an authorized or important person (ex: doctor, professor, psychologist, etc.) or organization (ex: school, newspaper, company, etc.)?
- Is there a high quality of the writing (ex: spelling, grammar, punctuation)?

If you can answer yes to these questions, then you should be safe to use the information in your research.

(See Internet Information Quality Checklist)

Appendix B

Internet Information Quality Checklist

Lots of information is published on the Internet, but not all of it is true, accurate, valuable, or reliable. Information may be outdated or opinions may be stated as facts. Use this form to evaluate the sites you search from the Holist.

Web Address: _____

Format:

- _____ Online publication of normal printed document (ex. Newsweek)
- _____ Government publication (-----.gov)
- _____ Document produced by an association/organization (-----.org)
- _____ Document produced by a commercial agency/company (-----.com)
- _____ Document attached to an educational institution (-----.k12 or -----.edu)
- _____ Personal Web Page
- _____ Other _____

Authority:

Name of Author _____

_____ Are there any credentials listed? Yes No

 If yes, what? _____

 Is there a way to contact the author? Yes No

 If yes, how? _____

Site Publisher/Sponsor _____

Content:

The purpose of the page is to (check one):

_____ inform _____ explain _____ persuade _____ other: _____

The coverage of the topic is (check one):

_____ very broad _____ limited _____ narrow

Currency: Is there a date given when the page was published or last updated? Yes No

 If yes, when? _____

Is currency important for this information? Yes No

Accuracy: Are the sources cited (where did the author get the information)? Yes No

 If yes, explain _____

Are you able to prove the information is true in another source? Yes No

Is the material: Objective or Biased?

Style/Audience: Who is the information intended for?

Professionals

General Public

Other _____

Arrangement:

Is the information sequential? Does there appear to be logical order? Yes No

Are there links to this information from other reliable sources? Yes No

Does this page link you to other reliable information? Yes No

Narrative Evaluation:

Using the information you have gathered, explain in two or three sentences why (or why not) this site is (or is not) valid for your purposes.

How to avoid plagiarism

Your research paper is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of these sources. If you don't, you are guilty of plagiarism, a serious academic offence.

Three different acts that are considered plagiarism:

1. failing to cite quotations and borrowed ideas;
2. failing to enclose borrowed language in quotation marks;
3. failing to put summaries and paraphrases in your own words.

For example, you would like to use the following text in a research assignment:

No animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo named Kanzi, who has the grammatical abilities of a two and a half-year-old child and a taste for movies about cavemen.

- Eugene Linden, "Animals," p. 57

Example #1: You have written the following...

According to Eugene Linden, no animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo animal named Kanzi, who has the grammatical abilities of a two and a half-year-old child and a taste for movies about cavemen (57).

Is this acceptable? Justify your response.

Example #2: You have written the following...

According to Eugene Linden, "No animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo animal named Kanzi, who has the grammatical abilities of a two and a half-year-old child and a taste for movies about cavemen " (57).

Putting summaries and paraphrases in your own words

When you summarize or paraphrase, it is not enough to name the source; you must restate the source's meaning using your own language. You are guilty of plagiarism if you half-copy the author's sentences - either by mixing the author's well-chosen phrases without using quotation marks or by plugging your own synonyms into the author's sentence structure.

Example: Original Version

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviourists.

- Davis, *Eloquent Animals*, p. 26

Unacceptable borrowing of phrases

The existence of a signing ape unsettled linguists and startled animal behaviourists (Davis 26).

Unacceptable borrowing of structure

If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behaviour (Davis 26).

To avoid plagiarizing an author's language, resist the temptation to look at the source while you are summarizing or paraphrasing. Close the book, write from memory, and then open the book to check for accuracy. This technique prevents you from being captivated by the words on the page.

Acceptable paraphrases

When they learned of an ape's ability to use sign language, both linguists and animal behaviourists were taken by surprise (Davis 26).

According to Flora Davis, linguists and animal behaviourists were unprepared for the news that a chimp could communicate with its trainers through sign language (26).

Strategies for avoiding plagiarism

- You must always be prepared to provide evidence in regards to the authenticity of your work. Upon request from your teacher, you should be able to hand in your brainstorm, your research notes, your drafts, and your sources.
- Give credit where credit is due!
- If the idea is not yours, you must indicate the source. Otherwise it is theft!

What information must I cite?

Ask yourself the question:

Do I have to quote the entire paragraph, one or two sentences from the paragraph, or merely a part of a sentence to make my point?

How do I know if the information is considered common knowledge or not?

- Information that your reader could find in any number of general sources because it is commonly known is considered common knowledge.

For example, the current population of Canada is common knowledge in such fields as sociology and economics.

- When in doubt, cite your source. It is always better to cite too often than plagiarize even once.

*This document was created based on information from the following text:

Hacker, Diane. A Canadian Writer's Reference - Second Edition. Toronto: Nelson Canada, 1996.

Organizing

A. Using Your Time Wisely

To avoid wasting time and energy, always keep in mind what information you need. For example, if you are doing a research report on Oprah Winfrey, you need to outline the information you are seeking (her childhood, her adult life, her contributions to the world, interesting personal facts, etc.).

B. Organizing the Information

Use subtitles or headings to organize your information. For example, in a research report about Oprah Winfrey, you might separate your information into three separate WordPerfect documents:

1. Oprah - childhood
2. Oprah - adult life
3. Oprah - contributions

C. Recording the Information

There are three ways to record the information.

- i) Copy and paste the information into WordPerfect.
- ii) You may print information from a website only if you are printing important information and only if there are no more than two or three pages.
- ii) Handwrite the information on a Work Sheet. (See example given in this handout)

Date: _____

Name: _____

Research Worksheet

Title: _____ Page: _____

Author: _____ City: _____ Volume: _____

Publisher: _____ Year: _____

OR

Website: _____

<p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

D. Keeping Track of Sources

As soon as you copy and paste information into a WordPerfect document, type the website address and the date you consulted the website, as well as any other important details. Also, put quotation marks around the information to show that it is copied. This will help you avoid plagiarism.

Remember to save the website address in your favourites just in case you need to revisit that site.

Finally, save any and all information in the same folder (H:// My documents), or on a disk or USB flash drive; you can also send the information to your own email so that you can work on your project at home.

Integrating Citations

A. In order to ensure flow within your paragraphs, it is important to know a **variety of ways to incorporate citations or quotes**:

- John Smith (2007) argues that...
- According to Smith...
- In his 2007 essay entitled "The Dangers of Plagiarism", John Smith suggests...
- Much like Smith (2007) and Morgan (2000), Plotnik (2008) notes...
- In the words of researcher Herbert Terrace, "..."

B. Here is a **list of words** that can be used to signal a citation or quote. Be sure to choose a word that is appropriate in the context.

acknowledges	comments	endorses	reasons
adds	compares	grants	refutes
admits	confirms	illustrates	rejects
agrees	contends	implies	reports
argues	declares	insists	responds
asserts	denies	notes	suggests
believes	disputes	observes	thinks
claims	emphasizes	points out	writes

Preparing a bibliography

Example for a book

Fortin, Claude, The Olympic Games: Winter and Summer Sports, Toronto : Penguin Books, 1995, 130 pages.

Example for an encyclopaedia

-----, "Mount Olympia" article in Encyclopaedia Britannica Junior, Toronto : Britannica Division, 1974, volume 4, pages 568-569.

Example from a website

www.athens2004.com [consulted on October 12, 2004]

*If you know the name of the site's author, you must include it before the site address.

Brodeur, Michel, http://en.wikipedia.org/wiki/Cape_Breton [consulted on March 31, 2009]

Example from a magazine

Martin, Patsy, "Snowboarding" article in Sports Illustrated, New York : Time Limited, February 2002, pages 23-26.

Writing

Now that you've organized all of the important information, you may begin writing your text.

Writing an Introduction and a Conclusion

What to include in Introduction

- First sentence talks about the topic of research in general. It can be as a question to stimulate the interest of your reader.
Ex. Did you know that women can participate in Olympic sports only since...?
- Second sentence states what the topic is.
Ex. The Olympic Games have fascinated millions of people since their creation.
- Third sentence introduces the three parts of the report.
Ex. This research report will discuss myths relating to Olympic Games, a _____ sport judged in the Olympics, and present the biography of a Canadian athlete who participated in the last _____ Olympic Games.

What to include in Conclusion

- First sentence summarizes the 3 parts of your research.
Ex. In conclusion, you have learned about the general history of the Olympic Games, a _____ sport such as _____, and the life of a Canadian athlete.
- Second sentence introduces a general comment about the Olympic Games.
Ex. The Olympic Games have produced many heroes for today's youth.
- Third sentence and fourth sentence states your opinion on topic of research and what you have learned doing this research. (This does not mean if you liked doing the research or not.)

Ex. I personally look up to _____ because he has shown perseverance in the pursuit of his Olympic goal; he never quits and tries his best in a competition. This report made me realize that I must also put some effort into my school assignment if I want to graduate and go to college one day.

Once you've completed your draft, revise and reread the work to check for grammar, punctuation, sentence structure, etc.

Using MLA Style

Title and identification

Against the left margin about one inch (2.5 cm) from the top of the page, place your name, the instructor's name, the course name and number, and the date on separate lines; double-space between lines.

Double space again and centre the title of the paper in the width of the page.

Double space after the title and begin typing the text of the paper.

Margins and spacing

Leave margins of at least one inch (2.5 cm) but no more than an inch and a half (4 cm) on all sides of the page.

Double space between lines and indent the first line of each paragraph (five spaces from the left margin).

Pagination

Number all pages at the upper right corner, one-half inch (1.25 cm) below the top edge. Type in your last name followed by arabic numbers (1, 2, 3,...).

(See example provided)

Jean-Guy Lebon

Mme Caldwell

EAE 1D

November 17, 2009

Stephen Leacock

There have been thousands of authors and composers who have dazzled the literary world and Canada has supplied quite a few of these famous people.

Stephen Butler Leacock is definitely one of these great writers. Not only has. . .

- - - - - (new page)

Lebon 2

On August 7, 1900, Leacock married Beatrix (Trix) Hamilton, an aspiring actress. Fifteen years later, on August 19, their first and only child, Stephen Lushington, was born. Unfortunately, on December 15, 1925, Beatrix Leacock. . .

What Skills Make an Effective Presentation?

Here's a list of just some of the key things that make an effective presentation ...

What the presenter has to say ...

- ▶ is well researched
- ▶ has a good structure
- ▶ is clear, concise and easily understood
- ▶ is pitched at the right level for the audience
- ▶ uses visual aids wisely

How the presenter delivers it ...

- ▶ creates an immediate and positive impression
- ▶ engages well with the audience
- ▶ speaks clearly, confidently and with conviction
- ▶ deals effectively with questions
- ▶ comes across as a relaxed and "natural" presenter

The impact on the audience ...

- ▶ They feel the experience worth while .
- ▶ They believe in what is being said.
- ▶ They want to respond positively.
- ▶ The presentation is remembered and acted on afterwards.

Sources :

<http://www.presentation-skills.biz/presentation-delivery/powerpoint-presentation-skills-tips-for-effective-presenting.htm> [consulted on February 14, 2010]

<http://www.remc11.k12.mi.us/bstpract/bpIII/124/124.PDF> [consulted on February 14, 2010]