

Junior MLA Research Paper Guidelines

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MLA Research Paper

Steps for your Paper

1. MLA Practice
2. Research** (5 points)
3. Notecards** (5 points)
4. Outline** (5 points)
5. Header, format in class
6. In-Class Drafting of research paper** (15 points)
7. Teacher Conference (for content)** (15 points)
8. MLA Revision/check
9. Peer revision (for content, grammar, etc.)** (10 points: 5 for giving one, 5 for receiving one)
10. Publish: Final Draft** (100 points)

**Denotes a grade

Schedule

February 7-13: Introduction to paper, topic choice, and research—Due for grade on February 17 by beginning of period (***must be hard copies***)

February 14: Introduction to and practice of MLA style

February 17-20: Notecards (due for grade on February 19), Outline (due for grade on February 21)

February 24-March 3: Drafting Days (must be shared with mapl.kmcnaull@gmail.com by 5 p.m. ***the day before*** your conference with Miss McNaull)

March 4-7: Teacher Conference/revision (3+ pages due, you will sign up for these—***mandatory***)

March 10-14: Peer revision (both given and received, this should be completed after you have finished your *entire* paper, must be on a hard copy, will be submitted with your final draft)

March 17-19: Self-revision days

March 20: Paper Due by beginning of class

Paper Requirements:

Research Paper (5-7 pages)

1. **Choose your topic:** (must be approved and recorded by Miss McNaul, submit no later than February 11 for approval)
 - a. Your topic should have two distinct “sides” to it—see the approved topic choices
 - i. If you do not see a topic you like, feel free to choose your own, but it must be approved by me.
 - b. Once a topic has been chosen in one class, it may not be repeated in the same class—first come, first serve!
 - c. **NOTE: The FINAL day to change your topic is February 14; and if you change your topic, you must complete all previous steps**

2. **Research your topic:** Requirements— (5 points)
 - a. You must have 4-6 academic sources
 - b. Use mostly .org, .edu, and .gov sites. You may use 1 credible .com sites, but it must be an academic/scholarly site.
 - c. A good service to use is infohio.org
 - i. Go to infohio.org
 - ii. Click on “Grades 9-12”
 - iii. Choose your resource—I recommend “EBSCO All Database Search”
 - iv. Select 4-7 Databases to search
 1. **NOTE: If you “Select All,” the return time on your results will be GREATLY slowed!!!**
 - v. Click “Continue”
 - vi. Type your search words and click “Search”
 1. **NOTE: The fewer words you include in your search, the better results you will receive—try to condense your search words and eliminate the use of most/all articles (a, an, the) unless absolutely necessary**
 - d. You may NOT use Wikipedia, ask.com, or any other website that can be edited/added to by the general public
 - e. See the Checklist Below to determine if your source is appropriate to use on this paper.
 - f. **You must print out a hard copy of your sources and have them ready to be checked by Miss McNaul by the beginning of the class period on February 17. If you will be absent, you must turn in your research early!**

For a Sample Source: See pages 11-13

Checklist for Academic Sources: *Perhaps you have found a source that you think could be an awesome source for your research paper. Now you have to determine if it would really be good, or if you should keep looking. Go through the following steps to determine if each of your sources are “keepers.”*

- 1.) **Check out the author of the source**
 - a. *Who wrote the article?*
 - b. *What does s/he know about the topic?*
 - i. Does s/he have a degree in a related field?
 - ii. What level of degree?
 - c. *Why should s/he be trusted?*
 - i. Is s/he an expert in the topic that you’re researching?

- 2.) **Check out the copyright for the article**
 - a. *When was it published?*
 - i. If it’s over 10-years-old, consider the following item:
 - b. *Has a significant amount of information been discovered or developed between then and now?*
 - i. If so, you need to abandon this source and find a different source.
(Ex: There are advancements made in the medical field every year, so to use a source from 1975 as support for a topic related to anything medical would not be a good choice.)
 - c. *Is there a company/corporation attached to the article?*
 - i. Is the corporation related to the topic you’re studying?

- 3.) **Read the WHOLE article (from start to finish, no cutting corners.)**
 - a. *This is the ONLY way to figure out if this article will apply to your topic.*

- 4.) **Determine the usefulness of the article**
 - a. *Does it cast new light on your topic?*

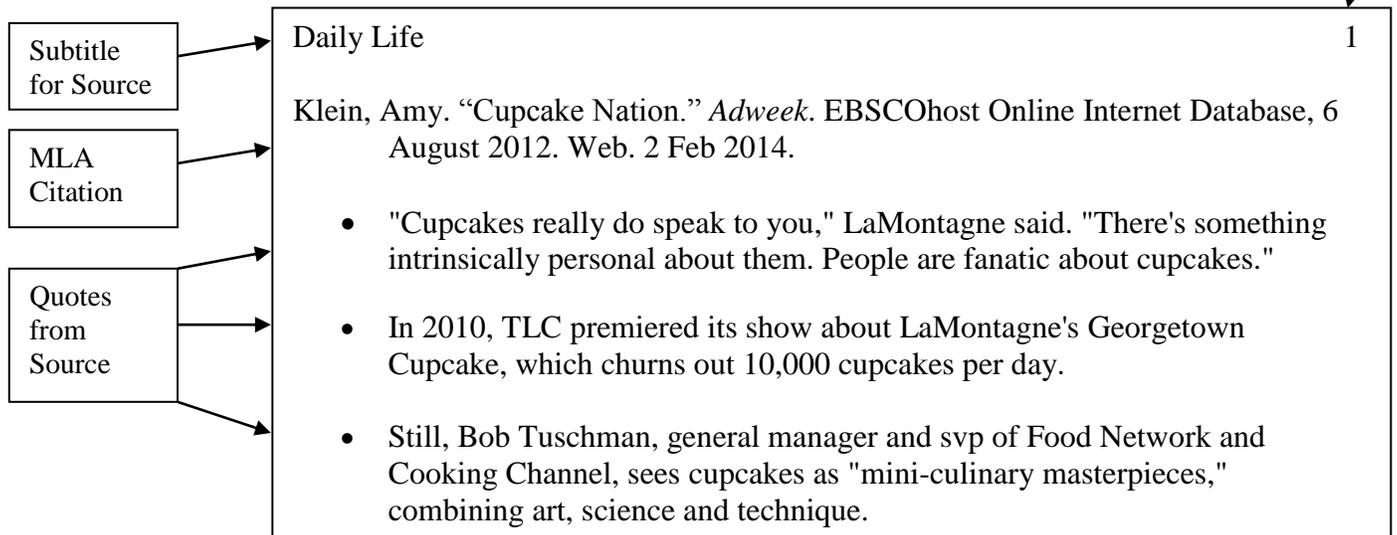
- 5.) **Print the article**
 - a. *Provided it has remained relevant after going through the previous steps.*

- 6.) **Highlight and annotate**
 - a. *Go through the article and highlight/underline quotes that you find particularly useful*
 - b. *Make notes regarding how these particular parts relate to your topic*
 - i. **Why do this?**
 1. Because once you have read through each of your articles, you may forget what quotes in which articles you want to use.
 2. This will help you organize your thoughts when you go to write your notecards and begin writing your paper

3. **Make your notecards:** Information that will be included on your notecards— (5 points)
- Full MLA citation of your source
 - Subtitle (or nickname) for your source
 - You should do this because it will make it easier for you to reference and find the source that you want as you're writing your outline/paper*
 - Information from the source (direct quotes AND summarized information) that you like/are potentially interested in using in your paper
 - If you make them on physical notecards, you can print out the source, cut out quotes, and paste them on the card*
 - If you make them on the computer, you can copy-and-paste quotes onto Word/Google documents*
 - These can either be handwritten on notecards or printed in the format below. If printed, each source needs to be separated (either written on different pages, or separated with lines/boxes)
 - NOTE: If I cannot look at your notecards and easily tell where one ends and the next begins, you will be docked points.
 - Due for a grade on February 19 at the beginning of class!!**

Example:

Source Number



4. **Make your outline** (5 points)
- a. Needs to outline your paper from introduction to conclusion
 - b. Introduction should include basic information of what you plan to cover in your paper (tell me what you plan to tell me)
 - i. Remember to include your thesis as the *last sentence in this paragraph*
 - c. Body paragraphs should include a breakdown of your topic
 - d. Conclusion should sum up what you've told me and provide closure to your paper
 - e. See page 5 for formatting info and a sample outline.
 - f. *Due for a grade on February 21 at the beginning of class!!*

Outline: Alpha-Numeric Format

This is the format that I want you to use for your paper. If you use this format and simply fill in your information, that's great!

- I. Introduction: *Be sure to introduce to your reader your topic and specific requirements that guided your research.*
 - A. Basic Info. Included in Intro.
 - 1) Supporting detail(s)
 - a)Subtopic here
 - B. Thesis Statement

- II. First Main Point of my Paper: *Really dive in and explore this main point. Remember, you're not arguing in this paper, but you **are** providing evidence and exploring the topic.*
 - A. Basic Info. Included
 - 1) Supporting detail(s)
 - a)Subtopic here
 - (etc.)

Sample Outline (**NOTE: Outline obtained and adapted from the Purdue OWL website)

Topic: The College Application Process

- I. Introduction
 - A. Life After High School
 1. Choices to Make
 2. Decision to go to college
 - B. When completing the college application process, a student must: choose his/her desired college, prepare an application, and compile a resume.

- II. Choose Desired Colleges
 - A. Visit and evaluate college campuses
 - B. Visit and evaluate college websites
 1. Look for interesting classes
 2. Note important statistics (etc.)

5. **Draft your paper** (3 points per day)
- You will be graded based on how you are observed working in class (February 24-March 7)
 - Must include in-text citations, Works Cited page, follow proper MLA format in your draft
 - See pgs. 8-10 for information on formatting for your paper and MLA citations
 - A copy of your draft (3+ pages) must be submitted to Miss McNaull (mapl.kmcnaull@gmail.com) by 5 p.m. the day before your conference!***
6. **Teacher Conference** (15 points)
- Submit your draft of 3+ pages to Miss McNaull
 - Must sign up and meet with Miss McNaull to go over what you have written
 - Feedback for content improvement will be given to you
 - This is a chance to ask any questions about MLA format, content, etc.
 - Note: I am not your editor and will not be commenting on grammar/mechanics unless you have a specific question for me.***
 - I will conduct these on March 4-7.
7. **Peer Reviews** (10 points: 5 for giving a peer review, 5 for receiving a peer review)
- You must **both give and receive** a meaningful peer review in order to receive 10 points
 - You must give *meaningful* feedback on your peer review
 - “Nice work” or “Good job” will **NOT** be accepted as a legitimate peer review and will earn you 0 points
 - Peer reviews ***must be printed out*** and submitted with your final draft with visible comments written on the draft
 - Your peer review must be completed on the final draft of your paper

Examples of Good Feedback (10 points):

(Beside a particular paragraph/sentence) “You made mention of a particular study, but never expanded on what was included in this study. I was confused about that and would have liked more information.”

(Above one sentence) “This is a fragmented sentence (not a complete idea). Here’s how I would fix it...”

Examples of Bad Feedback (0 points):

(At the top of the first page) “Good paragraph.”

(At the end of the paper) “Didn’t use enough commas.”

8. **Final Draft** (100 points)
- You must include the following items (*in the following order*) with your final draft:
 - Final Draft (Final Paper and Works Cited Page**)

****NOTE: Lack of Works Cited is considered plagiarism!!!**
 - Outline
 - Peer Review
 - Research articles: You should staple each notecard to the front, left-hand corner of its respective article

Basic Formatting Information:

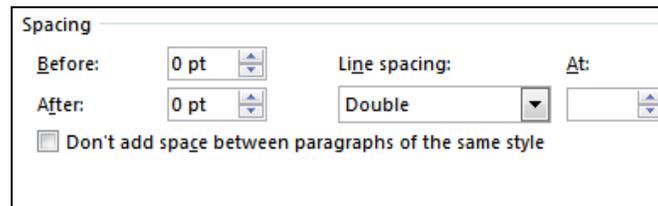
- 12-point Times New Roman or Calibri font
- 1-inch margins
- 5-7 pages
- Double-spaced with **no** extra space between paragraphs (spacing should be set to “double,” and spacing both before and after paragraphs—look the left of the spacing bar to see these boxes—should be set to 0, **NOT** “Auto.”)

Here’s how to adjust your spacing on Microsoft Word:

1. Click on the “Home” tab on the top of the page.



2. Click the “Paragraph” button (*see small square on picture*)
3. Locate the “Spacing” section of the window that pops up (see below)
4. Be sure both “Before” and “After” sections are set to “0,” NOT “Auto”
5. Your paragraph alignment should look like this when you are all done:



- Your paper should be written in third person (he, she, they) point of view **ONLY**. *There should be NO first person (I, me, etc.) of second person (you, your, we, our, etc.) in your paper!!!*
- Do not use contractions in an academic paper (they’re, it’s, etc.). You need to spell them out (they are, it is, etc.). *These will be considered errors in your final draft and count toward the language/mechanics section.*
- Academic writing is characterized by long paragraphs—you should not have any paragraphs shorter than 7 sentences, but you also should not have any paragraphs longer than 1 page.

- Once you have referred to an author by his/her full name one time, refer to him/her by only his/her last name every time after that.
 - First time: “John Smith says...” Second time: “Smith refers to...”
 - EXCEPTION: If you have two authors with the same last name, refer to them by their first initial and last name. Example:
 - “John Smith” and “Carrie Smith” would be “J. Smith” and “C. Smith”
- Be sure to use proper MLA formatting guidelines. See pages 10-12 for the formatting you should use in specific areas of your paper. If you have further questions about any of this formatting, see <https://owl.english.purdue.edu/owl/resource/747/01/>.

MLA Formatting

1. Heading:

- a. At the top of page 1 of your paper, you should put your heading
- b. It should be flush left
- c. Type your name (first and last) on the first line
- d. Press enter once and type my name (Miss Kelly McNaull)
- e. Press enter once and type the course name (English 11)
- f. Press enter once and type of the due date
- g. Press enter once, center your text, and type your title
 - 1) *NOTE: All of this text should be size 12, regular font*

2. Page Numbers:

- a. Open the header of your paper
- b. In the “Design” tab, locate the “Page Number” button and open it
- c. Open the “Top of Page” section
- d. Select one of the options that appears on the RIGHT hand side of your paper
- e. After the number appears on your page, put your cursor to the LEFT of the page number
- f. Type your last name and press the space bar once
- g. See page 14 for a same heading/page number

3. In-Text Citations and Regulations:

- a. You should always incorporate your in-text citation into the sentence you're writing. Here's how to do that:
 - 1) Type your sentence first (including the direct quotation or summarized information with end parentheses but NO period, if applicable).
 - 2) Press the space bar once.
 - 3) Insert your citation, and then the period to the end of the sentence. See below:
 1. **Example:** The lives of cupcake bakers can be incredibly busy, some businesses, like Georgetown Cupcakes, selling "10,000 cupcakes per day" (Klein, 2012).

- b. What should you cite in your paper?
 - 1) If the information is not considered common knowledge, (knowledge that the average, educated individual would not know) then you need to cite it.
 1. **Example:** (If you are asked: "What is the capital of the United States?" You would answer: "Washington, D.C." Because this piece of information would be known by most people, it is considered common knowledge.)
 - 2) To determine if a piece of information is common knowledge, ask 4+ friends the following question: "Do you know what/who ___ is?"
 - 3) If half or more of your friends have a difficult or impossible time answering that question, you need to cite your source.
 - 4) **If you fail to cite a specific piece of information that is NOT considered common knowledge, you will be subject to a deduction of 35 percent.**

4. Works Cited Page:

- b. The title (Works Cited) should be centered, at the top of your page, not in the header
- c. Here's how to cite an article that you found online in MLA format:
 - 1.) Write the author's last name
 - 2.) Insert a comma and press the space bar once
 - 3.) Write the author's first name
 - 4.) Insert a period and press the space bar once
 - 5.) Type the name of the article in quotation marks
 - 6.) Type a period at the end of the article title, before the end quotation mark
 - 7.) Press the space bar once after the end quotation mark
 - 8.) Type the name of the periodical that in which the article appears in italics
 - 9.) Type the name of the search engine you used to find the article in regular font
 - 10.) Insert a comma and press the space bar once
 - 11.) Type the date on which the article was originally published
 - 12.) Insert a period and press the space bar once
 - 13.) Type the mode of publication that you accessed (Web, Print, Interview, DVD, etc.)
 - 14.) Insert a period and press the space bar once
 - 15.) Type the date on which you accessed the article (ONLY for web articles!!!)

Example citation:

Opatz, Jarred. "Farming Consolidating into Larger Operations." *Ashland Times-Gazette*. EBSCOhost Online Internet Database, 22 Feb 2013. Web. 31 Jan 2014.

- d. Be sure all of your entries are alphabetized by author's last name
- e. Special indentation for all of your entries must be set to "Hanging." To set it properly, follow these directions:
 - 1) Highlight the text you want to set to "Hanging" indentation.
 - 2) Open the paragraph alignment (on Home tab of Microsoft Word, right next to the Font section)
 - 3) Locate the section titled "Indentation"
 - 4) Under that title, you will see "Left" and "Right."
 - 5) Look to the right of those headers and you will see "Special."
 - 6) Click the down arrow and select "Hanging."

Sample Source:**Record: 1****Title:** Cupcake Nation.**Authors:** Klein, Amy**Source:** Adweek. 8/6/2012, Vol. 53 Issue 28, p17-17. 1p. 1 Color Photograph.**Document Type:** Article**Subject Terms:**

*PASTRY industry

*MARKETING

*SMALL business

*BAKERIES

CUPCAKES

PASTRY

REALITY television programs

TELEVISION cooking shows

NAICS/Industry Codes:

311814 Commercial bakeries and frozen bakery product manufacturing

413190 Other specialty-line food merchant wholesalers

311824 Dry Pasta, Dough, and Flour Mixes Manufacturing from Purchased Flour

311813 Frozen Cakes, Pies, and Other Pastries Manufacturing

311812 Commercial Bakeries

722512 Limited-service eating places

311811 Retail Bakeries

722515 Snack and Nonalcoholic Beverage Bars

Abstract:

The article examines the impact of cupcakes on the food industry and television cooking shows. The bakery Georgetown Cupcake, which is the subject of a reality television program on the cable television network TLC is among the examples cited of a small business which has enjoyed explosive growth due to the popularity of cupcakes with U.S. consumers. The high ratings of the cable television program "Cupcake Wars" broadcast by the Food Network cable television network are noted.

Full Text Word Count: 735**ISSN:** 1549-9553**Accession Number:** 78418453**Persistent link to this record (Permalink):**<http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=78418453&site=ehost-live>**Cut and Paste:**

Cupcake Nation.

Database:

Business Source Premier

Section:

Trending Topics

Cupcake Nation

Far from going the way of Sex and the City, the sweet treat is bigger than ever, spawning TV shows, books, retail chains and now the cake pop.

It's a steaming 99 degrees, and a crew from TLC is following Georgetown Cupcake founder Sophie Kallinis LaMontagne for a TV special. But the real stars of this show are made of red velvet, salted caramel and coconut.

"Cupcakes really do speak to you," LaMontagne said. "There's something intrinsically personal about them. People are fanatic about cupcakes."

The unassuming little frosted treat that used to be the domain of children's birthday parties exploded into the popular culture a decade ago thanks to Sex and the City. Since then, the U.S. has spawned more than 400 cupcake retailers, per the blog Cupcakes Take The Cake, which itself boasts 28,000 Twitter followers and 400,000 monthly pageviews.

Crumbs Bake Shop, founded in 2003 on New York's Upper West Side by husband-and-wife team Jason and Mia Bauer, now has 51 stores in markets including Chicago, Boston and Washington, D.C. Plans call for 200 stores over the next two years. The chain, which went public last year, posted \$11.3 million in sales in the first quarter of this year.

On the West Coast, Beverly Hills-based Sprinkles Cupcakes, founded by Candace Nelson in 2005 and inspired by her great-grandmother's recipes, now has 10 U.S. locations, with plans to open in 15 more markets like Tokyo and London.

In 2010, TLC premiered its show about LaMontagne's Georgetown Cupcake, which churns out 10,000 cupcakes per day. Food Network's Cupcake Wars launched the same year. Currently, nine dessert-themed shows dot the cable landscape.

That glut of new shows hasn't hurt the ratings for Cupcake Wars, which started off with 1.3 million total viewers and a .6 in the 25-54 demo in its first season, and pulled in 1.5 million viewers and a .7 in the demo for this summer's season 6. That's close to one of Food Network's biggest shows, Chopped, which reliably draws in excess of 1 million viewers.

Still, Bob Tuschman, general manager and svp of Food Network and Cooking Channel, sees cupcakes as "mini-culinary masterpieces," combining art, science and technique. "It's a great canvas to test the skills of pastry artists," he says. "It makes incredibly compelling viewing."

But pretenders are elbowing in. One is the macaron, the French butter cream-filled almond meringue sandwich spelled with one "o" to differentiate it from the better known coconut cookies of the same name.

The only trend that's truly taken off is the cake pop, which looks much like a golf ball-sized mini cupcake on a stick.

It all started in the winter of 2008, soon after Georgia's Angie Dudley founded the baking blog Bakerella and wrote about impaling balls of pink-coated chocolate cakes.

To get it onto cupcake blogs, she crafted a cake pop in the shape of a cupcake, replete with frosting and sprinkles. A month later, Dudley found herself on Martha Stewart's TV show, demonstrating how to make cake pops.

Her book, *Cake Pops: Tips, Tricks, and Recipes for More Than 40 Irresistible Mini Treats*, has sold more than 1 million copies and has been translated into 11 languages, while the Bakerella Cake Pops Kit, which includes recipes and materials for making and serving the treats, has sold more than 100,000.

Next up: another book, *Cake Pops Holidays*, plus a no-bake cake pop-making kit for kids to be sold in Toys R Us.

Bakerella isn't alone. Robin Ankeny, who grew up eating her mother's "cake balls" in South East Texas, opened The Cake Ball Company in Dallas in 2007 with partner Charlotte Lyon. They've gone from selling 7,000 treats in 2007 to more than 200,000 in 2011. A book is on the way.

Telebrands jumped on the trend last winter when it began selling Bake Pop tins. Thus far, it has sold two million units at \$19.99 a pop in retailers including Target and Bed Bath & Beyond.

Yet the place where many consumers will encounter cake pops may be Starbucks, which introduced its version last year.

Still, don't expect cake pops or any of the upstarts to take the place of the cupcake. Even Dudley doesn't expect that to happen.

"It's just another choice for people," she said. "I still eat cupcakes."

PHOTO (COLOR): The sweet smell success

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By Amy Klein

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**Sample First Page**

Smith 1

John Smith

Miss Kelly McNaull

English 11

Thursday, March 20, 2014

Sweet Days of a Cupcake Baker