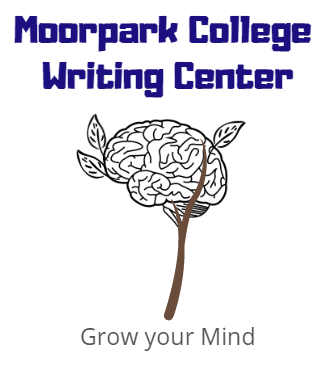
**Finding and Using Sources**



moorparkcollege.edu/writingcenter

**Keyword Brainstorm Web**

Topic

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words/phrases that come to mind

\_\_\_\_\_\_

\_\_\_\_\_

**Using the Word Web:**

Use the keywords and phrases that you came up with to start searching for your topic.

As you search, pay attention to other suggested keywords when you find a source that you like.

You can always “cheat” by looking at your source’s reference page to find other related articles.

**Database Hacks:**

* Use quotations around phrases. This will search for the phrase as a whole instead of word by word.
  + “social media”
* Use AND to connect words that must appear in a document
  + Education AND children
  + Some databases use +
    - Education+children
* Use NOT to eliminate words that you do not want in your search
  + Persian Gulf NOT war
* Use OR if you only need one term in the document
  + “mountain lion” OR cougar
* Use an asterisk as a substitution for letters that may vary
  + “marine biology\*” (this would show results for marine biology and marine biologist
* Use parentheses to group a search expression
  + (standard OR test) AND reform

**Notable Sources:**

**Use the library database**! Do not be afraid to **ask the reference librarians** for help; they are the best resource for research! However, here are some other online sources to consider.

Here are some common sources that students use or come across in their research journey. Remember, each professor will have different standards and requirements for where you find your sources.

**Google Scholar:**

Use refining tools to reduce the number of results

You can use the provided list of related articles as additional sources

Use Advanced Search to set the domain as .edu or .org

**Using Government Sites:**

Common sites:

[Census Bureau; www.census.gov](http://www.census.gov/)

FedStats: fedstats.sites.usa.gov

United Nations: www.un.org

**News sites:**

Not all news sites are credible. In addition, some news articles will want you to pay to read their work. Here are some free news sites that may help.

[BBC: www.bbc.co.uk](http://www.bbc.co.uk/)

Google News: news.google.com

[New York Times: www.nytimes.com](http://www.nytimes.com/) (limited free access)

**Most academics do not accept Wiki sources!**

Be careful with Blogs. Blogs range from personal to political and do not always include reliable information.

**Credibility Checker:**

Sources within **ten years** are generally the gold standard for how current a source should be. Some professors may extend this to fifteen years or have their own standards.

Always be mindful of who is **sponsoring a source**.

Consider the source’s **purpose**. Is it for academics? Does it have an agenda?

Does your source have a works cited or reference page? **Where did they get their information**?

If it is a research article, what were the methods?

What is the author’s ethos? In other words, how credible are they? What are their credentials?

Authorship

Is there an author?

Does the author cite credible sources?

What are the author's qualifications?

Sponsorship

Who, if anyone, sponsors the site?

Is it a .com, .org, .edu, .gov ect.?

Purpose

Why was it created? To sell, argue, for academics?

Who is the intended audience?

Currency

When was it published?

Is it outdated?

10 years is the golden rule for research

**Plagiarism is:**

* Failing to cite quotes or borrowed ideas
* Failing to enclose borrowed language in quotation marks
* Failing to summarize or paraphrase in your own words
* Misrepresenting an author’s purpose

**How and when to use sources:**

As you incorporate sources, keep thinking about what you are trying to do in your paper, and specifically, within that paragraph.

Choose sources that help prove your point.

Make sure that you are always accurately representing your source!

Remember, a source can provide background or prove a point. What sources you include will shape your paper.

A proper variation of quoting and paraphrasing is essential in quote integration.

**Signal phrases:**

The first time you introduce a source, you should identify it in a signal phrase. Subsequent to this, you can use a mix of parenthetical citations and incorporating the author in the sentence.

Example:

* Sunderman et al. explore the division between federal and state power in education in their article “Expansion of Federal Power in American Education.”

**Don’t leave your quotes hanging!**

Always introduce your quotes with a signal phrase.

Here are some example signal phrases that you may use:

For these examples, we will use Smith as the author of the article “Educational Issues”

Harvard’s researcher Sarah Smith argues...

Smith notes…

In the article “Educational Issues,” educational researcher Sarah Smith acknowledges…

Smith emphasizes…

Smith observes…

Smith claims…

In “Educational Issues,” by leading Harvard educational researcher Sarah Smith, Smith suggests…

Examples of quote integration:

* Morris et al. claim, it is not just about “equal opportunities for all students to experience the curriculum but for all to experience an unbiased and equal curriculum in and of itself” (133).
* In beginning her argument for a better solution to educational inequity, Harvard’s historian Rachel Nielsen notes that “to identify directions for future research and policy, I return again to the vision of the education system as a web of interconnected nodes” (80).

**General Quotation Rules:**

Direct Quote in MLA:

**Signal phrase “quote” (parenthetical citation).**

In “Education Matters,” student identity is explained as “a complex puzzle of societal influences and personal preferences” (Smith 7).

Changing a quote:

Bracket information that you change. Brackets are useful because it allows the writer to interject, explain, or clarify something within the quotation.

Smith compares how “people explore the [English] language in order to understand generational differences” (9).

**How to Paraphrase:**

Initial Passage:

"The U.S. has fifty different state systems of education, and there are enormous variations in size, expertise, capacity, beliefs, and traditions of state-local relationships. States are at the center of the history and finance of public education in the U.S., and they have always been accorded wide autonomy. NCLB [No Child Left Behind] curtails this autonomy. It creates many new requirements that states must meet and assumes that state agencies have the capacity, skill, and desire to intervene very powerfully in local school districts. Though we have a generation of experience with state interventions in failing schools, state powers have generally been used sparingly and with only limited impact."

-From Sunderman et al., page 5

* **What does this passage want you to understand?**

-That NCLB changes how much power states have.

* **What do you want your reader to understand from this section?**

-States are used to having a lot of educational freedom, and now they have less with NCLB.

* **What is your claim, and how does this relate? Do you need all of this information or just some of it in your essay?**

-My claim is that NCLB changes the educational dynamic, specifically at the state level.

* **Read it again and highlight/note what is important:**

“The U.S. has fifty different state systems of education, and there are enormous variations in size, expertise, capacity, beliefs, and traditions of state-local relationships. States are at the center of the history and finance of public education in the U.S., and they have always been accorded wide autonomy. NCLB [No Child Left Behind] curtails this autonomy. It creates many new requirements that states must meet and assumes that state agencies have the capacity, skill, and desire to intervene very powerfully in local school districts. Though we have a generation of experience with state interventions in failing schools, state powers have generally been used sparingly and with only limited impact."

**Example of paraphrasing this information:**

Sunderman et al. explain how, although states normally have autonomy over their educational system, NCLB changes this by establishing federal requirements that states must meet (5). Sunderman et al. continue that changing authority and requirements is not always easy because many local school districts welcoming of state intervention.

**All citations must also be in a works cited page (MLA)!**

General Rules:

* Start the works cited page on a new page
* Continue with double-spacing, but do not add extra spaces between sources
* Continue with a header
* The first line within your entry should have 1-inch margins, and subsequent lines within that entry should be indented an addition .5 inch to create a hanging-indent
* Alphabetize your entries

**General Template:**

1. Author.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.**

1. Title of Source.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.**

1. Title of the Container,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**,**

1. Other Contributors,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**,**

1. Version,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**,**

1. Number,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**,**

1. Publisher,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**,**

1. Publication Date,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**,**

1. Location.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.**

**Citation Steps:**

**Book:**

* 1 Author-

Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

* 2 Authors-

Last Name, First and Last Name, First. *Title of Book.* City of Publication, Publisher, Publication

Date.

* 3 or more Authors-

Last Name, First, et al. *Title of Book*. City of Publication, Publisher, Publication Date.

**Electronic Sources:**

Author. "Title." *Title of container (self contained if book)*, Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). *2nd container’s title*, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

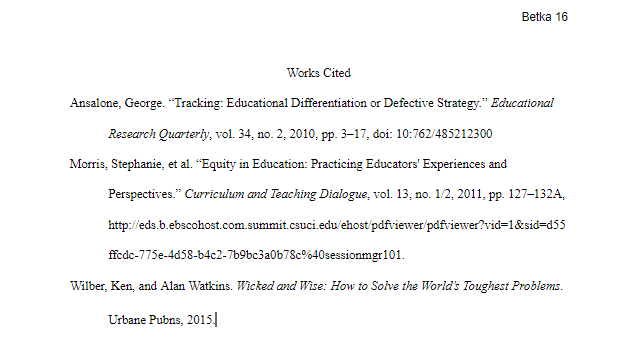
**No Author:**

If there is no author, use the title as the first piece in your citation.

Major organizations, like the Centers for Disease Control and Prevention, can be used as the author.

“Title.” Title of the Container, Other contributors, Version, Number, Publisher, Publication Date,

Location.

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