

# Framingham High School's Research Paper Handbook

## Eighth Edition



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# What is MLA Style?

Below is a summary and explanation of the Modern Language Association style from Purdue's Online Writing Lab (OWL) resources ("MLA General Format").

## Introduction

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental uncredited use of source material by other writers.

## General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g., Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header [with your last name] that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin.
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text. See the essay in the Research Guide for an example of a correctly formatted paper.

And no matter what citation style you are using:

Use present tense when writing about fictional literature and use past tense when writing about nonfiction or historical information.

# Plagiarism

## Plagiarism Definition



“Plagiarism is presenting another person’s ideas, information, expressions, or entire work as one’s own. It is thus a kind of fraud: deceiving others to gain something of value” (*MLA Handbook* 6-7).

According to the FHS Student Handbook, “the penalty for the first offence is one day of Saturday school and a zero on the assignment. The VP will determine the consequence. Additional offenses will result in more severe and progressive disciplinary action, up to and including suspension” (*FHS Student Handbook* 27).

## Three Common Types of Plagiarism

Original Quotation from the *Gettysburg Address*:

“Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal” (Lincoln).

### 1. Word-for-Word Copying

Eighty-seven years ago our new nation was conceived in liberty and dedicated to the proposition that all men are created equal.

*Note: Here you should use quotation marks around the underlined text above and add a parenthetical citation, because you have used your source’s original wording.*

### 2. Paraphrasing Without Citation

Almost a hundred years ago when our ancestors created the constitution, they built it on the foundation of equality among all people.

*Note: Since you are paraphrasing your source’s original idea, you must add a parenthetical citation even though you have completely rephrased the original text.*

### 3. Mosaic Plagiarism

America was dedicated to liberty and conceived with the idea that all men are created equal. In fact, our people have been loyal to that proposition ever since our fathers brought forth a new nation on this continent.

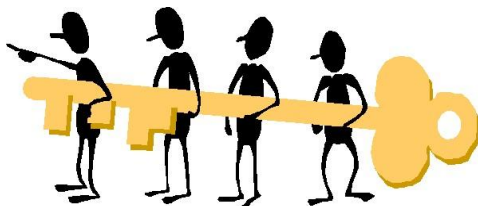
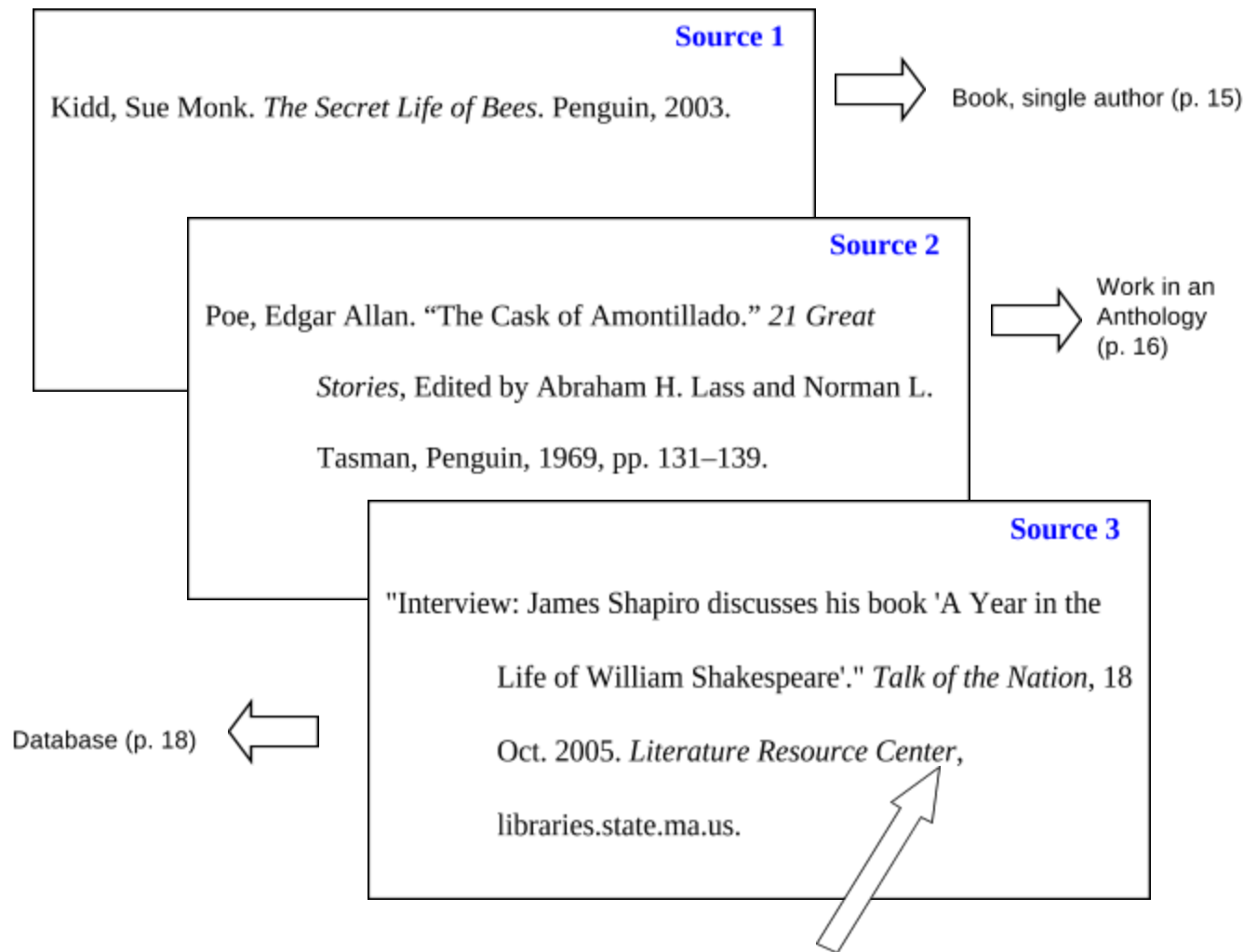
*Note: The underlined words are taken directly from the text. Here again you should use quotation marks around the original text and add a parenthetical citation because you still have used much of your original question.*

# Source Cards

A source card has two purposes:

1. It gives you information to help you find the source again.
2. It documents the sources you are using for your paper.

The information found on this card will match your Works Cited page entry, so it's important that you take the information down accurately at the time you gather information.



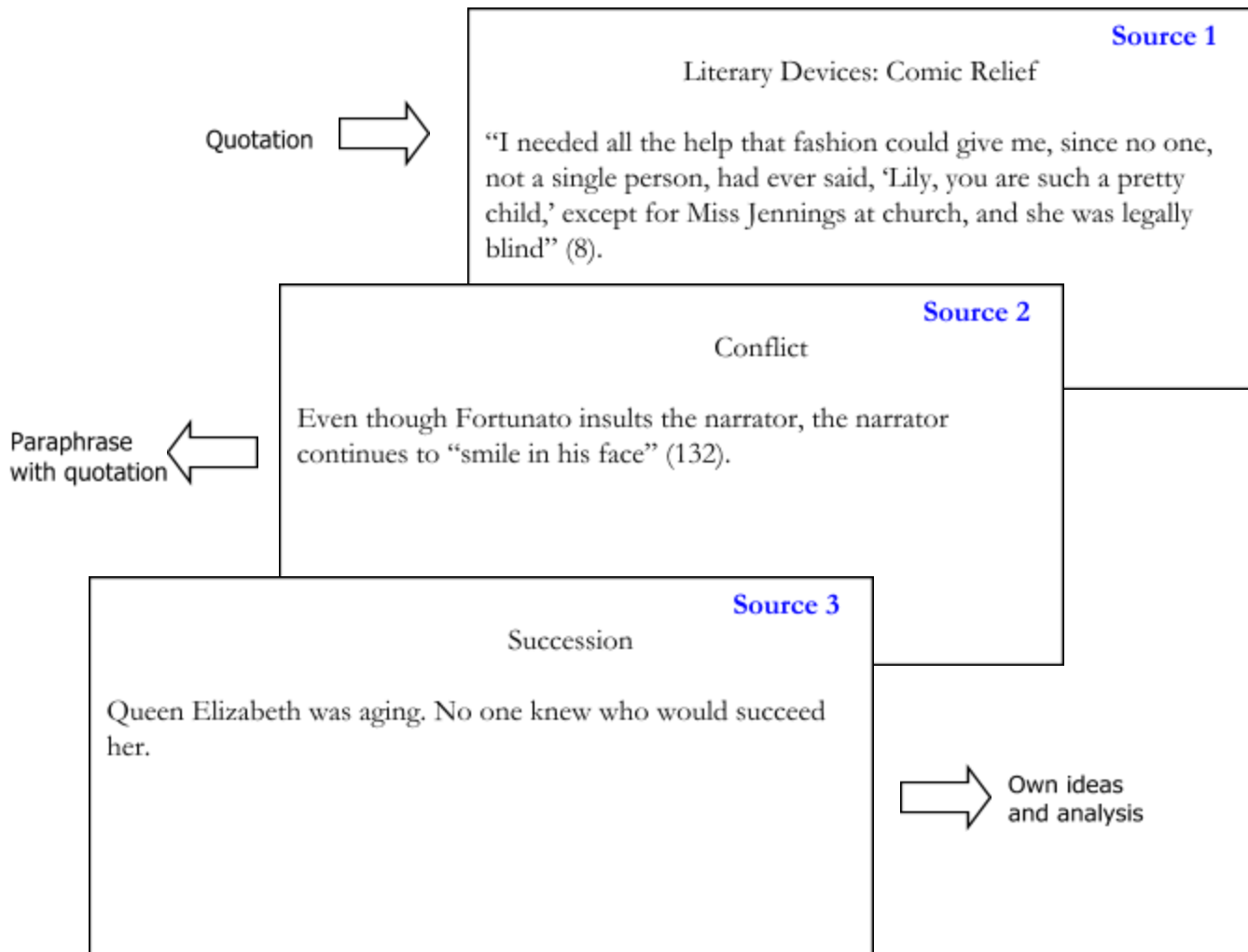
# Note Cards

There are three different kinds of notes that can be on note cards:

1. **A direct quotation:** copying the words of a source exactly, including spelling, capitalization, and punctuation marks as they appear in the original text.
2. **A paraphrase:** restating at least 90% of an idea from a source in your own words.
3. **Your own ideas and analysis.**

Your note cards should contain the following information:

- A source number that matches your source cards.
- A title identifying the topic of the note card.
- One of the above notes.
- Page number(s), if available.



## Formatting the Outline

An outline is basically a simple list of the points you will make and information you will use in your paper. If you used note cards, it is helpful to sort the note cards into different categories before writing your outline.

An outline is supposed to make writing your paper easier because it helps you organize your ideas before you sit down to write. Some outlines are brief, but others are quite detailed. If you have trouble formatting on Google Docs, please reference "[Google Doc Formatting Tips.](#)"

### Full MLA Heading

#### Working Title

**Thesis:** Although she appears not to care, my teacher insists that her students use only compound, complex or compound-complex sentences in order to write strong thesis statements and topic sentences.

#### I. Topic Sentence of Body Paragraph #1 (full sentence)

##### A. Major detail #1 that supports topic sentence (citation)

1. *minor detail* that supports Major Detail #1 (citation)

2. *minor detail* that supports minor detail (citation)

3. *minor detail* that supports minor detail (citation)

4. *minor detail* that supports Major Detail #1 (citation)

##### B. Major Detail #2 that supports topic sentence (citation)

1. *minor detail* that supports Major Detail #2 (citation)

2. *minor detail* that supports Major Detail #2 (citation)

#### II. Topic Sentence of Body Paragraph #2 (full sentence)

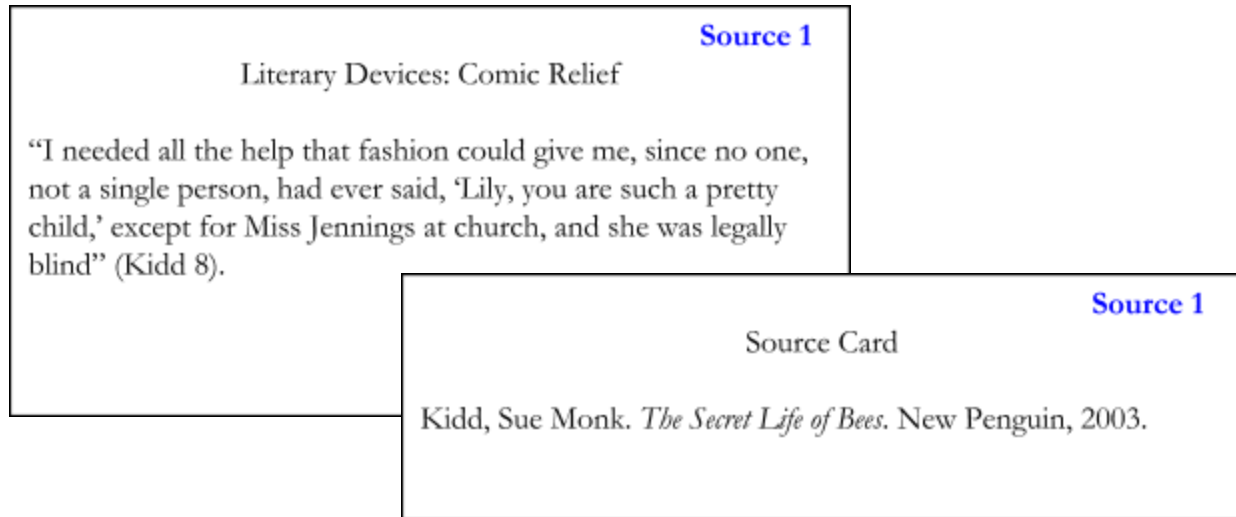
##### A. Major Detail #1 that supports topic sentence (citation)

1. *minor detail* that supports Major Detail #2 (citation)

2. *minor detail* that supports Major Detail #2 (citation)

## Using Parenthetical Citations

A parenthetical citation quickly informs the reader of the source of your information. It usually includes the first **word** (excluding A, An, or The) of the source citation and the page number (when available) in parentheses.



### In your paper:

Lily comically exclaims, "I needed all the help that fashion could give me, since no one, not a single person, had ever said, 'Lily, you are such a pretty child,' except for Miss Jennings at church, and she was legally blind" (Kidd 8).



**This is the  
parenthetical  
citation!**



## Common Citation Issues

- If you include the author's name in a lead-in phrase, you do not need to include it in the parenthetical citation. The citation should only include the page number on which you found the quotation.
- If you have two or more works by the same author in your Works Cited, include the author's last name, the title of the work, and the page number in your parenthetical citation. For example: (Kidd, *The Secret Life* 8).
- If you quote an indirect source (i.e. someone else's comments published in a source) use the abbreviation "qtd. in" before the author's last name in the parenthetical citation. For example: (qtd. in Kidd 22).
- You must cite the source of all background material, such as summary of history context.
- You usually do not need to put a parenthetical citation after every sentence in a research paper. If you are writing several sentences in a row that paraphrase from a single source, you can wait to insert a citation until after about three sentences from that single source. Some teachers may even let you write a whole paragraph paraphrasing from a single source with one citation at the end. However, each time you change sources, you must add a new parenthetical citation, and each time you use information from a different page of a source, you must add a new parenthetical citation. Check with your teachers to be clear on their expectations.
- When synthesizing multiple sources along with your own ideas, you should cite every sourced sentence so that the reader understands that any unsourced sentences are your own analysis.

# Using Quotations

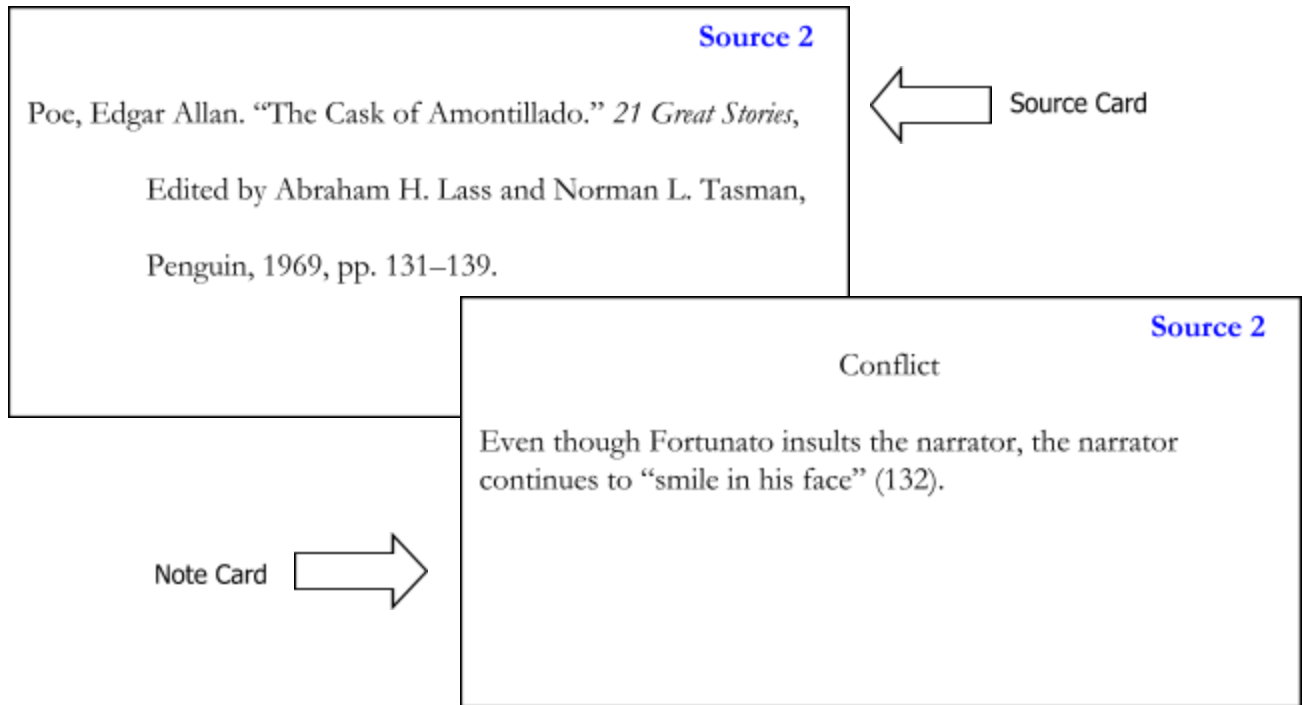
There are different rules for formatting when you quote prose and verse. Use page numbers for quotations from **prose** and line numbers for quotations from **verse**. **Verse** is poetry or song lyrics, and **prose** is any piece of writing that is not verse.

The best way to include a quotation in your paper is by choosing a very short excerpt and weaving it smoothly into your own sentence.

## Quotations of Prose

**Short quotations:** quotations that take up **no more than four** typed lines of **your** paper:

- Introduce your quotation.
- Insert the quotation into your paper using quotation marks, eliminating the punctuation mark at the end.
- Place the parenthetical citation after the quotation with end punctuation following the closing parenthesis.

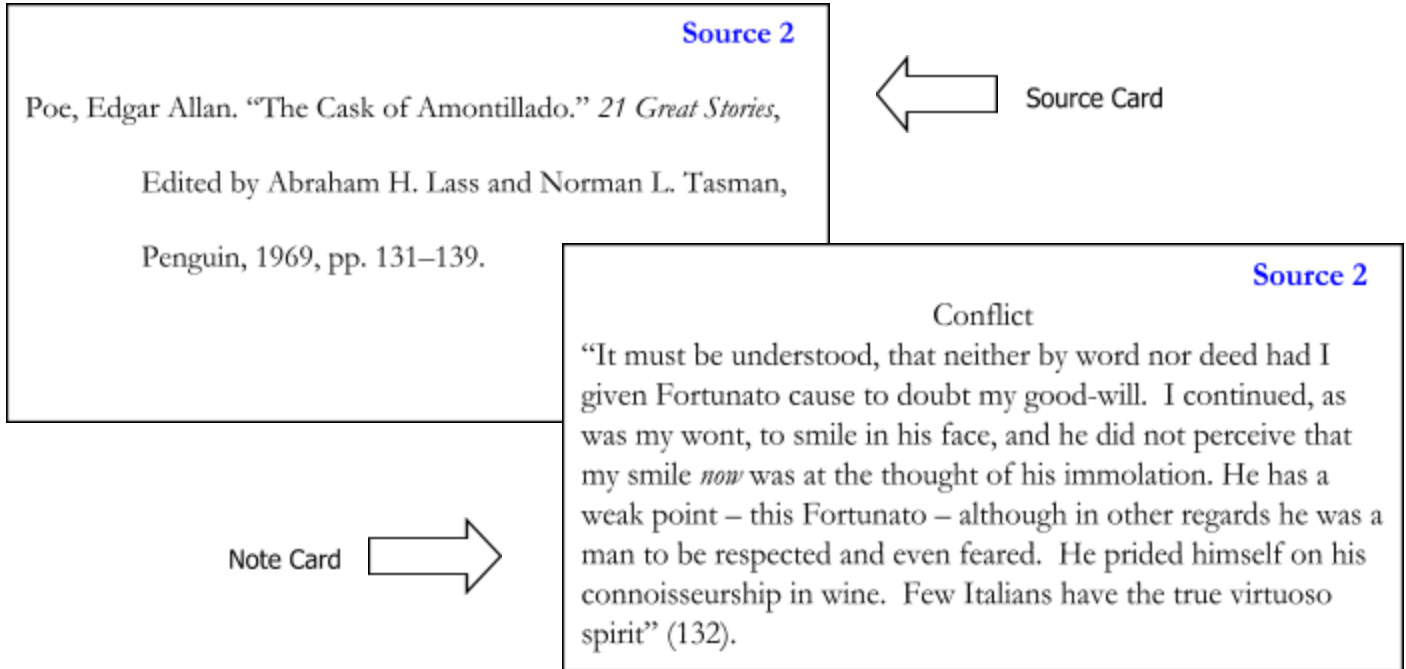


**In your paper:**

The narrator of "Cask of Amontillado" introduces the man v. man conflict from the very beginning of the short story. He informs the reader that Fortunato's insult will not outwardly affect him, as the narrator continues to "smile in his face" (Poe 132).

**Block Quotations:** quotations of **more than four** typed lines of **your** paper:

- Introduce your quotation followed by a colon.
- Indent each line of the quotation ½ an inch (1 tab).
- At the end of the quotation place a period.
- Place the parenthetical citation after the period.
- Double-space the quotation.
- Do not use quotation marks



**In your paper:**

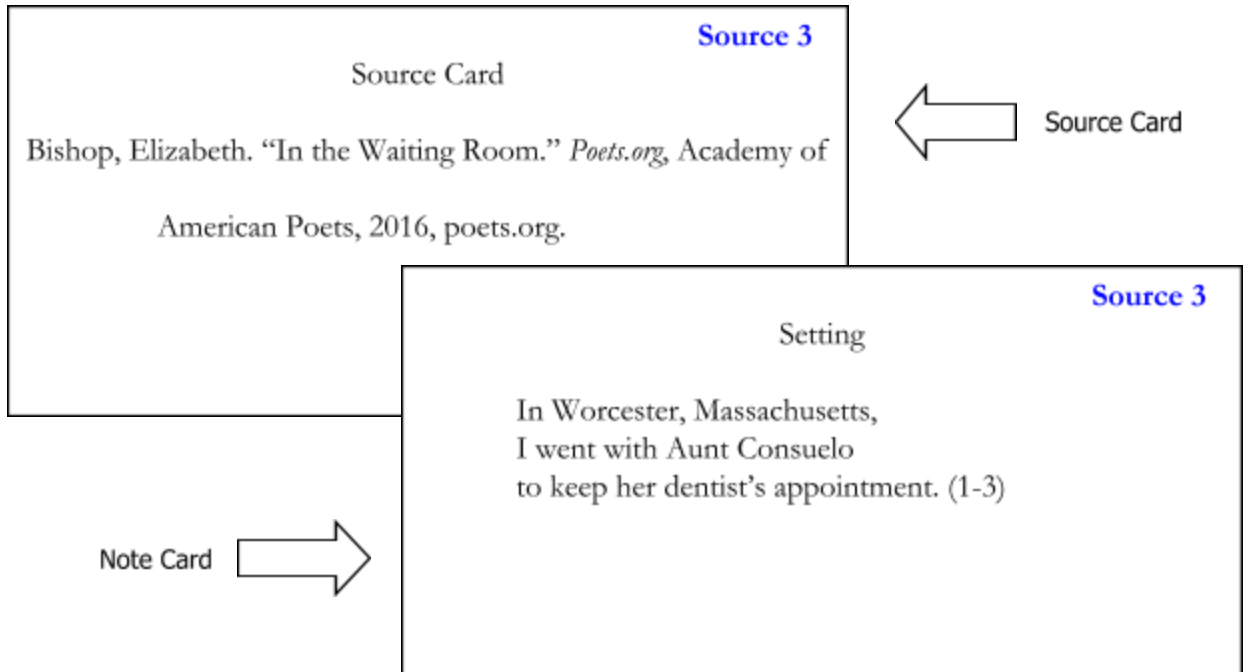
The narrator of "The Cask of Amontillado" introduces the man v. man conflict from the very beginning of the short story. He informs the reader:

It must be understood, that neither by word nor deed had I given Fortunato cause to doubt my good-will. I continued, as was my wont, to smile in his face, and he did not perceive that my smile *now* was at the thought of his immolation. He has a weak point – this Fortunato – although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit.  
(Poe 132)

This discrepancy between appearance and reality makes it impossible for Fortunato to grasp the narrator's true motives.

## Quotations of Verse

**Short quotations:** quotations of **no more than three lines** of verse.



- Introduce the quotation.
- Insert the quotation into your paper using quotation marks, eliminating the punctuation mark at the end.
- Use a forward slash "/" to indicate a line break.
- Use two forward slashes "/" to indicate a stanza break.
- Place the parenthetical citation after the quotation with a period following the closing parenthesis. Remember to use **line numbers** not page numbers. Continue writing on the same line.

### In your paper:

The speaker establishes the setting: "In Worcester, Massachusetts, / I went with Aunt Consuelo / to keep her dentist's appointment" (Bishop 1-3).

**Long quotations:** quotations of **more than three lines** of verse:

<p>Source Card</p> <p>Bishop, Elizabeth. "In the Waiting Room." <i>Poets.org</i>, Academy of American Poets, 2016, poets.org.</p>	<p>Source 3</p>
<p>Setting</p> <p>In Worcester, Massachusetts, I went with Aunt Consuelo to keep her dentist's appointment and sat and waited for her in the dentist's waiting room. (1-5)</p>	<p>Source 3</p>

- Write a proper introduction followed by a **colon**.
- Indent each line of the quotation one inch (10 spaces or 2 tab keys).
- At the end of the quotation place a period.
- Place the parenthetical citation after the period.
- Double-space the quotation.
- Do not use quotation marks.
- Do not use / marks to indicate a break in lines. Instead, copy the lines exactly as you see them in the poem or play.

**In your paper:**

Through description of the setting, the speaker creates an anticipatory mood:

In Worcester, Massachusetts,  
I went with Aunt Consuelo  
to keep her dentist's appointment  
and sat and waited for her  
in the dentist's waiting room. (Bishop 1-5)

The repetition of the word "wait" leads the reader to experience the tension brought on by the "waiting room."

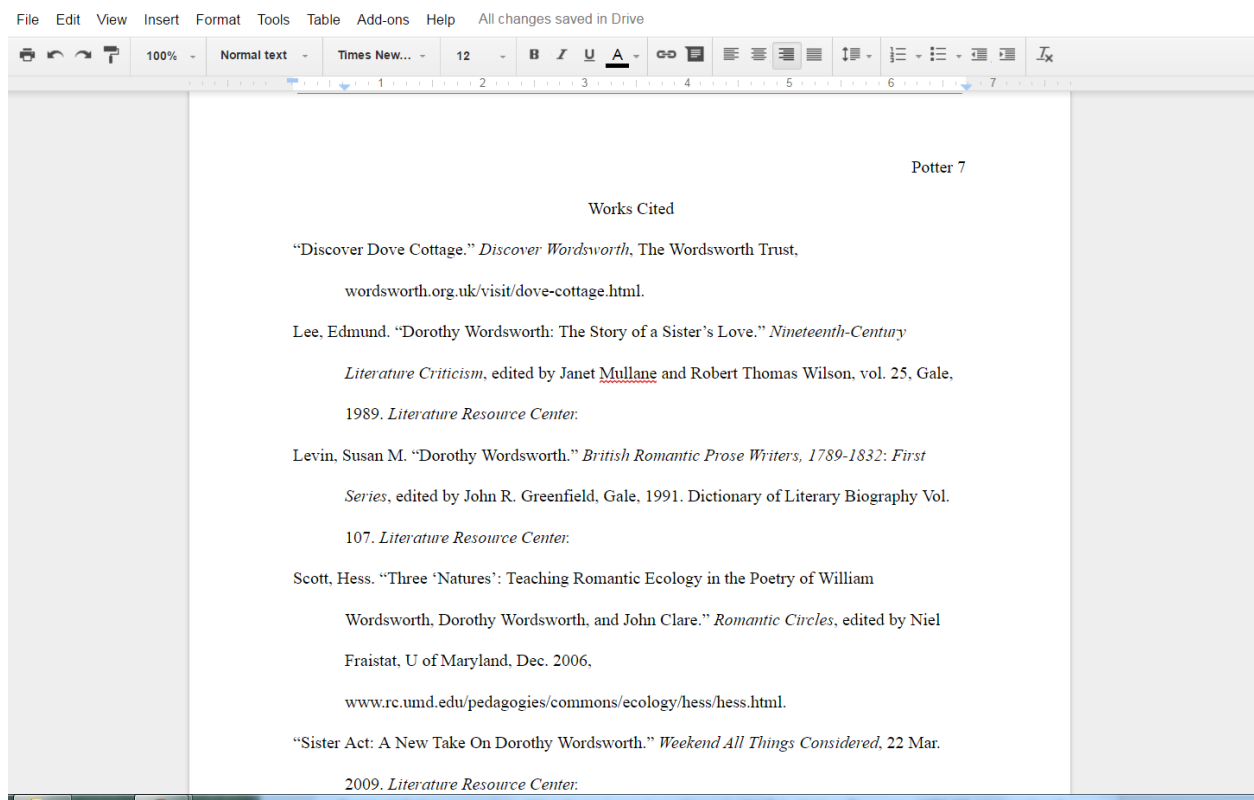
# Creating a Works Cited Page

A Works Cited page is a list of the sources you have quoted or paraphrased in your paper. See the full example of a Works Cited page in the Appendix of this handbook.

## Overall Formatting:

- Begin the Works Cited list on a new page, but continue with the page numbering of your paper. For example, if your paper ends on page 6, the Works Cited page begins on page 7.
- Double-space everything.

See example below:



## The Core Elements

Every Works Cited entry includes core elements to identify important information about the source you are citing. It does not matter what kind of source you are citing (print book, website, video clip, etc.); the core elements are always given in the following order, followed by the punctuation mark shown next to them. If a core element is not relevant for your source, skip it and move on to the next element. Repeat elements 3-9 as many times as is needed for your source, if it has multiple “containers” (*MLA Handbook*).



**Image source:** (“Works Cited: A Quick Guide”)

## Notes about each of the Core Elements

All information in this section is from the *MLA Handbook*, 8th edition.

- 1. Author.**  
List the author with his or her last name first. Ex: Angelou, Maya. or Shakespeare, William. If an author is not given, skip this element and begin your citation with the source title.
- 2. Title of source.**  
Write the title inside quotation marks (“ ”) if it is part of a larger unit.  
Write the title in *italics* if it is an independent work on its own.

**3. Title of container,**

This is the larger whole that holds the source. For example, if you're using a page from a website, the container would be the website. If you're using an article from a reference book, the container would be the reference book, etc.

Sometimes a container is found within a larger container - for example, your source might be an episode, the container would be the show it is from, and a larger container might be the website you watched it on. If that is the case, you just repeat elements #3-9 as many times as needed.

**4. Other contributors,**

This is where you would list people who are not the main author, but who participated in creating the work. Use the following style: edited by, translated by, performed by, etc.

**5. Version,**

This is added only if the work exists in multiple editions. For instance, director's cut, or 8th edition. Most of the time, you'll skip this element.

**6. Number,**

This is added only if the work exists in some sort of series. For instance, Volume 5, Season 3, or Episode 20. Most of the time, you'll skip this element.

**7. Publisher,**

This is the name of the company, organization or institution that published this source. If you are citing a website, and the publisher's name is the same as the website name, you do not have to list it twice.

It is acceptable to shorten publishers' names. For instance, "Macmillan Publishing Co., Inc." can appear as "Macmillan" in your source citation.

**8. Publication date,**

Use the specific date of the publication of your source, if available, in the following format: Day Month Year (for example, 8 June 2016). Many sources list several years of publication. Use the most recent year in your citation.

**9. Location.**

This is the place where your specific source can be found. For example, the page numbers where your article can be found (for example, pp. 121-135). If you are using a web-based source, the location is the URL; use the shortest version of the URL possible.



## Core Elements Template and Example Citation

<b>1</b>	Author. Copeland, Edward.
<b>2</b>	Title of source. "Money."
<b>CONTAINER 1</b>	
<b>3</b>	Title of container, <i>The Cambridge Companion to Jane Austen,</i>
<b>4</b>	Other contributors, edited by Copeland and Juliet McMaster,
<b>5</b>	Version,
<b>6</b>	Number,
<b>7</b>	Publisher, Cambridge UP,
<b>8</b>	Publication date, 1997,
<b>9</b>	Location. pp. 131-48.

To the left is an example of the core elements template filled in for an essay within a print book. Below is that information converted into the correct Works Cited entry for that source.

**Images source:**

("Works Cited: A Quick Guide")

### FINAL WORKS-CITED-LIST ENTRY

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Copeland, Edward. "Money." *The Cambridge Companion to Jane Austen*, edited by Copeland and Juliet McMaster, Cambridge UP, 1997, pp. 131-48.

## Example Works Cited Entries

### Independent Works

*For example: books, films, plays, albums, television series, websites, works of visual art etc.*

<b>Book with one author</b>	Steinbeck, John. <i>Of Mice and Men</i> . Penguin Books, 1993.
<b>Book with two authors</b>	Ginsburg, Allen and Jack Kerouac. <i>Jack Kerouac and Allen Ginsberg: the letters</i> . Edited by Bill Morgan and David Stanford, Penguin, 2011.
<b>Book with three or more authors</b>	Blain, Virginia, et al. <i>The Feminist Companion to Literature in English: Women Writers from the Middle Ages to the Present</i> . Yale, 1990.
<b>Book with an editor, but no author</b>	Nabokov, Peter, editor. <i>Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-1992</i> . Viking Penguin, 1991.
<b>Book with an author and a translator</b>	Homer. <i>The Odyssey</i> . Translated by Robert Fitzgerald, Knopf, 1992.

<b>Website (the entire site)</b>	<i>Framingham High School Library</i> . Framingham Public Schools, 2016, <a href="http://www.framingham.k12.ma.us/fhs_library">www.framingham.k12.ma.us/fhs_library</a> .
<b>Movie/Film</b>	<i>Boyhood</i> . Written and directed by Richard Linklater, Paramount Pictures, 2015.
<b>TV series</b>	<i>Westworld</i> . Written by Jonathan Nolan and Lisa Joy, Home Box Office, Inc., 2016.
<b>Work of visual art</b>	Renoir, Pierre-Auguste. <i>Dance at Bougival</i> . 1883, Museum of Fine Arts Boston, 2016, <a href="http://www.mfa.org/collections/object/dance-at-bougival-32592">http://www.mfa.org/collections/object/dance-at-bougival-32592</a> .

## Works that are a Part of a Whole

*For example: articles, short stories, poems, episodes, video clips, songs, email, social media posts*

<p><b>Article with an author in a print reference book (ex: encyclopedia, <i>Novels for Students</i>, etc.)</b></p>	<p>Hogan, Robert. "Arthur Miller." <i>American Writers</i>, edited by Leonard Unger, Vol. 3, Scribner's, 1974, pp. 145-169.</p>
<p><b>Article without an author in a reference book</b></p>	<p>"Polis." <i>Ancient Greece and Rome: An Encyclopedia for Students</i>, Vol. 3, Scribner's, 1998. pp. 145-147.</p>
<p><b>Poem, short story etc. in a collection of works</b></p>	<p>Allende, Isabel. "Toad's Mouth." <i>A Hammock Beneath the Mangoes: Stories from Latin America</i>, translated by Margaret Sayers Peden, edited by Thomas Colchie, Plume, 1992, pp. 83-88.</p>
<p><b>Introduction, afterword, etc. written by someone not the book's main author</b></p>	<p>Stillinger, Jack. Foreword. <i>Pride and Prejudice</i>, by Jane Austen, edited by Donald Gray, Norton, 2001. pp. vii-x.</p>
<p><b>Magazine / Newspaper article (in print)</b></p>	<p>Dockterman, Eliana. "Rogue One Rewinds - and Rewrites - the <i>Star Wars</i> Legacy." <i>Time</i>, Time Warner, 5 December 2016, pp. 100-101.</p>
<p><b>Episode in a video series</b></p>	<p>"Episode 1, 1861—The Cause." <i>The Civil War</i>, produced by Ken Burns and Ric Burns, PBS Distribution, 2011, Disc 1 of 6.</p>
<p><b>Song on an album</b></p>	<p>Miranda, Lin-Manuel. "My Shot." <i>Hamilton</i>, Atlantic Records, 2016. Disc 1.</p>

<b>Page of a website</b>	<p>“Brain Basics: Know Your Brain.” <i>National Institute of Neurological Disorders and Stroke</i>, US Department of Health and Human Services, 17 April 2015, <a href="http://www.ninds.nih.gov">http://www.ninds.nih.gov</a>.</p>
<b>Magazine / Newspaper article (online)</b>	<p>Hamblin, James. “How to Sleep.” <i>The Atlantic Monthly</i>, Jan. 2017, The Atlantic Monthly Group, <a href="https://www.theatlantic.com/magazine">https://www.theatlantic.com/magazine</a>.</p>
<b>Video clip (online)</b>	<p>Green, John. “The French Revolution: Crash Course World History #29.” <i>Crash Course</i>, 10 Aug. 2012, <a href="http://www.youtube.com">www.youtube.com</a>.</p>
<b>Article from an online database*</b>	<p>"Leninism." <i>International Encyclopedia of the Social Sciences</i>, edited by William A. Darity, Jr., 2nd ed., vol. 4, Macmillan, 2008, pp. 411-412. <i>World History in Context</i>, libraries.state.ma.us.</p> <p>(Note: You can copy citations from databases, but shorten the URL.)</p>
<b>Audio recording (interview, podcast, etc.)</b>	<p>Angelou, Maya. "A Talk with Maya Angelou." Interview by Tavis Smiley. NPR, National Public Radio, 29 Nov. 2002, <a href="http://www.npr.org">www.npr.org</a></p>

# Sample Research Outline & Essay

## Sample Outline

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Potter 1

Harry Potter

Ms. Boland

English 2 Honors

14 December 2014

### Dorothy Wordsworth: Secret Poet

Thesis: Dorothy Wordsworth's complicated relationship with her brother, William, as well as her realist ideology developed through many childhood events, are shown in her literary works, many of which shaped her brother's poetry as well.

- I. Dorothy's experiences as a child with the hardships of life left her searching for maternal and paternal affection and happiness.
  - A. Dorothy was only six years old when her mother died (Woof).
  - B. After her mother died, Dorothy went to live with her mother's cousin, Elizabeth Threlkeld, in Halifax, Yorkshire (Woof).
    1. Elizabeth Threlkeld, called "Aunt Elizabeth" by Dorothy, encouraged good habits and became a role model for Dorothy (Woof).
    2. Aunt Elizabeth trained Dorothy and focused on character as opposed to accomplishment (Woof).

- C. “For nine and a half years, She saw neither her brothers nor her father, and was not in Cockermouth for her father's funeral at the start of 1784, when she was twelve” (Woof).
  - D. Despite going through several traumatic experiences in her childhood, Dorothy developed a close relationship with a girl at her boarding school (Woof).
    - 1. This led her to have good memories of her childhood (Woof).
      - i. She became so obsessed with these happy memories, that she abandoned any chance of living in the moment (Woof).
        - a. In “Grasmere Journal” on December 24, 1801, the day before her thirtieth birthday, she wrote that she was thinking about last year when she should have been enjoying her current year’s birthday (Woof).
- II. Dorothy’s close relationship with her brother, William, allowed her to become a primary inspiration and influence on William’s works.
- A. When she was twenty-four, Dorothy moved to Racedown with William (Levin).
    - 1. William became a writer (Levin).
    - 2. Dorothy kept the house clean, while also helping William with his writing (Levin).
    - 3. This was around the same time that she began to write many letters (Levin).
  - B. Two years later, Dorothy and William moved to Alfoxden House (Levin).

1. This was where Dorothy began writing her Alfoxden Journal, in which she recorded her life with William (Levin).
- C. Dorothy and William then moved to Dove Cottage, located in the fairly isolated Lake District (“Discover Dove Cottage”).
1. Here in Dove Cottage, “William Wordsworth wrote some of the greatest poetry in the English language and Dorothy kept her famous 'Grasmere Journal'” (“Discover Dove Cottage”).
    - i. In one journal entry, Dorothy discusses how William “soon made his way to the Library piled up in a corner of the window. He brought out a volume of Enfield's Speaker, another miscellany, and an odd volume of Congreve's plays” (Scott).
      - a. This shows the intimacy of Dorothy and William’s relationship.
      - b. William encouraged Dorothy to read and appreciate writing.
- D. Dorothy’s obsession with William turned into a kind of emotional incest.
1. The two had a deep connection and made a promise they would never leave each other (“Sister Act”).
  2. “In some ways, it was a very incestuous relationship because for Dorothy, there was no ever man ever” (“Sister Act”).
    - i. The night before William’s wedding day, Dorothy slept with William's wedding ring on her finger (“Sister Act”).

- ii. The next morning, Dorothy gave the ring back to William and blessed him (“Sister Act”).
  - iii. William then put the ring back on Dorothy’s finger and blessed her as well (“Sister Act”).
  - iv. Finally, Dorothy gave him the ring back and William went to get married (“Sister Act”).
3. “As far as William was concerned, Dorothy became his muse” (“Sister Act”).
4. Dorothy was depressed and found the only reason for her to live was William (“Sister Act”).
5. When William did not need her anymore, she became mad and aggressive because she believed she had no reason to live (“Sister Act”).

E. Dorothy willingly provided service for her brother for many years (Woof).

1. The favor was later returned by her brother when Dorothy’s mental state began to deteriorate. As Dorothy had been living in the attic for over 20 years, William would go to the top of the house to nurse her in the years before he died (“Sister Act”).
2. After William's death, Dorothy's mental health vastly improved (“Sister Act”).
  - i. She regained some of the personality traits she had lost in her obsession with William (“Sister Act”).



- F. “William began consulting his sister's journal to aid his own writing. Dorothy's language intermingles with her brother's” (Levin).

\*\*\* Note: this outline has been shortened for space. The example essay uses quotations not included in this outline. \*\*\*

## Sample Research Essay

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Ms. Boland

English II Honors

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### Dorothy Wordsworth: Secret Poet

Many people have heard of the famous poet William Wordsworth; however, his sister, Dorothy, was also an English pastoral poet who was lesser known and appreciated than her brother. The siblings shared a close bond that held firm throughout their lives. Literary critics today still speculate as to whether this relationship was codependent or merely a close brother-sister relationship. Although she was born on Christmas day in the year 1771, Dorothy did not have such a merry childhood (Woof). This shaped her viewpoint on the world, and influenced her writing. Dorothy's complicated relationship with her brother, William, as well as her realist ideology developed through many childhood events, are shown in her literary works, many of which shaped her brother's poetry as well.

Dorothy's childhood hardships left her searching for parental affection and personal happiness. She was only six years old when her mother died. After this traumatic event, she left her father and brothers and went to live with her mother's cousin, Elizabeth Threlkeld, in Halifax, Yorkshire. Elizabeth Threlkeld, called "Aunt Elizabeth" by Dorothy, encouraged good habits and became a role model for the young girl. Aunt Elizabeth trained Dorothy and focused on character as opposed to accomplishment. Dorothy did not see her father or brothers for over

nine years “and was not in Cockermouth for her father’s funeral at the start of 1784, when she was twelve” (Woof). Despite having to face several traumatic experiences during her childhood, Dorothy developed a close relationship with a girl at her boarding school which led to fond memories of her childhood. She became so obsessed with these happy memories that she abandoned any chance of living in the moment. This is illustrated in her “Grasmere Journal”; on December 24, 1801, the day before her thirtieth birthday, she wrote that she was thinking about the previous year when she should have been enjoying her current year’s birthday (Woof).

Dorothy’s close relationship with her brother Wordsworth allowed her to become a primary inspiration and influence on his works. When she was twenty-four, Dorothy moved with Wordsworth to Racedown, where he became a writer. Dorothy kept the house clean, while also helping Wordsworth with his writing (Levin). This was around the same time that she began to write many letters. Two years later, Dorothy and Wordsworth moved to Alfoxden House where Dorothy began writing her Alfoxden Journal, in which she recorded her life with her brother (Levin). Dorothy and Wordsworth then moved to Dove Cottage, located in the fairly isolated Lake District. It was here that “William Wordsworth wrote some of the greatest poetry in the English language and Dorothy kept her famous ‘Grasmere Journal’” (“Discover Dove Cottage”). In one journal entry, Dorothy discusses how Wordsworth, while the two were alone in the library, “brought out a volume of Enfield’s *Speaker*, another miscellany, and an odd volume of Congreve’s plays” (Scott). In this account, Wordsworth also encouraged Dorothy to read and appreciate writing, revealing the intimacy of Dorothy and Wordsworth’s relationship. Wordsworth often consulted “his sister’s journal to aid his own writing. Dorothy’s language intermingles with her brother’s” (Levin).

Soon, Dorothy became infatuated with Wordsworth, and her obsession then turned into an emotional dependence. The two had a deep connection and made a promise they would never leave each other. Because Dorothy had no other man in her life, “in some ways, it was a very incestuous relationship” (“Sister Act”). The night before Wordsworth’s wedding day, Dorothy slept with Wordsworth's wedding ring on her finger. The next morning, Dorothy gave the ring back to Wordsworth and blessed him, and then Wordsworth then put the ring back on Dorothy’s finger and blessed her as well. Finally, Dorothy gave him the ring back, and Wordsworth went to get married. For Wordsworth, Dorothy was not a love interest, but a muse. However, Dorothy was depressed; when Wordsworth did not need her anymore, she became angry and aggressive because she believed she had no reason to live. For many years before her mental deterioration, Dorothy willingly helped her brother, and he later returned the favor later when Dorothy became mentally ill. As Dorothy had been living in his attic for over twenty years, Wordsworth would go to the top of the house to nurse her in the years before he died. After Wordsworth's death, Dorothy's mental health vastly improved, and she regained some of the personality traits she had lost in her obsession with her brother (“Sister Act”).

Dorothy’s April 15, 1802, journal entry in her “Grasmere Journal” was used as inspiration for Wordsworth’s poem “I Wandered Lonely as a Cloud,” and the two poems display many parallels, even as the two writers display different styles. Dorothy focused on her surroundings rather than herself and her feelings. She was not self-centered and, therefore, the “Grasmere Journal” was “the least egocentric [journal] ever read” (“Sister Act”). For this reason, Dorothy uses the word “we” instead of “I” in her writing (Wordsworth, D.). This is different from Wordsworth’s poem “I Wandered Lonely as a Cloud” because he talks self-centeredly about

himself and how the daffodils make him feel. Wordsworth's famous poem reads: "A poet could not but be gay" (15). Wordsworth focuses on the happiness the daffodils cause him to feel, not the daffodils themselves. Wordsworth also writes that "I gazed—and gazed—but little thought/What wealth the show to me had brought" (17-18). Wordsworth says he had not realized at the time how much this memory would impact him. Here, he uses "I" and "me," unlike Dorothy. He also uses the word "wealth," meaning he is equalizing the memory of the daffodil walk with money or resources; it is as if the memory has made him rich or powerful. Both Dorothy and Wordsworth wrote that the daffodils "danced" (Wordsworth, D.; Wordsworth, W.). Dorothy wrote that the daffodils "tossed and reeled and danced" because they were tired (Wordsworth, D.). Wordsworth describes how the "golden daffodils" were "fluttering and dancing" because they were joyous (4,6). Both Dorothy and Wordsworth use personification to further enhance their descriptions of the daffodils (Wordsworth, D.; Wordsworth, W.). Dorothy's journal entry states that "some [daffodils] rested their heads," (Wordsworth, D.) implying that the daffodils are tired; she may be passively placing her own feelings onto the daffodils. Wordsworth also personifies the daffodils in a similar manner, describing the daffodils as having heads: "Tossing their heads in sprightly dance" (12). As opposed to his sister, Wordsworth sees the daffodils as happy and "sprightly". Wordsworth uses hyperbole in his poem while Dorothy describes the event realistically. Wordsworth's poem dreamily reads, "[The daffodils] stretched in never-ending line" (9). There were so many daffodils, they seemed endless to Wordsworth; he was extremely happy at the sight. Here, he exaggerates to get the magnitude of his emotions across. Dorothy clearly describes the actual length of the line of daffodils: "We saw that there was a long belt of them along the shore, about the breadth of a country turnpike road"

(Wordsworth, D.). This shows Dorothy as a realist, as opposed to Wordsworth, who was a romanticist.

Dorothy's writing is much appreciated today by literary critics who believed Dorothy was a powerful influence on Wordsworth's works. One literary critic noted, "much seems offered [from Dorothy's works] to Wordsworth for the material of his poetry" ("The Woman"). This is supported by the publishing dates of Dorothy's works versus Wordsworth's poetry. Dorothy's daffodil journal entry from "Grasmere Journal" was published in the year 1802, whereas Wordsworth's poem "I Wandered Lonely as a Cloud," written about the same daffodil memory, was published in 1804, two years after Dorothy's journal. Another critic describes how "these daffodils suggested to her brother one of the most beautiful of his short poems" (Lee). Yet, Dorothy did not write for fame or to build a career; however, she did write for a specific purpose: "[Dorothy's 'Grasmere Journal'] was written just for herself and for her brother" ("The Woman"). Dorothy also believed her work was not well-written enough to be published or appreciated by others (Levin). Dorothy's writing "gave birth to many of her brother's [other] poems" (Lee).

Dorothy and William Wordsworth worked as a cohesive writing team for many years, something that is revealed when comparing the two's works. Dorothy's unique childhood experiences, while traumatic at first glance, shaped her worldview, creating a true realist out of her. This outlook on life is displayed in many of Dorothy's journal entries and poems. However, what remains to confuse literary critics today is why Dorothy, who had such a strong, complex relationship with her brother, Wordsworth, did not completely break down mentally when Wordsworth died. At the time, Dorothy had been struggling with mental illness, mainly

depression. This is why it is perplexing that Dorothy did not severely grieve and continue with her mental downward spiral. Instead, she regained many of her old characteristics and lived a happy number of years until her own demise. Perhaps she was already so depressed and broken that she simply could not break any more. Or perhaps she finally felt free from her brother's grasp, and, once again, she could begin to write for herself as an unappreciated poet, unknown to the world.

## Sample Works Cited

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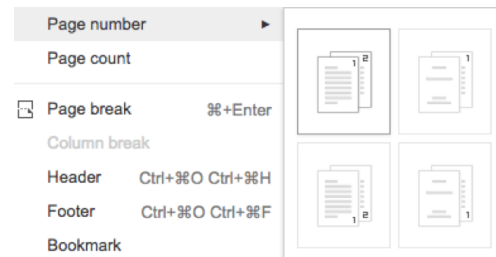
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[www.poetryfoundation.org/poems-and-poets/poems/detail/45521](http://www.poetryfoundation.org/poems-and-poets/poems/detail/45521).

# Google Doc Formatting Tips

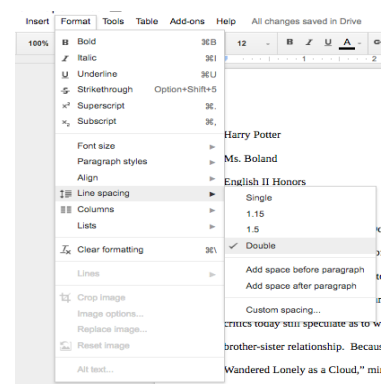
## How to create a heading:

1. Open your document.
2. Click “Insert.”
3. Click “Header.”
4. Enter your last name.
5. Click “Insert” again.
6. Click “Page number.”
7. Choose the numbers that appear on the top-right of the page.
8. Make sure there is a space between your last name and the page number.



## How to correctly space your document:

1. On your toolbar, click on Format.
2. Click Line Spacing.
3. Select “Double.”

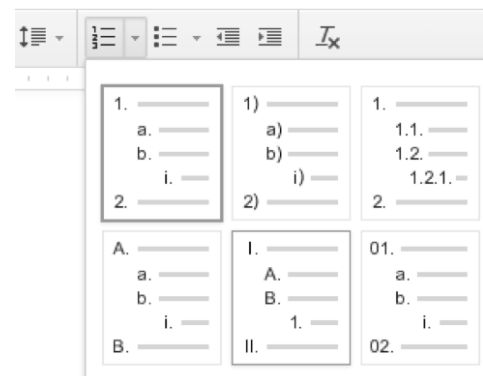


## How to create a hanging indent for the Works Cited page:

1. Select the text you want indented. You can select a single paragraph or multiple paragraphs at a time.
2. On the ruler, drag the ▼ *Left Indent* (light blue inverted triangle ▼) to the right as far as you want the text to be indented. You will notice, the First Line Indent marker (light blue rectangle     ) will come along for the ride, and all your selected text will move to the right.
3. Drag the First Line Indent marker (light blue rectangle     ) back to the left margin. It will move independently, and the hanging indent will be created.

## How to create a formatted list:

1. Highlight all text you want in your list.
2. Click on the list button next to the spacing-options button.
3. Click on the bottom-middle list: Roman Numerals, capital letters, numbers.
4. Delete any unused lines.
5. Use the tab button to push text to the right.
6. Press shift-tab to push text to the left.



## Creating a Research Paper Using NoodleTools

- To log-on, enter your school email on the right hand side where it says “Access via Google for Education”. Make sure to include “@fpsed.org” to your username.
- Below are procedure-specific instructions for creating a new project, creating a notecard, and creating a citation.

Creating a New Project	Creating a Note Card	Creating a Citation
<ol style="list-style-type: none"> <li>1. On the home page, click “+ New Project” in the top left corner.</li> <li>2. On the pop up, keep “MLA 8” and “Advanced” (the defaults) clicked, and title your project.</li> <li>3. Click “Submit.”</li> <li>4. Under “Sharing and Collaboration,” click “Share with project inbox.</li> <li>5. Find your teacher’s inbox.</li> <li>6. Click “Done.”</li> </ol>	<ol style="list-style-type: none"> <li>1. On the home page (“Projects”), click on your project.</li> <li>2. Click “Notecards” at the top. Make sure you’re in the right project.</li> <li>3. You can now see your “Notecard Tabletop.” Note that in the top right hand corner, you can see an overview of where your notecards are. If you think you’ve lost a notecard, check there first.</li> <li>4. Click “+New” (top left).</li> <li>5. Choose the source from which your note card comes in the dropdown “Source” menu.</li> <li>6. Title your note card with a keyword that you will recognize.</li> <li>7. Fill in either “Direct Quotation,” “Paraphrase or Summary,” or “My Ideas.”</li> <li>8. Press “Save and Close” when done.</li> <li>9. You can make “piles” of similar notecards by dragging them on top of each other.</li> <li>10. Never put a direct quotation into the “Paraphrase” or “My Ideas” box; you run the risk of forgetting that the notecard is NOT in your own words, which could lead to plagiarism.</li> </ol>	<ol style="list-style-type: none"> <li>1. On the home page (“Projects,” click on your project.</li> <li>2. Click “Sources” at the top. Make sure you’re in the right project.</li> <li>3. Click “+Create new citation.”</li> <li>4. Choose the type of source from the pop up menu.</li> <li>5. Enter as much information as you can into the spaces provided. You may need to do some hunting in order to find the publisher.</li> <li>6. Click “Submit” when done.</li> <li>7. Most articles from the FHS databases have a “Citation Tools” section on the right hand side. You can copy and paste this citation directly into the NoodleTools “Quick Cite” function.</li> </ol>

## **How To Create and Export an Outline on NoodleTools**

*Once you have completed your research and notecards, you can create an outline on NoodleTools.*

### **Directions to Create:**

1. On your Note card page, group your note cards into piles that correspond to paragraphs.
2. Drag your first body paragraph pile into the first “Topic” in the outline box on the right side.
3. Click the “+Add” to create a new topic.
4. Right click to create subtopics.

### **Directions to Export:**

1. Once your outline is ready, click the print symbol.
2. Click “DOCX” under “Outline with Notecards” (NOT “Outline Only”).
  - a. Don’t worry if you don’t have word on your computer- it will reroute you to Google Docs.
3. Copy and paste the info into a Google Doc.
4. Delete everything in the source except what goes in your parenthetical citation.
5. Bring the source onto the same line as the notecard title that it matches.
6. On the Google Doc toolbar, click the numbered list dropdown menu.
7. Choose the numbered list that begins with roman numerals, then capital letters, then numbers.
8. Delete all information and spaces that are not needed.
9. Add topic sentences.
10. Match format to example outline.

## **How To Export Works Cited Page on NoodleTools**

*Once you have plugged all your sources into your Noodletools Sources, it's time to export it (move it) to a Google Doc. This page will help you do so, and it will help you correctly format your Works Cited page so that it is ready to be turned in.*

### **Directions:**

1. Go to your Noodletools Sources.
2. Click the downward-facing arrow on "Print/Export" in the top-left corner of your source list.
3. Click "Print/Export to Google Docs."
4. A new Google Doc will open with your sources on it.
5. Delete the URL for each source, including the part of the entry that says the letters "URL."
  - a. There should be enough information in the Works Cited to find the article without the URL, AND it looks messy.

### **Please note:**

If you add another source during the process, your best bet is to redo this process. Otherwise, make sure to insert the new source's entry alphabetically.

If you see a "-- -- --" at the beginning of an entry, it means that the author is the same as the previous entry. Do not delete these dashes.

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