

Cambridge College

Independent Learning Project Handbook 2004

**Cambridge College
School of Education**

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Independent Learning Project Overview

What is the Independent Learning Project?

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

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

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

General Expectations

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

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

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

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

A Few Words About Writing in Academic Style

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

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

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

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

Your Faculty Advisor and Professional Seminar

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

identify new areas for learning and growth beyond Cambridge College.

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

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

Types of ILPs

Your Independent Learning Project will take one of three forms: a thesis-type project, a professional project, or a creative project. These three forms are briefly described below. In Section 3, you will find detailed information that will help you to complete each section of the ILP, as well as sample sections taken directly from the completed ILPs of former Cambridge College students. Your faculty advisor will help you choose the most appropriate form to meet your educational and professional goals.

The Thesis-type Project

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

The Professional Project: Teacher's Manual or Curriculum Guide

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

The Creative Project

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

Specialized Programs

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

Elements of the ILP

All types of ILPs contain many elements in common. The checklist below shows which elements are common to all ILPs, and which differ.

- This checklist gives the elements in the order they should appear in your final project. However, you should not write your ILP in this order.
- Use this checklist to check off sections as you complete them.
- Later in this handbook are detailed explanations of the ILP elements, along with some helpful guidelines for getting them done.
- The terms from the APA 5th are given for reference; you need not label your sections this way.
- Your seminar leader may use different terminology and expect a different format; please ask for instructions.

Section 1 (APA 5th: Preliminary pages)

- Title Page
- Copyright Page
- Acknowledgements Page
- Abstract Statement
- Table of Contents

Section 2 (APA 5th: Introduction)

- Problem Statement
- Literature Review
- Methods

Section 3 (APA 5th: Methods, Results, Discussion)

Body

- ♦ **thesis-type: results and discussion of your research**
- ♦ **professional: handbook or guide you have written**
- ♦ **creative: your actual project**

- Closing
- ♦ thesis-type: conclusions and implications
- ♦ professional: statement of learning
- ♦ creative: statement of learning

Section 4 (APA 5th: Methods, Results, Discussion, continued)

- References
- Appendices
- Résumé

Timeline

Pacing and due dates vary among programs and faculty advisors. The following should give you a sense of a typical timeline for students writing an ILP at Cambridge College.

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

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

Three-term or longer time line — Some programs require completion of the ILP in the third or fourth term. Ask your faculty advisor for a specific timeline.

Attention NITE students:

Many of you will complete your ILP over two-terms. During your summer in Massachusetts, you will identify a topic and submit a proposal to your faculty advisor, who will guide you through the remainder of the process in the fall. Because NITE students submit their proposals so early in the ILP process, the elements included in the proposal are considered *preliminary drafts* for later inclusion in the ILP.

Steps to Completing the ILP Proposal

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

Unsure of how to begin? Try these steps first! See Appendix C for a list of helpful books that contain more useful suggestions and ideas for getting you through the ILP process!

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

Preliminary Steps

Before You Start the Proposal

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

popular newspapers, magazines, and websites. Why? You want to make sure the sources you include in your ILP are scholarly. So before you commit yourself to a topic, make sure you can find ample scholarly sources that are interesting to you. Keep notes on this process in your journal.

4 Familiarize yourself with the APA style. Knowing what it is and how to use it can ease the entire ILP process. APA refers to the American Psychological Association, one of many organizations that publish publication style manuals. A style manual provides guidelines for the formatting of documents and includes everything from the size and style of the font appropriate to school papers like your ILP, to detailed instructions on how to incorporate other authors' works and use citations. Many academic publications and institutions in the field of education use APA as their style manual, including Cambridge College. This insures consistency in style and format. From time to time, APA updates its publication manual. The fifth edition was published in 2001 and is the one that you are required to follow for your ILP.

See Appendix A of this ILP Handbook for instructions in common uses of the APA style. For more complex instances, see the *Publication Manual of the American Psychological Association, 5th Edition (2001)*.

ILP Proposal Instructions

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

Completing an ILP Proposal for approval by your professional seminar leader will help to insure that the project you are planning is one that will be both do-able in the time available and worthy of the degree to which you aspire. Your advisor will likely provide feedback about your proposal, which you can incorporate as you progress through the writing of your ILP.

NITE STUDENTS MUST SUBMIT A PROPOSAL BY THE LAST DAY OF THE 5-WEEK NITE Summer Term. The Literature Research Plan part of the proposal is due at the end of your Research Week, and must be approved by your coach before going on to your professional seminar leader.

Steps to Completing the ILP Proposal

- 5** Write a first draft of your Statement of the Problem (see page 13).
- 6** Complete the Literature Research Plan (see pages 7-8).
- 7** Try writing a preliminary draft of your Literature Review (see pages 13-17)
- 8** Begin to develop your methods (see pages 29-33)
- 9** Put the drafts of your problem statement, your Literature Research Plan, and your methods together in a proposal to submit to your seminar leader.

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

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

Instructions for Literature Research Plan

This part of your ILP proposal allows you to tell your ILP advisor what reading you will be doing to research your ILP and how those articles, books, and web documents will be used to support your ILP's goals. It will also demonstrate to your ILP advisor that you are able to do the following research skills:

- Use APA documentation properly.
- Use the Cambridge College Online Library.
- Use the research databases EBSCOhost and ERIC E*Subscribe, found in the Research Databases page of the Cambridge College Online Library (see Appendix C for instructions.)

- Use the WorldCat database, found in the Research Databases page of the Cambridge College Online Library (see Appendix C for instructions), to determine which library, near where you normally live, has a book and a scholarly journal you want to use

To show that you can do all this, you will need to include the following three items in your ILP Proposal:

- 1) Proposed References List**
- 2) WorldCat result**
- 3) Annotations for Proposed References List**

These lists will have the following rules:

1) "Proposed References List" requirements

- It must have at least six items on it.
- Every item must be listed in correct APA style, and the entire page must appear in format as required by APA similar to a "References" page
- The list must include at least one book, four journal articles, and one web document.
- The list must include one journal article at least from
 - ◆ EBSCOhost: any database
 - ◆ ERIC E*Subscribe

Your list must show that you have found items which treat your topic from different perspectives, including

- ◆ History, background, or consequences of the problem
- ◆ Theory about the problem
- ◆ Research study of the problem

It is possible that one item on your list will cover all of these. It's also likely that one item will discuss history, one will discuss consequences, one will discuss theory, and one will discuss research. Be prepared to show, in part #3, that your list of six items includes discussions of all these aspects.

2) WorldCat Result requirements

For all books on your Proposed References List, use the WorldCat database to determine which library, close to where you normally live, has the book. For example, your answer might be "I will be able to find the book *Lives on the Boundary* by Mike Rose, in the copyright edition listed in the Proposed References List above, in an academic library (give its name and location) suggested by Cambridge College Library Services."

You will need to see the full-text of all the journal articles in order to write the annotations required in part 3. However, we want to make sure you know how to find an article that is

listed in our databases as citation-only. So, for at least one journal article, even if you did get it in full-text from a database, use the WorldCat database to determine which library, close to where you normally live, has that journal in print form. For example, if you live in Manhattan, your answer might be, "I will be able to find the journal article Shannahan (1996), as listed in the 'Proposed References List' above, by going to the print version of the *Journal of Elementary Education* which can be found in the 42nd Street Branch of the New York Public Library. Their collection includes 1996."

3) Annotations for Proposed References List

The purpose of this section is to help us make sure you are using as many as possible of the research skills and tools available to you. For each item on the "Proposed References List," write a paragraph (or more) answering the following questions:

- How did you find this item? In which database, traditional library, or website? Were you directed to it by the Ask An Online Librarian, a Research Guide in CCOL, a pathfinder handout on the CC Research Resources site, a bibliography in another journal, book, or encyclopedia? An ERIC Digest? A live reference librarian or some other research aid?
- How do you know this item is credible? Give author's or organization's qualifications briefly.
- How is this item relevant to your problem statement, question, or the goal of your ILP? Explain how it provides one of the following, or provides another type of information:
 - ◆ history, background, or consequences
 - ◆ theory
 - ◆ research
- How will you use the information in this item in your ILP? For example, will it provide the history of the problem or explain the problem for your problem statement? Does it show alternative solutions that will lead you to your own solution? Will you use the theory to understand why your curriculum or teaching technique will be effective? Will you use the research to prove that your ILP project or curriculum is based on proven techniques?

NOTES FOR NITE STUDENTS: You are asked to include at least one book on your list. We recognize that you may not be able to get the actual book during the NITE summer session. In that case, you can build your argument for using the book by including information from the following:

- published reviews of the book from scholarly journals. You must give the complete APA citation for the review, to be included in your "Proposed References List." If you first find a review, or excerpts from a review, on a webpage such as www.amazon.com, find the original using our databases to make sure it has been quoted accurately.
- excerpted pages from the book itself which are on a website, such as the author's website or www.amazon.com/ or www.bn.com/.

We also recognize how difficult it would be to obtain and read the full-text of articles during the Research Week, in addition to the challenges of saving full-text articles while at the NITE summer session. For this reason, you may select items for the Literature Research Plan from their abstracts or summaries, making the best judgment you can without seeing the full-text. Please be aware that you cannot use an abstract or summary in your actual ILP. You must refer to the full-text article.

The complete citations of the items, which you will have listed in correct APA style in the References list of your Literature Research Plan, will allow you to easily find the full-text when you are back home. That's why we require APA style, and that is what it is for: to help the reader find the item! Does that help you feel better about having to figure out all the APA stuff?

If you can do these three tasks adequately in your ILP proposal, you will demonstrate to your professional seminar leader that you can perform the basic literature research skills necessary to complete your ILP.

Sample Literature Research Plan for an ILP Proposal

#1 Proposed References List:

(Note: this handbook and the list below are set in two-column format and single spaced to save paper. See sample references list in Appendix A for format you should follow).

Enders, D. (2001, November). Crossing the divide: A survey of the high school activities that best prepared students to write in college. *Clearing House*, 75(2) 62-67. Retrieved May 23, 2003, from Academic Search Premier database.

Fang, F. (n.d.). Writing instruction – secondary. ERIC/REC Indiana University Smith Research Center. Retrieved May 23, 2003, from www.indiana.edu/~eric_rec/ieo/bibs/writsec.html

Hodges, V. P. (1996). Teaching writing to at-risk students in a rural high school. (ERIC Document Reproduction Service No. ED392564) Retrieved May 23, 2003, from ERIC E*Subscribe database.

Perry, L. A., & Collins, M. D. (1998, May). Incorporating peer response to writing in a teacher education course. *Journal of Adolescent & Adult Literacy*, 41(8). 670-73. Retrieved May 23, 2003, from Academic Search Premier database.

Potter, E. G. and others [sic]. (1995). Motivation in the writing classroom: Contributions of goal theory. (Eric Document Reproduction Service No. ED377212) Retrieved May 23, 2003, from ERIC E*subscribe.

Smith, C. B. (2000). *Writing instruction: Changing views over the years*. ERIC Clearinghouse on Reading English and Communication Bloomington IN. ERIC Digest D1555. (ERIC Document Reproduction Service No. ED446337). Retrieved May 23, 2003, from ERIC E*Subscribe.

Wallace, R., & Simpson, J. (Eds.). (1991). *The writing center: New directions*. New York: Garland.

#2 WorldCat Result

I can find the book *The Writing Center* by Wallace and Simpson (1991) in the Tufts University Library, near my home in Somerville, Massachusetts.

#3 Annotations for Proposed References List

Enders (2001), an article I found by using Academic Search Premier database, appeared in *The Clearing House* journal. According to their website, (<http://www.aera.net/anews/calls/ca01-003.htm>) *The Clearing House* is a peer-reviewed journal on useful practices and research findings for middle and high school teachers. Enders' article gave the results of a research study in which three hundred and fifteen college students were surveyed to find out what activities in high school best prepared them to do college-level writing. The four aspects examined were writing practice, types of assignments, evaluation, and editing and revision. Because evaluation, editing, and revision are tasks that students are asking me for help with, I believe this article will provide useful techniques.

Although no date is given for Fang's bibliography, which I found on the World Wide Web by using the search term "writing instruction" bibliography in google, this nonetheless is a credible source, because Fang is identified as a Reference Specialist for the ERIC Clearinghouse on Reading, English, and Communication. Fang lists websites, books, and journal articles on techniques for high school writing instruction. It is not an article, but websites rarely provide full-text scholarly articles. This bibliography might lead me to many useful sources of information from articles and books.

Hodges (1996) is an ERIC document, retrieved from ERIC E*Subscribe. Hodges described the results of four years of trying a variety of writing teaching methods with students in a rural Oklahoma high school. The research study showed that the students improved in both their ability to write and their self-esteem. The techniques included helping students to brainstorm, proofread, and self-evaluate, which are skills my students are asking me to help them do and learn.

Perry and Collins (1998), in an article in the *Journal of Adolescent & Adult Literacy* retrieved from the Academic Search Premier database, noticed that graduate students

who were training to teach reading and language arts needed to boost their own skills for writing in order to be more effective in helping students to write. They added writing workshops and peer response to writing into their methods course, achieving successful results. Proven methods for improving one's own writing will be one of the techniques I will likely discuss in my ILP.

It is disappointing that the authors are only listed as Potter "and others" for the Potter (1995) document from ERIC E*Subscribe, but as it is from ERIC and is further described as a paper presented at the 1994 annual meeting of the American Educational Research Association, I believe it is credible. The authors interviewed tenth grade students about their experience with writing and then analyzed the responses according to achievement goal theory. The results suggested that performance goals need to be identified. Understanding theory about how to motivate students will help me choose techniques likely to be useful.

Smith (2000), an ERIC Digest, reviewed the development of methods of writing instruction from 1960 to 1999. Apparently the emphasis has changed from a focus on the product to a focus on the process. Smith also discussed the problems encountered with process writing over the years, and how the original methods were modified as a result. This histori-

cal overview will help me understand the larger context for techniques I discover, so I can better evaluate what to include in my ILP.

Wallace and Simpson (1991) was recommended in the article by Perry (1998). A google search revealed that Ray Wallace is the director of the honors college at Northwestern State University in Louisiana. He has co-edited a book for the National Council of Teachers of English and edits a journal for writing instructors. According to a review excerpted on amazon.com from Book News, *The Writing Center* book includes eighteen essays by writing center researchers and directors about successful programs and methodologies for more effective tutoring. This should provide more proven techniques for my ILP.

A Closer Look at the Elements of the ILP

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

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

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

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

Elements of Section One

Please remember that you will work on these elements **last**, after you have written the entire ILP.

Title Page

What is the Title Page?

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

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

**MOTIVATIONAL STRATEGIES TO ENHANCE
LEARNING IN THE SECONDARY SCHOOL
SCIENCE CLASSROOM**

An Independent Learning Project Presented by
Gilbert Sullivan

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

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

Cambridge College
Cambridge, Massachusetts

May 1997

When Should You Do the Title Page?

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

Copyright Page

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

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

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

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

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

Acknowledgments Page

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

Abstract

What is the Abstract?

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

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

When to do it?

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

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

Abstract

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

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

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

Table of Contents

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

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

Elements of Section Two

The Statement of the Problem

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

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

Writing the Statement of the Problem

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

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

Use your journal to explore your options and don't be afraid to write in a personal and friendly voice. Here's an example written by Leslie Kelley Polatty, Ed.M., 2000:

Statement of the Problem

Newspapers and journals print articles that ask why our nation's children aren't being motivated to write. These articles seem to bring to light that we as teachers need to find better ways to reach all our students. There always seems to

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

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

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

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

The Literature Review

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

Purposes

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

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

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

Please remember: If you didn't write it, you must cite it! See also Appendix B.

Gathering Resources

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

Following are some helpful hints on gathering information for your Literature Review. Beneath this section you will find some really useful tips for keeping track of your resources as you read. These tips will be especially useful for helping you to write your ILP in the required APA style. For every resource you plan to include in a literature review, ask the following:

- How is this information or opinion relevant to your main arguments or main points? If it isn't relevant, STOP and go on to the next one!
- Do you have or can you get the required bibliographic information for the APA citation?
- What are the author's professional credentials? Often this can be found on the book jacket or in the preface. Also try a www.google.com search of the author's name. If there is more than one author of a book, research all of them.
- How did the author prove that the information or opinion is true?
- Did the author do an experiment or research study on real people in a real situation?
 - ◆ How was this experiment or study conducted?
 - ◆ What did the author find out?

Is it based on other people's research studies?

- ◆ How were these studies conducted?
- ◆ What did the researchers find out?

Is it based on the author's own experience, for example as a manager, counselor, teacher, or school administrator?

- ◆ What was the experience?
- ◆ How many years of experience or numbers of workers, clients, students?
- ◆ How did the author document the experience?
- ◆ How did the author verify that the conclusions were valid?

- Is it a theory the author developed, not based on research or experience?
- What is the theory?

- What proof does the author give for the theory?
- Does the author have credibility?

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

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

Appendices A and B will help you write in-text citations and reference lists.

Once you have determined that a source is worth keeping, write a complete citation for the source in APA style (see Appendix A for guidelines on writing references in APA style) or make sure that you have the complete information to write the citation later. Writing the complete APA reference at this point might save you time and frustration later when you are trying to compile your References page.

Writing Your Literature Review

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

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

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

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

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

So how do you begin your Literature Review? For your ILP Proposal, you have already written the Literature Research Plan. The Literature Research Plan is NOT your literature review. It is preliminary work to help you write the Literature Review.

In your Literature Research Plan, you should already have listed at least six items, with annotations describing how you will use them in your ILP. As you continue the research for your actual ILP and your thinking evolves, you may decide that some of the items in your proposal's Literature Research Plan are no longer relevant. You can drop those. Be sure to add more items, up to at least the number that your prose advisor requires.

Use the annotations (part #3) of your Literature Research Plan to help you get started on the far more analytical writing task of the Literature Review. As you add new items, it may be helpful to first write annotations like the ones in the Literature Research Plan, answering the same set of questions. From this preliminary work, you can build your Literature Research Plan into the Literature Review.

To write your literature review, make sure you have clarified and narrowed your topic. Write a short summary of your Statement of the Problem (1-2 paragraphs) that ends with your thesis statement.

Worksheet for preparing citations

Make several copies of this form to fill out

For every book, article, or online document that you gather for writing your ILP, fill out this form as completely as you can.

Book Form

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

Title _____

Date _____ City & State Where Published _____

Publisher _____

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

Title of article _____

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

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

Article in a magazine, newspaper, or journal form

Author(s) name(s) _____

Title of article _____

Name of periodical _____

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

Volume number _____ Issue Number _____

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

URL address _____

Copyright date _____ Date you retrieved it from internet _____

Name of database (if any) _____

For more instructions for online documents, see Appendix A.



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

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

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

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

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

Remember that your Literature Review should include any literature that helps your reader understand what theories and empirical research has informed your question and your assumptions. You may find it useful to provide a section on

the history of your topic, if appropriate, before you review more current research and theory.

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

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

- a) summarizes what we know and don't know about your topic from the literature you've reviewed; followed by
- b) a section (paragraph length or so) that says, in essence, "What we need then are studies that answer..." or "guidelines that address..." followed by,
- c) either your research question(s) clearly and succinctly stated, OR your goal for your project.

FAQs on Writing Literature Reviews

Question: How many pages does an ILP Literature Review have to be?

Answer: Ask your professional seminar leader how many pages are expected.

Question: How many items am I expected to cite?

Answer: Ask your professional seminar leader how many items are expected.

Sample Literature Review

Following is Leslie's Literature Review in its entirety. NOTE: Some professional seminar leaders will not accept the use of first person. The following example does use first person. Please ask your professional seminar leaders about their standards in regard to the use of first person in all parts of your ILP.

Literature Review

The Need for Writing in School

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

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

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

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

The Importance of Writing

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

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

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

The Necessity of Curriculum Guides for Teaching Writing

What's gone wrong with the teaching of writing? According to respected teacher and author, Regie Routman (2000), "Writing well remains elusive to too many teachers and students" (p. 207). In other words, students don't revise, write neatly, or invest their energies. In many classrooms, writing is just another assignment. Routman (1994), commented on what respected author and writing researcher Donald Graves stated about writing. Donald Graves confirmed what I already knew, that more kids are writing but that the writing isn't getting any better:

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

Through the curriculum guide that follows this literature review, I plan to incorporate the Writer's

Workshop program for first grade teachers. It is my hope that this curriculum guide will support these teachers and gives them invaluable ideas for teaching writing to beginning writers.

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

Classroom Writing

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

Professor and winner of IRA's Albert Harris Award in 1997, Shanahan, reviewed research on instruction that integrates reading and writing. The studies took place in 1995 during his doctoral work. He researched what was the best effective integrated literacy instruction. He viewed the research of Lomax, Berlin, Hillen, and Tierney. He set out to map the specifics of the relationship between reading

and writing. He believed that if the connections were understood, teachers and curriculum directors would be more likely to combine them. He found reading and writing were related but not to the degree that he had expected. He found that improved learning is only likely to be the result if reading and writing are combined in appropriate ways (Shannahan & Lomax, 1988). In his findings he stated, "Integrated instruction works best when it makes students conscious of the connections being made. This instruction works best when, within the context of meaning, students are given opportunities for enough instruction, guidance, and practice to allow them to become accomplished" (Shannahan, 1997, p. 19). He also found that children like this type of instruction; teachers, too, find it rewarding (Berlin & Hillen, 1994).

Shannahan (1997) stated,

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

Classroom Teachers' Roles

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

Another way to be an effective teacher is to help students understand why people write. This involves showing children how life events are connected with the written word by writing with them. Graves (1994) suggested that this be done gradually, not overnight. The next step is to voice the thought

process of writing out loud to the students. During this time, students should be told what the teacher is writing about why she is writing and trying to learn through writing.

Making writing real to children helps them relate to why it is important to write.

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

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

1. Show students that you hear what they say.
2. Acknowledge points of view
3. Reduce your own speaking. Spend more time helping children speak and inform you of what they know and what they feel.
4. Slow down. Many of us teach hyperactive curriculum in hyperactive communities. We bypass children's initiative, teach them to tune us out, and jeopardize one of the most important skills they need, the ability to listen carefully to themselves. (p. 36)

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

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

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

The Classroom Environment

The environment of the classroom is an important factor to the learning that takes place. According to educator Routman (2000),

establishing a community in the classroom is likewise necessary if we and our students are able to work our best. We need to set up classrooms, schools, physically and emotionally, so that our students have time to write, have the necessary writing tools, are comfortable, feel encouraged to take risks, receive helpful feedback and response, and can celebrate their accomplishments proudly.

(p. 226)

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

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

1. Writing workshop--time when class writes, develops skills and tools for writing.
2. Reading workshop--time to read; develop the skill and tool of reading.
3. Literature read-aloud time-- when the teacher and children read to a group and share
4. Math—time to develop concepts and practice math skills.
5. Content areas--time to focus on science, social studies, and health.
6. Free play or individual choice--a structured time when children choose from an established routine.

7. Opening of the school day--bringing the community and starting the day together.
8. Handwriting--address with two or three fifteen minute, teacher-directed lessons a week. (p. 70)

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

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

The Writing Workshop

In the past, first grade language arts programs consisted primarily of reading, phonics, and oral language development. Noted author and educator Kieczykowski (1996) stated,

"It was not until the 1980s when primary teachers noticed that writing was a necessary but missing component in most language arts curricula. Once these teachers began to recognize and capitalize on the fact that young children had wonderful stories to tell by offering the proper encouragement and the right environment, their children became enthusiastic writers. (p. 7)

This is when the Writer's Workshop became known to educators. The Writing Workshop is totally individualized. All children--no matter where they are developmentally in their writing--are validated for their efforts. All children are viewed to have a story to tell. Children are encouraged to write what they know (Kieczykowski, 1996).

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

At the beginning of school, it is a good idea to take the students through the initial writing experience in small groups. The first whole group writing workshop should be taught with a mini-lesson addressing the procedures of the workshop. "By limiting choices of writing, many teachers hope to focus the children's attention on the writing and build upon their investment in the process of writing everyday. Gradually the teacher can add options and guide students in making more decisions" (Avery, 1993, p. 83).

The management of the Writer's Workshop can be presented through rules, procedures, and guidelines. Educator Avery (1993) suggested,

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

Avery (1993) used a workshop time frame similar to that of respected educator, Giacobbe. This includes:

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

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

The mini-lesson is designed to start the day with a new concept and direct the attention of writers to the aspect of writing. The mini-lesson is a powerful tool in that it connects to issues writers experience at the particular time. Educator Avery (1993) stated, "The mini-lesson to the whole group gathering brings form and unity to the workshop" (p. 118). Mini-lessons are teacher demonstrations and lessons that

include procedures and conventions. The lessons can be conducted for the whole group and are based on students' needs and interests. Some subjects can be conducted day to day, according to students' needs. Routman (2000) stated, "I simultaneously demonstrate the craft of writing quality, including subject development, voice, and conventions of writing" (p. 224). Mini-lessons are teacher demonstrations and interactive lessons that include procedures, craft, and conventions that make the Writing Workshop run smoothly.

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

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

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

The revision of writing is always an ongoing process. Writers always change their minds and revise their written work. All good writers revise. During revision, Avery (1993) stated, "Children begin thinking about their topics in more depth, and this thinking leads to revision (p. 212). Graves (1994) stated,

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

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

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

There are many advantages when writing is taught in the classroom. First of all, the students will benefit and become expert writers. Graves (1983) pointed out,

The challenge to teachers is to know the process of writing, to understand the self-centeredness in a writer's overall development. When the teacher understands this, she practices the craft of teaching, for just as choice is the essence of art in writing; it is the substance of the craft of teaching. (p. 245)

Routman (2000) said, "If you make meaning writing central to life in your classroom, both you and your students will reap dividends not only in writing but in reading, thinking, and communicating" (p. 207). In developing the guide for first grade teachers to teach writing using the Writing Workshop, I will incorporate research-based strategies so that teachers can be successful teachers of writing.

Elements of Section Three

The Methods Section

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

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

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

Methods Section of the Thesis-Type ILP

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

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

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

Participants: If you collect data from people, you should describe them in this section by explaining why you chose them to participate. This will likely include the age or grade

range of the participants as well as any special qualities they share (like all of them were enrolled in your 5th grade advanced math class during the fall of 2002).

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

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

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

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

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

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

Methods

Overview of the Study

In the school spring conferences of 2000, each parent of my kindergarten students was asked the following question: Would you be in favor of having your child looped to first grade with their Kindergarten teacher? Looping was discussed at each meeting and any concerns that a parent might have. Out of twenty parents only one expressed a desire to have her child be put in a new classroom. Her reasoning was she wanted her child to be around new students. I posed the question of looping to my principal along with the results of my questionnaire. She approved the move and I became a first grade teacher for the school year 2000-2001.

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

Setting and Participants

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

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

Measures

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

Instrument 1

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

Procedure

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

Rationale

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

Instrument 2

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

Procedure

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

Rationale

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

Instrument 3

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

Procedure

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

Rationale

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

Methods Section of the Professional Project ILP

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

Methods Section of the Creative Project ILP

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

The Body of the ILP

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

Body of the Thesis-Type ILP

You begin work on the body of the thesis-type ILP only AFTER you have collected and analyzed all of your data. As you conduct your analysis, be thinking of the story that your data tells. This story will be the body of your ILP.

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

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

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

Body of the Professional Project ILP

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

As you work on the body of your project, remember you are creating something for someone else to use. For this reason, you must be very explicit. For instance, if you are designing a guide for encouraging parent participation at your school, you might organize your guide into very specific steps. Each step will include something to do and a reason for doing it. If you are preparing a curriculum guide, each lesson in the guide should have a clearly stated objective. If additional materials are needed to complete a step, you should list what those materials are. If your ideas come from a book or another source, you should include an APA style citation for that source. If you would like to give your reader references to other books, you may do so.

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

Body of the Creative Project ILP

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

The Closing Section

Closing Section of the Thesis-Type ILP

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

Closing Section of the Professional Project ILP

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

Closing Section of the Creative Project ILP

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

Elements of Section Four

References

On your Reference page(s), list only the items you cited in the text of your ILP as APA in-text citations. Be sure to include all books, journal and magazine articles, pamphlets, brochures, videos, radio and tv programs, movies, software, and web pages in one integrated list, following APA style.

Only information which has been published can be listed on your References page. Do not include personal communications (such as interviews you conducted, email or letters you received, and conversations you had, as these are not published items and cannot be included in the References page.) This section must be in APA style (see Appendix A for help with this). In the center of the first line of the first page of your list, put the word "References."

Please note the References page is not a "bibliography." In APA style, a "bibliography" is a list of all published items examined. A References page is a list of only items cited in your text as in-text citations. APA style does not require a bibliography, but an individual instructor might. If your instructor asks for a "bibliography," please ask them to clarify, as some instructors may want a bibliography in addition to a References page.

Appendix

In your appendix (or appendices, which is the plural), insert supporting documentation (surveys, questionnaires, photos, art work, interview transcripts, etc.). Include brochures, pamphlets, leaflets, posters, and similar ephemeral material which the reader will probably not be able to find. Consult your faculty advisor if you need to include video tapes or audio tapes. Make sure that each appendix you provide is referred to in the text of your ILP and listed in the Table of Contents).

The APA provides instructions for the style in which you refer to the appendix. If you haven't referred to an appendix in the text of your paper, you shouldn't include one. Here is an example of how to refer to an Appendix:

The pamphlet "Nine Ways to Prevent Lead Poisoning" was distributed by the Cambridge police department in 1999. It was retracted when errors were discovered (see Appendix J.)

Résumé

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

Formatting and Typing your ILP

Note

To improve readability and to save paper, this handbook is in two-column format and lines are single spaced. The Sample Literature Review, Methods, and Reference pages are formatted as this section directs (except for margins). In your ILP, follow these sample pages and directions in this section.

Font

12 point Times Roman or Courier

Titles

Either italicize or underline the titles of books and periodicals in your text and references, but do one or the other consistently.

Indentation

Indent the first line of every paragraph, with a tab set at 5-7 spaces (about 0.3 inch).

Margins

The left margin should be one and one half inches for binding. All other margins should be one inch.

Headings

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

Line Spacing

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

Page Numbers

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



Finishing Your ILP

Proofread and Edit

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

Prepare Your Final Copy

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

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

Your Name

Your Faculty Advisor's Name

Title of ILP

Date of Graduation

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

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

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

That completes the instructions. Be sure to check with your professional advisor to find out any variations from the expectations, standards, or terminology given in this ILP Handbook. Best wishes for the completion of your ILP and your future career.

See the appendices which follow for more valuable information.



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Appendix A **summarizes the main points** Cambridge College students need for writing in-text and reference citations for research papers including ILPs and IRPs. The information is based on the *Publication Manual of the American Psychological Association* (5th Edition); refer to it for details about citing other sources. A copy of this manual may be found in the Writing Support Center on the third floor of Cambridge College at 1000 Massachusetts Avenue, Cambridge, MA.

Prepared by Doris A. Mainville © 2004 Cambridge College

Introducing Citations and the APA Style

What is a "citation?"

The process of writing a research paper or independent learning project includes reading what others have written on the topic. You are expected to include what other authors have said, as a summary, a paraphrase, or a quotation in your own paper. However, because these are not your own thoughts or words, credit must be given to the authors who developed the thoughts and wrote the words: this is referred to as "citing the author." If you do not give appropriate credit to the author, you can be accused of plagiarism, a very serious offense.

When you use facts, information, ideas, or quotations from someone else's writing, you must tell readers where they came from. This is called a "citation" ("cite" is the verb.)

It is extremely important that you gather the information needed for citations the first time you use the publication! Do not plan on going back to the source "later" for the details needed for a citation!

Record the following information for each source document:

- title of document (whether it be a book, an article in a periodical, a chapter in an anthology, or an article on-line)
- author's name (if given) as well as editor's name (if given)
- date of publication (if given); this is **not** the date of retrieval from the internet for online documents
- publisher and place of publication (for a book)
- name of periodical or newspaper in which the article was found, plus the date of the publication, its volume number, issue number, and page numbers of the article
- URL (http address) for articles from the internet
- date of retrieval for internet articles
- identifier numbers (if given) for articles from databases

Sometimes it is best to copy pages of the document on which this information is located so that the information will be readily available for the writing of both in-text and reference citations.

What is the APA style?

There are a number of styles for preparing manuscripts, which include the instructions for writing citations. For example, both the American Psychological Society (APA) and the Modern Language Association (MLA) have prepared guidelines; *The Chicago Manual of Style (CMS)*, 15th ed., also is a standard.

The standard usually used at Cambridge College is the APA style, which is the standard for academic papers in the social sciences such as psychology and education. **In an APA style paper, the citation is given twice in the paper:**

- in the body of the text and
- in a separate page titled References

The "in-text" citation

- This is located ***in the body of the paper*** and gives enough information for a reader to find the publication on the References page of the document.
- Information in the in-text citation includes the ***author's name, date of publication***, and—if the cited material is a quotation—the ***page number***.

The citation in the References section

- APA uses the title "References" for the pages of complete publishing information for all in-text citations in the paper.
- The reference citation for ***books*** includes the author's name, date of publication, name of the book, and publishing information. There are slight differences, however, between citations for books, articles from print sources such as periodicals and newspapers, and documents retrieved from the internet. These differences in citing are addressed in this appendix.
- "References" ***only*** include information for sources cited in the text. (A "bibliography" is a list of every book and article the writer looked at whether an in-text citation is included in the paper or not. A bibliography is rarely required for papers at Cambridge College.)

Writing an in-text citation

In-text citations include

- **Author's name**
- **Date of publication**
- **Page number (for quotations)**

Author's Name

1. General guidelines

- Give **only the author's last name** in the in-text citation.
- The author's name may be included as **part of the sentence** OR **after the sentence in parentheses**.

2. If the author's name is included in the sentence

- Use the **past tense** or **present perfect tense** to introduce the summary, paraphrase, or quote:

As Green (1994) stated, "if children were fed adequately at home, schools would not need lunch programs" (p. 25).

3. If the author's name is included in parentheses after the sentence

- Separate the author's name from the date of publication with a comma and one space.
- If the citation is for a quotation, separate the date of publication from the page number with a comma and one space.
- Note that the **final punctuation** for the sentence goes **after the closing parenthesis**.

As one expert stated, "if children were fed adequately at home, schools would not need lunch programs" (Green, 1994, p. 25).

4. Citing a quotation which has 40 or more words

- A quotation of 40 or more words must be written as a block quote using the "long quote" form given in this example. (Note: examples 2 and 3 are for shorter quotations.)
- Set the quote off in a block by starting a new line and indenting all of it five spaces from the left margin.
- The quote must still be introduced as a quote, such as:

As Romain (1998) stated:

- **No quotation marks** are used.
- Double space the entire quotation.
- End the last sentence with appropriate punctuation.
- Put the page number in parentheses right after the long quote.
- **Do not put a period after the parentheses.**

Example of a long quote:

As Romain (1998) stated:

Being cliquy can make the clique feel secure (because being part of a group is a kind of protection). Think about how wild dogs form packs in the wilderness, or how gangs hang out in the streets. Cliques aren't as dangerous, but the idea is the same. They stick together because there's safety in numbers. (p. 9)

5. Citing a summary or paraphrase

- A citation for a summary or paraphrase of the above is exactly the same as for a quotation **except** that the page number is not given. This is **also true for all of the examples below**. The following are examples of proper citation for a summary or paraphrase.

Romain (1998) suggested that people form cliques because they feel safer being part of a group.

OR

One expert suggested that people form cliques because they feel safer being part of a group (Romain, 1998).

6. Two authors

- **Never** change the order in which the authors' names appear.
- Write out the word "and" if the authors' names are included in the sentence:

As Green and Jones (1993) stated, "if children were fed adequately at home, schools would not need lunch programs" (p. 74).

- Use the ampersand ("&") between the names of the authors if they are not included in the sentence but noted in parentheses after the sentence:

As experts stated, "if children were fed adequately at home, schools would not need lunch programs" (Green & Jones, 1993, p. 74).

7. Three, four, or five authors

- **Never** change the order in which the authors' names appear.
- Write **all** the authors' names the **first time** the reference occurs, using "and" when the names are included in the sentence but "&" when the names are in parentheses after the sentence:

Lett, Grant, Neville, Davis, and Koh (1997) suggested that "benzodiazepines could be useful in the treatment of anorexia nervosa" (p. 26).

OR

Experts suggested that "benzodiazepines could be useful in the treatment of anorexia nervosa" (Lett, Grant, Neville, Davis, & Koh, 1997, p. 26).

- **After fully citing three or more authors once** (as detailed above), write only the surname of the first author followed by "et al." in subsequent in-text citations.
 - ◆ The words "et al." mean "and others" in Latin.
 - ◆ The words "et al." should **not** be italicized.
 - ◆ There should be a period after "al."

Lett et al. (1997) reported, "the mechanism by which benzodiazepines enhance eating is unclear" (p. 26).

- ◆ If the citation is given after the sentence in parentheses, there is a comma after the "al." before the date:

"The mechanism by which benzodiazepines enhance eating is unclear" (Lett et al., 1997, p. 26).

8. Six or more authors

- **Never** change the order in which the authors' names appear.
- Use only the surname of the first author and "et al." (Follow the guidelines above for the use of "et al.")

For example, the citation for the book *The Snakes of Central and South America* (2nd ed.) by J. Miller, M. Richards, E. Harris, H. Wade, M. Hill, M. Lee, and A. Adams is **always**:

Miller et al. (1999) documented the continuing efficacy of the program.

OR

Subsequent investigations documented the continuing efficacy of the program (Miller et al., 1999).

9. Group or organization as the author

- In the first citation, write out the entire name of the group or organization. If the name is long, give an appropriate abbreviation for it in brackets immediately after the full name.

(National Institute of Mental Health [NIMH], 1977)

- In subsequent citations, use the abbreviation instead of the very long name.

(NIMH, 1977)

10. Publication with no author

- Use the title of the publication in place of an author's name.
- Italicize (or underline) the title of a book, periodical, brochure, or report.

(*Times Atlas of the World*, 1990)

- Enclose in double quotation marks the title of a chapter or the name of an article.

("After the Game Is Over," 1992)

Note: the comma after the title (before the year) goes before the final quotation mark.

11. Personal, unpublished communication

such as a conversation, interview, memo, email, letter, or class notes (sources which are non-retrievable by someone else):

- Give the first initials or first name as well as the credentials of the person:

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

- Personal, unpublished communications are **not listed in the References page** because these sources cannot be retrieved.

12. Citing an author who was cited in someone else's paper:

- If you want to include in your paper a quote which another author included in his/her document, you must still give credit to the person who wrote the words.

For example: you read a book by Green who quoted White. To quote White in your paper, you would write:

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

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

Date of publication

13. General guidelines

- If a quotation is being cited, put a comma after the date and leave one space before writing the page number(s).

Green claimed, "there are many superfoods" (1994, p. 22).

14. Date for a personal, unpublished communication

such as a conversation, interview, memo, email, letter, or class notes (a communication which can not be retrieved by someone else)

- "Provide as exact a date as possible" (APA, 2001, p. 214).

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

15. The date includes a year, month, and day

- If the publication is *not* a *personal*, unpublished communication (see above) but the date on it includes both the month and the year (or month, day, and year), **only use the year** in the in-text citation.

Lark claimed, "ADHD children are capable of achieving significant success in life" (1992, p. 3).

16. No date is given

- Put "n.d." for "no date"

Swallow noted, "anti-violence programs in college dormitories have decreased violence 45% in just one year" (n.d., Introduction, para. 3).

17. The document was retrieved from the internet

- If you cannot find a date on a document that has been retrieved from the internet (an "online document"), do **not** put the date of retrieval. Write "n.d." (no date) instead.

Page number

18. General guidelines

- APA requires that a page number be included in the in-text citations for *quotations*.

Experts said, "The results are valid" (Green & Jones, 1993, p. 64).

OR

However, some disagreed: "The results have not been substantiated" (Green, 1994, pp. 23-24).

- **Be sure to put a space after the "p." or "pp." before the page number.**
- This frequently presents a problem for online documents as sometimes page numbers are not provided, or they may be difficult to find. **Do not use the page numbers provided by your printer! Use the following guidelines instead.**

19. Online articles from a published source

(such as a periodical)

- Look for indications of the original page numbers in the text. These might be found in parentheses or brackets.

20. Online articles without page numbers

- If **no original page numbers** are indicated, look for paragraph numbers. Indicate these by a ¶ symbol, as in (author, ¶ 5), or use the abbreviation "para" followed by a period, as in (author, para. 5). Note: the symbol "¶" is found in Microsoft Word through "Insert, Symbol, Special Characters, ¶."

Smith (2002) reported, "mass inoculation is supported by many people" (¶ 5).

OR

Smith (2002) reported, "mass inoculation is supported by many people" (para. 5).

21. Online articles with no page or paragraph numbers

- If *no page or paragraph numbers are visible but there are subsection headings*, indicate the heading and count to the paragraph that your citation refers to. For example,

“There is no treatment for smallpox which is the reason it is feared” (Smith, 2002, Guest Editorial section, ¶ 4).

OR

“There is no treatment for smallpox which is the reason it is feared” (Smith, 2002, Guest Editorial section, para. 4).

- Note: the symbol “¶” for “paragraph” is found in Microsoft Word through “Insert, Symbol, Special Characters, ¶.”

22. Online articles with no page numbers, paragraph numbers, or section headings

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

“Numerous studies have documented the success of the program” (Lamont, 2002).

Writing a Reference Citation

Reference citations are written on the “References” page, which is located almost at the end of the research paper; only the part of the paper called the “Appendix” goes after it (although not all papers have an Appendix). A reference for each in-text citation (except personal communications such as conversations, interviews, memos, e-mails, letters, class notes, and other non-retrievable sources) *must* be included on the References page, giving complete publishing information for each.

23. General Guidelines for the References page

- All sources, whether from a book, magazine article, or electronic media (internet documents), are integrated into one list.
- The entries are listed in alphabetical order by the authors’ last names.
- If you are citing more than one publication by the same author, list the publications by the year of publication with the one published the earliest listed first.
- Alphabetize group authors (government agencies or associations) by the first *significant* word of the name. Write out the full name; do not abbreviate the name in the references.
- If the document does not have an author, alphabetize it by the first *significant* word in the title.
- Double-space the entries. Do not skip extra spaces between items.

- The APA recommends using the *hanging indent* for each citation. In a hanging indent the first line of the citation is flush with the left margin; subsequent lines of the given citation are indented one tab.

Reference citations include:

- *Author’s name*
- *Date of publication*
- *Title of document* (book, article in a periodical, chapter in an anthology, or an article retrieved from the internet)
- *Publication information*

Author’s name

24. General guidelines

- The author’s name is inverted (the last name goes first).
- Do not spell out the author’s first name and middle name: just use the initials.
- Put a period after the name and leave one space before writing the date.

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

25. Two to six authors

- Give the surnames and initials for each, last name first. Separate the names with a comma and one space except for the last two names which should be separated with a comma, space, and ampersand (“&”).

- Never change the order of names. List them exactly the same way as they are listed in the publication.

Lett, B. T., Grant, V. L., Neville, L. L., Davis, M. J., & Koh, M. T. (1997). Chlordiazepoxide counteracts activity-induced suppression of eating in rats. *Experimental & Clinical Psychopharmacology*, 5(1), 24-27. Retrieved June 11, 2003, from PsycARTICLES database.

26. Seven or more authors

- List the first six as above and use “et al.” to represent the seventh and subsequent authors.
- **Never** change the order of names. List them exactly the same way as they are listed in the publication.

Miller, J., Richards, M., Harris, E., Wade, H., Hill, M., Lee, M., et al. (1999). *The snakes of Central and South America* (2nd ed.). New York: Horton.

27. No author given

- Use the name of the organization if one is mentioned. Write out the name in full: do not abbreviate it.

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

28. No author or organization

- If there is no author or organization, use the title of the publication.

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

29. Article in an anthology (a book with articles by many authors):

- Put the author of the chapter cited in the author position.
- Put the editor's name and title of the book after the name of the chapter. The editor's name is not inverted: the first initial is before the last name. “Ed.” for editor, enclosed in parentheses, follows the editor's name. If there are two editors, neither of their names would be inverted, and they would be joined by an ampersand (“&”); “Eds.” in parentheses would follow the two names.

Green, J. & Jones, M. (1993). Food and love. In B. Smith & F. White (Eds.), *Ethnic foods: An anthology* (pp. 62-93). New York: Bantam.

Date of publication

30. General guidelines

- After the author's name, give in parentheses the year the document was copyrighted (if only the year was on the publication), or if unpublished, the year the work was produced.

Romain, T. (1998). *Cliques, phonies, & other baloney*. Minneapolis, MN: Free Spirit Publishing.

- Put a period after the date and leave one space before writing the title of the document.

31. The date includes a year, month, and day

- If a document has the month or month and day in addition to the year of publication, **only** include this additional information in the reference citation if the document is a *magazine, newspaper, or newsletter*, or if the article is **only** available in an internet journal.
- Do **not** abbreviate the month.

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

32. No date is given

- Write “n.d.” (for “no date”) in parentheses.

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

Title of document

Book, article in a periodical, chapter in an anthology, or an article retrieved from the internet

33. General guidelines

- **Capitalize** only the first word of the title, the first word after a colon, and any proper nouns.

Smith, J. (2002). Smallpox: Mass inoculation or targeted? *Journal of Pediatric Nursing*, 5(3). Retrieved May 14, 2001, from <http://jpn.org/articles.html>

- Put a period after the title and leave one space before writing the publication information.

34. Should the name of a book be italicized or underlined?

- If the document is a book, either italicize the name or underline it: do not do both.

Romain, T. (1998). *Cliques, phonies, & other baloney*. Minneapolis, MN: Free Spirit.

OR

Romain, T. (1998). Cliques, phonies, & other baloney. Minneapolis, MN: Free Spirit.

35. Should the name of a chapter in an anthology or an article from a journal or newspaper be italicized or underlined?

- No. Do not italicize, underline, or enclose in quotation marks the title of a chapter in an anthology or an article from a journal or newspaper.

Green, J., & Jones, M. (1993). Food and love. In B. Smith & F. White (Eds.), *Ethnic foods: An anthology* (pp. 62-93). New York: Bantam.

36. Should the title of an internet document be italicized (or underlined)?

- **Yes, if** the document only exists as a web page: it does not come from a database and has never been printed in any form of periodical.

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

- **Yes, if** the document is from a multi-section website, such as a university

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

- **Do not** italicize or underline the title of an internet document if neither of the above criteria applies.

Publication information

37. Books

- Give the publisher's location.

Give the city and state for U.S. publishers; use the two-letter U.S. Postal Service abbreviations for the state. The following cities may be listed without a state: Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, and San Francisco.

The following cities may be given without a country: Amsterdam, Jerusalem, London, Milan, Moscow, Paris, Rome, Stockholm, Tokyo, and Vienna.

If two or more publisher locations are given, use the one listed first or, if specified, the location of the publisher's home office.

- Put a colon after the publisher's location.
- Give the publishing company's name. You may omit the words "Publishers," "Co.," and "Inc." Retain the words "Books" and "Press."

Green, J., & Jones, M. (1993). Food and love. In B. Smith & F. White (Eds.), *Ethnic foods: An anthology* (pp. 62-93). New York: Bantam.

- If author and publisher are the same, use the word "Author" as the publisher.

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

- Put a period after the name of the publisher.

Romain, T. (1998). *Cliques, phonies, & other baloney*. Minneapolis, MN: Free Spirit.

38. Article from a journal or newspaper

- After the name of the article, give in *italics* (or underlined) the complete name of the journal or newspaper. Use **both capital and lower case** letters. Put a comma and one space after the name of the journal or newspaper.

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

- If known, give the volume number of the journal, in *italics* (or underlined), after the title of the journal. Put a comma and one space after the volume number *if* there is no issue number.

Smith, J. (1999). Nursing today [Electronic version].
Journal of Nursing, 7, 181-183.

- If known, give the issue number of the journal in parentheses after the volume number. There is **no space** between the volume number and parenthesis. The issue number should **not** be **italicized** (or underlined). Put a comma after the issue number and leave one space before writing the page number(s).

Green, J. (1994). Superfoods? *Journal of Nutrition*, 14(5), 22-27.

- Give the page numbers for the article; *do not use* "p." or "pp." *except* for the pages in a newspaper or a chapter in an anthology. *Be sure to leave a space after the "p." or "pp." before the page number.* (Use a lower case letter "p" with a period after it ("p.") for an article which is no longer than one page; use lower case "pp" with a period after it ("pp.") for a multi-page article.)

Green, J. (1994, May). Superfoods? *Journal of Nutrition*, 14(5), 22-27.

Green, J., & Jones, M. (1993). Food and love. In B. Smith & F. White (Eds.), *Ethnic foods: An anthology* (pp. 62-93). New York: Bantam.

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

- Put a period after the page number(s).

39. Chapter in an anthology

- After the title of the chapter, write "In" and give the editor's name, **not inverted** but with the first letter of the first name first and then the surname.
- Follow the editor's name with "Ed." in parentheses and then a comma and one space. Use "Eds." if there is more than one editor.
- Next give the name of the book in italics (or underlined), followed by the pages of the chapter in parentheses and a period and one space. Use "pp." (for "pages") before the page numbers.
- Lastly, give the city of publication followed by a colon and then the publishing company's name followed by a period.

Green, J., & Jones, M. (1993). Food and love. In B. Smith & F. White (Eds.), *Ethnic foods: An anthology* (pp. 62-93). New York: Bantam.

40. Documents retrieved from the internet

40a. Article is based on a print source but retrieved from the internet

This includes articles from the EBSCOhost database which are printed in **PDF format only**, not HTML.

- Write "Electronic version" after the name of the article, enclosing it in brackets. Put a period after the brackets.
- Then give the journal name (italicized, in upper and lower case letters), journal number (italicized), issue (if known) in parentheses but not italicized (and with no space between it and the journal number), and page number(s) of the article (do **not** use "p." or "pp." to indicate page numbers).
- Put a period after the page number(s).

Smith, J. (1999). Nursing today [Electronic version].
Journal of Nursing, 7, 181-183.

40b. Article is based on a print source but has been changed from the original

Changes could include page numbers not being given or additional information being added.

- Do **not** write "Electronic Version" after the title of the article.
- Instead, give the date retrieved and the uniform resource locator (URL).
- Do **not** put a period after the URL.

Smith, J. (2002). Smallpox: Mass inoculation or targeted?
Journal of Pediatric Nursing, 5(3). Retrieved May 14, 2001, from <http://jpn.org/articles.html>

40c. Article is only available in an internet journal

- After the title of the article, give the journal name (italicized or underlined, in upper and lower case letters), journal number (italicized or underlined), and the article number.
- Give the date retrieved (including the month and day if known) and the URL. Do not put a period after the URL.

Whitehouse, W. G., Orne, E. C., & Dinges, D. F. (2003, October 18). Demand characteristics: Toward an understanding of their meaning and application in clinical practice. *Prevention & Treatment*, 5, Article 34. Retrieved July 9, 2003, from <http://journals.apa.org/prevention/volume5/pre0050034i.html>



40d. Article is only available as an internet web page

The article has *not* been identified as having originated in a print or online journal.

- After the title of the article, give the date retrieved and the URL. Do not put a period after the URL.

Lamont, D. (2002). *Fear of drugs tops ADHD parent's list*. Retrieved May 9, 2002, from <http://www.adhd.com/talk/guest.htm>

40e. Educational Resources Information Center (ERIC) document

- If the institution that produced the document is given, give its location as the publisher's location and then the name of the institution as the publisher. **Put the period after the publisher's name.** Then put the ERIC document number in parentheses, the date it was retrieved, and the database.

Griffith, T. (1987). *The audio-visual marketing handbook for independent schools*. Boston, MA: Committee on Boarding Schools. (ERIC Document Reproduction Service No. ED315030) Retrieved April 15, 2002, from ERIC E*Subscribe database.

- If the institution that produced the document is not given, put the ERIC document number in parentheses after the title of the article. a period, the date the document was retrieved, and the database.

Suchenski, M. (2001). *A comparative look at bilingual-bicultural education in Mexico and Guatemala*. (ERIC Document Reproduction Service No. ED470502) Retrieved May 10, 2003, from ERIC E*Subscribe database.

- If the document includes a report number, put that in the reference citation as well.

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Training. (ERIC Document Reproduction Service No. ED346082) Retrieved December 14, 2003, from ERIC E*Subscribe database.

40f. Article from a database such as WilsonSelectPlus or from the EBSCOhost database printed in HTML format

See above for documents retrieved from the EBSCOhost database printed in PDF format.

- Give the date retrieved.
- Do not give the URL.
- Give the name of the database with a period after it.

Bower, B. (2002). *ADHD may lower volume of brain*. *Science News*, 162(15), 227. Retrieved June 11, 2003, from WilsonSelectPlus database.

Note: For documents retrieved from a database in EBSCOhost database, do *not* give the EBSCOhost database as the database from which the document was retrieved. Do give the database within EBSCOhost from which the document was retrieved.

APA Web Sites for APA documentation

- <http://apastyle.org>
- http://owl.english.purdue.edu/handouts/research/r_apa.html
- <http://www.wisc.edu/writing/Handbook/DocAPA.html>
- <http://www.dianahacker.com/writersref/resdoc.html>



Sample References page

References

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- Lead poisoning is a scam!* (n.d.). Retrieved May 2, 2001, from <http://www.scamsforyou.com/lead.html>
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- Mead, J. V. (1992). Looking at old photographs: Investigating the teacher tales that novice teachers bring with them (Report No. NCRL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Training. (ERIC Document Reproduction Service No. ED346082) Retrieved December 14, 2003, from ERIC E*Subscribe database.
- Miller, J., Richards, M., Harris, E., Wade, H., Hill, M., Lee, M., et al. (1999). *The snakes of Central and South America* (2nd ed.). New York: Horton.
- National Institute of Mental Health. (1977). *Drug abuse in teenage populations*. Rockville, MD: Author.
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- Smith, J. (1999). Nursing today [Electronic version]. *Journal of Nursing*, 7, 181-183.

- Smith, J. (2002). Smallpox: Mass inoculation or targeted? *Journal of Pediatric Nursing*, 5(3). Retrieved May 14, 2001, from <http://jpn.org/articles.html>
- Suchenski, M. (2001). A comparative look at bilingual-bicultural education in Mexico and Guatemala. (ERIC Document Reproduction Service No. ED470502) Retrieved May 10, 2003, from ERIC E*Subscribe database.
- Swallow, H. (n.d.). *Anti-violence programs in college dormitories*. Retrieved April 3, 2001, from Indiana University, Center for Innovation in Teaching Web site:
<http://www.cit.indiana.edu/publications/papers/antivio.html>
- Times atlas of the world*. (1990). New York: New York Times.
- U.S. Department of Health. (2001). *Smallpox threats* (Publication No. DOH/TSAI/TMLP-01). Retrieved May 8, 2002, from Department of Health Reports Online via GPO Access database.
- Whitehouse, W. G., Orne, E. C., & Dinges, D. F. (2003, October 18). Demand characteristics: Toward an understanding of their meaning and application in clinical practice. *Prevention & Treatment*, 5, Article 34. Retrieved July 9, 2003, from
<http://journals.apa.org/prevention/volume5/pre0050034i.htm>

Quoting, Summarizing, and Paraphrasing

How do I write quotations in my paper?

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

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

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

When the author's name is within the sentence:

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

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

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

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

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

Rich reported that "there is..."

She stated that, "There is..."

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

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

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

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

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

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

Here's the shortened quotation:

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

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

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

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

Sometimes one author will quote what another said.

You can only quote from the book, article, or document that you had in your hand, so this is done in the following way:

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

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

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

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

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

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

As Lox (1992) stated:

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

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

How do I paraphrase or summarize?

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

Do not keep the same sentence structure. If your words and sentence structure are too close to the original, this is considered plagiarism, a form of cheating, and it is against the rules of all schools and businesses. The best way to avoid the appearance of plagiarism is to rewrite the sentence without looking at the original. After doing that, check it against the original to make sure it means the same but is worded substantially differently.

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

As Lox (1992) stated:

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

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

Lately, the first meal of the day of workers has changed. Back in slower times, the complete eggs, sausage, and toast breakfast was carefully cooked every day by the wife of the worker, who was usually a man. Today, because families have two workers, it's more likely to be donuts and coffee from the convenience store (Lox, 1992).

Here is an *acceptable* paraphrase of the quote:

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

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

Here is an *acceptable* summary of the example above.

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

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

Some Useful Books on Writing

Note: APA style requires double-spacing, but items are single-spaced here to save paper. This appendix is NOT in the format for the APA References page, which is a single list alphabetized by the author's last name, and which only includes items referred to in in-text citations.

Another Note: Some of these books may no longer be available in exactly these editions. Look for more recent editions.

Guides to Writing Research Papers

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

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

Style Manual

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

Guides to Grammar and Composition

Barzun, J. (1985). *Simple and direct: a rhetoric for writers* (rev. ed.). Chicago: University of Chicago Press

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

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

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

Books to Motivate You

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

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

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

Books to Help You Plan and Organize

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

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

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

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

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

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

Mager, R. F. (1975). *Preparing instructional objectives* (2nd ed.). Belmont, CA: Fearon-Pitman.

Books to Help You Research

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

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



Library Services

Welcome to Cambridge College Library Services! Before long, you'll be getting assignments requiring library research. Here are brief descriptions of the resources available to you, with addresses of webpages that provide more detailed information:

Cambridge College Online Library

Cambridge College Online Library (CCOL) provides an extensive collection of full-text articles from thousands of scholarly journals, live reference librarian support 24 hours every day, and instruction and resources for doing research in all our subject areas. It's free, it's always available, and it's at www.cambridgecollege.edu/library/

◆ **You will need a password** to use the CCOL. Ask your instructor or follow the instructions at <http://www.cambridgecollege.edu/library/students.cfm>

◆ **To get started** using the CCOL, see the instructions at: www.cambridgecollege.edu/student/research.cfm

Traditional Academic Libraries

Plan to use traditional academic libraries as well as the CCOL. Cambridge College has special arrangements with academic libraries near our various sites. For information, go to <http://www.cambridgecollege.edu/library/traditional.cfm>

If you want help locating an appropriate traditional library in your locality, or for further questions about Cambridge College library resources, please contact the Project Manager for Library Services:

email: libraryservices@cambridgecollege.edu

voicemail: 1-800-877-4723 x1730

Get Started Learning to Do Research

Please expect to spend some time learning how to do academic research. The time you take to learn the skills will be saved many times over whenever you use them to do research.

To learn how to do academic research

- Log in to Cambridge College Online Library. See the menu on the left side of the "Welcome to e-global Library" page
- from the menu, select "Online Tutorials"
- from the list of available tutorials, select "Research Papers 101"
- from the tutorial menu, choose "Developing a Strategy" and "Finding Information"

For instructions for researching and writing, including pathfinders for resources in specific subject areas, go to www.cambridgecollege.edu/student/research.cfm

For information about Cambridge College library resources, other suggested tools and resources, go to www.cambridgecollege.edu/student/research.cfm

To learn to use the Research Databases page of the Cambridge College Online Library, which provides thousands of free, full-text scholarly articles

- log in to the Cambridge College Online Library and see the menu on the left side of the "welcome to e-global Library" page
- from the menu, select Research Databases
- the Research Databases page starts with a link to instructions. Please click and read. You may not need all this information right away, but you need to know that you can find it there
- read the extra instructions included with some of the databases listed
- when you use any database, look for the Help link within it. In EBSCOhost, Help is at the top right of the screen.

For individual help

- In the CCOL, click "Ask An Online Librarian"
- Ask your prosem leader or writing course instructor
- If available in your area, see a Writing Lab Tutor.

Compiled by Maida Tilchen, Project Manager for Library Services © 2004 Cambridge College

Research, Library, and Writing Skills

There are many instructional *pathfinder handouts on the Cambridge College website*. They will help you start your research by pointing you to recommended scholarly journals in our CCOL databases, credible websites, reference books, and other good sources of information. Go to <http://www.cambridgecollege.edu/student/research.cfm>

Education

- Start here to Research Education in General
- Start here to Search ERIC and ERIC E*Subscribe
- How to Read a Scholarly Article in Education
- Start here to Research to Create Curriculum, including Lesson Plans; Assessments; Rubrics; Instructional Theories
- Start here to Research School Administration
- Start here to Research Health Education Information
- Start here to Research School Nursing Information
- Start here to Research Technology in Education and School Library Media
- Start here to Research Subject Area Teaching in Art, Math, Science, Social Studies, and More
- Start here to Research Special Education and Learning Disabilities
- Start here to Research Popular ILP Topics in Education

M.Ed. ILP and CAGS Information:

- Independent Learning Project Handbook School of Education- Sixth Edition, 2003
- M.Ed. ILP Sample
- CAGS Action Plan Sample

Counseling

- Scholarly Journals in the Mental Health Counseling Field
- Career Development for Mental Health Counselors
- Everyone Can Find Counseling, Mental Health and Psychology Sites Online

Medical

- Start here to Research Health Education Information
- Start here to Research School Nursing Information
- Everyone Can Find Medical Information Online and in Libraries

Using the Internet

- Everyone Can Choose the Most Effective Search Engines and Search Terms
- Checklist for an Informational Web Page

Writing Research Papers

- Everyone Can Have a Successful ILP, IRP, Capstone, or Other Research Paper Experience
- Writing Citations According to the APA
- Handy All-Purpose ILP/IRP/Research Paper Hints!
- What to Read, and How to Prepare For, Organize, and Write Your Literature Review
- Some Warning Signs of a Rushed Paper

Cambridge College Online Library Use

- Quickstart to Library Services
- How to Use the Cambridge College Online Library for your research needs!
- Everyone Can Find Full-text Articles from Acceptable Scholarly Sources Using Cambridge College Online Library
- How to Capture, Save, and Organize the Articles You Find in the Cambridge College Online Library - PDF Format

Traditional Library Skills

- Everyone Can Use a Traditional Library
- How to Ask Questions of a Reference Librarian
- Everyone Can Choose the Most Useful Library
- Libraries for Lawrence Center Students
- Gutman Library Card Information and Application
Traditional Library Information for Boston-area students only
- Everyone Can Do Management and Business Research at the Kirstein Business Branch of the Boston Public Library
Traditional Library Information for Boston-area students only

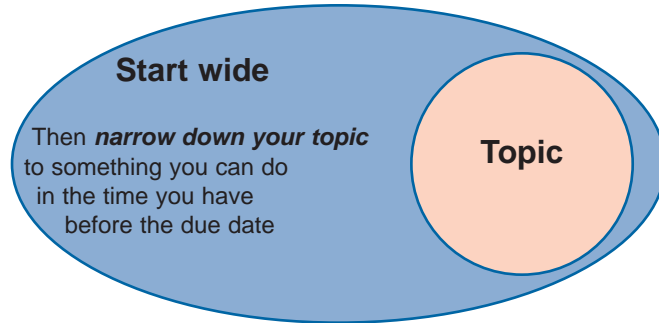
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Making Mind Maps to Conceptualize Your ILP

Select Your Topic

- A topic in which you have strong interest
- Preferably related to your professional role

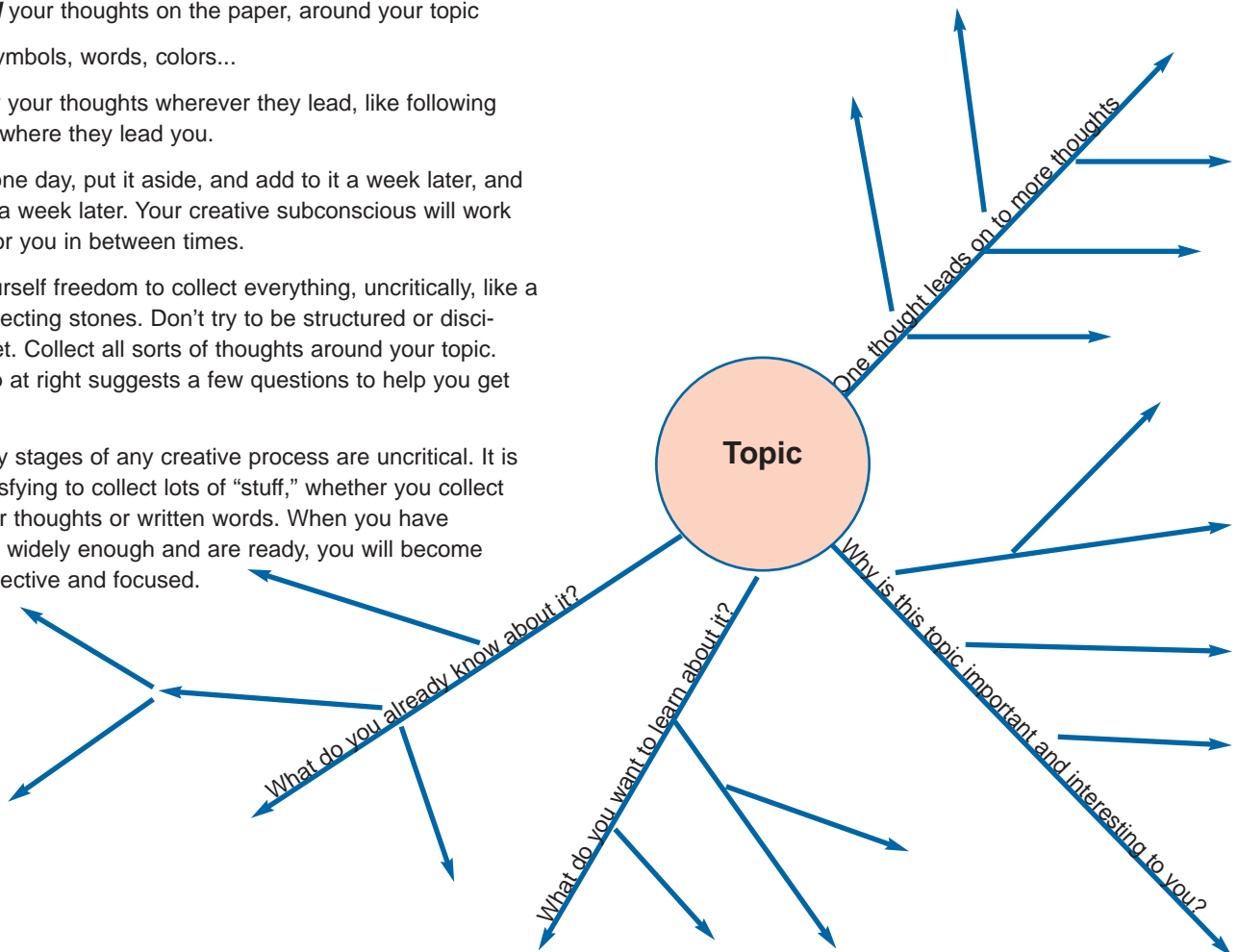


Mind Map 1: an Everything Map

- Write your topic in the middle of a large sheet of paper
- Put **all** your thoughts on the paper, around your topic
- Use symbols, words, colors...
- Follow your thoughts wherever they lead, like following roads where they lead you.
- Do it one day, put it aside, and add to it a week later, and again a week later. Your creative subconscious will work on it for you in between times.

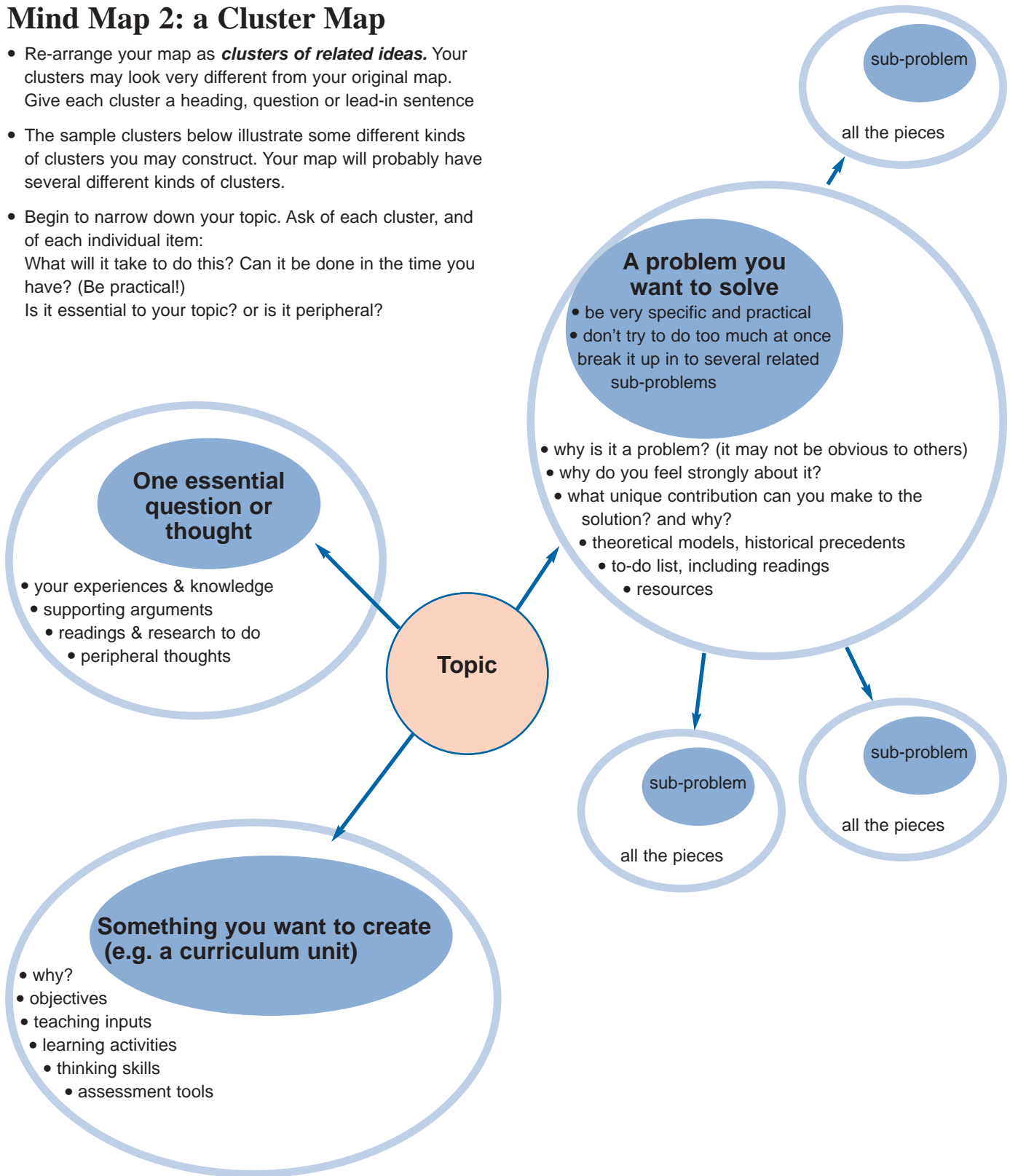
Give yourself freedom to collect everything, uncritically, like a child collecting stones. Don't try to be structured or disciplined yet. Collect all sorts of thoughts around your topic. The map at right suggests a few questions to help you get started.

The early stages of any creative process are uncritical. It is very satisfying to collect lots of "stuff," whether you collect stones or thoughts or written words. When you have explored widely enough and are ready, you will become more selective and focused.



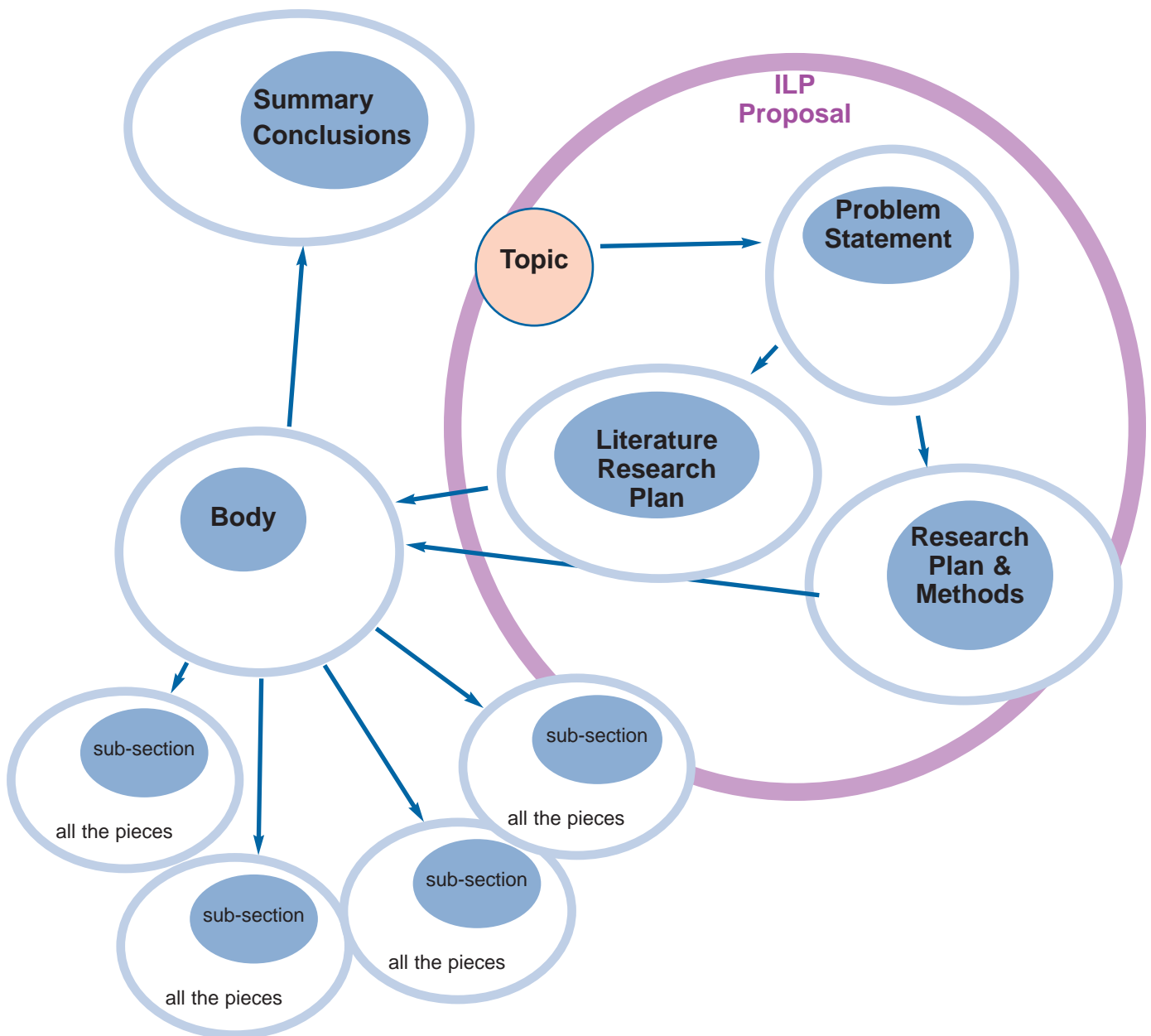
Mind Map 2: a Cluster Map

- Re-arrange your map as **clusters of related ideas**. Your clusters may look very different from your original map. Give each cluster a heading, question or lead-in sentence
- The sample clusters below illustrate some different kinds of clusters you may construct. Your map will probably have several different kinds of clusters.
- Begin to narrow down your topic. Ask of each cluster, and of each individual item:
What will it take to do this? Can it be done in the time you have? (Be practical!)
Is it essential to your topic? or is it peripheral?

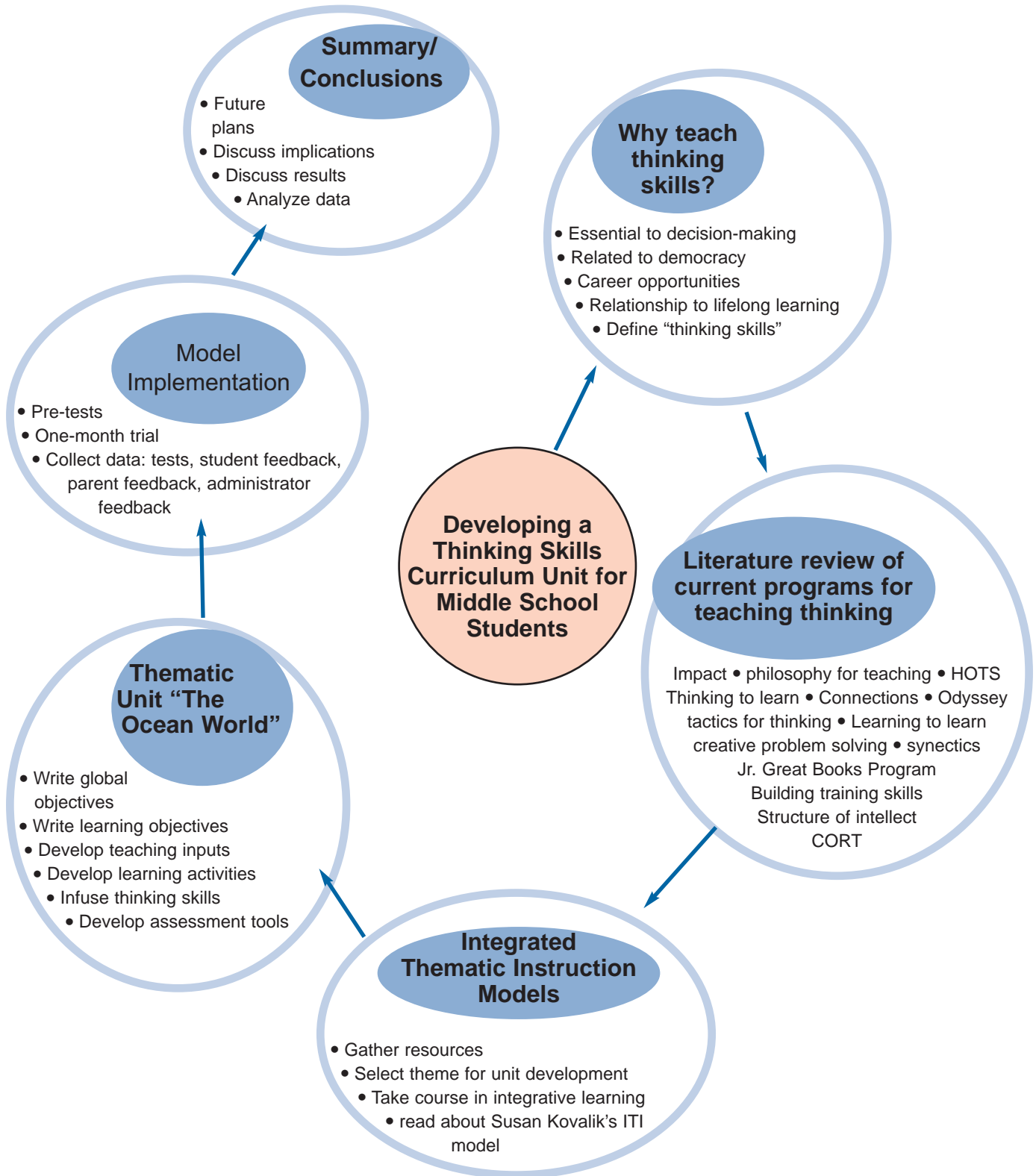


Mind Map 3: an ILP Map

- Narrow down your topic some more. Cut out some of the clusters.
- Re-arrange your remaining material again into **new clusters following the components of the ILP.** Your clusters may look very different from your second map.
- The sample clusters below illustrate some different kinds of clusters you may construct.



Sample ILP Map



Steps to Competing Your ILP

Step 1 Select Your Topic

- A topic in which you have strong interest
- Preferably related to your professional role

Step 2 Mind Map Your ILP

See preceding section

Step 3 ILP Proposal

- Write a problem statement
- State the rationale and goals for your project
- Describe the methods you will use and what population your ILP addresses
- Include a tentative time line
- Describe anticipated outcomes
- Attach a preliminary bibliography

Step 4 Some Introductory Pages

- Title page
- Copyright page
- Acknowledgements page — thank all those who assisted and supported you as you worked on your ILP

Note: some of the introductory pages are done last.

See step 11.

Step 5 Problem Statement

- Summarize what led you to this project
- End with a question you would like to answer or a statement of the goal of your project

Step 6 Research

- Use research databases and research guides from the Cambridge College Online Library at www.cambridgecollege.edu/library/
- Use an appropriate local academic library
- Use credible web sites
- Do interviews and/or surveys

Step 7 Literature Review

- List the major points you want to make to summarize what is known and not known
- List the authors who have something to say about each major point
- Use the major points as subheadings
- In each major point subheaded section, discuss what various authors said about that major point
- Conclude with a summary

Step 8 Body of Your ILP

This is the major component, the “what” of the ILP

- Examples
 - Curriculum unit
 - Research study
 - Creative writing anthology
 - School restructuring plan
- Think: Order, sequence, flow, clarity
- “Bridge” paragraphs and sections

Step 9 Summary, Discussion and Conclusions

- What were the outcomes of your ILP?
- What did you learn? Discuss your research findings
- Considerations for future research?

Step 10 References Page

- Include only published works specifically cited in the text of your ILP from books, periodicals, web pages
- See “Writing Citations According to APA Style”

Step 11 Last Pieces

- Write a 75-100 word **abstract statement** which describes your ILP and summarizes the results or outcomes in a clear and concise manner
- **Table of contents**
- Attach your **current résumé**
- **Appendix (optional):** supporting documentation such as Transcripts of interviews, questionnaires, photos, art work, video or audio tapes, computer disks. **Insert copies only; keep your originals!**

Step 12 Hand In Your ILP

- Submit your final ILP copy to your faculty advisor, and
- Celebrate!

Cambridge College

...where adults
learn their way to a
brighter future

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Teaching Excellence

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May 2004

