

RESEARCH METHODOLOGY STUDY MATERIAL

Prescribed Text: MLA Handbook Eight
Edition

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Syllabus

Semester : III

Subject code: 18MEN34E

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Principles of MLA style

Sources

Plagiarism

Source Evaluation

Gathering Information

Unit II - Creating Documentation

Core elements

Author

Title of Source

Title of Container

Other contributors

Version

Number

Publisher

Publication date

Location

Optional elements

Unit III - The Mechanics of Scholarly Prose

Names of persons

Titles of sources

Quotations

Numbers

Dates & Times

Abbreviations

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Names of authors

Titles

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Publisher

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Print forms

Author

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Number

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Punctuation

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UNIT I
PRINCIPLES OF
MLA STYLE



Cite simple traits shared by most works.

- ▶ An entry in the works-cited list was based on the source's publication format (book, periodical, Web article, etc.)
- ▶ In MLA VII edition, the writer first determined the format of the source and then collected the publication facts associated with the format.
- ▶ In MLA VIII edition, by contrast, is not centered on publication formats. It deals instead with facts common to most works such as author, title etc.
- ▶ The writer examines the source and records its visible features, attending to the work itself and a set of universal guidelines.
- ▶ A work in a new medium thus can be documented without new instructions.

▶ The **8th edition handbook** introduces a new way to cite sources. Instead of a long list of rules, MLA guidelines are now based on a set of principles that may be used to cite any type of source.

▶ The three guiding principles:

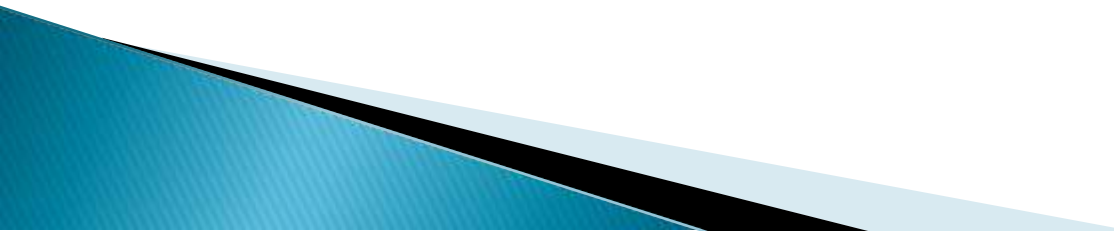
1. Cite simple traits shared by most works.
2. Remember that there is more than one way to cite the same source.
3. Make your documentation useful to readers.

Remember that there is more than one way to cite the same source.

- ▶ Two scholars may use the same source differently. Therefore, a writer who is working on a specialized topic in a particular field will include documentation information that a writer who is using the source more generally will not.
- ▶ A writer whose primary purpose is to give credit for borrowed material may need to provide less information than a writer who is examining the distinguishing features of particular editions of source texts.
- ▶ Similarly, scholars working in specialized fields may need to cite details about their sources that other scholars making more general use of the same resources do not.

Make your documentation useful to readers.

- ▶ As a writer, you document sources so that your readers may locate them and learn more about your particular argument or essay. Proper citation demonstrates your credibility by showing that you've thoroughly researched your topic.
- ▶ Your citations must be comprehensive and consistent so that readers may find the sources consulted and come to their own opinions on your topic.
- ▶ Documentation gives credit to original sources, and ensuring that readers can find the sources consulted in order to draw their own conclusions about the writer's argument.
- ▶ Writers achieve the goals of documentation by providing sufficient information in a comprehensible, consistent structure.

- ▶ *MLA Handbook* is designed to help writers *think* about the sources they are documenting, *select* the information about the sources that is appropriate to the project they are creating, and *organize* it logically and without complication.
- 

SOURCES



- ▶ Documenting sources is an aspect of writing common to all academic fields.
- ▶ Academic writing is at its root a conversation among scholars about a topic or question.
- ▶ Scholars write for their peers, communicating the results of their research through books, journal articles, and other forms of published work.
- ▶ In the course of the research the students seek information from the earlier research.

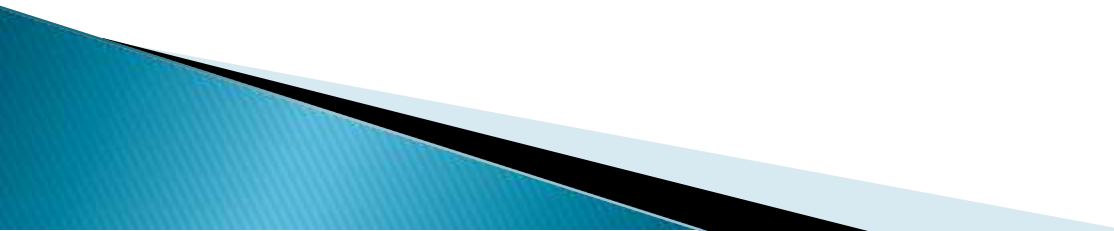


Plagiarism

Definition

- ▶ **Plagiarism** is presenting someone else's work or ideas as your own, with or without their consent.
- ▶ To commit literary theft: present as new and original idea or product derived from an existing source.
- ▶ *Merriam-Webster's Collegiate Dictionary* defines plagiarizing as committing “literary theft.” Plagiarism is presenting another person’s ideas, information, expressions, or entire work as one’s own.
- ▶ Sometimes plagiarism has legal repercussions like when it involves copyright infringement.
- ▶ It is always a serious moral and ethical offense.

Plagiarism a Serious Offense

- Plagiarists are seen not only as dishonest but also as incompetent, incapable of doing research and expressing original thoughts.
 - When professional writers are exposed as plagiarists, they are likely to lose their jobs and are certain to suffer public embarrassment, diminished prestige, and loss of future credibility.
 - Students who plagiarize deprive themselves of the knowledge they would have gained if they had done their own writing.
- 

- Plagiarism can take a number of forms
 - **buying papers from a service on the Internet,**
 - **reusing work done by others**
 - **copying text from published sources without giving credit to those who produced the sources.**
- Even borrowing few words from other text without clearly giving credit to the author.
- Reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized.
- If you want to reuse your work, consult with your instructor.

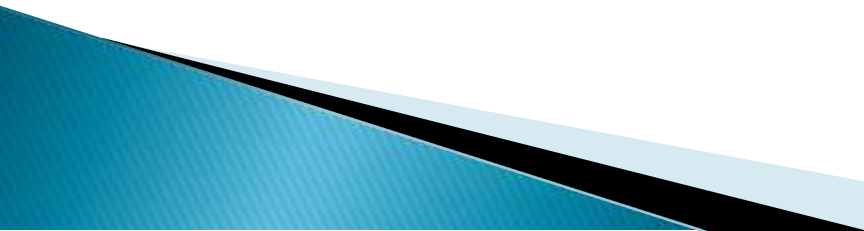
- It's important to note that you need not copy an author's words to be guilty of plagiarism; if you paraphrase someone's ideas or arguments without giving credit for their origin, you have committed plagiarism. For eg:
- Sentence from Michael Agar's book *Language Shock*

Everyone uses the word language and everybody these days talks about culture "Linguaculture" is a reminder, I hope, of the necessary connection between its two parts. . . .

If you write the following sentence as

At the intersection of language and culture lies a concept that we might call “languaculture.”

It would constitute plagiarism because this sentence borrows a word from Agar’s work without giving credit for it.



*At the intersection of language and culture lies a concept that **Michael Agar** has called “**languaculture**” (60).*

The above sentence is not plagiarism : a reference is given to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give your reader full information about the source.

- Changing few word in a sentence and using it also plagiarism. For eg.

Sentence from Walter A. McDougall's *Promised Land, Crusader State: The American Encounter with the World since 1776*.

American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.

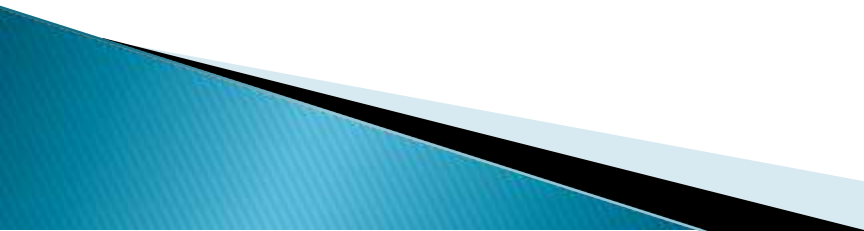
Changing few word:

For the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded.

How Can You Avoid Plagiarism?


- Avoiding plagiarism begins with being scrupulous in your research and note-taking.
- Keep a complete list of all the sources that you discover during your research and mention it in the work cited list.
- Take care in your notes to distinguish between what is not yours and what is yours.
- As you write, carefully identify all borrowed material, including quoted words and phrases, paraphrased ideas, summarized arguments, and facts and other information.


- Most important is that you check with the instructor if unsure about the way of using a particular source

 - Documentation is not required for every type of borrowed material like:
 - Common ideas
 - Basic biographical facts about prominent persons.
 - The dates and circumstances of major historical events.
- 


THINK: EVALUATING YOUR SOURCES

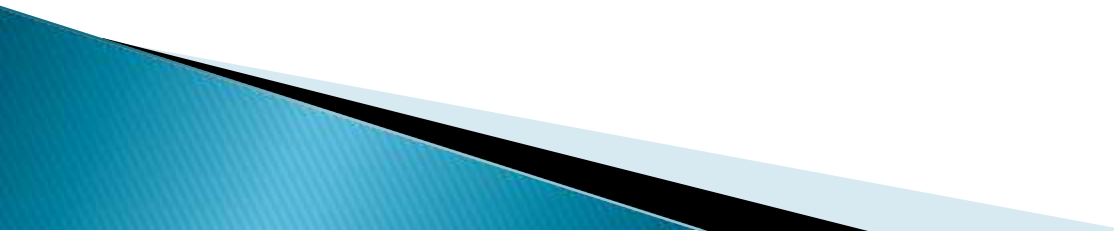



- ▶ It is easy to gather source in this century as we have lot of facilities like digital library, online articles, journals etc.
 - ▶ But in earlier times gathering of sources used to be more arduous than it is today: researchers had to spend hours in the library, tracking down printed indexes and bibliographies, locating the works uncovered, and then obtaining physical copies of the works.
- 


- ▶ One part of this process used to be easier to assume that the works found were reliable, since they were discovered through professionally compiled indexes and in professionally curated collections.
 - ▶ Today the Internet has many publications, databases, archives, and search engines which complicated the researcher's assessment of their reliability
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▶ The first step, therefore, in gathering sources for your academic work is to evaluate them, asking yourself questions such as these:

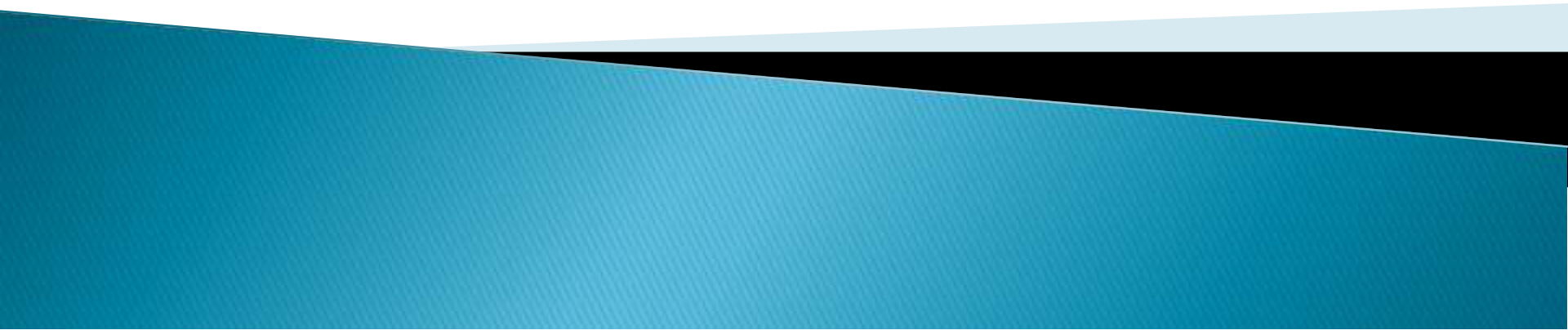
- ❖ **Who is the author of the source?**
 - ❖ **Is the author qualified to address the subject?**
 - ❖ **Does the author draw on appropriate research and make a logical argument?**
 - ❖ **Do you perceive bias or the possibility of it in the author's relation to the subject matter?**
 - ❖ **What is the source?**
 - ❖ **Does it have a title, and does that title tell you anything about it?**
- 

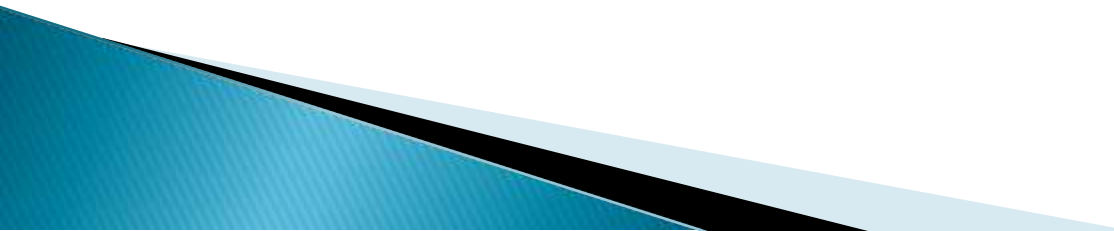
- ❖ **If it lacks a title, how would you describe it? Is it a primary source, such as an original document, creative work, or artifact, or a secondary source, which reports on or analyzes primary sources?**
 - ❖ **If it is an edition, is it authoritative? Does the source document its own sources in a trustworthy manner?**
 - ❖ **How was the source produced? Does it have a recognized publisher or sponsoring organization?**
 - ❖ **Was it subjected to a process of vetting, such as peer review, through which authorities in the field assessed its quality?**
- 

- ❖ **Where did you find the source?**
 - ❖ **Was it cited in an authoritative work?**
 - ❖ **Was it among the results of a search you conducted through a scholarly database (such as the *MLA International Bibliography*) or a library's resources?**
 - ❖ **Did you discover it through a commercial search engine that may weight results by popularity or even payment?**
 - ❖ **When was the source published? Could its information have been supplemented or replaced by more recent work?**
- 

- ▶ It is important to understand that research is a cyclic process.
 - ▶ Scholars rarely find all the sources they need in a single search. You should expect to search, evaluate the sources you find, refocus or otherwise revise your searching strategy, and begin again.
 - ▶ Keep complete records that allow you to retrace your footsteps, since you may need to return to a source for more information.
 - ▶ Keeping good notes will also simplify the task of documenting your sources.
- 

SOURCE EVALUATION



- ▶ The gathering of sources used to be more arduous than it is today.
 - ▶ Researchers had to spend hours in the library, tracking down printed indexes and bibliographies, locating the works uncovered, and then obtaining physical copies of the works.
 - ▶ The amount and variety of information available have grown exponentially in internet but the origins of that information are too often unclear.
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▶ After gathering the source the first step is to evaluate by asking few question for yourself .

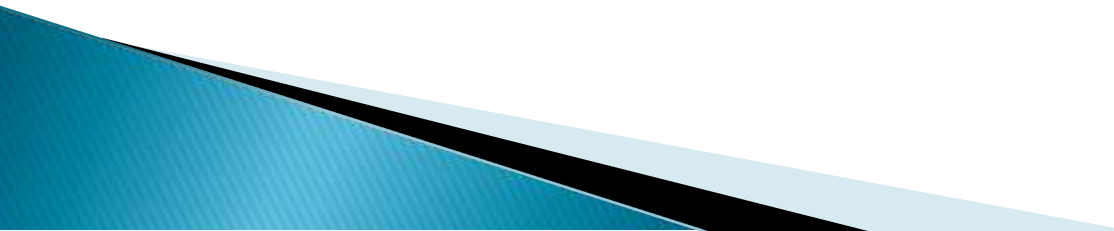
1. **Who** is the author of the source? Is the author qualified to address the subject? Does the author draw on appropriate research and make a logical argument? Do you perceive bias or the possibility of it in the author's relation to the subject matter?
2. **What** is the source? Does it have a title, and does that title tell you anything about it? If it lacks a title, how would you describe it? Is it a primary source, such as an original document, creative work, or artifact, or a secondary source, which reports on or analyzes primary sources? If it is an edition, is it authoritative? Does the source document its own sources in a trustworthy manner?

3. **How** was the source produced? Does it have a recognized publisher or sponsoring organization? Was it subjected to a process of vetting, such as peer review, through which authorities in the field assessed its quality?

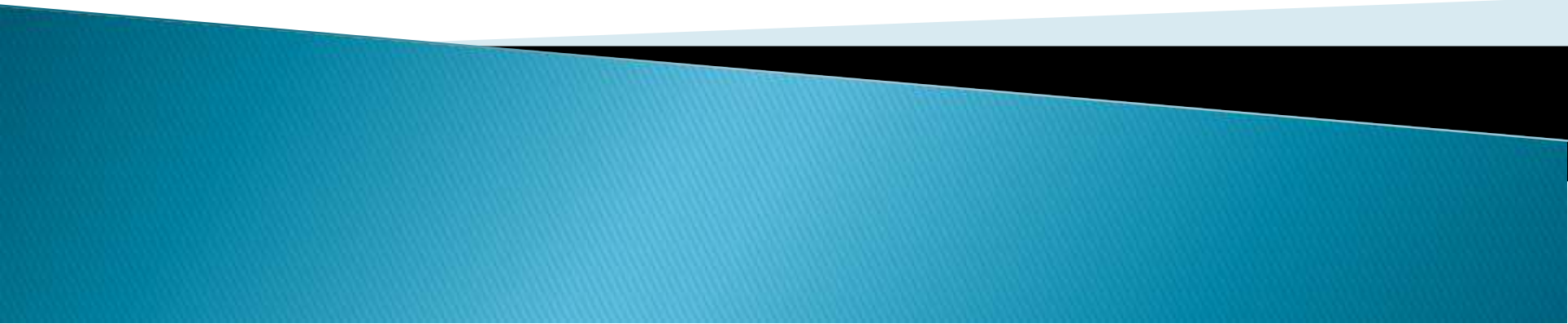
4. **Where** did you find the source? Was it cited in an authoritative work? Was it among the results of a search you conducted through a scholarly database (such as the *MLA International Bibliography*) or a library's resources? Did you discover it through a commercial search engine that may weight results by popularity or even payment?

5. **When** was the source published? Could its information have been supplemented or replaced by more recent work?

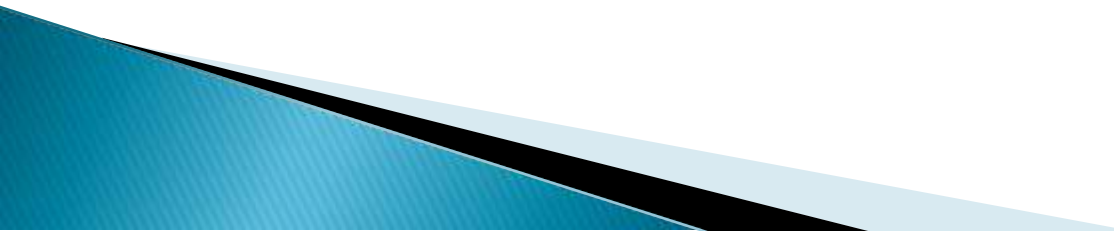
- ▶ It is important to understand that research is a cyclic process. Scholars rarely find all the sources they need in a single search.
- ▶ Scholars should expect to search, evaluate the sources you find, refocus or otherwise revise their searching strategy, and begin again.
- ▶ While doing a research a scholar should keep complete and well-organized records that allow you to retrace your footsteps, since you may need to return to a source for more information.
- ▶ Keeping good notes will also simplify the task of documenting the sources.

- ▶ After gathering sources, evaluating them, and winnowing out those unsuitable for the research, you will record information about the ones you plan to consult. This information is the basis of your documentation.
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GATHERING INFORMATION



Gathering the source is very important for doing a research .

- ▶ Do not rely on a listing found elsewhere, whether on the Web, in a library catalog, or in a reference book, because it may be erroneous or incomplete.
 - ▶ In general, you should look in the places where the source's publisher, editor, or author gives credit for or describes its production.
- 

Two source

Primary source

Secondary source

Primary source

First hand investigation such as analyzing a literary text , historical text, film, performance etc .

Secondary source

The examination of studies that other researchers have made on the subject.

- ▶ We can gather our source from

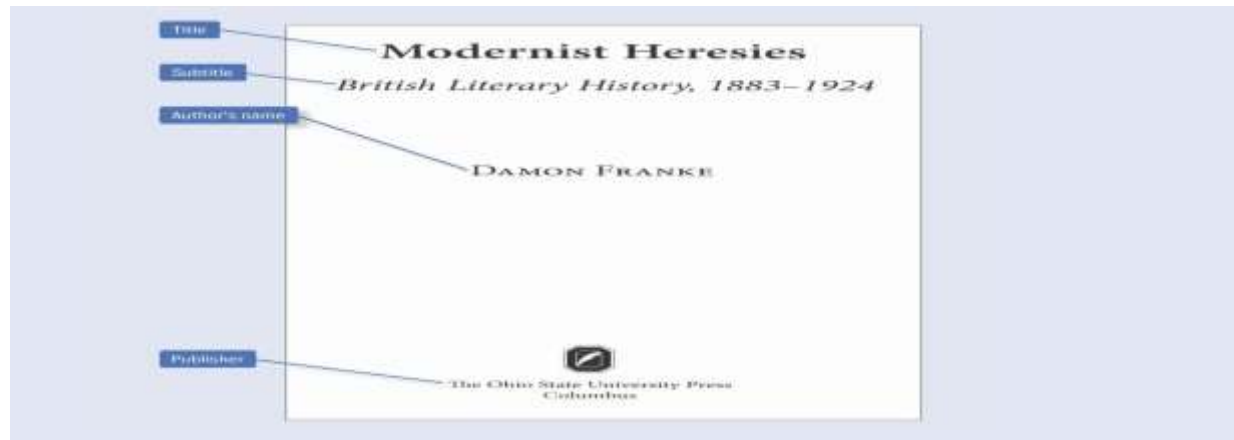
- ▶ Library Research Source

- ▶ Web source

Gathering information of the source

First consult the title page, not the cover or the top of a page.

If the title page of a book lacks needed information, such as the date of publication,



Information about the publication date and copyright in next page(usually the reverse of the title page).

Date of publication

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1. Modernism (Literature)—Great Britain. 2. English literature—20th century—History and criticism. 3. English literature—19th century—History and criticism. 4. Religion and literature—Great Britain—History—20th century. 5. Religion and literature—Great Britain—History—19th century. 6. Great Britain—Intellectual life—20th century. 7. Great Britain—Intellectual life—19th century. 8. Heretics, Christian—Great Britain—History. 9. Heresies, Christian, in literature. 10. Paganism in literature. I. Title.

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Consult the first page of the text for the author and title of the work. The publication facts about an issue of a periodical (journal, magazine, newspaper) are usually found on the cover, on a title page, or near the table of contents.

The diagram illustrates the flow of information from a journal cover to an article. It features two main boxes. The top box, representing the journal cover, contains the following text: **Science Fiction Studies**, Published three times a year (March, July, November) by SF-TH Inc. at DePauw University, #114 = Volume 38, Part 2 = July 2011 • \$25.00, and Copyright © 2011 by SF-TH Inc. A label 'Journal title' points to the journal title. A label 'Publication facts about the issue' points to the volume and issue information. The bottom box, representing the article page, contains the page header 'NINETEENTH-CENTURY SF IN SPAIN' and '253'. The author's name 'Geraldine Lawless' is listed, followed by the article title 'Unknown Futures: Nineteenth-Century Science Fiction in Spain'. A label 'Author's name' points to the author's name. A label 'Title of article' points to the article title. The first sentence of the article text is also visible: 'In her SFS review of Stelio Cro's edition of the previously unpublished early Spanish utopia called *Sinapia*, Sylvia Winter expressed her excitement at the...

Journal title

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Title of article

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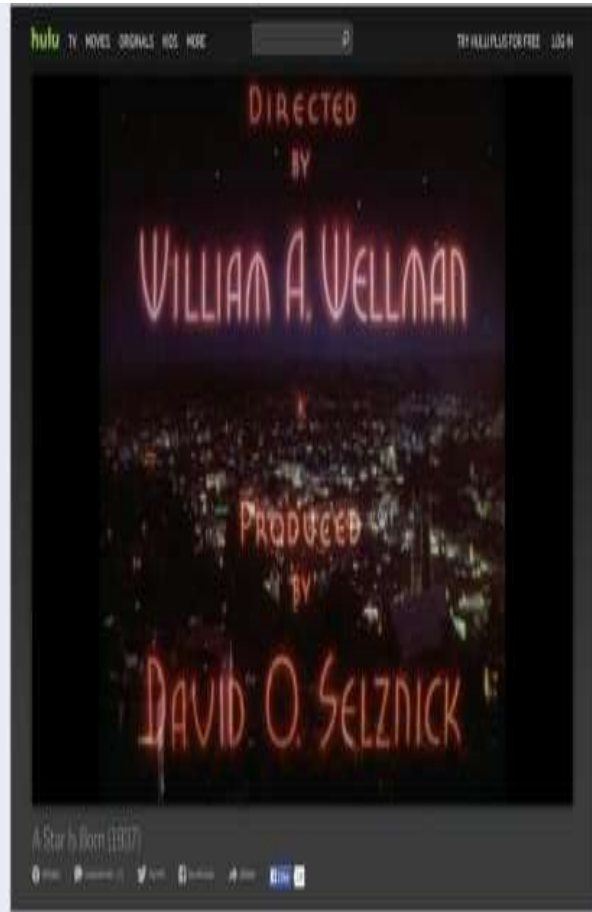
Web source

The image shows a screenshot of a web page with several callout boxes pointing to specific elements. The callouts are:

- URL:** Points to the address bar showing `http://medievalfragments.wordpress.com/2014/05/27/the-beauty-of-the-injured-book/`.
- Title of overall site. Standardize its form: Medieval Fragments.** Points to the site logo "medievalfragments".
- "About us" – possible source of more information, if needed** Points to the "About us" link in the navigation bar.
- Title of source** Points to the article title "The Beauty of the Injured Book".
- Publication date** Points to the date "Posted on May 27, 2014".
- Author's name** Points to the author's name "By Erik Kwakkel (@erik_kwakkel)".

The web page content includes a header with the site name "medievalfragments", a navigation bar with links for "About us", "Project website", and "Erik's twitter", and a main article titled "The Beauty of the Injured Book" posted on May 27, 2014, by Erik Kwakkel. The article text discusses the beauty of damaged books and includes a large image of a medieval manuscript page with a figure and text.

Film: information on the disc's packaging(DVD)



Reference

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Modern Language Association of America. (2009). MLA handbook for writers of research papers (7th ed.). New York, NY: Modern Language Association of America. REFERENCE AC1.G53 2009 .

Modern Language Association of America. (2008). MLA style manual and guide to scholarly publishing (3rd ed.). New York, NY: Modern Language Association of America. REFERENCE AC1.G444 2008.