

- Write the title and underline it (or use italics if you are keyboarding).
- Give the publication information: city of publication, publisher, and year of publication.
- Add any notes that may be helpful to your later search (bibliography, illustrations, number of pages, and so on).
- If you use more than one library, note on the bottom line of the card the library in which you found this source.
- Number the card in the upper right corner. Begin with 1, and continue sequentially. Later, the numbers will help to quickly identify your sources.

[See Step 12, later in this section, for a comprehensive list of sample bibliography entries.]

For a book, then, a bibliography card may look something like this:

**FIGURE 3.3**  
A bibliography card  
for books.

808.46	7
Hu	
Huck, Charlotte, S., and Doris Young Kuhn. <u>Children's Literature in the Elementary School</u> . Chicago: Holt, Rinehart, and Winston, Inc. 1968.	
has good bibliography	
includes excerpts from rhymes	Add
Willard Library	

**Error**

★ **For an article:**

- List the author, if there is one, last name first.
- List the title and enclose it in "quotation marks."
- List and underline (or print in italics) the name of the magazine, newspaper, or encyclopedia in which the article appears.
- Include for magazines the volume number, page numbers, and date.
- Include for newspapers the section and page numbers and date.
- Include for encyclopedias the volume number, the page numbers, place of publication, publisher, and year of publication.

- Add any notes that may be helpful in locating or using the source.
- Number the card in the upper right corner.

A sample bibliography card for a magazine will look like this:

**FIGURE 3.4**  
A bibliography card for magazines.

2
Likens, Rebecca. "In Defense of Mother Goose." <u>PTA Magazine</u> .
June 1973: 21-23
Roseville Library

**For electronic sources:**

- List the author, last name first, or the sponsoring organization (many education and organization Web sites omit authors' names, but reputable sites will always indicate sponsorship).
- List the title of the article or document, in quotation marks.
- Give the title of the complete work (from the home page or CD-ROM title), if applicable, underlined.
- Add the date of publication or last update, if given. → Find home page
- Copy the full URL (Web site address), enclosed in angle brackets.
- Give the date of your visit, in parentheses.

Very important →

**FIGURE 3.5**  
A bibliography card for electronic sources.

3
Webster, Robert and August Kehr. "United States Department of Agriculture Home and Garden Bulletin Number 202."
Feb. 1999. < <a href="http://www.hoptechno.com/book26.htm">http://www.hoptechno.com/book26.htm</a> > (2 March 1999).
Roseville Library

As you work, you will soon see which materials will be helpful and which will not. Before you cart home stacks of books and periodicals or spend hours fruitlessly searching electronic sources, check for usefulness. Here's how:

In books, look at tables of contents, indexes, and bibliographies. If nothing suggests information related to your topic, leave them. On

the other hand, because you will be working primarily with nonfiction books, which are arranged on the library shelf by subject, look through books located near the ones you have found in the card or computer catalog. Perhaps one of them will be helpful.

Likewise, as you search through the *Reader's Guide* and other print and electronic periodical indexes, think of alternate headings under which to find sources. Sometimes the headings that appear in the guide are not the ones you might think of first. And don't hesitate to ask the reference librarian for suggestions.

Finally, for particularly obscure topics, you may wish to do a computer search through your local library. A computer search will say what information is available in computer-linked libraries all over the United States. This information is available through interlibrary loan. Check with your librarian for details.

### STEP 6 Prewriting • Shaping the Preliminary Outline

Next, you must develop an outline from the list you wrote in Step 2. By now, as a result of your work with the preliminary bibliography, you have done additional skimming. You should be ready to think through the organization. [*For a thorough discussion of the process of outlining, see Outlines: For a Paper earlier in Part III.*]

While your first reaction may be to skip the preliminary outline, don't! You may have the typical reaction: How can I develop an outline when I haven't read all the materials available? The answer: How do you know which materials to read if you don't know what your paper will do? In other words, developing a preliminary outline now guides your reading in the future, saving hours of reading and avoiding stacks of useless notes.

So, do the outline now.

Using a list such as the example in Step 2, you could develop a preliminary outline that looks as follows:

- I. Origins
  - A. Author
  - B. Publisher
- II. Educational value
- III. Literary introduction
  - A. Fact or opinion
  - B. Fun
  - C. Rhythm
- IV. Imagination

pg. 356  
Outlines

Sloppy  
Copy

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Listing topics in their appropriate levels of relationship should help you better understand the material you are studying.

### STEP 3 **Revising and Proofreading • Checking for Accuracy**

As you reread your outline, think about the relationships of ideas as your outline expresses them. For instance, start with the supporting ideas in one section. **Do the ideas listed as subpoints really explain the topic under which you have them listed?** In other words, do subtopics 1, 2, and 3 under B really illustrate, explain, list the parts, or make up the whole of topic B?

If you find illogical levels of support, revise the outline until you are certain it accurately reflects what you have read or heard.

### SAMPLE OUTLINE AS A SUMMARY

The following outline summarizes reading material. For comparison's sake, this sample shows the outline first in topic form and then in sentence form. Use whichever best serves your purpose.

For the text from which the following outline was made, see Notes: Sample Notes for a Class, elsewhere in Part III. In addition, in that same section, you can compare the less formal notes appearing with the original text in Notes and the more formal notes appearing as an outline here.

R. Draft

#### Topic Outline

#### Birds as Insect Controllers

- I. How birds help
  - A. Have high metabolism rate
  - B. Eat nearly twice weight
    1. 3-ounce to 5<sup>1</sup>/<sub>2</sub>-ounce ratio in birds
    2. 10-pound to 18<sup>1</sup>/<sub>3</sub>-pound ratio in humans
- II. How environment helps
  - A. Vegetation
    1. Windbreaks
    2. Living fences
    3. Shrub buffers
  - B. Water
    1. Farm ponds
    2. Grass waterways

F. Draft

## Sentence Outline

## Birds as Insect Controllers

- I. Birds eat insects.
  - A. The birds have a high metabolism rate.
  - B. The birds eat almost twice their own weight.
    1. A 3-ounce baby bird will eat  $5\frac{1}{2}$  ounces of insects.
    2. A 10-pound human baby would have to eat  $18\frac{1}{3}$  pounds of food.
- II. The environment attracts birds.
  - A. Planting the right vegetation attracts birds.
    1. Windbreaks provide birds protection.
    2. Living fences provide birds nesting and roosting sites.
    3. Shrub buffers provide birds protection.
  - B. Developing water sources attracts birds.
    1. Farm ponds provide birds with water and food.
    2. Grass waterways attract birds of different varieties.



**Analysis of the Sample Outline as a Summary.** The preceding sample outline, which appears in both topic and sentence form, should help you see the importance of an outline in showing relationships among ideas. If you compare this outline with the notes [see Notes earlier in Part III] on the same reading material, you can see how ideas take on a new meaning when grouped by relation. Notice these characteristics about the two forms of the outline above:

- Each of the main headings is supported by two subheadings. Although such perfectly even distribution is not essential, it does indicate that the note taker has not given undue attention to one main idea while neglecting the others.
- Each division includes at least two items, thus following the logic that nothing can be divided into less than two.
- The subtopics, taken together, explain, illustrate, or provide other supporting detail to fully develop their respective main topics.
- Both the topic and sentence outline follow a parallel structure. Note that the main headings are parallel and that the subheadings are structurally parallel with the other subheadings in that same division. [See parallel structure in the Glossary.]
- The outlines use proper punctuation and indentation.
- The number-letter combinations establish relationships between and among ideas.