



# Table of Contents

---

<b>Purpose of This Booklet .....</b>	<b>1</b>
<b>General Guidelines for Making Presentations in Sociology.....</b>	<b>1</b>
Oral Presentations in Sociology Classes	1
The Importance of Good Oral Presentation Skills	1
Developing Confidence in Oral Presentation Skills	2
The Six Steps to Making a Good Presentation	2
<b>General Guidelines for Writing Sociology Papers .....</b>	<b>4</b>
<b>Library Resources .....</b>	<b>5</b>
Reference Volumes	5
Sociology Periodicals	5
Sociology Books	6
Sociology on the Internet	6
Interlibrary Loan	7
Research Assistance	7
<b>Resources for Journal Articles .....</b>	<b>7</b>
<b>Resources for Newspaper Articles .....</b>	<b>8</b>
<b>Access from Off-Campus .....</b>	<b>8</b>
<b>Reference System for Sociology Papers: The American Sociological Association Format .....</b>	<b>8</b>
References in Text	8
References Cited	9
<b>Helpful References .....</b>	<b>11</b>

## Purpose of This Booklet

---

In all academic disciplines well-delivered oral presentations and well-written papers are based on thorough investigation of high quality references; thoughtful reflection and careful analysis; (sometimes) properly conducted data collection; clear organization; and clear and consistent presentation style. The quality of presentations and papers is measured by all of these components, and there are no short cuts.

This booklet is intended to help students to deliver presentations and write papers of high quality in their sociology classes. Professors in sociology assign many different types of presentations and papers with varying specifications, so it is always essential to adhere to the requirements of an assignment in each class. However, this booklet is intended to help students by offering guidelines, recommendations, and resources to facilitate effective communication.

## General Guidelines for Making Presentations in Sociology

---

### **Oral Presentation in Sociology Classes**

Oral presentation experience is an important part of all sociology courses. These experiences include individual or group presentations, panel discussions, debates, journal article or news event summaries, and class discussions. Individual professors structure these experiences differently, and each makes clear the expectations for student presentation in each class. However, there are some general points, guidelines, and recommendations about effective public speaking, and that is the focus of this section of the booklet.

### **The Importance of Good Oral Presentation Skills**

Developing good oral presentation skills is an extremely important objective for all persons and an objective that all college students should set for themselves. Being able to speak effectively has both personal and professional benefits.

On a personal level, knowing how to prepare and deliver a good oral presentation contributes to one's self-confidence, ability to feel comfortable in a variety of situations, and willingness to engage in activities in which speaking is required. Good public speaking involves development of several specific skills in the same manner that is required by good writing. Because many college courses require public speaking of one type or another and these presentations often are graded components of the classes, having these skills contributes to positive class performance.

On a professional level, having good public speaking skills increases the chances of being hired for many positions and for being promoted during one's career. Many surveys have discovered that employers identify oral communication skills as the single most important skill that they look for in job applicants - more important even than good writing skills or good computer skills. Indeed, it is difficult to think of a job that does not include oral communication. Students who develop these skills create more career opportunities for themselves.

## Developing Confidence in Oral Presentation Skills

---

While some individuals seem to be more naturally outgoing and to feel more comfortable speaking in public settings, it is inaccurate to think that effective oral presentation skills are innate. No one is born being an effective speaker. Like the ability to write good papers and the ability to use computers effectively, making good oral presentations involves learning a set of skills. When these skills have been learned, many naturally shy individuals become very effective speakers, and many individuals with an extroverted personality become good public speakers only after acquiring these skills.

All of us should recognize that almost everyone feels some anxiety about speaking in public. It may be difficult to see that on the exterior, but most of us feel a sense of nervousness when we are required to speak publicly. The good news is that we all are much more aware of our own nervousness than we are of the anxiety being felt by others.

Moreover, there are two well-recognized keys to developing more confidence in one's own oral presentation ability: preparation and practice. Most people have had at least one experience in which they were speaking on a subject about which they had not adequately prepared. It is not much fun. On the other hand, it can be an exhilarating feeling to know that you are extremely well-informed about your topic. Whether a person is giving her or his first or fiftieth public presentation, preparation is essential to doing it well.

In addition good speakers routinely practice their presentations out loud and more than once to build self-confidence and to establish their speaking style. Many memorize the opening of the presentation because that is the time they are likely to be most nervous.

## The Six Steps to Making a Good Presentation

---

### **1. Establish the Purpose of the Presentation**

It is well established that pinpointing one's specific objective or objectives at the beginning of any task helps to guide planning and increase the likelihood of success. Do not overlook the importance of objective-setting in making an oral presentation. Ask yourself exactly what outcome you desire in your audience. Do you want them to be better informed? Do you want them to become more interested in the topic? Do you want to persuade them to a particular point of view? Do you want to inspire them to action? It is a good idea to write a single sentence for yourself about what you consider to be the primary purpose of the presentation.

### **2. Analyze Your Audience**

Audience analysis is an effort to understand your audience and to help tailor your presentation to the audience. You may be thinking that in classroom situations the professor is the only member of the audience who counts. So, you direct your presentation to the professor and deliver it in a way that you think will be most appealing to the professor. However, while this idea probably has some merit, it is generally a bad strategy. In evaluating oral presentations, professors often consider the extent to which the student relates to the entire class. Delivering a presentation that holds the interest of the entire class, maintaining eye contact with all members of the class, and accomplishing the purpose of the presentation (which is rarely if ever just to impress the professor) will be viewed most favorably.

How best can one construct and deliver a presentation to an entire class? An important start is to think about how you respond to student presenters in the classroom or in a public setting. What catches your attention? What impresses you? What occurs that causes you to have confidence in what the student is saying? Each presentation that you do is given to a particular audience - not to an amorphous aggregate. Use your knowledge of the audience to construct your presentation.

### **3. Support Your Presentation**

As a presenter on a given topic, you will be expected to have done some research, to have reflected on the topic, and to have put together a presentation for others. You need to build in to the presentation supporting materials that demonstrate your preparation and help others learn from what you have to say. There are several types of supporting materials:

*Facts* are statements whose accuracy can be demonstrated.

*Statistics* are numerical classifications based on systematically collected data.

*Testimonies* are statements that others have provided about their own experiences.

*Definitions* are clarifications of the meaning of particular terms.

*Analogies* are comparisons of unfamiliar concepts with ones that are familiar.

*Descriptions* are detailed characterizations of particular people, events, or situations.

*Examples* are references to particular cases that illustrate a broader point.

*Stories* are real or fictitious accounts about some aspect of reality.

The kinds of supporting materials that should be included in an oral presentation will depend on the purpose of the presentation (including any specific instructions about it) and the nature of the audience. If you are unclear about expectations for a presentation, ask your professor about what objectives she or he has in mind and about what types of supporting materials would be most helpful. Good presentations typically include several types of supporting materials.

### **4. Organize and Outline Your Presentation**

It is essential to organize your presentation. All of us have listened to presenters who seem to ramble on and to move from one idea to another in seemingly random order. These presentations often are difficult to sit through and whatever ideas the presenter has - even if they are very good ideas - may be lost on the audience.

The best strategy to organize a presentation is developing an outline. The outline can be used to ensure that a presentation has a clear introduction, that key points are included, and that there is a helpful summary or closing. It can be a useful device in identifying the kinds of supporting materials that will be used. Presenters must have a clear organization in their own minds in order for audience members to be able to follow the patterns of thought.

### **5. Generate Credibility and Interest**

Speaker credibility is the extent to which an audience believes in the speaker and in what the speaker is saying. An audience's perception of the trustworthiness of a speaker is an important determinant of the success of the presentation.

How does one establish credibility? Three keys are character (the presenter's conveyance of truthfulness, fairness, and sincerity), competence (the perceived knowledge and ability of the speaker), and charisma (the extent to which a speaker is viewed as being enthusiastic, confident, stimulating, and dynamic).

Speakers also have a responsibility to make their presentations interesting and to hold the attention of the audience. Typical audiences today seem to have a shorter attention span and poorer listening abilities than ever.

What are some techniques that presenters can use to capture an audience's attention? Some possibilities are: wear appropriate attire (presenters need not wear overly formal clothing but neither should they wear clothing that is overly casual), physically moving around, varying the inflection in one's voice, incorporating stories or humor into the presentation, and involving the audience as much as possible.

## **6. Effectively Deliver the Presentation**

To start with: DON'T READ YOUR PRESENTATION! Listening to someone read from a script can be a mind-numbing experience. Verbatim reading does not generate credibility and it does not create interest. Don't do it.

What are the alternatives? Perhaps most common today is using index cards or powerpoint slides that contain the key ideas of the presentation in sequential form. The presenter refers to the cards or slides but speaks naturally with information that has been practiced over and over. This enables the presenter to maintain eye contact with audience members, have freedom to move around, and generally to elicit positive audience response.

Some of the most important delivery keys are the following:

- \* Maintain an upright and engaged posture
- \* Establish eye contact with everyone in the audience
- \* Speak sufficiently loudly
- \* Articulate clearly
- \* Speak at an appropriate pace
- \* Use index cards or powerpoint slides for organization, but do not read the presentation
- \* Use a variety of types of supporting materials
- \* Wear appropriate attire

The material for the oral presentation sections of this booklet is drawn very heavily from Pocket Keys for Speakers by Isa Engleberg and Ann Raimés, Houghton-Mifflin Company, Boston, 2004. This is an excellent reference for speakers, and the sociology department highly recommends it to those who wish to work further on their oral presentation skills.

## **General Guidelines for Writing Sociology Papers**

---

In order to provide continuing opportunities for the construction of papers with a professional appearance, faculty in the Department of Sociology have agreed that all papers submitted in the department must adhere to the following standards:

1. All papers should be word-processed on 8 1/2" by 11" white paper.
2. One inch margins should be used all around. Do not justify the right margin.
3. All text should be double-spaced with a clear, easy-to-read font (Courier 10cpi or CG Times Scalable-12 pitch are excellent choices)
4. All pages should be numbered except the Title Page, Abstract, and Table of Contents (if those are required).

5. The American Sociological Society (ASA) Reference Style must be used to present references in the text and in an end-of-paper "References Cited" section. This booklet is available from all sociology faculty members and from the Lending Services Desk at Fintel Library (Perm. Reserve HM73.A54).

Remember: these are the basic requirements. Be sure to follow any additional requirements made by individual professors!

## Library Resources

---

### Reference Volumes

The Fintel Library has a strong section of Reference volumes located on the first floor behind the Reference section. Often, these volumes are compendiums of data that report on patterns and trends in human behavior and in societies and are extremely helpful to sociologists. Too often, however, these volumes are overlooked. Browse through this section on your own and/or ask one of the librarians to walk you through these shelves and to point out potentially helpful materials. You can access a list of reference volumes that can be especially helpful in sociology at: [www.roanoke.edu/library/libsociology.htm](http://www.roanoke.edu/library/libsociology.htm).

### Sociology Periodicals

The following periodical print subscriptions in sociology are currently held in Fintel Library. However, it is important to remember that students have access to thousands of periodicals through on-line, full-text services. A complete list of all journals (print and electronic) that are available to Roanoke students can be found in: Journal Finder which can be accessed from the RC homepage/QuickLinks/Library/Journal Finder.

<i>American Anthropologist</i>	<i>American Behavioral Scientist</i>
<i>American Journal of Sociology</i>	<i>American Sociological Review</i>
<i>Annual Review of Sociology</i>	<i>Anthropological Quarterly</i>
<i>British Journal of Sociology</i>	<i>Child Welfare</i>
<i>Corrections Today</i>	<i>Crime and Delinquency</i>
<i>Crime Lab Digest</i>	<i>Criminal Justice and Behavior</i>
<i>Criminal Justice Ethics</i>	<i>Criminology</i>
<i>Demography</i>	<i>Deviant Behavior</i>
<i>Ethnology</i>	<i>Families in Society</i>
<i>Family Planning Perspectives</i>	<i>FBI Law Enforcement Bulletin</i>
<i>Gender and Society</i>	<i>Gerontologist</i>
<i>Int. J. of Aging and Human Development</i>	<i>J. of Anthropological Research</i>
<i>J. of Criminal Justice</i>	<i>J. of Criminal Law and Criminology</i>
<i>J. of Health and Social Behavior</i>	<i>J. of Marriage and the Family</i>
<i>J. of Social Issues</i>	<i>Medical Care</i>
<i>Popular Music and Society</i>	<i>Population and Development Review</i>
<i>Population Bulletin</i>	<i>Public Opinion Quarterly</i>
<i>Qualitative Sociology</i>	<i>Race and Class</i>
<i>Sex Roles</i>	<i>Social Forces</i>
<i>Social Problems</i>	<i>Social Work</i>
<i>Society</i>	<i>Work and Occupations</i>

Some of these periodicals are also available in the sociology library in Trout 103.

## **Sociology Books**

The main collection of sociology books is housed on the second floor of Fintel Library. However, many specific subjects studied by sociologists are cataloged under a different code and are stored in other areas and on other floors. For example, many of the books relating to racial and ethnic minorities are cataloged as Es and are housed on second floor; most books related to health, illness, and medicine are cataloged as Rs and are on third floor; and most social work books are cataloged as Hs and are on the second floor. Using the Library's online catalog is the best tool for locating books, government documents, and media in our collection. Use this link for the catalog <http://fintel.roanoke.edu/> or from the RC home page, select QuickLinks/Library/ Fintel Library Catalog.

The full Library of Congress Classification outline is available at: <http://www.loc.gov/catdir/cpsolcco/lcco.html> or from the RC homepage, select QuickLinks/Library/ Help With Your Research/How to Locate Library Materials. Scroll to the bottom of the page and link to the Library of Congress website.

## **Online Encyclopedias**

Both of these titles are available from the RC homepage, select QuickLinks/Library/Sociology or through the library catalog, title search.

*Blackwell Encyclopedia of Sociology* has over 1800 entries/ 3.5 million words. It provides clear, concise, expert definitions and explanations of the key concepts written by leading scholars in the field. Entries range from short definitions of key terms to extended explorations of major topics.

*Encyclopedia of Social Problems* - composed of 632 articles written by experts in the field. Searching can be completed by thematic categories (the Reader's Guide), Entries A-Z, or through the Index. Advanced searching is available by keywords, Boolean, author, etc.

## **Sociology on the Internet**

The Internet is a rapidly expanding source of information about almost every conceivable subject. By identifying electronic addresses of specific web sites or using any of the popular search engines (e.g., Google), students can obtain considerable information about human behavior, social patterns and trends, and social forces. Many textbooks now include web addresses in their bibliography or list of recommended readings.

Students should be cautious when using information obtained from the Internet. Before most books and journal articles are published, experts on the topic review the manuscript to ensure that information presented is accurate. However, there are no comparable controls placed on the accuracy of information on the Net. This has resulted in the appearance of much inaccurate and misleading information. A helpful guide to using Internet sources is "Citing and Evaluating Web Sources" accessible from the RC homepage QuickLinks/ Library/ Help With Your Research/ How to Cite and Evaluate Web Sources.

Additional helpful websites for students searching the Internet are listed at:

Bare Bones Basic Tutorial (<http://www.sc.edu/beaufort/library/pages/bones/bones.shtml>)

Finding Information on the Internet

(<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>)

## **Interlibrary Loan**

Interlibrary loan is a service provided by Fintel Library that allows students to obtain materials from other libraries throughout Virginia and the United States. Upon the completion of appropriate forms here at Roanoke, books not in our own collection can be borrowed from other libraries, and journal articles can be copied at

other libraries and mailed or faxed here. Appropriate forms can be obtained from the Reference Desk, from the RC homepage/QuickLinks/Library/Interlibrary Loan, or at <http://web.roanoke.edu/x3323.xml>.

Remember that Roanoke College and Hollins University have a reciprocal relationship that allows students at either institution to borrow books from the other at no cost. A courier delivers books each weekday after 1:30 pm when classes are in session. Requests for books from Hollins should be completed through the online catalog at [fintel.roanoke.edu](http://fintel.roanoke.edu).

### Research Assistance

Fintel Library staff offers consultation and assistance to students in their library research. An appointment request form is available from the RC homepage/QuickLinks/Library/Help With Your Research/Reference Appointment Form or at <http://web.roanoke.edu/x6628.xml>.

## Resources for Journal Articles

---

These journal resources are available at <http://web.roanoke.edu/x5129.xml> or from the RC homepage, at QuickLinks/Library/Sociology.

*Sociological Abstracts* is the professional index for sociologists. Many articles are not full-text. Use Journal Finder to determine accessibility, from the RC homepage/ QuickLinks/Library/JournalFinder.

*Social Services Abstracts* covers topics such as social work, human services, social welfare, social policy and community development. Again many are not full-text. Use Journal Finder to determine accessibility, from the RC homepage /QuickLinks/Library/JournalFinder.

*Social Sciences Index* is an important source for students who wish to expand their search to literature in all of the social sciences. Limit your search to full-text and refereed (research) by clicking in the appropriate boxes.

The resources below are interdisciplinary and are available at <http://web.roanoke.edu/x3322.xml> or from the RC homepage, select QuickLinks/Library.

*WorldCat* is the source for books in sociology. Check here if you don't locate enough titles in our catalog or in a larger university library catalog such as UVA or VA Tech. Tip: use the advanced searching button and set limits for language, date of publication and type of material. See the section above on Interlibrary Loan.

*InfoTrac OneFile* includes many sociology, medicine and health, and policy related journals. Limit your search to refereed journals and articles with text by clicking in the appropriate boxes.

*JSTOR* contains all full-text, refereed journal articles. Go to the advanced search screen to limit your search to sociology journals, articles (rather than book reviews), and keywords in title or abstract.

Academic Search Complete, new in July 2008, includes more than 5,990 full-text periodicals, including more than 5,030 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 9,990 journals and a total of more than 10, 400 publications including monographs, reports, conference proceedings, etc.

## Resources for Newspaper Articles

---

These resources are all full-text and are available at <http://web.roanoke.edu/x3322.xml> or from the RC homepage/QuickLinks/Library.

*Newsbank* contains articles from local, regional, national, and international newspapers from 1970 to the present.

*LexisNexis* includes articles from a variety of newspapers; also includes legal journals and law reviews.

*Factiva* is a good source for international news coverage.

## Access from Off Campus

---

All of the above resources may be accessed from off campus at <http://web.roanoke.edu/x3338.xml> or from the RC homepage/QuickLinks/Library/Off Campus. You will be prompted for your name and the number on your ID card.

## Reference System for Sociology Papers: The American Sociological Association Format

---

### References in Text

The following rules and examples cover common situations in which references are cited within a text.

1. If the name of the author(s) is part of the text, put the date in parentheses:

Andrews (1995) identified considerable gender stereotyping on television sitcoms.

2. If the name of the author(s) is not part of the text, enclose the name and date in parentheses:

Continued gender stereotyping on television sitcoms has been frequently documented (Andrews 1995).

3. If an exact quotation is used, include the page numbers in the parentheses:

Dennison (1997:48) called the absence of positive Hispanic role models on television "shocking and without justification."

Some leading television analysts have even called the absence of positive Hispanic role models on television "shocking and without justification"(Dennison 1997:48).

4. If two co-authors are being cited, use both last names:

Baker and Caplan (1991) found that revenge was a frequent motive on television soap operas.

Revenge continues to be a frequent motive on television soap operas (Baker and Caplan 1991).

Baker and Caplan (1991:97-98) stated that "revenge was a frequent motive on television soap operas."

5. If three co-authors are being cited, use all of the last names in the first citation in the text; after that, use the first author's last name and et al.:

(First citation) Sports programming continues to be the single biggest draw on television (Ennis, Farini, and Goldfarb 1995).

(All later citations)...(Ennis et al. 1995).

6. If more than three co-authors are being cited, use the first author's last name plus et al. in all citations:

(All citations) The amount of violence on children's shows has actually increased in recent years (Hamilton et al. 1987).

7. If a citation has an organizational author, use the organization's title as the author:

Migration patterns from urban to suburban areas changed little in the second half of the 1990s (United States Bureau of the Census 2000).

8. If several references are used to support a point, alphabetize them and separate them with a semicolon:

Network executives have largely ignored the "family hour" concept (Andrews 1995; Baker and Caplan 1991; Dennison 1997).

9. If two works by the same author are being cited in the same place, put a comma between the publication dates:

Belonging to a gang increases the likelihood of gun-carrying more for early than late adolescents (Milner 1999, 2001).

10. If two works being cited were published in the same year by the same author, add a lowercase letter to the publication date:

Belonging to a gang increases the likelihood of gun-carrying more for early than late adolescents (Milner 2001a, 2001b).

11. If the work being cited is from a chapter in an anthology, use the same format as used for book authors, but you may add the pages being cited even if it is not a quotation:

Continued gender stereotyping on television sitcoms has been frequently documented (Andrews 1995) or (Andrews 1995:48-51).

## References Cited

The Reference List follows the end of the text (and Endnotes if any) and contains all of the references used in the text but not any additional references. That is, all references in the text appear in the Reference List, and all references in the Reference List appear in the text.

The references should be listed in alphabetical order by authors' last names. Include surname, first name, and middle initial. For references with multiple authors, invert only the first author's name. All authors should be included (et al. should not be used).

For two or more listings by the same author(s), list in order of the year of publication starting with the earliest year. Use six hyphens and a period (-----) in place of the name(s) for listings after the first. Distinguish listings in the same year by placing letters after the year of publication (e.g., 1996a, 1996b, 1996c).

Note carefully where commas are and are not used.

Examples:

**Journal article with one author:** Author. Year. Article title in quotation marks. Journal name in italics. Volume number followed by colon followed by page numbers.

Andrews, Andy A. 1995. "The Continued Use of Gender Stereotyping on Commercial Television." *Journal of Television* 45:238-259.

**Journal article with two co-authors:** Authors. Year. Article title in quotation marks. Journal name in italics. Volume number followed by colon followed by page numbers.

Andrews, Andy A. and Molly C. West 1995. "The Continued Use of Gender Stereotyping on Commercial Television." *Journal of Television* 45:238-259.

**Journal article with three or more co-authors:** Authors. Year. Article title in quotation marks. Journal name in italics. Volume number followed by colon followed by page numbers.

Andrews, Andy A., Molly C. West, and Diane P. Nelson 1995. "The Continued Use of Gender Stereotyping on Commercial Television." *Journal of Television* 45:238-259.

**Book with one author:** Author. Year. Book title in italics. City location of publisher followed by colon followed by publisher.

Baker, Barbara B. 1991. *America's Situation Comedies*. New York: American Television Press.

**Book with two co-authors:** Author. Year. Book title in italics. City location of publisher followed by colon followed by publisher.

Baker, Barbara B. and Carl C. Caplan. 1991. *America's Situation Comedies*. New York: American Television Press.

**Book with three or more co-authors:** Author. Year. Book title in italics. City location of publisher followed by colon followed by publisher.

Baker, Barbara B., Carl C. Caplan, and Heinrich D. Schiltz. 1991. *America's Situation Comedies*. New York: American Television Press.

**Later edition of a book with one author:** Author. Year. Book title in italics. Edition number. City location of publisher followed by colon followed by publisher.

Dennison, Denise D. 1997. *The Treatment of Racial and Ethnic Minorities on Television*. 3rd ed. Los Angeles: The Boob Tube Press.

**Author of a chapter in an anthology:** Author. Year. Chapter title in parentheses. Page numbers of the chapter. Name of book. Names of editors of the book. City location of publisher followed by colon followed by publisher.

Perry, Robert Q. 2001. "The Stigma of Being HIV-Positive." Pp. 265-298 in *The Social Side of Disease and Illness*, edited by Patricia N. Quincy and Adam P. Turner. New York: Elton Publishers.

**Newspaper or magazine article with multiple authors:** Author(s). Year. Article title in quotation marks. Newspaper or magazine in italics followed by comma, date, comma, page numbers.

Ennis, Edward E., Frances F. Farini, and Gibson G. Goldfarb. 1995. "Big Sports Mean Big Bucks." *The Journal of Wall Street*, July 18, pp.C4-5.

**Government documents:** Government office. Year. Document title in italics. Volume number. City of publication followed by colon followed by publisher.

U.S. Bureau of the Census. 1990. *Characteristics of Population*. Vol. 1. Washington, D.C.: U.S. Government Printing Office.

**Electronic sources: web site.** Author(s). Year. Article title in quotation marks. General homepage. City of publication followed by colon followed by publisher. Date of access. Specific http address.

Scholz, Ann. 1996. "Evaluating World Wide Web Information." The Libraries of Purdue University. West Lafayette, IN: Purdue University. Retrieved July 18  
(<http://thorplus.lib.purdue.edu/research/classes/g5175/3g5175/evaluation.html>)

**Electronic sources: on-line journal article.** Author(s). Year. Article title in quotation marks. Journal name in italics. Volume number followed by colon followed by page numbers. Date of access. Specific http address.

Scholz, Ann. 1996. "Evaluating World Wide Web Information." *The American Librarian*. Oshkosh, WI: Booklovers Publishers. Retrieved October 1, 2002  
(<http://www.amerlib.com/journals/Scholz.html>)

**Electronic sources: newspaper article.** Author(s). Year. Article title in quotation marks. Newspaper name in italics. Date of publication. Page number. Date of access. Specific http address.

Scholz, Ann. 1996. "Evaluating World Wide Web Information." *Washington Post*. August 10, p. 23. Retrieved October 1, 2002 (<http://www.washingtonpost.com/wp-srv/WPlate/1996-10/1/0654-442863-idx.html>)

## Helpful Reference

---

American Sociological Association. 1997. *ASA Style Guide*. 2nd edition. Washington, D.C.: American Sociological Association. (Copies can be found in the Sociology Lounge/Library and in Fintel Library Permanent Reserve.) The ASA's web site is [www.asanet.org](http://www.asanet.org).

Department of Sociology, Anthropology, and Criminal Justice. 2001. "Citation Guidelines for Papers and Exams." Department of Sociology, Anthropology, and Criminal Justice. Camden, NJ: Rutgers University at Camden. Retrieved July 16, 2002. (<http://sociology.camden.rutgers.edu/curriculum/citation.html>).

Engelberg, Isa, and Ann Raimes. 2004. *Pocket Keys for Speakers*. Boston: Houghton-Mifflin.

Johnson, W.A., R.P. Rettig, G.M. Scott, and S.M. Garrison. 2002. *The Sociology Student Writer's Manual*. 3rd edition. Upper Saddle River, NJ: Prentice Hall. (Available in Fintel Library @ HM585.S638, 2002).

Purdue University On-Line Writing Lab. 2002. "Formatting in Sociology." *Purdue University On-Line Writing Lab*. West Lafayette, IN: Purdue University. Retrieved July 16, 2002.  
([http://owl.english.purdue.edu/handouts/research/r\\_docsocio/html](http://owl.english.purdue.edu/handouts/research/r_docsocio/html)).