

# Capital *H*igh *S*chool Research Handbook

**P**erformance

**R**esponsibility

**I**ntegrity

**D**iversity

**E**xcellence

Capital High School  
Research Handbook

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# MLA Style Guide

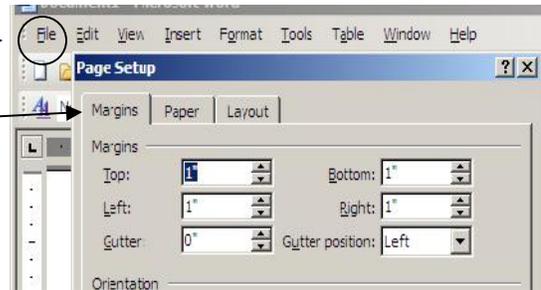


The Boise District follows Modern Language Association (MLA) guidelines to produce research papers. Be aware that other writing/research styles exist, and in your future education or employment, you may be asked to produce work in APA, Chicago, or another style.

## How to format an MLA paper BEFORE you begin typing:

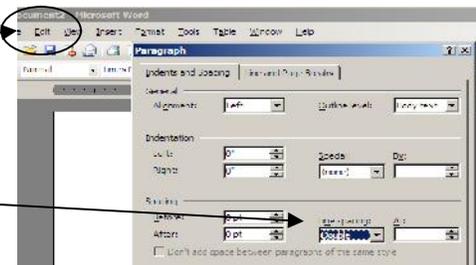
### 1. Set Up Margins:

1. Click *File*
2. Click *Page Set Up*
3. Make sure *Margins* Tab displays
4. Set *Top, Bottom, Right* and *Left* Margins to 1"
5. Leave *Gutter* at 0

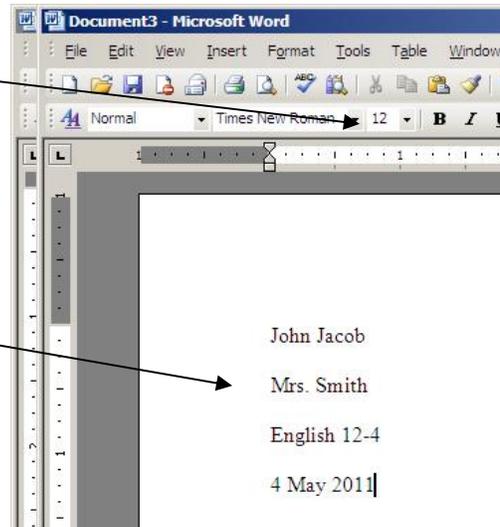


### 2. Set Up Double Spacing:

1. Click *Format*
2. Click *Paragraph*
3. Click *Line Spacing*, choose *Double*, and *OK*.



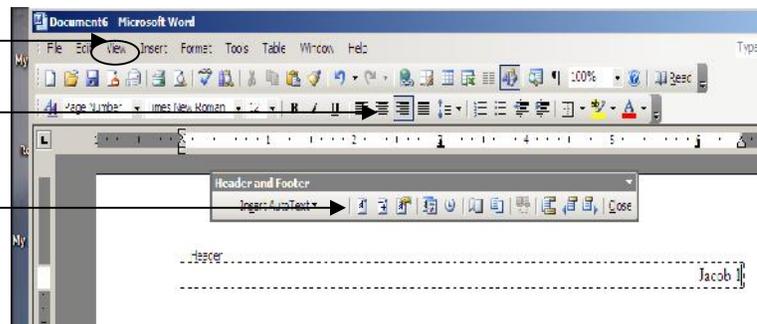
- ### 3. Set Up Font:
- Must be Times New Roman 12.  
Do not Bold or Underline the title.



- ### 4. Heading:
- In upper left hand corner type:  
Your Name  
  
Teacher's Name  
  
Course Title  
  
Date Day Month (not abbreviated) Year

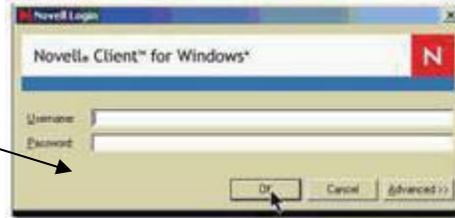
### 5. Header:

1. Click *View*
2. Click *Header/Footer*
3. Ctrl + R or Right Align
4. Type your last name and hit the space bar once.
5. On the "Header Footer" toolbar, click the first icon (#) and all page numbers will be inserted for you.



## Capital High Students' Access to Computers

LOG IN IS REQUIRED TO USE ANY SCHOOL COMPUTER



USERNAME is your 10 digit Student ID Number.

PASSWORD is your first initial, last initial, six-digit date of birth:  
Jose Garcia, January 23, 1995  
i.e. jg012395

This is what you should see when you are logged on to the CHS server:



Are you having issues logging on? Ask a teacher or library assistant for help

SAVE your work frequently and always back up to your personal folder on the CHS server.!

1. Click File, Save As
2. Drop menu down
3. Select your username or folder:  
i.e. 1010101010

Other options for managing your documents and work are:

1. A portable storage device
2. Noodle Tools:  
<http://www.noodletools.com/login.php>
3. Google Docs

Google “Capital High Library” to reach the Online Public Access Catalog (OPAC) and online resources.

Or go to:

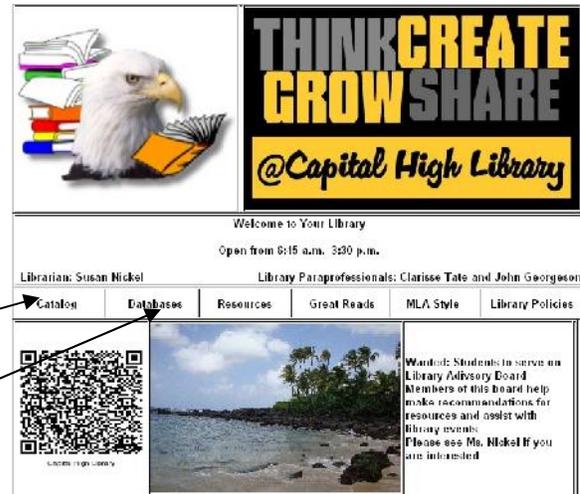
<http://capital.school.boiseschools.org>

and select “Library” from the menu on the left. This is the CHS Library web page.

Access to Catalog.

Access to databases.

In addition, you can the QR code below with your personal mobile device to access the CHS Library and all of its resources.:



Capital High Library

**ONLINE DATABASES**

Students in the Boise School district have access to the following databases sponsored by the Boise School District and LiLI:

**Login information to access these from outside of school are available from the library are in the right column.**

<p><b>Academic Search Premier</b></p>	<p>Academic Search Premier contains indexing and abstracts for more than 8,500 journals, with full text for more than 4,600 of those titles. (LiLI) Use this one if you are doing scholarly research.</p>	<p>Username: boise</p> <p>Password: idaho</p>
	<p>High quality biographical resources about historical and contemporary subjects. Any time you need some information about a person, this should be your number one source!</p>	<p>Username: boiseschool</p> <p>Password: library</p>
	<p>Everything you want to know about careers. This resource gives you a job description, required skills and necessary training, the future outlook for the career, and salaries. You would use this when you are doing a career report or planning for your future career path and post-secondary education.</p>	<p>Username: boise</p> <p>Password: idaho</p>
	<p>History, culture, government, and customs of all</p>	<p>Username: boiseschool</p>

	<p>countries. This resource is frequently used by students of economics, government, and geography. You could use this resource to get some background information about an author's heritage or piece of literature.</p>	<p>Password: library</p>
	<p>A multi-media approach to most topics with special access to history and literature resources. You would use this resource if you needed information on just about any topic you might be researching.</p>	<p>Username: boiseschool  Password: library</p>
	<p>Many eBook titles that cover a wide range of topics including history, health and medicine, social issues, science, art, and music.</p>	<p>Username: boiseschool  Password: library</p>
	<p>Information about issues that are pertinent to today's global society. Pros/cons for many of the topics. Do you need information for debate, a persuasive essay, or a current event? Check this one out!</p>	<p>Username: boiseschool  Password: library</p>
	<p>You can create your own account and access full-length videos and clips of many topics such as</p>	<p>Username: boiseschool  Password: library</p>

	history, science, and world languages. The video clips can be used to jazz up your class presentations .	
	LiLI makes available a number of databases that all citizens in Idaho can access. Go to <a href="http://www.lili.org">www.lili.org</a> and check out all the possibilities.	Username: lili Password: idaho
	A great resource for classic and contemporary literature. Includes background information for literature, author information, and literary criticism.	Username: capital Password: eagles
	Novelist helps fiction readers find new authors and titles of interest. This is the place to go when you have just read a book that you enjoyed and you want to find other books like it.	Username: boiseschool Password: library
	Information about the pros/cons of many topics as well as current events. This database could be used for gathering information about scientific, social, and moral issues.	Username: boiseschool Password: library
	Attention AP students: Over 300 full-text magazines on various topics. This is the	Username: boiseschool Password: library

	place to go for more complex information and scholarly research.	
	Access to many journal and newspaper articles. This is a great resource for topics and events that are in the news.	Username: boiseschool  Password: library
	A media-rich selection of videos, audios, podcasts, images and inter-actives. Curriculum-aligned content to aid educators and enhance student research. Full-text articles from national and global newspapers, magazines and journals. This resource is the best resource for biology research topics and assignments.	Username: boiseschool  Password: library
	Books, newspaper and magazine articles, and a variety of other media can be found here. This resource is useful for just about any class topic you need more information about.	Username: boiseschool  Password: library
	A powerful reference tool with encyclopedic, multimedia, e-book, and primary source databases. This is a good place to begin	Username: boiseschool  Password: library

	your research of any topic for any class.	
	Features an uncluttered interface, easy-to-understand content, and useful activities.	Username: boiseschool  Password: library

## Evaluating Websites for Factual Information

How can you tell if a website should be used as a resource for your research paper? Give it the CRAP test below and find out. If the answers to the questions are yes, then it is worthy of being used as a resource.



### 1. **Currency** -

- a. How recent is the information?
- b. How recently has the website been updated?
- c. Is it current enough for your topic?

### 2. **Reliability** -

- a. What kind of information is included in the resource?
- b. Is content of the resource primarily opinion? Is it balanced?
- c. Does the creator provide references or sources for data or quotations?

### 3. **Authority** -

- a. Who is the creator or author?
- b. What are the credentials?
- c. Who is the publisher or sponsor?
- d. Are they reputable?
- e. What is the publisher's interest (if any) in this information?
- f. Are there advertisements on the website?

### 4. **Purpose/Point of View** -

- a. Is this fact or opinion?
- b. Is it biased?
- c. Is the creator/author trying to sell you something?

## **BSD - Network Acceptable Use Policy**

Learning is enhanced through technology's endless possibilities. Students and teachers have opportunities to gather information, communicate with people all over the world, and create their own products. The District provides students and staff with technology services. These services include the use of computers, servers, other technology equipment, and the Internet.

Some sites on the Internet may contain offensive material. Even though it is impossible to have control over all of the information on the Internet, the District has in place several ways to prevent access to inappropriate materials and to provide for a positive, productive educational experience. Communications on the Internet are public in nature and files stored on the Internet should not be assumed to be private.

### **The District:**

- Filters out most of the inappropriate material.
- Supervises and monitors students.
- Provides students with the understanding and skills needed to use technology in an appropriate manner.

*Parents/guardians may sign a form, which requests that the student not participate in the use of the Internet.*

### **Acceptable Use of Technology**

- The use of the District's technology is a privilege and not a right.
- Technology is designed to be used as a tool to assist with the instructional objectives of the District. Students and staff shall use technology efficiently to minimize interference with others.

### **Prohibited uses of the Technology include, but are not limited to:**

- Sending, receiving, displaying, or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials.
- Encouraging the use of or promoting the sale of controlled substances or drugs.
- Any attempt to harm or destroy data of another user, the network, any technology equipment, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- Any attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless approved by the Board or their designee.
- Redistributing a copyrighted program or copyrighted material without the express written permission of the owner or authorized person or as provided by the fair use exception. This includes uploading and downloading of materials.

- Invading the privacy of individuals, revealing personal information of others or themselves, such as home address, or phone number.
- Logging in to the system using another user's account or password.
- Leaving an account open or unattended.
- Violating any local, state, or federal regulation or statute.
- Altering computer equipment as set up by the system administrator.

### **District Rights And Responsibilities**

- The District reserves the right to monitor all activity on the Internet.
- The District reserves the right to block any material on the Internet.
- The District reserves the right to deny access to technology to any individual.
- Security on the network is a high priority. The Superintendent or designee shall establish procedures that will maximize system security.
- No warranties are made or given with respect to any service, any information, or any software contained within the Internet.
- Opinions, advice, services and all other information expressed by students, staff, information providers, service providers, or other third party personnel on the Internet provided by the District are those of the individual and do not represent the position of the District.
- Accounts which are inactive for more than 30 days may be removed by the District along with the user's files without prior notice.
- District staff is responsible for supervising student use of technology.

### **Discipline**

Student discipline for violation of any part of these rules and procedures shall be based on the student's age and the severity of the infraction. Student discipline may involve actions up to and including suspension and/or expulsion. Discipline of staff may involve actions up to and including termination. Perpetrators or their parents/guardians may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency.

## Tips for Successful Use of Technology in High School and Beyond!

- A blown up, crashed, dog-eaten, spilled-upon, dropped, neglected or otherwise maimed computer is no excuse for late work.
- I have heard every excuse in the book. Sometimes I feel pity, but usually what I feel is what any red-blooded teacher feels when given a “dog ate my homework” sob story. In college, few professors will excuse late work, regardless of the reason. In order to avoid any of the above-mentioned catastrophes, I have come up with a brilliant acronym that will do much to help you realize all your dreams in life and live happily ever after! And the best part of it is, I am giving this to you free of charge... So go ahead and **SMILE!**

**S** Save your work. Save it often. Get into the habit of saving every five project, wiki, blog, etc... When composing for a my computer's memory first, and then I post it on the Web. (That way you have a common excuse I hear!)

**M** Multiple places. Always save your work in multiple places. Save to your too!

**I** Internet. Use the Internet to save work. This way, your work can never be Gmail account. You can access your work for anywhere, and more! You can also use your student account on School Fusion in order to upload and save your files. Dropbox is my favorite way to keep my documents organized and accessible from any computer.

**L** Location. Always be aware of where you are saving your work. If you hit “temporary files” folder hidden somewhere in the Bermuda Triangle that is your computer's memory. Always create a folder save. This is especially important for Movie Maker and similar programs which use multiple files.

**E** Embrace technology. Students in my class sometimes complain that this is a technology class, not a writing one. This isn't true; we do tons and tons of writing in here, it just happens to often be in a digital environment. This is the way writing is in college and the workplace, I am just trying to prepare you for success after high school!

## FORMAT FOR CITATIONS

The following are the most common sources on a Works Cited page. For any other sources or more detailed/specific explanations refer to the *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> edition.

### **PRINT SOURCES**

#### **BOOK**

Author's last name, First. *Title of Book*. Place of Publication: Publisher, year. Print.

#### **One author** (See MLA 5.5.2)

Johnson, Roberta. *Gender and Nation in the Spanish Modernist Novel*. Nashville: Vanderbilt UP, 2003. Print.

#### **Two authors** (See MLA 5.5.4)

Reverse only the name of the first author and connect the two with "and." Names stay in the same order as on the title page.

Terborgh, John and Sandy Schultz. *Diversity and the Tropical Rain Forest*. New York: Scientific American, 2008. Print.

#### **More than three authors** (MLA 5.5.4)

If there are more than three authors, you may name only the first and add *et. al.* ("and others"), or you may give all names in full in the order in which they appear on the title page.

Bernstein, Martin, et al. *The U.S. Supreme Court*. New York: Houghton, 2008. Print.

#### **Book with Single Editor** (MLA 5.5.14)

Last name, First name, ed. *Title of Book*. Where published: Publisher, year. Publication medium.

Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Lawrence Erlbaum Associates, 2004. Print.

#### **A Work in an Anthology** (MLA 5.5.6)

Last name, First Name (of author of the work used from the anthology). "Title of Work." *Anthology Title*. Ed. First Name Last Name of editor. Where published: Publisher, year. Pages of work you cited. Publication medium.

Frost, Robert. "Mending Wall." *Sound and Sense*. Ed. Thomas Arp and Greg Johnson. Boston:

Wadsworth, 2005. 353. Print.

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*.

Ed. Ben Rafoth. Portsmouth, N.H.: Heinemann, 2000. 24-34. Print.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and the 'Real World.'" *The Education of A Graphic Designer*. Ed. Steven Heller. New York: Allworth Press, 1998. 13-24. Print.

### **An Article in a Reference Book (MLA 5.5.7)**

Author first, if given. "Article Title." *Book Title*. Ed. First Name Last Name (of editor, if given). Where published: Publisher, year. Pages. Publication medium.

"Albert Camus." *World Literature Criticism*. Ed. James P. Draper. Detroit: Gale Research Inc., 1992. 582-583. Print.

### **Newspaper or Magazine Article (MLA 5.4.5-6)**

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

## **WEB SOURCES**

### **Citing Web Publications (websites) (MLA 5.6)**

Name of author, editor, director, compiler (if given). "Title of the Article." *Name of the website*.

Publisher or sponsor of site; if not given use N.p., Date of publication (day, month, year or *n.d.* if not available). Medium (Web). Date of access (day, month, year).

Audio, podcasts or images found online are cited this way as well.

Cascardi, Anthony J. *Ideologies of History in the Spanish Golden Age*. University Park:

Pennsylvania State UP, 1997. *Penn State Romance Studies*. Web. 12 March 2007.

Child, Maria, ed. *The Freedmen's Book*. Boston, 1866. *Google Book Search*. Web. 15 May

2008.

Flannery, Christopher. "Steinbeck in Good Conscience." *The Claremont Institute*. 20 May 2002. Web. 6 April 2011.

Whitman, Walt. *Leaves of Grass*. Brooklyn, 1855. *The Walt Whitman Archive*. Web. 12 March 2007.

### **Online Databases (MLA 5.6.4)**

Cite the sources as you would if it were a print source. Conclude the entry with : *Title of the database*. Web. Date of Access (day, month, year). <URL is optional but must be in brackets.>

Bloom, Harold and Jenn McKee. "Exile, Revolt and Redemption: The Writings of Albert Camus."

*Bloom's Bio Critiques: Albert Camus*. 2003. 55-83. *Literary Reference Center Plus*. Web. 24 March 2011.

Chan, Evans. "Postmodernism and Hong Kong Cinema." *Postmodern Culture* 10.3 (2000) n. pag.

*Project Muse*. Web. 5 June 2008.

### **MISCELLANEOUS**

#### **A Television or Radio Broadcast (MLA 5.7.1)**

"Title of the broadcast or segment." *Title of the program*. Name of the network (if any). Call letters and city of the local station (if any). Broadcast Date Day Month Year. Medium (radio, television).

"Death and Society." Narr. Joanne Silberner. *Weekend Edition Sunday*. Natl. Public Radio. WUWM, Milwaukee, 25 Jan. 1998. Radio.

#### **A Sound Recording (MLA 5.7.2)**

Composer or performer Last Name, First Name. *Title of the recording*. Artist or artists. First Name Last Name. Manufacturer, Year of issue. Medium.

Ellington, Duke, cond. *First Carnegie Hall Concert*. Duke Ellington Orch. Rec. 23 Jan. 1943. Prestige, 1977. LP.

Kronos Quartet. *Nuevo*. Nonesuch, 2002. CD.

### **A Film or Video Recording (MLA 5.7.3)**

*Title.* Dir. (Director) Last Name, First Name. Perf. (Star Performers) First Name Last Name.

Distributor, year of release. Medium. (VHS, DVD, etc.)

*It's A Wonderful Life.* Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

### **Work of Visual Art (MLA 5.7.6)**

Last Name of artist, First Name. *Title of Piece.* Date of composition if known, if unknown write N.d.

Medium of composition (photograph, painting, sculpture). Name of institution that houses the work, name of city where institution or collection is located. Medium (Print or Web). Date of access if web.

Bearden, Romare. *The Train.* 1974. Photogravure and aquatint. Museum of Mod. Art, New York.

### **Interviews (MLA 5.7.7)**

#### **Recorded Interview**

Last Name, First Name of interviewee. Interview by (interviewer). *Title of Program.* Network (if any).

Call letters of local station (if any), City of station. Date Month Year. Medium.

Breslin, Jimmy. Interview by Neal Conan. *Talk of the Nation.* Natl. Public Radio. WBUR, Boston.  
26 March 2002. Radio.

#### **Personal Interview (MLA 5.7.7)**

Last Name, First Name of person interviewed. Personal interview. Day Month Year.

Uriarte, Paula. Personal interview. 29 May 2011.

### **Lecture, Speech, Address or Reading (MLA 5.7.11)**

Speaker's Last Name, First Name. "Title of Presentation," or Meeting and sponsoring organization (If applicable). Location. Day Month Year. Descriptive Label (Reading, Keynote speech, Address).

Alter, Robert and Marilynne Robinson. "The Psalms: A Reading and Conversation." 92<sup>nd</sup> Street Y, New

York. 17 Dec. 2007. Reading.

**Letter, Memo or E-mail** (MLA 5.7.13)

Last Name, First Name of writer. "Title of Message-taken from subject line." Description of message that includes the recipient. Date of the message. Medium of delivery.

Cahill, Daniel J. Memo to English dept. fac., Brooklyn Technical High School, New York. 1 June 2000. TS.

Boyle, Anthony T. "Re: Utopia." Message to Daniel J. Cahill. 21 June 1997. E-mail.

**RESEARCH SPECIFICATIONS:**

Commonly asked Questions:

**Why do I have to document sources?**

In the academic community, people's ideas and research are equal to products that they create. Just as you can't take a product off the shelf in the grocery store without paying for it, you can't take someone's ideas and call them your own without giving that person proper credit. This "payment" is in the form of a works cited list. "Works Cited" means that the works (articles, essays, poems, books, quotes, interviews, films, websites, etc.) used to create your paper are cited within the document. A citation is the note in the body of the paper that shows exactly where you got the information.

**How do I know when I should cite a source?**

Whenever you get information from another source, **whether you have put it in your own words** or copied it exactly from the source, you must cite it. If you take the information directly from the source, it must be in quotes. When in doubt, check with your teacher.

**A NOTE ON PLAGIARISM:** We take plagiarism very seriously at Capital High School. Plagiarism is treated the same as cheating; if you are caught once, you receive a 0 on the assignment and your parents are notified. If you are caught twice, you will receive no credit in the class and may be placed in a study hall. This is district policy. Downloading papers from the internet, cutting and pasting information, copying information out of a book, putting someone else's information in your own words without giving proper credit to the source are all examples of plagiarism. Any time you get information from another source, you **MUST** give credit to the author.



Go to: [http://turnitin.com/login\\_page.asp](http://turnitin.com/login_page.asp)

Log in requires email address & password

Course codes available from your English teacher.

Student quick start guide: [http://www.turnitin.com/static/pdf/tii\\_student\\_qs.pdf](http://www.turnitin.com/static/pdf/tii_student_qs.pdf)

Username is your email.

Write your password here: \_\_\_\_\_

John Calhoun  
Ms. Zumwalt  
English 12 – 4  
8 March 2011

heading

header

One double space between heading and title and essay. Title is centered. Times New Roman 12 font, not bolded, italicized or underlined.

Piracy: The New Terrorism

Indent new paragraphs

Looking down the barrel of an AK-47, Colin Freeman knew his life was going to change forever. Colin, a journalist for the *Sunday Telegraph*, was going to report on the problem of piracy. But as the masked militants screamed commands in a foreign language to “put your hands behind your back,” Freeman and his photographer were bound with rusted chains, and duct tape covered their mouths and eyes. The masked kidnappers looted Freeman’s boat, and then raced away in their own small fisherman’s boat with their hostages and stolen goods. Colin couldn’t see anything around him, but he could hear that the boat had entered a cave due to the sounds vibrating off of the walls. He was dragged off the boat and thrown onto the ground like a slave rag doll. “Why are you doing this to me?” Colin questioned. But every time he spoke, he was severely beaten and brutalized. “Money!” was the only reply he could make out. Colin’s new life now consisted of living in a makeshift prison cell carved out of the cave walls. He saw no daylight, and was fed nasty goat meat. Occasionally, his captors were attacked by rival gangs, and Colin had to take refuge from the gunfire that sprayed the entire cave, including his cell walls. He received death threats every day, and his dream of reuniting with his family was becoming impossibility (Stehr 2). A new age of piracy is a major threat to the entire world. Movies such as *Pirates of the Caribbean* have glorified this vile lifestyle, making it seem adventurous, romantic, and profitable. Images of heroic swashbucklers sailing the majestic blue seas are appealing to the average person, but piracy is no different than terrorism. Piracy is an

1"

1"

1"

ever increasing cancer that must be dealt with; pirates are forming alliances with military groups, merchant ships are not protected enough by military powers, and the international laws

governing piracy are too weak.

**Thesis statement asserts a position.**

**Topic sentences support thesis**

Militants are using piracy to fund terrorist groups, target governments, and create terror around the world. Somali militant groups, who are pledging allegiance to al Qaeda, are turning to piracy to finance their causes. The money that piracy provides is used to buy weapons and fund terrorist attacks across the globe. This allows terrorist groups to purchase materials for making bombs, small arms, and larger arms, such as rocket propelled grenade launchers. They can send their militants to any place they desire to carry out acts of terror due to their ever increasing budgets supplied by piracy. A recent article in *The Wall Street Journal* details the shocking anti-

American motives behind modern piracy:

**Introduce a block quote with a colon and a signal phrase**

In a recent sermon in the southern port city of Kismavo, Sheikh Mahad, a Senior al Shabaab official, branded the group’s piracy as “sea jihad” and called on young militants about to head to sea to target American ships. ‘America is our enemy,’ he said, according to a person who was present and recorded the sermon. ‘We have to retaliate against them by sea or by land.’ (Childress 1)

**Block quote: a quote more than four lines:**  
 -Indent 1” from the text  
 -Do not include quotation marks; the indenting signals a quote  
 -Notice that the period is on the inside of the quote, and there is no period after the citation

Having the ability to create terror anywhere around the world is the same as having the ability assault another country and start a war. Invading another country to carry out acts of terrorism unacceptable, and is now becoming funded by piracy. The problem with pirates forming alliances with terrorists is that we could begin to see a situation similar to the Middle East. Suicide bombings and attacks may become very common. Terrorist group leaders have even gone as far as claiming that piracy is a “sea jihad” against America. Young militants are being

**Notice the block quote is followed by commentary**

trained as pirates to specifically target American vessels. They believe that America is the ultimate enemy, and that western ideas and culture are a threat to their lifestyle. Sadly, this burning rage for the “infidel” country of America often begins at a very young age. Growing up, these children are exposed to anti-western ideas. They see images of burning American flags and violent rallies that promote the hate of America. The terrorist groups teach the children that they

When author is not available, in-text citation includes title (in quotes) and page #. Period is outside the citation.

will give their life for their God if it comes to it, and that they will have a valiant afterlife for sacrificing themselves to the terrorist’s cause (“Terrorists” 1). Pirates who pledge allegiance to terrorist groups are brought up in the same manner, and they pose a huge risk to the safety of American vessels. Pirates who are brought in this way are an extreme threat to free nations. They will do anything in their power to create terror in American’s lives. Freedom founded America, and the whole goal of the terrorists is to destroy what America stands for. Terrorism is defined as the systematic use of terror. Pirates are systematically planning attacks on merchant ships, which fits the definition of terrorism quite well. Therefore, pirates are no different than terrorists.

Pirates use acts of terror and violence to create a sense of fear in citizens (“Terrorists” 2). By attacking civilians, pirates and terrorists fall right into the same category. They are bastard cowards, and they would be demolished if they ever stood up to an actual military. Piracy brings in quite a lot of revenue for terrorist groups. In 2010, 119 attempted pirate attacks have brought

When sentence ends in something other than a period, the punctuation (in this case exclamation mark) is kept, and a period still goes outside the punctuation.

in a ransom of around \$2 million—a shocking figure! (Childress 1). As piracy grows, ship owners are much more prepared to pay the ransom on their ship. This allows them to get their ship back as quickly as possible with minimal damage to their crew members. It’s very comparable to a younger sibling simply giving in to an older sibling’s ransom. The U.S. has already labeled several piracy groups as terrorist threats. Pirates should be recognized globally as

terrorists, because the actions they carry out are no different than terrorists. Acts of piracy are funding terrorist attacks and supplies, and this must be stopped.

To combat the effects of piracy, countries need to offer more options of protection for their merchant ships. Increasing the number of naval patrols and escorts in known pirate areas will decrease the amount of attacks on civilian ships. By creating a “permanent presence,” naval forces around the globe can offer an effective pirate deterrent system. No pirate in their right mind would want to battle with a much better trained and armed naval unit. Navy ships have much more effective guns and vessels that would turn a pirate’s fishing barge into cottage cheese. Interestingly enough, the main tactical goal of naval forces worldwide is not to kill pirates, but to take them hostage (Stehr 6). It is far more important to capture these sea fairing terrorists to extract vital information about the pirate’s hideouts, their next planned moves, and the main players of the pirate’s gang. The countless miles of inhabitable coast lines that surround every continent may be teeming with pirate hideouts and bases. Any small rock cave or island may look untouched by humans, but cleverly hidden among these places are full force pirate and terrorist organizations. A counter-pirate group that constantly checks the coastlines and islands around a country must be created. Their main purpose is to find and expose pirate bases and hideouts. Governments should provide their merchant ships with more training and require a certain amount of instruction before the ships can leave port. By training merchant ships in “de-escalating tactics and situational awareness,” (Bradsher 2) pirate attacks can be prevented. Any captain that has even a hint of his ships situation and surroundings can maneuver the ship on a path that will keep it safe from pirate attacks. Going into unsafe areas that are known for piracy is a dumb mistake that can be prevented using logic and reasoning. There are many let non-lethal options for ships to choose in order to defend against piracy. The decision of lethal vs.

An embedded quote reads smoothly with the rest of the text but must be cited immediately because it is a direct quote.

non-lethal is the sole decision of the ship owner. Ship owners that choose to arm their crew with weapons have ensured that their crews are properly trained in combative and security roles. The natural right to self defense is an undeniable right, and some ship owners choose to protect their cargo by the severest means necessary. A well trained crew can become a well oiled defensive machine that is easily able to protect its cargo. Some ship owners feel that their crew may not be trained enough to handle and engage pirates with small arms such as assault rifles. They feel that by giving the crew weapons, there is an increased possibility for a liability issue, or that the pirates may even use the crew's own weapons against them. This is where the plethora of non-lethal defensive options comes into its own. First off, a devastatingly effective electrical fence system has been placed on ships. This 9,000 volt fence (Bradsher 7) keeps all unwanted people from climbing aboard the ship. Anyone who tries to board will have to come in contact with this fence, and in the process they will receive an extremely unpleasant electrical shock that will surely make them think twice about boarding this particular ship. Long Range Acoustic Devices (LRAD) can be mounted to ships and used as a deterrent weapon. The LRAD focuses sound into a device that can be aimed very accurately at pirates. The device emits an unbearable sound frequency that will permanently damage human hearing if the pirates get too close to the ship. Merchant vessels are also using electrified water cannons to deter pirates from boarding. Imagine being shot in the face with police water cannons that also shock you in the process. This new invention may be a viable option for pirate deterrence. The water emitted is charged with an electrical current, and is effective to over thirty meters. Another non-lethal option that is often viewed as a last resort is to spray anti-traction gel over the surface of the deck. This gel makes it impossible for humans to walk and even stand on the deck. By spraying the deck with this gel,

the pirates have no chance of making it to the ships command center (Bradsher 9). By offering more defensive options for merchant ships, the number of pirate attacks will decrease.

Piracy, consisting of murder, kidnapping, and theft, should be considered a serious crime against humanity. An International Court for prosecuting pirates should be put in place. Piracy affects the international community, so it only makes sense to punish pirates at an international level. Piracy crimes are the same as war crimes, and war crimes are tried at international levels (Dutton 3). Under separated national court systems, smaller nations are afraid to prosecute pirates because of the fear and threat of being targeted by the pirate's group (Dutton 12). Uniting under an international piracy court will allow smaller nations to have the courage to take a stand against pirates. They will have the backing of stronger nations, much like a war alliance. When it comes to the severity of the laws that govern piracy, the punishments are too weak (Lakshmanan 1). Another reason for having an international piracy court is the financial aspect of prosecuting pirates. Investigating and trying pirates in a court system is extremely expensive (Dutton 10). By splitting these costs, the financial burden can be equally shared by every nation in the court. Financially weak nations who would not prosecute pirates due to lack of funding would be able to put these criminals on trial. We must look to China as an international role model when dealing with piracy. Pirates who hijacked a Chinese cargo ship were taken into custody by Chinese authorities. After an extensive interrogation session, the pirates were publicly executed. Piracy must be punished with death for the perpetrator. By using such a harsh punishment, pirates will be wary to carry on their violent acts. Most pirates who are taken into custody are simply released with little punishment besides a jail sentence (Lakshmanan 2). What lesson have they learned? The fact of the matter is that they haven't learned anything. Pirates who are released from custody have a 73% chance of returning to their rotten lifestyle (Dutton 20). The

death penalty for piracy is a simple way to decrease the amount of attacks on merchant ships.

Piracy is one of the severest crimes a human can commit towards another human. Participating in any act of piracy must be punished with death.

The light pierced his eyes with great intensity, as the fresh breeze stroked his face. Like a long lost friend, the outside world welcomed him with arms wide open. After spending 40 miserable days in the filthy confines of the pirate's lair, Colin Freeman and his crew were released. Their ordeal ended in a positive way, yet they were mentally and physically devastated.

When quoting a quote, be sure to include single quotations.

Says Freeman, “Frightening though it was, however, our ordeal was indeed child’s play compared to the sufferings of the thousands of sailors taken hostage as Somali piracy has boomed in the past three years” (qtd. in Childress 3). For the majority of other hostages, th

This is an indirect quote. The Childress source got this information from another source. In this case, use qtd. in to denote that this was quoted in your source.

situation ends in death. Piracy is a global problem that must be dealt with. Pirates have allegiances with terror groups and must be cut off. Providing merchant ships with more protection, awareness, and education, will help prevent encounters with pirates. By making piracy an international crime punished by death, pirates will think twice about committing acts that will cause them to lose their life. Pirates have been around since the earliest sea-faring cultures, and it is the world’s job to erase the threat of piracy so that every ship can sail safely across the oceans and seas.

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Works Cited

The title, Works Cited, is not bolded or underlined, and is Times New Roman 12 font.

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Running header continues on Works Cited page.

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1. More than one line is set up with a hanging indent (tab subsequent lines of the entry). First line is at margin.
  2. Whole page is double spaced.
  3. Entries are organized alphabetically by first word in entry.
  4. Author's name starts with last name, then first.
  5. If no author is listed, the title is first.