

# The Research Paper

## Objectives:

1. To learn major research tools in the humanities and social sciences.
2. To learn scholarly abbreviations and reference works.
3. To learn an appropriate documentation style, MLA for English based papers & APA for psychology based papers, and implement it in a research paper.
4. To prepare an outline for a research paper.
5. To avoid plagiarism through documentation.
6. To write effectively using both researched facts and insightful analysis.

## ESSAY REQUIREMENTS:

### **Thesis Statement:**

As you are collecting your research, brainstorm a working thesis here:

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**\*This thesis should contain two parts: Opinion and Analysis**

**Review your thesis with your English teacher before you begin your formal outline.**

### **Basic Template:**

Although some critics believe \_\_\_\_\_ (opposition),  
\_\_\_\_\_ (your assertion) is true because \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_ (your evidence and analysis/Why).

### **Sample Thesis Statement:**

Although some Montana guides may disagree, as a result of rapid energy transfer and fast action flex rates, graphite fly rods are more accurate casting long distances than bamboo fly rods.

## Paper Outline:

### **I. Introduction (1 paragraph)**

- \* **attention getting device...** may be a great quotation, short list of accomplishments, controversial statement, descriptive details, or anecdote (story) which captures the topic. -- See prior essay notes
- \* **Transitional sentences (Link & FS)**
- \* **Well-written thesis (1 sentence with O & A)**

**II. Background Information (1-2 paragraphs)-** Include only information necessary to understand the following controversy.

**III. Concede Opposition's Argument and Your Refutation (1 paragraph)-** Concede means to acknowledge as true, just, or proper; admit. Start with statements such as: "Although many proponents..." or "Despite the views of supporters...". Remember, you don't want your audience to be swayed at the beginning by thinking you support the opposition so make sure you

set up their evidence for *refutation* (*point out weaknesses or inaccuracies in their thinking*). To refute means to prove a statement or argument to be false or erroneous; disprove.

a. **Topic Sentence with transition-** An umbrella sentence with opinion and analysis that clearly indicates that this paragraph will summarize the opposition and then point out its weaknesses.

b. **3 Chunks: CD, CM, CM, CM**

- **Concrete details**—one viewpoint or argument from the opposition (use your sources to cite the opposition)
- **Commentary**—Explain and analyze at least two (2) weaknesses of the opposition’s argument/CD using evidence (you may use quotes and citations in this portion along with your refuting analysis—just make sure there is enough CM to balance the use of CD’s). Use transitions such as “however,” “yet,” “nevertheless,” “on the other hand”

c. **Concluding commentary sentence**—wrap up the paragraph with one last opinion about the whole paragraph- affirm the opposition is incorrect.

**IV. Premise / Your Argument’s Support (2-3 paragraphs)-** Each premise should have its own paragraph. A premise is an assertion, a positive statement, a declaration, or maintaining or defending your side of the argument with evidence and analysis.

a. **Topic Sentence with Transition-** an umbrella sentence with opinion and analysis that indicates that this paragraph will contain *a major reason for your position and why it is significant and correct*.

b. **3 Chunks: CD, CM, CM, CM**

- **Concrete details**—one supporting fact or quote from your research
- **Commentary**—After EACH concrete detail, explain reasons for support and analyze their significance.

c. **Concluding commentary sentence**—wrap up the paragraph with one last opinion about the whole paragraph- affirm your position.

**V. Conclusion (1 paragraph)**

\*Restate Major Thesis (RMT)

\*Briefly Recap (RC) Body Paragraphs

\*Draw a conclusion/ Extend your analysis beyond the classroom or primary audience involved in this controversy. (GI/R)

**VI. Works Cited page (FORMATTED ACCORDING TO MLA STYLE----see MLA Section in this handbook.**

## MINIMUM PAPER REQUIREMENTS

**Failure to meet these requirements will result in a no grade/zero (Thus a no pass semester one Senior English) until all requirements are met per graduation policy.**

- A. 5 Embedded direct quotations (highlighted in yellow)
- B. 7 Embedded summary or paraphrase citations (highlighted in blue)
- C. All citation introductions and end cites (book ends) highlighted in pink
- D. 5 of 6 required resources cited in paper
- E. No more than 2 long, double tabbed, quotes or paraphrases (greater than 4 lines)
- F. 12 point Times New Roman font
- G. 5 minimum to 10 maximum double spaced pages of written text, *not including* title page and works cited page
- H. Works Cited Page- all or nothing points. Format needs to be perfect.
- I. Research Paper formatting with a title page, appropriate headers, 1 inch 4-way margins, and page numbers
- J. Initially focus on 2 book and 4 magazine/online database sources if possible. If you choose to include more than six sources, more may be from the internet. If you struggle to find book/magazine/InfoTrac sources, see myself or a librarian to help you.

**USE ALL RESOURCES AVAILABLE TO HELP YOU INCLUDING THE SCHOOL LIBRARY, THE PUBLIC LIBRARY, AND/OR THE BASE LIBRARY.**

## SUBMISSION:

In a professional looking binder, turn in a hard copy along with research disc or jump drive with a final copy of the paper, all photocopied or printed source materials, 30+ note taking note cards, 6+ source cards, 3 clearly labeled rough drafts, 2 peer edit forms, and 1 self edit form. This submission must be organized and clearly labeled.

Unprofessional, messy submissions will receive a no grade until presented appropriately.

## PLAGIARISM (Copywrite 2003 iParadigms, LLC.):

All students will submit both a hard copy along with a disc copy of their research paper. As a class, we will simultaneously submit our papers via to the <http://www.turnitin.com> web site. This site checks submitted papers for evidence of plagiarism from any internet or print source *including all prior research papers assigned in the English Departments at both CMR and Great Falls High.*

### **What is plagiarism?**

1. To steal and pass off (the ideas or words of another) as one's own
2. To use another's production without crediting the source
3. To committed literary theft

**The following are considered plagiarism and will result in a 0% for this paper, and thus a failing grade in semester one Senior English 7-8**

1. Turning in someone else's work as your own
2. Copying words or ideas from someone else without giving credit
3. Failing to put a quotation in quotation marks

4. Giving incorrect information about the source of a quotation/paraphrase
5. Changing words but copying the sentence structure of a source without giving credit
6. Copying information from one primary source that it makes up the majority of your work, whether you have given credit or not.

**How can plagiarism be avoided? CITE ALL SOURCES:**

1. Whenever you use direct quotes
2. Whenever you paraphrase or summarize (put another's ideas/information into your own words)
3. Whenever you use an idea that someone else has already expressed
4. Whenever you make specific reference to the work of another
5. Whenever someone else's work has been critical in developing your own ideas.

RULE OF THUMB: If you didn't know the information before you started your research, then it must be cited.

## **Research Paper Submission Policy**

### **C.M. Russell High School--Senior English**

The district curriculum states that all seniors must successfully complete a research paper using MLA or APA guidelines as a prerequisite for graduation. Accordingly, senior teachers have interpreted that statement as a major proficiency issue facing senior English students. As a result, the staff has developed the following policies regarding the research paper.

1. Paper length will be from 5-10 pages in length, typed, double-spaced with all appropriate addendums and appendices.
2. Assignment will entail the need to research, take notes, and document all sources used in presenting the argument.
3. Appropriate and correctly formatted Works Cited and/or References page(s) is/are required for meeting minimum standards.
4. Plagiarism in any form will lead to a failure of the assignment, and consequently a failure of that semester.
5. Papers must be turned in within the constraints of the individual teacher who has assigned the paper in order to be considered for a rewrite. Late papers that do not meet standards for passing will not have the opportunity to rewrite during the semester the paper is due.
6. Students who turned in a Final Draft and its required components by the due date established by the instructor but who did not earn a passing score, will be allowed to rewrite to meet proficiency until the end of that semester in which the paper was assigned.
7. Students who choose not to rewrite a failing paper will not earn proficiency in that semester.
8. Students taking make up English second semester, who did not earn a proficient grade on that paper, will be required to write a successful paper during the makeup portion of the year.

Scott Clapp, English Department Chair 11/03

# Research Sign Off Form—

1. I have read through all of the provided Research Paper Introductory Materials and the Research Paper Daily Schedule with accompanying due dates.

2. I am aware that the Senior Research Paper is an English 7-8 graduation requirement for my son or daughter. Regardless of their grade up to this point, he or she must not only turn in a completed, on time Senior Research paper, but they must also pass this project with a 60% or higher, per district English 7-8 graduation requirements. Because of the importance of this project, a schedule of in class work and due dates has been provided months in advance. During this unit, students will also be provided 50 minutes of daily work time with teacher guided practice.

3. I am aware the early credit due date for this project is Dec. 5<sup>th</sup> before 3:15. If turned in on this day, students will receive 20 points of extra credit. The on time due date for this project is Dec. 9<sup>th</sup> at the start of class, no exceptions. Because of the 6 week prior notification, if students are absent the day this assignment is due, they are still responsible for turning in their project. Failure to submit a research paper on Dec. 9<sup>th</sup> will result in a -40% paper deduction through Dec. 10<sup>th</sup> at 3:15. Papers turned after 3:15 on Dec. 10<sup>th</sup> will not be accepted and thus the student will not pass semester one English 7-8, per graduation requirements, regardless of their grade up to that point.

4. I am aware that these research papers will be graded and assessed before and during Christmas break. My son or daughter will receive their project back after the break and have until Jan. 17<sup>th</sup> at 3:15 to revise their project as many times as necessary to earn a 60% or higher and thus pass Senior English semester one.

5. I am aware that students will turn in both a hard copy and a disc or flash drive including the final research paper for submission to [www.turnitin.com](http://www.turnitin.com), an online source which checks for evidence of plagiarism from any online, text, or prior student paper source. If any student plagiarizes another person's ideas or work, in any form described in the introductory research materials, that student will receive a 0% for this project and thus fail senior English 7-8 for semester one.

Student Signature:

Today's Date:

\_\_\_\_\_  
Parent/Guardian Signature:

\_\_\_\_\_  
Today's Date:

# Research Outline Template

As you outline your research paper, you will do so using your note taking cards as a basis. There are two ways to accomplish this:

- 1.) Use the card numbers (ie. NC 1-23) as the indication
- 2.) Use the entire CD from the card (see #3 on note taking card)

Choose the method that works most effectively for you, knowing you will be translating this outline into both a final paper and a presentation.

NOTE: THIS IS MERELY A TEMPLATE. YOU WILL NEED TO ADD OR DELETE SUBSECTIONS (A, B, C, a, b, c) OR NUMBERS (1, 2, 3) AS NECESSARY FOR YOUR TOPIC AND INFORMATION AVAILABLE. IN ADDITION, OUTLINES DO NOT INCLUDE COMMENTARY; HOWEVER, YOU MUST INCLUDE YOUR MAJOR THESIS AND TOPIC SENTENCES IN THEIR ENTIRETY.

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TITLE

## **I. Introduction**

- A. Attention Getting technique
  1. nc 1-23 or a startling fact
- B. **Thesis (it should be written here in its entirety)**

## **II. Background Information Topic Sentence with Opinion & Analysis**

\*This section's commentary should set the stage for the argument

- A.
- B.
- C.
  - 1.
  - 2.
- D.
- E.

## **III. Concede the Opposition and Refute Topic Sentence with Opinion & Analysis**

- A.
  - 1.
  - 2.
  - 3.
- B.
- C.

## **IV. Premise / Argument Topic Sentence with Opinion & Analysis**

- A.
- B.
  - 1.
  - 2.

C.

**V. Premise / Argument Topic Sentence with Opinion & Analysis**

- A.
- B.
- C.

**VI. Conclusion**

- A. Restate Major Thesis
- B. Direct Quote (Based on all you have said, but without repeating, what is true about your topic? Check your thesis. Did you prove your assertion?)
- C. Concluding sentences

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\* Most of the subheadings will need to develop into 1, 2, 3 and perhaps further into a, b, c. This depends on the complexity and characteristics of your topic.

\* **The outline does not plan commentary, therefore it *should not* be included here**, but you will include it when you translate your outline to draft form. At that time, you will also need to make decisions about paragraphing and organization.

**Sample Outlines & Scoring**

- I. Intro 10, Thesis 10
- II. Background TS 10, Paragraphs 10
- III. Concede TS 10, Paragraphs 10
- IV. Premise TS 10, Paragraphs 10
- V. Premise TS 10, Paragraphs 10
- VI. Conclusion RMT 10, Misc. 10

Total: 120 points



*Title Page Format*  
*Type only what appears in Bold*

(Center all lines)

(12 returns, depending on the font size, from the top. NOTE: the title information should be roughly centered on the page and each piece of information should be typed EXACTLY AS SHOWN except no bold)

(Creative Title for your essay) **The Candle Still Burns**

(4 returns)

(Notice small “b”- this is required) **by**

(4 returns)

(Your Name) **Jamie McGraw**

(4 returns)

(Course) **Junior Honors English**

(Teacher) **Mrs. McGraw**

(Section) **Period 4**

(Due Date-no abbreviations for month) **April 26, 2013**

(Must list Month, day, year—This is *different from* the 1<sup>st</sup> page of the paper)

(Note also: this last four line section is single spaced)



**The Candle Still Burns**

by

**Jamie McGraw**

**Junior Honors English  
Mrs. McGraw  
Period 4  
April 26, 2013**

## **Works Cited Page Instructions**

After you have completed your research and are preparing to write your first draft, you need to create a works cited page. Only sources **ACTUALLY USED IN THE PAPER** are included on the works cited page.

- ❖ Your works cited page must include all sources parenthetically cited in the paper. The works cited page matches up with the parenthetical citations.
- ❖ You should have at least 6 sources cited parenthetically in your essay, therefore there should be at least 6 sources cited on the works cited page
- ❖ Fix your computer so that it will double space, the entire works cited page is **UNIFORM DOUBLE SPACED**
- ❖ **CENTER** the title “Works Cited” on the first line, no quotation marks
- ❖ Take your source cards and place them in alphabetical order according to the author’s last name, or if the author is missing according to the first word of the title omitting “a”, “an”, or “the” in your title alphabetizing-- note “a”, “an”, or “the” will still be typed as the first word; however, it will not be used to alphabetize that title.
- ❖ Now type the entries, according to MLA format, in this order. Make sure all spelling and punctuation is exact and correct as it appears in the MLA notation for that source type. **REFER CONSTANTLY TO YOUR MLA GUIDE.** For example space twice after periods (.) between chunks of information. Space once after commas (,) periods (.) and colons (:) within chunks of information.
- ❖ Use the hanging indentions. Start each new source at the left margin. If the source goes to the second line, indent the second and consecutive lines of that source once (tab = 5 spaces). Use the arrows on the ruler bar at the top of the page.

**SEE NEXT 4 PAGES FOR:**

**-SAMPLE FIRST PAGE OF RESEARCH PAPER- One for your class and one general with all dimensions)**

**-SAMPLE WORKS CITED PAGE- One for your class and one general with all dimensions**

**Note: Items are to be typed exactly as shown.**

**Jamie B. McGraw**

**Mrs. McGraw**

**Junior Honors English**

**26 April 2013**

**The Candle Still Burns**

**Studying the influence of.....**

.....

.....

Works Cited

Feldman, George. *Understanding the Holocaust*. 2 vols. Detroit: Thomas L. Romig, 1998.

Print.

Goldwyn, Samuel. "Hotel Terminus: the Life and Times of Klaus Barbie." *The New*

*Republic*. 24 Oct. 1998: 28. *InfoTrac*. Web. 17 Nov. 2006.

"Klaus, Barbie." *The Columbia Encyclopedia*. n.d. *InfoTrac*. Web. 17 Nov. 2006.

"Non-Jewish Resistance." *Holocaust Encyclopedia*. United States Holocaust Memorial

Museum, n.d. Web. 7 Nov. 2006.

Schmittroth, Linda, and Mary Kay Rosteck. *People of the Holocaust*. 2 vols. Detroit: U-

X-L, An Imprint of Gale, 1998. Print.

**MLA DOCUMENT**

First Page of a Research Paper

8 1/2" Double-space

1" Josephson 1

1" Laura N. Josephson  
Professor Bennett  
Humanities 2710  
8 May 2003

1" Ellington's Adventures in Music and Geography

1" In studying the influence of Latin American, African, and Asian music on modern American composers, music historians tend to discuss such figures as Aaron Copland, George Gershwin, Henry Cowell, Alan Hovhaness, and John Cago (Brindle; Griffiths 104-39; Hitchcock 173-98). They usually overlook Duke Ellington, whom Gunther Schuller rightly calls "one of America's great composers" (318), probably because they are familiar only with Ellington's popular pieces, like "Sophisticated Lady," "Mood Indigo," and "Solitude." Still little known are the many ambitious orchestral suites Ellington composed, several of which, such as Black, Brown, and Beige (originally entitled The African Suite), The Liberian Suite, The Far East Suite, The Latin American Suite, and The Afro-Eurasian Eclipse, explore his impressions of the people, places, and music of other countries.

1" Not all music critics, however, have ignored Ellington's excursions into longer musical forms. Raymond Horricks compared him with Ravel, Delius, and Debussy: "The continually enquiring mind of Ellington . . . has sought to extend steadily the imaginative boundaries of the musical form on which it subsists. . . . Ellington since the mid-1930s has been engaged upon extending both the imagery and the formal construction of written jazz. (122-23)

1" Ellington's earliest attempts to move beyond the four-minute limit imposed by the

First Page of a List of Works Cited

8 1/2" Double-space

1" Works Cited

1" Josephson 15

1" Brindle, Reginald Smith. "The Search Outwards: The Orient, Jazz, Archaisms." The New Music: The Avant-Garde since 1945. New York: Oxford UP, 1975. 133-45.

1" Burnett, James. "Ellington's Place as a Composer." Gammond 141-55.

1" Duke Ellington. 2002. Estate of Mercer K. Ellington. 3 June 2002 <http://www.dukeellington.com/>.

1" Duke Ellington's Washington. 2000. Public Broadcasting System. 3 June 2002 <http://www.pbs.org/ellingtondc/>.

1" Ellington, Duke. The Afro-Eurasian Eclipse. 1971. Fantasy, 1991.

1" Black, Brown, and Beige. 1945. RCA Bluebird, 1988.

1" The Far East Suite. 1965. RCA, 1995.

1" The Latin American Suite. 1969. Fantasy, 1990.

1" The Liberian Suite. LP. Philips, 1947.

1" Gammond, Peter, ed. Duke Ellington: His Life and Music. 1958. New York: Da Capo, 1977.

1" Griffiths, Paul. A Concise History of Avant-Garde Music: From Debussy to Boulez. New York: Oxford UP, 1978.

1" Hitchcock, H. Wiley. Music in the United States: An Introduction. 2nd ed. Englewood Cliffs: Prentice, 1974.

1" Horricks, Raymond. "The Orchestral Suites." Gammond 122-31.

1" Lawrence, A. H. Duke Ellington and His World: A Biography. New York: Routledge, 2001.

1" Schuller, Gunther. Early Jazz: Its Roots and Musical Development. New York: Oxford UP, 1968.

## Peer & Self Edit Form: Senior Research Paper

Editor's name \_\_\_\_\_

Author's name \_\_\_\_\_

Directions: In order to effectively complete this assignment and receive full credit, you will need to **FIRST READ through this entire edit form, then write both on this sheet and on the writer's paper.** Please be detailed and specific in your comments. Sit with your partner. Read portions aloud and discuss. Please use a red pen and mark comments on the paper.

### **Introduction (paragraph 1)**

1. What type of attention-getting device is used?  
\_\_\_\_\_

2. Is it effective drawing you into the paper? Y N (Circle One)

If yes, why?

If no, explain what needs to happen.

3. Underline opinion in MT once, analysis twice. Make one comment about the MT. How could it be improved? Note the **author must, in one sentence, address the opposition and then refute it with both an opinion statement and an analysis extension which addresses the how, why, effects, implications, or significance of their premise.**

### **Sections:**

4. Are all three required sections included? Check off each one by looking for a topic sentence, with both opinion and analysis, which clearly identifies that section:

A. Background Information (What do the readers need to know in order to understand why or how this issue became controversial?) \_\_\_\_\_

B. Concede and Refute Oppositions Arguments (1 paragraph minimum) \_\_\_\_\_

C. Premise / Assertion Support (2 paragraph minimum) \_\_\_\_\_

Make Comments about the sections. What information is missing? How could it be improved:

5. Are there appropriate paragraph breaks? Y N (Circle One)

If not make some in appropriate areas. Also, note each paragraph must have a topic sentence with opinion and analysis. NOTE: **topic sentences cannot be facts or cited CD's.**

### **Paragraphs:**

6. Underline the opinion in each TS once, analysis twice. Make at least two suggestions regarding improving topic sentences throughout the essay.

7. The writer should have already **Highlighted Direct Quotes in YELLOW. Paraphrase and Summaries in BLUE. Introductions and End cites in PINK.** On the paper, comment about these references. Are all borrowed ideas appropriately cited? Y N

Do all have end cites? Y N

Do citations longer than one sentence have an introduction? Y N

Count the number of citations for minimum requirements:

Direct Quotes : \_\_\_\_\_ (should be at least 5)

Paraphrase/Summary : \_\_\_\_\_ (should be at least 7)

8. Does the analysis develop clearly in **all** sections, even in the background information and especially the concede and premise sections? Find at least four places to make comments (positive and suggestive) that address improving commentary/analysis of cited information. Is the author effectively supporting and proving their major thesis assertion?

**Whole Body of Essay:**

9. Does the paper contain repetition (in words, ideas)? Y / N

If yes, mark it clearly, suggest change or cross out repeated ideas and citations.

10. Has the writer made each side of the controversy clear? Y / N

Has the writer clearly refuted the opposition? Y / N

Has the writer clearly supported their premise/assertion? Y / N

Explain:

**Conclusion:**

11. Does the conclusion restate the Thesis in a new way (diction & syntax)? Y / N Explain...

Does the conclusion tie the paper together? Y / N Explain...

Does it provide an insightful global implication/resolution which extends the issue beyond its normal bounds to address similar issues in the community, state, or nation? Explain...

12. Is the paper missing any vital content or requirements?

Think about what you still wonder about. Add these comments below along with any others you have. (You should have at least one comment, question, or suggestion).

**Editing:**

13. Mark all convention/grammar corrections on the paper in red. Be aware of fragments and run-on sentences. Also make other proofing corrections as needed.

14. **Circle all transitions** used. If the writer has not used them, suggest they add this vital part of writing, *especially between cited materials*. **See Transition List.**

15. Also note where writer could use a better variety of **citation introductions**. **See In Text /Parenthetical Citation Section.**



**MINIMUM REQUIREMENTS:**

Check for each of the following, and note where they are missing. **No paper will be graded if it is missing minimum requirements:**

- A. Page one Name Header (left side, page one only, and on each page, Page number headers appear at upper right (last name, page of essay) Y N
- B. Title page matches sample in notes exactly Y N
- C. Paper includes FIVE correctly embedded, cited direct quotations, highlighted in yellow Y N
- D. Paper includes citations from at least FIVE different sources, check off on WC page as they are found in the paper (WC page should only include sources cited in the paper) Y/N
- E. All sources are correctly cited at the end of the borrowed sentence, all intro and end cites highlighted in pink Y N
  - \*no comma, no p., the period outside ( ), quotes before ( ).
- F. At least 7 Paraphrase and summaries are cited, highlighted in blue Y N
- G. There are no more than 2 long CD's (greater than 4 typed lines) Y N
- H. Works cited—exact format... **match and check off the in-text citations to the works cited page citations.**

NOTE: only sources cited in the paper should be listed on the works cited page. First element listed on the works cited page should match up with the parenthetical entry. Do they? Y N

- I. Paper includes 1 inch, 4 way margins Y N
- J. Paper includes a works cited page Y N
- K. Works cited entries are in alphabetical order and uniform double spaced on WC page Y N
- L. Check formatting, make corrections as necessary. Is the entire paper uniform double spaced? Are the margins and headers the correct measurement? Y N
- M. How many pages of *written text* exist? \_\_\_\_\_ There should be **minimum of 5 maximum of 10 not including the title page and works cited page.**
- N. 12 point Times New Roman font Y N

\* Make at least two positive comments about this essay:

- a.
- b.

\* List your top two suggestions for revision:

- a.
- b.

\*\* Proof your own work too, as your peer responder may have missed vital elements.

# Senior Research Rubric: 500 point Final Paper and Binder

**A-/A/A+** All elements of research paper completed with excellence. Goes beyond basic requirements. Paper is well-written and well-organized. Introduction is attention-getting and thesis is both clear and insightful. Body paragraphs include clear topic sentences and well-chosen specific concrete details. Commentary thoughtfully and insightfully analyzes the significance of the information. Quotes and other information from sources are cited correctly and smoothly. Conclusion gives a satisfying, insightful wrap-up without being repetitive. Transitions and a variety of sentence lengths/beginnings create a smooth flow from idea to idea. Works cited page demonstrates attention to detail in that it is correctly punctuated, alphabetized, etc. All elements of the research process (source and note taking cards, drafts, photocopies, outline, edits) are evident, extremely thorough, and present in the folder.

**B-/B/B+** All elements of research paper completed with competence. Goes beyond basic requirements. Paper is organized effectively. Introduction effectively leads into the thesis, and thesis is clearly stated. Body paragraphs include clear topic sentences and specific concrete details. Commentary competently analyzes the significance of the information. Quotes and other information from sources are mostly cited correctly and smoothly. Conclusion wraps up the essay without being repetitive. Transitions and a variety of sentence lengths/beginnings are utilized. Works cited page demonstrates attention to detail in that it is mostly correctly punctuated, alphabetized, etc. All elements of the research process (source and note taking cards, drafts, photocopies, outline, edits) are evident, thorough, and present in the folder.

**C-/C/C+** Elements of research paper adequately completed. Paper is organized enough to follow ideas. Introduction is present and thesis is mostly clear. Body paragraphs include topic sentences and concrete details. Commentary makes an attempt to analyze the significance of the information but may be limited. Quotes and other information from sources are mostly cited correctly. Conclusion is present. Some use of transitions and sentence variety. Works cited page includes sources, but may contain errors in punctuation, etc. All elements of the research process (source and note taking cards, drafts, photocopies, outline, edits) are evident.

**D-/D/D+** Elements of research paper may be present, but not skillfully completed. Some elements may be missing. Thesis and topic sentences may not adequately set the focus. Concrete details and commentary may be limited. Organization may be difficult to follow at times. Errors in grammar and usage may be present, and sentence variety and use of transitions may be limited. Citations may be present, but not accurate. Works cited page may contain multiple errors. Essay process is utilized, but revisions are limited.

**F** Elements missing, underdeveloped, or incomplete. Brief or little organization. Severe difficulties in citations resulting in plagiarism. Severe difficulties in grammar or usage.

# Transitions

## Transitions Used To Show Location:

|           |           |         |             |              |
|-----------|-----------|---------|-------------|--------------|
| above     | across    | beneath | in front of | on top of    |
| across    | around    | beside  | inside      | outside      |
| against   | away from | between | into        | over         |
| along     | back of   | beyond  | near        | throughout   |
| alongside | behind    | by      | off         | to the right |
| amid      | below     | down    | onto        | under        |

## Transitions used To Show Time:

|           |          |           |             |                 |
|-----------|----------|-----------|-------------|-----------------|
| about     | first    | until     | soon        | then            |
| after     | second   | meanwhile | later       | next            |
| at        | third    | today     | afterward   | in the meantime |
| before    | prior to | tomorrow  | immediately | as soon as      |
| yesterday | finally  | when      | next week   |                 |

## Transitions used To Compare Two Things (show similarities):

|                 |          |           |
|-----------------|----------|-----------|
| in the same way | likewise | as        |
| also            | like     | similarly |

## Transitions used To Contrast Two Things (show differences):

|         |              |                   |             |            |
|---------|--------------|-------------------|-------------|------------|
| but     | yet          | on the other hand | although    | otherwise  |
| however | still        | in the meantime   | even though | counter to |
| even so | nevertheless | on the contrary   | conversely  | as opposed |

## Transitions used To Emphasize a Point:

|           |         |                   |              |
|-----------|---------|-------------------|--------------|
| again     | indeed  | for this reason   | truly        |
| to repeat | in fact | with this in mind | to emphasize |

## Transitions used To Conclude or Summarize:

|               |              |             |            |
|---------------|--------------|-------------|------------|
| as a result   | consequently | accordingly | in short   |
| finally       | thus         | due to      | to sum up  |
| in conclusion | therefore    | in summary  | all in all |

## Transitions used To Add Information:

|              |                   |             |               |
|--------------|-------------------|-------------|---------------|
| again        | and               | furthermore | next          |
| also         | besides           | likewise    | finally       |
| additionally | equally important | moreover    | as well       |
| in addition  | for example       | further     | together with |
| another      | for instance      | furthermore | along with    |

## Transitions used To Clarify:

|                |                    |              |
|----------------|--------------------|--------------|
| that is        | put another way    | to clarify   |
| in other words | stated differently | for instance |

# In Text/Paranthenetical Citations

(PC on back of Works Cited card)

Introductions

§

End Citations

**If you are only using 1 sentence,  
you may just end cite.**

**“.....” (Jones 45).**

**If you are using more than 1 sentence,  
either DQ, PP, or SM,  
you MUST introduce the source AND end cite:  
As one source notes, “.....” (Jones 45).**

**REMEMBER TO GIVE A START & STOP TO ALL  
CITATIONS!  
[BOOK ENDS]**

## Introducing & Citing Parenthetical Material in Your Text

**Note:** Most MLA Citations work from the author's last name and page number model. However, if you introduce the cited material (book only) with the author's last name, then you do not need to include the name again in the parenthetical citation.

### **A. Introducing or Citing with Author's Last Name (Books Only):**

#### **1. Direct Quotation Examples:**

Wordsworth states that Romantic poetry is marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

#### **2. Paraphrase Example:**

Wordsworth extensively explores the role of emotion in the creative process (263).

**B. Indirect Citing:** Note here Ravitch said the quote; however, Weisman wrote the book. Weisman was quoting Ravitch in his book.

#### **1. Direct Quotation Example:**

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

### **C. Two Authors with the Same Last Name:**

#### **1. Paraphrase Example:**

Although some medical ethicists claim that cloning will lead to designer children (L. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 26).

### **D. Two Works by the Same Author:**

#### **1. Paraphrase Example:**

Lightenor argues that computers are not useful tools for small children ("Too Soon" 38), though he also acknowledges that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

**E. Short Quotations:** Directly quoted or paraphrased material that is four lines or less may be typed directly into your already existing lines.

#### **1. Direct Quotation Examples:**

- a. According to some, dreams express “profound aspects of personality” (Foulkes 184), though others disagree.
- b. According to Foulkes’s study, dreams express “profound aspects of personality” (184).
- c. Is it possible that dreams may express “profound aspects of personality” (Foulkes 184)?
- d. Cullen concludes, “Of all the things that happened there / That’s all I remember” (11-12).

(NOTE: POETRY LINE BREAK CITATION)

**F. Long Quotations OR Block Quotes: For directly quoted or paraphrased material that is longer than four typed lines, you must omit the quotation marks, start the cited material on a new line, indent the cited material two tabs from the left margin, maintain both the tab and double spacing throughout the entire quote or paraphrase, and move the period from after the last parenthesis to before the first parenthesis. NO MORE THAN 2 Long quotations are allowed in this research paper. Remember to condense quotes down to the most essential information whenever possible.**

**1. Direct Quotation Example:**

In *Wuthering Heights*, Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw’s door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

**G. Adding Words in Quotations: Place brackets around the words to indicate that they are *not a part of the original text*. You add words usually to clarify, maintain verb tense, or create fluency.**

**1. Direct Quotation Example:**

Jan Harold Brunvand, in an essay on urban legends, states: “some individuals [who retell urban legends] make a point of learning every rumor or tale” (35).

**H. Omitting Words in Quotations: Indicate the deleted word or words by using *ellipsis marks surrounded by brackets*. You delete words to condense the quote for its most valuable information according to purpose.**

**1. Direct Quotation Example:**

In an essay on urban legends, Jan Harold Brunvand notes that “some individuals make a point of learning every recent tale [...] and in a short time a lively exchange of details occurs” (36).

SOURCE INTRO. OPTIONS:

Author’s Last Name

Title of Work

Type of Source

Publisher

Final folder  
Table of Contents,  
Checklist,  
§  
Your Grading Rubric



## Final Research Folder Table of Contents

**NOTE: The order of these items is non-negotiable.**

- 1. Jump Drive or CD With All Drafts Saved**
  - 2. Your Grading Rubric**
  - 3. Binder Table of Contents (type one)**
  - 4. Turnitin.com Report(s) with each entry marked (ok or fixed); and grammar report checked.**
  - 5. Final Draft**
    - Title Page (with Stamp)**
    - Paper:**
      - yellow highlighted DQ's**
      - blue highlighted PP/SM**
      - pink highlighted Parenthetical Intro's and End Cites**
    - Works Cited Page (with Stamp)**
  - 6. Clearly Labeled Self Edit Form—Filled out in its entirety**
  - 7. Clearly Labeled RD#3--With Self Edit Comments**
  - 8. Clearly Labeled Peer Edit Form #2—Filled out in its entirety**
  - 9. Clearly Labeled RD#2--With Peer Edit Comments**
  - 10. Clearly Labeled Peer Edit Form #1—Filled out in its entirety**
  - 11. Clearly Labeled RD#1—With Peer Edit Comments**
- \*\*\*\*\*EXTRA EDITS**
- 12. Graded Outline**
  - 13. 30 + Note Taking Cards (LBELED with a post-it note)**
  - 14. 6+ Source Cards (LBELED with a post-it note)**
  - 15. Printed Copies of all source materials (title pages & articles)**

## CHECKLIST

**YOU WILL BE ASSESSED ON THESE ITEMS. BE SURE TO REVIEW YOUR WHOLISTIC RESEARCH RUBRIC. NOTE: ALL ELEMENTS OF THE RESEARCH PROCESS MUST BE PRESENT TO EARN A "C" OR HIGHER.**

- \_\_\_ 1. Title Page correct format
- \_\_\_ 2. Minimum 5 DQ's highlighted in Yellow
- \_\_\_ 3. Minimum 7 PP/SM highlighted in Blue
- \_\_\_ 4. Minimum 6 sources cited in paper
- \_\_\_ 5. All Intro's and End Cites highlighted in Pink
- \_\_\_ 6. 12 point font Times New Roman
- \_\_\_ 7. Maximum 10 double spaced pages of your writing (not including title page and works cited page)
- \_\_\_ 8. Works Cited page correct format
- \_\_\_ 9. Parenthetical citations correct format (INTRODUCTIONS & END CITATIONS)
- \_\_\_ 10. Page 1 Left Header
- \_\_\_ 11. Pages 1-10 Right Header
- \_\_\_ 12. Margins – 1 inch 4 ways
- \_\_\_ 13. 3 Paper Sections: Part 1 Background, Part 2 Concede/Refute, and Part 3 Premise
- \_\_\_ 14. Transitions (Especially in Background Section)
- \_\_\_ 15. Insightful CM (Especially in Concede/Refute and Premise sections)
- \_\_\_ 16. Turnitin.com Report
- \_\_\_ 17. Self Edit
- \_\_\_ 18. RD #3
- \_\_\_ 19. Peer Edit #2
- \_\_\_ 20. RD #2
- \_\_\_ 21. Peer Edit #1
- \_\_\_ 22. RD #1
- \_\_\_ 23. EXTRA EDITS
- \_\_\_ 24. Graded outline
- \_\_\_ 25. 30 + Graded note taking cards
- \_\_\_ 26. 6 + Graded source cards
- \_\_\_ 27. Source Copies
- \_\_\_ 28. Neat, organized, formal binder presentation
- \_\_\_ 29. No more than 2 long CD's (greater than 4 lines) in entire paper
- \_\_\_ 30. Minimum of 1 CM after each CD
- \_\_\_ 31. All Body paragraphs have topic sentences

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Research Rubric: 500 point Final Paper and Binder

**A-/A/A+** All elements of research paper completed with excellence. Goes beyond basic requirements. Paper is well-written and well-organized. Introduction is attention-getting and thesis is both clear and insightful. Body paragraphs include clear topic sentences and well-chosen specific concrete details. Commentary thoughtfully and insightfully analyzes the significance of the information. Quotes and other information from sources are cited correctly and smoothly. Conclusion gives a satisfying, insightful wrap-up without being repetitive. Transitions and a variety of sentence lengths/beginnings create a smooth flow from idea to idea. Works cited page demonstrates attention to detail in that it is correctly punctuated, alphabetized, etc. All elements of the research process (source and note taking cards, drafts, photocopies, outline, edits) are evident, extremely thorough, and present in the folder.

**B-/B/B+** All elements of research paper completed with competence. Goes beyond basic requirements. Paper is organized effectively. Introduction effectively leads into the thesis, and thesis is clearly stated. Body paragraphs include clear topic sentences and specific concrete details. Commentary competently analyzes the significance of the information. Quotes and other information from sources are mostly cited correctly and smoothly. Conclusion wraps up the essay without being repetitive. Transitions and a variety of sentence lengths/beginnings are utilized. Works cited page demonstrates attention to detail in that it is mostly correctly punctuated, alphabetized, etc. All elements of the research process (source and note taking cards, drafts, photocopies, outline, edits) are evident, thorough, and present in the folder.

**C-/C/C+** Elements of research paper adequately completed. Paper is organized enough to follow ideas. Introduction is present and thesis is mostly clear. Body paragraphs include topic sentences and concrete details. Commentary makes an attempt to analyze the significance of the information but may be limited. Quotes and other information from sources are mostly cited correctly. Conclusion is present. Some use of transitions and sentence variety. Works cited page includes sources, but may contain errors in punctuation, etc. All elements of the research process (source and note taking cards, drafts, photocopies, outline, edits) are evident.

**D-/D/D+** Elements of research paper may be present, but not skillfully completed. Some elements may be missing. Thesis and topic sentences may not adequately set the focus. Concrete details and commentary may be limited. Organization may be difficult to follow at times. Errors in grammar and usage may be present, and sentence variety and use of transitions may be limited. Citations may be present, but not accurate. Works cited page may contain multiple errors. Essay process is utilized, but revisions are limited.

**F** Elements missing, underdeveloped, or incomplete. Brief or little organization. Severe difficulties in citations resulting in plagiarism. Severe difficulties in grammar or usage.

Comments:

# Senior Project Sign Off Form

Name: \_\_\_\_\_

| Signature Required                                | Item                                      | Due Date |
|---|---|----------|
| 1. _____<br>(English Teacher)                     | Ethical Commitment Form                   | _____    |
| 2. _____<br>(English Teacher)                     | Parent Acknowledgement Form               | _____    |
| 3. _____<br>(English Teacher or Med Prep Teacher) | Community Mentor Contract                 | _____    |
| 4. _____<br>(English Teacher or Med Prep Teacher) | Contact Information Sheet                 | _____    |
| 5. _____<br>(English Teacher)                     | Letter of Intent & Approval Form          | _____    |
| 6. _____<br>(English Teacher)                     | Research Folder with Final Draft & Rubric | _____    |
| 7. _____<br>(Government Teacher)                  | Community Service Reflection & Rubric     | _____    |
| 8. _____<br>(English Teacher)                     | Dress Rehearsal (Tri-fold board or PPT)   | _____    |
| 9. _____<br>(Government Teacher)                  | Final Portfolio                           | _____    |
| 10. _____<br>(Med Prep Teacher)                   | Med Prep Students Internship Packet       | _____    |