Project Requirements:

Project Overview:

Students will develop writing that demonstrates a command of standard Canadian English as well as research, organization, and drafting strategies. Students should select a specific topic that has a provable component to it. Papers should not exist to solely inform—there must be a persuasive element to the paper. Pick a topic that you feel you are able to apply sustained research time to. There is a list of topics you may choose from, or you may choose a topic of your own in consultation with your teacher.

Project requirements:

- 750-1250 words
- APA or MLA formatting—whichever will be more applicable to your future studies
- 7 source minimum—including sources from three different types of resources
- All sources must be cited in the body of the essay
- Students will demonstrate a system for notetaking, avoiding plagiarism and attributing credit (several will be modelled for you to choose from)
- Students will create an outline of their essay including a thesis statement, concrete details and commentary
- Students will include a correctly formatted works cited or bibliography page at the end of their essay.

Research Material Options:

- Books
- Internet
- Interviews
- Educational Publications
- Magazines
- Newspapers
- Documentaries
- EBSCO databases
- Other databases
Research Paper Checklist:

Topic Selection:

Controlling Idea:

Thesis Statement:

Outline Due: ______________________

Works Cited/Bibliography: ______________________

Rough Draft Due: ______________________

Final Draft Due: ______________________
English 12 Research Paper

This is by no means an exhaustive list- Please see your teacher to have your topic and thesis approved.

1. Fuel Alternatives for the Future
2. Educational Equality: Boys vs. Girls
3. Kids and their tech. toys
4. Fast Food and our Society
5. Influential Toys/Media influences
6. Animal Cruelty
7. War on Terrorism and Racial Profiling
8. Emancipation of Minors
9. Gang Violence
10. Overmedicating Teens/Children
11. Music Swapping
12. Snapchat
13. Drinking Laws
14. Celebrity Idols- Positive or Negative role models?
15. Stay at home parents vs. working parents
16. Violence and high school sports
17. Body Image
18. Marijuana laws
19. Your Choice... discuss with your teacher
Research Terms

The following terms are used throughout this guide to refer to specific writing and research concepts. Please refer to this sheet if there are any questions throughout the research process.

Bibliographic Information: the address for your source. Author, title, publisher, date, etc. This information needs to be organized according to MLA style in the student's works cited page.

Bibliography Cards (also known as source cards): contain the bibliographic information for one source. Students will complete a bibliography card for each of the sources they use. These cards should be placed in alphabetical order and number.

Categorizing: the process for sorting through and organizing the research note cards. For example, research papers can be categorized by cause/effect relationships, comparisons, persuasive appeals, problem/solution, qualities of an object, etc.

Commentary: specific opinions expressed by the student about each concrete detail. Commentary must be directly related to the concrete detail, must be specific, and must be focused upon the overall topic of the paragraph in which it appears.

Conclusion: record of what has been discovered through the writing of the paper. A student's conclusion should almost entirely consist of commentary and it should not repeat phrases and sentences found elsewhere in the paper.

Concrete Detail: a specific example used to support the topic sentence. It can be a quote, fact, statement, summary, paraphrase, or other illustration.

Controlling idea/questions: the specific idea that the project is shaped around. In the final draft of the paper, the controlling idea changes into a thesis statement.

Drafting: the process of taking the research that has been done and writing it out in expository form.

Editing: the process of checking spelling, grammatical usage, and punctuation.

Format: the physical parameters of the report. Spacing, punctuation, font size, and style are issues of format. The format for this paper must follow MLA guidelines. Format requirements are outlined later on in this packet.

MLA Style: MLA Handbook for Writers of Research Papers specifically dines procedures and requirements for scholarly research. Most colleges and universities use MLA style in some capacity. MLA stands for Modern Language Association.

Paraphrase: recording the ideas found from a source in one's own words. Paraphrases still must be documented in the works cited page and parenthetical citation. To do otherwise is to commit plagiarism.
Plagiarism: use of another person’s ideas, words, or opinions as if they were your own. Any undocumented information from a source is considered plagiarism. Plagiarism can be intentional or unintentional. Students caught plagiarizing will fail the assignment and be subject to the progression of consequences outlined in the student handbook.

Quotation: recording ideas found in a source and writing them with the original text. Quotations must be surrounded by quotation marks.

Revising: the process of changing the structure and ideas in a paper.

Thesis: the articulated point of your essay. The thesis expresses your opinion about the topic and states what your essay is seeking to prove.

Topic Sentence: a sentence that clearly defines the point of a specific paragraph. Each body paragraph needs to begin with a topic sentence. The topic sentence relates directly to and supports the thesis statement.

Transitional expressions: words that are used to provide organizational structure to an essay. They connect ideas and topics in as smooth a manner as possible.

Works cited page: a typed document that contains the bibliographical information for every source used by the student. The entries in a works cited page need to be formatted according to MLA style.
Plagiarism

“58.3% of high school students let someone else copy their work in 1969, and 97.5% did so in 1989” – The State of Americans: This Generation and the Next

“30% of a large sampling of Berkeley students were recently caught plagiarizing directly from the Internet” – results of a Turnitin.com test, conducted from April-May 2000

Plagiarism is passing off the work of someone else as your own. See the handbook regarding consequences.

Material is probably common knowledge if . . .

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

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<thead>
<tr>
<th>Need to Document</th>
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<tr>
<td>- When you are using or referring to somebody else’s words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium</td>
<td>- When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject</td>
</tr>
<tr>
<td>- When you use information gained through interviewing another person</td>
<td>- When you are using &quot;common knowledge&quot; – folklore, common sense observations, shared information within your field of study or cultural group</td>
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<tr>
<td>- When you copy the exact words or a &quot;unique phrase&quot; from somewhere</td>
<td>- When you are compiling generally accepted facts</td>
</tr>
<tr>
<td>- When you reprint any diagrams, illustrations, charts, and pictures</td>
<td>- When you are writing up your own experimental results</td>
</tr>
<tr>
<td>- When you use ideas that others have given you in conversations or over email</td>
<td>- When you use any statistic</td>
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When Researching and Notetaking

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<th>Action during the writing process</th>
<th>Appearance on the finished product</th>
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<tr>
<td>- Mark <em>everything</em> that is someone else’s words with a big Q (for quote) or with big quotation marks</td>
<td>Proofread and check with your notes (or photocopies of sources) to make sure that <em>anything</em> taken from your notes is acknowledged by using any of the following methods:</td>
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<tr>
<td>- Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME)</td>
<td>- Integrated Quote with an in text citation</td>
</tr>
<tr>
<td>- Record all of the relevant documentation information in your notes</td>
<td>- Paraphrasing with and in text citation</td>
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<td></td>
<td>- Large Quotation method</td>
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# Making Sure You Are Safe

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<th>Action during the writing process</th>
<th>Appearance on the finished product</th>
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<tr>
<td><strong>When paraphrasing and summarizing</strong></td>
<td><strong>Begin your summary with a statement giving credit to the source: According to Jonathan Kozol, ...</strong></td>
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<tr>
<td>- First, write your paraphrase and summary without looking at the original text, so you rely only on your memory.</td>
<td>- Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... <em>savage inequalities</em> exist throughout our educational system (Kozol).</td>
</tr>
<tr>
<td>- Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases</td>
<td></td>
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<tr>
<td><strong>When quoting directly</strong></td>
<td><strong>Mention the person’s name either at the beginning of the quote, in the middle, or at the end</strong></td>
</tr>
<tr>
<td>- Keep the person’s name near the quote in your notes, and in your paper</td>
<td><strong>Put quotation marks around the text that you are quoting</strong></td>
</tr>
<tr>
<td>- Select those direct quotes that make the most impact in your paper – too many direct quotes may lessen your credibility and interfere with your style</td>
<td><strong>Indicate added phrases in brackets ([ ]), and omitted text with ellipses ( . . . )</strong></td>
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# Finding and Evaluating Sources

**Your information search:**

- TIP: Use the Works Cited every time you find a new source.

<table>
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<tr>
<th>Print Search</th>
<th>Electronic Search</th>
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| 1. Start with a reliable *encyclopedia* to get background information on as many different aspects of your topic as possible.  
2. Look in the works cited at the end of the article for suggestions for further research.  
3. Find and review as many of the sources in the bibliography section as possible.  
4. Review the works cited section (found in the back of the book) for each of those sources.  
5. Find and review as many of the sources in those bibliography pages as possible.  
6. Etc. | 1. Log onto the *EBSCO* database.  
2. Search for articles with *important key words in and surrounding* your topic.  
3. Find and review as many articles as you can and decide which ones are applicable.  
4. Use the works cited for each applicable article.  
5. Find and review as many sources in the bibliography section as possible.  
6. Repeat for reliable news sites.  
7. As a last resort use *google*, but be sure to analyze carefully whether or not the article is reliable and *appropriate* or not (all such article must be *verified by your teacher*). |

## DO NOT FORGET

<table>
<thead>
<tr>
<th>Print Search</th>
<th>Electronic Search</th>
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| 1. **DO A SOURCE QUALITY CHECK FOR ALL ARTICLES**  
2. **PHOTOCOPY ALL ARTICLES OR APPROPRIATE BOOK SECTIONS**  
3. **CREATE A SOURCE CARD FOR ALL ARTICLES**  
4. **HIGHLIGHT PHOTOCOPY AND ANNOTATE ALL SOURCES** | 1. **DO A SOURCE QUALITY CHECK FOR ALL ARTICLES**  
2. **PRINT ALL ARTICLES**  
3. **CREATE A SOURCE CARD FOR ALL ARTICLES**  
4. **HIGHLIGHT PRINTED ARTICLE AND ANNOTATE ALL SOURCES** |
Source Quality Check

Every book, periodical article, or other resource should be evaluated to determine its quality and its relevance to your topic and the nature of your assignment. Use the criteria below to help you evaluate resources.

- What are the author's education and experience? Look for information about the author in the publication itself.
- Who is the audience for the publication (scholarly or general)?
- Is the publication primary or secondary in nature?
- Does it provide general background information or in-depth information on a specific topic? Which do you need?
- How extensive is the bibliography? Can you use these references to find more information?
- What is the publication date?
- How up-to-date are the citations in the bibliography?
- How current do you need for your topic?

Determine whether the information is fact, opinion or propaganda.

- Are there footnotes to show the source of the facts or quotes?
- Does the publisher have a particular bias?
- Are opinions or propaganda easy to recognize?
- Do the words and phrases play to your emotions or bias the content?

http://library.csun.edu/mwoodley/Scholarly.html

Questions:

1. Where do you commonly find the publication date in a book?
2. How do you determine who the “audience” is for this book?
3. What is a bibliography?
How to Read a Web Address:

Domain Name
The domain name can give you a good idea about the accuracy and reliability of the information you will find at that web address. The domain is found after the http:// and www. to the first forward slash /.

Extensions
Examples: .com and .net.

You probably know quite a few already. Extensions are intended to show the type of establishment that owns and publishes the domain.

- .edu Educational organization
- .sch School site
- .com Company
- .gov Government agency
- .k12 US school site
- .mil military institution
- .org organization
- .net Network

New extensions to look for are: .biz, .name, .pro, .info. All are used for commercial purposes.

Extensions can also include country codes such as .uk, .ca, .za, etc.

Personal Web Pages
A personal page is a Web site created by an individual. The Web site may contain useful information and links to important resources and helpful facts, but often these pages offer highly biased opinions and are not recommended.

The presence of a name in the URL such as bsmith and a tilde ~ or % or the word users or people or members frequently means you are on a personal web site. Even if the site has the extension, .edu, you still need to look out for personal pages. Ask yourself “who is the author and what are their credentials?”

Questions:
1. Which of he above sites are more likely to have the most reliable information?
2. Which ones may present information with a bias?
3. Which sites may be trying to sell you a product?
4. How can you use this information to evaluate the information on the web site?
5. What are clues in the URL that help identify the site as a personal web page?
Depths of Complexity Brainstorming

Depths of Complexity: to examine an issue or question critically and thoroughly, it must be done from many different perspectives. The following are 19 possible perspectives.

1. Ethical concerns
2. Societal, Global implications
3. Individual concerns: psychological, physical, emotional
4. Family concerns
5. Economics
6. Religious
7. Medical benefits/concerns
8. Humane/Inhumane
9. Race relations
10. Safety
11. Environmental concerns
12. Pretext (false reasons)
13. Cultural impact
14. Mankind’s responsibility for a better future
15. Scientific concerns
16. Education
17. Legal
18. Political implications (media politics)
19. Military concerns

Peel the Onion:
1. Choose a “depth of complexity” item that is affected by your topic
2. Create a chain reaction graphic organizer for each depth of complexity you chose
   a. Think of as many starting points for each depth of complexity as possible
   b. Go as far as possible from each starting point.
3. Repeat for each new depth of complexity.

Thesis: the Point of View or opinion you have about your topic. It is an argument. You must take a side. Make a defensible statement.

Topic Sentences: the topic of each body paragraph. This is the first sentence in each body paragraph.
1. Simply state what the paragraph will be about and how it helps prove your thesis
2. Simple and clear is okay.

Working Outline: Thesis + 5 topic sentences
Brainstorming Practice/Example

Topic: September 11

Depths of Complexity:
1. Economics
2. ?

Peeling the Onion: create a graphic organizer for all 6 depths of complexity

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Economics could be one paragraph
Or
Building, loss of income, war, and airline industry could be 4 paragraphs
Rhetorical Terms

Rhetoric Defined: the art of using words to persuade in aerating or speaking; and good writers and spacers seek to persuade and convince their intended audience through sound logic and clear reasoning. This process of rhetorical theory is often referred to as “argumentation” or “persuasion,” and it is a process that requires logical reasoning in order to sway the thinking of the audience.

From Rhetoric [Aristotle (384 – 322 BC)]

- “Let Rhetoric be defined as an ability, in each particular case, to see the available means of persuasion.”
- “Of the truths provided through speech there are three species: for some are in the character (ethos) of the speaker, and some in disposing (pathos) the listener in some way, and some in the argument itself (logos), by showing or seeming to show something.”

  1. Ethos: the persona of the speaker.
  2. Pathos: the emotions of the listener.
  3. Logos: the logic of the argument.

Common Rhetorical Devices: devices that enhance the logic of the argument.

1. Emotional appeal: appeal the emotions of the audience such as love, fear, etc.
2. Ethical appeal: appeal to the sense of moral values (right and wrong) of the audience.
3. Concession: to concede (give in) to a point of the other side or to allow the reader to make up his or her own mind. You will typically follow this by explaining why the concession is not as important as the other side would have the reader believe, which is called the counterargument.
4. Counterargument: defensive tactic in which the writer addresses and neutralizes points they think the other side will make. You will “turn against” your side for a moment only to “turn back” to explain why the other side is wrong (“Counter-Argument”).
5. Loaded words: words with strong positive or negative connotations.
6. Analogy: Reasoning or arguing from parallel cases [using similar situations as examples to prove your point; teachers use them all the time]. A simile is an expressed analogy; a metaphor is an implied one.
7. Anecdote: telling a story that helps bring the argument to life.
8. Deduction: method of reasoning wherein a conclusion is derived from comparison of general to particular premises.
   “Sherlock Holmes and John Watson were on a camping and hiking trip. They had gone to bed and were lying there looking up at the sky. Holmes said, ‘Watson, look up. What do you see?’
   ‘Well, I see thousands of stars.’
   ‘And what does that mean to you?’
   ‘Well, I guess it means we will have another nice day tomorrow. What does it mean to you, Holmes?’
   ‘To me, it means someone has stolen our tent.’” (“Glossary of...”)
9. Hyperbole: exaggeration to prove a point.
10. Understatement: to deliberately make a situation seem less important or serious than it is.
11. Parallelism: repetition of structure to emphasize key points, statements, or words.
12. Rhetorical Questions: the answer is obvious, and therefore, the question itself is inherently persuasive, yet the writer or speaker may answer the rhetorical question for emphasis.

Logical Fallacies: errors in reasoning that the writer should avoid because they make his/her argument invalid. Writers can generally avoid fallacies by...

1. Not claiming too much – keep arguments focused on specific topics.
2. Not oversimplifying complex issues – most often easy solutions don’t work.

Common Rhetorical Fallacies:

1. *Ad hominem*: attaching the individual instead of the argument.
2. *Ad populum* (bandwagon): the misconception that widespread occurrence of something makes an idea true or right.
3. Begging the question: taking for granted something that really needs proving, which leads to circular arguments.
4. Either/Or reasoning: the tendency to see an issue as only having two sides.
5. Hasty generalizations: drawing a conclusion based on only one or two cases.
6. Appeal to authority or prestige: the misconception that because someone is famous or in a position of authority, their ideas are automatically true or right.
7. *Non sequitur*: an inference or conclusion that does not follow established premises or evidence.
8. *Post hoc, ergo propter hoc*: assuming that an incident that precedes another is the cause of the second.
9. Red herring: the introduction of a secondary subject to divert attention away from the main subject.
10. Poisoning the well: using loaded language to taint the topic before it is even mentioned.
11. Straw man: caricaturing, or misrepresenting an opposing view in an exaggerated way, so it is easy to refute.


Thesis Statement Review

Thesis Statement:
1. States what you are proving.
2. Is one sentence
3. Is the last sentence of the introduction
4. Does not use the words "I," "me," or "you."
5. Will contains a transition word or phrase such as "due to" or "because."
6. Will contain elements that will be used to support what you are proving.

Practice: for each pair of choices, select the one choice you favor more. Write a complete thesis statement for the topic, providing reasons that support your choice. Thesis statement should be logos (logic as opposed to emotion or ethics).

1. Which is the better season in your town - summer or winter?
2. Which sport is more physically demanding - soccer or basketball?
3. Where should more money be spent for research - AIDS or cancer?
4. Is it better to have health or wealth?
5. Which sex has it easier - male or female?
6. Which is more humane - capital punishment or life imprisonment?
Introductions

Introduction: catches the reader’s attention and tells the reader what the paper is going to be about.

<table>
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<tr>
<th>Intro Parts</th>
<th>Practical Advice</th>
<th>Movie Example</th>
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</table>
| 1. Hook     | \- Catches the readers attention  
\- Don’t mention the topic | The Establishing Shot |

| 2. Connecting Info | \- Connects the Hook to the Thesis  
\- Mention the topic, but not the point of view | Zooming in |

| 3. Thesis | \- Tells the reader what the paper is about  
\- Mention the topic and the point of view | Focusing in on the first scene. The story starts. |

Possible Hooks:
1. Imagine...: set the scene and illustrate the importance of the topic. Follow it with sentences of elaboration connecting it to the thesis.
2. Startling information: the information must be true and verifiable, and it doesn’t need to be completely new to your readers. It must, however, illustrate clearly the point you want to make. Follow it with sentences of elaboration.
3. Summary information: give some background or general information that will gently guide your reader to the thesis.
4. Statistic: a shocking or important statistic that leads into your topic. Follow it with sentences of elaboration.
5. Quote: a shocking or important quote that leads into your topic. Follow it with sentences of elaboration.
6. Counter-argument: proving the other POV wrong is the purpose for writing your paper. Make sure you are clear, however, that you believe the other POV to be incorrect.
7. Anecdote: a story that illustrates a point. Make sure you are clear about what that point is and connect the story to the thesis.
8. Dialogue: short exchange between speakers used to illustrate a point. Follow it with sentences of elaboration.
Example Introduction:

Imagine arriving at college, the next big life step. You enter your first class, listen to your first lecture, and receive your first college assignment. You can’t believe it as you realize in horror that you don’t know how to complete the assignment. **This is what could happen to you if you don’t complete a research paper in high school. Even though it is a challenge, the research paper is a vital part of high school student’s education because of the many benefits s/he will attain upon dutiful completion.**
**Schaffer Method Body Paragraphs**

**Argument Paragraph**

I. Topic Sentence*
   A. Concrete Detail*
      i) Commentary*
      ii) Commentary
   B. Concrete Detail
      i) Commentary
      ii) Commentary
   C. Etc.
   D. Closing Sentence

**Counter-Argument Paragraph**

I. The turn against
   A. Concrete detail
      i) Commentary
      ii) Commentary
   B. The Turn back
   C. Concrete detail
      i) Commentary
      ii) Commentary
   D. Concrete detail
      i) Commentary
      ii) Commentary
   E. Etc.
   F. Closing Sentence

**Regular Body Paragraph**

Being knowledgeable about the research process is invaluable experience and will help you get a better job in the future. Ron Ronalds, a prominent education professor, stated that “students are better able to collect and organize data after having completed the research process” (15). Many jobs require that information be gathered, analyzed, and acted upon. Your skills with research methods will enable you to perform this function effectively and quickly. Mr. John Johnston, a business executive, indicated in an interview that management notices when people can competently manage information (27). Getting noticed by management for a job well done is a good thing. It could mean a promotion, more prestige, and a bigger paycheck. Later on in life students will be thankful they have taken this process seriously.

**Counter-Argument Paragraph**

Some people believe that research skills are not needed after high school. Jessica Jess made a point when she wrote that “[the research paper] will enable you to graduate, but then you will never use the skill again” (45). How many research papers do you write after high school after all? It is certainly not a common endeavor in the work place. What she doesn’t seem to realize is how often one uses the skills one learns in the research process, even if the task isn’t specifically called a research paper. One must remember that students learn more in a research paper than just how to write a paper (Reynolds 8). They learn how to gather and organize information. They also learn how to formulate and support a great argument. In addition the College Board reminds one that research papers themselves are very common after high school and that many classes require lengthy research projects (“Preparing for College is...” 7). Having a solid background in research then can make one’s college experience a great deal easier, knowing already know how the process works. One will most likely do better on projects and hopefully will get a better grade in the class. Research skills give one an advantage later in life and should be taken seriously.

*Term definitions can be found on the “Research Terms to Know” handout.
WRITING SUMMARIES AND PARAPHRASES

To write a summary or paraphrase, first read and reread your source until you understand exactly what it is saying. Write down the relevant information from the source. At this point you may still be using phrasing and language from the source. So next, rewrite this information into your own words and sentences so it becomes a coherent part of your paper written in your own style.

Remember, do not include your own ideas or commentary in the body of the summary or paraphrase. You should introduce a summary or paraphrase, then give your own ideas that show the significance of that summary or paraphrase afterward. You don’t want your reader to become confused about which information is yours and which is the source’s. And you always have to document summaries and paraphrases since the ideas are not your own.

Failing to document any ideas that are not your own (whether they are summarized, paraphrased or quoted) constitutes plagiarism.

EXERCISES: SUMMARY/PARAPHRASE

1. Instructions: Below is a quotation followed by three samples, one of which inadvertently plagiarizes. See if you can identify what each sample is (a paraphrase or a summary), and see if you can “catch” the one that inadvertently plagiarizes.

"Empire State College has a policy describing the conditions under which students may be warned or withdrawn from the College for such unethical academic behavior as plagiarism, forgery, misrepresentation, or other dishonest or deceptive acts which constitute grounds for warning or administrative withdrawal" (CDL Student Handbook 5).

Samples:

a. The Student Handbook states that the College may dismiss students who in any way present others’ work as their own (5).

b. According to policy in the Student Handbook, Empire State College may take punitive action (including dismissal) against students who act fraudulently. Fraudulent action includes using the words or ideas of others without proper attribution, falsifying documents, or depicting the words of others as one’s own (5).

c. The Student Handbook states that the College has a policy that describes the different instances under which students may be withdrawn from the College. These instances include plagiarism, forgery, misrepresentation, and other instances that show dishonest.

2. Instructions: Write a summary or paraphrase of the paragraph below.

"Beginning in 1952, television caused structural as well as superficial changes in American politics. That year, delegates of both parties were warned that the probing television lenses could capture every movement they made in their chairs. They were admonished to be careful about what they said to one another lest lip readers pick up the conversation from the television screen. Women delegates were cautioned against affronting blue-collar viewers by wearing showy jewelry" (Donovan and Scherer 21).

TIPS FOR USING DIRECT QUOTES
1. Always have a good reason for using a direct quote. Otherwise, paraphrase or summarize.

2. Do not allow quotes to speak for themselves. Your research paper is ultimately about communicating YOUR IDEAS. Your research simply helps prove or support those ideas. So, you should not just string other peoples ideas together giving quote after quote.

3. Always make sure you provide an analysis of the quote. Show your readers that you understand how the quote relates to your ideas by analyzing its significance.

4. Do not use quotes as padding. This is related to tips 1, 2 and 3. Very long quotes will require long explanations of their significance. If quotes do not have adequate analysis, readers will feel that you don’t have a grasp on what that quote means, and they also might feel that you are using quotes as “filler” to take up space.

5. Extract those parts of the passage that need quoting, and integrate quotes smoothly into your text. Following are some ideas on how to do this:

   • Avoid wordy or awkward introductions to a quote:

     In Simone de Beauvoir’s book *The Coming of Age*, on page 65 she states, “The decrepitude accompanying old age is in complete conflict with the manly or womanly ideal cherished by the young and fully grown.” OR

     In *The Coming of Age*, Simone de Beauvoir contends that “the decrepitude accompanying old age is “in complete conflict with the manly or womanly ideal cherished by the young and fully grown” (65).

   • Choose your introductory verb carefully: If you want to use a neutral verb, try using these: writes, says, states, observes, suggests, remarks, etc. If you want to convey and attitude or emotion try using verbs such as laments, protests, charges, replies, admits, claims, etc.

   • Combine quotes with a paraphrase or analysis:

     Original: Tania Modleski suggests that “if television is considered by some to be a vast wasteland, soap operas are thought to be the least nourishing spot in the desert” (123).

     Revised: In her critique of soap operas, Tania Modleski argues that some view television as "a vast wasteland" and soap operas as "the least nourishing spot in the desert" (123).

   • Use a few words of a quote for effect:

     Example: As William Kneale suggests, some humans have a "moral deafness" which is never punctured no matter what the moral treatment (93).
### INTEGRATED QUOTES:

Four parts of an integrated quotation:
1. "Your Intro"
2. Quote
3. Citation
4. Punctuation

Two types of integrated quotations:
1. Author's name in "your intro"
2. Author's name in the parenthesis

### EXAMPLES

**Author parenthesis**
- It is stated that "the senior project is successful in helping students succeed in college" (Wuchner 27).

**Author in "your intro"**
- Wuchner reminds one that "the senior project is successful in helping students succeed in college" (27).

### Author at the Beginning
- **Author’s name** reminds one that "quote" (pg #).
- **Author’s name** makes a good point when s/he states that "quote" (pg #).
- **Author’s name** remarks that it is important to remember "quote" (pg #).
- **Author’s name** states that "quote" (pg #).
- **Author’s name** says that "quote" (pg #).
- **Author’s name** indicates that "quote" (pg #).
- **Author’s name** believes that "quote" (pg #).
- **Author’s name** wrote that "quote" (pg #).

### No Author at the Beginning
- It is/isn’t important to remember that "quote" (citation).
- It is interesting that "quote" (citation).
- One cannot forget that "quote" (citation).
- In addition it is true that "quote" (citation).
- Intriguing is the idea that "quote" (citation).
- One must remember that "quote" (citation).
- One would be wise to point out that "quote" (citation).
- It is explained that "quote" (citation).
- The idea is supported by the belief that "quote" (citation).
LONG QUOTES (4 LINES OR MORE):

Four parts of a long quote:
1. Your introduction
2. Quote
3. Citation
4. Punctuation

Two types
1. Author in “your intro”
2. Author in parenthesis

EXAMPLES
Wuchner stated with great eloquence why refusing to complete the research paper would be devastating:

Research papers are more than necessary for students to complete in each year of high school. It is a skill that will be required repeatedly in nearly every college class they will take. Students cannot survive in a college environment without a firm grasp of the research paper. (41)

The following illustrates very clearly why refusing to complete the research paper would be devastating:

Research papers are more than necessary for students to complete in each year of high school. It is a skill that will be required repeatedly in nearly every college class they will take. Students cannot survive in a college environment without a firm grasp of the research paper. (Wuchner 41)

Final Tips
1. Use an ellipses (…) to indicate you left out part of the quote
   a. It is interesting that “…the research paper is so important” (Wuchner 41).
2. Use brackets ([ ]) to change a word
   a. “Before graduating high school, I had to complete a research paper.”
   b. Wuchner stated that “before graduating high school, [he] had to complete a research paper” (12).

CITATION HELP

Example:
* (Last Name Pg. #) - (Wuchner 27)

If no author:
* (“First Few Words of Title…” Pg #) - (“The Senior Project…” 27)
If no page number: leave that part blank
* (Wuchner) - (“The Senior Project is Fun…”)
Summarizing and Paraphrasing

SUMMARY

- When you put someone else's idea into your own words.
- Usually focused on one specific idea and a shortened version
- Includes an in text citation at the end of the summary and the author's name at the beginning of the passage

PARAPHRASE

- Putting someone else's ideas into your own words
- About the same length as the original passage
- **DOES NOT** follow the same sentence structure or wording
- Includes an in text citation at the end of the paraphrase and the author's name at the beginning of the citation

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Original</strong></td>
<td>“The American Diploma Project could mesh with another experimental program in Maryland designed to raise graduation standards for public school students. The Maryland Scholars program is a voluntary initiative launched in 2003 that encourages students to take more difficult classes. It is showing promising results in two school systems, those of Frederick and Harford counties, which are trying out the new approach.”</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>The Maryland Scholars program has showed promising results could possibly merge with the American Diploma Project with the hopes of increasing student graduation standards (Aratani).</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td>A merging of the American diploma project and the Maryland Scholars programs could possibly raise graduation standards. The Maryland Scholars program has already had success by encouraging students to take more difficult classes. Schools in Frederick and Harford counties have begun using the new approach (Aratani).</td>
</tr>
</tbody>
</table>
# Transitional Words

To improve your writing you need to make sure that your ideas, both in sentences and paragraphs, stick together or have coherence and that the gap between ideas is bridged smoothly. One way to do this is by using transitions - words or phrases or techniques that help bring two ideas together. Transitional words and phrases represent one way of gaining coherence. Certain words help continue an idea, indicate a shift of thought or contrast, or sum up a conclusion. Check the following list of words to find those that will pull your sentences and paragraphs together.

<table>
<thead>
<tr>
<th>For continuing a common line of reasoning:</th>
<th>For opening a paragraph initially or for general use:</th>
<th>Transitional chains, to use in separating sections of a paragraph which is arranged chronologically:</th>
</tr>
</thead>
<tbody>
<tr>
<td>consequently</td>
<td>admittedly, assuredly, certainly, granted, no doubt, nobody denies, obviously, of course, to be sure, true</td>
<td>first... second... third... generally... furthermore... finally in the first place... also... lastly in the first place... pursuing this further... finally to be sure... additionally... lastly in the first place... just in the same way... finally basically... similarly... as well</td>
</tr>
<tr>
<td>clearly, then</td>
<td>undoubtedly, unquestionably, generally speaking, in general, at this level, in this situation</td>
<td></td>
</tr>
<tr>
<td>furthermore</td>
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<td></td>
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<tr>
<td>additionally</td>
<td></td>
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<tr>
<td>and</td>
<td></td>
<td></td>
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<tr>
<td>in addition</td>
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<td></td>
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<tr>
<td>moreover</td>
<td></td>
<td></td>
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<tr>
<td>because</td>
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<tr>
<td>besides that</td>
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<tr>
<td>in the same way</td>
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<tr>
<td>following this further</td>
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<td></td>
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<tr>
<td>also</td>
<td></td>
<td></td>
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<tr>
<td>pursuing this further</td>
<td></td>
<td></td>
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<tr>
<td>in the light of the... it is easy to see that</td>
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<td></td>
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<tr>
<td>To change the line of reasoning (contrast):</td>
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<td></td>
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<tr>
<td>however</td>
<td></td>
<td></td>
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<tr>
<td>on the other hand</td>
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<td></td>
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<tr>
<td>but</td>
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<td></td>
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<tr>
<td>yet</td>
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<td></td>
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<tr>
<td>nevertheless</td>
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<td></td>
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<tr>
<td>on the contrary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the final points of a paragraph or essay:</td>
<td>To signal a conclusion:</td>
<td>Sequence or time</td>
</tr>
<tr>
<td>finally</td>
<td>therefore, this, hence, in final analysis, in conclusion, in final consideration, indeed</td>
<td>after, afterwards</td>
</tr>
<tr>
<td>lastly</td>
<td></td>
<td>as soon as, at first, at last, before, before long, finally, first... second... third in the first place, in the meantime later meanwhile next soon then</td>
</tr>
<tr>
<td>To restate a point within a paragraph in another way or in a more exacting way:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in other words, point in fact, specifically</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Paper: Peer Edit/Checklist

Use this checklist to help you determine if you are lacking any important parts or format requirements in your research paper. If you check NO for ANY of the topics, you MUST provide a suggestion for improvement.

I. General format requirements; should be consistent throughout the paper
   a. font: Times New Roman, 12 point; none of the text (other than the bibliographic citations are in bold or underlined) Yes ______ No ________
   b. is double spaced throughout the paper Yes ______ No ________
   c. heading (student’s name, teacher’s name, class & date) Yes ______ No ________
   d. header with last name & page # throughout paper Yes ______ No ________
   e. Margins are the appropriate size (1") Yes ______ No ________

Suggestions for improvement:

II. Introduction
   a. has engaging, interesting hook Yes ______ No ________
   b. provides background to prepare reader Yes ______ No ________
   c. gives a thesis statement/controlling idea to prepare reader for what they will present in the paper. Yes ______ No ________
      1. Thesis statement contains an opinion. Yes ______ No ________
      2. Thesis is clearly stated? Yes ______ No _______

Suggestions for improvement:

III. Body paragraph
   a. Starts paragraph with topic sentences (introduces what paragraph will be about) Yes ______ No ________
   b. Used 3 sources (2 from different sources) for concrete details (sentences or phrases that do not sound like your partner’s words that are likely in quotes) Yes ______ No ________
c. Parenthetical documentation (author’s name and page # or title in parentheses) is included after concrete details. Yes ______ No ______

d. Commentary follows the concrete details. Yes ______ No ______

e. Ends paragraph with concluding sentence. Yes ______ No ______

f. Information is well organized and coherent/logical. Yes ______ No ______

Suggestions for improvement:

IV. Conclusion (optional to complete)

a. Restates the main points of the paper & revisits/restates (in different words) the thesis. Yes ______ No ______

b. Provides the “so what?”: the importance of the topic as it relates to today or to the reader. Yes ______ No ______

Suggestions for improvement:

V. Works Cited page:

a. Header. Yes ______ No ______

b. Double spaced. Yes ______ No ______

c. Second and third lines of entries are indented (5 spaces/one tab). Yes ______ No ______

d. Entries appear to be in MLA format/proper order. Yes ______ No ______

e. Entries are alphabetized. Yes ______ No ______

Suggestions for improvement:

VI. General

a. Does the paper have any sentences or parts that seem out of place? Underline them and note that they seem out of place.

b. Does the order of the paper make sense? Change parts where sequence doesn’t make sense and offer suggestions where information should go.

c. Do the body paragraphs help prove the student’s thesis statement? Yes ______ No ______

Additional suggestions or comments:
Reader Comments:

Essay #: ______________________

What did the writer do well?

What does the writer need to improve?

Reader Comments:

Essay #: ______________________

What did the writer do well?

What does the writer need to improve?