Research Guide
Do not lose this packet; you will not be issued another. You must bring this packet to class every day.
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Requirement Overview

Preliminary Work
1. Each student will do a preliminary search of sources to focus and narrow a subject.

2. Each student will develop and submit for approval a working thesis and a preliminary outline.

3. Each student will develop and submit a minimum of ___

4. Each student will develop and submit a minimum of ___ note cards using the format given to them.

5. Each student will develop and submit a rough draft works cited page.

6. Each student will develop and submit an expanded working outline.

7. Each student will produce a rough draft.

Final Product
1. All papers must be neatly typed. Students will have time to type their paper in class. Students who need additional time to type their paper and do not have the equipment at home may make arrangements to use school equipment.

2. A title page must be included. The teacher will give the format for this.

3. A sentence outline, including thesis statement, must be included.

4. The actual paper will consist of a minimum of ____ pages and a maximum of ____ pages, double spaced.

5. Each paper will have a minimum of ____ and a maximum of ____ in-text citations. A
rule of thumb is two citations per page and no more than four citations per page. Each source listed in the list of works cited must be included somewhere in the paper.

6. A Works Cited page must be at the end of the paper. Because of the nature of general encyclopedias, students may only use them to attain a general overview of their subject, but an encyclopedia can be used to help you with your Preliminary Outline. Students may not use an encyclopedia as a cited source. You must use at least four sources: one book, one on-line article from a database, and one other that is a magazine, newspaper article, pamphlet, video, interview, website, etc; the fourth is the student’s choice. If you choose to use a website, it must be a government or education website. Most of these will end in .gov and .edu.

7. If some sources were consulted for a general background but not used, these should be listed in alphabetical order and correct format on a separate page. The title for this page would be Works Consulted.
Sample Calendar of Due Dates

All deadlines must be met on or before the date specified. Students must complete each step before proceeding to the next.

Topic Clearance/ Thesis Statement

Completed: Yes / No Grade: ______

Preliminary Outline, in ink or typed:

Completed Yes / No Grade: ______

Preliminary Works Cited Page - annotated

Completed Yes / No Grade: ______

Source (Bibliography) Cards

Completed Yes / No Grade: ______

Note Cards

Completed Yes / No Grade: ______

Working Outline

Completed Yes / No Grade: ______

Rough Draft

Completed Yes / No Grade: ______
Final Draft Including Title Page, Final Outline, Paper, and Final Works Cited Page

_________________________

Completed Yes / No        Grade: ________

1. Begin preliminary brainstorming and searching in a wide area; skim through materials/text.
2. Focus on a narrow area and do more reading around in the sources you can find; begin listing these sources informally.
3. Develop a research question that is open ended and NOT answerable with yes or no, a name, data/number(s), or a brief statement/paragraph.
4. Develop a purpose statement (use a stem suitable for research).
5. Develop a tentative thesis statement (what you think you will find; this must be a statement, not a question).
6. From your general reading, develop a tentative organizational plan of 1-5 general outline divisions; these will be your best guess at this point. Do not include an introduction or conclusion.
7. Check your informal list of sources and select what you believe you will use. Seek other sources you may need and write source cards (3x5 lined cards). We use MLA form with some modifications. (All source materials, whether on source cards or on a Works Cited page in the final draft, are always hanging indentation).
8. As you write source cards, double check the index for specific references; then read and skim around in sources for potential information and background for note taking. Think creatively about other names your subject/topic could be listed under.
9. Alphabetize source cards by author (or title if there is no author) and add source numbers.
10. Begin taking notes. Keep in mind that you need to limit your number of direct quotes. Most cards will have notes that are paraphrased or are simply a few words or facts. Avoid complete sentences – it leads to plagiarism.
11. Note-taking should be evenly balanced between all sources; no one source should be used more than others—that is a book report, not research. Note-taking should take no more than 3-4 days. The teacher will give you a format for notes.
12. Organize notes by Roman numeral from the tentative outline; within each outline number, sort cards into some sort of logical order. If you need to get rid of a section from your tentative outline, do so; if you need to add one, do it now.
13. Develop a working outline to guide your paper using note cards and what you know/have learned; check it for logical development and fill in gaps.
14. Write your rough draft. Have your notes and working outline in front of you as you write (include citation for things for which you must give credit).
15. Edit your paper for logical development, elaboration of ideas, writing form, and accuracy of citation.
16. Adjust your working outline so it is in sentence format and make sure it reflects your paper. This will be included as part of your paper, so it must reflect all of your major points.
17. Type your Works Cited page; if you had sources that you looked at and did not use, they go on a separate page—Works Consulted.
18. Proofread the final copy before submitting it.
Source (Bibliography) Cards

A list of works cited appears at the end of each research paper and includes all of the sources used to prepare the paper. The source cards are a “rough draft” of the final Works Cited page. Clear and correct source cards will be the key to preparing the Works Cited Page.

Before beginning to take notes from any information source, the writer should prepare source cards for all the materials they plan to examine. The information to be included on a source card will vary according to the source used. See “Citations Formats” beginning on page 8 for examples of what information to include on a source card. More examples on how to complete the entry for various types of sources are available in the _____ literature book beginning on page _____.

When you have located all materials/sources you think will be used, alphabetize your cards. Then each source card should be given a number. This unique number will be put on every note card created from that source.

HelpfulHints
1. Use 3” x 5” cards only; avoid the ones that are bound together at the top.
2. Use hanging indentation on all source cards; try to use ink since pencil will wear away over time.
3. Include all necessary information; you will need it later. The goal is that you or someone else can easily locate your source from the information you have given.
4. It is okay to use an author’s middle initial(s) rather than writing out the middle name.
5. For the place of publication, look at the foot of the title page. List the major North American city that is listed first. Do not use a country or state. It is permissible to use the postal abbreviation for a state if the city is not well known.
6. When there is no author, start with the first item of information available in the citation. (Formats begin on page 8.)
7. Make a source card for EVERY source you think you might use. You will throw some away and add others, but this will save time in the long run.
8. Do not include Inc., Co., Press, Books, etc for Publisher. Use the given name only.
9. When you have completed all the cards you think you will need, alphabetize the cards and label each source consecutively for quick reference later. Use a number in a circle in the upper right corner, beginning with 1.
Sample Source Card For A Book


Citation Formats

**Books**

**BOOK BY ONE AUTHOR**

Last name, First name. *Title*. Place of Publication: Publisher, Date.


**BOOK BY TWO OR THREE AUTHORS**

Last name, First name, First name Last name, and First name Last name. *Title*. Place of Publication: Publisher, Date.


**BOOK BY AN EDITOR**

Last name, First name, ed. *Title*. Place of Publication: Publisher, Date.

BOOK BY AN ORGANIZATION OR GROUP
Name of Organization. Title. Place of Publication: Publisher, Date.


BOOK WITH NO AUTHOR
Title. Place of Publication: Publisher, Date.


BOOK FROM A MULTIVOLUME SET
Last name, First name, ed. “Title of Article.” Title of Book. Vol. #. Place of Publication: Publisher, Date.


Print Articles

MAGAZINE ARTICLE (in paper format)

Last name, First name. “Title of Article.” Title of Magazine Day Month Year: Page Number(s) of Article.


NEWSPAPER ARTICLE (in paper format)

Last name, First name. “Title of Article.” Title of Newspaper Day Month Year, Edition: Section Page.

Reference Databases (on Media Center Web Page)

**NEWSBANK NEWSFILE COLLECTION**

Last name, First name. “Title of Article.” Title of Newspaper Day Month Year:
Section/Page. Name of Database. Name of Service. Library, City, State.
Date Accessed. <URL of service’s main page>.


**SIRS**

Last name, First name. “Title of Article.” Title of Publication Day Month Year:
Page Number(s). Name of Database. Name of Service. Library, City,
State. Date Accessed. <URL of service’s main page>.

Towsend, John. “Scientists Create Artificial Chromosome.” The Seattle Times 2
City High School Media Center, Michigan City, IN. 24 Feb. 2006.

**GROLIER MULTIMEDIA ENCYCLOPEDIA**

Last name, First name. “Title of Article.” Title of Printed Source. Date of Publication or
Posting. Name of Database. Name of Service. Library, City, State, Date Accessed,
<URL of service’s main page>.

Multimedia Encyclopedia Online. Grolier Online. Michigan City High
INSPIRE

Last name, First name. “Title of Article.” Title of Periodical Day Month Year:
SectionPage. Name of Database. Name of Service. Library, City, State.
Date Accessed. <URL of service’s main page>.

Academic Search Full TEXT Elite. Michigan City High School Media

Online Film or Video

UNITED STREAMING

Director’s Last name, First name. Film Title. Publisher of Video Clip.
Copyright Date. Name of Database. Library, City, State. Date
Accessed. <URL of service’s main page>.

American History: 9/11: The Flight that Fought Back. Discovery Channel
School. 2006. United Streaming. Michigan City High School Media
Center, Michigan City, IN. 6 November 2006.

Online Images and Sound:

Author or Artist’s Last name, First name. Title of the Picture or “Song.”
Date of Work or Posting. Name of Institution or Organization. Date
Accessed. <URL>.


Web Sources

WEB ARTICLE WITH ONE AUTHOR

Last, name, First, name. “Title of Article.” Name of Website. Date of Publication.
Date Accessed. <URL>. 


WEB ARTICLE WITH NO AUTHOR

“Title of Article.” Name of Website. Day Month Year. Publisher. Date Accessed. <URL>.


WEB PAGE WITH NO AUTHOR

“Title of Web Page.” Name of Website. Date. Publisher. Date Accessed. <URL>.


You will undoubtedly run in to questions about things that are not included on this list. If it does not fit into the general information given, bring it to your teacher. Don’t guess.

You can also use Purdue’s writing lab guidelines. Type in the following address and click on the area in which you have questions. These are listed at the end of the brief article. Here is the website: http://owl.english.purdue.edu/handouts/research/r_mla.html
Research Topics

As you begin your preliminary search for sources, you need to think a little about the scope of the subject you will investigate. If you select something you are not interested in, or which has little or no material available, or which is so broad and general that anything will fit, or which is taken from a book or a chapter in a book, you have a major problem. You will have created a serious headache for yourself—one that will seriously hamper your research.

The criteria for a suitable topic are simple: 1] you must be interested in it, 2] it must be focused and narrowed to fit a term paper of _____ pages, 3] it must require research, 4] you must be able to find enough material, in bits and pieces, in a variety of sources (not one source or one chapter), and 5] you must be able to use material from _____ different sources.

It is NOT suitable if an entire book and/or its chapters are available on your subject or information is so sparse that you cannot locate a minimum of 4 sources. Also NOT suitable is anything that is a simple retelling of events, whether those events are in someone’s life or in an historical context. You must have in mind a research task like compare/contrast, identify causes and effects, demonstrate a theory and its application, or another similar idea.

Reliable Purposes for Research

To trace the roots of…
To compare…
To contrast…
To compare and contrast…
To analyze…
To define the role of…
To demonstrate how… (or why…)
To identify the causes of…
To identify the effects of…
To identify the causes and effects of…
To demonstrate the effectiveness of…

To demonstrate the impact of…

There are others, but research DOES NOT have, as a purpose, to tell, explain, or research. Those are too everyday.
Focusing on a Research Question:

- Think up some topics of one or two words
- Read some general articles about your topics. Try reference books like the encyclopedia or try a general web or card catalog search to locate materials
- Choose one you believe you can work with and create an idea pyramid for the topic
- Use the idea pyramid to move from the broad general topic to a more focused one
- Put the focus area into a question form
- Look at the “Reliable Purposes for Research” section on page 10 and verify that your question’s scope would fit under one or more of the stems
- If it will, start looking for more focused and particular information
- If it won’t or doesn’t seem to fit, back up into the levels of the idea pyramid and try to refocus

Idea Pyramid

[Diagram of an idea pyramid with blank spaces for filling in details]
Thesis Statements

The thesis statement is one controlling or unifying idea, a statement of the main theme of the paper. It is to be a declarative statement, NOT a question. It is a single sentence which states the opinion that the entire paper will prove. Writers should use a statement which is defensible through research. All paragraphs in the body of the paper itself should contribute to developing and supporting the thesis statement.

Example:

Despite the common belief that Islam encourages terrorism through Holy War, it is actually a religion seeking peace.
General Organization Plan
(Tentative Outline)

You need to create a general organizational plan that will develop or support the thesis you have written. A general organization plan reflects the areas that you want to investigate in your research. Do not worry too much about including detail in this general plan. You do not have that sort of knowledge at this point. Instead think of three to five general areas of information on the topic that you think your thesis will include. These will be broad and generally related to your thesis at this point. These can also change, be re-ordered, or discarded as you begin and continue your research. This plan will help you stay focused during your research and preliminary reading on the topic, as well as help you organize the information on which you take notes.

I. _____________________________________________________________

II. _____________________________________________________________

III. _____________________________________________________________

IV. _____________________________________________________________

V. _____________________________________________________________
Preliminary Reading

Actually, you have already begun this process as you developed your source cards. All this entails is a quick look at your sources. **Don’t try to take notes and don’t try to read thoroughly or in-depth.**

Your goal is to take a single hour in the library and attempt to get a general picture of the amount and kinds of material that are available in each source and compare this to the amount and type of material in the other sources. Determine how much of it will really help you and disregard the obviously useless or off the subject. Keep in mind that you must have four sources for the 3-4 page paper. Usually, this would also be a good time to think about a primary source; most papers should have one or more, but check with your teacher regarding this.

**Problem:** “An article, online text or pamphlet is easy, but do I read, or even try to skim, an entire book that I have selected as one of my sources?”

**Answer:** “NO!” You can’t afford the time to read the whole book—or even to attempt to skim it. This is true whether you have one book or several. Use the book parts themselves to help you:

- **Look at the table of contents.** Check out chapters that sound useful. Turn to these chapters and skim through them for the information you seek. If the chapters have subheadings, look at those; they are a valuable source of information.
- **Read the preface if there is one.** This will often give you a general overview of what the author wrote as well as how he, or someone else, reacts to it.
- **Check for an appendix.** This is usually a lengthier discussion of a minor point not covered in the text. It could also be new, updated material that became available just before the book went to press. In any case, it could lead to a better understanding of or more information about your subject.
- **Use the index.** It is your most valuable tool. Look up specific subjects and check the page or pages on which those subjects are mentioned. Also look at see also references. Skim the sections for information relating to your subject, even if it is only a sentence or two.

Once you have completed your preliminary reading, you will want to recheck your thesis. At this point, you should have some idea of what you have and where you can go with it. A significant question that now arises is this: does it allow for real research and sifting of diverse information? If the answer is yes, you are okay. If it allows for only summarization or is mostly covered in one source, you are on the wrong track. Rewrite your thesis, in that case, so that the paper takes another slant or direction.

Also at this time, check your general organization plan. After completing the preliminary reading, you might want to change some, delete some, or add some. Whatever you ultimately use should be simple, brief, and clearly related to the thesis. As you take notes, you will put a Roman numeral on each card. This will tell you what
section of your paper the information will go into. The Roman numeral identifies the section of your outline that you believe this information will fit under.

**Problem:** “What can I do if I have located information that doesn’t fit under any area I have written down or I can’t find information about one of the areas I did write down?”

**Answer:** If you have no material on an area--cross it out. If you cross out more than one area, though, you have a problem; you should have at least three Roman numerals. In the case of material that won’t fit under your current areas, it’s just as simple--add a new heading. Be careful to check that you aren’t going off on a tangent before you add the new area. Remember, this general organization plan is just a barebones skeleton to help you sort your notes as you take them.

Before you can put your preliminary works cited page together or begin taking notes, you must ready your source cards. First of all, take your source/bibliography cards and put them in alphabetical order by author’s last name (where this is given). If there is no author for a given card or cards, alphabetize (right in among the author’s names) by the first letter of the first word in the title; disregard *a, an, and the* when doing this.

Once your source cards are sorted alphabetically, number them consecutively in the upper right hand corner, starting with 1 and numbering all the cards you have in mathematical progression. Draw a circle around each number. These are now your **source numbers**. The individual source number will appear on every note card you take from this book, magazine, article, etc. so you will know exactly where the note came from without having to write the author/work on every card. If you add another source later, insert this source where it belongs alphabetically and give it a source number and letter designation as its source number. For example, a source that fits alphabetically between source cards 2 and 3 could be labeled with 2A.
Preliminary Works Cited Page – Annotated

Once you have completed your preliminary reading and rechecked your thesis statement and general organizational plan, you are ready to prepare your preliminary works cited page.

A list of works cited appears at the end of the research paper and includes all of the sources used to prepare the paper. Only those materials actually referred to in the body of the paper should be included on the Works Cited page. The form should follow that used on the source cards. The works cited should be arranged in alphabetical order by the first words in each entry. If more than one work by the same author is used, they should be in alphabetical order by title. Give the author’s last name for the first work. Use three hyphens in place of the author’s name in subsequent works. The Works Cited page should be double spaced all the way through.

For this assignment, your works cited page will be annotated in order to help you justify the validity of your sources.

What is an Annotated Works Cited Page?

An annotated works cited page is an alphabetical list of citations for the books, articles, and documents you plan to use. Each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

You will write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that

a. evaluate the authority or background of the author,

b. comment on the intended audience,

c. compare or contrast this work with another source you have cited, or

d. explain how this work is significantly related to your topic.

Once you have completed your preliminary reading, you should be able to write a brief annotation for each of your sources, justifying or explaining why you think it will be or is a good source.

Some samples are located on the next page.

Sample Annotations:


Davis, Richard Harding. About Paris. New York: Harper and Row, 1895. This gives the best portrait of Paris at the time. Its descriptions are so vivid you can see the city and its people. A strong section on Jenny Churchill’s involvement in the society of the time is included.
Taking Notes

There are five formats for taking notes as you do your research:

1. **Summary.** This is a brief overview of a sentence, a paragraph, or a passage. You take the information and put it in your own words. It is much shorter than the original, usually a sentence or two that summarizes a paragraph or even a passage. It is even better if you can put it in your own words in a fragment or piece of a sentence rather than a complete sentence. It helps avoid plagiarism.

2. **Paraphrase.** A paraphrase is a sentence by sentence “translation” into your own words. You would use a paraphrase to get a clearer idea of what each sentence is about. You could paraphrase a sentence or a paragraph if you weren’t sure of its meaning or direction. Putting it in your own words through paraphrasing can help make it clearer for you. This technique is often used in poetry, also.

3. **Direct Quote.** Direct quotes occur when you copy a sentence or paragraph word for word. Direct quotes must have quotation marks at the beginning and end of the quote to indicate where the copying begins and ends. You will treat a long quote somewhat differently in your paper, but that will be dealt with later on.

4. **Partial Quote.** This type has the same intent as the direct quote; in fact, it is a type of direct quote. In a partial quote, however, you take only a few words or a piece of a longer quote. It still needs quotation marks at the beginning and end of the words that you copy. You would use a partial quote when only a piece of a sentence is pertinent to your subject. Use ellipsis (...) to indicate where words have been left out.

5. **Info Byte.** Like the byte in the computer world, this is a very small piece of data. It is a word, phrase, clause, number, date, name, etc. that gives a really focused piece of information. This is the format you should use most often.

Note-Taking Background and Explanation:

1. A **citation** is a place where you give the author or selection credit for the idea, the fact, the data that you use. When the teacher talks about citing, he/she is talking about providing this. The citation actually tells which note card your information came from.

2. **Sentence notations versus fragment notation.** In order to take notes, you will have to make many decisions: to summarize in your own words in 1-2 sentences per card, to summarize in a short fragment, to take down only data (and perhaps explain on your own), or to quote. Since you only can have ___ direct quotes in the paper, you need to be very selective about what you copy. You can have only ___ note cards with quotations, and you will have to pare this to the ___ in the final draft. You do not wish to make your research paper unacceptable because it is a long series of blocks of quotations glued together with a few sentences of your own. That would be failing in the task you have been set.

   You also need to make sure any summary is in your own words. You can read a paragraph or chapter and summarize it with a few of your own words. This could be done in complete sentences—called sentence notation.

   Even more powerful is fragment notation — and it generally helps you steer clear of plagiarism. Fragment notation is a very short burst, perhaps only as few as 2-3 words, that gives the idea of what you read and will allow you to recall that idea, but it is definitely only a fragment.
3. **Note cards should be brief.** For most of you, you will not even fill up the complete note card, especially when you use fragment notation.

The use of note cards is an important part of preparing a research paper. The recommendations below are directed toward making note cards very helpful.

**Note-taking Mechanics:**

- All notes should be taken on 4x6 lined note cards. Avoid the kind that is bound together at the top.

- Write each limited piece of information on its own card. No note should take more than one card or go onto the back of a card. Keep each note to 1-2 lines (except for longer quoted material, but even then, be selective).

- Put the source number, circled, at the top right hand corner before you do anything.

- Follow that by the page number(s) the information came from, still in the upper right corner. If there are no page numbers, put NP.

- The far left side of the card on the red line should have a Roman numeral (from your tentative outline). **DO NOT WRITE THE ROMAN NUMERAL CAPTION,** however. The numeral will designate which area of your paper you believe this information will go into. Decide on this after you take the note.

- Next to the Roman numeral (on the red line), put the slug. A **slug** is a phrase or clause that tells specifically what is on this card. It is much like a headline for the note card. **No two slugs should be the same!** Good slugs enable you to organize your notes simply and easily when you are ready to begin to write your rough draft.

- Make each note brief, but accurate. Make sure if you use a personal shorthand (like abbreviations) that you will know what they mean later.

- Write in ink – pencil smears and these will undergo a lot of shuffling.

- If you quote completely or in part, USE QUOTATION MARKS. Be sure to include the name of the person quoted if different from the author.

- Check frequently to verify that you are using all of your sources, not just one. If everything is in one, you have a one source report or a book report.

- Also check frequently to make sure you are taking notes that fit all of your Roman numeral areas, not just one. The number of notes you take should be balanced about equally in each Roman numeral section. If you have 3 Roman numerals, and a requirement of 24 note cards, that would be 6 note cards in each section.

- Be mindful of the contents of your notes, as well as the form. They should make sense and relate
to your thesis as well as the Roman numeral section.

- To avoid plagiarism, write in fragments and pieces of information, not complete sentences.

- Keep in mind that any given page in a book or magazine should yield note cards that fit under a number of different Roman numeral sections.

- If you come across a piece of info you already know, but want to include, take a note and set up the card as usual with slug and Roman numeral. Instead of the source number, but GK for general knowledge.

- Work quickly through your sources; don’t start reading in depth! That way leads to procrastination and off the subject time wasting.

- You should be able to generate 5-8+ note cards per session in the library.

Note Card Format

Sample Note Card

1. Annual # slaves - 1830's
   p. 24

   Estimated 135,000 - mostly to Cuba and Brazil
### Rubrics for Source and Note Cards

The following rubrics will be used to grade your source and note cards. You should use these to make sure that you have completed each card correctly.

<table>
<thead>
<tr>
<th>Source Cards</th>
<th>Note Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ 3x5 lined cards, meets minimum of 4</td>
<td>___ 4x6 lined cards, meets minimum of 24</td>
</tr>
<tr>
<td>___ Lay out reflects author, title, and publication information as modeled in handout</td>
<td>___ Source #, circled upper right corner of every card</td>
</tr>
<tr>
<td>___ Cards are alphabetized by author’s last or title if no author given/ found</td>
<td>___ Page # or NP under circled source</td>
</tr>
<tr>
<td>___ Information is formatted in hanging indentation for each entry</td>
<td>___ Roman Numeral on left, top line on every card</td>
</tr>
<tr>
<td>___ Each card has a source #, circled in the upper right corner</td>
<td>___ Every card has its own unique slug</td>
</tr>
<tr>
<td>___ All punctuation is correct; periods end each section (author, title, publication information)</td>
<td>___ 4 quotes or less, with quotation marks</td>
</tr>
<tr>
<td></td>
<td>___ Paraphrase/brief summary using some sentence notation</td>
</tr>
<tr>
<td></td>
<td>___ Most of the notes are in the student’s own words</td>
</tr>
</tbody>
</table>
Only one limited note on each note card

Used fragment notation or info byte primarily

Total out of 18 (3 points each)  Total out of 30 (3 points each)
Outline Information

**Purpose**: The outline gives order to the paper. It includes the important elements of the topic and promotes unity in the paper. The thesis statement should be included at the top of the outline. Using an outline helps organize material and also indicates connections between pieces of information. The outline should reflect the order and important elements of the paper.

Each student will actually have 3 different outlines. These are clarified below.

**Tentative Outline**. This will consist of 3-5 general categories that you believe your paper will cover, based on your preliminary reading. These are very general and may very well change as you continue your research.

**Working Outline**. This version will expand on and perhaps change what you had for your tentative outline. The purpose of this outline is to develop your general Roman numeral categories into real divisions with support in preparation for your rough draft. You can use sentence fragments, but you should at least have an A and a B (or a 1 and a 2) for each category you have designated with a Roman numeral. It is always possible that you will have to change the focus of a Roman numeral category; you may even have to delete or add a category.

The Working Outline is an outgrowth of the knowledge you have gained from your research, specifically, what you have included as part of your notes. This is where your slugs will be really valuable. You do not have to list every card/slug; instead you are trying to develop a logical progression of ideas.

The general process is outlined below:

**Creating the Working Outline**:

**Step 1**: Sort all of your note cards into different stacks according to the Roman numerals that correspond to your preliminary outline.

**Step 2**: Go through each of the stacks of cards one at a time and read all of the slugs again. Based on the slug, organize the note cards in each stack so that there is a logical progression of material and information. Remember that you are the expert now.

**Step 3**: Go back to the preliminary (tentative) outline and double check to see that the points in this plan are in some sort of order that is logical. If they are not, switch these sections around so that the ideas are in logical order. Remember that if you do switch sections, the numbers at the top of the note cards will probably not reflect the order the notes will appear in the paper. (This happens often so don’t try to change all of the numbers. You will drive yourself crazy.)

**Step 4**: You are now ready to complete your Working Outline. Imagine your term paper based on your note cards. Try to generate ideas for topic sentences, a general beginning for the intro paragraph, and a
clincher for the conclusion. This will help you develop the more complete and final outline.

**Final Outline.** The final outline will be typed and will be included as part of your research paper. It is located between the title page and the actual paper. This outline will give your reader a clear and complete overview of the major points of information you have included in the paper itself. It usually follows the working outline unless you have made some major revisions.

The following are some of the basics you need to know.

**Form:** Your topic should be divided into at least three major divisions. Each division must have two or more parts (A must have B, etc.).

- Although the first paragraph in the actual paper will be an introduction to the topic and the final paragraph a conclusion, those words do not appear in the outline nor do those sections.
- The word outline should be centered (and the O capitalized) at the top of the page.
- Three lines below the title, put the word Thesis and a colon (Thesis: ). Using block form, type your final thesis after the colon.
- Hit enter twice and begin your outline. Single space within each Roman numeral section and double space between the end of a Roman numeral section and the beginning of a new one.
- Be consistent in the placement of Roman numerals, capital letters, and Arabic numerals.
- Make sure the outline follows your paper’s content.

**Types:** The two primary types of outlines are sentence outlines and topic outlines. Topic outlines are usually easier to write, but they often do not give a specific or clear overview.

- A **sentence outline** uses complete sentences in all divisions. End punctuation is used. (This is the format we will use.)
- A **topic outline** lists the major ideas to be included. No end punctuation is used. Topic outlines must be parallel. No outline points can be single words.

**Parallelism:** If subdivision A is a fragment, subdivision B must be a fragment. If subdivision 1 is a verb phrase, subdivision 2 must also be a verb phrase.

**Timing:** You will use your Working Outline to write and edit your rough draft. After you have edited your rough draft and finalized your changes, you will need to update your Working Outline. The next step is to transform it into a formal ______________ outline for inclusion in your paper. This must
be typed.
Thesis: Confucianism and Taoism are two philosophies that grew out of the isolation and problems in ancient China.

I. Both northern and southern China were geographically isolated, but in very different ways.
   A. Northern China was bounded by mountains.
      1. The location limited the number of outsiders.
      2. A small number of emigrants lived on the outer fringes.
         B. The northern area is a dry, dusty land dependent on irrigation.
            1. The land only supports a few hardy grain crops.
            2. The area is plagued periodically by terrible dust storms.
         C. The terrain discouraged trade and expansion.
            1. The roads were packed earthen tracks.
            2. An ox cart was one of the main modes of transportation.
   D. South China was bounded by the sea.
      1. This area experienced very little contact with the outside world.
      2. Most settlers moved inland away from coastal areas.
   (and so on)

II. Isolation caused a need for dependence on others.
   A. The family was most important.
      1. The father was head of the nuclear family.
      2. As children grew and married, the extended family shared one home.
         a. All sons moved into father’s home with their families.
         b. Sons moved out at the death of their own father.
         c. Each son formed his own nuclear and extended family.
   B. The next most important relationship was kinship through their ancestors.
      (and so on)

THE ABOVE IS AN INCOMPLETE SAMPLE SO YOU WILL HAVE AN IDEA OF WHAT A SENTENCE OUTLINE SHOULD LOOK LIKE.
Thesis: The tragedy at Columbine High School has had a positive impact on American education in general.

I. The event at Columbine
   A. The actual occurrence
      1. Timeline of events
      2. Responses by school, police, and others
   B. The students involved
      1. Perpetrators and their background
      2. Student victims
   C. Results
      1. Impact on the community
      2. Punishment of perpetrators
      3. Copy-cat crimes

II. Causes
   A. Competition for status
   B. Acceptance with the “in” crowd
   C. Allegiance to a sub-culture
   D. Values of society in general
   E. Failure to respond to warning signals
   F. Alienation at school
   G. Isolation at home

III. Positive impact
   A. Increased Security
      1. Police in schools
      2. Tougher laws
   B. Increased sensitivity
      1. Values education
2. Opportunities for help

THIS IS AN EXAMPLE OF A TOPIC OUTLINE. Notice that it gives general areas, but that it is much less specific than the sentence outline
Basic Structure of the Paper

The research paper itself must consist of three distinct parts. These are the introduction, the body, and the conclusion.

The introduction begins with a “hook or grabber” to catch the reader’s attention. Some “hook” ideas include:

1. Opening with an unusual detail.
2. Opening with a strong statement.
3. Opening with an anecdote: An anecdote can provide an amusing and attention-getting beginning if it is short and to the point.
4. Opening with a commonly known statistic or fact: Sometimes a statistic or fact will add emphasis or interest to your topic.
5. Opening with a question.
6. Opening with an exaggeration or outrageous statement.

Remember that the hook has to be developed, leading your reader to the thesis statement at the end of the introduction paragraph.

The body of the paper provides evidence to support the opinion offered in the thesis statement in the introduction. Each paragraph is based on a solid reason to back your thesis statement. Since almost all issues being researched have opposing viewpoints or ideas, a good writer tries to anticipate these and provide counter-arguments or explanations along with the main points in the essay. Be sure to discuss these. Also, be sure to use facts/statistics, anecdotes, logical/emotional appeals, quotations, and examples in your evidence.

Remember, the body of a research paper is considerably longer and more developed than that of the essay, particularly in terms of data and support for your ideas. You need to explain every subject beyond what you have taken as notes. The experience of research should have provided you with some knowledge and background in the area you researched; you should share/display that knowledge and your comprehension of it in the body of your paper. Try to make sure you have adequately explained/elaborated all points for your reader.

The concluding paragraph ends the essay by summarizing the most important details of the research or argument and stating once again what the reader is to believe or do.

1. Restate your thesis in different words but with the same ideas.
2. Summarize the main points of your position. In order to do this you can paraphrase the main points of your argument. (Keep this brief)
3. Write a personal comment or call to action. You can do this with:
   a. A Prediction: This can be used with a narrative or a cause and effect discussion. The conclusion may suggest or predict what the results may or may not
be in the situation discussed or in similar situations or what might have happened if something had changed.

b. A Question: Closing with a question lets your readers make their own predictions, draw their own conclusions.

c. A Recommendation: A recommendations closing is one that stresses the actions or remedies that should be taken.

d. A Quotation: Since a quotation may summarize, predict, question, or call for action, you may use a quotation within a conclusion for nearly any kind of paper.
Rough Draft

Get your source cards, note cards and Working Outline; that is all you will need for the first effort. The best plan is simply to sit down and write (front side only on every other line; literally just get all of it down as imperfect as it may be) or word process. Just let the ideas and words flow as they come – worry about revision and correctness later on. Use your Working Outline as a guide and your note cards for verifying and including facts and information.

Do not, under any circumstances, copy your notes one at a time into your paper!

No paper should be a collection of quotations or rewordings (paraphrasing) from your sources strung together and copied from your note cards with only a few linking words or ideas supplied by you as the writer. Develop your thesis and the ideas that support it in your own words and in your own voice from the structure the Working Outline provides. Don’t even copy word for word from a note card; use your own voice and understanding of the subject to make it fit the specific topic you are discussing (unless it is a direct quotation: then copy accurately).

Provide evidence and support!

Make sure that you adequately develop and explain all of your ideas, even if the note cards do not. You must support/explain/elaborate all generalizations that you make by showing how and why they are true. It is this development of proof, evidence and support that will show the reader of your paper that you understand the subject and have mastered the material you have researched.

Citing Your Sources

Definition of Citation:

Citation is the means of giving credit in your text (or any author’s text) for words and ideas that were not yours originally – you discovered them through your research process. Somehow in your paper, you are responsible for giving this credit. When you have something to be cited, you will give that citation within the text of your paper. (See examples below) The citations in your paper will come from your note cards, but not every note card will need to be cited in your paper.

How Will You Know What To Cite?

Generally known facts need not be cited. This means that a fact that is repeated often in your sources, without one particular person either claiming or being given credit for discovering that fact, is probably general knowledge. Also, if you already knew some piece of information, that would be considered general knowledge.

Someone’s original thought or idea and data (statistics, figures, lists, etc.) should always be cited. If you are in serious doubt about whether to cite, go ahead and document that idea or information. It is better to be overly careful than to neglect giving credit in a citation and run the risk of plagiarism.
Remember, your reader, no matter who it is, should know the source of every original theory or belief, uncommon theory or belief, fact, or conclusion you have used in writing your paper. Remember, too, that if your sources disagree, take the most recent source as having the most updated (and correct) information.
Citation Format:

In this class, we will use a modified MLA (Modern Language Association) parenthetical format. In this system, you will use the author’s last name or (if there is no author) the first three words of the title (either underlined or in quotes) and a page number or (if there is no page number) n.p. in parenthesis at the end of the sentence in which the citation is used.

AVOID citation at the end of a paragraph. It is generally poor form and indicates that the whole paragraph was from a note card. That should not happen.

Citing in the Rough Draft:

For this paper, you must have a minimum of ___ citations and a maximum of ___. Only 2 of these can be direct quotations. This includes long sentences, lists, or only a piece of a sentence – it doesn’t matter, you are limited to only 2.

When and How to use a Direct Quote:

Usually, a paraphrase in your own words is a better choice unless the original wording is briefer, more colorfully said, or more clearly put than you could ever do. Such occasions will be rare. However, when you do choose to use a direct quote, be sure that it fits smoothly into your paper. Too many student writers simply throw in a direct quotation whether it fits comfortably and reasonably into the sentence and the paragraphs flow of thought or not. It is far better to work the quoted words into a sentence of your own – it provides smoothness and continuity. Try to use only the heart of the quote. If the quote is used in this way, simply put quotes around the piece you use.

Example: A hundred years from now scholars may look at the yellowed pages of today’s newspapers and decide that this was a “frantic age of tax evasions, wife beatings, hold ups, scandals, and brutal murders” (“The Horrid Age” 27).

Sometimes, to get the quotation to fit as part of your sentence, you will have to leave out parts of the quotation. Use an ellipsis to indicate these parts. Remember that an ellipsis is three dots used to indicate something has been left out.

Example: Thoreau calls “many of the so-called comforts of life…positive hindrances” to the average man, who spends his life in “quiet desperation” trying to pay for them (Thoreau 29).

If the quote you are using was quoted in your book/source, use single quotes inside double quotes to set it off.

Example: “Henry’s famous life, ‘Give me liberty or give me death’ was fairly well representative of only a small number of delegates feelings,” which could have caused some major problems (Phisby 18).
If the sentence you generate only introduces the material that is being quoted, put a colon after your works and quotation marks around the quote.

Example: If Shakespeare’s language didn’t have power, no one would remember the words: “To be or not to be, That is the question” (Jones 6).

If the quote is longer than 50 words, indent the quote 5 spaces from each side margin and single space. This indenting and single-spacing takes the place of quotation marks.

Example: If all of the modifiers were taken out of the following passage in Joyce’s Ulysses, the passage would be dull and unimaginative:

To wash his soiled hands with a partially consumed Tablet of Barrington’s lemon flavored soap, to which paper still adhered…, in fresh, cold neverchanging everchanging water and dry them, face and hands, in a long redbordered Holland cloth passed over a wooden revolving roller (Joyce 16).

Citation exception, direct quotes:

Very few things need quotation marks but do no have to be cited. These would include commonly quoted proverbs (like “Live and let live”), commonly recognized and used quotes from the Bible (like “an eye for an eye”), or quotes from the Declaration of Independence. These would require quotation marks, but you would not have to cite the source.

Be sure to edit your rough draft before typing your final draft.
Typing the Report

The first thing you should do is name and save each of these sections as a separate piece. Save frequently as you work to avoid costly losses.

Make sure you have had your rough draft edited, then checked and rechecked to avoid poor organization, mechanical errors, information gaps, and plagiarism. The following 4 things are the main components of the project in the order they are arranged:

1. Title Page. Save it to your "U:" drive file as title pg.
   ___ Set the computer for Times New Roman, 14 font (use all through the paper).
   ___ Set your computer to center.
   ___ Hit enter 12 times, then type your title. Your title can be something catchy you create, or just a statement of your subject.
   ___ Hit enter 20 times, then type your name.
   ___ Hit enter, then type English 10 Academic Honors.
   ___ Hit enter, then type Research Project related to Drama Units.
   ___ Hit enter, then type the date.
   ___ Hit enter, then type Miss Smidt, Period ___ and fill in the number of your class period

2. Outline Page. Save it to your "U:" as outline pg.
   ___ Set your margins: left – 1.25, right – 1.0, top – 1.0 and bottom – 1.0
   ___ Use Times New Roman, either 12 or 14 size.
   ___ Come down 6 lines from the top of the page and center the word Outline
   ___ Hit enter three times, then type the word Thesis: at the left margin. After the colon, write your thesis statement (the tentative one if you are still using that, the new one if it has been modified).
   ___ Type the final outline (sentence or topic format – circle one) that you have developed from your Working Outline.
   ___ If your computer has an outline tool, use that. If not, use block format for your text and adjust the Roman numerals and letters. (see the sample outlines)
   ___ The outline should have Roman numerals and capital letters, but it does not need to give subcategories (a’s and b’s). Single space within a Roman numeral and double space between Roman numeral sections.
The reader should have a clear overview of your direction and your main points from reading the outline.

When you have a I, you must have at least a II; when you have an A, you must have at least a B.

Information must be given in complete sentences (sentence format) or parallel fragments or phrases (topic outline).

The outline should be about a page; if it goes to a second page, put i in the upper right corner of page 1 and ii in the upper right corner of page 2. Do NOT number the outline if it is only a single page.

Neither the introduction or the conclusion is a part of the outline.

3. Term Paper Text. Save it to your “U:\” as termpaper.

Set these margins in your computer: left – 1.25, right – 1.0, top – 1.0, bottom – 1.0.

You should set your type as Times New Roman. Use 14 as your type.

You will need to set up your computer to put page numbers and your name in the upper right hand corner of all text pages, except page 1 (it is not traditionally numbered).

Set your computer to double space by holding down control and the number 2 at the same time.

On the FIRST PAGE ONLY, hit enter 3 times before you begin typing your paper. This will give your paper a different “look” from the other pages.

Remember to indent every new paragraph 5 spaces. The only time you should hit enter is when you are ready to change paragraphs and thus indent.

DO NOT leave an extra line between paragraphs. That is ONLY appropriate in a document that is single-spaced and not indented. The blank line, in that case, does what the indent does for your paper.

Make sure citations are put in parentheses at the end of the sentence. Remember that the citation includes the author’s name and the page. If there is no author, use the first 3 words in the title (underlined OR in italics OR in quotation marks) and the page number. If there is no page number (as in an online source), put n.p.

Make sure you save your work periodically as you type.

Go to your computers Tools, find the word count, and print or type it on the paper at the left margin below your last line of text in the paper.

4. Works Cited Page – Annotated. Save it to your “U:\” as wrkcited.
___ Set your margins and type face the same as you did for your paper EXCEPT the right margin should be 1.25 on this page.

___ Make sure that the Works Cited page is **NOT** numbered as part of the text – or at all.

___ Follow these general directions, then view the page and adjust so that it is centered from top to bottom.

___ Set your computer to double space as above.

___ Hit enter 3 times and Center the words Works Cited.

___ Hit enter 2 times, then begin typing your entry at the left margin.

___ Each entry begins at the left margin and goes to the end of the line. IF the entry takes 2 or more lines, remember to indent 5 spaces for hanging indentation on all but the first line.

___ DO NOT use your source numbers in the paper or on the Works Cited page. Those were used only as conveniences in the note-taking.

___ Double check your source cards and copy them exactly (except for the source numbers), especially the punctuation.

___ Once you have typed the citation for a source, you should follow it with the annotation that you created for that source. (See examples above.)

Papers should be assembled in the order above (1,2,3, and 4) and stapled together.
Plagiarism

Plagiarism is the use of an author’s words, original concepts/ideas, or data without giving credit (citation) for these.

- A fact is something known, proven or acknowledged to be true or valid. It need not be cited if it is universally known, i.e. Shakespeare wrote *Hamlet*.

Three kinds of plagiarism exist:

- **Word for word plagiarism** is taking someone’s exact words and putting them on your note card or in your paper without putting them in quotes and explaining/documenting their origin. In the paper this is indicated by parentheses as well as the author’s last name and page number, but on your note card it is indicated by the source number and page number in the upper right hand corner.

- **Patch work plagiarism** is what most students do – either consciously or unconsciously. It occurs when a writer/note-taker uses random phrases, clauses, or word groups from a source and scatters them throughout his/her writing without giving credit (citation). Rearranging word order, separating a few words, or sticking in a synonym for a word(s) is still plagiarism. Most students believe this is okay; it is NOT!!

- **Idea Plagiarism** occurs when you take someone’s original idea or a specific fact that would not generally be widely known (like a date, number, percentage, etc.) and put it in your own words, but fail to cite where you got that fact or data. This still constitutes plagiarism.

Purchasing or borrowing another’s work is also plagiarism. Students who engage in this practice will fail the assignment and will fail the course. This applies to both the student who shares his/her work and to the student who borrows or purchases this work.

False documentation of references is also plagiarism. You are required and expected to give true and accurate documentation for each citation. Students who do not provide authentic documentation for their sources will fail the assignment and will fail the course.

Research papers submitted with the Works Cited page missing will also be considered incomplete and receive no credit.

You should be aware that plagiarism can be identified easily. In cases where plagiarism
is suspected, students will be required to submit copies of the reference materials used. Failure to do so will mean failure of the paper and the course.
Rubric for the Research Paper

<table>
<thead>
<tr>
<th>__________ Research Skills/ Source Materials (50 points total)</th>
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<tbody>
<tr>
<td>___ 4 sources (min.) cited in paper (5pts)</td>
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<tr>
<td>___ 8-18 citations (min &amp; max) (5pts)</td>
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<tr>
<td>___ demonstrates synthesis of info from many sources (5pts)</td>
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<tr>
<td>___ used different types of sources if appropriate (5pts)</td>
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<tr>
<td>___ effective use/flow of summary/paraphrase (5pts)</td>
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<table>
<thead>
<tr>
<th>__________ Writing Skills/Content (50 points total)</th>
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<tbody>
<tr>
<td>___ developed introduction paragraph with thesis (5pts)</td>
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<tr>
<td>___ developed conclusion paragraph with thesis (5pts)</td>
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<tr>
<td>___ all points in body paragraphs support thesis (5pts)</td>
</tr>
<tr>
<td>___ clear paragraph topics developed with key ideas (5pts)</td>
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<tr>
<td>___ all key ideas supported, well explained (5pts)</td>
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<th>__________ Mechanics (25 points total)</th>
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<tr>
<td>___ ___ no second person pronouns (3pts)</td>
</tr>
<tr>
<td>___ no run-ons or sentence fragments (4pts)</td>
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<tr>
<td>___ no capital errors (3pts)</td>
</tr>
<tr>
<td>___ no punctuation errors (comma splices, apostrophe</td>
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<tr>
<td>problems, etc.) (3pts)</td>
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</table>
### Work Cited page (25 points total)

<table>
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<tr>
<th>Points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>3 pts</td>
<td>punctuation, mechanics correct in entries</td>
</tr>
<tr>
<td>3 pts</td>
<td>entries in alphabetical order</td>
</tr>
<tr>
<td>3 pts</td>
<td>entries formatted correctly (info order)</td>
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<tr>
<td>4 pts</td>
<td>annotation information included, correct</td>
</tr>
<tr>
<td>3 pts</td>
<td>formatted in hanging indentation</td>
</tr>
<tr>
<td>3 pts</td>
<td>complete information included</td>
</tr>
<tr>
<td>3 pts</td>
<td>covers citations in paper/checked off</td>
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<tr>
<td>3 pts</td>
<td>spacing is correct (between &amp; within)</td>
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</tbody>
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### Outline page (15 points total)

<table>
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<tbody>
<tr>
<td>3 pts</td>
<td>thesis presented correctly and focused</td>
</tr>
<tr>
<td>2 pts</td>
<td>format is correct (complete sentences)</td>
</tr>
<tr>
<td>3 pts</td>
<td>information is presented in parallel form</td>
</tr>
<tr>
<td>2 pts</td>
<td>gives overview of subject</td>
</tr>
<tr>
<td>3 pts</td>
<td>shows logical organization</td>
</tr>
<tr>
<td>2 pts</td>
<td>subtopics (if given) support/fit main topic</td>
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### Manuscript Form and Appearance (10 points total)

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>2 pts</td>
<td>evidence of proofreading (signed, cites in margins)</td>
</tr>
<tr>
<td>2 pts</td>
<td>title page formatted correctly</td>
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<tr>
<td>1 pt</td>
<td>margins correct</td>
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<tr>
<td>2 pts</td>
<td>final product correctly ordered</td>
</tr>
<tr>
<td>1 pt</td>
<td>page numbers correct in text</td>
</tr>
</tbody>
</table>

### Must also Submit: Corrected Draft, Working Outline, Preliminary Plan Sheet, source cards, note cards, card grade sheet, and edit sheet. (20 points total)

### Number of Words (Meets paper minimum of 3 full pages to 4 pages)