

Research Guide
for
FCPS Freshmen

A resource to support the 9th grade research program utilizing the instruction and support of the library and library staffs at Fauquier High School, Kettle Run High School and Liberty High School.

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Fauquier County Public Schools
Warrenton, VA

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What is "The Big6™?"

"The Big6™" are six skills that, when practiced and used regularly, will provide a strategy for successful problem-solving and/or research. Very simply, these six skills developed by Mike Eisenberg and Bob Berkowitz are:

1. Task Definition
 - 1.1 Define the problem
 - 1.2 Identify information requirements
2. Information Seeking Strategies
 - 2.1 Determine range sources
 - 2.2 Prioritize sources
3. Location and Access
 - 3.1 Locate sources
 - 3.2 Find information
4. Information Use
 - 4.1 Engage (read, view, etc.)
 - 4.2 Extract information
5. Synthesis
 - 5.1 Organize
 - 5.2 Present
6. Evaluation
 - 6.1 Judge the product
 - 6.2 Judge the process (Berkowitz 7)

The Research Folder

Before beginning any of the research, even before a topic has been selected, each student creates a research folder. This folder will be a place to store the notecards; eventually it becomes a helpful tool to organize the information for the research paper itself.

Materials needed:

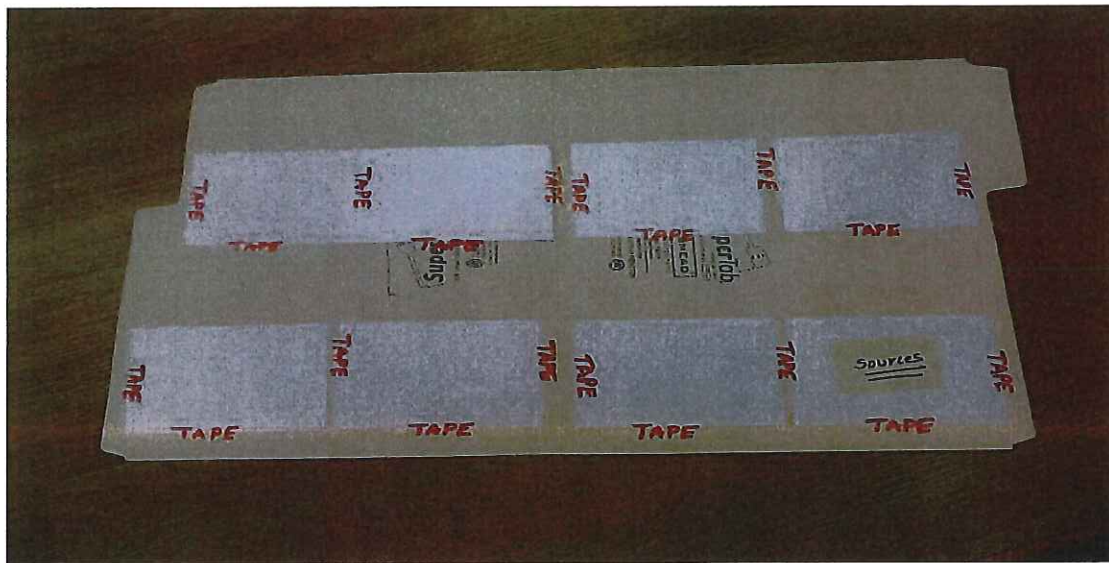
For every student in the class, you will need:

1 blank manila folder

8 3 x 5" index cards pre-cut to 3 x 3 7/8"s

Clear tape

Students open the folder, and place 4 cards along the bottom of the folder. Tape each card, one at a time, on 3 sides (left, bottom, right). Place the other 4 cards along an imaginary line midway up the folder and tape each card, one at a time, on 3 sides (left, bottom, right).



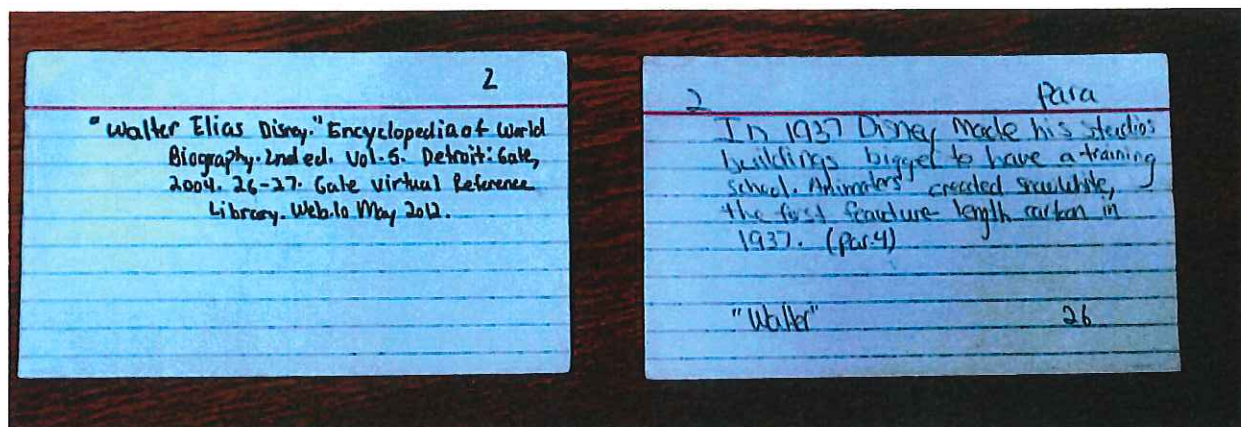
The image above shows a completed folder. It also includes a small post-it note with the word “sources” on the lower right pocket.

The folder serves as a place to hold any research instructional materials (paper details, calendar of due dates, MLA citation information) in addition to using the pockets to store notecards.

Once research actually begins...

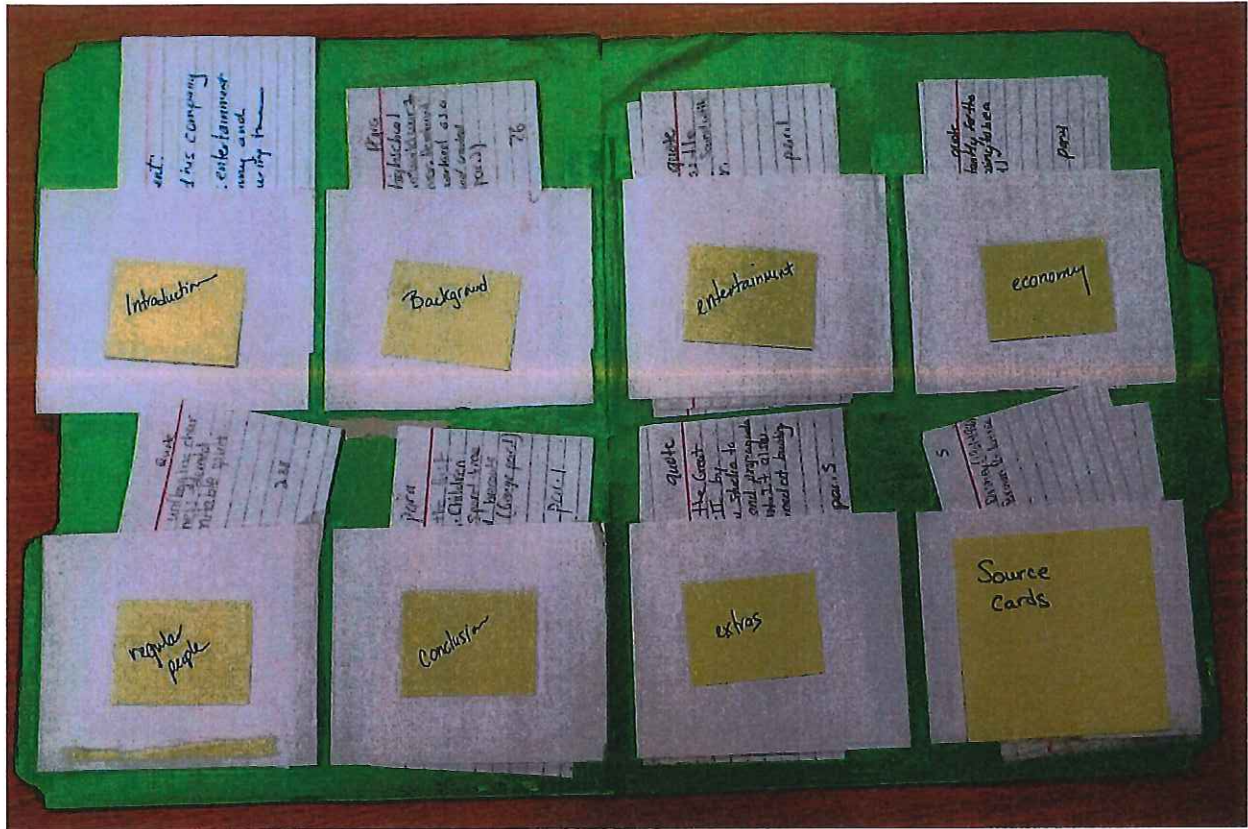
Note-taking hints:

1. Create a **source card** immediately upon identifying a resource and before taking any notes on it.
 - If that is your first source, identify it with an A or a 1 in the upper right- or left-hand corner. Your next source card would be a B or 2, etc.
 - Each **note card** taken from that source would be noted with an A or a 1 to indicate that specific source.
2. Each **note card** should have only 1 piece of information on it—note, summary, paraphrase or quotation—along with the PAGE NUMBER/PARAGRAPH NUMBER of the information when applicable.



On the left is a **source card** and on the right is a **note card** using that source.

About $\frac{3}{4}$'s of the way through the note-taking process, students should assess the kind of information they are getting and sort their note cards according to topic. They can then put specific topics in individual slots. At this time, they will see where there are holes in their research and begin to fill them in during the remaining research time. (See image on the next page.)



When all research is done, students should re-sort/re-visit their cards, see what they have found and begin to create an outline for their paper. Notecards can then be organized in such a fashion that the paper almost writes itself!!!



Research Assignment Organizer

Fill out Big6 #1-5 **before** you begin to work on your assignment.

Fill out Big6 #6 **before** you turn in your assignment.

The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more on Big6, visit: www.big6.com

Name: _____

Today's Date: _____

Teacher/Class: _____

Big6 #1: Define Your Task

Determine a purpose and need for information. What does my teacher want me to do?

What information do I need in order to do this?

You will find interesting information as you use the resources. List the information that you feel you need to know at this time. (Consider listing in question form.)

1.
2.
3.
4.
5.

Big6 #2 Plan Your Strategy

Where do I begin looking for information? Examine alternative approaches to acquiring information. List the best sources to find this information.

1.
2.
3.
4.
5.
6.
7.

If using web sites, how will I know they are good enough for my project?

I will use only those evaluated by and provided by my teachers or librarian, including the databases to which the school subscribes.

I will find free websites and use a **web site evaluation guide** for each that I use in project.

Big6 #3 Locate and Access Resources

Locate sources and access the information within them-Where will I locate these sources?

- school library
 - databases
 - books
 - Webpath Express
- public library
- personal library
- internet
- personal interview
- other: _____

List likely and useful key words:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Big6 #4 Use the Information

Use information to gain information-How will I record the information that I find?

- take notes using cards
- take notes on notebook paper
- take notes using a word processor
- take notes using powerpoint slides
- take notes using a chart or other graphic organizer
- use a tape recorder, video, or digital camera
- other : _____

How will I give credit to my sources?

- Use the works cited sample provided in the library
- Use Citationmachine for citing sources
- Use database citations

Big6 #5 Synthesize Your Information

Integrate information from a variety of sources-How will I show my results?

- Written paper
- oral presentation
- multimedia presentation
- Other: _____

How will I give credit to my sources in my final product or performance?

- Include a written bibliography (works cited)
- Announce sources after performance or presentation
- Other: _____

Materials I will need for my project or performance (list, separating by commas)

Timeline for assignment:

Ideas for project (task definition) completed by: _____

Information searching (note taking) completed by : _____

First complete draft due: _____

Completed assignment due: _____

Big6 #6 Evaluate Your Work

Did I include everything that was required of the task?

Before turning in my assignment, I need to check off all of these items:

- What I created to finish the project is appropriate for what I was supposed to do in Big6 #1.
- The information I found in Big6 #4 matches the information I needed in Big6 #1.
- Credit is given to ALL my sources, written in standard citation format (MLA, APA).
- I am in compliance of copyright laws and fair use guidelines.
- My work is neat.
- My work is complete and includes heading information (name, date, title, etc.)
- I would be proud for anyone to view this work.

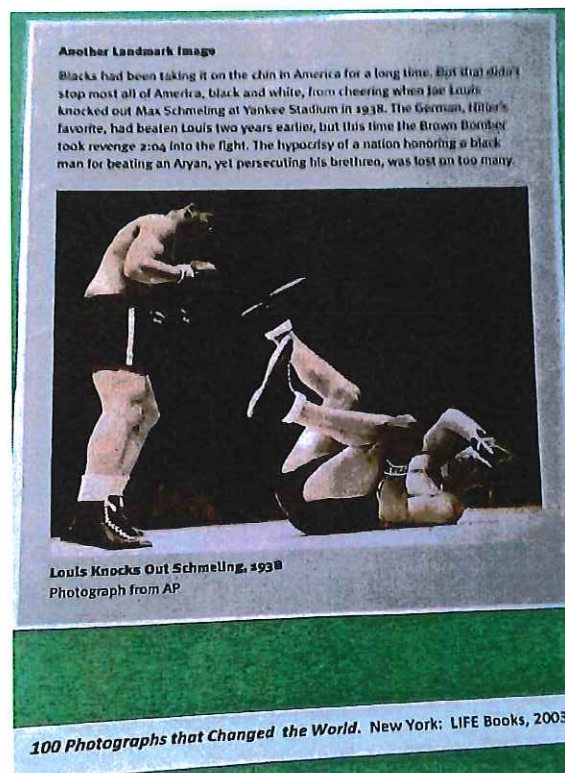
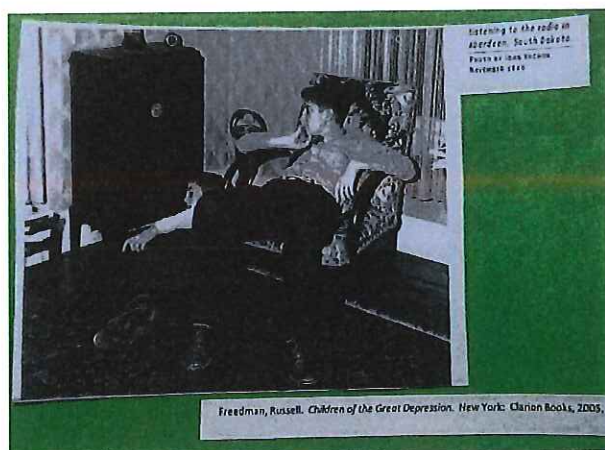
TKAM Setting Research Project
List of Topics

<p>Education in the 1930s</p> <ul style="list-style-type: none"> ▪ Educational Reforms: John Dewey – “Experience and Education” ▪ Level of education – Alabama state laws regarding education ▪ Literacy 	<p>Economic Concerns of the 1930s</p> <ul style="list-style-type: none"> ▪ President Hoover ▪ President Roosevelt’s “New Deal” ▪ Wall Street ▪ Statistics of the 1930s: <ul style="list-style-type: none"> ○ Population, wages and salaries, cost of home, food, cars, rent, etc.
<p>Science/Technology/Innovation during 1930s</p> <ul style="list-style-type: none"> ▪ Television, radio ▪ World’s Fair (1933) ▪ U.S. Nobel Prize winners ▪ Golden Gate Bridge ▪ Boulder Dam ▪ Glenn Curtis ▪ Sigmund Freud ▪ Thomas A. Edison ▪ Thomas Hunt Morgan 	<p>Women of the 1930s</p> <ul style="list-style-type: none"> ▪ Women’s fashion ▪ Careers/the work place/wages ▪ Family roles ▪ Taboos for women ▪ Politics/voting rights ▪ Gertrude Stein ▪ Margaret Mitchell ▪ Jane Addams ▪ Pearl S. Buck ▪ Amelia Earhart
<p>Status of African-Americans in the 1930s</p> <ul style="list-style-type: none"> ▪ Jim Crow laws ▪ Voting rights ▪ Civil rights ▪ Education ▪ Occupations in North and South ▪ Discrimination, treatment by white people ▪ Education for African-Americans ▪ Great Depression, New Deal effects on African Americans ▪ W.B. Dubois ▪ George Washington Carver ▪ Booker T. Washington ▪ Marian Anderson ▪ Langston Hughes ▪ Zora Neal Hurston ▪ Richeard Wright ▪ Bessie Smity ▪ Lena Horn 	<p>The Headlines of the 1930s: What and who made the news</p> <ul style="list-style-type: none"> ▪ Sports ▪ Disasters ▪ “big” events ▪ 21st amendment ▪ Crime ▪ Howard Hughes ▪ Charles Lindbergh-pilot ▪ Knute Rockne-sports ▪ Joe Louis-sports ▪ John Dillinger-crime ▪ George Eastman-photographer
<p>Popular Entertainment of the 1930s</p> <ul style="list-style-type: none"> ▪ Movies, Hollywood Stars ▪ Dance ▪ Radio Programs ▪ Popular Music: “The Cotton Club” ▪ Shirley Temple ▪ Charlie Chaplin ▪ Benny Goodman ▪ Glenn Miller ▪ Judy Garland 	

Research Topic Selection

Many times, research topics are assigned. In other instances, students may need to come up with their own topic. In the 9th grade, many research papers are assigned to complement the study of Harper Lee's *To Kill a Mockingbird*—perhaps the time period between the end of World War I – the end of WWII. A list of popular topics is attached.

One way we have introduced the time period is through pictures. We have taken about 50 images, mounted them on construction paper, and included citations for them. On the day that students create their research folders, we bring these images to them for the purpose of discussion and to hopefully inspire them to select one as a research topic. We have tried to include the topics that would seem particularly sensational (Bonnie and Clyde, the Lindbergh Kidnapping, Al Capone's world) as well as pictures of movies, advertisements, sports figures, Dust Bowl migrants, etc. These three pictures have inspired research on Joe Louis, the development and role of the radio in society, and Disney movies.

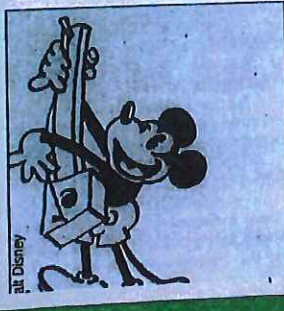


Disney's Snow White even silences Grumpy



Hollywood, 21 December
Judy Garland, Marlene Dietrich and Charles Laughton are among the stars attending the premiere, at the Cathay Circle Theater, of Walt Disney's *Snow White and the Seven Dwarfs*, the first feature-length animated film in three-strip Technicolor. Disney, who hit the road to fame and fortune in 1928 when he created Mickey Mouse, has taken an enormous artistic and financial risk in

the creation of *Snow White*, which has been four years in the making at a cost of \$1.5 million. In addition to the pioneering animation techniques employed by the Disney studio, under the supervision of David Hand, music plays an important part in the production, and tunes like "Whistle While You Work" and "Some Day My Prince Will Come" look like they will become immediate big hits with the public.



Karney, Robyn, ed. *Cinema Year By Year: The Complete Illustrated H*

Publishing, 2006.

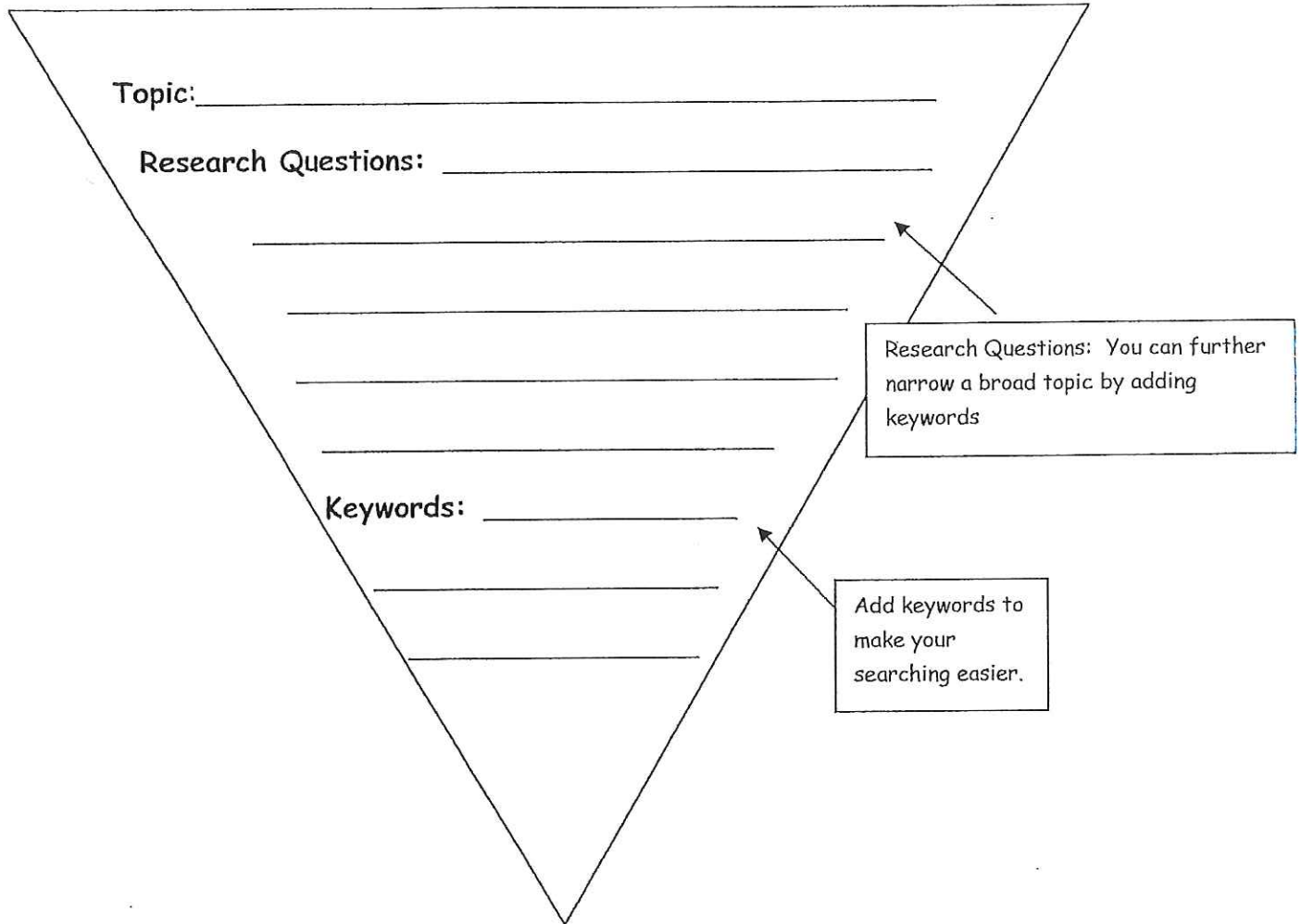
Another possible method to introduce the Great Depression is through a webquest. One example is www.zunal.com/webquest.php?w=268445. Other webquests are available on zunal.com—use the search feature on their home page to locate other possibilities.

After a while, we ask the students to select a possible topic. At that point, we present the Research Topic Triangle in an effort to launch them on their research journey.

Name: _____

"Research Topic Triangle"

The **Research Topic Triangle** illustrates how a broader topic can be focused by **asking questions** to concentrate upon a specific research area.



Three Easy Steps to Focus Your Research Ideas!

Step 1: Start with a broader idea.

Step 2: Ask Questions...What do you want to find out?

Step 3: What are keywords that you can use when researching?

The Research Triangle is adapted from the University of North Carolina's School of Journalism and Mass Communications. Accessed 11/5/12.

Narrowing Your Topic – Topic “Funnel”



General Topic:
Ancient Greece

More Specific Topic:
Ancient Greek War

More Specific:
The Trojan War

More Specific:
Weapons Used in the Trojan War

Very Specific Topic:
Catapults Used in the Trojan War

Directions: Complete the “funnel” below. Decide where your topic fits on the funnel and then fill in items above and/or below. This should help you when you begin to use keywords and search strategies (such as Boolean Logic) to locate information about your topic.

General:

Specific:



What's My Angle? Generating Topics and Research Questions

As you explore a broad topic for a research project, generate ideas for narrower topics. Then consider an angle—a change or controversy, connection to recent events or local issues—related to the topic. Consider an angle that would make the topic interesting to you and your audience. If you have some background knowledge of the topic, try to write a research question. Do some preliminary research if you need more information to generate a reasonable question. Remember this is a brainstorming exercise. Try to generate ideas quickly and quickly discard if it doesn't work.

General topic: _____

Topic idea

What's my angle?

Possible research question



Generate a Research Question Based on Personal Interests

To identify a possible research topic, consider your personal interests—your hobbies or favorite people, places or things. Write these in the circle. On the lines, enter topic ideas related to that topic. Consider sub-topics that have an angle—a change or controversy, connection to recent events or local issues—related to the topic. For example, if you like football, you might list recent rule changes, player behavior off the field, new stadium funding, controversial coaches, etc.

Hobbies

Places

People

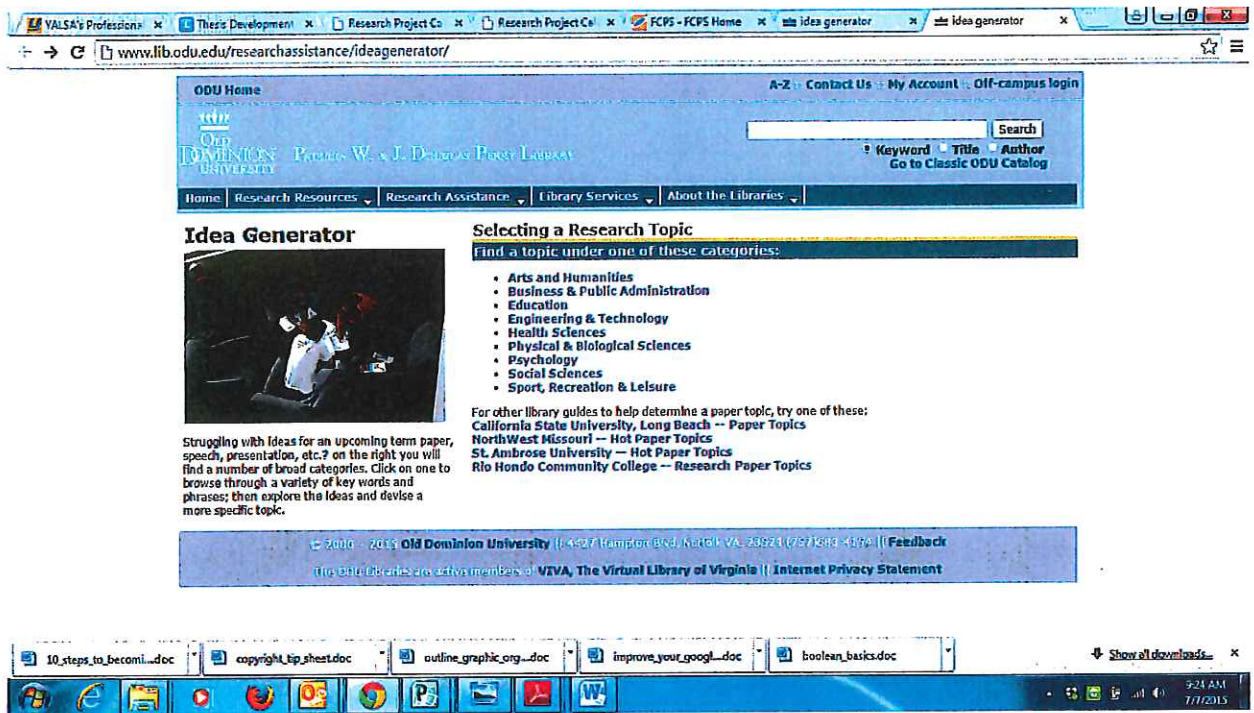
Things

FINDING A TOPIC

ODU's Idea Generator

If a student is looking for a topic, visit

<http://www.lib.odu.edu/researchassistance/ideagenerator/>



If the assignment involves controversial topics, and your school

subscribes to SIRS Researcher, **sirs**[®], use their lists of leading issues (top 10, alphabetical, group, visual) on the homepage as a springboard to 100's of leading issues in the news!

Writing a Statement of Purpose

Once you have decided on a specific topic, your next step is to write a *statement of purpose*. This is a sentence or pair of sentences that tells what you want to accomplish in your paper. It is called a *statement of purpose* because it controls or guides your research. The statement of purpose usually contains one or more key words that tell what the paper is going to accomplish.

To come up with a *statement of purpose*, you will probably have to do some preliminary research, depending on your topic. That is because before you can write a statement of purpose, you have to know enough about your topic to have a general idea of what you want to say in your paper.

Here is a sample *statement of purpose*:

The purpose of this paper is to investigate how living conditions during the Great Depression specifically affected children in the United States.

Keep in mind that your *purpose* should be consistent with the assignment your teacher has given you. Bear in mind, as well, that your *purpose* may change as you do research. When you begin writing your research paper, you will replace your *purpose* with a *thesis statement*, a statement of your main idea for your paper. The *thesis statement* will **NOT** contain the phrase “the purpose of this paper is...”

My Statement of Purpose

The purpose of this paper is to _____

_____.

Big6™ Location and Access

Boolean Logic and Electronic Searching

1. Choose TWO of your key words, related terms, or synonyms that you have identified for your research topic. Place one of these words in each of the boxes below.

Type this word into a database search box. How many results did you get? _____

AND

OR

NOT

Type this word into a database search box. How many results did you get? _____

2. Now, using the same two words, do a Boolean search using the operator **AND** between the words in a database advanced box. How many results did you get? _____
- Did you get more, less or the same as the separate key word searches in #1? _____
- Does the operator **AND** expand or narrow your search? _____
3. Now using the same two words in #1, do a Boolean search using the operator **OR** between the words in a database advanced search box. How many results did you get? _____
- Did you get more, less or the same as the separate key word searches in #1? _____
- Does the operator **OR** expand or narrow your search? _____
4. Now using the same two words in #1, do a Boolean search using the operator **NOT** between the words in a database advanced search box. How many results did you get? _____
- Did you get more, less or the same as the separate key word searches in #1? _____
- Does the operator **NOT** expand or narrow your search? _____
5. *Now go back to your complete list of key words, related terms, and synonyms. Create a Boolean search using ONE of the same key words and ONE different key word and ONE of the Boolean search terms which you think will help **NARROW** your search for information on your topic.*

AND OR NOT
(Circle one.)

How many results did you get? _____ *If you did not narrow your results, try again!*

*Note: When searching for phrases, some databases require quotation marks around the phrase.
Example: orange NOT "agent orange"*

Google and Yahoo use "+" or "-" instead of AND and NOT; OR is the default in the search box.



Improve Your Google Search Tip Sheet

Google has become synonymous with searching for information. More than 65% of all Internet searches are conducted using *Google*. Learning to ‘think behind the box’ and understand how it works will improve your search results.

When you enter key words, *Google*, generates search results based on a secret known as PageRank ©.

When you enter search terms *Google*,

- Finds all the pages that contain the words you have entered. The count is listed in the upper right of the results screen. (Just for fun—and to get an idea of the web content in English—enter the word “the”.)
- Analyzes which pages are most likely to have what you are looking for, considering the number of times the words appear on page, whether they are in the title and how close the words are together.
- Considers the sites that link to the pages. Links from popular sites get more points and will rank higher on the list.
- Suggests alternatives for misspelled words. (Sometimes you find out how many other people are bad spellers.)

Often *Google* will retrieve exactly what you want—if you use the right key words--sometimes you will need to work a little harder.

Remember:

- It can take weeks for *Google* to “crawl” the web. If you want breaking news, watch for links to the *Google News* feature in your search results. You also may not find the most recent version of a page.
- New pages will not rank high in a list because no one has linked to them yet.
- *Google* does not find documents in most databases (A collection of data arranged for ease and speed of search and retrieval) such as those provided by the *Electronic Library for Minnesota*, available from your school library page or <http://www.elm4you.org/>
- *Google* sometimes provides links that refine the search. (Example: *ovarian cancer* Suggested options are treatment, symptoms, for patients, for health professionals, etc.)

Search tips

Phrase searching: Enclose a phrase in quotation marks to find words in an exact order. This is useful if you forgot where you found a quote or to detect plagiarism.

Excluding words: Precede the word to be excluded with a – sign. If you are looking for Vikings from Scandinavia and not the football team, enter Vikings –Football.

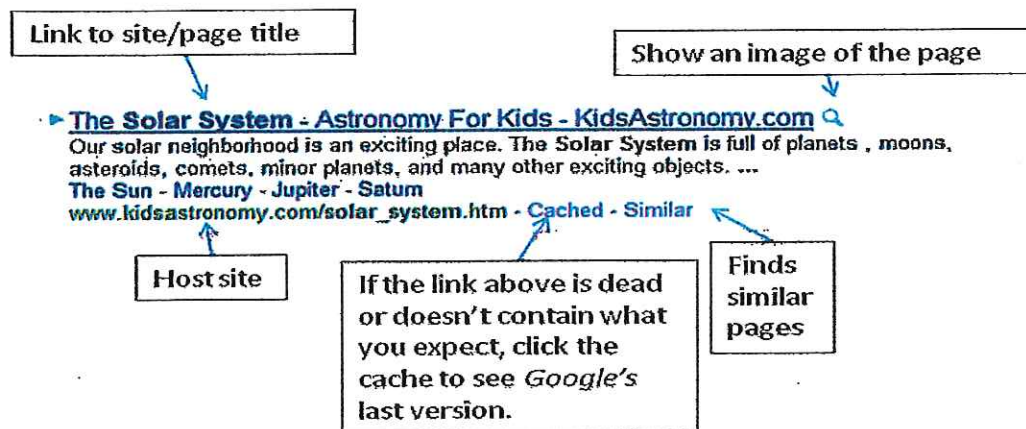
Word order can affect a search. Place the words in the order they would most likely occur in a source.

Advanced search page: Click the link to *advanced search* in order to find options to have Google display their estimation of reading level search only in titles, for particular file types (a *PowerPoint* for your next lecture) to change search options.

Understanding the results list

Sponsored links: Always look for the “Sponsored Links”. This is paid advertising, not the results of the PageRank. Sponsored links that appear above the results list are highlighted in pastel colors.)

Anatomy of an item on the search results list:



Google offers much more than one search box

- *Image searches:* Find images on any topic. Beware; this is not filtered unless you select SafeSearch in preferences.
- *Video searches:* Videos from Youtube and all over the web.
- *News searches:* Use *Google News* to find up-to-the minute news.
- Click *More* to see more basic options. Use *Books* to find books for sale and in libraries. Use *Realtime* to search Twitter posts.
- Click *more* in the menu bar on the top of the screen to find *Scholar* to locate scholarly articles and follow up on reference.
- Use the search box as a *Calculator*: Enter an equation such as $23 + 1048$ and *Google* will calculate the answer or a *Dictionary*: Enter “define:” in front of a word and *Google* retrieves definitions from various web sites.
- Use *Even more* to use *Google Trends* to track searches or compare searches. (Enter a comma between the search terms to compare two searches.) Find the latest Google experiments at Google labs....

Google applications:

- *Google Earth* (requires download; ask your building tech)
- *Google Body* (requires Mozilla Firefox 4)

Google is always changing! Results can be different from hour to hour!

The CRAAP Test Worksheet

Use the following list to help you evaluate sources. Answer the questions as appropriate, and then rank each of the 5 parts from 1 to 10 (1 = unreliable, 10 = excellent). Add up the scores to give you an idea of whether you should use the resource (and whether your professor would want you to!).

Currency: *the timeliness of the information*.....

- When was the information published or posted? _____
- Has the information been revised or updated? _____
- Is the information current or out-of date for your topic? _____
- Are the links functional? _____

Relevance: *the importance of the information for your needs*.....

- Does the information relate to your topic or answer your question? _____
- Who is the intended audience? _____
- Is the information at an appropriate level? _____
- Have you looked at a variety of sources before choosing this one? _____
- Would you be comfortable using this source for a research paper? _____

Authority: *the source of the information*.....

- Who is the author/publisher/source/sponsor? _____
- Are the author's credentials or organizational affiliations given? _____
- What are the author's credentials or organizational affiliations given? _____
- What are the author's qualifications to write on the topic? _____
- Is there contact information, such as a publisher or e-mail address? _____
- Does the URL reveal anything about the author or source? _____

Accuracy: *the reliability, truthfulness, and correctness of the content*.....

- Where does the information come from? _____
- Is the information supported by evidence? _____
- Has the information been reviewed or refereed? _____
- Can you verify any of the information in another source? _____
- Does the language or tone seem biased and free of emotion? _____
- Are there spelling, grammar, or other typographical errors? _____

Purpose: *the reason the information exists*.....

- What is the purpose of the information? _____
- Do the authors/sponsors make their intentions or purpose clear? _____
- Is the information fact? opinion? propaganda? _____
- Does the point of view appear objective and impartial? _____
- Are there political, ideological, cultural, religious, institutional, or personal biases? _____

45 - 50 Excellent | 40 - 44 Good
35 - 39 Average | 30 - 34 Borderline Acceptable
Below 30 - Unacceptable

Total:

Big6™ Use of Information *Gathering Information and Taking Notes*

Once you have found three to five sources and have photocopied them, it is time to gather your information. **Keeping your controlling purpose clearly in mind, start searching through your sources, looking for relevant information.** Do NOT read, view, or listen to every part of every source. Instead, concentrate on only those parts that are relevant to your topic and your purpose. Highlight only the facts, statistics, or expert opinions that will support your statement of controlling purpose.

Statement of Controlling Purpose

The purpose of this research project is to _____

Effective note-taking involves reading, thinking, analyzing, evaluating, and writing. **Highlighting key passages can be a good first step toward extracting important information, but then you must translate and rewrite your notable research findings on separate index cards**

DIRECTIONS: *Using a note card available from the library or a separate 3"x 5" or 4"x 6" or 5"x 8" index card for each fact, statistic, or expert opinion, take notes in your own words whenever possible. You should make 20+ note cards.*

- **PARAPHRASE.** Use paraphrase as your most common note form. When you paraphrase you put the information in your own words. It is usually slightly shorter than the original passage. Make this the form that you always use unless you have a very good reason to quote your source or to summarize it. *A paraphrase must be attributed to the original source in your paper, so note **the page number** and mark a "P" beside all information you paraphrase in your notes.* To effectively paraphrase you should do the following:
- Reread the original passage until you understand its full meaning.
 - Set the original aside and write your paraphrase.
 - Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
 - Record the **page number** so that you can credit it easily if you decide to incorporate the material into your paper.

- **SUMMARY.** Use summary when the source runs too long to be succinctly quoted or paraphrased. Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Summaries are significantly shorter than the original. *Once again, it is necessary to attribute summarized ideas to the original source so note the **page number** and **mark an "S"** beside information you summarize in your notes.*

- **DIRECT QUOTATION.** Use direct quotation when the source material is especially well-stated--that is, when it is memorable because of its succinctness, its clarity, its liveliness, its elegance of expression, or its other exceptional qualities. Also use direct quotation when the exact wording is important historically, legally, or as a matter of definition. Quotations must match the source document word-for-word *and must be attributed to the original author, so note the **page number** and **mark a "Q"** beside all direct quotations in your notes.* Students frequently overuse direct quotations in taking notes, and as a result they overuse quotations in the final research paper. **Probably only 10% of your final manuscript should appear as directly quoted matter.** Helpful suggestions if your note-taking includes direct quotations:
 - Change to a **different colored pen.**
 - Put **HUGE QUOTATION MARKS** around anything you copy verbatim.
 - Don't forget to write the **page number** beside it.
 - Nonessential parts of a quotation can be cut if the overall meaning of the quotation is not changed. Indicate omissions of nonessential material from a quotation by using **ellipsis points**, a series of three or four spaced dots. Use three dots (. . .) when cutting material within a single sentence. Use four dots (. . . .) when cutting a full sentence, a paragraph, or more than a paragraph from a quotation. Also use four dots when cutting material from the end of a sentence.

- **QUOTATION PLUS SUMMARY OR PARAPHRASE.** Write this kind of note when the exact words of the source are desirable but require some explanation in order to be made clear, to be properly attributed, or to be distinguished as fact or opinion.

As you are making notes:

- ◆ Keep your **topic, controlling purpose,** and **audience** in mind at all times. Do not record material unrelated to your topic.
- ◆ Mark "**CK**" beside facts you consider "**common knowledge**" and therefore will not have to credit the source in your paper.
- ◆ Make sure that direct quotations are picked up word-for-word, with capitalization, spelling, grammar, and punctuation precisely as in the original.
- ◆ Double-check statistics and facts to make sure that you have them right.
- ◆ Distinguish between fact and opinion by **labeling opinions** as such: Dr. Graves thinks that ... or According to Grace Jackson.... Again, don't forget to write the **page number** of your source!
- ◆ Always double-check page references. It's easy to copy these incorrectly.

Hints for Note Cards

- Use **note cards from the library** or **4"x 6" or 5"x 8"** index cards.
 - Use a **separate note card** for each item of information from each source of information.
 - Put a **heading of two or three key terms** in the upper left-hand corner of each note card.
 - Write the **source number** in the upper right-hand corner.
 - In parentheses, write the **author's last name and page number** in the bottom right-hand corner (*Note: If the author's name is not given, write a shortened form of the title in quotation marks. Do not write page numbers for internet sources.*) This information will be used as your in-text citation in the body of your paper!
 - In the **bottom left-hand corner**, write your note code:
P = paraphrase
S = summary
Q = direct quotation
(also use a different color ink for direct quotations)
- No more than 10% should be direct quotations!
- **Label material "CK"** (Common Knowledge)
 - If it is undocumented in all of your sources.
 - If it is information most readers already know.
 - If it can be easily found in general reference sources.

Sample Note Cards

Direct Quotation

<i>Expert Opinion</i> ②
<i>Dr. Jerome Kassirer says the following of the FDA's claim, "I think it's ridiculous. The fact is there are circumstances where smoked marijuana may be helpful to patients who are desperately ill."</i>
<i>Q</i> <i>(Kassirer 8)</i>

Print Source: Author and Page

Paraphrase

<i>Marijuana Laws</i> ①
<i>There is a federal law against possessing marijuana.</i>
<i>P - CK</i> <i>("Rhode Island")</i>

Online Source: No Author or Page; just "Shortened Title"

Summary

<i>Basis of Debate</i> ②
<i>If a patient's smoking of marijuana relieves his or her suffering and doesn't interfere with anyone else, why should state or federal laws prohibit it?</i>
<i>S</i> <i>("FDA" 8)</i>

Print Source: No Author; just "Shortened Title" and Page

How to Paraphrase When Taking Notes

STEPS for PARAPHRASING

- Step 1 **R**ead the paragraph.
- Step 2 **A**sk yourself, “What were the **main idea** and **details** in this paragraph?”
- Step 3 **P**ut the main idea and details **into your own words**. *Do NOT look at the paragraph as you write your paraphrase.*

Finding the MAIN IDEA

Questions to Ask

- What is this paragraph about (topic)?
- What does it tell me about this topic?

Places to Look

- Look in the first sentence of the paragraph.
- Look for repetitions of the same word or words in the whole paragraph.

Elements of a Good Paraphrase

- Make sure it is a complete thought, that is, one that has a **subject** and a **verb**.
- Make sure it contains **accurate** information.
- Make sure it contains **new information**, NOT merely a repetition of something else you have already said.
- Make sure it **makes sense**.
- Make sure it contains **useful information**.
- Make sure you've used your **own words**.
- Make sure you only use **one general statement** about the **main idea** per paragraph.



The Independent
(London, England)
Jul 16, 2015, p. 32

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Does Tech Make Us Stupid?

By Genevieve Roberts

• *Can't remember phone numbers or birthdays? You may be suffering from the 'Google Effect' - a theory that we've outsourced our memories, safe in the knowledge that answers are just a click away.* GENEVIEVE ROBERTS investigates

"Is the internet making us stupid?" I type. Press enter. Almost instantly, a raft of answers and articles on screen. It's an unsettling feeling that my first instinct - to Google my own stupidity - may be the root of my increasing daftness.

A recent study (you've probably forgotten it by now) suggests 90 per cent of us are suffering from digital amnesia. More than 70 per cent of people don't know their children's phone numbers by heart, and 49 per cent have not memorised their partner's number. While those of us who grew up in a landline-only world may also remember friends' home numbers from that era, we are unlikely to know their current mobiles, as our phones do the job. The Kaspersky Lab concludes we don't commit data to memory because of the "Google Effect" - we're safe in the knowledge that answers are just a click away, and are happy to treat the web like an extension to our own memory.

Dr Maria Wimber, lecturer at the University of Birmingham's School of Psychology, worked with the internet security firm on their research. She believes the internet simply changes the way we handle and store information, so the Google Effect "makes us good at remembering where to find a given bit of information, but not necessarily what the information was. It is likely to be true that we don't attempt to store information in our own memory to the same degree that we used to, because we know that the internet knows everything."

These findings echo Columbia University Professor Betsy Sparrow's research on the Google Effect on memory, which concluded, "Our brains rely on the internet for memory in much the same way they rely on the memory of a friend, family member or co-worker. We remember less through knowing information itself than by knowing where the information can be found."

This even extends to photographs. A Fairfield University study in 2003 found that taking photos reduces our memories. Participants were asked to look around a museum, and those who took photos of each object remembered fewer objects and details about them than those who simply observed. Dr Wimber says: "One could speculate that this extends to personal memories, as constantly looking at the world through the lens of our smartphone camera may result in us trusting our smartphones to store our memories for us. This way, we pay less attention to life itself and become worse at remembering events from our own lives."

But is this making us more stupid? Anthropologist Dr Genevieve Bell, a vice-president at Intel and director of the company's Corporate Sensing and Insights Group, believes not. She says technology "helps us live smarter" as we're able to access answers. "Being able to create a well-formed question is an act of intelligence, as you quickly work out what information you want to extract and identify the app to help achieve this. To me, this suggests a level of engagement with the world that's not about dumbness." She gives the example of a new mother trying to work out whether their baby not sleeping is bad - and when to start worrying. "These are all questions that technology may be able to address quicker than calling your own parents," she says. "This isn't making consumers more dumb, instead it's helping them to think smarter."

She believes our biggest concern should be our mindset towards technology. "My suspicion is it isn't that the use of technology is making us dumber; instead it's a very human set of preoccupations and anxieties," she says. "Ultimately it's the anxiety about what technology means for us, what it means for our humanity, our bodies, our competency - and what it means to have new technologies in some ways threaten some of those things."

In contrast, Nicholas Carr, author of *The Shallows: How the Internet is Changing the Way We Think, Read and Remember* and *The Glass Cage: Where Automation is Taking Us*, believes we should be alarmed. "We're missing the real danger, that human memory is not the same as the memory in a computer: it's through remembering that we make connections with what we know, what we feel, and this gives rise to personal knowledge. If we're not forming rich connections in our own minds, we're not creating knowledge. Science tells us memory consolidation involves attentiveness: it's in this process that you form these connections."

He believes the combination of the Google Effect and the constant distraction of smartphones, constantly delivering information, is concerning. A Microsoft study found the average human attention span fell from 12 seconds in 2000 to eight seconds today.

"There is a superficiality to a lot of our thinking," Carr says. "Not just the cognitive side, but also the emotional side. That not only reduces richness in one's own life and sense of self, but if we assume that rich, deep thinking is essential to society then it will have a detrimental effect on that over the long run. There will always be people who buck those trends, but I think it will have an effect of making ourselves and our culture a little shallow."

Carr believes our brains are not like hard drives, or refrigerators that can get overstuffed so there's no more room. In contrast, he says they expand: "It's not as if remembering and thinking are separate processes. The more things you remember, the more material you have to work on, the more interesting your thoughts are likely to be," he says.

Andrew Keen, author of *The Internet is Not the Answer*, says: "Everything now is accessible - though supposed facts on the internet are not very reliable. It gives huge power to the people who store our data." He believes the emphasis on the art of memory from civilisations such as ancient China has been lost. "Some people believe it creates mental discipline: the facts themselves less important than the discipline of remembering them. Minds are in some ways more flaccid - especially if we're dabbling in social media."

He believes the bigger issue is what it's freeing us up to do. He agrees with Carr that "technology is making us shallower thinkers, multi-tasking, unable to digest speeches, even songs, perpetually flicking". In response, he says what we need now is creativity and innovation. "We need to think eclectically and daringly," he says. "The big issue is how to teach creativity. We don't need to learn facts, to remember stuff is less important, so the nature of professions are shifting; teachers should bear this in mind. The question is, how do you teach children to think differently?"

Dr Wimber advises people to spend time offline to safeguard their memories. "We know from memory research that we only remember information we pay attention to," she says. "If we spend all our time online, or experiencing our lives through a smartphone camera lens, we might miss important experiences, and not commit them to long-term memory. Constantly looking up information online is not an effective way to create permanent memories. The best way to make information stick is to sometimes sit back, and mentally refresh what you learnt or experienced a minute, an hour or a day ago."

Citation:

You can copy and paste this information into your own documents.

Roberts, Genevieve. "Does Tech Make Us Stupid?." *The Independent*. 16 Jul. 2015: 32. *SIRS Issues Researcher*. Web. 14 Oct. 2015.

Roberts, G. (2015, Jul 16). Does tech make us stupid? *The Independent* Retrieved from <http://sks.sirs.com>

Accessed on 10/14/2015 from SIRS Issues Researcher via SIRS Knowledge Source <<http://www.sirs.com>>

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Practice Taking Notes

Directions:

1. Read the Statement of Controlling Purpose for this research paper.
2. Read the entire article.
3. Underline or highlight anything in the article that you think will be helpful proving the statement of controlling purpose.
4. Choose one of the pieces of evidence and complete the note cards below.

Statement of Controlling Purpose:

The purpose of this paper is to prove that *technology is making us less intelligent thinkers.*

DIRECT QUOTATION

Main Idea of Topic Sentence (leave blank until Framed)
Notes/Quotes:

PARAPHRASE of Above Quotation

Main Idea of Topic Sentence (leave blank until Framed)
Notes/Quotes:

A Statement on Plagiarism

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course — from whole papers and paragraphs to sentences, and, indeed, phrases — but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

Let us suppose, for example, that we're doing a paper for Music Appreciation on the child prodigy years of the composer and pianist Franz Liszt and that we've read about the development of the young artist in several sources. In Alan Walker's book *Franz Liszt: The Virtuoso Years* (Ithaca: 1983), we read that Liszt's father encouraged him, at age six, to play the piano from memory, to sight-read music and, above all, to improvise. We can report in our paper (and in our own words) that Liszt was probably the most gifted of the child prodigies making their mark in Europe in the mid-nineteenth century — because that is the kind of information we could have gotten from a number of sources; it has become what we call common knowledge.

However, if we report on the boy's father's role in the prodigy's development, we should give proper credit to Alan Walker. We could write, for instance, the following: Franz Liszt's father encouraged him, as early as age six, to practice skills which later served him as an internationally recognized prodigy (Walker 59). Or, we could write something like this: Alan Walker notes that, under the tutelage of his father, Franz Liszt began work in earnest on his piano playing at the age of six (59). Not to give Walker credit for this important information is plagiarism.

Penalty for Plagiarism

The penalty for plagiarism is usually determined by the instructor teaching the course involved. In many schools and colleges, it could involve failure for the paper and it could mean failure for the entire course and even expulsion from school. Ignorance of the rules about plagiarism is no excuse, and carelessness is just as bad as purposeful violation. At the very least, however, students who plagiarize have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute something original which is, in fact, a cheap copy. Within schools and colleges that have a diverse student body, instructors should be aware that some international students from other cultures may have ideas about using outside resources that differ from the institution's policies regarding plagiarism; opportunities should be provided for all students to become familiar with institutional policies regarding plagiarism.

Another excellent resource on avoiding plagiarism is available through the Writing Center at Indiana University.

Students who do not thoroughly understand the concept of plagiarism and methods of proper documentation should request assistance from their teacher and from librarians.

from <http://webster.commnet.edu/mla/plagiarism.htm>

Practice Identifying Plagiarism

from <http://webster.comnet.edu/mla/plagiarism.htm>

Here is our **original text** from Elaine Tyler May's "Myths and Realities of the American Family":

Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

DIRECTIONS: *Here are some possible uses of this text. As you read through each version, try to decide if it is a legitimate use of May's text or a plagiarism. On the line next to the version letter, write your answer.*

Version A: _____

Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child care remain woefully inadequate in the United States.

Version B: _____

As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589).

Version C: _____

By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore, adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.

Version D: _____

Women today still earn less than men — so much less that many single mothers and their children live near or below the poverty line. Elaine Tyler May argues that this situation stems in part from "the fiction that men earn the family wage" (588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (589).

This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities. . . .

PRACTICE to AVOID PLAGIARISM

from <http://owl.english.purdue.edu/handouts/print/research>

DIRECTIONS: Below are some situations in which writers need to decide whether or not they are running the risk plagiarizing. In the Y/N column, indicate YES, if you would need to document, or NO if it is not necessary to provide quotation marks or a citation. If you do need to give the source credit in some way, explain how you would handle it. If no, explain why.

Situation	Y/N	If yes, what do you do? If no, why?
1. You are writing new insights about your own experiences.		
2. You are using an editorial from your school's newspaper with which you disagree.		
3. You use some information from a source without ever quoting it directly.		
4. You have no other way of expressing the exact meaning of a text without using the original source verbatim.		
5. You mention that many people in your discipline belong to a certain organization.		
6. You want to begin your paper with a story that one of your classmates told you about her experiences in Bosnia.		
7. The quote you want to use is too long, so you leave out a couple of phrases.		
8. You really like the particular phrase somebody else made up, so you use it.		

ANSWER KEY for PRACTICE IDENTIFYING PLAGIARISM

from <http://webster.commnet.edu/mla/plagiarism.htm>

Version A: Plagiarism

In Version A there is too much direct borrowing in sentence structure and wording. The writer changes some words, drops one phrase, and adds some new language, but the overall text closely resembles May's. Even with a citation, the writer is still plagiarizing because the lack of quotation marks indicates that Version A is a paraphrase, and should thus be in the writer's own language.

Version B: Plagiarism

The writer now cites May, so we're closer to telling the truth about our text's relationship to the source, but this text continues to borrow too much language.

Version C: Plagiarism

Version C shows good paraphrasing of wording and sentence structure, but May's original ideas are not acknowledged. Some of May's points are common knowledge (women earn less than men, many single mothers live in poverty), but May uses this common knowledge to make a specific and original point and her original conception of this idea is not acknowledged.

Version D: No Plagiarism (Legitimate)

The writer makes use of the common knowledge in May's work, but acknowledges May's original conclusion and does not try to pass it off as his or her own. The quotation is properly cited, as is a later paraphrase of another of May's ideas.

When Do We Give Credit?

The key to avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied. Many professional organizations, including the Modern Language Association and the American Psychological Association, have lengthy guidelines for citing sources. However, students are often so busy trying to learn the rules of MLA format and style or APA format and style that they sometimes forget exactly what needs to be credited. Here, then, is a **brief list of what needs to be credited or documented**:

- Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
- Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing
- When you copy the exact words or a unique phrase
- When you reprint any diagrams, illustrations, charts, pictures, or other visual materials
- When you reuse or repost any electronically-available media, including images, audio, video, or other media

Bottom line, document any words, ideas, or other productions that originate somewhere outside of you.

There are, of course, certain things that do not need documentation or credit, including:

- Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
- When you are writing up your own results obtained through lab or field experiments
- When you use your own artwork, digital photographs, video, audio, etc.
- When you are using "**common knowledge**," things like folklore, common sense observations, myths, urban legends, and historical events (but **not** historical documents)
- When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Common knowledge does NOT need documentation, but what is considered common knowledge?

- * a fact that is generally known by most people. That Earth is the third planet from the sun is common knowledge. However, if it is a fact that is well known but only among a small sub set of the population, like a particular scientific discipline, then that really isn't common knowledge.
- * anything that one would know without having to consult outside sources.
- * knowledge that is shared by most people who are not experts in a certain field, knowledge that is pretty straight forward and common sense so that no citation is required.
- * the collection of ideas and phenomenon generally understood by the members of society. Common knowledge is not necessarily attributed to a particular individual as its originator; it can be derived by anyone.
- * a piece of information, a fact, or a theory that is generally accepted as true in the public sphere. In

controversial issues, what is common knowledge is generally what most everybody can agree on.

Examples:

- * The sky is blue.
- * Pollution is bad for human health.
- * The phenomenon of gravity is common knowledge. Although Newton first stated that all unsupported and un-accelerated objects heavier than air will fall to the earth's surface from the atmosphere, it is common knowledge that "what goes up must come down."

In the Alaskan National Wildlife Refuge (ANWR) debate,

- * It is common knowledge that ANWR is a major caribou habitat.
- * It is common knowledge that oil development has the potential to leave damage in the form of oil spills.
- * It is common knowledge that horizontal drilling techniques have greatly reduced the impact made by arctic drilling practices.

On the other hand,

- * It is NOT common knowledge that drilling will affect caribou migration or feeding habits.
- * It is NOT common knowledge that oil development will leave permanent damage in winter exploration.
- * It is NOT common knowledge that horizontal drilling will have no affect on ecosystem functions or animal behavior.

The last three statements are all opinions. Though there may be evidence to support any one of them, but there is not enough agreement to make them common knowledge.

From: <<http://www.dnr.cornell.edu/courses/nr201/research/commonknowledge.html>>

**When in doubt,
always give credit to avoid plagiarism!**

DOCUMENTATION: GIVING CREDIT TO YOUR SOURCES

In your research paper you will document your sources throughout the paper itself and in a separate list at the end labeled Works Cited. Every research-writer faces two problems: (1) when to give credit, and (2) how to give credit.

How do you decide when to give credit? As a rule, it is not necessary to acknowledge *common knowledge (general knowledge you already know or can find easily in general reference sources)*.

How do you show credit? There are several styles for giving credit. The documentation recommended by MLA (Modern Language Association), uses parenthetical citations or in-text citations.

Guidelines for Parenthetical or In-text Citations

Place the information in parentheses at the end of the sentence in which you have used someone else's words or ideas. The end punctuation for the sentence is put after the end parentheses.

Source with one author

Author's last name followed by the page number(s)

...that nine out of ten students admitted to cheating in a recent survey (Chan 83).

Sources by authors with the same last name

First and last names of each author followed by the page number(s)

(Mary Smith 21).....(John Smith 103-108)

Source with more than one author

All authors' last names followed by the page number(s)

(Rust and Sharer 102)

Source with no author given

Title, or a shortened form, and the page number(s)

("New Information" 34)

One-page source, unpaginated source, online source, or article from an encyclopedia or other work arranged alphabetically

Author's name only. If no author's name is given, title only. No page number is necessary.

Author known—(Follensbee)

Author not known—"Cancer Treatments")

More than one source by the same author

Author's last name and the title, or a shortened form of the title, followed by the page number(s)
(Nissen, "Olmec Legacy" 21) ... (Nissen, "New Discoveries" 45)

Author's name given in text of your paragraph

Page number only

(76)

Example: In-Text Documentation

Commercial papers "were filled with advertisements, ship schedules, ...product prices, money conversion tables, and stale news," and political papers "contained staid [stuffy] political discourses in addition to yesterday's or last week's or last month's news" (**Thompson 2**). These newspapers were expensive and were read mostly by wealthy citizens.

Helpful Sources--Plagiarism

OWL Purdue Online Writing Lab

<https://owl.english.purdue.edu/owl/resource/589/01/> --

Videos:

Plagiarism: How to Avoid It

<https://www.youtube.com/watch?v=2q0NIWcTq1Y>

A Quick Guide to Plagiarism

<https://www.youtube.com/watch?v=VnTPv9PtOoo>

Avoiding Plagiarism

Schlessinger Media, 2006.

To create the thesis statement, you can simply recast your statement of purpose. You may decide to change the statement, however, to reflect any additional refining or refocusing of your topic that has occurred during research. In either case, avoid using the phrase “the purpose of this paper” in your final thesis statement.

For example:

Statement of Purpose:

The purpose of this paper is to prove that the lost continent of Atlantis really did exist.

Thesis Statement:

Atlantis is not just a mythological island as some believe; instead, there is evidence that Atlantis was an actual island that sank during an earthquake in ancient times.

Your original statement of purpose:

The purpose of this paper is to prove that _____

Your revised statement of purpose:

The purpose of this paper is to prove that _____

Your Thesis Statement:

(Do NOT say the purpose of this paper is...)

Now, on a separate sheet of paper, write the rough draft of the opening paragraph of your paper. If you have trouble getting started, use the suggestions from “What is a Thesis,” found on the next page. Remember, your opening paragraph should consist of at least four sentences with the last sentence being your thesis statement.

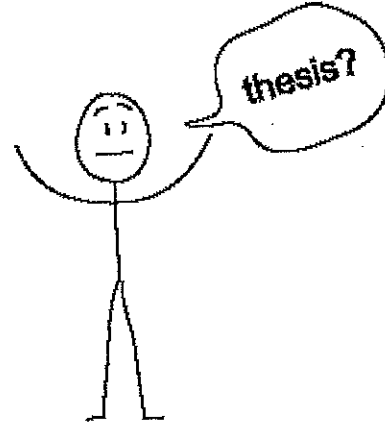
What Is a Thesis?

A thesis statement declares what you believe and what you intend to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts.

A good tentative thesis will help you focus your search for information. But don't rush! You must do a lot of background reading before you know enough about a subject to identify key or essential questions. You may not know how you stand on an issue until you have examined the evidence. You will likely begin your research with a working, preliminary, or tentative thesis which you will continue to refine until you are certain of where the evidence leads.

The thesis statement is typically located at the end of your opening paragraph. (The opening paragraph serves to set the context for the thesis.)

Remember, your reader will be looking for your thesis. Make it clear, strong, and easy to find.



Attributes of a good thesis

- It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.
- It tackles a subject that could be adequately covered in the format of the project assigned.
- It is specific and focused. A strong thesis proves a point without discussing "everything about . . ." Instead of music, think "American jazz in the 1930s" and your argument about it.
- It clearly asserts your own conclusion based on evidence. Note: Be flexible. The evidence may lead you to a conclusion you didn't think you'd reach. **It is perfectly okay to change your thesis!**
- It provides the reader with a map to guide him/her through your work.
- It anticipates and refutes the counter-arguments.
- It **avoids** vague language (like "it seems").
- It **avoids** the first person ("I believe," "In my opinion").
- It should pass the So what? or Who cares? Test. (Would your most honest friend ask why he should care or respond with "but everyone knows that"?) For instance, "people should avoid driving under the influence of alcohol," would be unlikely to evoke any opposition.

How do you know if you've got a solid tentative thesis?

Try these five tests:

1. Does the thesis inspire a reasonable reader to ask, "How?" or "Why?"
2. Would a reasonable reader NOT respond with "Duh!" or "So what?" or "Gee, no kidding!" or "Who cares?"
3. Does the thesis avoid general phrasing and/or sweeping words such as "all" or "none" or "every"?
4. Does the thesis lead the reader toward the topic sentences (the subtopics needed to prove the thesis)?
5. Can the thesis be adequately developed in the required length of the paper or project?

If you cannot answer "YES" to these questions, what changes must you make in order for your thesis to pass these tests?

Examine and evaluate these sample thesis statements, using the Five Tests.

- E-coli contamination should not happen.
- The causes of the Civil War were economic, social, and political.
- *The Simpsons* represents the greatest animated show in the history of television.
- *The Simpsons* treats the issues of ethnicity, family dynamics, and social issues effectively.
- Often dismissed because it is animated, *The Simpsons* treats the issue of ethnicity more powerfully than did the critically praised *All In The Family*.

Proficient vs. advanced

Proficient: Inspires the reasonable reader to ask "How?" or "Why?"

Advanced: Inspires the reasonable reader to ask "How?" or "Why?" and to exclaim "Wow!" This thesis engages the student in challenging or provocative research and displays a level of thought that breaks new ground.

Remember: Reading and coaching can significantly improve the tentative thesis.

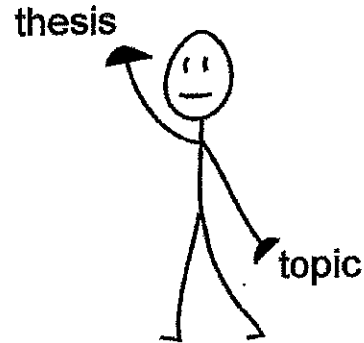
Thesis brainstorming

As you read, ask yourself these questions:

- Are interesting contrasts or comparisons or patterns emerging in the information?
- Is there something about the topic that surprises you?
- Do you encounter ideas that make you wonder why?
- Does something an "expert" says make you respond, "No way! That can be right!" or "Yes, absolutely. I agree!"?

Thesis Generator

IDEAS FOR HELPING STUDENTS DEVELOP BETTER THESIS STATEMENTS



1. **Equations:** Think about the thesis equations as you ask questions and move toward a tentative thesis.

A tentative thesis should look something like this:

Specific topic + Attitude/Angle/Argument = Thesis

What you plan to argue + How you plan to argue it = Thesis

2. **Thesis Stems:** Consider using these stems to help students move from proficient to advanced thesis statements.

Rank with Justification

Most important to least important

Least important to most important

Contrasts (of Perspectives of Sources)

Although newspapers at the time claimed X, the most significant cause/explanation/reason, etc., is . . .

While So and So maintains that, more accurately/importantly, etc., #2's position is the stronger one. (Substitute "most historians" for So and So and the appropriate person or view or source for #2.)

Perception versus Reality

Although Turner himself may have believed X, the real causes were Y and Z.

Good versus Bad Reasons

Historians generally list six reasons as the cause for X, but among these are four that are valid and two that are not.

Cause and Effect

Certainly, X was the cause and Y was its effect, but between the two are two other factors of equal importance.

Separately the causes would have not necessarily led to a rampage; however, together their effect was inevitably murderous.

Although the effects of the rampage were . . . , the causes were understandable/justifiable/inevitable.

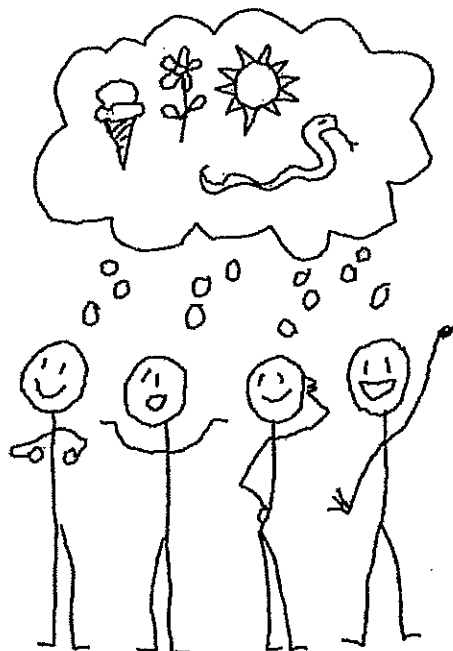
The more important effects of Nat Turner's rebellion went beyond those of the local rampage.

Challenge

Nat Turner's rebellion was not a righteous response to the injustice of slavery; it was motivated purely by disturbing psychological issues.

3. **Question Stems:** Good questions help students brainstorm their possibilities and focus a thesis. These question stems should lead students toward developing thesis statements that would generate a variety of different structures for essays, papers, presentations.

- What should the audience/reader do/feel/believe?
- Who are the major players on both/each side and how did they contribute to?
- Which are the most important?
- What was the impact of?
- Can I compare? How is X like or unlike Y?
- What if? Can I predict?
- How could we solve/improve/design/deal with?
- Is there a better solution to?
- How can you defend?
- What changes would you recommend to?
- Was it effective, justified, defensible, warranted?
- Why did this happen? Why did it succeed? Why did it fail?
- What should be? What are/would be the possible outcomes of?
- What are the problems related to?
- What were the motives behind?
- Why are the opponents protesting?
- What is my personal response to?
- What case can I make for?
- What is the significance of?
- Where will the next move(s) occur?
- How is this debate likely to affect?
- What is the value or, what is/are the potential benefit(s) of?
- What are three/four/five reasons for us to believe?



Writing the Introduction

The introduction to a research paper should accomplish three purposes:

- *Grab the reader's attention.*
- *Introduce your topic*
- *Present the paper's main idea, or thesis statement.*

In addition, the introduction may define key terms, supply necessary background information, or both. The introduction can be of any length, although most introductions are one or two paragraphs long. Your opening paragraph should go from general to specific.

Capturing the Reader's Attention

You need to begin with a powerful lead sentence. There are many ways to capture a reader's attention in an introduction. You can begin with a startling or unusual fact, with a question, with a thought provoking question, with an anecdote (a brief story that makes a point), or with an analogy (a comparison between the topic and something with which the reader is already familiar).

Introducing Your Topic

Be honest, creative, and even dramatic as you introduce the controversy surrounding your topic. You may need to provide some background information to help your reader understand the significance of the controversy. Don't assume your reader knows what you know as a result of your research. Think back to what you knew when you started your research. Is there anything important the reader needs to know to understand your position on this topic?

Presenting Your Thesis Statement

All of the sentences in your beginning paragraph should lead up to your thesis statement. The thesis statement should tell the reader specifically what you plan to write about. It serves as a guide to keep you on track as you develop your essay. An effective thesis statement identifies a limited, specific topic, focuses on a particular stand, feeling, or feature of the topic, is stated in one or more clear sentences, and can be supported with convincing facts and details.

If you have trouble coming up with a good **opening paragraph**, follow these steps:

First Sentence—Grab the reader's attention with one of the methods listed above.

Second Sentence—Give some background information about the topic.

Third Sentence—Introduce the topic in a way that builds up to the thesis statement.

Fourth Sentence—Give the thesis statement.

Writing the Body of a Documented Position Essay

Begin each paragraph of the body with a **topic sentence** and add details from your **FRAME** that support it. Depending on your topic, the first paragraph of the body may need to provide some background information so the reader can better understand your topic. Each of the following paragraphs of the body should help convince the reader that your thesis is correct. You should organize your support according to order of importance—from least important to most important reason. In addition, you should address a significant objection or refute a major counterpoint that could strengthen your position.

Keep the following tips in mind as you write:

- **Use transitions** between paragraphs to show order of importance.

Paragraph 1	Paragraph 2	Paragraph 3
First of all, —————→	Another reason...————→	The best reason...
To begin, —————→	Also —————→	Finally,
To start with, —————→	In addition, —————→	Most importantly,

- **Include clear reasons** and avoid sounding too emotional.
- **Support your reasons** with facts, statistics, and quotations from experts.
- **Document** the sources of your information using in-text citations to avoid plagiarism.
- **Respond to a significant objection** by countering it in a thoughtful, reasonable way.
- **Do NOT use personal pronouns** *I, you we, me, us, my, your, our*.

Transitional Words and Phrases

Transitional words and phrases help unify your writing and make it easier for the reader to follow and understand. Below is a list that has been divided according to usage.

Transitions that can be used to COMPARE things (show similarities):

in the same way	likewise	as	too
also	similarly	like	

Transitions that can be used to CONTRAST things (show differences):

however	but	yet	still
on the other hand	otherwise	by contrast	even though

Transitions that can be used to ADD information:

again	another	likewise	finally
equally important	moreover	besides	for example
additionally	next	along with	and
in addition	as well as	also	for instance
furthermore	what's more	such as	according to
together with			

Transitions that can be used to EMPHASIZE a point:

for this reason	again	truly	thus
equally important	to repeat	to emphasize	in fact

Transitions that can be used to CLARIFY:

in other words	for instance	that is	put another way
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Transitions that can be used to CONCLUDE or SUMMARIZE:

finally	as a result	in conclusion	in summary
therefore	last	to sum up	all in all
consequently	thus		

Transitions that can be used to show TIME:

before	meanwhile	still	first
second	immediately	later	after
next	yesterday	during	as yet
until	as soon as	then	finally
about	at	third	soon
when	next week	today	tomorrow

Transitions that can be used to show LOCATION:

beside	beyond	below	around
at the bottom	throughout	next to	in the center of
under	over	outside	inside
between	onto	beneath	behind
down	up	off	into
against	among	in back of	near

Writing the Conclusion

In your conclusion you should do one or more of the following;

- Revisit your position and add a final insight.
- Sum up the main reasons that support your position.
- Sum up your response to the objection.
- Draw a conclusion and put the information in perspective.
- Leave the reader with a final thought.

Like the introduction, the conclusion is usually one or two paragraphs long. **You will want to expand on your thesis by revealing the ways in which your paper's thesis might have significance in the world outside it and leave the reader with something to think about.** You should avoid only summarizing, but if your conclusion requires summary, avoid repeating, word-for-word, a statement you've made earlier in the paper. You do the reverse of the introduction—take the reader from the specific back to the general. **Here are some suggestions:**

- Show your readers **why this paper was important.** Show them that the paper was meaningful and useful.
- **Synthesize; don't summarize.** Don't simply repeat things that were in your paper. They have read it. Show them how the points you made and the support and examples you used were not random, but fit together.
- **Create a new meaning.** You don't have to give new information. By demonstrating how your ideas work together, you can create a new picture (new slant or angle). Often the sum of the paper is worth more than its parts.
- **Echo the introduction.** Echoing the introduction can be a good strategy if it is meant to bring the reader full-circle. If you begin by describing a scenario, you can end with the same scenario as proof that your paper was helpful in creating a new understanding.
- ◆ **Looking to the future.** Looking to the future can emphasize the importance of your paper or redirect the readers' thought processes. It may help them apply the new information to their lives or see things more globally.
- ◆ **Posing questions.** Posing questions, either to your reader or in general, may help your readers gain a new perspective on the topic, which they may not have held before reading your conclusion. It may also bring your main ideas together to create a new meaning.

If you are having difficulty writing the conclusion, you might want to try this ending strategy:

First Sentence—Reflect on the material you have already presented about the topic.

Second sentence—Add a final point of interest you may not have mentioned before.

Third Sentence—Emphasize the most important point that supports your thesis.

Fourth Sentence—Wrap up the topic or draw a conclusion by adding one final thought to give the reader a sense of completeness.

*Keep in mind that the conclusion is often what a reader remembers best.
Your conclusion, therefore, should be the best part of your paper!*

MLA Citation Guidelines

7th edition

Important changes to the MLA Format with the Seventh Edition:

- Underlining is no longer recommended. Use italics instead.
- Within the list of works cited, all entries must be identified by a medium: Print, Web, DVD, CD-ROM, PDF-File and so on.

Book with One Author

Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

Book with Two Authors

Gillespie, Paula, and Neal Jernner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

Book with No Author

List by the title of the book. Incorporate these entries alphabetically just as you would with works that include an author name.

Encyclopedia of Indiana. New York: Somerset, 1993. Print.

An Edition of a Book

Netter, Frank H. *Atlas of Human Anatomy*. 2nd ed. East Hanover:

Novartis, 1997. Print.

Article in a Magazine

Cite by listing the article's author, putting the title of the article in quotation marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month. The basic format is as follows:

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

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

A Work in an Anthology, Reference or Collection
Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form for this sort of citation is as follows:

If article has an author AND an editor:

Author's last name, first name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

Harris, Wuriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

If there is NO ARTICLE AUTHOR:

"Citties and Urban Life." *The Renaissance*. Ed. Paul F. Grendler. New York: Charles Scribner's Sons, 2004. 163-165. Print.

A Multivolume Work

When citing only one volume of a multivolume work, include the volume number after the work's title, or after the work's editor or translator.

Bianco, David P., ed. *Parents Aren't Supposed to Like It: Rock and Other Pop Musicians of the 1990s*. Vol. 3 Detroit: UXL-Gale, 1998. Print.

When citing more than one volume of a multivolume work, cite the total number of volumes in the work. Also, be sure in your in-text citation to provide both the volume number and page number(s).

Hipple, Ted, ed. *Writers for Young Adults*. 3 vols. New York: Scribner's, 1997. Print.

Personal Interviews

Personal interviews refer to those interviews that you conduct yourself. List the interview by the name of the interviewee. Include the descriptor *Personal Interview* and the date of the interview.

Purdue, Pete. *Personal Interview*. 1 Dec. 2000.

Survey (self-created)

MLA does not offer specific advice on citing a survey that you have created yourself. However, a survey is essentially a type of interview, therefore it is suggested that you cite a personally created survey in a similar manner.

Electronic Sources

If publishing information is unavailable for entries that require publication information such as publisher (or sponsor) names and publishing dates, MLA requires the use of special abbreviations to indicate that this information is not available. Use *n.p.* to indicate that neither a publisher nor a sponsor name has been provided. Use *n.d.* when the Web page does not provide a publication date.

Articles on Web Sites

For an individual page on a Web site, list the author or alias if known, followed by the information covered for entire Web sites. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Article Within a Website

"How to Make Vegetarian Chili." eHow.com. eHow, n.d. 24 Feb. 2009. Web. Devitt, Terry. "Flying High." *The Way Files*. 9 Dec. 2008. U of Wisconsin. 6 July 2009. Web.

Article Within a Web Site (Anonymous)

"Becoming a Meteorologist." *Weather.com*. 12 Nov. 08. The Weather Channel. 24 Nov 09. Web.

Citing an Entire Web Site

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address for the site. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Editor, author, or compiler name (if available). Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 April 2008.

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

An Article from an Online Database (or Other Electronic Subscription Service)

Cite articles from online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services just as you would print sources. In addition to this information, provide the title of the database italicized, the medium of publication, and the date of access.

Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." *Science* 29 Apr. 2005: 642-44. *Science Online*. Web. 5 Mar. 2009. Langhmer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal* 50.1 (2007): 173-96. ProQuest. Web. 27 May 2009.

A Web-based Image or Video

For an image or video retrieved from the web, provide the title of the image or video (if available), the title of the webpage, the medium of publication, and the date of access.

"The Texas State Bird: Mockingbird." *Lone Star Junction*. Web. 25 August 2011. "Mockingbird—Carly Simon and James Taylor." *YouTube*. Web. 25 August 2011.

An Image (Including a Painting, Sculpture, or Photograph)

Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the website in italics, the medium of publication, and the date of access.

Goya, Francisco. *The Family of Charles IV*. 1800. Museo Nacional del Prado, Madrid. Museo Nacional del Prado. Web. 22 May 2006. Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*. Web. 22 May 2006.

An E-book

A work formatted for reading on an electronic device like Kindle, Nook, and iPad is cited much like the entry for its compatible printed work except that its medium of publication depends upon the electronic file being used. If you cannot identify the file type, use *Digital file*.

Rowley, Hazel. Franklin and Eleanor: *An Extraordinary Marriage*. New York: Farrar, 2010. Kindle file.

Formatting a Works Cited Page

Begin a new page. If you have formatted a header, the page should be automatically numbered. If not, on a separate sheet of paper, type your LAST NAME and next consecutive page number 1/2 inch from the top and ALIGN RIGHT (in the header of the page).

- One inch from the top CENTER the words Works Cited. (12 pt. Times New Roman font, NOT boldfaced or underlined)
- DOUBLE SPACE the entire page (within and between entries).
- Use the same font for the ENTIRE PAGE.
- List your sources alphabetically by the author's last name.
- If no author is given, alphabetize by the first important word in the title.
- Capitalize the first letter of ALL IMPORTANT WORDS in each entry.
- For each entry, follow the format on your color-coded bibliography sheet attached to each printout or photocopy. BE SURE ALL PUNCTUATION IS ACCURATE.
- **RUN SPELL CHECK!**
- Begin each listing at the left margin.
- If a listing is longer than one line, indent all the following lines five spaces (one TAB). You can go to **FORMAT** on your tool bar. Click on paragraph. Under **SPECIAL** change **None** to *Hanging* and it will automatically indent correctly.
- If you use two or more sources by the same author, write the author's name in the first entry only. For all other entries, write three hyphens where the author's name should be, followed by a period. Then give the title, publication information, and page number(s).
- All dates should be written as follows:
10 Sep. 2006 (*Day / 3-Letter month Abbreviation. / Year*)
- **DO NOT NUMBER YOUR ENTRIES!**
- Each entry on this page should have at least one corresponding in-text citation in the body of your paper. Do not list works that you did not cite in your paper!

There are many different kinds of tools available to help you create Works Cited pages and In-text citations. Please see one of the librarians for help!

MLA Manuscript Format using *WORD*

To **DOUBLE SPACE** the entire paper, do the following:

Go to **FORMAT** on the tool bar.

- Select **PARAGRAPH**.
- Under **SPACING** look for **LINE SPACING**.
- Change **LINE SPACING** to **DOUBLE**.
- Then select **OK**.

To set your correct **MARGINS** using *Word*, do the following:

Go to **FILE** on the tool bar.

- Select **PAGE SET UP**.
- Choose **MARGINS**.
- Set all margins at **1"**.
- Select **OK**.

To insert a **HEADER** with your last name and automatic page numbering using *Word*, do the following:

Go to **VIEW** on the tool bar.

- Select **HEADER AND FOOTER**.
- In header text box, type **LAST NAME** (i.e., Wright).
- Tap the **SPACE BAR ONCE** only.
- On the **HEADER and FOOTER TOOL BAR**, click on **#** (insert page number). *A number 1 should appear to the right of your last name* (i.e. Wright 1).
- ◆ At the toolbar on top of the screen, select **ALIGN RIGHT**.
- ◆ Select **CLOSE** and you are ready to type your heading at the **LEFT HAND MARGIN**. (Align Left)
(Everything will automatically be double-spaced. **Be sure you are using a standard 12 pt. font.**)

This is the **MLA heading format**:

Smith 1
John Smith
Mrs. Wright
English 9 B3
15 October 2006
Gun Control: A Growing Problem
In the last 10 years, the violent crime rate has nearly doubled. Most of these crimes involved the use ...

- ◆ Now you are ready to type your **TITLE** (NOT boldfaced, underlined, or in quotation marks) and **CENTER** it.
- ◆ After typing the title, tap **ENTER** key only **ONCE**. Then on the toolbar change back to **ALIGN LEFT**, tap the **TAB** key **ONCE**, and begin typing the introduction to your paper.
- ◆ To automatically indent paragraphs, go to **FORMAT** on the toolbar. Click on **PARAGRAPH**. Under **SPECIAL**, click on **FIRST LINE** and then **OK**.

Big6™ Evaluation

Now it is time to evaluate your efficiency and effectiveness in using the Big6 stages in writing your research paper. Your feedback will be shared with the school librarian. What was the topic of your research paper?

Big6™	Rate From 1 (low) to 6 (great)	Briefly answer each question that follows.
1: Task Definition 1.1 Define the information problem 1.2 Identify information needed		Explain how well your finished product met the goals of this research project?
2: Information Seeking Strategies 2.1 Determine all possible sources 2.2 Select the best sources		Which sources were most helpful in writing your paper? Could you have selected better sources? Explain.
3: Location and Access 3.1 Locate sources (intellectually and physically) 3.2 Find information within sources		Explain how the librarian's lesson on Boolean logic helped you locate sources? Do you feel you found enough credible sources? If not, what additional information would have been helpful?
4: Use of Information		How did preparing note

4.1 Engage (e.g., read, hear, view, touch) 4.2 Extract relevant information		cards help you avoid plagiarism? Did your note cards provide enough information to organize your paper or did you need additional research? Explain.
5: Synthesis 5.1 Organize from multiple sources 5.2 Present the information		How did the FRAME help organize information from your note cards before writing your paper? Were you successful in using MLA format to document the sources of your information?
6: Evaluation 6.1 Judge the product (effectiveness) 6.2 Judge the process (efficiency)		Did you actually use the peer and self-evaluations to revise and edit your paper? Did you make use of the teacher's comments on your rough draft? Do you think your paper presented the information you found on your topic in a convincing manner? Explain.

Directions: Reflect on yourself as a learner and please answer the following questions as completely as possible.

1. What did you enjoy most about this project?
2. What was the strongest part of your final paper?
3. What part of your final paper still needs work?
4. Which step of the Big6™ research method was most helpful in writing this paper?
5. What did you learn about the Big6™ research method that you think will be most helpful to you on future research projects?
6. What is the main thing you learned about writing a documented position (persuasive) essay?
7. What is ONE question you still have about your topic or about how to write a documented position essay?
8. Explain how your research and/or writing skills have improved?
9. What would you change or do differently if you had to do this project again?
10. What grade did you receive on your final paper? _____ Do you think it adequately reflects what you have learned? Explain why or why not.

Revising Checklist

Self-Evaluation

Ideas

- * Does my essay have a clear position (thesis) statement?
- * Have I included solid reasons that support my position?
- * Do I effectively respond to an important objection?
- * Does my essay have any logic errors?

Organization

- * Does the overall structure of my essay work well?
- * Does the beginning introduce the issue and state my opinion?
- * Are my reasons arranged by order of importance?
- * Have I used transitions to create unity in my writing? (pp592-593)
- * Does my ending sum up my reasons and opinions and leave the reader with something to think about?

Voice

- * Do I sound knowledgeable and convincing?
- * Is my voice appropriate for my topic?
- * Have I shown my audience the proper respect?
- * Have I avoided first and second-person pronouns, such as *I, we, me, us, my, our, you, your*?

Word Choice

- * Have I avoided overusing qualifying words?
- * Have I removed inflammatory language and sarcasm?

Sentence Fluency

- * Have I used different kinds of sentences?
- * Do I vary my sentence beginnings?

Make a clean copy of your essay before you edit. This will make checking for conventions easier.

Overall Comments

Directions: In each box below, write comments to explain why you gave yourself the scores you did for each trait.

Be sure to save your clean copy on a thumb drive or the school's server so you can submit it to turnitin.com.

COMPOSING	<p>Ideas</p> <ol style="list-style-type: none"> 6 The position is convincingly supported and defended; it compels the reader to act. 5 The position is supported with logical reasons; an important objection is countered. 4 Most of the reasons support the writer's position. An objection is addressed. 3 More supporting reasons and a more convincing response to an objection are needed. 2 A clearer position statement is needed. Better support for the position must be provided. 1 A new position statement and reasons are needed. <p>Organization</p> <ol style="list-style-type: none"> 6 All of the parts of the essay work together to build a very thoughtful, convincing position. 5 The opening states the position, the middle provides clear support, and the ending reinforces the position. 4 Most parts of the essay are organized adequately except for one part. 3 Some parts of the essay need to be reorganized. 2 The beginning, middle, and ending run together. 1 The organization is unclear and incomplete.
WRITTEN EXPRESSION	<p>Voice</p> <ol style="list-style-type: none"> 6 The writer's voice is extremely confident, knowledgeable, and convincing. 5 The writer's voice is persuasive, knowledgeable, and respectful. 4 The writer respects the audience but needs to sound more persuasive or knowledgeable. 3 The writer's voice needs to be more persuasive and respectful. 2 The writer's voice sounds too emotional and unconvincing. 1 The writer needs to learn about voice in persuasive writing. <p>Word Choice</p> <ol style="list-style-type: none"> 6 The writer's choice of words makes a powerful case. 5 The writer's word choice helps persuade the reader. 4 The writer avoids inflammatory (unfair) words but needs to remove some qualifiers. 3 The writer needs to change some inflammatory words and remove some qualifiers. 2 The words do not create a clear message. Some inflammatory words are used. 1 Word choice for persuasive writing has not been considered. <p>Sentence Fluency</p> <ol style="list-style-type: none"> 6 The sentences spark the reader's interest in the essay. 5 Variety is seen in both the types of sentences and their beginnings. 4 Variety is seen in most of the sentences. 3 More variety is needed in the beginnings or kinds of sentences used. 2 Too many sentences are worded in the same way. 1 Sentence fluency has not been considered.
USAGE MECHANICS	<p>Conventions</p> <ol style="list-style-type: none"> 6 The writing is error free. 5 Grammar and mechanics errors are few. The reader is not distracted by the errors. 4 Distracting grammar and mechanics errors are seen in a few sentences. 3 There are a number of errors that may confuse the reader. 2 Frequent errors make the essay difficult to read. 1 Nearly every sentence contains errors.
<p>6 Exceptional 5 Strong 4 Effective 3 Developing 2 Emerging 1 Experimenting</p>	

Adapted from Write Source

Works Cited Self-Evaluation

Directions: Put a 4 if correct, or an X if missing.

- _____ The writer's last name and page number are 1/2 inch from page top and are right aligned
- _____ There is a one-inch margin at top, bottom, left and right.
- _____ The words **Works Cited** are written one inch from the top of the page and centered.
- _____ **Double-spacing ONLY** is used throughout this page.
- _____ The first word of the first line of each entry is **one inch from the left-hand margin.**
- _____ The second and third lines of all entries are **indented five spaces (1 tab)**
- _____ All of the entries are **alphabetized** by the first word in the entry.
- * NOTE: If an entry begins with the words **A, An** or **The**, it is alphabetized by the next word in the entry.
- _____ There are **two spaces after each period.**
- _____ There is **one space after each colon or comma.**
- _____ The titles of **magazines, databases, websites and books** are **intalicized.**
- _____ The titles of **articles** are **enclosed with quotation marks.**
- _____ All **dates** are written in this order:
Day Abbreviated Month Year
For example: 22 Feb. 2006
- _____ There is a **period at the end of each entry.**
- _____ All **correct information** is included from colored source sheets.

Editing Checklist: Conventions

Punctuation

- * Does my end punctuation **come AFTER the parentheses** for sentences ending with in-text citations?
- * Do I use commas after long introductory phrases and introductory clauses?

Capitalization

- * Do I start all my sentences with capital letters?
- * Do I capitalize all proper nouns and adjectives?

Spelling

- * Have I spelled all words correctly?
- * Have I checked the words my spell-checker may have missed?

Grammar

- * Do my subjects and verbs agree in number (*She and I are going*, not *She and I is going*)?
- * Do my pronouns agree with their antecedents?
- * Have I used the correct forms of adjectives?

If you have not already done so, add a title. Here are some suggestions:

- * **Sum up the controversy:**
Save Sanderville Woods
- * **Write a Slogan:**
Cast a Vote for Peace and Quiet
- * **Be creative:**
Don't Make Nature Take a Backseat

Self Evaluation

Final Checklist

DIRECTIONS: *Reread your paper from beginning to end as if you were seeing it for the first time. Put a ✓ in the box if correct or an ✗ if missing or incorrect.*

MANUSCRIPT FORM

- Is your last name and page number in the upper right hand corner, 1/2 inch from the top and 1 inch from the right side, on each page?
- Is there a one-inch margin at each edge of the text?
- Do you have the correct heading in the upper left hand corner of the first page, 1 inch from the top and one inch from the left side?
- Does the title (12 pt. font, NOT bold, NOT underlined) follow the heading?
- Is the entire paper, from the heading to the works cited page DOUBLE SPACED?
- Did you use a standard 12 pt. font?

HIGHLIGHT

- Highlight the thesis statement in the introduction.
- Using a different color, highlight each of your parenthetical documentations (in-text citations).

GENERAL

- Do you have 3-5 pages with 800-1000 Words?
- Does your paper adequately support or prove the thesis statement?
- Does your paper have a clear introduction, body, and conclusion?
- Does every idea follow logically from the one that precedes it?
- Have you used transitions throughout to show the connections between ideas?
- Do I have TWO or less direct quotations?
- Have I avoided sequential citations (two consecutive sentences containing documented information)?

INTRODUCTION

- Does your introduction stimulate the reader's interest?
- Have you provided all necessary background information the reader might need?
- Have you gone from general to specific?
- Does your introduction end with a thesis statement (which you have highlighted)?

BODY

- Does the body of your paper present evidence from a wide variety of reliable sources?
- Are materials from your sources presented in a combination of summary, paraphrase, and quotation?
- Are there no gaps in your argument that should be filled by doing additional research?
- Are there no points that are inadequately supported?
- Have all unnecessary or irrelevant materials been deleted from the body of your paper?
- Have you avoided unsubstantiated statements of opinion throughout?
- Have you responded to an important objection?

CONCLUSION

- ❑ Did you restate/stress the importance of your thesis in the conclusion of your paper?
- ❑ Did you avoid summarizing and repeating word-for word?
- ❑ Does your conclusion give your readers a satisfactory sense of completion? (Are all the loose ends tied up? Have all the parts of the thesis been supported? Have all the readers' most likely questions about the topic been addressed?)
- ❑ Have you put your argument in perspective for the reader?
- ❑ Does the paper leave a strong final impression on the reader?

STYLE

- ❑ Have you achieved variety by using many different kinds of sentences, including short and long sentences; simple, compound, complex, and compound-complex sentences; declarative, exclamatory, and interrogative sentences; and sentences that begin with different parts of speech?
- ❑ Have you avoided wordiness?
- ❑ Have you deleted unnecessary words, phrases, or clauses?
- ❑ Have you used clear, concrete examples?
- ❑ Have you defined key terms?
- ❑ Have you avoided colloquial language, slang, jargon, and dialect?
- ❑ Have you avoided contractions.
- ❑ Have you avoided first and second-person pronouns such as *I, we, me, us, our, you and your* throughout?

DOCUMENTATION

- ❑ Do you have 5 - 7 parenthetical documentations (which you have highlighted)?
- ❑ Have you avoided plagiarism by completely documenting all materials taken from sources whether paraphrased or in direct quotations?
- ❑ Did you correctly cite sources to give credit to the author of the original work?
- ❑ Did you cite sources of information even when you paraphrased the information?
- ❑ Is each of your direct quotations set off by quotation marks or by indentation?
- ❑ Is each quotation accurate? Does it reflect precisely what was in the source from which it was taken?
- ❑ *Does every summary, paraphrase, or quotation have corresponding parenthetical documentation?*

WORKS CITED

- ❑ **Have you listed 3 - 5 sources?**
- ❑ Are the works listed in alphabetical order by the first word in each entry?
- ❑ Have you correctly punctuated each entry?
- ❑ Have you included the correct information in each entry?
- ❑ Did you indent the second and all subsequent lines of each entry?
- ❑ Are all dates written as Day Abbreviated Month Year? (For example: 22 Feb. 2006)
- ❑ Did you include the complete web address of each internet source you used?
- ❑ *Does each work listed on the Works Cited page have at least one corresponding parenthetical documentation in the body of the paper?* (In other words, have you cited each work at least once in the body of your paper?)

