

English III

Research Paper Packet

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English III Research Paper Packet



SAMPLE RESEARCH TOPICS: ENGLISH III

Topics should come from one of the following areas:

- **Literature**
- **Current Events**
- **Career/Profession**

Sample Topics:

1. Fuel Alternatives for the Future
2. Educational Equality: Boys vs. Girls
3. Kids and their tech. toys
4. Fast Food and our Society
5. Influential Toys/Media influences
6. Overmedicating Teens/Children
7. Music Swapping
8. Celebrity Idols- Positive or Negative role models (their obligation?)?
9. Stay at home parents vs. working parents
10. Violence and high school sports
11. Body Image in America
12. Youth Voting in America
13. Free health screenings
14. Insurance companies/National Health Care
15. Censorship and banned books (in schools)

Research Paper Checklist

Topic Selection: _____ Due: _____

Controlling Idea: _____

_____ Due: _____

Source Cards Due: _____

Thesis Statement: _____

_____ Due: _____

Outline Due: _____

Works Cited Due: _____

Rough Draft Due: _____

Final Draft Due: _____

Research Project Overview

Project Overview:

Students will develop writing that demonstrates a command of standard American English as well as research, organization, and drafting strategies. Students should select a specific topic that has a "provable" component to it. **Do not create a report that solely gives information on a topic.** Pick a topic and prove something specific in regards to impact and/or significance.

Project requirements:

Standard English III

1. 4-6 page length.
2. MLA format.
3. Five source minimum.
4. EVERY source on the Works Cited page must be cited in the body of the essay.
5. Students will generate electronic note cards or notes based on their sources.
6. Students must create an outline of their essay including a thesis, concrete details, and commentary.
7. Students will include a Works Cited page at the end of their essay.

Honors English III

1. 5-7 page length.
2. MLA format.
3. Five source minimum.
4. EVERY source on the Works Cited page must be cited in the body of the essay
5. Students will generate electronic note cards or notes based on their sources.
6. Students must create an outline of their essay including a thesis, concrete details, and commentary.
7. Students will include a Works Cited page at the end of their essay.

Research Material Options:

- f Books
- f Internet Sites
- f Interviews
- f Educational Publications
- f Magazines
- f Newspapers
- f Documentaries

- f CD-ROM/DVDs
- f Literary Critiques
- f Pamphlets
- f Videos/Movies
- f TedTalks/Podcasts
- f EBSCO (and other reliable search engines)

Research Terms

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

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

Source Cards: contain the bibliographic information for one source. Students will complete a bibliography card for each of the sources they use.

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

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

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

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

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

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

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

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

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

Paraphrase: recording the ideas found from a source in one's own words. Paraphrases still must be documented in the works cited page and parenthetical citation. To do otherwise is to commit plagiarism.

Plagiarism: use of another person's ideas, words, or opinions as if they were your own. Any undocumented information from a source is considered plagiarism. Plagiarism can be intentional or unintentional. Students caught plagiarizing will fail the assignment and be subject to the progression of consequences outlined in the student handbook.

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

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

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

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

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

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

MLA Format for Research Papers

Printing or Typing:

1. Research Papers must be typed
2. Times New Roman Font **Only**
3. 12 point font
4. Use only one side of the paper (do not print on the back)

Margins:

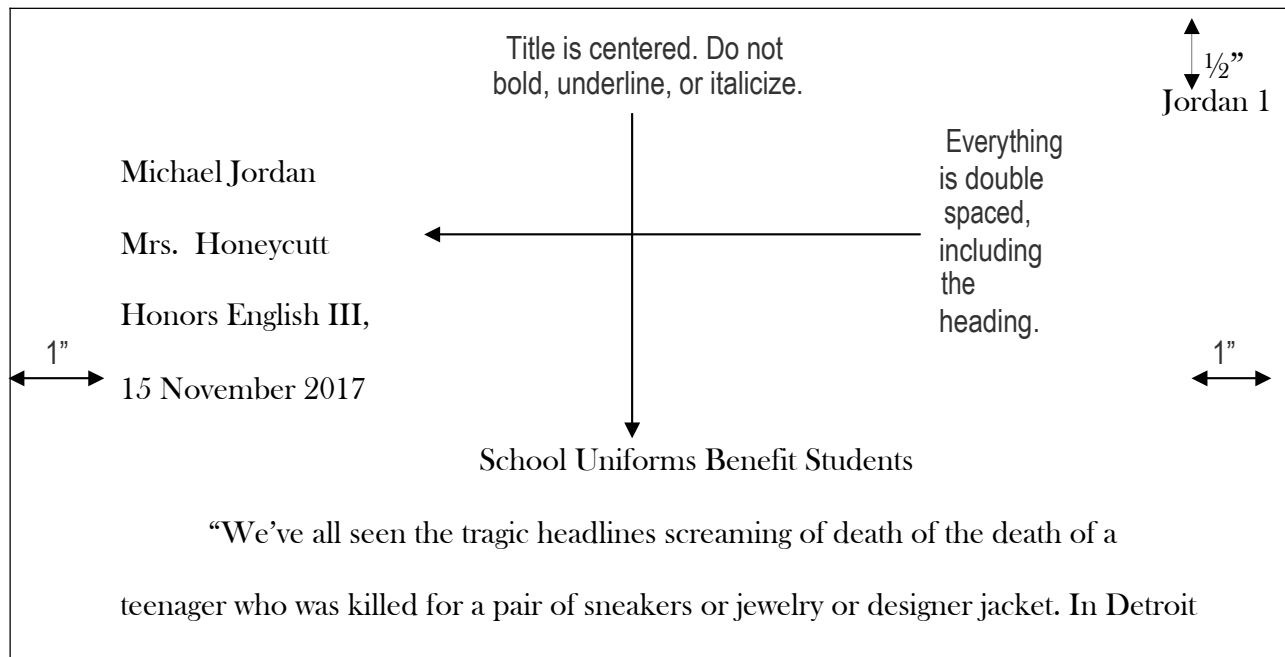
1. One inch margins throughout the entire paper
2. Indent the first word of a paragraph on half inch (five spaces or one Tab space)
3. Indent long format quotations one inch (ten spaces) from the left margin

Spacing:

1. Double Space throughout the entire paper including quotations, notes, heading, and list of works cited.

Heading, Header, and Title:

1. No title page
2. Follow the formatting below as an example of the first page of an MLA format essay.



Plagiarism

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

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

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

Material is probably common knowledge if . . .

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

Need to Document	No Need to Document
<ul style="list-style-type: none"> x When you are using or referring to somebody else’s words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium x When you use information gained through interviewing another person x When you copy the exact words or a "unique phrase" from somewhere x When you reprint any diagrams, illustrations, charts, and pictures x When you use ideas that others have given you in conversations or over email x When you use any statistic 	<ul style="list-style-type: none"> x When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject x When you are using "common knowledge" — folklore, common sense observations, shared information within your field of study or cultural group x When you are compiling generally accepted facts x When you are writing up your own experimental results

When Researching and Notetaking

Action during the writing process	Appearance on the finished product
<ul style="list-style-type: none"> x Mark <i>everything</i> that is someone else’s words with a big Q (for quote) or with big quotation marks x Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME) x Record all of the relevant documentation information in your notes 	<p>Proofread and check with your notes (or photocopies of sources) to make sure that <i>anything</i> taken from your notes is acknowledged by using any of the following methods:</p> <ul style="list-style-type: none"> x Integrated Quote with an in text citation x Paraphrasing with and in text citation x Large Quotation method

Avoiding Plagiarism: Making Sure You Are Safe

	Action during the writing process	Appearance on the finished product
When paraphrasing and summarizing	<ul style="list-style-type: none"> x First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. x Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases 	<ul style="list-style-type: none"> x Begin your summary with a statement giving credit to the source: <i>According to Jonathan Kozol, ...</i> x Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: <i>... "savage inequalities" exist throughout our educational system (Kozol).</i>
When quoting directly	<ul style="list-style-type: none"> x Keep the person's name near the quote in your notes, and in your paper x Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style 	<ul style="list-style-type: none"> x Mention the person's name either at the beginning of the quote, in the middle, or at the end x Put quotation marks around the text that you are quoting . . . x Indicate added phrases in brackets ([]) and omitted text with ellipses (. . .)

Finding and Evaluating Sources

Your information search:

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

Print Search	Electronic Search
<ol style="list-style-type: none"> 1. Start with a reliable <u>encyclopedia</u> to get background information on as many different aspects of your topic as possible 2. Look in the <u>works cited</u> at the end of the article for suggestions for further research 3. <u>Find and review</u> as many of the sources in the bibliography section as possible. 4. Review the <u>works cited section</u> (found in the back of the book) for each of those sources 5. <u>Find and review</u> as many of the sources in those bibliography pages as possible 6. Etc. 	<ol style="list-style-type: none"> 1. Log onto the <u>EBSCO</u> database 2. Search for articles with <u>important key words in and surrounding</u> your topic 3. <u>Find and review</u> as many articles as you can and decide which ones are applicable. 4. Use the <u>works cited</u> for each applicable article 5. <u>Find and review</u> as many sources in the bibliography section as possible. 6. Repeat for reliable news sites 7. As a last resort use <u>google</u>, but be sure to analyze carefully whether or not the article is <u>reliable and appropriate</u> or not (all such article must be <u>verified by your teacher</u>).

DO NOT FORGET

<ol style="list-style-type: none"> 1. <u>DO A SOURCE QUALITY CHECK FOR ALL ARTICLES</u> 2. <u>PHOTOCOPY ALL ARTICLES OR APPROPRIATE BOOK SECTIONS</u> 3. <u>CREATE A SOURCE CARD FOR ALL ARTICLES</u> 4. <u>HIGHLIGHT PHOTOCOPY AND ANNOTATE ALL SOURCES</u> 	<ol style="list-style-type: none"> 1. <u>DO A SOURCE QUALITY CHECK FOR ALL ARTICLES</u> 2. <u>PRINT ALL ARTICLES</u> 3. <u>CREATE A SOURCE CARD FOR ALL ARTICLES</u> 4. <u>HIGHLIGHT PRINTED ARTICLE AND ANNOTATE ALL SOURCES</u>
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Source Quality Check

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

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

Determine **whether the information is fact, opinion or propaganda.**

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

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

Questions:

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

How to Read a Web Address:

Domain Name

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

Extensions

Examples: .com and .net.

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

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

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

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

Personal Web Pages

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

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

Questions:

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

Depths of Complexity Brainstorming

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

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

Peel the Onion:

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

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

Topic Sentences: the topic of each body paragraph. This is the first sentence in each body paragraph.

1. Simply state what the paragraph will be about and how it helps prove your thesis
2. Simple and clear is okay.

Working Outline: Thesis + 5 topic sentences

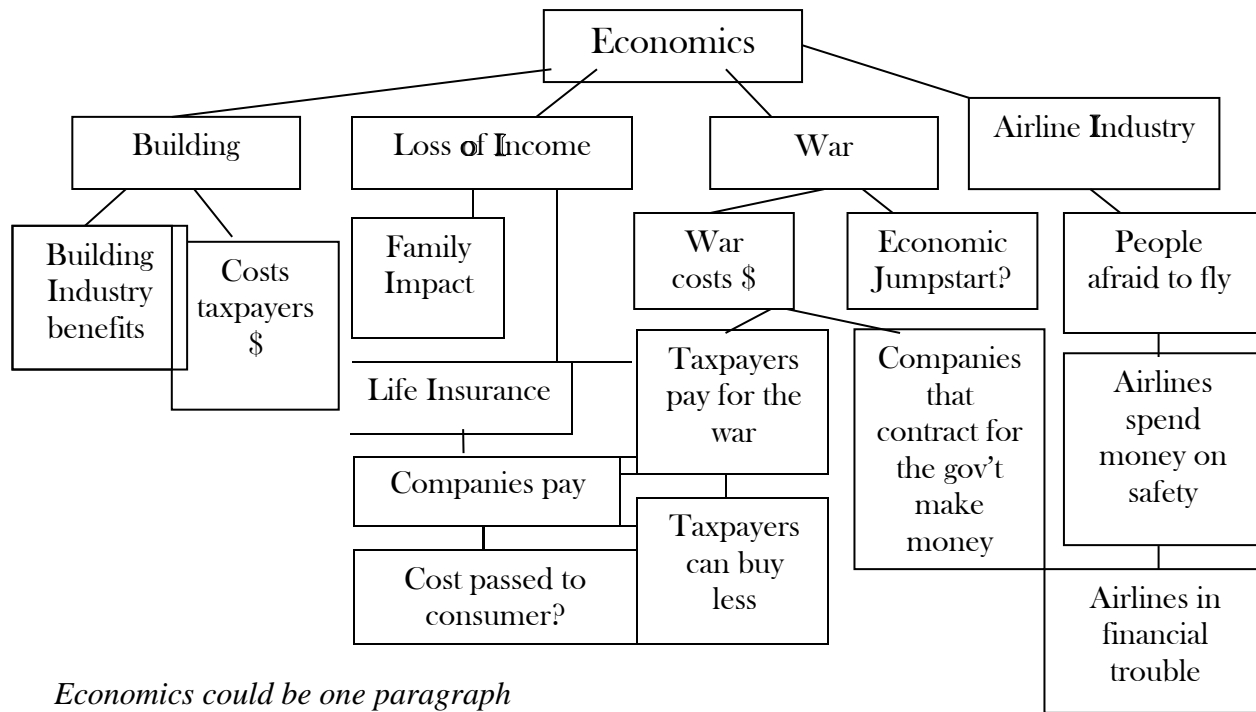
Brainstorming Practice/Example

Topic: September 11

Depths of Complexity:

1. Economics
2. ?

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



Economics could be one paragraph

Or

Building , loss of income, war, and airline industry could be 4 paragraphs

Source Cards

Once you have found the sources you intend to use, you will need to identify them for your reader.

- For each Source you use, write a separate listing on an index card.
- Number each card in the upper right hand corner.
- Include all of the required available information for each source according to type. Since you will use your BIBLIOGRAPHY CARDS later to create your Works Cited page, including the required, correct punctuation is helpful.
- **Sources sometimes have no author. If author's name is missing, begin with the title of the source.**

1. Books

BOOK CARDS/WORKS CITED ENTRIES may include some or all of the information listed below. Items in capital letters are what appears on most cards

1. THE NAME OF THE AUTHOR OR AUTHORS [if available] **(followed by a period)**
last name, first name for first author
second author's name is not inverted
2. TITLE **(followed by a period)**
in italics or underlined
3. editor, translator, compiler, if any **(followed by a period)**
name is not inverted
4. PLACE OF THE BOOK'S PUBLICATION **(followed by a colon)**
5. THE NAME OF THE BOOK'S PUBLISHER **(followed by a comma)**
6. DATE OF THE BOOK'S PUBLICATION **(followed by a period)**

2. Magazines/Newspapers

Write a separate card for each article from a MAGAZINE, NEWSPAPER, OR JOURNAL. Articles sometimes have no author. If author's name is missing, begin with the title of the article.

1. THE NAME OF THE AUTHOR OR AUTHORS [if available] **(followed by a period)**
last name, first name
second author's name is not inverted
2. THE TITLE OF THE ARTICLE **(followed by a period placed inside quotation marks)**
in quotation marks
3. THE TITLE OF THE PERIODICAL
in italics or underlined
4. THE DATE OF THE ISSUE IN WHICH THE ARTICLE APPEARS **(followed by a colon)**
5. THE PAGES ON WHICH THE ARTICLE YOU ARE REFERRING TO APPEARS **(followed by a period)**

4. Internet/Web

There are many pieces of information that may be used to document resources from the Worldwide Web. Listed below is the information that is considered essential if it is **available**. Again, there may not be an author. Be sure to print or save a copy of any web source you plan to use; then you will have any more information you may need.

1. THE NAME OF THE AUTHOR OR AUTHORS [if available] **(followed by a period)**
last name, first name
second author's name is not inverted
2. THE TITLE OF THE ARTICLE OR SECTION OF THE SITE
in quotation marks **(followed by a period placed inside quotation marks)**
3. THE TITLE OF WEB SITE
in italics or underlined
4. THE NAME OR THE ORGANIZATION OR GROUP ASSOCIATED WITH OR SPONSORING THE PAGE **(followed by a period)**
5. THE DATE THE SITE WAS CREATED OR REVISED OR THE COPYRIGHT DATE. **(followed by a period)**
6. THE DATE YOU VIEWED THE SITE
7. <THE URL ADDRESS> in < > **(followed by a period)**

5. EBSCO

Articles located by EBSCO or other similar electronic collections are usually published somewhere else; therefore, the entry begins like an entry for the original source (usually a magazine, newspaper, or journal). This information is then followed by the EBSCO information.

1. THE NAME OF THE AUTHOR OR AUTHORS [if available] **(followed by a period)**
last name, first name
second author's name is not inverted
2. THE TITLE OF THE ARTICLE **(followed by a period placed inside quotation marks)**
in quotation marks
3. THE TITLE OF THE PERIODICAL
in italics or underlined
4. THE DATE OF THE ISSUE IN WHICH THE ARTICLE APPEARS **(followed by a colon)**
5. THE PAGES ON WHICH THE ARTICLE YOU ARE REFERRING TO APPEARS **(followed by a period)**
6. INFOTRAC **(followed by a period)**
7. NORWOOD SENIOR HIGH SCHOOL LIBRARY **(followed by a comma)**
8. NORWOOD, MA **(followed by a period)**
9. THE DATE YOU VIEWED THE SITE
10. <http://www.galegroup.com/> **(followed by a period)**

Researching and Organizing Your Paper: The Note Card System

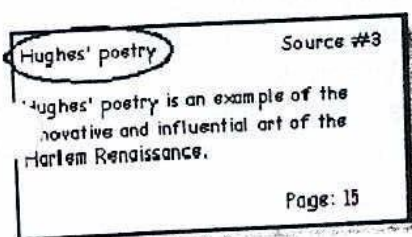
When you are faced with starting a research paper, the most important part of researching and beginning to write is **ORGANIZING** the information and your thoughts. If you are not organized, it will take considerably more time to write the paper. To make it easy on yourself, you can use an **index card** system as you gather information. With this method, you categorize the information you find by topic. For each topic, you could have any number of cards from several different sources. Later, as you write your paper, each card topic becomes a body paragraph (supporting idea) in your paper.



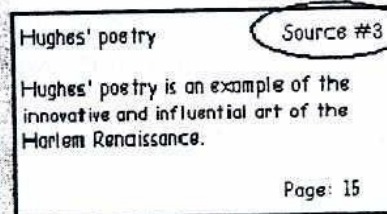
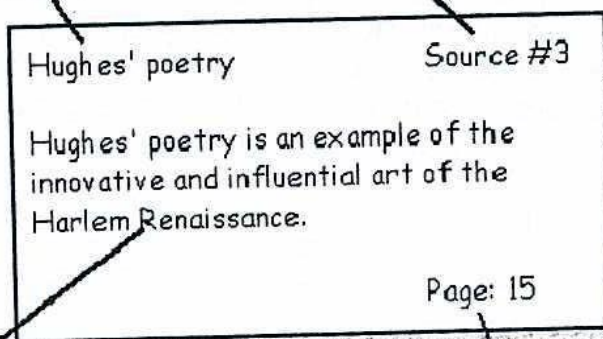
Researching

As you find interesting facts about your topic during your research, you should write them down. Each sentence or idea that you find should be **paraphrased** (summarized in your own words), and written on a card. In order to keep your ideas in order, and to remember where you found the ideas, there are **four items** that you should include on the index card, as you will see below.

Here is a sample card:



1. topic
2. where you found the information



3. paraphrased information you found

4. page you found this fact on

1. The **card topic** is the title for the kind of information on the card. The **card topic** is a name that you make up yourself. Think of it as the *title*, or *main idea* of the card. After writing down the information, figure out how you could briefly categorize, or title it.

Although it may seem tedious to give each note card a **topic** name, it serves two purposes:

- It keeps you focused in your research. You will be less likely to write down unnecessary information (facts that are not related to your topic) if you are careful to write down the **topic** for every card.
 - It is necessary to have these topics once you begin organizing your research.
2. The **source title** is the name of the book, magazine, web cite, etc., in which you found the information. In the previous example, the **source** was given a **number**, instead of writing out the entire title. You could write out the title on each card, or simply list your sources on a separate sheet of paper, like the example here. Number your

sources on this list, and then use the numbers on the note cards to specify which source provided which fact.

Remember! This is not a complete works cited, bibliography, or reference page. You will need to add the publication information and use the correct citation format (APA, MLA, Chicago/Turabian, etc.) for the formal works cited page.

Hughes' poetry	Source #3
Hughes' poetry is an example of the innovative and influential art of the Harlem Renaissance.	
Page: 15	

3. Item number three is the **paraphrased** information that you found. It is helpful to **paraphrase**, or **summarize**, your research on the index cards while you are taking notes. If you are consistent in paraphrasing at this stage, then you will be certain not to accidentally plagiarize someone else's work. You will also have less work to do when you are actually writing the paper.

4. It is important to be accurate with the **page numbers** on your note cards, as you will need them for citations throughout your research paper. Be sure you know which form of citation your teacher requires. (For information on citing your sources, look at English Works! handouts on **MLA**, **APA**, and **Chicago/Turabian Style** citations).

Start Organizing

Once you have written the information down on the note cards, you only need to go back and organize your cards by topic. Group together all the cards that have the same topic (i.e. all the cards titled: "**Hughes' Poetry**" should be together). When you finish, you should have your cards in piles, one topic per pile. You can have any number of piles and any number of cards in each pile. The length and detail of your paper will determine how many piles and cards you have.

Your piles may look like:

The image shows four stacks of note cards, each representing a different topic. Each card in the stack has a title, source number, main text, and page number.

- Stack 1 (Top Left):** Title: "Hughes and the Harlem Renaissance", Source #2. Text: "The increased interest in African American culture and art during the Harlem Renaissance greatly affected the popularity of Hughes' poetry." Page: 21.
- Stack 2 (Top Right):** Title: "Hughes' Influence on America", Source #1. Text: "Hughes' poetry impacted American thoughts on literature even after his death." Pages: 16-18.
- Stack 3 (Bottom Left):** Title: "Hughes' Upbringing", Source #5. Text: "Hughes was a love product of the city, having grown up in the neighborhoods of Harlem." Page: 140.
- Stack 4 (Bottom Right):** Title: "Hughes' Poetry", Source #2. Text: "Hughes' poetry could be political or personal, emotional or detached." Page: 172.

Note: Your Source Cards will be electronic and will be color coded by source (on Google Slides).

NOTE CARD PRACTICE

Topic: _____

Source #: _____

PARAPHRASE OR SUMMARY:

PAGE # _____

NOTE CARD PRACTICE

Topic: _____

Source #: _____

PARAPHRASE OR SUMMARY:

PAGE # _____

ANNOTATING FOR A RESEARCH PAPER

Two Steps to Research Annotating:

1. Highlight any passage that you believe to be important
 - a. Statistic
 - b. Sentence
 - c. Paragraph
 - d. Anything you think you could use to prove your point.
2. Annotate (make a note in the margin) indicating one or more of the following:
 - a. How the text supports your thesis
 - b. Which Depth of Complexity the text relates to (
 - c. Why the text is important

Example:

Thesis: Even though it is a challenge, the research paper is a vital part of a high school student's education because of the many benefits s/he will attain upon dutiful completion.

<p>Being ready for the future</p>	<p>"This is not just about passing a test," said Matt Gandal, executive vice president for Achieve Inc., the nonpartisan organization formed by governors and business leaders that is working with the 22 states involved in the project. "It's about being ready for whatever comes next when you graduate."</p>	
<p><i>Country's future</i></p> <p>Not ready for college</p> <p><i>Economic Education</i></p>	<p>Too often, Gandal said, students graduate from high school, enter <i>college</i> and are put into remedial courses because their skills are deficient. In the workplace, many are shocked to discover that their high school education wasn't enough to prepare them for their bosses' expectations.</p>	<p>Not ready for the workplace</p> <p><i>economic</i></p>
<p>Quote Missed opportunity</p> <p><i>Individual reason</i></p>	<p>As part of the American Diploma Project, Achieve conducted a survey that found that <i>college</i> professors and employers weren't the only ones concerned about the skills with which students were leaving high school. About 40 percent of graduates said they felt they weren't prepared to deal with the demands of <i>college</i> and the workplace.</p> <p>Most of the students surveyed -- 77 percent of those who were not in <i>college</i> and 65 percent of those in <i>college</i> -- said that they would have worked harder in high school if they had been aware of what they would face after graduating.</p> <p>Lori Aratani. "For Students, a New Program Offers Possible Leg Up in Life." . TOPICsearch. 30 November 2006. http://search.ebscohost.com.</p>	<p>Students feel they are not ready.</p> <p><i>Individual reason.</i></p>

Rhetorical Terms

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

From *Rhetoric* [Aristotle (384 – 322 BC)]

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

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

1. **Emotional appeal:** appeal the emotions of the audience such as love, fear, etc.
2. **Ethical appeal:** appeal to the sense of moral values (right and wrong) of the audience.
3. **Concession:** to concede (give in) to a point of the other side or to allow the reader to make up his or her own mind. You will typically follow this by explaining why the concession is not as important as the other side would have the reader believe, which is called the counterargument.
4. **Counterargument:** defensive tactic in which the writer addresses and neutralizes points they think the other side will make. You will “turn against” your side for a moment only to “turn back” to explain why the other side is wrong (“Counter-Argument”).
5. **Loaded words:** words with strong positive or negative connotations.
6. **Analogy:** Reasoning or arguing from parallel cases [using similar situations as examples to prove your point; teachers use them all the time]. A **simile** is an expressed analogy; a **metaphor** is an implied one.
7. **Anecdote:** telling a story that helps bring the argument to life.
8. **Deduction:** method of reasoning wherein a conclusion is derived from comparison of general to particular premises.

-“Sherlock Holmes and John Watson were on a camping and hiking trip. They had gone to bed and were lying there looking up at the sky. Holmes said, ‘Watson, look up. What do you see?’
‘Well, I see thousands of stars.’
‘And what does that mean to you?’
‘Well, I guess it means we will have another nice day tomorrow. What does it mean to you, Holmes?’
‘To me, it means someone has stolen our tent.’” (“Glossary of...”)
9. **Hyperbole:** exaggeration to prove a point.
10. **Understatement:** to deliberately make a situation seem less important or serious than it is.
11. **Parallelism:** repetition of structure to emphasize key points, statements, or words.

12. **Rhetorical Questions:** the answer is obvious, and therefore, the question itself is inherently persuasive, yet the writer or speaker may answer the rhetorical question for emphasis.

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

Writers can generally avoid fallacies by...

1. Not claiming too much – keep arguments focused on specific topics.
2. Not oversimplifying complex issues – most often easy solutions don't work.
3. Supporting arguments with concrete evidence and details.

Common Rhetorical Fallacies:

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

Thesis Statement Review

Thesis Statement:

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

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

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

Introductions

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

Intro Parts	Practical Advice	Movie Example
1. Hook	<i>f</i> Catches the readers attention <i>f</i> Don't mention the topic	The Establishing Shot
2. Connecting Info	<i>f</i> Connects the Hook to the Thesis <i>f</i> Mention the topic, but not the point of view	Zooming in
3. Thesis	<i>f</i> Tells the reader what the paper is about <i>f</i> Mention the topic and the point of view	<i>Focusing in on the first scene. The story starts.</i>

Possible Hooks:

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

Example Introduction:

Imagine arriving at college, the next big life step. Anxious students eagerly enter their first class, listen to their first lecture, and receive their first college assignment. They can't believe it as they realize in horror that they don't know how to complete the assignment. **This is what could happen to students if they do not complete a research paper in high school.** *Even though it is a challenge, the research paper is a vital part of high school student's education because of the many benefits s/he will attain upon dutiful completion.*

ACES Body Paragraphs

Argument Paragraph

- I. Address Issue with Topic Sentence
 - A. Cited Text Evidence (from documented source)
 - i) Elaboration = commentary in your own words
 - ii) Elaboration = additional commentary in your own words
 - B. Cited Text Evidence (from documented source)
 - i) Elaboration = commentary in your own words
 - ii) Elaboration = additional commentary in your own words
 - C. Summary Sentence

Counter-Argument Paragraph

- I. Address Issue with Topic Sentence (this should be the *Turn Against*)
 - A. Cited Text Evidence (from documented source)
 - i) Elaboration = commentary in your own words
 - ii) Elaboration = additional commentary in your own words
 - B. *The Turn Back*
 - C. Cited Text Evidence (from documented source)
 - i) Elaboration = commentary in your own words
 - ii) Elaboration = additional commentary in your own words
 - D. Cited Text Evidence (from documented source)
 - i) Elaboration = commentary in your own words
 - ii) Elaboration = additional commentary in your own words
 - E. Summary Sentence

Sample ACES Body Paragraphs

Regular Body Paragraph

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

Counter-argument Paragraph

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

Subject: what are you writing about in this paragraph

--

Topic **S**entence:
(what are you saying about the subject)

Supporting Evidence:
Quotes that support your topic sentence (2 of 3 must be from different sources)

()	()	()

Developing **C**ommentary: how the quote relates to main idea

Concluding **S**entence:

--

WRITING SUMMARIES AND PARAPHRASES

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

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

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

EXERCISES: SUMMARY/PARAPHRASE

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

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

Samples:

- a. The Student Handbook states that the College may dismiss students who in any way present others' work as their own (5).
- b. According to policy in the Student Handbook, Empire State College may take punitive action (including dismissal) against students who act fraudulently. Fraudulent action includes using the words or ideas of others without proper attribution, falsifying documents, or depicting the words of others as one's own (5).
- c. The Student Handbook states that the College has a policy that describes the different instances under which students may be withdrawn from the College. These instances include plagiarism, forgery, misrepresentation, and other instances that show dishonest .

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

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

TIPS FOR USING DIRECT QUOTES

1. **Always have a good reason for using a direct quote.** Otherwise, paraphrase or summarize.
2. **Do not allow quotes to speak for themselves.** Your research paper is ultimately about communicating **YOUR IDEAS**. Your research simply helps prove or support those ideas. So, you should not just string other people's ideas together giving quote after quote.
3. **Always make sure you provide an analysis of the quote.** Show your readers that you understand how the quote relates to your ideas by analyzing its significance.
4. **Do not use quotes as padding.** This is related to tips 1, 2 and 3. Very long quotes will require long explanations of their significance. If quotes do not have adequate analysis, readers will feel that you don't have a grasp on what that quote means, and they also might feel that you are using quotes as "filler" to take up space.
5. **Extract those parts of the passage that need quoting, and integrate quotes smoothly into your text.** Following are some ideas on how to do this:

- **Avoid wordy or awkward introductions to a quote:**

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

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

- **Choose your introductory verb carefully:** If you want to use a neutral verb, try using these: writes, says, states, observes, suggests, remarks, etc. If you want to convey an attitude or emotion try using verbs such as laments, protests, charges, replies, admits, claims, etc.
- **Combine quotes with a paraphrase or analysis:**
Original: Tania Modleski suggests that "if television is considered by some to be a vast wasteland, soap operas are thought to be the least nourishing spot in the desert" (123).

Revised: In her critique of soap operas, Tania Modleski argues that some view television as "a vast wasteland" and soap operas as "the least nourishing spot in the desert" (123).
- **Use a few words of a quote for effect:**
Example: As William Kneale suggests, some humans have a "moral deafness" which is never punctured no matter what the moral treatment (93).

Quotations

INTEGRATED QUOTES:

Four parts of an integrated quotation

1. “Your Intro”
2. Quote
3. Citation
4. Punctuation

Two types of integrated quotations

1. Author’s name in “your intro”
2. Author’s name in the parenthesis

EXAMPLES

Author parenthesis

f It is stated, “the senior project is successful in helping students succeed in college” (Wuchner 27).

Author in “your intro”

f Wuchner reminds one, “the senior project is successful in helping students succeed in college” (27).

Author at the Beginning

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

No Author at the Beginning

- f* It is/isn’t important to remember that “**quote**” (citation).
- f* It is interesting that “**quote**” (citation).
- f* One cannot forget that “**quote**” (citation).
- f* In addition it is true that “**quote**” (citation).
- f* Intriguing is the idea that “**quote**” (citation).
- f* One must remember that “**quote**” (citation).
- f* One would be wise to point out that “**quote**” (citation).
- f* It is explained that “**quote**” (citation).
- f* The idea is supported by the belief that “**quote**” (citation).

LONG QUOTES (4 LINES OR MORE):

Four parts of a long quote:

1. Your introduction
2. Quote
3. Citation
4. Punctuation

Two types

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

EXAMPLES

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

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

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

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

Final Tips

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

CITATION HELP

Example:

f (Last Name Pg. #) - (Wuchner 27)

If no author:

f (“First Few Words of Title...” Pg #) - (“The Senior Project...” 27)

If no page number: leave that part blank

f (Wuchner) - (“The Senior Project is Fun...”)

Summarizing and Paraphrasing

SUMMARY

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

PARAPHRASE

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

Type	Examples
Original	<p>“The American Diploma Project could mesh with another experimental program in Maryland designed to raise graduation standards for public school students. The Maryland Scholars program is a voluntary initiative launched in 2003 that encourages students to take more difficult classes. It is showing promising results in two school systems, those of Frederick and Harford counties, which are trying out the new approach.”</p> <p>Aratani, Lori. "For Students, a New Program Offers Possible Leg Up in Life." <i>The Washington Post</i> (2006). EBSCO. Vista Murrieta High School Library, Murrieta, CA. 6 November 2007 <http://search.ebscohost.com>.</p>
Summary	<p>The Maryland Scholars program has showed promising results could possibly merge with the American Diploma Project with the hopes of increasing student graduation standards (Aratani).</p>
Paraphrase	<p>A merging of the American diploma project and the Maryland Scholars programs could possibly raise graduation standards. The Maryland Scholars program has already had success by encouraging students to take more difficult classes. Schools in Frederick and Harford counties have begun using the new approach (Aratani).</p>

Transitional Words

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

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

Here is a sample Works Cited Page with five entries:

Smith 5

Works Cited

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