

English III

Research Paper: The Impact of the Individual

How important is this paper and why am I doing this?

This unit teaches a large number of technical skills needed for higher level studies, in addition to practical life skills preparing for the post-high school world. The research paper is a major part of this semester of English III. As a result, it is not possible for any student to pass this semester who does not turn in a complete final paper, or who cheats on the paper in any way.

During the next month, the paper is our curricular focus. We will cover studying MLA style citations and go over ACT English test strategies and identify how those skills are incorporated in both your writing and a standardized testing situation. You will be graded on meeting deadlines, ability to complete tasks given, having all the necessary materials with you on a given day, and the progress you are making in the process overall.

This unit is conducted primarily as a workshop/seminar style of instruction. Therefore, we do not ever want to hear the words, “I’m working on it at home!” as an excuse to not have work to do in class. We expect you to work at home **AND** school. You will work on your papers here, every day in class! If you don’t, your grade will suffer.

In addition to gaining research skills, this paper is a lesson
in following a process and directions, too!
Reading and Listening in class, grammar...etc.

Paper Prompt

You will choose a person to analyze his/her life, impact and lessons that he/she can teach the world. The audience for your paper is a general audience. Consider your style and tone of writing to be similar to a magazine, newspaper informational analysis-type of article. The paper will be organized into intro, body (with three sections) and conclusion. The three body sections will be: general bio/background information, groups/ways your person impacts in the world, lessons that anyone could learn from studying this person's life (be sure to distinguish lessons from accomplishments!).

Paper Formatting Requirement Check-list and Sample Set-Up diagram

Your paper should be in MLA Style. The following are general guidelines to help:

- ✓ 5 full pages to 7 pages long, not including title page, outline, or bibliography
- ✓ Typed, double-spaced, 12 point, Times New Roman font
- ✓ 1 Inch Margins (top, bottom, left and right)
- ✓ Also, do not use any “fancy” formatting techniques. These include (but aren't limited to) WordArt, bold type, calligraphy or colored ink.

Page Header format and Paper header format Numbers:

- ✓ Write a complete paper heading on the first page of the paper
- ✓ Write a creative, descriptive, informative title
(Colons are a great way to achieve this effect, but not necessary!)
- ✓ Place your name before each page number in the MS Word “Header” function

Smith 1	Smith 2 (etc...)	Smith 8
<p>Jane Smith Hertz/Hogan English III 27 February 2014</p> <p style="text-align: center;">Creative Title of Paper</p> <p>Akid dkthnf idnrh di wodnti to diej fjfivkr diflen di cidyw[amgj do skvowmgfh tigf mxls vmfn. Diel diqpmid id tmc sowjfn diwe, so qpf sloeugn fi sodne[pa, deisng fjepqwnf (author pg. #). Diwori g diw coduwhtofnbv,ap. Aiepwngi aiwf djqp if o ajfuow bduoqu. Lbfjwo fuauf foqua aduh du fouqpbf ad od aodifaf. Adhgfdownerbg ao adgh qoeihg ociabeb af. Fjwofba aio ebpav aodh e diw coduwhtofnbv,ap. Aiepwngi aiwf djqtjtjndh</p>	<p>Slafjafjd lalfjdfjd lglkl oria eurk nngoiuolk.</p> <p style="text-align: center;">Akid dkthnf idnrh di wodnti to diej fjfivkr diflen di cidyw[amgj do skvowmgfh tigf mxls vmfn. Diel diqpmid id tmc sowjfn diwe, so qpf sloeugn fi sodne[pa, deisng fjepqwnf (author pg. #). Diwori g diw coduwhtofnbv,ap. Aiepwngi aiwf djqp if o ajfuow bduoqu. Lbfjwo fuauf foqua aduh du fouqpbf ad od aodifaf. “Adhgfdownerbg ao adgh qoeihg ociabeb af. Fjwofba aio ebpav aodh e” (“title of article). Yerueioi ns diw coduwhtofnbv,ap. Aiepwngi aiwf djqtjtjndh.</p> <p style="text-align: center;">Jlkjdiu kdhrioio uios yuinm iueouin uouin.</p> <p>Yuios kdfiou hyoyi8unc werce yes yoeis yeyoif yuiou.</p>	<p style="text-align: center;">Works Cited</p> <p>Allen, Harvey, “Twain, Mark.” <i>Dictionary of American Biography</i>. Eds. Donald Pizer and Earl N. Harbert. New York: Scribner's, 1935.</p> <p>Collins, Robert G. “Mark Twain.” <i>DIScovering Authors</i> (1999). Reproduced online. Student Resource Center Gale Group. 3 Sept. 2000.</p> <p>Johnson, Allen and Dumas Malone, ed. <i>Dictionary of American Biography</i>. Vol. 4. New York: Scribner's, 1930.</p> <p>“Mark Twain.” 23 January 2000. <i>American Authors</i>. 24 October 2003.</p> <p>Pasquier, Roger, F. “Mark Twain.” <i>Encyclopedia Americana</i>. 2002. (December 15, 2002).</p> <p>“Twain, Mark.” <i>Current Biography</i>. 1992 ed. Ed. Judith Graham. New York: H. W. Wilson, 1992.</p> <p>“Twain, Mark.” <i>Encyclopedia of World Biography</i>. Third Ed. 1997.</p> <p style="text-align: center;">--DOUBLE SPACE ALL INFO ON THIS PAGE!--</p>

First Page

Body Pages Sample

Works Cited (last page of paper with “page break” before this page)

General Content Info

Your paper should be well-researched and well-organized. If you want full points for content, make sure your paper has a strong thesis statement at the end of the introduction and good focus throughout. Each of your main points should be supported by appropriate examples and details. To best do this, develop your topic sentences for each paragraph and be sure it links to your thesis! The conclusion should be as strong as the introduction, but should not simply repeat it. Each of your sources should be appropriately cited within the paper.

Scrambling to do everything at the last minute and turning in the first typed draft will almost guarantee you a poor grade. Any paper that is worthy of a good grade will have been printed, proofread, revised, and edited more than once.

Due Dates

(Think of these as checkpoints for research process progress—you WILL continue to make changes to these parts as you work on the paper overall!)

All assignments are due via SharePoint or hardcopy by 3:00 PM on the dated listed below. Late work receives deductions.

Friday, Jan 24 - Parent/Student Signature & Topic Selection Sheet Printed and filled out, Index cards in class, Research Organization Folder- <i>hardcopies only</i>
Friday, Jan. 31 - Source Cards due (<i>varied-see pg. 6 for details</i>) - <i>hardcopy only</i> AND Working Bibliography Page due- <i>Sharepoint (SP)</i>
Wed., Feb. 5 - 50 BALANCED note cards due organized into groups by original source cards (with any additional source cards for new sources)- <i>hardcopy only</i>
Friday, Feb. 7 - Thesis due – <i>SP</i>
Tuesday, Feb. 11 - Typed Outline Rough Draft due (<i>with Thesis at top of paper</i>) - <i>SP</i>
Fri., Feb. 14 – Typed General Bio/Background Rough Draft due (<i>with Thesis on 1st page</i>) - <i>SP</i>
Wed., Feb. 19 – Typed Groups/Issues Impacted Rough Draft due (<i>with Thesis on 1st page</i>) - <i>SP</i>
Friday, Feb. 21 – Typed Lessons Learned Rough Draft due (<i>w/ Thesis on 1st page</i>) - <i>SP</i>
Mon. & Tues., Feb. 24 & 25—Introduction/Conclusion & Full Draft Peer Edit days
Thursday, February 27, 2014– Final Copy due by 3 pm- <i>SP</i>

The Rules

Your final paper is due on Thursday, Feb. 27, 2014!

If you are absent, whether excused or unexcused, we expect you to get your paper to us **SOMEHOW**. SharePoint helps with this, but if technical difficulties are always possible: have a friend drop it off, send it in a cab, or something else. Bottom line troubleshoot your communication options, and **GET THE PAPER IN BEFORE THE DEADLINE. NO EXCUSES!**

Any paper not turned in by 3:00 p.m. on February 27, 2014 will lose one letter grade of credit; however, we encourage you to have it at the start of class that day. Another letter grade will be lost on each school day the paper is late. No exceptions will be made and no excuses will be accepted. We will be using SharePoint to save your work—it is a virtual flash drive, but you may bring in an additional flash drive to back up your work. Every day, you will save your work in SharePoint so there is a copy at school of what you have done at all times. You will not be given extensions for “computer problems.”

We encourage you to have your paper done before class starts the day it is due, or time stamped on SharePoint, with hardcopy elements ready to turn in at that point also. However, we *will* collect papers up until 3:00 pm the day the paper is due. . All papers must be turned in by 3:00 that day. Given the penalty of 10% off per day late, a paper that is turned in five or more school days late will fail, even if it is the most brilliant piece of work to ever cross our desk.

Library Survival Guide

We will only have a few class days specifically dedicated to research in the library, so put them to good use! When we are in the library, you need to be looking for sources. You will have space in the computer labs to look for internet sources. The following guidelines will help you make your time in the library productive and hassle-free.

1. Because of the large number of students currently doing research, books need to be shared. Use your books as a reference, so that others may obtain information too. This means that you need to USE the time in the library to find your research. We do not want to hear that you are finding your research at home!
2. If you have searched, but cannot find information, ask for help. Be sure to exhaust ALL your resources before you ask though, as it is not the librarian or teachers' jobs to do your research for you.
3. Be prepared to make whatever copies you need. You will need to turn in copies of your sources with the final draft.

Whether Xeroxing, jotting notes on paper, or filling out note cards, WRITE ALL SOURCE INFORMATION AS YOU GO! If you Xerox a page from a book, record the title, author, publisher, publication year, etc. You will NEED to provide this information later, so unless you like doing research twice, we suggest you keep track.

What is it, and when is it due?

Topic Selection – Due Friday, Jan. 24

You must choose a topic and have it approved by one of us, who will write it down. Only one person will be allowed to write on any given topic within a class period, so don't start writing your paper without first getting your topic approved, because someone may have already taken it. By giving the topic, you are telling us that you have firmly selected a topic, **and** you have determined that you have enough research materials to write five to seven pages on this topic. You may choose a person of influence from history or present day, but *you will ultimately want to explore the impact and changes that person has in today's world, positive **or** negative.*

Politics

Benjamin Franklin
Alexander the Great
Julius Caesar
Abraham Lincoln
Napoleon
Thomas Jefferson
Ghandi
Hitler
Queen Victoria
Nelson Mandela
John F. Kennedy
Michael Bloomberg
Warren Buffett

Visual Art

Michelangelo
Leonardo DeVinci
Pablo Picaso
Vincent Van Gogh
Claude Monet
Rembrandt

Books

William Shakespeare
Geoffrey Chaucer
J.K. Rowling
Jane Austen
Mark Twain
CS Lewis
Walt Whitman
Charles Dickens

Science

Albert Einstein
Wright Brothers
Galileo
Thomas Edison
Henry Ford
Charles Darwin
Alfred Nobel
Enrico Fermi

Religion

Confucius
Jesus Christ
John Wesley
John Calvin
Martin Luther
D.L. Moody
Billy Graham
Dalai Lama

Music

Wolfgang Amadeus
Mozart
Johann Sebastian Bach
Ludwig van
Beethoven
Richard Wagner
George Gershwin
Igor Stravinsky
Scott Joplin
Elvis Presley

Entertainment

Paul Allen
Ted Turner
Oprah Winfrey
Stephen Spielberg
George Lucas
Walt Disney
Steve Jobs
Bill Gates
Mohammed Ali
Michael Jordan
Jackie Robinson
Michael Jackson

Source cards and Working Bibliography – Due Friday, Jan. 31

(bibliography see pg. 11 for this information)

You must have *at least* six **varied** sources for your paper, with no more than 3 sources of the same variety of media (websites, books, scholarly journals, regular magazines). For example, you could vary by having 3 electronic sources and 3 print sources—the way you access the information determines the type that it is. List the six sources you will use on your paper, with complete MLA style bibliographical information.

Do not just write down sources at random, because you notice something on your topic in an index. Make sure it has good information pertaining to all three sections of your paper, and has plenty of material for you to use. Occasionally, your research process will take you away from ultimately using a source and that's okay; we will expect to see any sources you cite in the paper listed on the Works Cited page with the finished paper.

Format for your source cards—and grading criteria for this portion of the paper!

- On the top left corner, write the type of source (Book, newspaper, website, etc.)
- On the top right corner, number your source cards (in alphabetical order makes it easiest for you later!)
- Sources **MUST** be varied in type with both electronic and print sources use.
- If the entry runs more than one line, indent all the rest of the lines 5 spaces.
- Books, magazines and web page sites are underlined in handwritten materials, like a source card, (these will be italicized when you type); article titles are in quotes.
- All major words in titles (except *a*, *an*, *the*, and *of*) should be capitalized even if they are not capitalized in the source that you find.
- If there is more than one city of publication, choose the one closest to you geographically. If it is not a major city, include the state as well.
- If the source is missing a piece of information for the source card, leave it out and continue with the next item.
- On the following examples, any piece of information marked with an asterisk (*), you write those exact words on your card.

PRINT SOURCES

Book or pamphlet

1. Author. (Last, First)
2. Title of Book. (in handwriting)
Title of Book (typed)
3. City of publication: (if it is not a well known city, include the state)
4. Publisher,
5. copyright date.
6. Medium of publication.

Type of Source Source 1

Clodes, John. *Mark Twain as Others Saw Him*. Detroit: Riverside Publishing, 1997. Print.

Book with more than one author

1. Authors. (Last, First, and First Last.)
2. *Title of Book*.
3. City of publication:
4. Publisher,
5. copyright date.
6. Medium of publication.

Type of Source Source 2

Diehl, Daniel, and Mark Donnelly. *Mark Twain: Voice of America*. New York: Macmillan, 1988. Print.

Work with an editor (no author/non-reference)

1. Last, First, ed.
2. *Title of Book*.
3. City of publication:
4. Publisher,
5. copyright date.
6. Medium of publication.

Type of Source Source 3

Bianco, David P., ed. *The Crisis*. Rochelle, IL: Norton, 1998. Print.

Magazine article

1. Author. (Last, First)
2. "Title of Article."
3. *Title of Publication*
4. date of issue (day mont. year):
5. page number(s).
6. Medium of publication.

Type of Source Source 4

Rogers, Frank T. "The Effects of Deforestation on Animals." *National Geographic* 14 Apr. 2005: 56-61, 72. Print.

Newspaper article

1. Author. (Last, First)
2. "Title of Article."
3. *Title of Publication*
4. date of issue (day mon. year),
5. morning, or late edition., (____ed.)
6. section # (sec. #): page #.
7. Medium of publication.

Type of Source Source 5

Mullen, William. "Dinosaur Bones in Sahara Prove a Monster Find." *Chicago Tribune* 12 Nov. 1999, late ed., sec. 1:1. Print.

Single Work from an Anthology

1. Author. (Last, First)
2. "Title of Work/Article."
3. *Title of Publication.*
4. (editor) Ed. First Name Last Name.
5. Place of Publication:
6. Publisher,
7. Year of publication.
8. Medium of publication.

Type of Source Source 6

Paley, Grace. "A Warning." *Telling and Remembering: A Century of Jewish American Poetry*. Ed. Steven J. Rubin. Boston: Beacon, 1997. Print.

Author, editor, multi-volume

1. Author.
2. *Title of Book.*
3. Ed. OR Eds. Editor name(s).
4. Volume.
5. City of publication:
6. Publisher,
7. copyright year.
8. Medium of publication.

Type of Source Source 7

Dobson, Eleanor Anne. *Dictionary of American Biography*. Eds. Allen Johnson & Dumas Malone. Vol 4. New York: Scribner's, 1930. Print.

Encyclopedias

1. Author. (if available)
2. "Title of Article."
3. *Title of Reference Book.*
4. Edition. (if available)
5. copyright year.
6. Medium of publication.

Type of Source Source 8

"Poe, Edgar Allan." *Encyclopedia of World Biography*. Third Ed. 1997. Print.

Facts On File World News Digest

1. "Entry." (title of article)
- *2. *Facts On File World News Digest*,
3. date of the issue (day abbreviated month. year):
4. page number(s).
5. Medium of publication.

Type of Source Source 9

"Tobacco Industry Settles Secondhand Smoke Suit." *Facts on File World News Digest*, 23 Oct. 1997: 762. Print.

The CQ Researcher

1. Author.
2. "Title of the Article."
- *3. *The CQ Researcher*,
4. date of issue (day month year):
5. page number(s).
6. Medium of publication.

Type of Source	Source 10
Clark, Charles S. "The Obscenity Debate." <i>The CQ Researcher</i> , 20 Dec. 1991: 969-992. Print.	

ELECTRONIC SOURCES

Web sites

1. Author.
2. "Title of Page."
3. date of posting
4. *Title of complete work* (if available).
5. Medium of publication.
6. access date

Type of Source	Source 11
Thompson, Mark. "The Pain and the Glory." 12 Nov. 1999 <i>ESPN.com</i> . Web. 24 Nov. 2000.	

On-Line Encyclopedia

1. Author. (often found at end of article)
2. "Title of the Article."
3. *Title of the Publication*.
4. copyright year.
5. Medium of publication.
6. access date.

Type of Source	Source 12
Pasquier, Roger F. "T.S. Eliot." <i>Encyclopedia Americana</i> . 2002. Web. 5 Dec. 2002.	

Student Resource Center

Note: At the bottom of many of the SRC sources you will find citation information. It often contains more information than you need. Use this information as a **GUIDELINE** to cite the in the style that fits any entry listed in the previous categories exemplified.

Working Bibliography: due Friday, Jan 31

(...along with Source Cards. See pg. 7 for this info.)

Save this file as “Working Bibliography” on SP.

How to do the Bibliography and the grading criteria for this portion of the paper!

- ✓ Center the title “Working Bibliography” at the top of the page. (This phrase will ultimately become/read “Works Cited” for your final copy of the paper and be the information on the last page of your paper.)
- ✓ Include all of the sources you plan to/have cited in your paper; you should use at least six sources in your paper.
- ✓ Do not include sources you may have read but will not cite in your paper.
- ✓ Information will be the same as what is on your source card.
- ✓ Double space between all lines.
- ✓ Begin each entry flush with the left margin. If the entry runs more than one line, indent the rest of the lines 5 spaces. Put as much information on one line as possible.
- ✓ List each entry alphabetically by the author’s last name. If there is no author, use the title of the work.
 - Do **NOT** number your sources on this list.

WHEN YOU TURN YOUR PAPER IN FINAL FORM---This will become your Works Cited page! Be sure to make the change in your final stages of drafting!

Working Bibliography/Works Cited (*name changes depending on stage of research*)

- Allen, Harvey, "Twain, Mark." *Dictionary of American Biography*. Eds. Donald Pizer and Earl N. Harbert. New York: Scribner's, 1935.
- Collins, Robert G. "Mark Twain." *DIScovering Authors* (1999). Reproduced online. Student Resource Center Gale Group. 3 Sept. 2000.
- Johnson, Allen and Dumas Malone, ed. *Dictionary of American Biography*. Vol. 4. New York: Scribner's, 1930.
- "Mark Twain." 23 January 2000. *American Authors*. 24 October 2003
- Pasquier, Roger, F. "Mark Twain." *Encyclopedia Americana*. 2002. (December 15, 2002).
- "Twain, Mark." *Current Biography*. 1992 ed. Ed. Judith Graham. New York: H. W. Wilson, 1992.
- "Twain, Mark." *Encyclopedia of World Biography*. Third Ed. 1997.

Note Cards – Due Wednesday, Feb. 5

The information you gather from your six (or more) sources will be organized onto note-cards. You will turn in a **minimum of fifty balanced cards**. And you will **turn in your source cards again** with your note cards!

Simple rules for note cards:

- ✓ **ONE piece of information on each card**, or at least make sure that all the info is closely related. If you fill the card with facts, quotes, etc., it defeats the purpose of having cards at all. You want to be able to put each individual piece of information in the exact spot you want it to go into your paper.
- ✓ **All quotes must be put in quotation marks**. If you copy something word-for-word from the book, that's perfectly fine, but put quotation marks around it so you remember that these are NOT your words. This way, you can decide when you write your paper whether you want to use the exact quote or put it into your own words. (Either way, you still have to cite the information, but exact quotes need quotation marks.)

(rules continue on next page...)

- ✓ **The size of the card does matter.** Use 3x5 lined cards. It helps you limit your information and stay focused as a writer.

Information

- ✓ You need a minimum of 50 note cards for this paper. All note cards must be turned in with the final product!
- ✓ Use your own words as much as possible. Include direct quotations sparingly, but you may use them if they convey the information you need better than you can.
- ✓ Create an organization system to keep track of all your cards.

Notecard Format (and grading criteria for this portion of the paper!)

- ✓ Keep note cards on the same size cards (Some people like to color code their cards into the sections of the paper...this is fine.)
- ✓ In the upper right hand corner, write the number of the source that you are using. **You are not numbering the notecards 1-50. Each should coordinate with the number of the source it comes from (1-6).**
- ✓ Write your parenthetical citation information in the right corner under your source card number. Usually this means you will write the author's name and page number; if there is no author name, use the first piece of information in the MLA Bibliographic info—often this is the title of the work; electronic sources do not need page numbers.
- ✓ Give each card a descriptive heading (a word or phrase that connects your information to a planned section of your paper).
- ✓ Make a separate note card for every piece of information.
- ✓ Don't forget to look for information for all sections of your paper.
- ✓ Place quotation marks around word-for-word quotations.
- ✓ Use an ellipsis (...) when you leave words out of a quotation.
- ✓ Try and balance your research; take notes from all your sources, not just one or two. You need to use all six sources in your paper, and use all six in your cards.

Source 3
Bianco 29

General Background/Impact Info

Age 18 – Sam apprenticed on his brother’s paper and began writing humor. Wrote under pseudonyms (fake names) Thomas Jefferson Snodgrass, W. Epaminandos Adrastus Blab, Sergeant Fathom, and Josh.

Paraphrase – Book Source

Source 8
Collins

Groups Impacted Information

“Instead of subduing his humor to seriousness, Twain invaded the citadels of seriousness and freed the humor held captive there.”

Direct Quote – Electronic Source

Organizing your cards to turn them in!

- Turn in the note cards **with a blank card on top** that has your name and period on it. **Rubberband or Plastic Bag your cards.**
- Group cards by the source they came from.
- Write the number of cards you have for each source on the bottom left of the source card for that group, and circle the number.
- Put the groups in order of your source cards (1-6, etc.) and bind these all together in your organization system.

Organizing your cards for writing the paper

- Organize the cards in each section how they will appear in your paper.
- Separate your note cards into piles for each section of your paper.
- If you don’t have many cards in one of your sections, you may need to go back and do more research.

General Citation Guidelines to help as you gather research

(You will refer back to this page later when you write the paper itself!)

1. **To cite a source is to identify the source from which the information in your paper came.**
2. **There are two types of citations: in-text and parenthetical.**

When should citations be used?

- ✓ When you directly quote someone else's words.
- ✓ When you use a specific and uncommon piece of information from one particular source.
- ✓ When you use another writer's idea or interpretation.

Does this mean you must cite every tiny piece of information in your paper? No. If the information is very basic, factual data that is available in a number of different places, you don't need to cite it. If it is an unusual fact that you found in only one place, tell us where you found it, even if you put it in your own words.

You will never lose points on your paper for citing something unnecessarily. Failure to cite something that you should have cited can have serious consequences.

PAPERS WITHOUT CITATIONS WILL RECEIVE A FAILING GRADE!

Using the ideas or words of others without acknowledging the source is PLAGIARISM. According to the handbook, plagiarism is grounds for a referral and you will receive a zero on your assignment. Just don't do it – it's not worth it.

In-text citing of your sources:

- This is when the author's name or article title is mentioned within the body of the paper itself as part of your written message. It may still require a parenthetical page number reference, or not...depending on the type of source the citation comes from.

Citations:

- ✓ After you have used someone else's ideas or words in your paper, place a parenthetical citation in parentheses.
- ✓ If you have paraphrased, you do not need quotation marks.
- ✓ When directly quoting the author, place their words in quotations.
- ✓ **Citations point the reader to the Works Cited list at the end of the paper and generally include the following information:**
 1. the author's last name -- if there is no author, use the first piece of information from the MLA Bibliography information -- usually the title of the piece.
 2. the page number from the note card
 - Do not write "pg." Put the number with no comma in between.
 - For Internet sites do not include a page number.
 - Periods go after the parentheses.
 - If you cite the same source twice in one paragraph, only put the name on the first citation - after that, just use the page number.

in American literature. "What Hemingway and Faulkner meant was that Mark Twain, by being the first American writer to discover an American language, also discovered an American consciousness" (Allen 29). During Twain's long apprenticeship as a printer and a reporter, he mastered the English language and created a style that

Information from a book – direct quote

Many events shaped Twain's writing career. When he was only 18 he had his first taste of journalism when he began to write for his brother's newspaper. He wrote under several pseudonyms which demonstrated his humor including the names Thomas Jefferson Snodgrass and W. Epami-nandos Adrastus Blab (Pasquier). In order to get...

Information from an Internet site

of the day. In 1862 Clemmons began to work for a Virginia City newspaper. During this time he developed the pen name Mark Twain, a river phrase meaning "two fathoms deep" ("Mark Twain" 138). This is the name that most ...

Information from a print source without an author

During his lifetime Twain was well-received by his readers, but the literary world did not give him the same respect. Even his close friends were hesitant to give him praise (Twain, Mark, *Current Biography* 525). While

Information from a print source with identical beginning entries

Thesis Statement – Due Friday, Feb. 7

Save this file as “Thesis” on SP.

Come up with a strong, clear thesis statement for your essay. Remember, a thesis statement is a sentence stating what you will PROVE in your paper. Essentially, it is a one or two sentence summary of your entire essay and it provides direction for both you (as the writer) and the reader.

A thesis statement must also be something that can be argued. It should present your opinion on the topic without using 1st person pronouns. Also, if your thesis statement is a completely obvious statement like, “War kills a lot of people,” then there’s no point in writing an essay to prove such an obvious statement.

Mentally, begin your statement with, “I will prove that....” Those words will NOT be included in your essay, but they are a good way to get started. The thesis is part of your first introductory paragraph. The thesis for this research paper will probably be two sentences long. Don’t use research in the thesis.

Your thesis for the research paper should contain the following:

Subject

General Impact of the person

2-3 groups/ways impacted

3 lessons learned from this person

Solid sentence structure and clarity

Sample Thesis: (with a grammatical/formal usage error...can you find it? Do NOT make this mistake in your paper!)

Helen Keller had a lasting and profound impact on people with special needs in her time and ours. She showed the world that handicapped people can learn, can have opinions to share, and they can persevere through some of life’s most difficult challenges.

Outline – Due Tuesday, Feb. 11

Save this file as “Outline” on SP.

- Your outline is the skeleton of your paper. You will break your paper into at least five large pieces. The first piece will be your introduction and the last piece will be your conclusion. The pieces in between will be the main points you will make in your paper. Each of these main points will then be broken down into smaller points.
- Turn in the copy of your outline with both your page and paper header and the thesis at the top of the paper.

Simple Rules for the Outline:--Use phrases!

- ✓ **You cannot break something into only one piece.** If you have an ‘A,’ you must have a ‘B.’ If you have a ‘1,’ you must have a ‘2.’
- ✓ **Do not use too much detail or entire paragraphs.** Tell me something, but keep it simple. Again, use phrases!
- ✓ **Make sure you keep it logical.** If your main point is “War is dangerous to *civilians*,” your sub-points should not include items involving the threat to members of the *military*. Make sure they fit together.
- ✓ **Go from big to small and then start over again for whole paper.** Big main point. Broken into smaller sub-points. Sub-points broken into smaller supporting details. Start again with the next big main-point. Balance of ideas is key here!
- ✓ **Follow the correct outline format.** This means the five or more main points are marked by Roman numerals, the sub-points are marked by capital letters, the supporting details by regular numbers, and so on. Each time you go to the next level down, you tab in once. The following sample outline shows the correct format. DO NOT RELY on MS Word to format this for you!
- ✓ **Do not use complete sentences on your outline.** We will read your paper later; this is just the foundation.
- ✓ Double space your outline

Name
Instructor Name(s)
Class and class period
Date (MLA Style)

Title—be creative, informative and descriptive!

Thesis: Write your full thesis statement here!

I. Intro

A. General Attention Getter

B. Thesis (summarize your thesis by stating its topic and general impact here)

II. General Impact and Background Information

(You will have subsections sections II and III of this outline, the number and levels of subsections they will likely vary from this example for each person's paper.)

A. Early Childhood

1.

2.

B. Education

1.

2.

C. Career

1.

2.

III. People/issues impacted

A. Group #1

1.

2.

B. Group #2

1.

2.

C. Group #3

1.

2.

IV. Lessons Learned

A. Lesson #1

1. Lesson Explained

2. Benefits of lesson

3. Challenges/Obstacles to lesson

B. Lesson #2

1. Lesson Explained

2. Benefits of lesson

3. Challenges/Obstacles to lesson

C. Lesson #3

1. Lesson Explained

2. Benefits of lesson

3. Challenges/Obstacles to lesson

V. Conclusion

A. Restate purpose of paper (list the groups/ways impacted here)

B. Call to action—(What information will you give your reader to spur him or her to act as a result of reading this paper...get involved with a charity? Implement character traits of your topic in his/her life?)

Be sure your whole outline is phrases and NOT complete sentences!

All information in the **subsections** is specific to YOUR topic...do NOT merely copy this example! Think about what you will write about your topic and plan it out!

Body Section Guidelines

In EACH of the following sections you will update your works cited page in te SharePoint files and format your paper with the page header, paper header AND place the thesis and working title at the top of the section.

Typed General Background and Biographical Information (rough draft) – Due Friday, Feb 14

Save this file as “General Impact and Bio Info Rough Draft” on SP.

This section should be about **1 ½-2 pages long** and shows us the general impact this person had on the world. This should include the background foundational vital information about the person and facts to support the rest of the paper’s claims. This rough draft should also include **at least 2 citations per paragraph**.

To help focus your writing, include your paper’s thesis at the top of this rough draft.

Typed groups/issues impacted (rough draft) – Due Wednesday, Feb 19 **Save this file as “Groups and issues impacted Rough Draft” on SP.**

This section should be about **1 ½-2 pages long** and shows us three groups/ways/issues who are impacted by the person you research. Use vivid, descriptive language and specific, detailed examples to show the ways these impacts are established. You need to use **at least 2 citations per group** in your paper.

To help focus your writing, include your paper’s thesis at the top of this rough draft.

Typed three lessons (rough draft) – Due Friday, Feb. 21

Save this file as “Three Lessons Rough Draft” on SP.

This section should be about **2 ½ pages long** and shows us your three possible lessons that could be applied from learning about this person. You need to use **at least 2 citations supporting the claim of each lesson** and you want to make sure to put the **BEST lesson LAST**. In this section, you should explain with support both the “Pros and Cons” (second) to each of the three lessons the reader could apply from a study of this person’s life.

To help focus your writing, include your paper’s thesis at the top of this rough draft.

At this point, just about everything is written except for your introduction and conclusion.

Introduction:

- ✓ get the reader's attention and draw the reader into the paper by establishing why this person is so important (begin with an interesting quote, provide a dramatic eye-opening statement, start with an interesting story, give an interesting or surprising fact)
- ✓ Develop your foundation for the paper
- ✓ state your thesis

Conclusion:

- ✓ Restate your thesis, but not exactly! Just remind the reader of the paper's purpose—establish the relevance and importance of this topic.
- ✓ Develop a call to action and/or assert the relevance of your topic to your general audience.
- ✓ Leave your readers with a clear understanding of the importance of your paper
- ✓ Tie to the introduction
- ✓ Connect with the reader's experience or life in general

Revise and Proofread

- Cut/Paste the sections of your paper together in order of the outline (Intro, Body, Conclusion)
- Take peer editing seriously; you want to have some to critically look at your paper.
- Have a parent or someone else who is interested in your grade proofread your paper before you turn it in.
- Proofread your paper when it is "cold"; let your finished paper sit for a few hours (or even days) before you go back to proof and edit.

Final Draft – Thursday, Feb. 27
Save this file as “FINAL PAPER” on SP.

This is the day when you turn in EVERYTHING, including several things you have already turned in once and gotten back.

On the final due date, the following must be brought to class to put together inside your two-pocket folder on the side indicated below:

We will do this organization together on February 27 in class!

LEFT

RIGHT

<p>(TOP) Source cards—hardcopy</p> <ul style="list-style-type: none"> ✓ rubberbanded ✓ include sources you didn’t use at the end <p>(Middle) Note cards--hardcopy, which will have previously been turned in for a grade,</p> <ul style="list-style-type: none"> ✓ in order that they appear in the paper ✓ put cards that you didn’t use in the paper in the back of the pile ✓ rubberband all the notecards together <p>(Bottom) Any hardcopies of sources that you have in print form</p>	<p>(Top)</p> <ul style="list-style-type: none"> ✓ Hard Copy of Process Analysis Sheet (filled out the day you turn in the paper) ✓ Hard Copy Unstapled Rubric <p>(Middle) A hardcopy of the Final draft of your paper. (The paper may be on SharePoint, if you would rather not print it out to place here, but wherever it is turned in it must be in FINAL form with all parts of the paper sequenced together into ONE document clearly labeled as “Final paper”.) In this order:</p> <ul style="list-style-type: none"> ✓ A title/cover page ✓ Between five to seven body pages, properly formatted ✓ A Works Cited page, properly formatted <p>(Bottom) Any hard copies of Rough drafts, with correction and revision marks on it, and peer edit proofreading sheets.</p>
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If you want a good grade for this paper, you MUST put in the effort!

The English Teacher's list of VERY BAD ERRORS!—

The following are indicators of poor writing and we should NEVER see them in a formal essay. Any one of them will lower your overall grade. Take the time to fix them as you write and proofread your paper!! These core principles will be used to correct your papers and establish your final grade.

1. First or Second person

Using I, me, my, you, your, we, us, or anything along those lines is unacceptable in formal research. Keep your essay in the third person, objective at all times.

2. Multiple punctuation marks

Never use more than one question mark or exclamation point for emphasis. Saying something like “Drug testing in school is the worst idea ever!!!” or “What were the politicians thinking???” makes your hard work seem very informal. In fact, try to avoid questions altogether.

3. Asking questions in your paper, rhetorical or otherwise!

This is not a conversation. Your reader cannot answer you. Your paper is intended to prove a point. So, stick to statements.

4. Mentioning your essay in your essay

We wince in pain whenever we see things like, “In this essay I will explain...” or “This essay is about...” or “In the next paragraph you will see...” or “In conclusion I have explained...” These are BAD, BAD, BAD!

5. Slang

Do not write the way you speak. We all use casual, conversational slang when talking to each other, but for an essay, correct and formal English must be used.

6. Contractions/Acronyms

Write out the full words (cannot, should not, he is) rather than use the contractions (can't, shouldn't, he's). Another point: the full words for the contraction “should've” are “should have” not “should of.” The first time you use an acronym write the full words, then place the acronym in parenthesis after the first use. You may then only use the acronym after that instance.

7. Referring to an author/topic by his/her first name

You are not best friends with the authors or topics of the references or people mentioned in the paper. Never refer to Chaucer as "Geoffrey" or Shakespeare as "William," or worse yet “Billy.” Use the last name only, except the first time the person is mentioned.

8. Sneaky ways to make your paper SEEM longer

When we see two-inch margins, a large font, a first paragraph that starts halfway down the first page, or extra space between paragraphs, we notice, and yes, we own rulers and are not afraid to

use them. **Make sure you check and set your margins. Do not assume that the computer already has it set for you.**

9. Poor Grammar

Use the grammar check built into the word-processing program, but do not only rely on your computer! There are many errors that the computer will not catch. Get someone with good grammar skills to HELP you proofread your paper.

10. Misspelled Words

There is NO excuse for misspelled words. Use the spell-checker and a proofreader. If the computer offers you a number of choices and you do not know which is correct, look it up in the dictionary. (Case in point!)

11. Non-standard fonts, paper, or colors

Please use white paper and black ink. Do not include graphics or pictures within your paper.

12. Messy, wrinkled, creased papers

Keep your paper neat and presentable. Stack the sheets carefully, in the correct order, and put a single staple in the upper left-hand corner. Please DO NOT use a plastic report cover because it will actually just get in the way.

13. Numbers and Dates (and a word about super-scripting them!)

- If you are writing about literature or another subject that involves infrequent use of numbers, spell out number written in one or two words and represent other numbers by numerals (*one, thirty-six, ninety-nine, one hundred, fifteen hundred, two thousand, three million*, but *2½, 101, 137, 1,275*). To form the plural of a spelled-out number, treat the word like an ordinary noun (*sixes, sevens*).
- DO NOT use superscript in dates for your paper. A date is written as 27 February 2013, not February 27, 2013 or February 27th, 2013.

14. Vague words, Cliché, over-generalizing or editorializing—Imprecise writing

The whole paper is your opinion...however, do not state something unless you have proof to back it up! Also, clichés and words like “Things, this, that” most often lead to over-general, unclear, imprecise writing.

15. Disagreement in subjects, pronouns and verbs (including verb tenses)

Singular verbs need singular subjects. Plural verbs need plural subjects. “Anyone can do anything they set their minds to” does not agree. “Anyone” is singular and “their” is plural!

16. Using parenthetical statements

The only time you should use parentheses is for parenthetical citations. Other than that, find a different way to convey your information.

17. Italics vs. Quotation Marks Quotation Marks are for a part of a larger work (short stories, poems, articles, song titles, TV show episode, etc.). Italics are for full-length titles of a large work (novel, book title, TV Series name, movie title, newspaper, website, and magazine title.)

Mechanical Errors Which Are Gross Illiteracies -- Proofread carefully for the following:

- Failure to capitalize I
- Incorrect use of its or it's
- Incorrect use of they're, their, or there
 - Incorrect use of two, to, or too
 - Incorrect use of your or you're
- Use of the words hisself, theirselves, alot
- Failure to capitalize a proper noun (specific person, place, thing)
 - Failure to capitalize the first word of a sentence
 - Failure to punctuate the end of a sentence
 - Failure to indent for a paragraph
- Misspelling of literature, poem, poetry, writing, author

A Final Word about Plagiarism -- Deliberate plagiarism is claiming, indicating, or implying that the ideas, sentences, or words of another are one's own. It includes copying the work of another, or following the work of another as a guide to ideas and expression that are then presented as one's own. Accidental plagiarism is the improper handling of quotations and paraphrases without a deliberate attempt to deceive. If the plagiarism is accidental, the student may correct and rewrite the paper, but will be penalized a letter grade.

How to Choose a Reliable Website & Best use the Net for Research

(Because search engines like Google and Yahoo neither select the best page, or filter out questionable ones).

LOOK FOR:

Authority

- Is the author clearly identified?
- What are this person's credentials for writing on this topic? Is it a well-regarded, familiar name?
- Does the site have an email address (so that you can verify its credibility)?
- Did you link to this site from one you trust?

Bias

- Is it clear what organization is sponsoring the page?
- Is there a link to the sponsoring organization?
- Is it an ad disguised as information?
- What is the purpose of the site? To sell? Have fun? Or to inform?

Citations

- There should be a bibliography or other ways provided for getting more information listed.
- Avoid cite that do not include citations. Their information may be difficult to verify.

Dates

- To find current information look for a recent "last updated" or "information collected" date.
- Are links to other pages current, or are the links no longer available. (Then it hasn't been updated lately).

Fallacy Graphics

- Peruse the ENTIRE website—don't just "jump" to another point in the text. This prevents you from taking things out of context.

"Jerry-Built"

- Meaning "built poorly," a site with grammar or spelling errors is a good indicator that this is an unreliable source.

Knowledge

- Get a basic knowledge of the topic. Look at published materials first. Then you will be able to be more critical of Internet sites.
- You will also do better on the Net knowing the key terms.

Misinformation

- Be leery of sites that use a lot of opinion words and appeals to emotion.
- Know there are many pranks on the Net.
- NO WIKIPEDIA – wiki=users can freely create and edit content, information is easily tainted/vandalized.
- Do not rely on photographic images because they can easily be manipulated.

Quantity of Information

- Visit news sites regularly to stay on top of updates.
- Avoid message boards, and other sections of anonymous information.

Bibliography

"Evaluating Web Resources." *University Library*. 2005.

26 Jan. 2007.

Schrock, Kathy. "Teaching Media Literacy in the Age of the Internet." *Classroom Connect* December 1998 /January 1999.

RESEARCH PAPER EVALUATION GUIDELINES

Focus	Points Possible	Points Received	Teacher Comments
points earned for in class work ethic and attention to the process of writing	10		
Section total	10		
Typing, Polish and Assembly			
All materials organized in SP and folder	5		
Page header and Paper Header format followed	5		
Creative, descriptive and informative title	5		
typing observes MLA margin, font, spacing and page rules	5		
Section total	20		
Paper Structure and organization			
interesting and strong introduction	20		
clear, concise thesis statement	10		
strong structure, topic sentences and transitions	20		
solid conclusion	20		
Section total	70		
Quality of Research and Analysis			
thorough and accurate research on general impact & background	20		
thorough and accurate research on groups/issues impacted	20		
thorough and accurate research on lessons learned	20		
balanced research (and all 6 sources used in paper)	10		
Section total	70		
Mechanics and Style			
complete sentences	10		
proper punctuation <ul style="list-style-type: none"> • Commas, periods, semi-colons, colons, etc. 	10		
accurate spelling <ul style="list-style-type: none"> • Numbers spelled out 1-100, typos, etc. 	10		
no grammatical errors <ul style="list-style-type: none"> • Agreement, verb tense shifts, etc. 	10		
appropriate vocabulary /formal tone/diction <ul style="list-style-type: none"> • Clichés, personal pronouns, vague words, etc. 	10		
ideas clearly stated/no awkward or confusing order of ideas	10		
Section total	60		
Documentation			
information cited/no plagiarism	30		
citation format followed	10		
works cited format followed	10		
all cited works found in works cited page	10		
no extra sources found on works cited page and meets minimum source requirement	10		
Section total	70		
Section total	300		Total _____ %

I, _____, have thoroughly read the above rules and guidelines in the research packet. I understand what the different parts of the research paper are and when they are due. I also understand that I am to work on this paper EVERY DAY in class, and that I should come to class with my materials EVERY DAY. In addition, I understand how the paper should be turned in, and the consequences for not adhering to the format or the due dates. Finally, I thoroughly understand what plagiarism is and that the consequence of this action will result in my failing the research paper and consequently the semester.

 (Signature of Student)

 (date)

 (Signature of Parent/Guardian)

 (date)

Fill in the following chart, indicating you and your parent have discussed what/how you plan to research for this topic and have a general idea about what you will say in potential bio/impact/lessons sections of this paper. Impact could be a group of people, social movements, changes to culture this person fostered. Lessons Learned should be lessons that could be applied to the reader’s life. You are **not** bound to these actual impacts or lessons, though. We know your research process will shape these ideas. We merely want to see that you have given your topic thorough consideration of its potential for analysis before you research.

Topic/Subject of choice is _____.	
Possible Impact #1	
Possible Impact #2	
Possible Impact #3	
Possible Lesson Learned from this person’s life #1	
Possible Lesson Learned from this person’s life #2	
Possible Lesson Learned from this person’s life #3	

