Research Paper Reference Guide

Grades 6 through 8

Incorporating the

Sequential Research Process

Linden Public Schools
Linden, New Jersey

FOR THE TEACHER

A NOTE TO THE TEACHER

The purpose of the research paper is to familiarize students with the research process. This manual

was developed to guide you through the process. It was designed in binder format to provide you with

materials to make facilitating the research process easier. Feel free to reproduce sheets as needed or to

make over-head transparencies for whole class instruction. If you should discover any additional

materials that would be useful in the research process, please send a copy to the Language Arts

Supervisor for distribution to your colleagues.

Remember that Parents/guardians are an integral part of a child's education. Please include them in

the research process. A sample parent letter to encourage their participation can be found in the

appendix.

   This binder consists of:

- Teacher Section

- Forms

- Student Section

- Appendix

I hope you find this binder a valuable research resource.

Research Paper Requirements

1. Librarians and teachers across the curriculum need to use the same research criteria at their respective grade levels.

2. <u>MLA Handbook for Writers of Research Papers</u>, Joseph Gibaldi, will be used as the definitive guide. In addition, materials appropriate for each grade level need to be provided.

3. A research report/ paper will be written at each grade level. This report will be based on the respective criteria for each grade level. Topics may be assigned from disciplines other than Language Arts.

4. The research paper will count as ***two assessment grades*** for the marking period.

Grade 4
- Choosing and limiting topics (developing thinking skills).
- Title page.
- Paraphrasing (paraphrasing on simple sentence by sentence basis).
- Appropriate level report.

Grade 5
- Review of Grade 4.
- Understanding format (i.e. title page, introductory statement, preparing a bibliography for books, magazines, encyclopedias, and computer sources.)
- Organizational skills (topic, sentences, major and minor details, maintaining central focus, use of transitions).
- Appropriate level report.

Grade 6
- Review of Grades 4 & 5.
- Outlining (emphasis on organizational skills and paraphrasing).
- Note cards.
- Appropriate level report – minimum 2 pages.

Grade 7
- Review of Grades 4, 5, & 6.
- Understanding key elements of note taking.
- Continued emphasis on organizational skills and paraphrasing.
- Thesis Statement.
- Citations.
- Title page.
- Bibliography cards and Works Cited page
- Appropriate level report – minimum 3 pages

Grade 8
- Review of Grades 6 & 7.
- Review all of the above with special emphasis on paraphrasing and note taking.
- Understanding thesis statements and citations.
- Mandatory use of citations in paper.
- Appropriate level report – 3-5 pages typed.

Note: Students in Accelerated programs should be given additional page requirements.

TOPIC SUGGESTIONS FOR SIXTH GRADE RESEARCH PAPER

Science	Social Studies
Weather	Stone Age
Oceans	Ancient Civilizations
Atmosphere	Egypt
Technology	Asia
Light	Rome
Optics	Greece
Diversity of Life	Africa
Biospheres	Religions
Behavioral Adaptations	Trading
Structure and Freedom of Cells	Oceans and Rivers

TOPIC SUGGESTIONS FOR SEVENTH GRADE RESEARCH PAPER

Abortion

AIDS

Animal Rights

Anxiety & Phobias

Capital Punishment

Child Abuse

Depression

Drug Abuse

Eating Disorders

Euthanasia

Family Violence

Gun Control

Homelessness

Mental Illness

Police Brutality

Smoking

Television Propaganda

Teen Drinking

Teen Pregnancy

Teen Suicide

Teen Violence

Violence in Schools

TOPIC SUGGESTIONS FOR EIGHTH GRADE RESEARCH PAPER

Social Studies	**Science**
Exploration of the Americas	Elements
The 13 Colonies	Periodic Table of Elements
The American Revolution	Endangered Species
The Constitution	Environmental Issues
The New Republic	a. Global Warming
The Jefferson Era	b. Air Pollution
The Age of Jackson	c. Refuse and Landfills
Manifest Destiny	Earth's Biomes
The Civil War	a. Rain Forest
Reconstruction	b. Deserts
Growth of the West	c. Grasslands
The Industrial Society	d. Forests
The Progressive Era	e. Tundra
World War I	f. Marine
World War II	Weather Phenomena
Civil Rights	a. Hurricanes
Vietnam	b .Tornadoes
	c.Thunderstorms/Hail

Research Report Requirements
Grades 6-8

Paper Due_____

I.   Sources:
- Encyclopedia
- Computer source
- Book
- Periodical
- EBSCO computer service

           Minimum Requirements _____ different types

II.   Paper Length:
           _____ pages, typed double-spaced-one side of paper

III.   Font:
           12 or 14 pt. maximum – Black Ink (Times New Roman)

IV.   Number pages, starting with page one in upper right corner

V.   Introductory paragraph with thesis statement bold underlined

VI.   Body with Transitions

VII.   Conclusion

VIII. Works Cited Page

Research Paper Grading Policy

The research paper will count as *two grades* for the marking period. The following will be collected and graded as follows:
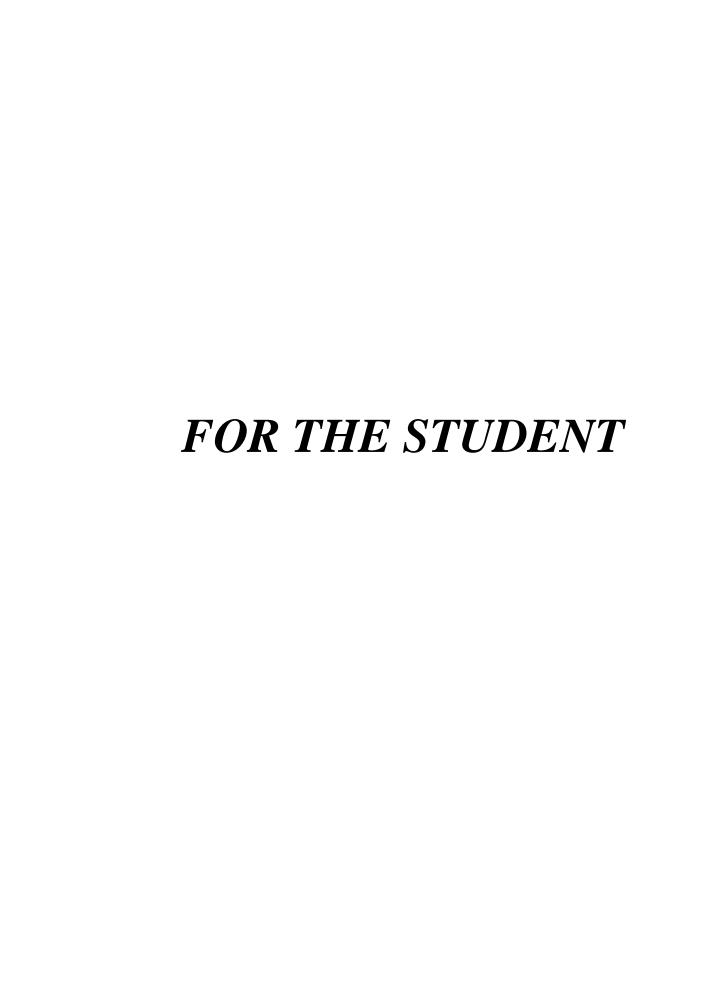
Bibliography cards (3"x 5")	50 points
Note cards (4" x 5")	50 points
Total points for 1st grade	100 points
Outline	10 points
Works Cited page	10 points
Internal Citations	15 points
Thesis statement	15 points
Content	50 points
Total points for 2nd grade	100 points

Note: Report must be in **YOUR OWN WORDS**. Plagiarism will result in a **"no credit grade."** Always cite your source.

Contents

FOR THE STUDENT

A NOTE TO THE STUDENT

Whether you are a student in grade six, seven or eight, this style manual will help you to write

effective research reports in all of your subjects.

The manual will guide you through a research process during which you will learn how to develop a

topic, to improve your note-taking skills, to develop an outline, to produce a preliminary and final

draft, and to prepare your final draft according to formal research form. The skills you develop with

this manual and your teacher will provide you with the background you need for conducting more

sophisticated research in high school, in college, and in your eventual career.

WHAT IS A RESEARCH REPORT?

Research means to "search again." The purpose of research is to find existing facts and/or opinions

from a variety of sources and to present them to support an opinion, which you have developed.

Preparing a research report will involve your ability to:

- gather information and think critically about it

- decide what your point of view is concerning the information

- organize the information carefully

- present the information in written and/or oral form

A research paper presents the results of your investigations on a selected topic. Based on your own

thoughts and the facts and ideas you have gathered from a variety of sources, a research paper is a

creation that is uniquely yours.

WHAT IS THE RESEARCH PROCESS?

Like the writing process, the research process
follows a regular sequence of activities

A. **PREWRITNG ACTIVITES**
- Selecting a topic
- Identifying sources in the media center
- Organizing a direction and a purpose for reading
- Gathering materials
- Taking notes
- Preparing an outline

B. **DRAFTING ACTIVITIES**
- Writing the first draft

C. **REVISING ACTIVITIES**
- Making sure your report is in the best possible order
- Adding details, examples, and/or quotations to make your report clear
- Deleting information, which does not support your topic statement
- Making sure the whole report sticks to the topic

D. **EDITING ACTIVITIES**
- Using standard written English
- Choosing the best vocabulary

E. **PUBLISHING ACTIVITES**
- Preparing the report in correct research form, including internal citations and a **Works Cited** page

GETTING STARTED

GOAL:

At the conclusion of this research project, you will be able to utilize language arts, social studies, science, math and library media skills to develop and to prepare an original research report.

THE PROCESS:

A. SELECTING A TOPIC

1. Choose a research topic, (which may be provided for you by your teacher). Talk with your teacher about your topic choice to make sure you understand your research task. Your teacher will also provide you with a written explanation of the research project's requirements, including:

   - number and kind of sources;

   - process of research;

   - requirements of the final paper;

   - deadlines;

   - grading policy;

2. Plan on conducting some of your research in school and some research at home.

3. Plan to use several sources: one or more non-fiction books, an encyclopedia, a database, a specialized dictionary or encyclopedia all provide good information. You may also find information in magazine articles and travel brochures. Your teacher will specify how many and what kind of sources is to be used.

B. IDENTIFYING APPROPRIATE SOURCES IN THE MEDIA CENTER

1. To determine if a particular source is going to be valuable to you, you will need to survey the

    materials. It should take you no more than two or three minutes to survey each of your sources.

    Here is how to do it:

    Books: Review the table of contents and the index. Flip through the pages
                         skimming to see if the text is too hard or too easy for you, if the
                         illustrations are good, if there are maps and other reading aids. You will
                         need to check the publication date to see if the material is outdated or
                         recent.

    Encyclopedias: Skim read the text to see if the text is too hard or too easy for you. Look
                         for visual organizers such as bold face print, headings, etc. for guides to
                         reading. Note the date of publication. If your report calls for current
                         information, you usually cannot use an encyclopedia.

    Periodicals: Skim read the text to see if the text is too hard or too easy for you. Look
                         for visual organizers such as bold face print, headings, etc. for guides to
                         reading. Note the date of publication. If your report topic calls for current
                         information, you must use a current source like a periodical.

    For each source you are trying to answer this question:

    ***Is it likely that this source will give information that will help me to answer my
    research questions?***

    If the answer is "no," return the source to the library shelf. In fact, if you cannot
    find any sources to help in answering the research questions, you may need to
    change your topic. However, it is better to change your topic of research at the
    beginning of the process rather than after you have spent many frustrating hours
    looking for sources.

    If the answer is "yes," you will need to prepare a "**Working Bibliography**" card
    for each source you plan to use. A **bibliography** is a record of a book or some
    other source.

C. PREPARING A WORKING BIBLIOGRAPHY

This is a simple procedure if you follow the directions carefully. Your teacher will show you a model and guide you through your first cards.

WHAT MUST BE INCLUDED IN A BIBLIOGRAPHY?

- **AUTHOR**
- **TITLE**
- **PLACE OF PUBLICATION**
- **PUBLISHER**
- **DATE OF PUBLICATION**
- **PAGE NUMBER(S**) (For articles from magazines, journals, periodicals, newspapers, encyclopedias, or in anthologies).

STEP 1. You will need a separate 3" x 5" index card for each source you plan to use.

STEP 2. Assign a different code letter for each source you plan to use. Put a code letter in the upper right-hand corner of your 3" x 5" index card. You can use the code letter rather than writing out the whole title when you begin preparing your note cards.

STEP 3. You will save a lot of time later if you use the correct bibliographical form when you prepare your 3" x 5" bibliography cards.

STEP 4. At the bottom of your card, state where you found the source. If you don't and you need to find the source again, you might end up going to several libraries.

Here is a *model* for preparing a *Working Bibliography* card for a book:

```
                                         A
   Author's last name, first name.  Title.
           City of publication:  Publisher,
           Copyright date.



   Place in which you found the source.
   Call number
```

Author

Ignore any titles, designations or degrees, etc., which appear before or after the name, e.g., The Honorable, Dr., Mr., Mrs., Ms., Rev., S.J., Esq., Ph.D., M.D., etc. Exceptions are Jr. and Sr. Do include Jr. and Sr., as John Smith, Jr. and John Smith, Sr. are two different individuals. Include also I, II, III, etc. for the same reason.

Title and Subtitle

a) UNDERLINE the title and subtitle of a book, magazine, journal, periodical, newspaper, or encyclopedia, e.g., Sports Illustrated.

b) If the title of a newspaper does not indicate the place of publication, add the name of the city or town after the title in square brackets, e.g. National Post [Toronto].

c) DO NOT UNDERLINE the title and subtitle of an article in a magazine, journal, periodical, newspaper, or encyclopedia, but put the title and subtitle between quotation marks with punctuation inside:

Bennett, Lerone, Jr. "Chronicles of Black Courage." Ebony
        Aug. 2001: 96+.

d) CAPITALIZE the first word of the title, the first word of the subtitle, as well as all important words except for articles, prepositions, and conjunctions, e.g., "Speaking of Spec: Terms and Tips to Help You Shop for a Palmtop Computer" or Fat Free, Flavor Full: Dr. Gabe Mirkin's Guide to Losing Weight and Living Longer.

e) Use LOWER CASE letters for conjunctions such as; and, because, but, however; for prepositions such as in, on, of, for, and to; as for articles: a, an, and the. If they should be capitalized, they occur at the beginning of a title or subtitle, or are being used emphatically, e.g., "And Now for Something Completely Different: A Hedgehog Hospital", Spirit Transformed: A Journey from Tree to Totem, or "Why Winston Churchill was the Man of the Hour".

d Separate the title from its subtitle with a COLON (**:**), E.B."Belfast: A Warm Welcome Awaits".

Place of Publication – for books only

a) DO NOT use the name of a country, province, state, or county as a Place of Publication, i.e. do not list Australia, Canada, United Kingdom, United States of America, California, Ontario, Texas, etc. as a place of publication.
b) Use only the name of a city or a town.
c) Use the city or town closest to you if more than one Place of Publication is indicated in the book.
d) It is not necessary to indicate the Place of Publication when citing articles from encyclopedias, magazines, journals, or newspapers.
e) If the city is well known world-wide, it is not necessary to add the State or Province after it, e.g.:

   Boston:
   Chicago:
   London:
   New York:
   Paris:
   Tokyo:
   Toronto:

f) If the city or town is not well known world-wide, add the two abbreviated letters for State or Province after it:

   Austin, TX:
   Englewood Cliffs, NJ:
   London, ON:
   Medicine Hat, AB:

g) Use "n.p." to indicate that no place of publication is given.

Publisher – for books only

a) Be sure you write down the Publisher and NOT the Printer.
b) Use only one Publisher if more than one is listed. The Publisher you choose must correspond with its associated Place of Publication.
c) No need to indicate Publisher for encyclopedias, magazines, journals, and newspapers.
d) If you cannot find the name of the publisher anywhere in the book, use "n.p." to indicate there is no publisher listed.

Date of Publication

a) For a book, use the copyright year as the date of publication, e.g. 2001, not Copyright 2001.
b) For a monthly or quarterly publication use month and year, or season and year. For the months May, June and July, spell out the months, for all other months with five or more letters, use abbreviations: Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., and Dec. If no months are stated, use Spring, Summer, Fall, Winter, etc. as indicated, e.g.:

> Alternatives Journal, Spring 2001.
> Scientific American, July 2001.
> Classroom Connect, Dec. 2000/Jan. 2001.

c) For a weekly or daily publication use date, month, and year, e.g.:

> Newsweek, 23 Dec. 2000.

d) Do not confuse Date of Publication with Date of Printing.
e) Use the most recent Copyright year if two or more years are listed.
f) If you cannot find a publication date anywhere in the book, use "n.d." to indicate there is "No Date" listed for this publication.

Page Numbers

a) Page numbers are needed for a book, an article or essay in an anthology, i.e. a collection of works by different authors.

Example of a work in an anthology:

Fish, Barry and Les Kotzer. "Legals for Life." Death and Taxes:
    Beating One of the Two Certainties in Life. Ed. Jerry White.
    Toronto: Warwick Publishing, 1998. 32-56.

b) If there is no page number given, use "n.pag."
c) Frequently, page numbers are not printed on some pages in magazines and journals. Where page numbers are countable or may be guessed accurately, count pages and indicate the page number or numbers.
d) If page numbers are not consecutive, it is not necessary to list all the page numbers on which the article is found.
e) Do not use Roman numerals for page numbers.

f) To cite an article from a well-known encyclopedia, such as <u>Americana</u>, <u>Britannica</u>, or <u>World Book</u>, you need not indicate the editor, place of publication, publisher, or number of volumes in the set. If there is an author, cite the author. If no author is stated, begin the citation with the title of the article. Underline the title of the encyclopedia and provide the year of edition, e.g.:

Kibby, Michael W. "Dyslexia." <u>World Book Encyclopedia</u>. 2000 ed.

Here is an *example* of a ***Working Bibliography*** card for a book:

<div style="border:1px solid">

A

Borden, Charles A. <u>Hawaii: Fiftieth State.</u>
        Philadelphia: Mcrae-Smith,
        1960.

Linden Public Library
973.924

</div>

D. LOCATING CURRENT INFORMATION

It is very important for you to decide on the kinds of information you will need. For example, if you are doing a research report on Abraham Lincoln, the information you will be looking for does not have to be current or new. On the other hand, if you are doing a research report on the latest scientific breakthrough or the current president of the United States, you will need information that is less than three years old.

The most recent information you can find comes from newspapers, magazines, radio and television broadcasts, and computer databases. Books usually present information which is five years old or more. Encyclopedias may present information which is very old but which has been updated from time to time.

Here are some tips for finding current information.

1. *To find current magazine articles, see:*

EBSCO publications-An on-line index to magazines, journals and newspapers available at your school and local libraries.

2. *To find facts and statistics, see:*

<u>Almanacs</u> – A list of facts, statistics, and tables published annually.

E. READING AND TAKING NOTES

After you have located your sources, the next step is to read, evaluate the material and take notes.

There are generally speaking, three methods of note taking: **summarizing**, **paraphrasing and quotations**.

Summarize if you want to record only the general idea of large amounts of material. If you require detailed notes on specific sentences and paragraph, but not the exact wording, you may **paraphrase**- that is, to restate the material in your own words. If you feel the passage is more effective in the original words, you may **quote** it. Make sure you use quotation marks and copy the words exactly. In taking notes, try to be both concise and thorough. Strive for accuracy. Careful note taking will help you avoid the problem of plagiarism.

As you examine each source, make a separate note of each fact or quotation you might use in your paper. Be sure to identify the source of the information on the listing.

Here is a **model** for a **note card**:

Guide word(s)	Code letter
Page number(s)	Author's last name
Note: Taken in phrases	
All relate to guide words	

Step 1. Select a 4" x 5" index card for **note taking**. In the upper right-hand corner of the card, write the code letter from the **Working Bibliography** card.

Step 2. Write a **guide word** or words in the upper left-hand corner. The guide words will help you to organize your outline and your information later.

Step 3. Under the guide word, write the **exact** page number or numbers from which you are taking information. You will need the page number (or page numbers) to document your sources later on, e.g. internal citations, quotations.

Step 4. Place the source code letter in the upper right corner. Place the author's last name underneath the code letter.

Step 5. Write phrases to save time and to ensure that your final paper will be written in your own words.

Step 6. If you decide to use a direct quote, i.e., the author's exact words, use quotation marks. However, don't quote everything! It will take far too much time, and you may end up plagiarizing unintentionally.

Step 7. Repeat this process for each of the sources you chose for your **Working Bibliography.** Some of those sources will furnish you with lots of information. Some of the sources will not be helpful at all. If you do not find information in a source, put a big X on the **Working Bibliography** card.

Use a new index card every time you need to use a new **guide word**.

Use a new card for each new source of information, even if the **guide word** is one you have used before.

Here is an **example** of a finished **note card**:

```
                                        D

Sugar                               Borden

p. 138   King in Hawaii
         Specialized process for making sugar
p. 140   Employs more people than any other
         industry (1 out of 12)
```

Your note cards will now provide the authoritative basis for your paper's content and documentation.

Arranging the listings and using your descriptive headings will help you prepare an outline.

F. PREPARING THE OUTLINE

Outlining is an important intermediate stage between research and writing. Your outline will provide

the basis for organizing your paper. It will help you divide your manual into paragraphs, support your

topic sentence, and arrange the information in your report.

Step 1. Turn your notes into an outline using lined notebook paper. In the outline:

     a. Bring related materials together under general headings and arrange these sections into a logical order. Each major heading will begin with a Roman numeral followed by a period. The first word of the main topic will be capitalized.

     b. The guide words from the upper left-hand corner of your note cards will serve as categories for your outline. Each guide word will begin with a capital letter followed by a period. The first word of the category will be capitalized.

     c. Each of the facts from your note cards will become a subtopic. Each subtopic will begin with an Arabic numeral the first word of the subtopic will begin with a capital letter. Each subtopic will begin with a capital letter followed by a period. The first word of each subtopic will be capitalized.

The following examples will help you to translate your notes to a formal outline.

TOPIC – Introduction – thesis statement

I.   Major Heading

    A. Category

        1. Subtopic
        2. Subtopic

    B. Category

        1. Subtopic
        2. Subtopic

II.   Major Heading

    A. Category

        1. Subtopic
        2. Subtopic

    B. Category

        1. Subtopic
        2. Subtopic

III.   Major Heading

    A. Category

        1. Subtopic
        2. Subtopic

    B. Category

        1. Subtopic
        2. Subtopic

Here is what a formal outline might look like when you have finished:

Topic: Farming Products of Hawaii

I.   Sugar

    A. Effect on economy

        1. Biggest money making industry
        2. Largest employer in the islands

    B. Description

        1. Sugar cane

        a. Grass
        b. Thick tough stalks
        c. Set on fire to burn leaves

        2. Milking process for refined sugar

        a. Squeeze juice from cane
        b. Clarify liquid
        c. Place into waters

II.   Pineapple

    A. Effect on economy

        1. Provides 70% of world's supply
        2. World's largest cannery
        3. Pineapple Institute

        a. Research center
        b. Improve care and production
        c. Provide jobs

    B. Uses

        1. Food (fruit)
        2. Livestock feed (trimmings)

G. PREPARING TO WRITE

Follow the steps below to get an idea of things you should be **thinking about** and **doing**, and some of the strategies, which will help.

Steps for preparing to write:

- Analyze and organize your information
- Construct a thesis statement
- Weed out irrelevant information

Analyze and organize your information

The word "analyze" means to break something into its parts. A meaningful analysis identifies the parts and demonstrates how they relate to each other. You have information from different sources, which examines different aspects of your topic. By breaking down the information, you may be able to see relationships between the different sources and form them into a whole concept.

Constructing a thesis statement

Before beginning to write the paper, write a thesis statement. A well-written thesis statement, usually expressed in one sentence, is the most important sentence in your entire paper. It should both summarize for your reader the position you will be arguing and set up the pattern of organization you will use in your discussion. A thesis sentence is not a statement of accepted fact; it is the position that needs the proof you will provide in your argument. Your thesis statement should reflect the full scope of your argument.

WRITING THE THESIS STATEMENT

Limiting a topic and clarifying your purpose are important first steps before writing the single sentence that summarizes and introduces an essay, the *thesis statement*. The thesis statement controls what is written and suggests how to present the material. The body of the essay itself supports the thesis statement.

A good thesis statement has the following characteristics.

1. *It is a complete sentence expressing a thought and usually does not begin with an interrogative word*. "My college is the best in the area in student achievement" rather than "Why my college is the best in the New York area."

2. *It limits the writer's idea to a manageable size*. "New York State sales taxes are unnecessarily high" is more limited than "Taxes are unnecessarily high."

3. *It often indicates the writer's opinion or purpose rather than stating an indisputable fact.* Thus, it is frequently an idea that can be disagreed with. "Because cigarettes cause diseases, pollute the air, and annoy non-smokers, they should be banned from public places." is workable. "Cigarettes are expensive." is not.

4. *It should not give the writer's intention directly*. "Most people from my country share two common characteristics: friendly personalities and fierce national pride" would be better than "I am going to tell you about people from my country."

A good thesis statement may be one or more of the following:

1.   a strong, thought-provoking, or controversial statement

- **Bilingual education has not fulfilled it early promise.**

2.   a call to action

- **All inner-city schools should set up bilingual programs.**

3.   a question that will be answered in detail in the essay

- **What can bilingual education accomplish for a child? It can lead to academic and personal development.**

4.   a preview or reflection of the structure of the essay

- **Bilingual education suffers from two main problems; a shortage of trained teachers and a lack of parental involvement.**

Writing the Introduction

The introduction to an essay is important. It can either attract attention so that the reader continues to read or cause the reader to lose interest and stop, so it requires care and attention. How ideas are introduced depends on the audience and the type of essay. Every introduction should

- Capture the reader's attention,
- Present the main idea (thesis statement),
- Give the reader an idea of what material will follow,
- Hint at how the writing is organized.

Many writers have trouble writing introductions. Knowing some frequently used types is helpful. Introductions can include anecdotes, definitions, quotations, and humorous statements, but perhaps the most useful are those in the following examples.

Factual statements or historical background:

Health care practitioners are very concerned about one of the fastest growing health problems today, Alzheimer's disease, which robs elderly people of memory. Experts say that about 10 percent of people over age 65 and 47 percent of people over 85 suffer from this disease. Health planners are alarmed by these figures. The number of people over 85 is growing fast, and by the year 2050, more than 14 million Americans might have the disease. Since doctors don't know what causes it, and they have no cure, there is a real question of how to solve this growing health problem.

A brief description:

We climbed in the ski lift to go to the top of the Aguille du Midi, a mountain high above the town of Chamonix, France, before the sun was up. The air was clear and fresh at dawn, and the sun began to shine behind the mountain ahead of us. From the windows of the small ski lift, we could see the jagged rocks under us and the top of the awesome peak above us. All twenty of us in the group were excitedly looking forward to our first ski trip on a glacier down the back side of the mountain, and experience we would never forget.

The narration of an incident:

In 1984, as I was traveling across the United States with a college friend, our car broke down in a small town in Kansas. It was a weekend, and we couldn't get the car repaired for several days. Trying to save money, we had been taking turns driving day and night and didn't want to pay for a hotel room. When we told the garage attendant, he offered us a room on his farm at the edge of town. It was during those three days with a farm family in a small town in Kansas that I learned how friendly Americans can be.

A question:

Have you ever entered a room that was filled with people you had never met? How did you feel? What did you do? Most people in such a situation rely on the skill of "small talk." Just what is "small talk?" It is pleasant talk about rather unimportant matters. Some people don't like small talk. They would rather share deep thoughts. However, for most of us, small talk about things such as the weather, family matters, jobs, hobbies, sports, or school is a way of relaxing and getting to meet new friends.

A shared experience:

The English language is plagued with the most erratic spelling practices of all the great languages. This fact needs little introduction, especially to those of us who have tried to learn English as a second or foreign language. Even native speakers of the language have trouble with its spelling irregularities, which are a result of four principal factors: the historical development of spelling in English; the advent of printing; the resistance of the established spelling to change with phonetic change; and the nature of the English language to borrow and accept words from other languages.

Many introductions begin with background information of a general type and lead to the thesis by a combination of the methods presented above. Can you identify the techniques used in the following introduction?

Almost everyone in the United States has been to a McDonald's restaurant. Whether you like the hamburgers or not, you must admit that McDonald's cannot be ignored as part of the American restaurant scene. Why is it so popular? Almost one-third of all hamburgers sold in U.S. restaurants are sold in McDonald's. In fact, its sales are larger than the combined sales of Pizza Hut, Burger King, and Kentucky Fried Chicken. A new McDonald's opens every 15 hours somewhere in the world, so wherever you go, you might run into one. There are now almost 11,000 McDonald's, one-fourth of which are in foreign countries. A brief look at the development of this restaurant chain may explain its overwhelming popularity.

The Body

Body paragraphs are the meat of your research paper, and as such are the most important component of your paper. In the body paragraphs, you will expand upon and provide support for the thesis you introduced in the first paragraph and will provide the details that move that thesis forward. A two page essay will typically contain 2-4 body paragraphs. Each paragraph contains:

- A topic sentence that expands your thesis and makes a transition from the previous paragraph
- Development of ideas that support your essay's thesis.
- An ending sentence that wraps up the paragraph and helps to transition into the next paragraph.

Paragraph size

Check that there is a reasonable balance between each paragraph in terms of length. This does not mean that each and every paragraph must be exactly the same length. Rather, your aim should be to ensure that the amount of discussion devoted to each point is in proportion to that point's importance for the research paper as a whole. Do not use one-sentence paragraphs. Like all good paragraphs, each supporting paragraph should have a topic sentence, supporting sentences, and a summary sentence.

Transitions

To connect your supporting paragraphs, you should use special transition words. Transition words link your paragraphs together and make your essay easier to read. Use them at the beginning and end of your paragraphs.

Logical flow between Paragraphs

Sentences or phrases at the beginning or end of paragraphs act as TRANSITIONS to connect one paragraph to the next. Often the final sentence of a paragraph will create a **link** or **transition** into the next paragraph. The creation of links between paragraphs means that the flow of information across the whole text is smoother.

> **Look at the example below:**
>
> The company completely **upgraded their computer systems**…
> (This paragraph goes on to detail these changes)…
>
> **As a consequence of this upgrading**, the efficiency…
> (This paragraph goes on to detail these consequences)…

Examples of transition words that can help you to link your paragraphs together follow on the next page.

Transition Words and Phrases

H. CONCLUSION

The conclusion of a research paper, like other concluding paragraphs, should leave readers feeling satisfied that you have fully supported your thesis statement. The most satisfying conclusions say something worthwhile and reflect the introduction, giving the reader the sense of having come full circle.

Most concluding paragraphs follow one of these patterns:

- Provides a summary – The conclusion summarizes the main ideas of the paper and adds a wrap-up statement that brings the paper to a close.

- Reaches a conclusion – Sometimes the concluding paragraph pulls together the key points of the paper and draws from those points some opinion, judgment, result, an agreement, decision, resolution, deduction, or inference.

- Makes an observation – If your paper makes no effort to reach a conclusion or present an argument, your concluding paragraph may simply make a broad observation about your topic.

- Issues a challenge – Based on supporting material in the paper, a concluding paragraph can issue a challenge to readers. The challenge may be to take some action or to change some action.

- Refers to the introduction – If the introduction refers to a striking incident, tells a powerful story, or recounts startling statistics, the conclusion can remind readers of those beginning remarks.

By writing a conclusion that closes the circle, you give readers a sense of completion, a sense of satisfaction in a job well done.

Finally, be sure your concluding paragraph introduces no new issues, no unanswered question, no otherwise unsupported ideas. A conclusion must only conclude.

SAMPLES OF EFFECTIVE CONCLUSIONS

The conclusion of an essay should direct the reader's attention to the essay's main points and sustain them. Imagine a mystery story in which you were not given the solution or a fairy tale that did not end with "and they all lived happily ever after." Having spent a lot of time planning and writing your essay, you certainly want a satisfying conclusion.

As with the introduction, the actual form of a conclusion depends on the type of essay. The different types of conclusions include some of the same devices suggested for introductions, such as quotations, questions, and anecdotes, but they usually refer to material that has been presented in the body of the essay. The following types are frequently used. A conclusion may also contain a combination of these types.

Result: This type of conclusion is well suited to a process/analysis essay such as the ones you will work on later in this chapter. A process essay can be concluded by giving the result or results of the process that has been described.

> After you have prepared your delicious Texas-style ribs, it is now time to enjoy the wonderful dish you have prepared. Set your table attractively with a lot of napkins for messy fingers. Fill each glass with sparkling red wine, take off your apron, sit down, and begin to taste your succulent meal. You will never want to eat ribs cooked any other way. Bon appetite!

Restatement (summary): In this most common type of conclusion, the main idea is restated in different words to reinforce (for one last time) the writer's main points.

> It is clear, then, that Native Americans in the United States are still faced with significant problems. Each tribe still wants to keep its own traditions and customs. However, the young people want to enter the modern world shown to them on television and in the movies. They are anxious to have an education and a good job, but they have trouble adjusting to life in the city. In addition, Native Americans are still discriminated against. They have lost self-confidence and pride, which may be the largest challenge they must meet.

Recommendation: A recommendation is most common when the writer has discussed a problem, perhaps given its causes, and now wishes to suggest a solution. In the next conclusion, the writer follows a short summary with a recommendation. Underline the recommendation.

> It is obvious from what has been said that most students who study in a foreign county face some of the same difficulties, culture-shock and loneliness being the most prevalent. Therefore, I suggest that before going to a foreign country to study, each student should be required to study not only the new language but also some of the cultural differences between the native country and the new one. Most importantly, each student should be assigned a host family to help make the transition to the new lifestyle less traumatic and lonely.

24

Quotation: A quotation can give credence to what has been written about, especially if an authority in the field is quoted. In the example, the quotation adds authority to the author's main point.

>   Thus, despite tremendous advances in computer technology, the kind of robot found in
>   science-fiction movies is still a long way off in the future. According to MIT
>   electronics expert Phillip Materson, "Someday,
>   we will be able to go into our local discount store and buy a mechanized
>   robot that will take our commands, do our housework, and make our
>   lives easier." Until that time, we can only dream of such mechanical humans.

In any conclusion, don't introduce an idea that you have not discussed in the body of the essay. This should not happen in a carefully planned essay, but if it does, insert the idea appropriately in the body of the essay.

I. WRITING THE PAPER

STEP 1. Take a piece of lined paper and writing on every other line, turn your outline into full

sentences. The purpose of this activity is to get your information on paper.

STEP 2. When you completed the first draft of your research report, you are ready to **revise** your

report to improve the quality of your writing. Check the following:

   a. Is your report arranged effectively?
   b. Do you need to add details, examples, or quotations to make your report clear?
   c. Are there details, examples, or quotations in your report, which do not add to the clarity?
   d. Does your report stick to the topic?
   e. Have you used transition words or phrases where necessary?

STEP 3. When you are satisfied that your report is organized and clear, you will need to **edit**

your writing. Check the following:

   a. Spelling
   b. Punctuation and capitalization
   c. Tense
   d. Word choice

STEP 4. Read your paper out loud, to yourself. See if the arguments are coherent, logical and

conclusive when read aloud. Have several experienced people read and critique your paper.

PREPARING THE WORKS CITED PAGE

Just as researchers, colleges and universities do, you will include an alphabetical listing of the sources you consulted to prepare your paper. This list will include materials, which you read for background as well as those from which you took notes. This section is called **Works Cited** and will appear at the end of your paper. **Works Cited** is sometimes referred to as **References**; the terms mean the same thing. **Works Cited** and **Bibliography** are not the same. In **Works Cited** you only list items you have actually cited. In a **Bibliography** you list all of the material you have consulted in preparing your paper whether or not you have actually cited the work. The documentation style used in your paper should be **MLA** style.

    Format:

- Begin a new page. Start on the 6th line from the top (or one-inch down from the top of the paper), center and type **Works Cited**. Quadruple space after the title.

- Alphabetical order

- Do not number entries

- Begin each entry flush with the left margin; indent additional lines five spaces.

- Double-space between all lines on the Works Cited page.

- Double-space after each period in a Works Cited entry.

Remember the purpose is to communicate to the reader, the sources that you have used in sufficient detail to be identified. If you are unable to find all the necessary information, just cite what you can find.

SAMPLE WORKS CITED FORMS

BOOKS

One author or editor:

Author. <u>Title.</u> City of Publication: Publisher, Date of Publication.

Auletta, Ken. <u>World War 3.0:Microsoft and Its Enemies</u>. New York: Random
    House, 2001.

Two authors or editors:

Authors. <u>Title</u>. City of Publication: Publisher, Date of Publication.

Chopra, Deepak, and David Simon. <u>Grow Younger, Live Longer: 10 Steps to
    Reverse Aging</u>. New York: Harmony Books, 2001.

Three or more authors or editors:

Authors. <u>Title</u>. City of Publication: Publisher, Date of Publication.

Bryan, Mark, Julia Cameron, and Catherine Allen. <u>The Artist's Way at Work:
    Riding the Dragon</u>. New York: William Morrow and Company, Inc., 1998.

No Author:

<u>Title</u>. City of Publication: Publisher, Date of Publication.

<u>Mammals of Australia</u>. Sydney: Phantasia, 1988.

Internet

Ebsco

TV

Media

Work in an anthology, a collection by several authors, with one or more editors:

Author. "Title of article," Title of Book. Editor. City of Publication: Publisher,
    Date. Page(s).

Wilcox, Robert K. "Flying Blind."   Danger: True Stories of Trouble and Survival.
    Comp. and ed. James O'Reilly, Larry Habegger, and Sean O'Reilly.
    San Francisco: Travelers' Tales, 1999. 211-222.

Article in an encyclopedia with no author stated:

If the encyclopedia is well known and articles are arranged alphabetically, it is not necessary to
indicate the volume and page numbers. But if the encyclopedia is not well known, you must give
full publication information.

Author. "Title of article." Title of Encyclopedia. Name of Editor or edition, number of volumes
in set, Place of Publication: Publisher, Date.

Midge, T. "Powwows." Encyclopedia of North American Indians. Ed. D.L.
    Birchfield.11 vols. New York: Marshall Cavendish, 1997.

Kibby, Michael W. "Dyslexia." World Book Encyclopedia. 2000 ed.

Article in a magazine, journal, periodical, or newspaper with no author stated:

"Title of Article." Title of Magazine. Date: Page (s).

"100 Years of Dust and Glory." Popular Mechanics Sept. 2001: 70-75.

Article in a magazine, journal, periodical, or newspaper with author:

Author. "Title of Article." Title of Magazine Date: Page(s).

Beyer, Lisa. "Roots of Rage." Time 1 Oct, 2001: 40-42.

Booklet, pamphlet, or brochure with no author stated:

 Title. Place of Publication: Publisher, Date of Publication.

Diabetes Care: Blood Glucose Monitoring. Burnaby, BC: Lifeco Canada Ltd., 1997.

CD-ROM:

Author. "Title of Selection." <u>Title of CD-ROM</u>, Place of Publication: Publisher, Date.

LeBlance, Susan. "Racism and the Landfill." Montreal: <u>Chronicle-Herald, Tele-Direct (Publications) Inc</u>., 7 Mar. 1992.

Computer Service – e.g. EBSCO

Author. "Title of Article." Source, Date, Access numbers.

Landler, Mark. "Can U.S. Companies Even Get a Bonjour?" <u>New York Times</u>, Late Ed., 2 Oct. 1995. item 03007206512.

Computer Software:

<u>Title of software</u>. Manufacturer. Date.

<u>ThinkPad ACP Patch for ThinkPad 600</u>. IBM Vers. 1.0. International Business Machines Corp., 1998. 3.5" disk.

Internet:

Author. "Title of Article." <u>Title of Magazine, etc</u>. Editor. Type of material. Date of article or Web page. Creator or Sponsor of Web page. Access date. URL.

Marshall, Leon. "Mandela in Retirement: Peacemaker without Rest." <u>National</u> <u>Geographic.com</u>. 9 Feb 2001. 12 Feb.2001. http://news.nationalgeographic.com.

Definition from a dictionary:

"Word." Abbreviation Def. Number of definition. <u>Name of Dictionary</u>. Edition. Date.

"Mug." Def.2. <u>The New Lexicon Webster's Encyclopedia Dictionary of the English</u> <u>Language</u>. Canadian ed. 1988.

Videos
Dr. Martin Luther King, Jr. Dir. Denise Guyen, Videocassette. SVE Inc., 1988.

Television or Radio Program
"Cuba and Cocaine." Narr. Bill Moyers. *Frontline* Documentary
    Consortium. PBS. WTVS, Miami. 18 Jan. 1990

Music (song from a compact disc)
Coltrane, John. "Giant Steps." The Last Giant: *The John Coltrane*
    Anthology. Rhino, 1993.

Music Recordings (no composer shown)
Lewiston, David. *Fiestas of Peru: Music of the High Andes.* LP. Nonesuch
    Records, 1972.

Composer and performer different
Guthrie, Woody. *Pete Seeger Sings Woody Guthrie.* Perf. Pete
    Seeger. Audiocassette. Folkways, 1968.

Interview (heard or read online)
Jamieson, Kathleen Hall. Interview with Renee Montagne. "Political
    Apologies." *Morning Edition*. Natl. Public Radio. 20 Dec. 2002. 3 March
    2003 <http://discover,npr.org/features/feature.jhtml?wfld=885601>.

Interview (broadcast)
Gore, Al, and Tipper Gore. Interview with Terry Gross. *Fresh Air*. National
    Public Radio. KUOW, Seattle. 19 Nov. 2002.

Personal Interview
Mitchell, Charles. Personal Interview. 7 March 2003.

A professional or personal web site:
Dawe, James [name of person who created the site].
    Jane Austen Page [name of site]. 15 Sept. 1998 [date of access]

    http://nyquist.ee.ualberta.ca/~dawe/austen.htmll>.[web address]

An article retrieved from an online database (EBSCO)

For this kind of article, first give the original journal article publication information. Then
complete the citation by stating the name of the database used (underlined), if known; the name of
the service; the library; and the date of access. If you know the URL of the service's home page,
give it, in angle brackets, immediately after the date of access.

Fox, Justin. "What in the World Happened to Economics?" <u>Fortune</u> 15 Mar.

1999:90-102. <u>EBSCO</u>. ProQuest Direct. Joseph E. Soehl Middle School Lib.,

2 Mar. 1999 http://www.intac.com/%7Esoehlcro/Web/welcome.html

USING YOUR SOURCES WISELY AND WELL

A WORD OF CAUTION

Writing a quality research paper takes a lot of time and work; therefore, you will want to make every effort to see that the work is completely your own and that you get full credit for it.

Students sometimes think that they can take short cuts by plagiarizing, that is, copying word for word from another author's text; or by paraphrasing, i.e., copying any of another author's words and changing only a few or rearranging the order of the sentences in another author's passage.

This practice is ***illegal, unethical***, and ***completely unacceptable*** for the student has given the impression that the work or ideas of an author are his/her own.

Just to make sure that you do not plagiarize or paraphrase, even by accident:

> 1. Follow the directions for taking notes carefully.
>
> 2. Avoid using the author's words, sentences, or ideas unless you add quotation marks.

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

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

Version A:

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

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

Version B:

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

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

> **No Plagiarism**   The writer makes use of the common knowledge in May's
> work, but acknowledges May's original conclusion and does not try to pass it off as his or her
> own. The quotation is properly cited, as is a later paraphrase of another of May's ideas.

GUIDELINES FOR INTERNAL CITATIONS

When you do research and you have quoted an author's words, sentences, or ideas, you must give

credit to the author or to the source through an **internal citation.**

Internal citations tell your reader the source of your information. **Internal citations** are placed

inside your paper directly after the quoted or **"borrowed"** information. **The internal citation**

includes the author's last name and the page number of the source. That source will also be listed

in your **Works Cited** section.

Here are some items, which must be credited through internal citations:

- Any direct (exact) quote

- Any chart, diagram, graph, or map taken from a source

- Any facts, statistics, or data which you have not complied

You do not need to credit these:

- Your own ideas or conclusions

- Dictionary definition(s)

- Familiar quotations or sayings

SAMPLE INTERNAL CITATIONS

ONE WORK BY SINGLE AUTHOR

Give the author's last name and page number:

(Borden 138)

A WORK WITH NO AUTHOR:

Give title of work, or a shortened version, and page number.

("Gorbachev Meets with Bush" 12)

PLACEMENT AND PUNCTUATION OF INTERNAL CITATIONS

WITHIN THE TEXT

Place the internal citations directly after the material which you are referring to or which you are quoting and before the end punctuation of the sentence.

Remember : the quotation mark follows the closing punctuation.

Example:

"Driving through the cane sugar fields of the main island, it is easy to see why farmers refer to sugar cane as the 'King of Hawaii'" (Borden 138).

SET APART FROM THE TEXT

As part of his dedication of the pineapple cannery, Mr. Andrew Majors read the following speech:

> Hawaii has been blessed by nature. Her fertile soils have been nourished by soft winds and rain
> and by wrathful volcanoes for thousands of years. Abundant plants and animal life constitute an
> ecosystem of which Paradise would be envious. Finally, man has introduced the technology to
> domesticate and to raise plants which furnish delight to the world's population (Borden 57).

GUIDELINES FOR USING QUOTATIONS

1. Only use quotes which are important to your report.

2. Make sure that your quote uses the author's exact words. Never change spelling, capitalization, and/or punctuation.

3. When quoting prose:

   If the quotation is fewer than four lines, it should be incorporated into your text.

   Quotes of more than four lines are separated from the text using the following format:

   a. Quotes are indented an additional inch at the left side of the page. If an indented quotation comes from two or more paragraphs, indent the first line of each paragraph an additional one-quarter inch.

   b. Quotation marks are not used.

   c. The quotation is double-spaced.

PREPARING THE FINAL DRAFT

Because a research paper is a formal presentation of your ideas, the format of the final draft becomes

very important. You should follow certain guidelines in preparing the final paper for submission so

that your presentation will reflect the pride you feel in your work.

Your final paper should consist of:

- Title page (6th and 7th grade)

- Text

- Works Cited

Your teacher may request that you include one or more of the following:

- Table of Contents

- Outline

- Chapter headings

- Subtopics

- Illustrations

- Original diagrams or charts

TITLE PAGE – (6th and 7th grade)

The title page of your paper should be **centered** on the page. Do not underline or use quotation marks unless your title includes the title of a published work.

Example:

      John F. Kennedy: An American Hero

From the top in the lower right-hand corner, single space:

- Your name
- Course Title
- Teacher's Name
- Date

SAMPLE TITLE PAGE

American Authors

John Mayo
Language Arts
Mrs. Cassidy
May 1, 2002

TEXT (Eighth Grade)

1. There is no separate title page. Begin one inch from the top of the first page and flush with the left margin. Type your name, your instructor's name, the subject (s), and the date on separate lines, double-spaced. Double-space again and center the title above your text.

<div align="center">Sample First Page</div>

_____

<div align="center">(1/2 in. from top of page)</div>

Laura N. Johnson (1 in. from top)

Mrs. Smith

Language Arts – Grade Eight Period 1-2

January 2, 2003

    Title

_____

2. Double space again before beginning your text.

3. The first page of text writing should begin with the number one.

4. Place numbers starting in the upper right-hand corner of the page starting with page one. Type your last name before the page number as a precaution in case of misplaced pages.

5. Leave a one-inch margin on the left and right side of your paper.

6. Begin typing one inch from the top of your paper. Leave a one-inch margin at the bottom of your paper.

7. Use the tab once to indent each paragraph.

8. Double space your final copy. Type on only one side of the page. Staple the final copy together in the upper left-hand corner. Use only one staple.

WORKS CITED PAGE

1. Center the title, Works Cited, an inch from the top of the page. It will look like this:

Works Cited

Do not underline and do not use quotation marks.

2. Double-space the entire list, both between and within entries.

3. Alphabetize each book or magazine by author's last name or the first word of a title or work without an author.

4. Begin the first line of each reference at the left-hand margin; if an entry runs more than one line, indent the subsequent line or lines one-half inch (or five spaces if you are using a typewriter)

5. All works you have consulted **must** be listed. All works for which you have used internal citations **must** be listed.
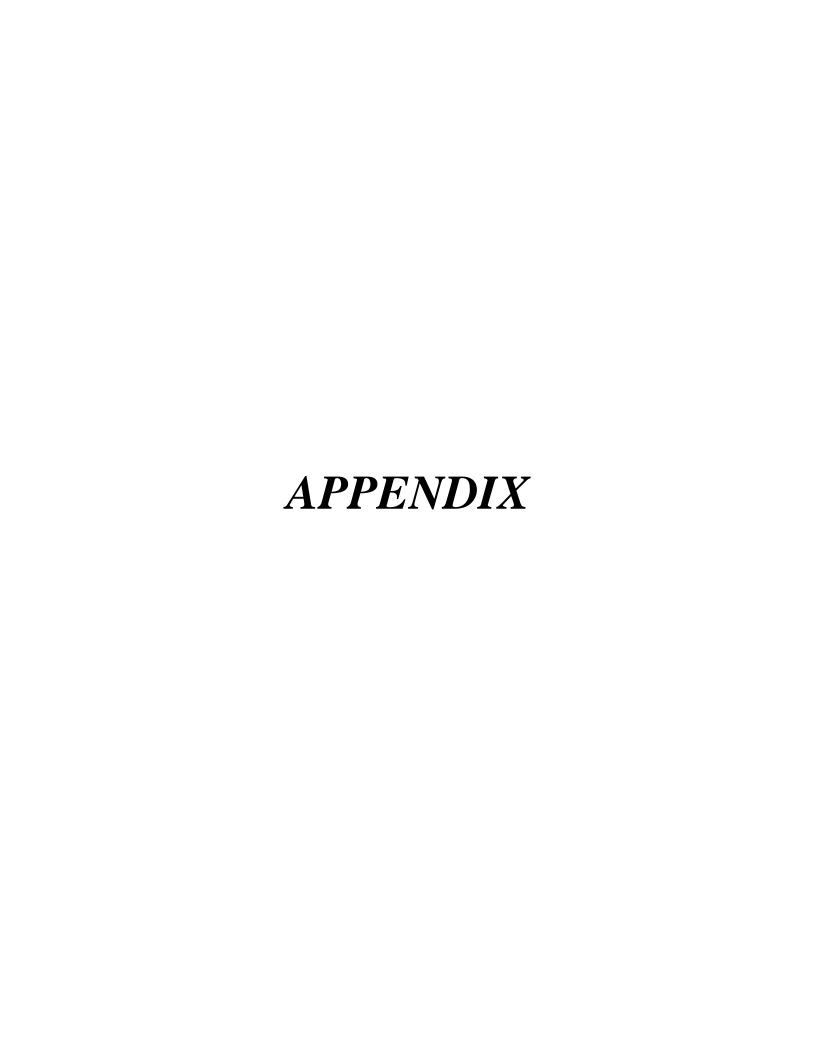
SAMPLE WORKS CITED PAGE

Works Cited

Couch, Herbert Newell, and Russell M. Geer. Modern Poems. 7th ed. New Jersey:

    Prentice-Hall, Inc. 1988.

Cummer, Wilson. "Poetry." <u>Academic American Encyclopedia</u>. 2000 ed.

Mills, Dorothy. <u>The Book of Poetry</u>. New York: G.P. Putnam's Sons. 1998.

APPENDIX

Steps to Writing a Thesis Statement

The purpose of writing a research report is to convince your reader of the point you want to make about a topic by backing it up with information which supports that point. In order for you to do this and for you to even know what it is you want to say, you must first get all your information together, then organize it clearly. You must answer certain question about your topic and your information. Then you will be able to write the thesis statement for your report. Use this checklist.

☐ I have found an interesting general topic.

My general topic is_____

It is interesting because_____

☐ I have narrowed the topic down.

My final topic is_____

☐ My thesis statement is_____

☐ I have had my thesis statement approved by my Language Arts and content area teachers.

NOW, and only now, are you ready to write your thesis statement.

☐ My thesis statement is_____

Evaluating Thesis Statements

Examine the sentences below. Using the preceding set of characteristics, explain why they may or may not be suitable as thesis sentences for short essays. Suggest how any of the unsuitable sentences could be improved.

1.   I am going to tell you why I chose to move to the United States.

2.   Unemployment rose 5 percent last year.

3.   The importance of physical education classes in school.

4.   American cars compared to European cars.

5.   To produce a good picture, a photographer must pay attention to composition, color, and lighting.

6.   Why should children in school have daily homework?

7.   A nutritious diet is important.

8.   Some people like to live in cities because of the social activities that are available, while others live there because there is more opportunity for employment.

Selecting Thesis Statements

A topic, a statement of purpose, and two thesis statements are given. Select the thesis statement that best reflects the purpose for writing.

1. Topic: Sport
    Purpose: To explain why walking is good for people.
    Thesis: (a)   Walking has many benefits, both physical and emotional.
                (b)   Walking is a popular sport that everyone can enjoy.

2. Topic: Music
    Purpose: To show why the Santa Fe Opera has such a good reputation.
    Thesis: (a)   The opera house in Santa Fe is the most beautiful building I have ever seen.
                (b)   The Santa Fe Opera, which attracts young singers and the best musicians and directors, deserves its excellent reputation.

3. Topic: Transportation
    Purpose: To show why we should use more bicycles for city travel.
    Thesis: (a)   Bicycles are the most dangerous vehicles to ride on heavily traveled highways.
                (b)   Using bicycles instead of cars in cities would help solve the problems of pollution and over-crowded highways.

4. Topic: Aging
    Purpose: To show the problems of retired citizens in the U.S.
    Thesis: (a)   When people retire, they often become inactive mentally and physically, have financial problems, and are lonely.
                (b)   Retired citizens don't have very interesting lives.

5. Topic: Pets
    Purpose: To show that dogs are better than cats as pets.
    Thesis: (a)   Every intelligent person know that the best pet in the world is a dog.
                (b)   Dogs make better pets than cats because they are smarter, more affectionate, and more helpful to their owners.

Writing Thesis Statements

A topic and a statement of purpose are given. Write a clear thesis statement. Remember the characteristics of a good thesis statement.

1. Topic: Housing
    Purpose: To show how public housing can help alleviate the
               economic burden of poor people.

    Thesis: _____

               _____

2. Topic: Education
    Purpose: To show the advantages of learning English

    Thesis: _____

               _____

3. Topic: Entertainment
    Purpose: To show why people like to watch TV.

    Thesis: _____

               _____

4. Topic: Environment
    Purpose: To talk about how deforestation affects our environment.

    Thesis: _____

               _____

5. Topic: Health
    Purpose: To explain some of the problems caused by poor diet.

    Thesis: _____

               _____

SAMPLE FORM FOR WORKS CONSULTED PAGE

A. BOOK

EXAMPLE:

Adler, Robert C. A. Lincoln: Man and Myth.

New York: Dutton, 1979.

MODEL:

Author's last name, first name, initial. Title.

City of Publication: Publisher,

Year of Publication.

PRACTICE:

…………………….,………………………….. _____
Author's last name   First name   Initial   Title

………………………………………………………..,
City of Publication   Publisher

…………………..
Year of Publication

B. PERIODICAL

Rushin, Steve. "Amazin" Mass." Sports Illustrated.

11 June 1990: 58-63.

Author's last name, first name. "Title."

Title of Periodical. Day of Publication

Month   Year: Pages.

……………………,…………………………..   _____
Author's last name   First name   Initial   Title

…………………………………………………………..,
City of Publication   Publisher

…………………..
Year of Publication

C. REFERENCE WORK

EXAMPLE:

Clemens, Paul and Robert Hardon. "New Jersey."

World Book Encyclopedia. 1985 ed.

MODEL:

Author's last name, first name. "Title."

_____. Year of edition.
Title of Encyclopedia

PRACTICE:

……………………..,………………. "……………….."
Author's last name   First name   Title

_____. Year of edition.
Title of Encyclopedia

Summarizing, Paraphrasing, and Quoting

Summarizing, paraphrasing, and quoting are three ways of using the information you found in researching your report. When you summarize, paraphrase, and quote correctly, you will avoid the problem of plagiarism. These techniques take practice, however.

The following paragraph is reproduced from an interdisciplinary unit on Native Americans published by Teacher Created Materials, Inc. Assume you found this paragraph while doing your research and want to incorporate it into your research report.

> Long ago in Middle America, there were small, wandering groups of hunters who were equipped with flaked knives, pebble tools, and choppers. Half or more of their food they got from hunting, and the rest was from wild vegetable sources which included species that would later become domesticated plants such as gourds, pumpkins, peppers and runner beans. Shortly after 6500 B.C., some inhabitants began to cultivate cotton, chili peppers, and a type of squash. The people became dependent on these plants, and as they did, they began to adjust their hunting patterns to seasonal changes. This encouraged two or three families to settle down together each year in order to cooperatively harvest these vegetable foods.

Practice summarizing, paraphrasing, and quoting by doing the following:

1. To **summarize**, read this passage and without looking at it again, rewrite the main points in your own words in three sentences or less. Do not include your own interpretations. Do not add your own ideas. After finishing, check your accuracy.

   _____
   _____
   _____
   _____

2. To **paraphrase**, read this passage and do not look at it again. Rewrite the passage in your own words including all the points made by the author. Do not offer your own ideas or interpretations. After finishing, check your accuracy.

   _____
   _____
   _____
   _____

3. To **quote**, copy the author's words exactly and place them within quotation marks. Include all punctuation and capitals. If there are errors in the passage, copy them exactly as they are. Immediately after the error write "(sic)," which is a Latin word meaning "so" or "thus." Use your own paper.

Using Parenthetical Citations

Parenthetical citations are the easiest to use when writing or reading. To make a parenthetical citation, simply place the name of the author and page number of the source in parentheses at the place where the source has been referred. The complete bibliographical information for the source is placed at the end of the report. The following paragraph is an example of a parenthetical citation within the body of a report and the bibliographical note which would appear at the end.

> The dashing Civil War hero appealed to the heart of the petite and pretty young woman as no one else could. When he was killed at the Battle of Little Bighorn, she wasted no time in establishing him as an even greater hero than he had portrayed himself in the press (Robbins 1).

The note at the end of the essay would be shown in the bibliography or works cited section as shown here:

Robbins, Mari Lu. "Elizabeth Bacon Custer: Myth Maker." *How to Write a Research Report*. Westminister, CA: Teacher Created Materials, Inc. 1999.

_____

Practice writing footnotes, endnotes, and parenthetical citations.
Write a phrase or sentence in which you will use information from one of your sources. Use a superscript as you would if you were using a footnote or endnote form of citation.

_____

Write the citation for this source_____

_____

Rewrite your phrase or sentence using a parenthetical citation._____

_____

Write the Citation for this source._____

_____

Think about it and discuss it with your class.

How do the forms differ?

Quiz on Critical Thinking

Answer the following questions about how to evaluate research data.

1.   You are writing a paper about drug abuse. Which of these is the most reliable source of information about this subject?

    A _____   Your neighbor who has been in a drug abuse program
    B _____   Dr. Dean Edell
    C _____   *The Physician's Desk Reference of Drugs and Alcohol Abuse*

2.   You are writing a paper about the Persian Gulf Ware of 1990. Which of these is the best source of unbiased information?

    A _____   An article in MAD magazine
    B _____   An article in *Newsweek* magazine
    C _____   A political commercial on television

3.   You are writing a research paper. Which of these is the narrowest topic for you to write about?

    A _____   Communications systems in the 20th century
    B _____   The life of Alexander Graham Bell
    C _____   Bell's invention of the telephone

4.   You are writing a paper about the use of technology in school. Who is the best source of information on this subject?

    A _____   The technology teacher in your school
    B _____   The owner of a local computer store
    C _____   The president of a software company

5.   You are considering becoming a doctor and are writing a paper about medicine. Which of these is the best source of information for you to use?

    A _____   Your family doctor
    B _____   A five-year-old copy of a medical journal which your uncle gave you
    C _____   The latest issue of the *American Medical Association Journal*

6.   You are writing a paper on contagious diseases in public school. Which of these is your best source of information?

    A _____   Your school health aide.
    B _____   Your teacher
    C _____   The last six issues of *The Bulletin of the Center for Disease Control*

After choosing your answers thoughtfully, discuss them with your teacher and the class.

Glossary of Research Terms

Abstract – Summary of an article in a journal, usually found at the beginning of the article.

Almanac – Reference put out each year with selected facts, such as weather and statistical information

Alphabetical – Listing in order of the alphabet.

APA – American Psychological Association

Autobiography – The story of a person's life as told by that person

Bibliography – List of books, journal and periodical articles, CD-ROMS, and Internet sites at the end of a book or journal article. Leads to additional information.

Biography – The story of a person's life as told by another person.

Book Stacks – Shelves where reference and circulating books are located.

Call Number – The group of letters and numbers given to a book in a library. Shows the order in which one book is arranged with other books on the shelves.

Citation – Written information about source materials such as books, periodicals, and journals used in an article. Identifies author, page numbers, volume number, publisher, and publishing date.

Dictionary – A book listing words alphabetically with their pronunciations and meanings. There are general dictionaries, as well as specialized subject dictionaries.

Document – Show evidence.

Encyclopedia – Reference books which provides facts and background information.

Journal – Magazine published by a group or institution, usually concentrated on a specific subject area and written by educators or researchers. Magazines found in newsstands are not generally journals.

Journal Index – Alphabetical listing of journal articles. It may be a general index or may be specific to a field such a medicine, technology, or education.

MLA – Modern Language Association

Source – Any book, magazine, newspaper, TV show, person or Web site used in a report or article.

Evaluating Information

When doing research, it is important that you learn to think critically about the information you find. Critical evaluation of information will help your whole life, not just when you are doing research. If you think carefully and analyze the materials you read, you will know whether you are receiving accurate information. Never assume that whatever you read in print is true and accurate just because it has been published. Many books and articles are printed that are completely inaccurate. Some slant the truth in a way that causes the unwary reader to believe what is not true. Remember, just as you want to write for your reader, other writers are writing what they want you as a reader to believe. Read carefully. What are some things you need to watch for?

Knowing the Difference Between Fact and Opinion

A **fact** is something that exists. It is truth; it is reality. An **opinion** is a judgment. It may be true, or it may not be.

>**Fact:** People must have air to breathe in order to live.

>**Opinion:** Perfume makes the air smell fresh.

Which of these statements state fact, and which are opinion?   Why?

_____ 1. Dogs make good pets.

_____ 2. The United States is made up of 50 individual states.

_____ 3. People need to learn at least one language besides their own.

_____ 4. Most universities require entering students to have taken mathematics.

_____ 5. Good students should study two hours every night.

_____ 6. Green vegetables contain many vitamins needed for health.

_____ 7. Milk is good for everyone.

_____ 8. Good parents always give their children everything they need.

_____ 9. Forrest Gump is a good movie.

_____10. Forrest Gum stars Tom Hanks.

_____11. Time magazine is one of the best magazines.

_____12. Different writers with varying ideas write for Time magazine.

_____13. Some magazines are published just to make money.

_____14. An almanac contains interesting facts.

Write one fact and one opinion about a book you've read recently.

How to Think Critically

When you think critically, you question what you read, hear, and think about things. You do not just accept what someone says just because she/he says it. Does the person who says something which sound true have the background and knowledge to know what she/he is talking about? You need to question yourself and your own decision to be sure you are making the best decision under the circumstances. Write **yes** or **no** next to each question.

When choosing research materials to use in your research report, ask yourself these questions about each source.

Name of source._____

1. Does this source help answer the questions I need to answer?   _____

2. Is this source biased; does it try to make me take one side or another?   _____

3. Does this source make broad generalizations, such as boys don't show
    their feelings or girls cry too much?   _____

4. Does this source give easy answers and make complex things sound
    too simple?   _____

5. Does this source consider more than one side of a question?   _____

6.   What background does the writer of this source have that makes
    him/her an expert about the subject?   _____

When writing your research report, ask yourself these questions about what you are writing.

1.   Am I generalizing too much?   _____

2.   Am I oversimplifying?   _____

3.   Have I considered differing opinions?   _____

4. Have I withheld my judgment until after reading all my sources?   _____

5. Have I read each source carefully?   _____

6. Is this source appropriate for school use?   _____

Finding Information on the Internet

Picture millions of computers all hooked together by a common thread, somewhat like a giant spider web stretched in many directions and operated by millions of people at the same time. On this giant web, people can send and receive electronic mail (e-mail), join groups of people with the same interests as their own, talk about things which concern them, search for information on many different topics, and download text, graphics, sound and software. This is the Internet.

Before the early 1990s, the information that was available on the Internet had been placed there solely by educators, scientists, students, and the government. Now, however, the widespread use of the Internet by ordinary people has grown to the point where just about anyone who has a computer and a modem can put anything online. Some material put online is personal, some professional, and some is educational.

Much of the information you will find online is not what you want to use for a school research report. While there is a wealth of good information on the Internet, there is also a great amount that is not good. You must use your best judgment when looking for information. Look for educational sites, scientific sites, and professionally constructed sites. *If a piece of information is not appropriate for school use, do not use it.*

What you can find online:
- A limited number of free encyclopedias and dictionaries
- Encyclopedia and dictionary resources which have a fee or subscription charge
- Information posted by educators as part of their teaching
- Personal homepages posted by students and others
- Excerpts from current and recent issues of magazines and newspapers
- A limited number of electronic magazines and journals
- Information provided by government agencies, such as the Library of Congress and NASA
- Information provided by nonprofit organizations on their areas of interest
- Complete text of works (books, plays, and stories) whose copyrights have expired
- A limited number of single-volume reference works

What you cannot find online:
- Most reference works such as encyclopedias, at least not for free
- Books, plays, and short stories still under copyright
- Full text nonfiction books on scholarly subjects
- Most scholarly journal articles
- Newspaper and magazine articles published prior to 1994
- Many of the reference books, such as author information volumes, which are available from your library's reference librarian

Tips for Using a Search Engine

1. To use a search engine, you need to identify a keyword for the engine to search. Keywords are words that represent the concepts of your topic. If you enter the keyword "Lincoln," you will get thousands of documents about Lincoln. Entries will include Abraham Lincoln, as well as the towns and schools named Lincoln. To narrow your search, enter "Abraham Lincoln."

2. Use keywords that would be most likely to get best results. Be specific. For example, to learn about the welfare system in California, use "welfare AND California."

3. If you enter AND between two words, you will get files containing both words.

4. If you enter OR between two words, you will get files containing at least one of the words.

5. If you use NOT before a word, no files containing that word will appear.

6. ALL will act the same as AND.

7. ANY will act the same or OR.

8. Using an asterisk (*) after a word will bring up files with all the many variations of a word. For example, "human*" will bring up "humanist," "humane," and "humanistic."

9. When you first open the homepage of the search engine, first go to **Help, FAQ** (Frequently Asked Questions) to learn how to best use the search engine. Print this page for reference.

10. Compare different search engines to see how they work differently.

11. Print out the first page of each search both for finding it again and for citation.

12. Place your favorite sites in the Bookmarks or Favorite Places file in your computer.

13. Meta-Search Engines check several search engine and show their files.

14. Use subject directories from universities, libraries, and search engines as you would subject catalogs in libraries. For example, Yahoo! Has directories for **Arts and Humanities, Business, Computers, Education**, etc. A university directory might list **English, History, Philosophy, Writing Center,** etc.

Choose a keyword that relates to your research project. On the back of this paper, list the first 10 documents you locate from three separate search engines. Underline the ones that are educational sites.

SEARCH ENGINES

The following list contains appropriate search engines for middle school students:

Lycos – http:www.lycos.com

Yahoo! – http:www.yahoo.com

Google – http://www.google.com

Ask Jeeves – http://www.ask.com

CHECKLIST FOR EVALUATING INTERNET SOURCES

Ask yourself these questions about each Internet source you find. You should be able to answer yes to all or most of these.

_____   **Is this site an edu, org, gov, or mil site?** These are the sites which are generally the most reliable ones. Commercial (com) sites contain advertising and articles which may be slanted one way or another.

_____   **Is the author a well-known expert, perhaps connected with an established institution?** Remember, anyone can put anything on the Internet, so you do not want to believe something just because it is online any more than you want to believe something just because it is in print.

_____   **Is the publisher a university, professional organization, government agency, or well-known publisher?** Avoid publishers that exist only on the Internet. There are so-called vanity publishers on the Internet whom people pay to publish their material. There are also organizations such as cults and other groups that establish Web sites just to promote their own philosophies.

_____   **Do the hyperlinks given take you to educational sites?**

_____   **Is a bibliography provided which shows high quality sources?**

_____   **Does the site provide quality sources that you can check out for yourself?**

_____   **Is there a recent publication date showing that the information is current?**

_____   **Is the information given based on facts rather than the opinions of the author?** Remember that anyone can put anything on the Internet without having to back up what he/she says with factual information. Beware of information that is clearly written to persuade you into believing what the author wants you to believe.

_____   **Is the information written for people who are seriously interested?** Beware of information you get from chat lines.

Using CD-ROMs

CD-ROMs are very useful for doing research in the classroom, computer center, or library. They are small and contain a great deal of information on one small, compact disk. The most useful include encyclopedias, dictionaries, atlases, history and science collections, and reference guides to magazines such as *Time and National Geographic*. For the most efficient use, CD-ROMs should be booted up before class and a system of sign-ups or scheduling established. The following are some that are commonly used in middle school classrooms and libraries:

American Heritage: The History of the United States for Young People. Byron Press Multimedia Co., The American National, Prentice-Hall, Upper Saddle River, NJ, 1996.

The Animals True Multimedia Experience. Macintosh, Novato, 1992-1993.

Catropedia: The Ultimate World Reference Atlas. Apple, DK.

Color Photos for Mac 5000 Megapack Photos. Nova Development Corporation, Calabasses, CA, 1996.

Compton's Interactive Atlas. The Learning Co., Cambridge, MA, 1998.

Discover the Joy of Science. Zane Publishing Co., Dallas, TX, 1998.

Encarta Encyclopedia Deluxe. Microsoft, USA.

Encyclopedia Britannica CD. Merriam-Webster Inc., 1994-1998.

Grolier Multimedia Encyclopedia. Grolier Interactive. Danbury, CT.

History of the World. DK Multimedia, Dorling Kindersley, NY, 1998.

Mindscape World Atlas & Almanac. Mindscape, Novato, CA, 1996.

Rand-McNally New Millennium World Atlas Deluxe, "Interactive." Rand McNally, Skokie, IL, 1998.

Scientific American Library The Universe, with Complete Planetarium, Planet-Building Simulation Game, Voyage from Atoms to Stars, and Tour of Solar System and Universe. Byron Press Multimedia, USA, 1998.

Time Reference Edition Almanac. Time Magazine, New York, 1994.

Webster's International Encyclopedia. Multimedia 2000, Seatttle, WA, 1998.

Webster's New World Family Discovery Library II. McMillan, USA, 1998.

A World of Animals, 5 CD Nature Encyclopedia. Countertop, Redmond, WA. 1998.

World Book 1999 Family Reference Suite, containing Encyclopedia of Literature, Biographical Dictionary, Intermediate Dictionary and Medical Desk Dictionary. World Book Inc., San Diego, CA.