

History-Social Science Department Research Paper Toolkit



Pembroke High School
History-Social Science Department

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← Symbol refers to the research paper rubric categories referenced in this section.

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OVERVIEW

Writing research is at the cornerstone of what historians do. By researching and writing scholarly work-historians add to what we know about the past. A research paper is an expanded essay that presents your own interpretation or evaluation or argument. When you write an essay, you use everything that you personally know and have thought about a subject. When you write a research paper you build upon what you know about the subject and make a deliberate attempt to find out what experts know. A research paper involves surveying a field of knowledge in order to find the best possible information in that field. And that survey can be orderly and focused, if you know how to approach it. Don't worry--you won't get lost in a sea of sources.

In fact, this guide is designed to help you navigate the research voyage, through developing a research question(s) and a thesis statement, doing the research, writing the paper, and correctly documenting your sources.

How to use this document

This document is not meant to be given to students in its entirety, but it has been designed to assist students and teachers in successfully writing a formal research paper. It includes basic handouts for students and a breakdown of a research paper with examples that can be used by either students or teachers.

- Student handouts, indicated by a box at the upper-right of the page 
- In-depth descriptions of each section of the research project with examples. These sections may guide teacher instruction, or may be photocopied for students who need extra support.
- Notes and suggestions for teachers to use this toolkit on specific assignments.
- A section devoted to how this writing toolkit aligns to the Common Core State Standards, specifically the English Language Arts Literacy Standards for Writing in History/Social Studies, Science, & Technical Subjects.

ALIGNMENT TO THE COMMON CORE

Assignments following this toolkit should meet the following standards from the Common Core State Standards for English Language Arts Literacy for Writing in History/Social Studies, Science, & Technical Subjects (WHST). Other standards may be met by the assignment.

CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

THE RESEARCH PAPER - AN OVERVIEW

The research paper is an important step in your analytical development. Many of you, whether you realize it or not, already do considerable research: reading Sparknotes or Shmoop articles, googling info on your favorite musicians/athletes/actors/etc., and cruising Wikipedia for interesting articles. The difference between that “light research” and a research paper, however, is that you must then take that information, process it, and use it to add to, support, or refute your argument.

There is essentially no difference between a “normal” paper you write for class and this one, other than the number of sources you are required to use. The thesis is still your own, the ideas are still your own, and the writing is still your own. In a research paper, you just have to have more grounding in your topic to add to the scholarly conversation on which you are embarking.

Though writing a research paper can seem daunting at first, when you finish you will have learned many skills which you will use in your future. This assignment will help you view a topic in a broader sense and consider many different viewpoints. While you complete this assignment, you will have the opportunity to increase your understanding of the research process, increase your communication skills, develop useful time management strategies, and experience the satisfaction that comes with successfully completing a major research project.

The Steps to Writing a Research Project

1. Choose a Topic
2. Write a working thesis statement/controlling idea
3. look for sources
4. Perform research
5. Create an outline
6. Write the body
7. Write the conclusion
8. Write the introduction
9. Revise thesis statement
10. Revise the paper and develop final draft
11. Provide a works cited page

Organization of Research Paper

Your research paper is basically an “inflated” version of the other papers you have written. You will need an introduction, body paragraphs (not necessarily “3”...this will depend on your organization of your ideas) and a conclusion.

Introduction

You want to capture your reader’s attention in the first lines of your essay by providing some sort of background for your argument. The background of this essay should be developed by material related to your thesis. After you have opened your paper up in an interesting way, you will want to come into your thesis statement.

Body

As you know, these paragraphs will develop your thesis. You will use the critics you have read to support, defend or refute your thesis. Be sure not to simply summarize the text or rely too heavily on the critics. Find a balance between the critics' thoughts, your voice and examples and quotes from your primary text.

Conclusion

As in other essays, this can be the most difficult portion of your essay. Unfortunately, there is no "magic" formula for a good conclusion. Remember that you want to summarize your main points in a new way (not simply restating). Remember, however you decide to work your conclusion, it should leave an impact on your reader.

Expectations for Final Research Paper

The research paper should be submitted on time following the following expectations:

- Times New Roman Font (or reasonable font)
- 12 point font
- Typed
- Black ink
- Double spaced
- White paper
- 1 inch margins
- Clean copy (no stains, whiteout, hand corrections, etc.)
- No large amounts of white/blank space or extra space between paragraphs
- Proper heading or title page
- Single staple in upper left hand corner
- MLA/APA format citations and references

CHOOSING A RESEARCH PAPER TOPIC

Reading for Information

Choosing research paper topics that interest you and are viable subjects for a good paper make the difference between a good grade and a bad one. If the topic is not an assigned one, you can discover a topic by reading for information and following a few steps.

- Search for information
- Write down questions and possible topics
- Determine availability of potential sources
- Choose your research paper topic

Searching for information to choose research paper topics

Searching and reading for information involves looking over applicable course materials, going to the library or conducting online searches. The number of research paper topics possible is endless, so starting with your course books by looking at table of contents, chapter headings and chapter subheadings can help trigger viable topic ideas. Other ways to search for information include the following:

- Browse an information book, such as an encyclopedia, for background information.
- Search specialized databases for scholarly journal articles.
- Look through your school library's resource section or room.
- Search for reliable websites that deal with the topic, and read their content.

Make sure to focus on those topics that interest you or in which you have some knowledge. Writing about what you know or can relate to automatically makes your research paper topic a better one.

Writing down questions about possible research paper topics

As you are reading through information for potential research paper topics, make notes of topics that interest you or of questions that cross your mind as you read. Do not focus so much on the quality of the questions or notes; instead, focus on what interests you and what you know. For example, if you are looking for a research paper topic for an abnormal psychology class, your notes might include the following questions:

- What makes people develop phobias?
- Why does seasonal affective disorder only affect some people in the same geographic area?
- Is schizophrenia hereditary?

In addition to your notes, brainstorm with friends, classmates or family – let those ideas bounce around in your head to help you zero in on potential research paper topics.

Something in your learning or life experiences should relate to the topic ideas you identify. For example, someone you know could have a phobia or suffer from seasonal affective disorder – making the answers

to your questions mean something on a personal level. Whatever you read for information, look for and jot down keywords that define the topic, and make note of them.

Determining the access to sources for different research paper topics

Once you have a list of questions and possible research paper topic ideas, you must carefully examine the research potential of each. If you cannot find adequate research to write the paper, it does not matter how interesting the topic is to you or your general audience. When evaluating the research potential for each topic, use the keywords you noted to find the answers these questions:

- Is there sufficient information available in your school library holdings (newspapers, magazines, periodicals)?
- What about information available online – do you have access? Is the information authoritative or scholarly?
- Does most of the available information focus on one side of an issue or is it hotly debated?
- How hard do you have to look for sources – is information hard to find?

Choosing your research paper topic

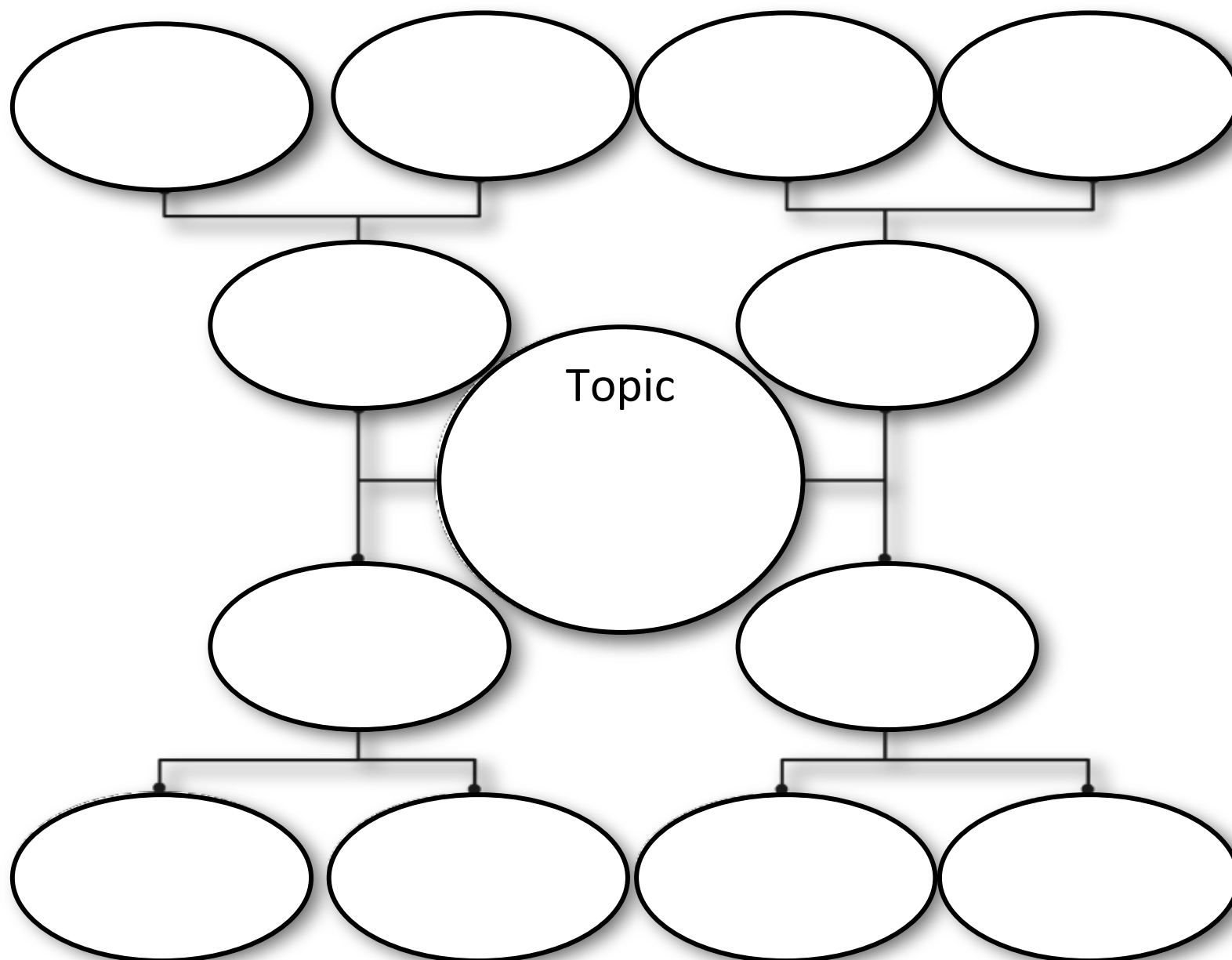
After evaluating the viable sources of information for your list of topic ideas, make a decision on your research paper topic. The topic you choose does not need to be narrow in scope; forming and narrowing your focus usually comes after deciding on a broad topic. How narrow your topic is largely depends on the scope and length of the assignment. Making sure your topic is the right fit for both you and the assignment involves evaluating how well the topic fits with the following:

- Your knowledge
- Your interests or passions
- The assignment purpose
- The paper type
- The paper length

Once you have decided on a topic, you can work on narrowing your focus in order to write the thesis statement.

Brainstorming Your Topic

To help you get a handle on what topic you'll choose, do a brainstorm by putting "Research Paper" in the center of a graphic organizer. Then, quickly brainstorm several subjects related to the broad subject. Next, around those topics, brainstorm related subjects or topics, and keep doing this for every topic until you've exhausted the possibilities. Finally, choose one of those topics in your brainstorm to be the basis for your research paper.



Name: _____

CHOOSING A RESEARCH PAPER TOPIC: READING FOR INFORMATION WORKSHEET

Use this Research Paper Topics Worksheet to get familiar with how to generate and select topic ideas for your research writing. Ten exercises help you make sense of the process, and get you familiar with feeling out topic ideas.

Instructions

Follow the instructions for each exercise below to work through the process of choosing research paper topics.

1. Jot down at least possible three broad topics that interest you or about which you are passionate. Make sure to choose topics about which you possess some knowledge.

Topic #1:

Topic #2:

Topic #3:

2. Conduct a quick search in your school library or online to generate ideas for a paper topic from each broad topic. In the space below, write at least two ways in which you could address each topic. For example, if you choose seasonal affective disorder as one of your topics above, two ways to address the topic could include 1) who it affect and 2) what are effects on everyday life.

Topic#1:

First approach—

Second approach—

Topic#2:

First approach—

Second approach—

Topic#3:

First approach—

Second approach—

3. Of the three topics, select two to continue exploring. In the space below, write the two topics. State what factored into your decision.

Topic #1:

Topic #2:

4. Write two questions about the first topic you selected in #3 to which you would like an answer.

Question #1:

Question #2:

5. For each question in #4, find two articles that could be used for a research paper on the topic, and note the name of the article in the space provided.

Question #1 article title:

Question #2 article title:

6. Write two questions about the second topic you selected in #3 to which you would like an answer.

Question #1:

Question #2:

7. For each question in #6, find two articles that could be used for a research paper on the topic, and note the name of the article in the space provided.

Question #1 article title:

Question #2 article title:

8. Can you find any books for either topic that are potential sources of information either by searching your school's online catalog or by searching the internet?
9. For both topics, consider whether there is sufficient resource material available. State your conclusions for each topic in the space provided.

Research viability for topic #1:

Research viability for topic #2:

10. Select one of the topics, basing your choice on the factors that determine whether a topic makes a suitable idea for a research paper topic. Explain your choice.

HOW TO DEVELOP A STRONG THESIS STATEMENT

To write a statement for a paper where you must take a stance, for example, break your topic into three parts: your stance, the reason you take that stance and the opposing stance on the same topic.

What is your position or stance?—Use a complete sentence to state your position.

Why do you take the position?—State your position, starting with “because... ”

What is the opposing view?—State the opposing view, starting with “although... ”

Consider the example below that puts the pieces of a thesis statement together:

Topic: Employees working out in a company gym on the clock

Your stance: Employees should be allowed to work while being paid to work.

Reason for your stance: Because it improves morale, focus and overall employee health

Opposing position: Although employees are technically being paid for an extracurricular activity that does not involve work-related task

Putting it together: Although employees are technically paid for an extracurricular activity that does not involve work-related tasks, they should be allowed to exercise on company time because it improves employee morale, employee focus and overall employee health.

Working through this process creates a working thesis statement. If you are not required to take a position on a topic, omit the opposing position portion, and replace your stance and reasoning by answering the questions of “how” or “why.” You might make adjustments to your thesis statement as you research and write, but this forms the basis for your paper. You might even need to spend a little additional time clarifying your statement if it is too broad.

Characteristics of a strong thesis statement

A strong thesis statement makes your research, outlining and writing easier by creating direction as you write.

When this statement is well-developed, it has several characteristics:

- It is a complete sentence.
- It summarizes your point of view.
- It identifies the purpose of your paper.
- It conveys something important with respect to your topic.
- It is specific enough for the paper’s assigned length.
- It provides a guide as you write your paper.

Evaluating your thesis statement

Before you begin creating an outline from your thesis statement, make sure it meets the assignment requirements.

Are you being asked to explain your thesis or argue a point about it? In either case, make sure the thesis statement contains a solid, well-defined idea.

- Does it challenge your readers to think?
- Does it have the power to hold the attention of your readers?
- Does it tell readers something new or give a fresh take on a common topic?
- Does it avoid stating something that is obvious?
- Does it avoid simply announcing your topic?

If you can answer yes to those questions after writing your thesis statement, you are ready to move on to outlining and writing your first draft. If you cannot answer yes, consider further clarifying your thesis statement.

Name: _____

DEVELOPING A STRONG THESIS STATEMENT WORKSHEET

Test your knowledge with this Thesis Statement Worksheet that addresses the strength of example statements. Ten exercises let you practice recognizing when a thesis is well-developed and when it needs more clarification to aid with your research writing.

Instructions

For the exercises below, evaluate each example thesis statement. State the reason for each choice.

Guidelines for the first five exercises:

Strong = The thesis statement is well-developed and has a clear main point.

Needs work = The thesis statement could work with revisions and more clarification.

Inadequate = The thesis statement is poorly written, unfocused and/or weak.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: Gays and lesbians should be allowed to marry legally.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: The institution of marriage has eroded from the ease with which people obtain divorces; therefore, legislation to create laws that make divorce more difficult to obtain are necessary.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: Although they provide a way to measure students' progress, exams should be omitted from teaching curriculums because they simply measure a student's ability to take a test, not measure a student's knowledge.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: Poverty has serious consequences for society as a whole.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: As a country, America is safer because of the creation of the Department of Homeland Security.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: The mother's role in childrearing is very important.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: Although fast food chains are often cited as at fault for obesity, individual responsibility is what ultimately affects obesity because people are free to make their own choices – good or bad.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: Politicians lie.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: Although some young criminals never repeat their crimes, offenders above the age of 16 should be prosecuted as adults because they are old enough to know the difference between what is acceptable behavior in society and what is not.

- Strong ☐ Needs work ☐ Inadequate ☐

Thesis statement: Although college athletes are students in pursuit of a degree, they should be paid for their athletic performances.

LOOKING FOR SOURCES

Primary vs. Secondary Sources

Generally speaking, a primary source is the original document, creative work, relic, or artifact that will become the main focus of your research. These sources, which often represent a direct event, experience, or historical period, include but are not limited to: autobiographies, letters, diaries, novels, poems, plays, paintings, musical compositions, pottery, furniture, and architecture. A secondary source interprets, reflects on, or analyzes some aspect of the primary source. They are removed from the actual event portrayed or revealed by the primary source. Examples of secondary sources include: journal or magazine articles, textbooks, critical analysis, encyclopedias, and commentaries.

For more guided instruction as to the differences between these types of source materials, please consult the attached handout regarding types of sources.

Finding Credible Source Material

The Internet

When crafting a research paper, it is instrumental to look for credible or reliable sources to help support and argue your ideas effectively. Often, it seems simpler to type your topic into an internet search engine than to research your topic in a media center or library. While internet searching via Google or Yahoo is a good way to start researching your topic, you must be selective about the types of sites you rely on for your information.

Some helpful hints:

- Look for websites that end in .org, .gov, or .edu before .com.
- Unless the site is sponsored by or associated with the government/a governmental program or department, a respected university, a recognizable media outlet, or a well-known non-governmental organization/journal/magazine/encyclopedia, do not use a website that has an indeterminable author.
- Don't rely on Wikipedia as anything other than a "jumping off point" to begin your research. While it is technically a .org, wikis are built to be collaboratively developed, thus anyone can add or change content and that calls into question the validity of the information presented.
- Use online scholarly databases. InfoTrac, LexisNexis, and EBSCO are just a few of the most up-to-date examples.

Books, Journals, Articles, or Periodicals

Many students feel that it is simply more convenient to research information on-line rather than in a library, and, consequently, they can miss out on all that physical materials have to offer on a subject. Libraries and media centers often have credible resources that might be perfect for your topic; do not discredit them so easily. Still, it is important to use a discerning eye when selecting these types of materials.

More helpful hints:

- Newspapers and magazines (like Time, The Wall Street Journal, or Newsweek) often are well-versed on key current events and cultural phenomenon. They have the added benefit of also, in many instances, being available on-line. If you're researching a current event (or even want to look at a specific past event), consulting magazine or newspapers from the time period can often be highly beneficial.
- Credible sources are written by authors who are often respected in their fields of study. A good author will also cite his or her sources so that you can check the accuracy of and support for what they claim. Look for books, articles, or periodicals written by recognizable names or that have detailed works cited pages as part of their work. You never know – they might also provide additional sources for your own research!
- Check the date of the source. Some topics will be accurate regardless of when the material was printed; however, sources on technology, areas of rapidly changing political, geographical, or cultural infrastructures, scientific and medical research, etc. need to be much more current and up-to-date to be deemed valid.
- Determine the author's point of view. When reading a source, you should ask yourself: is the author presenting a neutral and objective view of a topic or is s/he advocating a specific angle? Who is funding the research or writing of this source? Biased sources may be deemed credible if you are careful not to limit your research to one side of an ongoing debate. If you are researching a Democrat president like Barack Obama and all your sources come from Republican sources, you will have skewed perspective on your topic.

Interviews

Many high school students rely heavily on second-hand researching: gathering information from printed source material or texts which supply and compile information. First hand research is a more personal and direct approach to tackling a topic. Types of first hand research include but are not limited to: interviews, experimentation, personal experience, or anecdote.

An often under-utilized technique for researching a topic or event is to conduct your own interview of someone who has a personal connection to or specific knowledge of your chosen subject. Like second-hand materials, credibility is often an issue with interviewing. Be sure to adhere to the same standards for assessing credibility when interviewing someone for your paper.

In Summation

Regardless of the type of source you use, you want to present information that is researched, accurate, and supported. Your thesis should be argued carefully based on careful consideration of your gathered information.

Types of Sources

What Is a Primary Source?

A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

- Original Documents (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records

- Creative Works: Poetry, drama, novels, music, art
- Relics or Artifacts: Pottery, furniture, clothing, buildings

Examples of primary sources include:

- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution of Canada - Canadian History
- A journal article reporting NEW research or findings
- Weavings and pottery - Native American history
- Plato's Republic - Women in Ancient Greece

What Is a Secondary Source?

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

- Publications: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

Examples of secondary sources include:

- A journal/magazine article which interprets or reviews previous findings
- A history textbook
- A book about the effects of WWI

Search by Keyword for Primary Sources in the Library Main Catalog

You can search the library's Main Catalog to find direct references to primary source material. Perform a keyword search for your topic and add one of the words below. These are several examples of words that would identify a source as primary:

- | | |
|-----------------------------|-----------------------|
| • diaries | • personal narratives |
| • early works | • sources |
| • interviews | • speeches |
| • manuscripts and documents | • letters |
| • pamphlets | |

Analyzing Primary and Secondary Resources-Handouts

A number of handouts are included in this packet on pages 20-24 for analyzing both primary and secondary sources. Handouts include the following:

1. Primary Source Analysis-Short Form (recommended for 9th grade)
2. Document Analysis Form-Long Form (recommended for 9th grade)
3. Primary Source Analysis-Long Form I
4. Primary Source Analysis-Long Form II
5. Secondary Source Analysis-Short Form II

Performing Research

Note Cards/Note Taking

After evaluating the credibility of your sources and choosing the best options to help you as you write, it is time to begin gathering and organizing your evidence. Note cards are an effective way at helping you keep track of your information without it feeling cumbersome or overwhelming. An alternative to note cards is keeping a notebook which contains all of the same information as note cards. Follow your teacher's instructions on the methods that they would like you to use while researching. The basic set up of a note card follows.

You may want to use <http://www.citationmachine.net> to aid you in this process.

Front of Card

Topic of quote	Placement in outline (this may change) (ex. I.B or II.A.c)
<p style="text-align: center;"><i>Quote from text</i> (you do not need to necessarily have an exact quote, but if you are paraphrasing, you still need to cite properly)</p>	
<p style="text-align: right;">Citation: title of source, page #</p>	

Back of Card

Set up the back side of the card to include your analysis, personal reflections, or thoughts regarding the quote's significance to your topic:

<p style="text-align: center;">Make notes about the quote. Unpack it: what does the quote mean? Why it is important to your thesis, text, etc.</p>
--

Remember

- You do not need to write in complete sentences; this is for your research and keeping you organized.

- If you use exact quotes, you need to use quotation marks. If you are paraphrasing, you still need to cite correctly.
- You should only use one note card for one idea.
- Work through one source at a time; you do not want to get sources mixed up.
- Keep your sources organized; for every source you read, be sure to copy all the information you will need to do your works cited and working bibliography: author, book/article title (if you are using a periodical, be sure to copy the title as well as the volume and/or issue number), publishing dates, page numbers.

Note cards are designed to be helpful. Not only do they provide a concise location for direct quotation and reflection but they also help prevent unintentional plagiarism.

Example of a Note Card

Characterization of Athena

I. B.

“To this the grey-eyed goddess answered:
‘As you ask, I can account most clearly for myself.’”

Homer. The Odyssey. New York: Farrar, Straus, and Giroux, 1998

The author’s use of the term “grey-eyed” would have been a deliberate attempt to show the goddess’s wisdom. In the Middle Ages, grey eyes would also come to help signify virginity in a woman. It is thus appropriate that Athena, the chaste goddess of wisdom, is depicted in this way.

Another Example of a Note Card

Structure of the atom

III. C.

Rutherford's "equations predicted that the number of α -particles scattered through a given angle should be proportional to the thickness of the foil and the square of the charge on the nucleus."

. "Ernest Rutherford."

History of Chemistry. Purdue University Division of Chemical Education, n.d.

Web. 27 Jun 2012.

<http://chemed.chem.purdue.edu/genchem/history/proton.html>

Ernest Rutherford discovered that atoms contain a nucleus by shooting alpha particles at a thin sheet of gold foil. The particles were deflected by the foil. This result could be explained by assuming that the atoms had a small nucleus with a large mass and concentrated positive charge. Rutherford concluded that all atoms have a nucleus.

CARS: Credibility, Accuracy, Reasonableness, Support

Credibility

If a source is credible, it is trustworthy; the quality of evidence and argument is evident; the author's credentials are available; quality control is evident; it is a known or respected authority; it has organizational support. Use web sites ending in .edu or .gov, before sites ending in .org and .com. Don't use wikis or forums because anyone can edit them.

- Is there sufficient evidence presented to make the argument persuasive?
- Are compelling arguments and reasons given?
- Are there enough details for a reasonable conclusion about the information?

Accuracy

If a source is accurate, it is up-to-date, factual, detailed, exact, comprehensive, and its purpose reflects intentions of completeness and accuracy. It gives the whole truth. Several indicators may mean the source is inaccurate:

- × No date on the document
- × Assertions that are vague or lacking detail
- × Sweeping rather than qualified language (that is, the use of *always, never, every, completely* rather than *usually, seldom, sometimes, tends to, and so forth*)
- × An old date on information known to change rapidly
- × A very one-sided view that does not acknowledge or respond to opposing views

Reasonableness

If a source is reasonable, it is fair, objective, balanced, and reasoned; there is no conflict of interest; there is an absence of fallacies or slanted tone. Some clues to a lack of reasonableness:

- × Dismissive tone or language ("stupid jerks")
- × Overclaims ("Thousands of children are murdered every day in the United States.")
- × Sweeping statements of excessive significance ("This is the most important idea ever conceived!")
- × Fallacies: *ad hominem*: attacking a person instead of her ideas; *false equivalence*: "You didn't pay me back for bringing pizza so I stole money from your wallet; therefore, we're even."
- × Conflict of interest ("When you buy a stereo, beware of other brands that lack our patented circuitry.")

Support

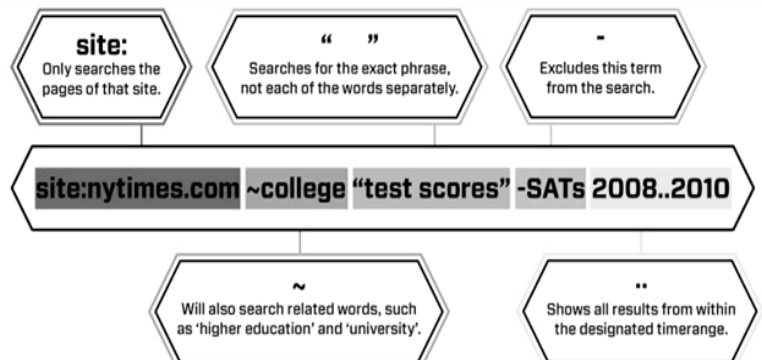
If a source is valid, it has listed sources, contact information, and its claims are supported.

- Where did this information come from?
- What sources did the author use?
- Are the sources listed?
- Is there a bibliography or other documentation?
- Does the author provide contact information in case you wish to discuss an issue or request further clarification?
- What kind of support is given?
- How does the writer know this?



How To Google It

Information taken from:
<http://www.mhhe.com/socscience/english/allwrite3/seyder/ssite/seyder/se03/cars.mhtml>
<http://www.hackcollege.com/blog/2011/11/23/infographic-get-more-out-of-google.htm>



NOTE-TAKING STRATEGIES, NOTE-TAKING METHODS AND WHY THEY MATTER

Recording information through using note-taking strategies and note-taking methods that help you keep information organized facilitate the writing process. The information you need is more accessible. This means doing an outline, writing your first draft and citing sources is made easier. Before you dive headfirst into conducting research and gathering information, prepare by taking the following steps:

Step #1: Develop note-taking strategies

- How to record information
- How to record source citation information
- How to keep notes organized

Step #2: Choose note-taking methods

- Index cards
- Computer

Develop a plan with note-taking strategies

Having a plan created around note-taking strategies allows you to conduct research in a more organized fashion. Plan ahead, and decide how you intend to approach note-taking in general. Make sure to incorporate the following factors into your note-taking strategies:

- Recording of information—Do you intend to jot notes or write in full sentences? Jotting down notes might seem faster while you are conducting research, but when it comes time to write your paper, using complete sentences makes the writing process faster. Plus, it makes it less likely that you need to revisit a source to get the whole picture if you are unsure of what your shortened notes mean. There are four different ways to record information:
 - Direct quotation
 - Paraphrase
 - Summary
 - Personal thought
- Citation information—How can you keep source citation information together? It is a good idea to keep two sets of notes: one with facts and information to write the actual paper and a second set with only bibliographic information for citation purposes. With a second set, make sure to know what information you need to write under a specific style or citation guide, such as MLA, APA.
- Organization—What system can you put in place to find information quickly? Aim to code all sections of your notes by marking where each piece of information might fall in your outline or paper. It does not need to be exact; your note cards help you write the outline when your research is complete. Also note the source of the information by using something that references the bibliographic notes, so you know where the information is to cite any research information. Try to keep similar pieces of information together and well organized.

Choose note-taking methods to execute your plan

You have two basic options when it comes to note-taking methods: with index cards or on the computer.

Using index cards as a note-taking method—Using blank 3×5 or 5×7 index cards, you can record one piece of information onto one card.

- Create codes for where the information goes in your paper (or your best guess). Write it on the top right of the card. For example, if it goes in the introduction, write “Intro.”
- Record the author’s last name, the title (abbreviated form is okay) and a page number, if applicable.
- Put the each piece of information into your own words unless you intend to use it as a direct quotation.

Using your computer as a note-taking method—Using multiple computer files saved into one folder, you can type notes while you research.

- Create a new folder for your research paper. Save all files pertaining to your paper within the folder throughout the process of writing your paper.
- Create a new file to record the bibliographic information for citing sources. Keep only the information about sources as a whole in this document, so when you need to create the documentation for your sources, such as a Works Cited page or a Resource List, you have everything you need in one place.
- Open a new word processor file, and create the codes for where information is to appear within your paper (or your best guess). These codes serve as bold headings and subheadings to identify areas within your topic. Save one copy as your master research file.
- Resave the same file as your working research file. Any time you add additional research, make the changes to this file. Keep related information together with the source noted by each piece of information (including the page number). Save it, and then resave it as a new version of your master research file. Complete this process every time you make changes to the file with this note-taking method.
- When adding information, note the author’s name, the title and the page number (if applicable). Save your file frequently to ensure you do not lose anything. Repeat the process of saving to both your working research file and the master file.

Importance of good note-taking strategies and note-taking methods

Employing note-taking strategies and methods as you read through sources of information is important for several reasons.

- They help you avoid plagiarism.
- They make organizing your paper easier.
- They allow you to record where you obtained information to save time as you write and cite information.
- They make it easier to go back to an original source for more information when necessary.
- They help improve the overall quality of your paper.

Name: _____

NOTE-TAKING STRATEGIES, NOTE-TAKING METHODS AND WHY THEY MATTER WORKSHEET

Practice with this Note-Taking Strategies and Note-Taking Methods Worksheet to improve the process of research writing. Ten exercises require you to first locate an article, and then use the article to take structured notes.

Instructions

For the first two exercises below, follow the instructions in each individual exercise. Using the article you locate in the first two exercises, take specific notes from the article. The order of your notes does not matter, but make sure to use the note-taking strategy that you are instructed to use for each exercise. Code each note according to where it would go in a paper using "intro," "body paragraph #" or "conclusion."

- Find an article on a topic that interests you on the internet or at a library and from which you can take notes. Provide the bibliographic information for the source as a whole you located that could be used for citation purposes under an official guide.

- Do you plan to take notes by jotting down short phrases and notes, or do you plan to write in full sentences? State the reason for your choice.

- Use a direct quotation.

Code:

Your notes:

-
-
- Use a direct quotation

Code:

Your notes:

- Use paraphrasing

Code:

Your notes:

- Use paraphrasing

Code:

Your notes:

- Use a summary

Code:

Your notes:

- Use a summary

Code:

Your notes:

- Provide a personal thought

Code:

Your notes:

- Provide a personal thought

Code:

Your notes:

HISTORICAL THINKING SKILLS

Historical thinking skills are generally defined as a set of skills acquired and continuously practiced through the study of history. Historical thinking skills include: the ability to read, understand, and coalesce in written form- multiple accounts & perspectives, analyze primary and secondary source documents, understand and apply a critique of historical sourcing (historiography), understand historical context, and effectively utilize the claim-evidence connection. More broadly, historical thinking skills encapsulate the ability to recognize and avoid presentism and historical anachronism.

Historical presentism and anachronism have been articulated as defining the past in terms of the present (Fulbrook, 2009). Historical presentism is an overarching terms that historians use to suggest how past documents are interpreted through the social and cultural norms of today (Howell & Prevenier, 2001). Historical presentism occurs when researchers apply modern cultural notions to past phenomenon or when they fail to recognize the past as a separate world filled with different cultural values and norms that may not necessarily translate into today's world. Historians commit presentism when they suggest the existence of objects, persons, or phenomenon in the wrong context, time period, or geographic location. Historians commit anachronism when they analyze a past phenomenon from the point of view of the future— meaning they make claims to past phenomenon using information that people did not have at the time, much like a fabled fortune-teller makes claims using a crystal ball. It is worth noting that some researchers suggest that all histories are in some manner anachronistic because they attempt a new vision of the past or to revise the work of other historians (Fulbrook, 2009). This notwithstanding, the historical research must vigilantly guard against both presentism and historical anachronism as both pose a significant threat to the proper analysis and use of historical documents. **A chart for use with students is available as a handout on page 30.**

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/ background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/ disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

DOCUMENTS ANALYSIS FORMS

On the following pages you will find a variety of document analysis forms that you may use with your students as they analyze primary and secondary source documents.

Document Analysis Sheet: Short Form (9th grade)

Student Name:

Today's Date: _____

Document Title:

Doc. Letter or Number: _____

Type of Source: _____

Author: _____

Date of Document: _____ Circle One: Primary Source or Secondary Source

Main Idea of Document:

Key Quote, Image, or Data:

Historical Context:

DOCUMENT ANALYSIS LONG FORM (9th grade)

Document number or letter _____ Title of Document (if present)	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias

After you read over the document, fill in the columns below.

What important facts can I learn from this document?	What inferences can I make from this document?	How can I use this document in my essay?
		Analytical Category: I
	Overall, what is the main idea of the document?	

Document Analysis Long Form I

(NAME AND DATE)

Document number or letter _ Title of Document (if present)	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias / Point of View

After you read over the document, fill in the columns below.

What significant facts can I learn from this document?	What inferences can I make from this document?	How does this document help answer the question?
Overall, what is the main idea of the document?		Analytical category (bucket):

Document Analysis Sheet: Long Form II

Name and Date:

Sourcing the Document

Document number or letter	Title of the Document (if present)	Source (Where did this document come from?)	
Date of document	Important details about the era	Primary <input type="checkbox"/> Secondary <input type="checkbox"/>	Type of document (e.g. letter, diary, etc.)
Author of document	Important details about the author (e.g. title, nationality, etc.)	How might the author's point of view affect the content and message of the document?	

Close Reading of the Document

List 2-3 important details from the document.	Are these facts, opinion, or a mixture of both?	What inferences can you make based on these observations?

Document Summary

Overall, what is the main idea of the document?

Document Analysis Sheet: Long Form II (page 2)

Document Evaluation and Interrogation

Is this document reliable? What makes you think it is / is not reliable?	What further questions of investigation does this document raise?
--	---

Argument Made from Document

How does this document help you answer the essential question?

Cross Referencing and Bucketing of Document

Do any documents conflict with your findings from this document?

Possible bucket (analytical category)

NAME: _____

DATE: _____

SECONDARY SOURCE ANALYSIS WORKSHEET

A **secondary source** of information is one that was created later by someone who **did not** experience first-hand or participate in the events.

Directions: As you read your document, remember that secondary sources do not just present facts- they provide an interpretation of events. Look for the ways that the author presents their interpretation. How does the author do this?

What is the title of the document?	
Who is the author?	
Who is the author's intended audience?	
What topic is the author addressing in this work?	
What is the author's argument or main idea about this topic?	
What evidence is provided to support this argument or idea? Give specific examples.	
List facts presented by author:	List opinions presented by author:
Do you trust this source? Why or why not?	
What questions does this source/interpretation raise?	
Where could you find the answers to these questions?	

AVOIDING PLAGIARISM



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

According to the Pembroke High School Student handbook, plagiarism occurs when you fail to credit any information that is directly copied from another text. It also occurs when you translate that information into your own words but still fail to give credit. Plagiarism is a serious offense; plagiarists will receive a zero on the research assignment and are also subject to the school's disciplinary code. The consequences for plagiarizing are fully explained in the student handbook.

Common knowledge, or knowledge that is already known by most people, does not need to be cited in the body of your research paper. When you are unsure whether your information is common knowledge or not, it is best to err on the side of caution; give the author credit using citations within the text to avoid an unfortunate mistake.

CREATING AN OUTLINE

Why create an outline? For research papers, an outline helps you keep track of large amounts of information. Outlines also show how topics are connected and which topics are most (and least) important. They help you to organize your ideas and define boundaries between topics. Your outline gives you a map to follow when you start writing, which makes the writing process more efficient. The effort you invest in your outline is well-spent.

The general steps to writing an outline are:

- **Brainstorm:** List all the ideas that you want to include in your paper.
- **Organize:** Group related ideas together.
- **Identify:** Give a name to your main categories.
- **Order:** Arrange material in subsections from general to specific or from abstract to concrete.
- **Label:** Create main and sub headings.

Format

There are two major kinds of outlines: topic and sentence. Topic outlines use key words to give the topics of each part of the paper. A sentence outline uses a sentence to summarize the content under each division. Examples of both kinds of outlines follow this page.

The formatting follows these characters, in this order:

Roman Numerals (I. II. III. IV....)

Capitalized Letters (A. B. C....)

Arabic Numerals (1. 2. 3....)

Lowercase Letters (a. b. c....)

Coordination - Your headings/topics for each section of your paper should have the same significance as each other. (Topic A should be of the same importance as Topics B and C.)

Subordination – Information in headings should be more general, while information in subheadings should be more specific. (Topic A should be more important than subtopics 1 and 2.)

Division – Each heading should be divided in two or more subparts. There are no limits to the numbers of subheadings, but if you have a lot, you should combine some. (If you have a subtopic 1, you need a subtopic 2 also.)

The Next Step

When you start writing, each main topic should have its own paragraph. You can put subheadings in the same paragraph or in separate paragraphs, depending on the amount of material you have or the complexity of the topic.

Examples of Topic Outlines

United States' Policies on the War on Terrorism

I. Introduction

- A. History of United States
- B. Examples when U.S. gave up rights and negative effects

II. War on Terrorism

- A. Modern terrorism
- B. Compare modern to previous
- C. Where is the end?

III. Legislation

- A. PATRIOT Act
- B. Domestic Security Enhancement Act

IV. Policies

- A. Wiretapping
- B. Illegal search warrants
- C. Enemy detainees

V. Current laws

- A. Constitution
 - 1. 4th Amendment
 - 2. 5th Amendment
 - 3. 6th Amendment
- B. Geneva conventions
- C. International Humanitarian Law

VI. Conclusion

The Conquest of Mt. Everest

I. Introduction

II. Background Information

- A. Location of Mt. Everest
- B. Geography of the Surrounding Area
- C. Facts about Mt. Everest
 - 1. Height of the mountain
 - 2. How the mountain was named
 - a. Peak XV
 - b. Joloungma (Tibetan name)
 - c. Sagarmatha (Nepalese name)
 - 3. Numbers of climbers

III. Major Explorers Covered in this Paper

- A. Sir Edmund Hillary
 - 1. First to reach the summit (1953)
 - 2. Led a team of experienced climbers
- B. Tenzing Norgay and the Sherpas
 - 1. Experienced climber and guide
 - 2. Sherpas still guide expeditions
- C. Rob Hall
 - 1. Leader of the failed 1996 expedition
 - 2. Led tourists with little experience

IV. The Impact Expeditions have had on Mt. Everest and Local Community

- A. Ecological Effects
 - 1. Loss of trees for cooking and heating
 - 2. Piles of trash
- B. Economic Effects
 - 1. Fees provide income for the country
 - 2. Work for the Sherpas
- C. Cultural Effects
 - 1. Introduction of motor vehicles
 - 2. Introduction of electricity

V. Conclusion

Sample Outline (example of sentence outline)

Levi i

Outline

- THESIS: Unless the risks of cell phones are shown to outweigh the benefits, we should not restrict their use in moving vehicles; instead, we should educate the public about the dangers of driving while phoning and prosecute irresponsible phone users under laws on negligent and reckless driving.
- I. Scientific studies haven't proved a link between use of cell phones and traffic accidents.
 - A. A study by Redelmeier and Tibshirani was not conclusive, as the researchers themselves have admitted.
 - B. Most states do not keep records on accidents caused by driver distractions.
 - C. In a survey of research on cell phones and driving, Cain and Burris report that results so far have been inconclusive.
 - II. The risks of using cell phones while driving should be weighed against the benefits.
 - A. At the Harvard Center for Risk Analysis, researchers found that the risks of driving while phoning were small compared with other driving risks.
 - B. There are safety, business, and personal benefits to using cell phones on the road.
 - III. We need to educate drivers on using cell phones responsibly and enforce laws on negligent and reckless driving.

Outline pages are numbered with small roman numerals.

Outline begins with thesis and uses standard format.

Outline is written in complete sentences.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2006).

This paper has been updated to follow the style guidelines in the *MLA Handbook for Writers of Research Papers*, 7th ed. (2009).

Name: _____

CREATING AND USING AN OUTLINE

Instructions

Use this worksheet to help you practice creating an outline for your research paper.

Introduction paragraph:

Write your Thesis Statement (in a complete sentence) in the space below:

Body paragraphs:

Use key words or sentences to summarize the content of your arguments/points.

I. (Argument

#1): _____

A.

(Explanation): _____

1.

(Example): _____

a.

(Detail): _____

2.

(Example): _____

a.

(Detail): _____

B.

1.

a.

2.

a.

II. (Argument #2):

A.

1.

a.

2.

a.

III. Argument #3:

A.

B.

C.

IV. Argument #4:

A.

B.

C.

V. Conclusion (Reworded Thesis):

WRITING BODY PARAGRAPHS

Body Paragraphs support the thesis statement or main idea of an essay, and effective body paragraphs have four features:

A Clear Topic Sentence

A topic sentence tells the reader what the paragraph is about. It develops a new but related idea of the central thought of the whole paper. An effective topic sentence should have a definite purpose or point of view and should be the first or second sentence of a paragraph (unless you are synthesizing information or making a deduction in the paragraph, in which case the topic sentence may serve as the conclusion). The topic sentence is usually different than the thesis statement because it introduces a supporting idea related to the overall claim or point of the paper.

Paper Topic Example: How the Civil Rights Movement Affected America

Thesis Statement Example: “Racism in America is less of a problem today than in the past because of the Civil Rights Movement.”

Body Paragraph #1, Topic Sentence Example: “The Civil Rights Movement was a result of increasing tensions between races which heightened in the 1960s .”

Strong Supporting Details

Because a topic sentence is seldom explicit enough by itself to convey fully the supporting point a writer intends, strong supporting details are needed in every body paragraph. The evidence should inform and explain the topic sentence’s idea or opinion. Where the topic sentence is precise and straight-forward, support is detailed and clear.

Topic sentence example

Benjamin Franklin accomplished many things in his eighty-four years.

Supporting detail example

Franklin gave to the world the stove, bifocals, and the lightning rod.

Order

Order is represented through a main idea that is both described in a concise topic sentence and developed via the supporting details. The order of the supporting details should follow the order in which they are mentioned in the topic sentence of a paragraph.

Coherence

Coherence is a technique of connecting ideas smoothly and logically. The writer leads the reader clearly and logically from one idea to another in developing thought. Some effective methods of achieving coherence follow.

- By overall planning- Make sure that your paper is organized starting with an introduction using occasional summaries to end one particular train of thought, as well as transitional sentences and paragraphs that link thoughts and conclusions.
- By paragraphing unity and order- Put main ideas in short topic sentences using transitional words such as: therefore, for example, and nevertheless.
- By organizing the paper in a thesis-support or a support-thesis way; in other words, you either present the thesis and then go on providing support or present support and then give a thesis or overall topic.
- By transitional words and expressions- These are used both between paragraphs and within paragraphs to move from one thought or idea to another.
- By pronoun reference-Use pronouns as substitutes for nouns. Pronouns act as connecting links and can carry the reader back to a thought in the previous sentence.
- By repetition of key words and ideas- Repeating words and ideas can keep the dominant subject in the reader's mind and provide continuity of flow and logical thought.
- By parallel structure, linking similar or related ideas- You can link together similar or logically related ideas that would otherwise be placed in separate statements.
- By maintaining a consistent point of view- Make sure that your point of view is consistent. Avoid unnecessary, sudden, and illogical shifts in point of view.

The following paragraph illustrates a smooth flow of thought from the opening topic sentence through the supporting details. Notice that the purpose is clear in the topic sentence, "Cape Cod is unique," and that the supporting material provides two kinds of logical development: time and cause and effect.

Cape Cod is unique. A peninsula which stands farther out to sea than any other portion of our Atlantic coast, it was created, geologists say, by mile-high glaciers which dropped deposits here in the last Ice Age—about 11,000 years ago. It was then molded for more than 100 centuries by winds, waves, tides and currents. One can see mile after mile of original glacial deposits sliced by the elements into clean-sloping cliffs. Layers, some as distinct as in a cake, show the advances and retreats of the ice. One can even pick up pebbles brought by glaciers from the Laurentian Mountains in Canada.

WRITING A CONCLUSION

The conclusion puts the entire essay in context. Readers are left feeling as if the essay is unfinished when you do not write the conclusion well. Ultimately, you want the conclusion to tie things in a nice, neat bow—to show that your objectives were met. A good conclusion accomplishes three main things:

- It answers the question posed or provides solutions to the problem identified in the introduction by revisiting the thesis.
- It synthesizes/highlights the main points from the body of the essay and connects them.
- It explains the significance through relevance and implications of what the essay finds.

While the conclusion does the above things, it should also follow a similar pattern as your introduction. This means when restating the thesis, use similar language, but not the exact same wording. The conclusion is your last chance to convince readers of your argument, so take the most important points from the essay and restate them in the conclusion to sell your argument or perspective.

In addition, you can address what the implications are of a particular argument, why the argument matters or what additional questions it raises. You should not, however, introduce new information that is outside of the points addressed in the body of your essay. The following are approaches you might incorporate into your conclusion:

- Summary of main points through synthesis
- Restatement of the essay's purpose
- Suggestions or recommendations
- Predictions about the future
- Your opinion
- Deductions based on evidence presented in the essay

How you end your essay is largely shaped on the length of your overall essay. A shorter essay does not allow much room for speculation or addressing the significance in too much detail. Instead, try ending with a broader statement on the bigger picture of a topic as it pertains to your essay. However you decide to end your essay, the final point made in the conclusion should make it clear that the essay is complete. A good conclusion answers the question of “so what?” by looking at the broader implications.

Above all else, your intro and concluding paragraphs play important roles. The introduction should make readers want to continue reading, to entice them into wanting to find out how your thesis is answered. Your conclusion takes the information from the body of your essay and revisits the introduction and thesis while addressing broader implications or the essay's findings.

WRITING A STRONG INTRODUCTION

The introduction paragraph is your first chance to hook your readers. It should stay clear and concise while properly introducing your topic. A strong introduction meets the following four criteria:

- It explains the context.
- It answers the questions “what is this about?” by explaining the focus.
- It contains the thesis statement.
- It lays out the structure and organization.

The beginning is focused on context by providing background information on the topic. The first statement is somewhat broad, but be careful not to make it too broad. The goal is to establish what your essay is about by explaining the topic and subtopics you intend to share with readers.

The beginning of your introduction should be attention grabbing in some way. The following are methods with which to start your essay:

- Narration
- Facts (data or statistics)
- Quotation
- Statement that is surprising
- General information
- Combination of any of the above

However you decide to start your essay, make sure it is interesting and makes readers want to continue reading.

Through subtopics and context that define the scope of your essay, the intro answers the questions of who, what, when, where, why and how. This means defining how your essay is limited, such as to a particular age group, time period, geographic location or something else.

Defining the scope does not involve providing lengthy explanations or definitions; save this for the body of your essay. Direct quotations should also be limited in the introduction. Facts or figures might prove helpful in identifying the background and scope, but limit these as well.

Your introduction also explains how the rest of the paper is organized. This is not detailed, but it does lay out how the information is presented. Whether the body paragraphs are organized in chronological, thematic or sequential order is identified in the introduction. Likewise, if each point is compared and contrasted, this is also explained in your first paragraph. Finally, your introduction ends with a transition to the body paragraphs.

Name: _____

WRITING BODY PARAGRAPHS

A paragraph should consist of the following:

- **Topic Sentence**
- **Three Supporting Details (EXPLAINED)**
- **Quote (if appropriate)**
- **Concluding Sentence**

Sample Prompt: What's your favorite season? Why?

❖ **Topic Sentence:** States the main idea.

Example: My favorite season is summer because I enjoy going to the beach, eating ice cream, and going to the movies.

❖ **Supporting Details:** Provide THREE details that prove your topic sentence is true. Each detail should be explained.

Example One: During the summer, I love **going to the beach**.

Explanation: At the beach, I can collect seashells and walk on the warm sand. My friends and I pack picnic lunches and enjoy splashing in the cool ocean water.

Instructions

Use the following worksheet to practice writing body paragraphs for your research paper. Please provide evidence that supports your other two details.

Example Two: During the summer, I love ... **eating ice cream**.

Explanation:

Example Three: During the summer, I love ...**going to the movies**.

Explanation:

❖ **Concluding Sentence:** Re-states main ideas of your paragraph.

Example: Although every season has its perks, the beach, the ice cream, and the movies make summer the most enjoyable season to me.

Name: _____

WRITING A STRONG INTRODUCTION AND CONCLUSION WORKSHEET

Practice with this Introduction and Conclusion Worksheet to strengthen your assignment writing. Ten exercises have you examine example paragraphs, and write an introduction and conclusion of your own.

Instructions

For the first four exercises below, answer the questions about the sample introduction paragraph. For exercises 5-8, answer the questions about the sample conclusion paragraph. For exercises 8 and 9, follow the instructions given in each.

Sample introduction paragraph:

Suicide is something just about everyone has contemplated at one time or another, regardless of whether an individual is willing to admit it. While some people only contemplate it, the sad truth is that there are over 500,000 people that commit suicide every year. There are a number of factors that are in play to help make sense of this high suicide rate, including intervention methods that fail, psychological states of those who commit suicide and the sociological conditions under which people live.

- Does the sample introduction paragraph provide the context for the entire essay? If yes, what is it about?

- Is the thesis statement clear, and what is the thesis statement?

- If the essay were to continue, is it clear what the structure and organization is for the body paragraphs? Why or why not?

- What method for starting the introduction is used, and on a scale of 1-10, how would you rate the example introduction?

Sample conclusion paragraph:

While it is clear these factors contribute significantly to the high suicide rate, there is hope for the future. Through building better intervention programs that adequately address the psychological needs of suicidal individuals and the sociological conditions that contribute to their suicidal state, communities can realize a lower suicide rate. Suicide is a social problem that transcends across all cultures, all age groups and all demographic groups. Only with the proper attention can this problem be resolved.

- Does the conclusion revisit the thesis? If yes, what does this accomplish?

- How are the main points connected or synthesized?

- Does the conclusion explain the significance of the essay or main points? If yes, how? If no, how could this be improved?

- What approach for writing the conclusion is used, and on a scale of 1-10, how would you rate the example conclusion?

- Choose one of the methods for starting an introduction, and write a 3-4 sentence introduction that meets the four criteria of an introduction. Choose any topic you like, but write a strong introduction.

- Choose one of the approaches for writing a conclusion, and write a 3-4 sentence conclusion that does the three things a conclusion should. Use the same topic for which you wrote an introduction in #9.

Name: _____

REVISION PROCESS: IMPROVING THE STRENGTH OF YOUR PAPER WORKSHEET

Practice with this Revision Process Worksheet by examining a paper to determine if revisions should be made to strengthen the research writing. Through completing a number of exercises, you can work through the process as practice for your next research paper.

Instructions

Follow the instruction given in the first exercise, and answer the questions presented to you in the following nine questions. If you are doing this in a classroom or group setting, trade papers with another person to critique a paper that is not your own.

- Find a rough draft of one of your own papers, or find a sample paper online which you can use to work through the revision process by answering the questions in remaining exercises.
- Read the introduction, and set the paper aside. What is the main point of the paper?
- Read through the rest of the paper. Does it address the intended audience appropriately? Why or why not?
- What is the purpose of goal of the paper? If it is your own paper, is it what you intended?
- Is the thesis supported with evidence? Why or why not?
- Is the vocabulary appropriate and clear? If not, what suggestions would you make for cleaning up the vocabulary?
- Are there any spelling errors?
- Are there any grammatical errors? Are there any errors that are repeated multiple times?
- Is the conclusion effective? Why or why not?
- Overall, what area did you identify as the aspect that requires the most revisions, and what advice would you give to improve the paper?

STRATEGIES TO HELP YOU REVISE YOUR INTRODUCTION AND CONCLUSION

The revision process involves several steps:

- Deleting information
- Adding information
- Clarifying sections
- Examining your content
- Looking at sentence structure and syntax
- Proofreading

With so many steps, you want to tackle each area individually. Do not try to barge through your research paper during the revision process to fix everything at once. Instead, take each aspect of the process on its own. Read your paper out loud slowly to pinpoint areas that need improvement more easily. As you read, ask yourself a series of questions that help you identify areas that need changes.

Revision process question #1: What is your main point?

Making sure your main point is clear during the revision process involves examining your thesis statement. Read your introduction paragraph, and set the paper aside. Can you summarize your thesis and the main points to support it? Does the introduction let you know what you can expect to read in the rest of your paper? If you cannot answer yes to those questions, spend some time clarifying your thesis and reworking your introduction paragraph.

Revision process question #2: Does your paper address your audience appropriately?

Part of the revision process is ensuring your paper addresses your audience in the right way. When considering your audience, look at both the vocabulary you use and the concepts you introduce. Can someone who is unfamiliar with your topic understand your paper? If you cannot answer yes, spend some time explaining confusing concepts and using easier-to-understand vocabulary, or define the vocabulary you do use.

Revision process question #3: What is the purpose or goal of your paper?

This step in the revision process involves easily identifying the goal of your paper. This should be clear while reading your paper. Are you arguing for or against a position, evaluating existing research, comparing your research to existing research, applying the research to a particular situation and attempting to draw conclusions or something else? You know the answer before reading your paper while revising, but does the content of your paper give you the right answer?

Revision process question #4: Is your thesis supported with evidence?

This step in the revision process involves looking at the supporting evidence in the body paragraphs of your paper. Is your thesis supported by the evidence you present? Is there sufficient evidence to support the position you take or any claims you make? Is all information that requires in-text citations properly

cited? If you cannot answer yes to these questions, work on supplying more evidence and ensuring it is properly cited. This is the step where you can incorporate more evidence and supporting details if you did not include them while writing the rough draft.

Revision process question #5: Is supporting evidence relevant?

Looking at the evidence during the revision process is also about making sure it is relevant to the thesis. If you find pieces of information or ideas that do not relate to the thesis, omit that information. If it is a large portion of your paper, revise and clarify your thesis statement to reflect the change. Ultimately, you should be able to answer “yes” when you ask yourself this question: Is everything in my paper relevant to my thesis?

Revision process question #6: Is your vocabulary appropriate?

The revision process also involves examining your vocabulary choices. Do you use consistent vocabulary throughout the entire paper? Do you use the same word repeatedly where a synonym works just as well? Do you leave words undefined that should be defined? Are you descriptive enough? Do you use too many pronouns? Are there portions that are wordy, vague or contain words that are used incorrectly? Is anything confusing? Use this step in the revision process to make sure you can answer these questions correctly, and make revisions until your vocabulary is clear, free of awkward pauses and strong.

Revision process question #7: Are there grammatical and spelling errors?

Reading to correct grammatical and spelling errors is an important part of the revision process. If grammar is not your strong suit, consider asking someone else to proofread it for you, or take it to a writing center for review. You want your final revision to be free of both types of these errors. Make sure you are checking the spellings of all words because most spell checkers do not catch all misspelled words, missing or duplicate words or erroneous words that result from typos. Also ensure your grammar, mechanics and punctuation is up to par.

Revision process question #8: Do you wrap up the conclusion effectively?

Looking at your conclusion is also part of the revision process. When looking at the conclusion, consider whether it is backed up by the content of your paper? Does it summarize your thesis and the main points? Does it leave your readers with something to think about after reading the entire paper? Is the thesis resolved in some fashion? Remember your conclusion is the last chance to leave an impression with readers, so make sure it is powerful and appropriate while it draws your topic to a close. You should engage in the revision process over a longer period of time. Trying to pinpoint all the areas that need improvement in one read-through of your paper is not only difficult, it is almost impossible. Remember to read slowly and carefully while reading your words out loud. Make notes where improvements are needed. After working through one revision, set the paper aside, and then go through the process again. Expect to complete several revision drafts as you work to finalize your paper, always remembering to take your time and think critically.

Name: _____

WRITING THE FINAL DRAFT -1ST CHECK

Instructions

Please use this worksheet to help ensure that you have written the best final draft that you could.

Steps:

1. Carefully re-read the rubric.
2. After carefully reading all the comments and editing corrections on your final draft, make revisions to your essay and highlight each revision in yellow.
3. Finally, use the checklist below.
 - a. For any item checked "No", go back and make additional revisions to your draft and gloss those changes, as well.

Checklist:

Introduction

Yes No

- | | |
|---|---|
| <input type="checkbox"/> <input type="checkbox"/> | Introduction contains a universal lead that hooks your audience's attention and reflects in depth about the topic for your research project |
| <input type="checkbox"/> <input type="checkbox"/> | Introduction narrows by smoothly transitioning into the topic for your essay, then sets the context of your topic by briefly summarizing all three titles read, watched, or listened to before stating the thesis |
| <input type="checkbox"/> <input type="checkbox"/> | Thesis statement is concise, strongly controls your essay, thoroughly guides the direction of each body paragraph, and appears as the last sentence of the introduction |

Body Paragraphs:

- | | |
|---|---|
| <input type="checkbox"/> <input type="checkbox"/> | Body paragraphs focus on each main genre individually for at least two pages apiece and contain strong statements (topic sentences) that are clearly based on your thesis |
| <input type="checkbox"/> <input type="checkbox"/> | Body paragraphs analyze in depth at least ten directly cited examples that clearly support the structure of your thesis, are analytically explained (not summarized) in several sentences or more, and contains at least one example of antithesis (counterpoint) |
| <input type="checkbox"/> <input type="checkbox"/> | Body paragraphs contain at least three relevant citations for each main genre and at least two relevant, non-fiction citations from the internet or a print source |

Conclusion:

- ☐ ☐ Conclusion clearly restates the thesis by using different words and appears as the first sentence
- ☐ ☐ Reflects upon the dominant themes and issues addressed in the introduction then briefly reflects upon the main titles analyzed in the body paragraphs
- ☐ ☐ Provides a strong final statement that uses a figure of speech to grab audience's attention

Throughout the Essay:

- ☐ ☐ Written in MLA/APA format, uses parenthetical citations, is between seven and-a-quarter and ten and-a-quarter pages long, with paragraphs of at least eleven sentences or more whereby the writer varies the paragraph structure by providing in-depth, academic, analytical, and motivated writing
- ☐ ☐ Transitions and attribution smoothly connects sentences, direct citations, and or paragraphs
- ☐ ☐ Relatively free of pointers, spelling, grammatical, and mechanical errors

WRITING THE FINAL DRAFT-SECOND CHECK

Before making any final changes, carefully re-read the rubric. Then, after carefully reading all the comments and editing corrections on your final draft, make revisions to your essay and gloss (highlight) each revision in yellow. Finally, use the checklist below. For any item checked “No”, go back and make additional revisions to your draft and gloss those changes, as well.

Introduction

Yes No

- ☐ ☐ Introduction contains a universal lead that hooks your audience’s attention and reflects in depth about the topic for your research project
- ☐ ☐ Introduction narrows its reflective lead by smoothly transitioning into the topic for your essay, then sets the context of your topic by briefly summarizing all three titles read, watched, or listened to before stating the thesis
- ☐ ☐ Thesis statement is concise, strongly controls your essay, thoroughly guides the direction of each body paragraph, and appears as the last sentence of the introduction

Body Paragraphs

- ☐ ☐ Body paragraphs focus on each main genre individually for at least two pages apiece and contain strong statements (topic sentences) that are clearly based on your thesis
- ☐ ☐ Body paragraphs analyze in depth at least ten directly cited examples that clearly support the structure of your thesis, are analytically explained (not summarized) in several sentences or more, and contains at least one example of antithesis (counterpoint)
- ☐ ☐ Body paragraphs contain at least three relevant citations for each main genre and at least two relevant, non-fiction citations from the internet or a print source

Conclusion

- ☐ ☐ Conclusion clearly restates the thesis by using different words and appears as the first sentence
- ☐ ☐ Reflects upon the dominant themes and issues addressed in the introduction then briefly reflects upon the main titles analyzed in the body paragraphs
- ☐ ☐ Provides a strong final statement that uses a figure of speech to grab audience’s attention

Throughout the Essay

- ☐ ☐ Written in MLA/APA format, uses parenthetical citations, is between seven and-a-quarter and ten and-a-quarter pages long, with paragraphs of at least eleven sentences or more whereby the writer varies the paragraph structure by providing in-depth, academic, analytical, and motivated writing
- ☐ ☐ Transitions and attribution smoothly connects sentences, direct citations, and or paragraphs
- ☐ ☐ Relatively free of pointers, spelling, grammatical, and mechanical errors

HOW TO USE IN-TEXT CITATIONS IN MLA FORMAT

Using in-text citations properly helps you avoid plagiarism. The MLA format focuses on author information, so this information and the page numbers of original sources are referenced in in-text citations.

When to use in-text citations for MLA format

Whether you use indirect or direct quotes, the following information is cited in papers in MLA format.

- Three or more important words
- Opinions
- Data, numbers, percentages or statistics
- Unusual or controversial information from one source
- Paraphrased material

The basics of MLA format in-text citations

You can present information in a direct or indirect quotation without the author's name in the text. Alternatively, you can use a signal phrase to introduce information. A signal phrase introduces the author of the original source. The parenthetical information should appear as near as possible to the referenced information, preferably at the end of a sentence to avoid interrupting the flow of your writing. No comma is used between author name and page number.

- **No signal phrase**—include the author(s) name and the page number for printed sources in parentheses.
“The rate of conversation is 90 percent (author name page #).”
- **Signal phrase**—do not repeat the author(s) name in the parenthetical citation.
According to [author name], the rate of conversion is 90 percent (page #).

Other rules for in-text citations: print sources

When citing print sources, situations where multiple authors have the same name or multiple authors wrote one source may occur. The rules below dictate how to use a citation in these instances and others.

- **Two authors, same last name**—use the first initial of their first name or their full first names.
- **Three or fewer authors**—use all three author names.
- **More than three authors**—use either the first author's last name followed by “et al” or all the authors' last names. Consult the sources bibliographic information for which to use.
- **One author, multiple sources**—include a shortened title in the citation. For book titles, use italics; for article titles, use quotations.
- **Single volume, multi-volume work** (citing more than one volume)—include the volume number in the in-text citation. Follow the volume with a colon, space and page number(s).
- **Indirect sources**—use “qtd. in” in the parenthetical information.

- **Multiple sources, one citation**—use a semicolon between sources.

Rules for in-text citations: electronic/internet sources

Because information provided on a website or in an electronic source is often without page numbers or listed authors, there are slightly different rules. Below are the most common.

- If author information unavailable, use information that starts the entry in your Works Cited.
- Do not include page or paragraph numbers based on print previews from your browser.
- Do not use full URLs as signal phrases. For example, use Write.com, not <http://write.com>.

Common knowledge, well-known quotes or familiar proverbs do not require citation. Using common sense and a careful examination of your audience should help you determine when to cite information in the MLA format.

IN-TEXT CITATIONS OF SECONDARY SOURCES USING MLA FORMAT

Using secondary sources is virtually the same as using primary sources in an essay; it requires a proper anchor, explanation, and citation. The difference is, rather than use a primary source alone to help prove your thesis, you will be using another person's critical writing to help supplement your own.

Example:

Challenging the preexisting mold for women, Bronte's *Jane Eyre* operates as an iconoclastic break with the image of female repression. Contrary to popular critical theory that would have *Jane Eyre* function solely as "an argument for the social betterment of governesses and equal rights for women" (Chase 48), *Jane Eyre*, and to the same degree its eponymous protagonist, ultimately succeeds because it challenges the stereotypical path for women during the time period. Furthermore, Jane's story cannot be complete without an equally "happy" ending for both Mr. Rochester and herself. The Mr. Rochester that Jane marries cannot be the virile, wealthy, and worldly one of the first half of the book; he must be brought down to (or, perhaps, elevated morally to) the level of his one-time governess and orphaned waif. The injuries Rochester suffers during Thornfield's fire therefore serve as a "symbolic castration" (Chase 52) or "a punishment for his early profligacy and a sign that Charlotte Bronte, fearing male sexual power, can only imagine marriage as a union with a diminished Samson" (Gubar 368). It is not here, but in the more isolated Ferndean where the two characters, the virginal low class maid and the fallen, shunned noble, can finally coexist in peace.

Other Examples (Courtesy of Durham Tech)

At the beginning

"Goofy grins and sweaty palms" are one physiological indication that we may be in love (Toufexis 166).

In the middle

In her essay, Toufexis gives credit to a specific chemical, oxytocin, for "enhancing attraction" which may certainly explain the physiological reaction in mating (167).

At the end

Toufexis describes the effects of love as "goofy grins and sweaty palms" (166).

Divided by your own words

"Lovers often claim that they feel as if they are being swept away," and research suggests that they are indeed "literally flooded by chemicals" (Toufexis 166).

Introduced with a colon

As Toufexis notes, the criteria for a love match is learned in childhood and we put it all together as adults: "All the information gathered while growing up is imprinted in the brain's circuitry by adolescence. Partners never meet each and every requirement, but a significant number of matches can light up the wires" (168).

Block Quoting

When using a quote that is four lines or greater, use the proper format. For block quotes, make sure you indent (hit TAB twice or indent by 1 inch) the whole quote and double space the whole quote. Only the space before the first line and the space after the last line should be skipped (and skip only one space!). Usually, you do not need quotations around the blocked quote. Block quotes are continuously indented from the left margin the same distance as a paragraph indent. Cite AFTER final punctuation. They are required with longer quotations, although what constitutes “longer” varies widely.

Example:

Feminist literary critic Susan Gubar describes the interlinked role of Bertha and Jane:

[Tab 'Twice] Nevertheless, it is disturbingly clear from recurrent images in the novel, that Bertha not only acts for Jane, she also acts like Jane. The imprisoned Bertha, running “backwards and forwards” on all fours in the attic, for instance, recalls not only Jane the governess, whose only relief from mental pain was to pace “backwards and forwards” in the third story, but also that “bad animal” who was ten-year-old Jane, imprisoned in the red-room, howling and mad. (Gubar 361)

If Jane is the “bad animal” of the downstairs society, Bertha is clearly the animal locked in the attic. Furthermore, Gubar delineates the relationship between the “spritely” Jane and her many elfin epithets to the more “goblin appearance” of Rochester’s first wife.

WORKS CITED PAGE USING MLA FORMAT

On (a) separate page(s) at the end of your paper, list alphabetically by author every work cited in your paper, using the basic forms illustrated below. Title the page *Works Cited* (not *Bibliography*), and list only those sources you actually cited in your paper. Underline or italicize titles of books and periodicals.

Double-space all text. Begin an entry at the margin; indent the remaining lines 0.5" or five spaces (called a hanging indent).

Book with one author

Author(s). Title of Book. Place of Publication: Publisher, Year of Publication

Henley, Patricia. The Hummingbird House. Denver: MacMurray, 1999.

Book with more than one author

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

Book or article with no author named

Encyclopedia of Indiana. New York: Somerset, 1993.

"Cigarette Sales Fall 30% as California Tax Rises." New York Times 14 Sept. 1999: A17.

A part of a book (such as an essay in a collection)

Author(s). "Title of Article." Title of Collection. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Pages.

Article from a reference book

"Jamaica." Encyclopedia Britannica. 1999 ed.

An article in a periodical (such as a newspaper or magazine)

Author(s). "Title of Article." Title of Source Day Month Year: pages.

A web site

Author(s). Name of Page. Date of Posting/Revision. Name of institution/organization affiliated with the site. Date of Access <electronic address>.

Online journal article

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." Emerging Infectious Diseases 6.6 (2000): 33 pars. 5 Dec. 2000
<<http://www.cdc.gov/ncidod/eid/vol6no6/wheelis.htm>>.

An article or publication retrieved from an electronic database

Provide the following information in your citation (in the following order):

Author. "Title of Article." Publication Name Volume Number (if necessary) Publication Date: page number-page number.

Database name. Service name. Library Name, City, State. Date of access <electronic address of the database>.

Smith, Martin. "World Domination for Dummies." Journal of Despotry Feb. 2000: 66-72. Expanded Academic ASAP. Gale

Group Databases. Purdue University Libraries, West Lafayette, IN. 19 February 2003
<<http://www.infotrac.galegroup.com>>

INSERTING EQUATIONS, CHARTS, AND PICTURES

into MS Word, MS PowerPoint, or MS Excel Documents (2013 or earlier)

When writing a paper that includes data, it is often appropriate to use math symbols, equations, charts, graphs, & figures rather than rambling descriptions. It is an important skill to be able to present these types of objects as an integrated part of the paper in a clear and professional looking format.

The author always needs to keep his / her target audience in mind. The audience for a math / science paper should be comprised of students of an equal level to that of the author. All written descriptions, equations, and other technical works should be made clear, logical, and concise enough that any academic peer could easily understand what has been written, follow the author's argument, and reach the same conclusions as the author.

A famous math teacher once said: **"An equation is worth a thousand words"**. Compare the two excerpts below for their clarity, their logical progressions, and their succinctness. Both are descriptions about to solve the equation: $2x + 1 = 7$.

Using text:

The first step would be to subtract one from both sides in order to keep the equation balanced. This leaves you with $2x = 6$. The next step would be to divide both sides of the equation by two. Since six divided by two is three, x must equal three.

Using equations:

$$\begin{array}{r} 2x + 1 = 7 \\ -1 \quad -1 \\ \hline 2x \quad = 6 \\ 2 \quad \quad 2 \end{array}$$

Notice which example is easier to understand and follow provided that the reader has a rudimentary understanding of Algebra 1 (the one at right). For students who are not well versed in Algebra 1, it may be appropriate to include some of the text description alongside the equations to be instructive.

Inserting Objects / Pictures

Put the cursor where the object/picture is going to go. On the toolbar, click **Insert**, and choose the type of object that is to be inserted, (e.g. picture, chart). Choose its location and click **Ok**. Once the object is embedded into the document, right click on the object and choose **Format Picture**. Select the **Layout** tab at the top and choose **Square**. This will allow the object's location to be fine-tuned.

Using More Complicated Features to Manipulate Objects

Google the topic you are interested in, (e.g. How to insert a matrix into Word).

Check YouTube for "How to's"

Use the help feature built into your program

Ask your teacher for help

Inserting Tables

Choose **Table** in the toolbar, select **Insert** and then **Table**. Determine the appropriate table size to properly display the data. Format the table as appropriate, (e.g. cell shading, font style). Depending upon the layout of the table, the text wrapping property may be adjusted from **none** to **around** to avoid unnecessary white space in the paper.

Inserting Equations

Choose **Insert** in the toolbar, choose **Object**, then choose **Microsoft Equation Editor**. Type in the appropriate equations using the set formats from the editor toolbar. Note: Equation Editor is meant for equations only and for typing large amounts of text. To exit the editor, just click back onto the document. The equation is now an object in the text similar to a picture. To edit the equation, just double click on it to reopen the editor window.

Citing Images and Objects

Any image or object that is used in the paper unless it is created by the author **must be** cited appropriately using the MLA/APA format. Please see the citation section in the Research Paper handout for more information.

Name: _____

USING PARENTHETICAL CITATIONS (AKA IN-TEXT CITATIONS) WORKSHEET 1

Test your knowledge using this Parenthetical Citations (In-Text Citations) Worksheet to practice recognizing the type of information to cite during your research writing. Ten exercises require you to review individual pieces of information and decide whether each requires citation.

Instructions:

For each of the exercises below, read the piece of information. Decide whether it is something that would require an in-text citation. Circle “Yes” if it does. Circle “No” if it does not. If the answer could be either “yes” or “no,” please give an explanation for your choice, and explain why the opposite could also be true.

1. Yes/No – The population of the United States during the Great Depression
2. Yes/No – A potential connection between cell phone usage and brain tumors
3. Yes/No – The existence of flesh-eating bacteria or brain-eating amoebas
4. Yes/No – The fact that Christopher Columbus visited the Americas
5. Yes/No – A line from a Robert Frost poem
6. Yes/No – The percentage of people who are overweight in the United States
7. Yes/No – The effect of the Arab Spring on the Middle East.
8. Yes/No – The fact that people place illegal bets on sports games
9. Yes/No – A line from a song
10. Yes/No – An explanation of the process of proteins breaking down within the human body

Name: _____

USING PARENTHETICAL CITATIONS (AKA IN-TEXT CITATIONS) WORKSHEET 2*Instructions*

For exercises 1-5, make any corrections to the in-text citation. If the citation is correct, write “correct” underneath the direct or indirect quote. For exercises 5-10, write the given quote into a sentence using a signal phrase. You may write signal phrases for direct or indirect quotations that include all or part of the information provided in the quoted material.

For all 10 exercises, the source information is provided, but make up the page number for the quote from within the page range given.

Source from Sample Works Cited for exercises 1-5:

Ivancevich, John M.; Matteson, Michael T.; Freedman, Sara M.; Phillips, James S. “Worksite Stress Management Interventions.” *American Psychologist* Vol 45.2 (1990): 252-261.
Print.

1. “Despite the general agreement that stress plays a role in everyday life, there continues to be substantial controversy about how stress can be managed at the worksite” (Ivancevich et el 252).
2. According to Ivancevich and other researchers, “during the last decade, our knowledge of stress management interventions has increased substantially” (vol 45, pg 252).
3. “Despite the general agreement that stress plays a role in everyday life, there continues to be substantial controversy about how stress can be managed at the worksite. ... and deficiencies in the literature exist” (Ivancevich, Matteson, Freedman, and Phillips, 252-261).
4. Ivancevich et el determined through research that the best way to approach stress management in the workplace varies across the board even though it is generally agreed upon that the stress itself is a problem. Current research provides some insight, but it does not lay the subject to rest (252).
5. The research indicates that “knowledge of stress management interventions has increased substantially” over the last 10 years (Ivancevich, 252)

Go to tinyurl.com/apastyle or www.BibMe.com for more information or to deal with unique situations.

Books

Author's last name, first initial(s). (Publication year). *Book title: Subtitle*. City State of publication:
Publishing company.

Allen, T. S. (1974). *Vanishing wildlife of North America*. Washington DC: National Geographic Society.

Sigler, W. F., & Sigler, J. W. (1996). *Fishes of Utah: A natural history*. Salt Lake City, UT: University of Utah Press.

Encyclopedia & Dictionary

Author's last name, first initial(s). (Date). Title of Article. In *Title of Encyclopedia* (Volume, pages). City of publication: Publishing company.

Bergmann, P. G. (1993). Relativity. In *The New Encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago IL: Encyclopedia Britannica.

Magazine & Newspaper Articles

Author's last name, first initial(s). (Publication date). Article title. *Periodical Title, volume number(issue number if available)*, inclusive pages.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

Web site or Web page

Online periodical

Author's last name, first initial(s). (Date of publication). Title of article. *Title of Online Periodical, volume number if available(issue number if available)*, Retrieved from URL

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3. Retrieved from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

Section of a Web Document

Author's last name, first initial(s). (Date of publication). *Title of document*. Retrieved from URL

Devitt, T. (2001, August 2). *Lightning injures four at music festival*. Retrieved from <http://whyfiles.org/137lightning/index.html>

In APA style, in-text citations are placed within sentences and paragraphs so that it is clear what information is being quoted or paraphrased and whose information is being cited.

Works by a single author

The last name of the author and the year of publication are inserted in the text at the appropriate point.

from theory on bounded rationality (Simon, 1945)

If the name of the author or the date appear in the narrative, cite only missing info. in parentheses.

Simon (1945) posited that

Works by multiple authors

When a work has two authors, always cite both names every time the reference occurs in the text. In parenthetical material join the names with an ampersand (&).

as has been shown (Leiter & Maslach, 1998)

In the narrative text, join the names with the word "and."

as Leiter and Maslach (1998) demonstrated

When a work has three, four, or five authors, cite all authors the first time the reference occurs.

Kahneman, Knetsch, and Thaler (1991) found

In all subsequent citations per paragraph, include only the surname of the first author followed by "et al." and the year of publication.

Kahneman et al. (1991) found

Works by associations, corporations, government agencies, etc.

The names of groups that serve as authors (corporate authors) are usually written out each time they appear in a text reference.

(National Institute of Mental Health [NIMH], 2007)

When appropriate, the names of some corporate authors are spelled out in the first reference and abbreviated in all subsequent citations.

Works with no author

When a work has no author, use the first two or three words of the work's title (omitting any initial articles) as your text reference, capitalizing each word. Place the title in quotation marks if it refers to an article, book chapter, or Web page. Italicize the title if it refers to a book, periodical, brochure, or report.

on climate change ("Climate and Weather," 1997)

Guide to Agricultural Meteorological Practices (1981)

Name: _____

Date: _____

RESEARCH PAPER STUDENT REFLECTION & GOAL(S) FOR IMPROVEMENT
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Rubric Writing Category	Categorize and record all teacher comments that pertain to each rubric category.
Historical Content	
Thesis & Thesis Development	
Integration of Sources & Evidence	
Organization	
Language & Mechanics	
Citations & Format	
<p>WHAT IS MY NEXT STEP?</p> <p>I will work on the following:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ 	

RESEARCH PAPER CHECKLIST

When you have finished writing your research paper use the following checklist to ensure you have addressed all key components of the research paper.

Cover Page

- ☐ includes title
- ☐ includes author's name
- ☐ includes teacher's name
- ☐ includes course name
- ☐ includes date

Introduction

- ☐ hooks reader
- ☐ does not over-generalize
- ☐ introduces topic well
- ☐ introduces points of essay
- ☐ all sentences connect
- ☐ ends with a thesis statement

Thesis statement

- ☐ is easy to understand
- ☐ states the purpose of paper clearly
- ☐ contains the main idea of the essay
- ☐ answers the essay question

Body Paragraphs (General):

- ☐ begins with a topic sentence
- ☐ contains supporting sentences
- ☐ ends with a conclusion sentence

Body Paragraphs (Topic Sentences):

- ☐ introduces thought
- ☐ relates to thesis statement
- ☐ connects to last paragraph

Body Paragraphs (Supporting Sentences):

- ☐ relates to topic sentence
- ☐ expands on ideas from topic sentence

Conclusion

- ☐ connects to last body paragraph
- ☐ restates thesis/ echoes introduction
- ☐ summarizes main points
- ☐ contains no new information
- ☐ has strong, appropriate closing statement

Citations/Sources

- ☐ uses correct MLA/APA format
- ☐ provides citations for every referenced source
- ☐ meets required amount of sources
- ☐ meets required amount of citations

Format

- ☐ is double-spaced
- ☐ uses Times New Roman 12-point
- ☐ has 1-inch, unjustified margins
- ☐ contains page numbers
- ☐ has indented paragraphs

Writing Style

- ☐ is written cohesively and clearly
- ☐ incorporates a variety of words
- ☐ utilizes various sentence types
- ☐ uses appropriate word choice
- ☐ is not verbose
- ☐ is written in the third person only
- ☐ uses consistent tense

GRADE 9-RESEARCH SKILL-BUILDING RUBRIC

Focus Correction Area	4	3	2	1 or 0	Possible Pts
Intro/Background _____X2	The introduction provides substantial background to the subject: who, what, when, & where.	The introduction provides adequate background to the subject: who, what, when, & where.	The introduction provides limited background to the subject: who, what, when, & where.	The introduction does not provide background to the subject: who, what, when, & where.	/8
Intro/Thesis _____X4	The thesis statement includes in one sentence the paper's purpose: subject, direction, & reason(s).	The thesis statement includes in one sentence the paper's purpose: but is missing a direction, and/or reason(s).	The thesis statement includes in one sentence the paper's purpose: but is missing direction & reason(s).	The thesis statement is more than one sentence or does not include a subject, direction or reason(s).	/16
Content/Supporting Evidence _____X5	The supporting evidence relates to the thesis and provides substantial, accurate, & relevant historical information.	The supporting evidence relates to the thesis and provides adequate & relevant historical information.	The supporting evidence is limited in its relation to the thesis & may contain inaccurate and/or irrelevant historical information.	The supporting evidence does not provide accurate and/or relevant historical information.	/20
Integration of research _____X5	Arguments include evidence from the required amount of sources in the form of quotes, statistics, & references which substantially support the thesis using correct MLA style.	Arguments include evidence from the required amount of sources in the form of quotes, statistics, & references which adequately support the thesis or the MLA citation style is not correct.	Arguments include evidence from the required amount of sources in the form of quotes, statistics, & references but are limited in their relation to the thesis and with incorrect MLA citation.	Arguments do not include evidence from the required amount of sources and/or do not support the thesis.	/20
Analysis _____X5	Provides effective & substantial judgments/explanations that relate to the thesis.	Provides adequate judgments/explanations that relate to the thesis.	Provides limited judgments/explanations that relate to the thesis.	Judgments/explanations are either missing or inaccurate in their relation to the thesis.	/20
Conclusion _____X2	The conclusion is comprised of a summary of important points which restates the thesis in an original manner.	The conclusion is comprised of a summary of important points.	The conclusion is comprised of a partial summary of some, but not all of the important points.	The conclusion does not sufficiently summarize the important points.	/8
Grammar: Capitalization, spelling, punctuation, transitions and sentence structure. _____X2	Capitalization, spelling, punctuation, paragraph transitions and sentence structure enhance the readers understanding of the paper.	One of the following areas: capitalization, spelling, punctuation, paragraph transitions and sentence structure distract the reader.	More than one of the following areas: capitalization, spelling, punctuation, paragraph transitions and sentence structure distract the reader.	Errors in more than two of the following areas: capitalization, spelling, punctuation, paragraph transitions and sentence structure interfere with the meaning of the paper.	/8

PHS HISTORY RESEARCH PAPER RUBRIC

	Advanced	Proficient	Needs Improvement	Below Standard	Earned Points
Historical Content	Possible Points (18-20) -Shows an accurate understanding of content and existing scholarship on the topic. -Has sense of purpose and is clearly focused. - Content is historically accurate or may contain a minor error that does not detract from claim. -Fulfills completely all of the requirements of the writing assignment.	Possible Points (16-17) - Shows an accurate and in-depth understanding of content and how it fits in a larger context. - Is focused. - Content may include minor historical inaccuracies that do not detract from claim. - Fulfills completely all of the requirements of the writing assignment.	Possible Points (14-15) - Content is accurate, but may be superficial. - Generally focused but parts may be off topic. - Does not always provide pertinent information. - Content includes historical inaccuracies that detract from claim. - An incomplete response to the writing assignment.	Possible Points (0-13) - Shows only a vague understanding of content. - Has little or no focus. - Contains major historical inaccuracies or omissions of vital. -Does not address or disregards requirements of the writing assignment.	
Thesis and Thesis Development	Possible Points (18-20) --Thesis is clear and presents an original, specific, and arguable claim. -Thesis is thoroughly developed with relevant details, which are logically sequenced, throughout the paper.	Possible Points (16-17) --Thesis is clear and presents an original, specific, and arguable claim. - Thesis is consistently developed throughout the paper, but some paragraphs lacks relevant details to support the claim.	Possible Points (14-15) - Thesis is general or broad and consists of facts, not an arguable claim. - Thesis is partially developed throughout the paper or lacks relevant details to support the claim.	Possible Points (0-13) - Thesis is unclear or missing - Thesis is not developed throughout the paper and lacks relevant details to support claim.	
Integration of Sources and Evidence	Possible Points (23-25) -Consistently and effectively uses a variety of primary and secondary sources to support the thesis -Demonstrates critical understanding of sources through complete and original analysis of sources -Integrates sources flawlessly. -Properly cites others work	Possible Points (20-22) -Consistently uses a variety of primary and secondary sources to support ones' argument, but lacks analysis. - Demonstrates general understanding of sources. - Integrates sources, but not always smoothly. - Properly cites others work	Possible Points (17-19) - Relies on sources for ideas as opposed to creating an argument. - Demonstrates limited understanding of sources. - Outside sources generally relevant, but not always clearly integrated. - May tend to overuse a single source. Plagiarizes others' writing or ideas	Possible Points (0-16) - Does not use a sufficient amount of sources. - Lacks understanding of sources. - Over quotes or over cites. - Plagiarizes others' writing and/or ideas	
Organization	Possible Points (14-15) -Each paragraph is well-organized and supports the thesis. - Transitions between paragraphs are smooth. -Introduction is original and conclusion synthesizes the claim made in the paper.	Possible Points (12-13) - Most paragraphs are well-organized. - Transitions between paragraphs are appropriate. - Introduction and conclusion avoid generalizations.	Possible Points (10-11) - Paragraphs lack evidence or details. - Transitions between paragraphs are ineffective or missing. - Introduction and conclusion are relevant but are overly generalized or repetitive.	Possible Points (0-9) - There is no logical pattern to the essay. - Paragraphs tend to be repetitive or lack coherence. - No transitions. - Lacks an appropriate introduction and/or conclusion.	
Language and Mechanics	Possible Points (10) -Writing is clear and concise. -Word choice is appropriate and sophisticated -Writing is nuanced and avoids generalizations. -Tone is formal, academic and enhances audience understanding. -There are no errors in grammar usage, including spelling/punctuation.	Possible Points (8-9) - Writing is clear. - Word choice is effective. -Writing is nuanced, generalization don't impede clarity. - Tone lacks formality or is conversational - There are occasional errors in grammar usage or spelling/punctuation which do not impede understanding	Possible Points (6-7) - Writing is inconsistent, which makes ideas difficult to follow. - Word choice may lack clarity or understanding. -Tone is informal and inappropriate for writer's purpose or audience. - Errors in grammar, including spelling/punctuation impede understanding	Possible Points (0-5) - Writing is ineffective. - Has limited vocabulary. -Tone is inappropriate for writer's purpose. - Serious grammatical errors, including spelling/punctuation impede understanding	
Format	Possible Points (10) - Format of paper follows correct MLA format including: title page, spacing, margins, font, and page numbers. - Correct MLA format for in-text citations for all sources with a corresponding works cited page.	Possible Points (8-9) - Format of paper follows correct MLA format including: title page, spacing, margins, font, and page numbers. - Correct MLA format for in-text citations for most sources with a corresponding works cited page.	Possible Points (6-7) - Format of paper demonstrates a basic understanding of MLA formatting, but contains errors. - Citations or works cited page follow MLA format, but contains errors.	Possible Points (0-5) - Format of paper does not follow MLA format. - Paper does not include MLA citations and/or a works cited page.	
Other					
Total Points					<div style="border-top: 1px solid black; width: 50px; margin: 0 auto;"></div> 100 Points

PHS RESEARCH PAPER RUBRIC HUMANITIES AND SOCIAL SCIENCES

	Advanced/Exemplary	Proficient	Needs Improvement	Failing	Score
Organization	Shows careful and/or subtle organization and sequencing. The paper follows the outline completed in the writing process, and includes: a thorough introduction, detailed body paragraphs, and a conclusion that all reflect the main goals of the essay.	Shows logical organization and sequencing. The paper mostly follows the outline completed during the writing process and includes: an introduction, body paragraphs, and a conclusion that somewhat reflect the main goals of the essay.	Shows rudimentary organization and sequencing. The paper somewhat follows the original outline completed during the writing process and includes only some of the following components: an introduction, body paragraphs, and a conclusion that sometimes reflect the main goals of the essay.	Shows little or weak organization and sequencing. The paper does not follow the original outline completed during the writing process and minimally includes: an introduction, body paragraphs, and a conclusion that do not reflect the main goals of the essay.	
Style	Shows effective use of language, sentence variety, and a clear understanding of audience and purpose.	Shows appropriate use of language, sentence variety, and understanding of purpose and audience.	Shows simplistic use of language, little sentence variety, and some understanding of audience and purpose.	Shows limited use of language, no sentence variety, and lacks awareness of audience and purpose.	
Mechanics & Usage	Shows exemplary control over grammar, usage and mechanics.	Shows control over grammar, usage and mechanics and errors do not interfere with communication.	Shows limited control over grammar, usage, and mechanics and errors interfere with communication.	Fails to follow rules of grammar, usage and mechanics, and errors seriously interfere with communication.	
Content	Demonstrates a thoughtful and insightful understanding of the topic. The introduction includes an engaging hook, substantial background information, and a thorough thesis statement. The body paragraphs contain clear topic and concluding sentences, evidence, and thorough explanations that reflect a strong, accurate understanding of the concepts considered. The conclusion includes a reworded thesis and a detailed summary of the paper.	Demonstrates a sufficient and accurate understanding of the topic. The introduction includes a hook, some background information, and a thesis statement. The body paragraphs contain topic and concluding sentences, some evidence, and explanations that reflect an understanding of the concepts considered. The conclusion includes a reworded thesis and a summary of the paper.	Demonstrates insufficient and/or unclear understanding of the topic. The introduction includes a hook, some background information, and a thesis statement. The body paragraphs contain topic and concluding sentences, some evidence, and explanations that reflect a vague understanding of the concepts considered. The conclusion includes a reworded thesis and a summary of the paper.	Demonstrates inadequate and inaccurate understanding of the topic. The introduction does not include a hook, background information, or a thesis statement. The body paragraphs attempt topic and concluding sentences, contain little to no evidence, or explanations of the concepts considered. The conclusion does not include a reworded thesis or a summary of the paper.	
Evidence	Evidence (quotations, images, tables, graphs, and other data) has been carefully chosen and clearly reflects the argument of the essay. The evidence is seamlessly incorporated into the body paragraphs, and is well-explained accurately throughout the entire paper.	Evidence (quotations, images, tables, graphs, and other data) has been chosen that mostly reflects the argument of the essay. The writer attempts to incorporate the evidence into the body paragraphs, and they are mostly interpreted throughout the paper.	Evidence (quotations, images, tables, graphs, and other data) has been chosen that sometimes reflects the argument of the essay. The writer unsuccessfully attempts to incorporate the evidence into the body paragraphs, and they are somewhat explained throughout the paper.	Evidence (quotations, images, tables, graphs, and other data) has been chosen that does not reflect the argument of the essay. The writer does not attempt to incorporate the evidence into the body paragraphs, and they are not explained throughout the paper.	
Citations	All quotations, tables, diagrams, charts, and images are accurately cited according to the latest MLA or APA writing standards.	Most quotations, tables, diagrams, charts, and images are accurately cited according to the latest MLA or APA writing standards.	Some quotations, tables, diagrams, charts, and images are accurately cited according to the latest MLA or APA writing standards.	The quotations, tables, diagrams, charts, and images are not accurately cited according to the latest MLA or APA writing standards.	
Format	Includes all of the following formatting guidelines: Times New Roman font, 12 point font, typed in black ink, double spaced, white paper, 1 inch margins., clean copy (no stains, whiteout, hand corrections, etc.), proper heading or title page, and MLA/APA format. Works cited page follows all formatting regulations: alphabetical order, distinguishes between different types of sources, and uses correct number of sources throughout the paper.	Includes most of the following formatting guidelines: Times New Roman font, 12 point font, typed in black ink, double spaced, white paper, 1 inch margins., clean copy (no stains, whiteout, hand corrections, etc.), proper heading or title page, and MLA/APA format. Works cited page contains some minor errors that do not hinder the reader's ability to find the sources. Includes appropriate amount of credible sources.	Includes some of the following formatting guidelines: Times New Roman font, 12 point font, typed in black ink, double spaced, white paper, 1 inch margins., clean copy (no stains, whiteout, hand corrections, etc.), proper heading or title page, and MLA/APA format. Works cited page contains errors that hinder the reader's ability to find the sources.	Does not include the majority of the following formatting guidelines: Times New Roman font, 12 point font, typed in black ink, double spaced, white paper, 1 inch margins., clean copy (no stains, whiteout, hand corrections, etc.), proper heading or title page, and MLA/APA format. Works cited pages does not follow correct format, and does not include the correct amount of sources	

CCSS ELA STANDARDS & WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE, & TECHNICAL SUBJECTS (WHST)

Grades 6-8	Grades 9-10	Grades 11-12
Text Types and Purposes		
<p><u>CCSS.ELA-Literacy.WHST.6-8.1</u> Write arguments focused on discipline-specific content.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.1a</u> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.1b</u> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.1c</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.1d</u> Establish and maintain a formal style.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.1e</u> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.2a</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.2b</u> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.2c</u> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>CCSS.ELA-Literacy.WHST.9-10.1</u> Write arguments focused on discipline-specific content.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.1a</u> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.1b</u> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.1c</u> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.1d</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.1e</u> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.2a</u> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.2b</u> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.2c</u> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p><u>CCSS.ELA-Literacy.WHST.11-12.1</u> Write arguments focused on discipline-specific content.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.1a</u> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.1b</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.1c</u> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.1d</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.1e</u> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.2a</u> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.2b</u> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.2c</u> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

<p><u>CCSS.ELA-Literacy.WHST.6-8.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.2e</u> Establish and maintain a formal style and objective tone.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.2f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>(See note; not applicable as a separate requirement)</p>	<p><u>CCSS.ELA-Literacy.WHST.9-10.2d</u> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.2e</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.2f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(See note; not applicable as a separate requirement)</p>	<p><u>CCSS.ELA-Literacy.WHST.11-12.2d</u> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.2e</u> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>(See note; not applicable as a separate requirement)</p>
Production and Distribution of Writing		
<p><u>CCSS.ELA-Literacy.WHST.6-8.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><u>CCSS.ELA-Literacy.WHST.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p><u>CCSS.ELA-Literacy.WHST.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Research to Build and Present Knowledge		
<p><u>CCSS.ELA-Literacy.WHST.6-8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><u>CCSS.ELA-Literacy.WHST.9-10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-Literacy.WHST.9-10.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><u>CCSS.ELA-Literacy.WHST.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p>
Range of Writing		
<p><u>CCSS.ELA-Literacy.WHST.6-8.10</u> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><u>CCSS.ELA-Literacy.WHST.9-10.10</u> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><u>CCSS.ELA-Literacy.WHST.11-12.10</u> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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