

# Senior Research Project

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# Senior Research Packet

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# British Literature Research Paper

**Name:** \_\_\_\_\_

**Period:** \_\_\_\_\_

## Research Topic: Pro or Con 5-7 Pages (1250-1750 Words)

#	Assignment	Due Date	Pts. Poss.	Pts. Rcvd.	Teacher Signature
1.	Source Evidence—Library (2-3)	10/15	20		
2.	Source Evidence-Research (4)	10/15	30		
3.	Depths of Complexity & Prewriting		20		
4.	Highlighting and Annotating		20		
5.	Introduction & Thesis Statement		20		
6.	Body Paragraph(s)		30		
7.	Rough Draft		30		
8.	Peer Edit		20		
9.	<b>Final Draft</b>		<b>100</b>		
10.	Debate Prep				
11.	Debate				
12.					
13.					
14.					
15.					
	<b>Grand Total</b>				

+++++

Dear Parent or Guardian,

Your student is required to complete a research paper project for the British Literature. It is vital that your student completes the research paper, as well as **each** assignment that correlates with this project. *Your student may fail the semester if this project is not completed.* Please note that this paper will require a significant amount of work outside of class and may require access to library facilities other than the school library. Please sign this document as confirmation that you and your student are aware of this project and its requirements. The chart your student's running total and grade regarding this project. My student is currently receiving a(n) \_\_\_\_\_ at \_\_\_\_\_ %

\_\_\_\_\_

# Research Paper: Phase 1

Your son/daughter is in my English II/Advanced English II class. They are currently about to embark on the research project which will take four to six weeks. I began discussing the requirements of the research paper with students at the beginning of this semester. It is extremely important to note that it is the most important California State Standard of the sophomore year.

Plagiarism is something that will not be tolerated. I cannot stress enough how important academic honesty is in my classroom. Students will receive training on how to use sources properly so there will be no question on how to quote inside of the research paper. This is a reminder that each student and parent signed the academic dishonesty policy here at Vista Murrieta High School and is stated as follows:

**FOR A FIRST OFFENSE THE FOLLOWING WILL OCCUR:**

- A. Teacher makes referral to the Counselor and notifies the parent.
- B. Loss of all credits for the assignment or test with no make-up permitted.**
- C. Conference with student, parent, teacher, and Counselor.

Due to the high number of points placed on this assignment failure to submit a typed completed research paper could potentially result in the student failing the fall semester of English II. The paper must be **two-four pages (CP)/four-six pages (Advanced)** long, with a completed **works cited page** in order to be accepted without point deductions.

This process will be extremely structured. The reason for such structure during this phase is simple: Students who do not bring the required materials to class often distract those students who do. This assignment is too important for students to become distracted. Hence, sufficient support is needed during this phase to assure that all students are focused in class.

I inform you of this because of the research paper's importance. It is the heaviest weighted assignment of the year in English. Without a completed paper, students may not pass the fall semester of this course. Therefore I take the research paper one step at a time: Step 1 is the discussion on topics and the students will sign up for topics. Step 2 will be EBSCO and Internet article discussion and instruction. Step 3 is student research / retrieval of articles. Step 4 will be researching the articles while I give advice concerning focus thesis, and body paragraphs. Intermixed with step 4 will be MLA instruction, introduction and thesis discussions.

Please understand that I want nothing less than success for your daughter/son during the learning of this California State Standard. Communication leads to success, and I invite you to call me at 894-5750 ext. \_\_\_\_\_, if you have any questions for me. I can also be reached at \_\_\_\_\_. Again this will be taught step by step. As long as students remain on track, they should do just fine ☺. This assignment/ signature is worth \_\_\_\_\_ points. It is due on the \_\_\_\_\_ it will not be accepted late, and parents will be called if a student does not bring in this signature.

Thank you for your cooperation,

\_\_\_\_\_

\_\_\_\_\_  
Student Print

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature



October \_\_\_\_, 2007

Dear Parent/Guardian,

Your student will begin the senior research paper next week in his/her English class. This research paper constitutes a large percentage of your student's final grade for first semester; it is a mandatory requirement for ALL grade levels.

It is imperative that you and your student understand that failure to complete the assignment or a failing grade on the assignment will result in an "F" grade for first semester. This will directly affect your student's ability to graduate because two passing semesters of English are **REQUIRED** for graduation. Because the Research paper is a vital part of your student's semester grade, your student will be given adequate time to research and complete the assignment. Be advised that your student may need to conduct research on his/her own time; please plan accordingly.

Additionally, note the *Academic Dishonesty Policy* according to Vista Murrieta HS:

For a first offense the following will occur:

- A. Teacher makes referral to the counselor and notifies the parent
- B. **LOSS OF ALL CREDITS FOR THE ASSIGNMENT** or test with **NO MAKE-UP PERMITTED**
- C. Conference with the student, parent/guardian, teacher, and counselor.

If you desire, I will send a copy of the assignment and other handouts to you via email as an attachment. If you have any questions, please feel free to contact me at 894-5750 ext. 6728, or email me at [sshaffer@mvusd.org](mailto:sshaffer@mvusd.org).

Respectfully,

Sunny Shaffer

Parents/Guardians and students: Please print and sign your name below to indicate that you have read and understand the importance of the research paper and the consequences of an incomplete or F grade.

\_\_\_\_\_  
Parent/Guardian print name

\_\_\_\_\_  
Student print name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student signature

**Due** \_\_\_\_\_

## Research Topics: 12<sup>th</sup> grade

1. Right to Bear Arms: for or against?
2. Should the drinking age be changed?
3. Is there a need for verbal censorship?
4. Animal Cruelty- abuse vs. entertainment.
5. Is the two-party system efficacious anymore?
6. Is hazing a right of passage or an infringement of our rights?
7. Heroes: Where have all the role models gone?
8. Traditional vs. Nontraditional families: is today's generation in need of an unconventional family?
9. Holistic vs. Science-which is the better medical path?
10. Has the horror genre gone too far/Is the Film Rating System a legitimate guideline for the movie going audience?
11. Public vs. Private school.
12. Socialized vs. Privatized healthcare.
13. Euthanasia: Is it unethical?
14. Patriot Act: is it a violation or a valid measure of security?
15. NASA: Is the money allocated to NASA beneficial to society?
16. Is being 'green' a trend, or is it making a difference?
17. Should religion have a role in public education?
18. Should senior citizens and individuals facing serious health risks be subjected to physical screenings before being awarded the driving privilege?
19. Should mothers stay at home or return to work?
20. Should women be allowed to serve in combat positions?

## Research Paper Requirements:

The basic requirements for the senior research paper are:

1. teacher approved formal topic
2. hard copy print-out of a minimum of five sources
  - a. one book
  - b. two periodical/journal/magazine/newspaper
  - c. one internet
  - d. your choice (no wikipedia)
3. Highlighted annotated resources (five pieces of evidence per source)
4. Four part paper consisting of 5-7 pages
  - a. One introduction with thesis
  - b. Multiple supporting body paragraphs (min. 10)
  - c. One conclusion
  - d. Panel/debate/discussion presented to class (pro and con students)
5. MLA standard for format and documentation
  - a. Format:
    - i. Times New Roman Font size twelve
    - ii. One inch margins all around
    - iii. Last name and page number in upper right-hand corner ½ inch from top of page. (Use Header Footer formatting found under View in the Task Bar)
    - iv. Heading will be in the upper left corner aligned with one inch margins. No Title Page
      1. First Name Last Name
      2. Name of teacher
      3. Course Title and period
      4. Date
  - v. Title
    1. Center the title, but do not punctuate at the end, bold, underline, enclose in quotations, or alter the font in any way.
  - vi. First sentence of the report
    1. After the title, double space one time, tab five spaces and begin
- b. Documentation of Sources Including:
  1. works cited page
  2. parenthetical documentation

### **Assignment One:**

- \*Choose a topic provided by teacher
- \*Create a list of sub-topics which correspond with main topic
  - a. social
  - b. political
  - c. economical
  - d. emotional
- \* Highlight the list for sub-topics that will possibly work for your paper.

### **Assignment Two: Establishing a controlling idea**

- \*State the side that you must argue (this is your controlling idea)
- \*Develop as least three reasons which will support this idea.
- \*What kind of supporting details will you need each reason?

### **Assignment Three: Sources**

Find 5-7 sources which are at least two pages in length per source. Books, magazines, newspapers, and internet sources are appropriate. Do not limit your findings strictly to internet.

- Print out sources
- Highlight commentary and facts
- Determine which sources are credible and which are disposable

**Homework: Find 4 additional sources that are credible. This is a helpful site for determining site credibility: (<http://owl.english.purdue.edu/owl/>)**

### **Assignment 4: Revisit sources. Revisit Depths of Complexity**

Write a source statement including evidence you plan to use, why it is credible and arguments you will use from the source.

### **Assignment 5: Thesis Statement and Intro-in class**

Anecdotal/dialogue/zinger/startling fact/etc?

How do you plan to write your thesis?

### **Assignment 6: Graphic Organizer/ Body Paragraph In-class**

Works cited lesson/examples of works cited/ order of works cited and first body paragraph instruction.

### **Assignment 7: Rough Draft due-week following lesson 6.**

1250-1750 word count

Included: works cited

### **Assignment 8: Peer edit with partner (up to three edits)**

Example paper revisited

### **Assignment 9: Final paper**

Highlight Thesis and all facts/CDs.

### **Assignment 10: Debate procedures/preparation**

One page of notes to bring to debate

Procedures for process

### **Assignment 11: Debate and completed RESEARCH!!!!**

# MLA Format for your research paper

## Printing or Typing:

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

## Margins:

1. Leave one inch margins through the entire paper.
2. Indent the first word of a paragraph one half inch (or five spaces) from the left margins.
3. Indent set off quotations one inch (or ten spaces) from the left margins. ← for parenthetical citations)

## Spacing:

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

## Heading and Title:

1. Title page is not need.
2. Follow the format below for the appropriate MLA Heading.

Title is centered. Do not bold, underline or italicize title.

1/2"  
Hisey 1

Crissy Hisey  
Mr. Haefer  
Advanced English II, Period 2  
18 September 2007

} Double spaced

↓

School Uniforms More Beneficial for Students

"We've all seen the tragic headlines screaming of death of a teenager who was killed for a pair of sneakers or jewelry or designer jacket. In Detroit, a 15-year old boy

1"  
Margin

# Depths of Complexity Brainstorming

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

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

## **Peel the Onion:**

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

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

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

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

**Working Outline:** Thesis + 5 topic sentences

# How to Read a Web Address

## Domain Name

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

## Extensions:

Examples: .com and .net

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

.edu—Educational Organization	.k12—US School Site
.sch—School Site	.mil—Military Institution
.com—Company	.org—Organization
.gov—Government Agency	.net—Network

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

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

## Personal Web Pages:

A personal webpage is a website created by an individual. The website may contain useful information and links to important resources and helpful facts, but often these pages offer highly biased opinions and are **STRONGLY DISCOURAGED**.

The presence of a name in the URL such as bsmith and *tilde (~)* or *!* or the words *users* or *people* or *members* frequently means you are on a personal website. Even if the site has the extension, .edu, you still need to look out for personal pages. Ask yourself, "Who is the author and what are their credentials?"

## Questions:

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

# Highlighting

Effective studying involves keywords and using them to your advantage; this applies to notes, texts and even exams.

## What is the purpose of highlighting?

\*To summarize, outline and identify critical elements, and organize thoughts.

\*To help with focus, concentration and recall.

## Why should I highlight?

1. It helps you keep your mind on what you're doing.
2. It keeps you physically active while reading.
3. It helps you to evaluate what you read.
4. It reduces time spent reviewing when you don't have to reread the entire passage.

## Suggestions for optimum highlighting.

1. Read the entire paragraph or section first.
2. Do not underline whole sentences. Select key words or short phrases to make. Leave out small words like "the" or "a".
3. Do not highlight a word more than once in the section.
4. Put definitions in brackets; highlight only the key word.
5. Use the margins -- for writing key words, your own thoughts, questions, and correlations to your outline.

**\*\*Effective highlighting is a strategy that will save time and boost grades!\*\***

# ANNOTATING FOR A RESEARCH PAPER

## Two Steps to Research Annotating:

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

## Example:

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

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

## Bibliographical Information

***Write the following address in the correct format.***

39478 CA Calle Santa Monica,  
Brown Murrieta 92562 Charlie

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You know the order that information needs to be in for mailing purposes. This is called a mailing address. Books and other documents have addresses too. These addresses are called bibliographic information. The point of the mailing address is so other people can find you. The point of bibliographic information is so that other people can find the document you are talking about. Different types of documents need different addresses, just as different people do.

### **A Basic Book:**

Author's last name, first name. Title of book. Publication  
Place: Name, Date.

#### ***Example:***

Simpson, Homer. Donuts: The Answer to Any Problem.  
Ohio: Moe Publishing, 1989.

### **A Basic Newspaper:**

Author's last name, First Name. "Title of the Article." Name of Newspaper.  
Day month year of publication, Edition (if named): Section and page.

#### ***Example:***

McCandless, Sally. "The Modern Beowulf." Seattle Times.  
21 Aug. 2005, 17: B7.

### **A Basic Magazine:**

Author's last name, First name. "Title of the Article." Name of Magazine.  
Date of publication: page numbers of the article.

#### ***Example:***

Martinez, Michelle. "Our Inner Monsters, the Frankenstein Effect".  
Reader's Digest. 20 Oct. 2001: 17-21.

### **A Basic Reference:**

"Title of the Article." Name of Reference Book. Edition. Volume.  
Publication Place: Name of Publisher, Date of Publication.

#### ***Example:***

"The Styles of the Seventies." 1970-1979 History and Pop Culture. 2<sup>nd</sup> ed. 8.  
San Diego: Westinghouse, 1992.

**A Basic Entry from the Internet:**

Author's Last Name, First Name. "Title of the Article." Day Month Year:  
Name of Site. Search Engine. Day Month Year of access.  
<web address>.

**Example:**

Sisson, Natalie. "Chemists Learn Why Vegetables are Good for You."

13 Apr. 2003: New York Times Online. Yahoo. 10 Feb. 2005

<[www.nyt.veggies\\_health~1nefuibwr78923rg.htm](http://www.nyt.veggies_health~1nefuibwr78923rg.htm)>

**A Basic Entry for Computer Software:**

Author's Last Name, First Name. "Title of the Article." Name of the Software.  
Editions. Publication Place; Name of Publisher, Date of Publication.

**Example:**

Smith, Dave. "Nuclear Medicine Technologist." Guidance Information Systems.

17<sup>th</sup> ed. CD-ROM. Cambridge: Houghton, 2002.

**\*\*Note: these are only the most basic format for sources\*\***

You will likely encounter sources that do not fit these basic molds, if and when that happens, I recommend that you consult your nearest MLA Style Guide. If you do not own one (which you should consider *especially* if you are planning to continue on with your education) here are some VERY helpful sites:

[www.citationmachine.net](http://www.citationmachine.net)

<http://owl.english.purdue.edu>

# INTEGRATING SOURCES INTO YOUR PAPER

Sunderman/1A

In previous writing assignments, many of you have attempted (sometimes successfully, sometimes not) to incorporate ideas from other sources into your papers. Although some of you did outside research, most of the time your sources came from our reader. You summarized, paraphrased, or quoted ideas from our readings to help develop your points.

In a RESEARCH PAPER, knowing how to effectively integrate sources is extremely important. Being able to integrate sources is important because it helps you:

- Bolster your point with the credibility or reputation of the source.
- Identify others' opinions, theories, and personal explanations.
- Present assertions of fact that are open to dispute.
- Present statistics.
- Establish your ethos as a good, reliable scholar/researcher.
- Let readers know where to find information on your topic.

Generally speaking, there are three ways to integrate sources into a research paper – **summarizing, paraphrasing and quoting**. First, it is important to understand the difference between these three things:

**SUMMARY** – A relatively brief objective account, **in your own words**, of the main ideas in a source or a source passage.

**PARAPHRASE** – A restatement, **in your own words**, of a passage of text. Its structure reflects (but does not copy) the structure of the source passage, and may be roughly the same length as the passage, but does not use exact wording.

**QUOTE** – Using the exact words of a source.

→ You will want to summarize and paraphrase most often in your research paper, using direct quotes sparingly. Putting source material in your own words shows readers that you have a **true understanding** of that material. Also, to restate in your own words the full meaning of a phrase or passage helps readers understand difficult, complex, jargon-riddled or ambiguous passages. Such passages, if quoted, will still require extensive explanation in order to be understood.

→ Following are some **good reasons** to use direct quotes:

- The source author has made a point so clearly and concisely that it can't be expressed more clearly and concisely.
- A certain phrase or sentence in the source is particularly vivid or striking, or especially typical or representative of some phenomenon you are discussing.
- An important passage is sufficiently difficult, dense, or rich that it requires you to analyze it closely, which in turn requires that the passage be produced so the reader can follow your analysis.
- A claim you are making is such that the doubting reader will want to hear exactly what the source said. This will often be the case when you criticize or disagree with a source; your reader wants to feel sure you aren't misrepresenting the source aren't creating a straw man (or woman). And you need to quote *enough* of the source so the context and meaning are clear.

## Integrating Quotes

When including quotes in a paper, it is important to provide a context for them so that your reader understands how they relate to and/or support the point(s) you are making. The best way to incorporate quotes smoothly, so that they don't appear to be "plunked" down in your paper with no definitive purpose, is to think of "sandwiching" them.

To "sandwich" a quote,

(1) set it up with a sentence or two explaining how it relates to the point you are making. Often, this includes explaining who the quote is from and giving that person's credentials so that your reader understands the person you are quoting is an expert in the field and therefore a credible source of information.

(2) Include the quote with proper citation.

(3) Include a sentence or two after the quote in which you comment on its significance. This might mean explaining why you chose to include that particular quote.

### EXAMPLE:

✍ The best introductions are combined with a transition that connects to the argument:

- ◆ Another supporter of cloning, George Smith, the President of the Human Cloning Foundation, believes that science fiction works have created hysteria in the popular media. "From *Frankenstein* to *The Sixth Day*, our popular media has done nothing but stir up the public's anxiety about monsters" (25). Smith's views on the popular media tell us . . .
- ◆ A view that contradicts Smith's is that articulated by John Brown. He contends that cloning is a violation of God's will. "God never intended for man to participate in his acts of creation. He will never condone our interference in his plan for us" (235). Brown makes it clear that . . .

Words to help you integrate: Don't feel limited with these words! Use your brain and think outside of the box!

Dr. Billow <b>says</b>	As the author <b>notes</b> ,	Burdow <b>believes</b>	Dr. Patel <b>observes</b>
Agatha <b>comments</b>	Goeff then <b>relates</b>	The author <b>declares</b>	Godfried <b>remarks</b> ,
The article <b>discusses</b>	Danelli <b>explains</b> ,	The author <b>reveals</b>	the author <b>implies</b>

### Documentation Checklist

1. Are the name, title, and page headers and numbers formatted properly?
2. Does each direct quote have quotation marks around it?
3. Is the author's name included in the text or parenthetical cite for each summary or quotation?
4. Is the page number included in the parenthetical cite, if available?
5. Is the author referred to by his/her last name in the text?
6. Is the end punctuation placed outside the parenthetical citations?
7. Are long quotes blocked according to the appropriate style manual's rules?
8. Are blocked quotes punctuated correctly?
9. Are quotations introduced by the writer or simply dropped in?
10. Are the sentences that introduce quotes grammatically correct?
11. Are quotes introduced with meaningful verbs?
12. Is the sentence structure containing quotations varied?
13. Do you see any of the four indications of lost control? (salting syndrome, weak weave, overpowering opinion, or dreary design)

# RULES FOR PUNCTUATING QUOTES

## Short Quotations

- If your quotations are less than four lines long (which is usually the case), place them in your text and enclose them with quotation marks.
- Remember to include a parenthetical citation for each quotation used.

**Example:** Pearl, who is Hawthorne's symbol of truth, reaches a proportionately happy conclusion, becoming "the richest heiress of her day, in the New World" (243).

**Example:** Edward Zigler laments, "One finds violence, hostility, and aggression everywhere, including TV, the movies, and in many of our everyday social relations" (40).

- If your quote is not introduced with an author's name, you will need to put that name in the parenthetical citation.

**Example:** For example, "One finds violence, hostility and aggression everywhere, including TV, the movies, and in many of our everyday social relations" (Zigler 40).

## Long Quotations

- If a quotation is more than four lines long, set it off from your text by indenting.
- Introduce the quotation with a complete sentence and a colon.
- Indent 10 spaces, double space the lines, and do not use quotation marks.
- Do not indent the opening line unless the quote begins a new paragraph.

**Example:** Robert Hastrow sums up the process in the following passage, where he compares rays of light to a ball thrown up from the earth and returning because of the pull of gravity:

The tug of that enormous force prevents the ray of light from leaving the surface of the star; like the ball thrown upward from the earth, they are pulled back and cannot escape to space. All the light within the star is now trapped by gravity. From this moment on, the star is invisible. It is a black hole in space (65).

**Ellipses** Use ellipses to indicate when you have omitted unnecessary words from a direct quote.

"Even to take drugs once or twice," Diamond writes, "I must be strong enough to get past . . . the misery of my first hangover" (199).

→ *You do not need to quote or cite information that is common knowledge. (The earth revolves around the sun. Excessive consumption of alcohol can impair your judgement).*

**Remember, avoid plagiarism at all costs! When in doubt, provide a citation.**

# TYPES AND EXAMPLES OF TRANSITIONS

Without transitions, your writing does not flow smoothly. Transitions are words and phrases that serve as bridges from one idea to the next, one sentence to the next, or one paragraph to the next. They keep the reader from having to find his or her own way and possibly getting lost in the reading.

Transitions can also be looked at as the glue that hold your ideas together. They are very important. Too many transitions can cause as much confusion as too few.

Therefore, you don't necessarily need a transition between every idea or every sentence, but it is a good idea to use a transition between each paragraph. Transitions usually come near the beginning of a paragraph. However, you should use a transition wherever it works best.

Below are several ways transitions can be used. Also included are sample transitions that fit the category. Not every transition is listed.



<b>TRANSITIONS TO EMPHASIZE A POINT</b>		
again	another key point	first thing to remember
for this reason	frequently	important to realize
indeed	in fact	key point
most compelling	most important	must be

on the negative side	on the positive side	point often overlooked
significant that	surprising	surprisingly enough
to emphasize	to point out	to repeat

<b>TRANSITIONS TO SHOW LOCATION</b>						
above	across	against	along	alongside	amid	among
around	away from	back of	behind	below	beneath	beside
between	beyond	by	down	in front of	in the center of	in the middle of
inside	into	near	off	on top of	outside	over
throughout	to the left	to the right	under	up		

<b>TRANSITIONS TO COMPARE ITEMS</b>			
accordingly	also	as	comparable to
in the same way	in the same manner	in conjunction with this	just as
like	likewise	similarly	sometimes

### TRANSITIONS TO CONTRAST ITEMS

although	as opposed to	but	conversely	counter to
even so	even though	however	in spite of this	in the meantime
nevertheless	on the contrary	on the other hand	otherwise	sometimes
still	yet			

### TRANSITIONS TO SHOW TIME

about	after	afterward	as soon as	at
at the same time	before	during	finally	first
immediately	in the meantime	later	last	meanwhile
next	next week	next time	next year	prior to
second next	soon	then	third	till
today	tomorrow	until	when	yesterday

### TRANSITIONS TO CLARIFY

for example	for instance	in other words	put another way
seems clear from this	simply stated	stated differently	that is
To Clarify	This illustrates		

## TRANSITIONS TO ADD INFORMATION

additionally	again	along with	also	and
another	as well	besides	equally important	finally
for example	for instance	further	furthermore	in addition
likewise	moreover	next	together with	

## TRANSITIONS TO CONCLUDE OR SUMMARIZE

accordingly	all in all	as a result	consequently
due to	finally	in closing	in conclusion
in short	in summary	in the last analysis	lastly
logical conclusion is	therefore	thus	to conclude

## TRANSITIONS TO ENUMERATE

**These transitions are to be used as sets;  
more transitions can be added to each set as needed.**

 first


 second


 third


 one  
important

 equally  
important

 most  
important

 a  
significant

 another  
significant

 of greatest  
significance


 first

 next

 last

 in the  
beginning

 toward  
the  
middle

 at the  
end

 one

 also

 in  
addition

## How Transitions Work

The organization of your written work includes two elements: (1) the order in which you have chosen to present the different parts of your discussion or argument, and (2) the relationships you construct between these parts. Transitions cannot substitute for good organization, but they can make this organization clearer and easier to follow. The following example should help to make this point clear.

*El Pais*, a Latin American country, has a new democratic government after having been a dictatorship for many years. Assume that you want to argue that *El Pais* is not as democratic as the conventional view would have us believe. One way to effectively organize your argument would be to present the conventional view and then to provide the reader with your critical response to this view. So, in Paragraph A you would want to enumerate all the reasons that someone might consider *El Pais* highly democratic, while in Paragraph B you would want to refute these points. The transition that would establish the logical connection between these two key elements of your argument would indicate to the reader that the information in paragraph B contradicts the information in paragraph A. As a result, you might organize your argument, including the transition that links paragraph A with paragraph B, in the following manner:

**Paragraph A:** points in support of the view that *El Pais's* new government is very democratic.

**Transition:** Despite the previous arguments, there are many reasons to think that *El Pais's* new government is not as democratic as typically believed.

**Paragraph B:** points that contradict the view that *El Pais's* new government is very democratic.

In this case, the transition words "Despite the previous arguments," suggest that the reader should not believe paragraph A and instead should consider the writer's reasons for viewing *El Pais's* democracy as suspect in the upcoming paragraph.

As the previous example suggests, transitions can help reinforce the underlying logic of your paper's organization by providing the reader with essential information regarding the relationship between your ideas. In this way, transitions act as the glue that binds the components of your argument or discussion into a unified, coherent, and persuasive whole.





## Research Paper Rubric

	Outstanding: 6	Excellent: 5	Good/Adequate: 4	Basic: 3	Inadequate: 2	Total
<b>MLA</b>	Meets <b>MLA</b> standards <b>without any significant errors</b> in MLA format Quoting/ paraphrasing, outline and Works Cited page	Meets <b>nearly all MLA</b> standards with <b>little error</b> . Quoting/ paraphrasing and excellent outline, Works Cited page	Meets <b>most MLA</b> standards with occasional error: quoting/ paraphrasing, good outline & Works Cited Page	Meets a <b>good portion of MLA</b> standards, <b>but has errors that cause some confusion</b> . An outline and Works Cited page still required.	Frequently does not meet <b>MLA</b> standards <b>having many errors that cause confusion</b> : quoting/paraphrasing, outline and Works Cited	
<b>Source Usage</b>	Has two or more <b>different sources</b> in each paragraph that are <b>completely cohesive</b> in content	Has two or more <b>different sources</b> in each paragraph that are <b>very cohesive</b> in content	Has two or more <b>sources</b> in each paragraph that are <b>fairly cohesive</b> in content	Has two or more <b>different sources</b> in most paragraphs (missing one) that are <b>fairly cohesive</b> in content	<b>One or two paragraphs</b> having two or more <b>sources</b> in each paragraph	
<b>Transitions</b>	Transitions <b>smoothly</b> to a degree of <b>near flawlessness</b> from one source to the next	Transitions <b>smoothly</b> to a degree of <b>very few flaws</b> from one source to the next	Transitions <b>smoothly</b> , but has <b>occasional flaws</b> from one source to the next, but not to the degree to cause confusion	Transitions <b>awkwardly</b> and has <b>regular flaws</b> from one source to the next, occasionally causing confusion for the reader.	Transitions <b>awkwardly</b> and has <b>habitual flaws</b> from one source to the next, <b>often</b> causing confusion for the reader.	
<b>Content (Concrete Details/ Commentary)</b>	Adds <b>thorough/ outstanding</b> explanation/ clarification to all quotes when clarity is needed.	Adds <b>excellent</b> explanation/ clarification to all quotes when clarity is needed.	Adds <b>good</b> explanation/ clarification to all quotes when clarity is needed.	Adds <b>basic</b> explanation/ clarification to all quotes when clarity is needed.	Adds <b>insufficient</b> explanation/ clarification to all quotes when clarity is needed.	
	<b>Insightful/outstanding commentary</b> that always flows smoothly, adheres completely to evidence being used, never strays from thesis, and doubles the amount of quoted material	<b>Excellent commentary</b> that flows smoothly, adheres excellently to evidence being used, rarely strays from thesis, and doubles the amount of quoted material	<b>Adequate commentary</b> that flows smoothly most often, adheres adequately to evidence being used, occasionally strays from thesis, and almost doubles the amount of quoted material	<b>Basic commentary</b> that basically flows smoothly (with occasional confusion), basically adheres to evidence being used, but does tend to stray from thesis here and there. Commentary might barely exceed evidence quoted.	Has less than basic (poor) commentary that regularly causes confusion and quite often strays from evidence being used as well as thesis. Commentary may/may not equal the amount of evidence being used.	
<b>Grammar</b>	Outstanding grammar and sentence structure which <b>never</b> causes confusion for the reader.	Excellent grammar and sentence structure that <b>rarely</b> causes confusion for the reader.	Good grammar and sentence structure that <b>periodically</b> causes confusion for the reader.	Adequate grammar and sentence structure which <b>often</b> causes confusion for the reader.	Poor grammar and sentence structure that <b>habitually</b> causes confusion for the reader.	
<b>Organization</b>	<b>Outstanding organization</b> reflecting thesis	<b>Excellent organization</b> reflecting thesis	<b>Good organization</b> reflecting thesis	<b>Basic organization</b> reflecting thesis	<b>Little (if any) organization</b> reflecting thesis	

**Total Score:** \_\_\_\_\_

1. Pretend that you are a **nervous speaker**. Give a brief, 30-second "presentation" about what you did this summer. Because you are nervous, you will not look at the audience. In fact, you will play with the papers in your hand and you will look at your hands, the papers or the ground. Cross your feet and sway from side to side. In addition, because you are nervous, you will use several time-fillers, such as "um", "uh", "and" and "like". Consider this – you are willing to give your speech; you are simply a nervous speaker.
2. Pretend that you are a **confident speaker**. Give a brief, 30-second "presentation" about what you did this summer. Because you are confident, you will maintain eye contact, use hand gestures, speak clearly and loudly and you will involve the audience. Remember to smile! You like to be in front of the class.
3. Pretend that you are the **unprepared student/speaker**. You're the person who does not want to be in front of the class. You are supposed to give a brief, 30-second presentation about what you did this summer, but you think it is "lame". In fact, you tell the audience that you think it is lame and you tell them that you did not even bother to prepare for this presentation. You don't even know why you got up in front of the class. Don't look at the audience. Look at the ceiling or the ground.
4. Pretend that you are a **confident speaker** but you use too many **time-fillers**. You can easily discuss what you did this summer, in a brief, 30-second presentation, but you REPEATEDLY use the time-fillers, "uh", "um", "and" and "like".
5. Pretend that you are a **soft-spoken** and semi-nervous speaker, trying to **use notes** to help get your through a speech. In fact, you are reading your notes directly off your paper and you are holding the paper up – pretty close to your face, which is making it even more difficult for students to hear you.

**Public Speaking Evaluation**

**Peer Evaluator's Name**

**Speaker's Name**

**Time Filler & Corresponding #**

**3 Sentences of Commentary=  
*(3 things the speaker did well)***

**3 Sentences of Feedback  
*(3 things/ areas where the speaker can improve)***

**\*\*Remember: Do unto others\*\***

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