

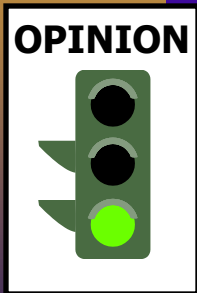


The Research Paper

A Ten Step Process

The Research Paper


- ◆ An extended, formal composition presenting information gathered from a number of sources.
- ◆ Informational – *summarizes* factual information from a variety of sources. The writer's task – focus the topic, find the information, and produce a coherent paper.
- ◆ Analytical – *analyzes* and makes a *conclusion* about information. The writer's task – use persuasive writing to present an opinion.





Step One - Topic

- ◆ Choose and limit a topic.
- ◆ Topics **MUST** support your junior/senior projects



Step Two - Research

As you research, look for:

- ◆ The Basic Six

- Who, What, When,
Where, Why, and
How?

- ◆ Background Information



◆ Notecards

- Each contain one “Slug”, or fact/point that you want to use in your paper
- Contain info on how to find the source – title, author, URL, date of publication, etc.
- Contain information from the source about the topic – direct quote, summary, paraphrase



Each note card should only contain one idea/fact.

Zoo--Future

slug

source number

1.1

page number

p.263

“Zoos of the future will house endangered species, sponsor breeding programs, and have fewer buildings.” William Conway

direct quote
summary
paraphrase



- ◆ **Direct Quote** – ideas and words taken verbatim from the source, must be enclosed in quotation marks
- ◆ **Summary** – **main ideas** only taken from the source and written in your own words
 - Credit must still be given to the source
- ◆ **Paraphrase** – **all ideas** taken from the source in the order in which they appeared and written in your own words
 - Credit must still be given to the source



Step Three – Thesis

- ◆ Thesis Statement – A single sentence that presents your claim and may include subtopics. This will guide your entire paper, so it must be direct, clear, and logical.

Step Four - Outline

- ◆ Outline - A specific format to graphically organize your points and supporting evidence. See the following example.



◆ Outline

Introduction-Attention Getter, **Thesis Statement**

I. First Main Idea

A. Detail

1. Support

2. Support

B. Detail

1. Support

2. Support

II. Second Main Idea

A. Detail

B. Detail

Thesis Statement
appears in intro
and conclusion.


Each point must
have at least two
supporting details.

see
example



Methods of Organization

- ◆ Analogy
- ◆ Cause/Effect
- ◆ Chronological
- ◆ Compare/Contrast
- ◆ Logical Connections
- ◆ Order of Importance
- ◆ Process
- ◆ Spatial



Step Five – Drafting

- ◆ Organize your note cards to correspond with your outline.
- ◆ The introduction must include your thesis statement and an attention getter. Ideas.
- ◆ Each paragraph in the body should be restricted to one idea and have a topic sentence.
- ◆ Use transitional phrases. See examples.
- ◆ The conclusion should restate the thesis statement.
- ◆ Avoid **PLAGIARISM** – see MLA packet.



Step Six - Revision (First)

1. Is the thesis stated in the first paragraph?
2. Does the introduction catch the reader's interest?
3. Is it clear how the topic sentence of each subsequent paragraph relates to the thesis?
4. Is each unfamiliar term or idea explained in simple language?
5. Is there any unnecessary repetition?
6. Are sentence patterns varied?
7. Do topic changes flow logically from one to the next?
8. Is there more active vs. passive language?



Final Revision

1. Each item of information in the final paper explains or develops the topic in some way.
2. Important theories, unusual or specific facts, and quotations are cited in the text.
3. If quotations are used, they are placed correctly in the paper. See MLA packet for guidelines.
4. In-text citations and works cited page are correct and standard to MLA format – see step 6.
5. Does your conclusion make sense and is the paper still interesting?




MLA Format

- ◆ In-Text Citations – refer to the MLA packet for guidelines.
- ◆ Works Cited Page



Works Cited Page

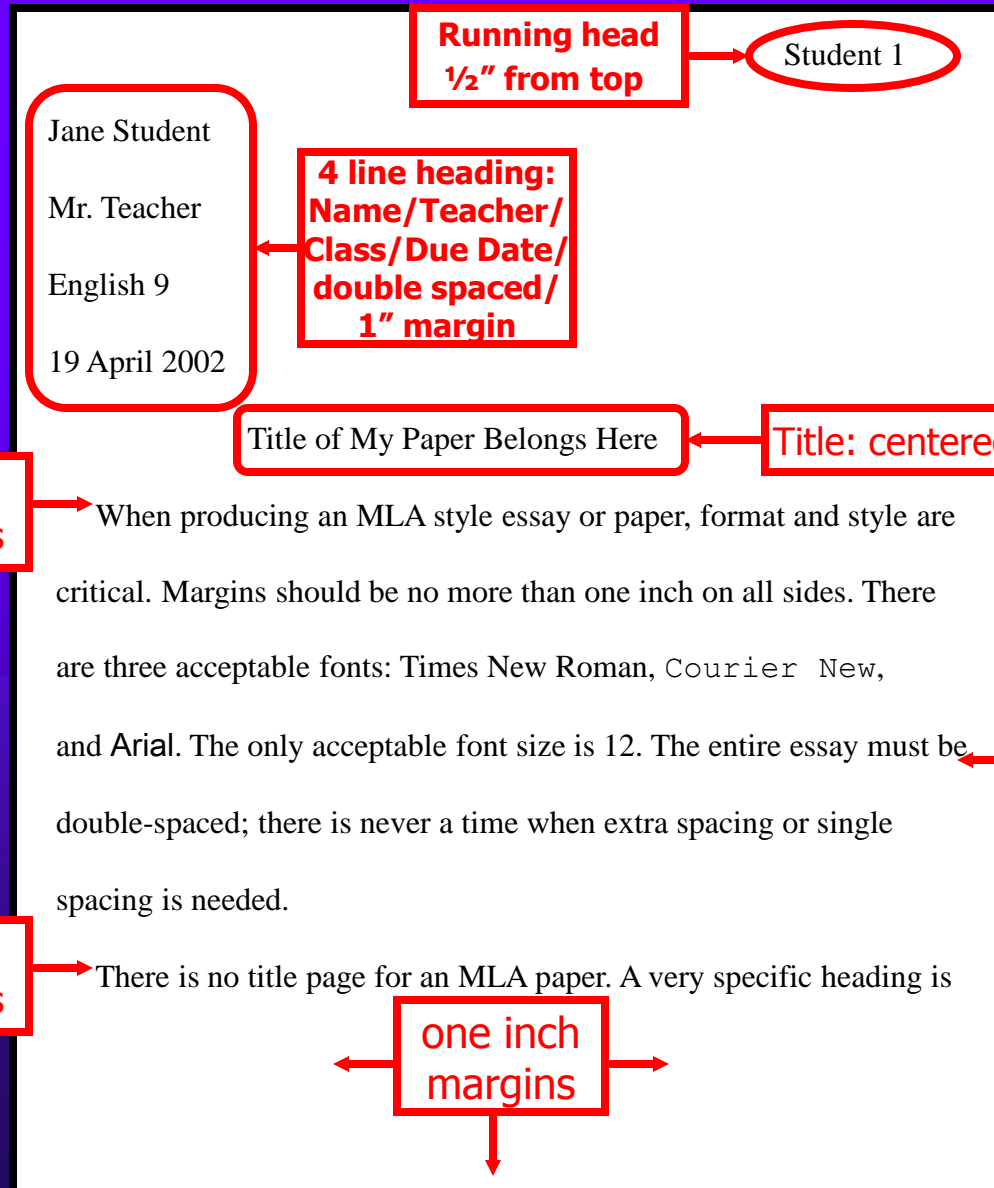
- ◆ The works cited page is a typed, alphabetized list of the sources used in the paper. It is reverse indented, single spaced, and double spaced between entries. See example.
- ◆ It is the last page of the paper, and does not count toward the minimum page requirement.



Step Seven— Proofread

1. Sentence structure is accurate.
 2. Verb tenses are correct, and verbs agree with their subjects.
 3. Pronouns are the correct subject or object forms and agree with their antecedents.
 4. The writer avoids unnecessary shifts in pronouns, such as *I* to *you* or *they* to *you*.
 5. Capitalization, spelling, and punctuation are correct.
 6. Slang and other words or phrases not part of Standard English are used only when appropriate.
- ◆ See proofreader's marks.

Type/MLA Format





A Quick Overview

- ◆ The process is actually quite simple:
 - 1.) Note cards become the outline.
 - 2.) The details of the outline become the topic sentences of each paragraph.

Watch.



Note

Note

Note

Student 4

Imagine a disease which spreads so quickly and completely that it leaves too few living to bury all of the dead. Imagine people caring for the dying, knowing that this caretaking will almost certainly cause their own deaths.

Imagine a disease whose cause and cure are unknown. Such a disease is The Black Death - a name given to the bubonic plague, a fatal disease which ravaged Elizabethan England socially, economically, and, most tragically, individually.

The Black Death was a tragic disease which decimated a continent, ravaged a people, and rewrote history. Yada yada yada. I am just writing to fill space so it looks like an authentic paper. Will any of you notice? Hmmm? It doesn't even follow the outline. Zoos and the Black Death. Ha, I say. Ha ha ha.



Sanchez 1

Phillip Sanchez

Mr. Martin

Junior Lit./Comp. I

19 April 2007

The Black Death: Devastation across England

Imagine a disease that spreads so quickly and completely that it leaves too few survivors to bury all the dead. Imagine people caring for the dying, and this caretaker will almost certainly cause their own death. Imagine a disease whose cause and cure are unknown. Such a disease is The Black Death - a name given to the bubonic plague, a fatal disease which ravaged Elizabethan England socially, economically, and, most tragically, individually.



Special Thanks

to

The Guide to Grammar and Writing

and

All English teachers everywhere...

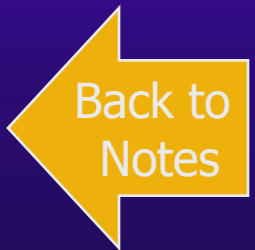


Thesis Statement: Improvements in zoo design, education programs and conservation efforts are characteristic of the modern zoo.

- I. Zoo Design
 - A. Hagenbeck's influence
 - B. The wild animal park
 - C. Naturalistic exhibits
 - 1. World of birds
 - 2. Tropics exhibit

- II. Educational programs
 - A. Children's zoos
 - B. Behavioral shows
 - C. Other Innovations

- III. Conservation of endangered species
 - A. The disinterest of older zoos
 - B. The program of modern zoos
 - 1. Breeding loans
 - 2. Golden marmoset
 - 3. ISIS





Active Voice vs. Passive Voice

- ◆ A verb is in the active voice when the subject of the verb performs the action.

The plague killed Mary.

- ◆ A verb is in the passive voice when the subject receives the action rather than performs it. Hint: form of *be* + *by*

Mary was killed by the plague.

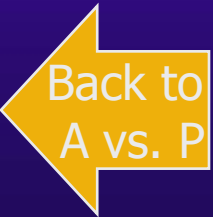
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Practice



Active or Passive?

1. Tom Cruise plays the lead role.
2. The lead role is played by Tom Cruise.
3. A tax hike was suggested by us, the Democrats.
4. We, the Democratic party, suggest a tax hike.
5. Dust and mold make me sneeze.
6. I am made to sneeze by dust and mold.
7. Mommy, the lamp was broken by me.
8. Mommy, I broke the lamp.



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A vs. P

Works Cited

Austen, Jane. The Complete Novels.

⇒ Oxford, New York: Oxford University

⇒ Press, 1994.

“Elizabeth I.” 2 Feb. 2002.

⇒ <<http://www.springfield.k12.edu>>.

Jones, John. “Readers Read Reeds.”

⇒ New York Times. 26 May 2002: A 9.

“Queen Elizabeth I.” 5 Jan. 2002.

⇒ <<http://www.geocities.com/eliz/royal/>>.

Thornton, William. Elizabethan Literature.

⇒ New York, NY: Simon & Schuster, Inc., 2001.

alphabetized

double
spaced

12 point font
1 inch margins

Website URL's
are OPTIONAL!

reverse
indent

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Transitional Phrases

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Transitions

Uses

for example, for instance

to introduce illustrations

also, and, another, besides, furthermore,
in addition, moreover, too

to add illustrations

although, but, despite, however, in the same way,
in spite of, nevertheless, nonetheless, on the
other hand, similarly, still, yet

to show comparisons and/or
contrasts

first, second, third, eventually, finally, later,
meanwhile, next, now, presently, then, thereafter

to show chronological order

about, above, across, around, at the top, behind,
below, beyond, far, far away, here, near, on the
left, on the right

to show spatial order

first, second, third, least important, more
importantly, most important

to show order of importance

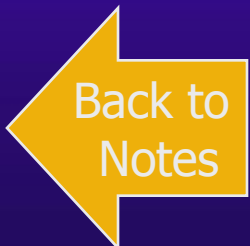
as a result, because, finally, for this reason,
in conclusion, therefore, thus, so

to make a conclusion, to indicate
purpose or a result



Ideas to Get Reader's Attention

- ◆ Compelling fact or statistic
- ◆ Powerful quote
- ◆ Rhetorical question
- ◆ Anecdote (brief story)
- ◆ Describe problem or condition



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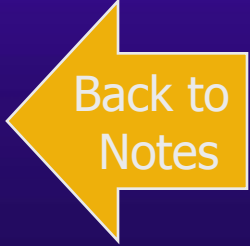
Symbol	Meaning	Example
≡	Capitalize	<u>e</u> verglades
lc /	Lower Case	lc Many People visit the Everglades each year.
¶	New Paragraph	¶ The Everglades covers an area of about 5,000 square miles.
↵	Delete	Once the home of the Seminole Indians, the Everglades today is a haven for such endangered species as the crocodile and the egret other stuff.
^	Insert letter, word or phrase; called a caret; also used to indicate where a change is to be made	The survival of the Everglad ^e s depends on a constant supply of fresh water. The large amount of construction in the Miami area may have endanger ^e d this supply.
stat	Leave as is (from the Latin phrase meaning "let it stand"); used to indicate that a marked change is not to be made	Ramps built over the marshy areas enable visitors to come close to the wildlife and unusual vegetation that fill the area. <i>stat</i>
↔	Transpose	As it blows across the swa g grass, the wind makes a low <u>sound</u> moaning.
○	Delete space	Signs through o ut the park remind visitors that the park belongs to the wildlife, and that it is the humans who are the visitors.
#	Insert space	A delicate balance must [#] be preserved for wildlife to survive.

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Ideas for a Conclusion

- ◆ Summarize your main ideas (restate your thesis)
- ◆ Make a final comment or observation (analytical only)
- ◆ Explain the significance of your findings (why does it matter?)
- ◆ If it's a persuasive topic, include a call for action (why/when should things change?)



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