



# Southern Regional English Department Ram Researcher

*A Resource Guide to Writing Research Papers*

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**Ram Recommendation:** This is the first step to your success! When you see the "**Ram Recommendation**" symbol, be sure to carefully consider the advice given. It indicates that teachers and former students have found this piece of information to be useful, effective, and time-saving.

# Southern Regional High School District Plagiarism Policy

According to the New Merriam-Webster Dictionary, the following definition exists for plagiarism:

**Plagiarism** is defined as “presenting the ideas or words of another as one’s own”.

The mission of Southern Regional High School is to prepare students to be successful, contributing, and productive members of society. As such, certain expectations should be encouraged. Clear guidelines need to be in place in order for students and professional staff to have an unambiguous understanding of principles relating to plagiarism.

In order to present a clear understanding of relevant terms, the following descriptions are presented:

- Taking someone else’s ideas or work and submitting it as your own.
- Supporting plagiarism by providing one’s work to others, whether you believe it will be copied or not.

The Southern Regional High School District firmly believes that students must learn to recognize the value of other people's work and give credit to the authors and artists whose works they use. Therefore, in-text citations and a Works Cited written in the standard MLA style are required in the course of all research work.

**Due to the severity of this offense, any occurrence will result in receiving no credit for the assignment in question. The student will also be subject to disciplinary action which will include notification of the administration. A pattern of plagiarism will result in more serious consequences.**

Teachers who have verified that student work has been plagiarized must refer the student to the departmental supervisor.

# Research Strategy Summary

The following steps must be completed during the process of preparing a research paper or project. The order may differ depending on the specific class or teacher.

<u>TASK</u>	<u>DATE DUE</u>	<u>COMPLETED</u>
Assignment introduced	_____	<input type="checkbox"/>
Possible topics explored	_____	<input type="checkbox"/>
Topic selected and approved	_____	<input type="checkbox"/>
Research question developed	_____	<input type="checkbox"/>
Thesis sentence approved	_____	<input type="checkbox"/>
Note cards and source cards written	_____	<input type="checkbox"/>
Outline approved	_____	<input type="checkbox"/>
First draft typed	_____	<input type="checkbox"/>
First draft revised	_____	<input type="checkbox"/>
Works Cited page completed	_____	<input type="checkbox"/>
Final draft completed	_____	<input type="checkbox"/>
Final draft edited and revised	_____	<input type="checkbox"/>
Final paper submitted	_____	<input type="checkbox"/>



**Ram Recommendation:** One of the keys to good organization and completion of a successful paper is effectively planning your time. To be successful, record your assignments/due dates on a calendar that you keep in your notebook and refer to it on a daily basis. The next page is a blank calendar that you may want to copy.

# Plan a Strategy!

<b>Month:</b> <b>Due Dates:</b>
------------------------------------

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
.	.	.	.	.	.	.
.	.	.	.	.	.	.
.	.	.	.	.	.	.
.	.	.	.	.	.	.
.	.	.	.	.	.	.

# Specific Requirements

**Knowing a few simple facts will help you plan your research strategy. Research requirements vary depending on the grade and level of the class. Be sure to know all of the following information for your research paper.**

1. Do you have an assigned topic? \_\_\_\_\_

If so, what is it? \_\_\_\_\_

2. Due date for completed project \_\_\_\_\_

3. Length in words or pages \_\_\_\_\_

4. Specific typing requirements \_\_\_\_\_

5. Number of required sources \_\_\_\_\_

6. Required source types \_\_\_\_\_

7. Title page required? \_\_\_\_\_

8. Works Cited page \_\_\_\_\_

9. Outline requirements? \_\_\_\_\_

10. Oral presentation required? \_\_\_\_\_

# Will This Topic Work for You?

Answer a few simple questions about your research topic to help determine if you have chosen a topic that will be successful and interesting for your project. Complete the following checklist; there are columns available for four research papers.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Will this topic hold your interest over a period of weeks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does this topic fit the requirements of the assignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is enough information available on your topic for you to write a research paper of the length required by your teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you plan to dedicate yourself to researching this topic by giving it 100% of your efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Has your teacher approved your topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Forming a Research Question

Prepare yourself for doing research by asking a question to which you intend to find an answer. To double check if you've written a good research question, ask yourself the following:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Is the question relatively narrow in scope?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will this question allow you to find answers in your research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you have a personal interest in finding several possible "answers" to your question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Step by Step Directions to Writing the Research Question

1. Identify your main topic.
2. Brainstorm a list of three sub-topics that relate to that larger, more general topic.
3. Brainstorm three questions you could ask concerning your chosen sub-topics. Be certain that your questions lead to research and not to a report.
4. Review your three questions to decide on ONE of them to research. This is your research question and the focus of your research from his point on.

**Remember that a research question ends with a question mark (?).**

## Model Research Questions

<b>Main topic:</b>	Health and physical fitness
<b>Subtopics:</b>	Anorexia and bulimia Crash diets Alcoholism
	<div style="border: 1px solid black; padding: 5px;"><ol style="list-style-type: none"><li>1. Are support groups successful?</li><li>2. Can alcoholism be cured?</li><li>3. Why do teens become alcoholics?</li></ol></div>
<b>Research question:</b>	Can alcoholism be cured?

<b>Main topic:</b>	Pollution
<b>Subtopics:</b>	Acid rain Toxic waste dumping Ocean dumping
	<div style="border: 1px solid black; padding: 5px;"><ol style="list-style-type: none"><li>1. How successful has NJ been in preventing ocean dumping?</li><li>2. What effects does New York's dumping have on NJ's coastal waters?</li><li>3. How effective are local environmental organizations in stopping ocean dumping?</li></ol></div>
<b>Research question:</b>	Has NJ been successful in preventing ocean dumping?

# Step by Step Directions to Writing a Thesis Statement

## A thesis statement does the following:

1. predicts or projects your research paper's main point,
2. reflects your interpretation or understanding of the subject
3. declares your attitude and opinion toward the subject in a formal manner
4. demonstrates the conclusion that your paper intends to prove

## How do I write a thesis statement? *Complete the following steps.*

1. What is the general subject/topic of your research paper?
2. Narrow your general topic to deal with specific items/topics that are in some way related to the larger topic.
3. Rewrite your research question into one declarative sentence that states the main points you will be presenting in your paper in the order in which you are going to discuss them.
4. Your thesis statement should be debatable or open to speculation.
5. Avoid general words like *good, bad, great*, etc.

## Read each of the following examples to see that each meets the requirements for a well-written thesis statement. Can you identify each part of the thesis?

1. Becoming a teacher demands post-secondary education and training, requires outstanding personality traits, and offers opportunities for advancement.
2. Because of its age, its dangers to the local environment, and its vulnerability to terrorist attacks, the Oyster Creek Generating Station in Forked River should be shut down.
3. Because of its positive economic effects on the local community, its ability to produce much needed energy, and its established safety measures, the Oyster Creek Generating Station in Forked River should not be shut down.
4. People who want to quit smoking are being treated with nicotine patches, medications, and hypnosis, but these treatments alone are not effective.

# Characteristics of a Good Thesis Statement

**General subject:** What or whom the paper is going to be about.

**Subject divisions:** The smaller pieces of the general subject.

(**Hint:** Think of a pizza. The general subject is the entire pie. The subject divisions are the individual pieces.)

**Organization:** This indicates how you will set up your outline and your paper. It reveals which topic you will discuss first, second, and last.

## 1. *A good thesis statement will name the general subject.*

**Thesis statement:** Becoming a teacher demands post-secondary education and training, requires outstanding personality traits, and offers opportunities for advancement.

**General subject:** becoming a teacher

## 2. *A good thesis statement will indicate the divisions of the general subject.*

**Thesis statement:** Becoming a teacher demands post-secondary education and training, requires outstanding personality traits, and offers opportunities for advancement.

**General subject divisions:** post-secondary education and training, personality traits, opportunities for advancement

## 3. *A good thesis statement will establish the organization of the paper.*

**Thesis statement:** Becoming a teacher demands post-secondary education and training, requires outstanding personality traits, and offers opportunities for advancement.

**First:** post-secondary education

**Second:** personality traits

**Third:** opportunities for advancement

# From Thesis Question to Thesis Statement



**Ram Recommendation:** Work carefully when writing your thesis question and statement. These two important parts will guide your research and help you to write a focused paper.

**Thesis question:** Is teen crime on the rise in the United States, and what can be done to stop teens from committing crimes?

**Thesis statement:** Teen crime is increasing in the United States, but it can be stopped by better rehabilitation programs, improved education of young criminals, and stronger punishments for repeat criminals.

**Thesis question:** What are the primary requirements and considerations for becoming a chef?

**Thesis statement:** A career as a chef offers a variety of workplaces, requires education and special training, and guarantees excellent compensation, benefits, and personal rewards.

**Thesis question:** Should the Oyster Creek Generating Station in Forked River be shut down?

**Thesis statement:** Because of its age, its dangers to the environment, and its vulnerability to terrorist attacks, the Oyster Creek Generating Station in Forked River should be shut down.

# The Logic Behind Note Cards and Source (Works Cited) Cards

There is a practical reason for doing note cards and Works Cited (source) cards the right way from the start of your project. Not only does it satisfy your teacher, it makes your life much easier. The samples provided here represent one way of doing note cards. Check with your teacher to be sure that this is the method that is required for your class.



**Ram Recommendation:** Be organized with your note cards and Works Cited cards right from the start. It is almost impossible to go back and trace your sources again. Look at the examples below to see how easy this process is!

**Note card**—Write all notes on 4” x 6” cards.

<b>School censorship</b>	A
	243
	<i>Page number</i>
“The district believes that it is responsible for moral development of its students. That is why we believe in strictly banning books that the school board feels are damaging to students’ growth.	
-Albert J. Dodd	
-Board of Education President	

*(Source letter is shown on Note Card and Works Cited (source) card. This identifies the source in which you found your notes.)*

*(All notes from this source will be labeled with an “A.” All notes from your second source will be labeled “B.”)*

**Source card**—Write all sources on 3” x 5” cards.

	A
Sanders, Ralph. “The Place of Schools in Society.” <i>The Washington Post</i> 4 Mar. 1998: A15. Print.	

# Helpful Hints for Taking Notes



**Ram Recommendation:** Do a great job taking notes. The better your notes are, the easier it will be to write the rest of your paper. The suggestions that follow simplify what you have to do.

Remember to use 4" x 6" card for notes and 3" x 5" cards for the source (Works Cited) cards.

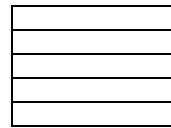
Do not write note cards in complete sentences unless you are writing a direct quotation.

If you are writing a direct quotation of someone else's words, copy the quotation exactly and put quotation marks around it. Write the name of the person who said those words and that person's position.

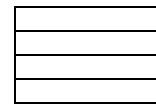
Write the notes in your own words (paraphrase) to avoid plagiarism.

Write an accurate note so it will make sense to you weeks later when you are writing your paper.

Write only one slug (topic) on a card. This will help you organize information and write your outline. You may write up to three brief notes under each topic.



4" x 6" (notes)



3" x 5" (source)

Write carefully and clearly to avoid spelling and punctuation mistakes.

Write all cards in ink--pencil smudges!

---

Keep a rubber band around your cards at all times.

Keep all materials together in a folder or large envelope labeled with your name and your teacher's name to avoid losing all your work.

Include a "name card" with your note cards that lists your name, class period, and room number to simplify returning them to you if they are lost.



# Note Cards

Three types of note cards are most commonly used:

1. **Quotation** - a series of words copied exactly from a source that will probably be used word-for-word in your paper.
2. **Paraphrase** - the general meaning of the author's words rewritten in your own words,
3. **Outline** -very important points listed on a note card.

## Sample Note Cards

**Quotation card**

	<i>(Slug)</i> →	Chef disadvantage	A	
			15	<i>(Source letter)</i>
				<i>(Page number)</i>
		“The largest drawback to being a chef is the lack of family time. Restaurants are busiest in the evenings, on weekends, and on holidays, so most chefs work those times.”		
		-Paul Deeney ←		<i>(Person quoted)</i>
		Chef at Resorts Casino, A.C. ←		<i>(Job title)</i>

**Paraphrase card**

	<i>(Slug)</i> →	Chef disadvantage	A	
			15	<i>(Source letter)</i>
				<i>(Page number)</i>
		Biggest drawback is working weekends, evenings, holidays. Means little time for family activities.		

**Outline card**

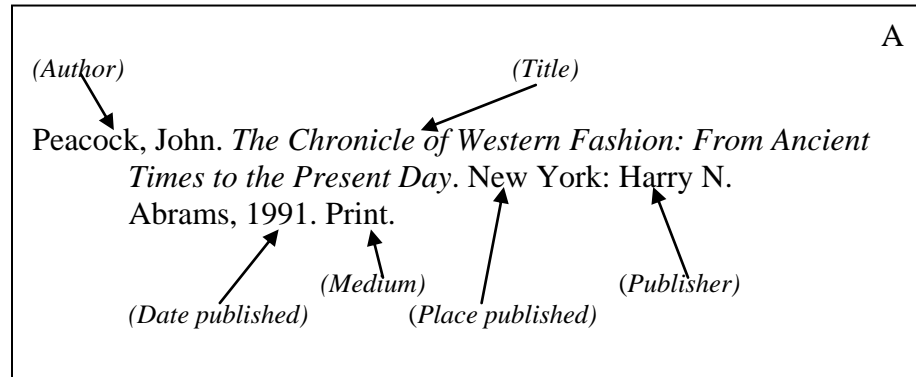
	<i>(Slug)</i> →	Chef disadvantage	A	
			15	<i>(Source letter)</i>
				<i>(Page number)</i>
		Work schedule = no family time		
		-evenings		
		-weekends		
		-holidays		



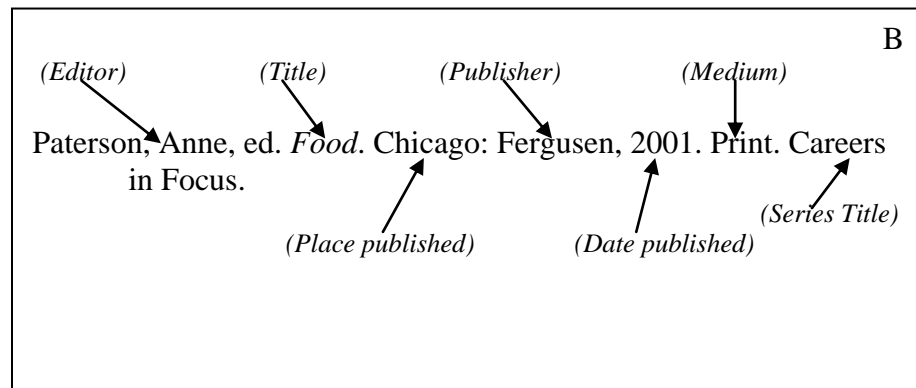
# Sample Source (Works Cited) Cards

## Printed works:

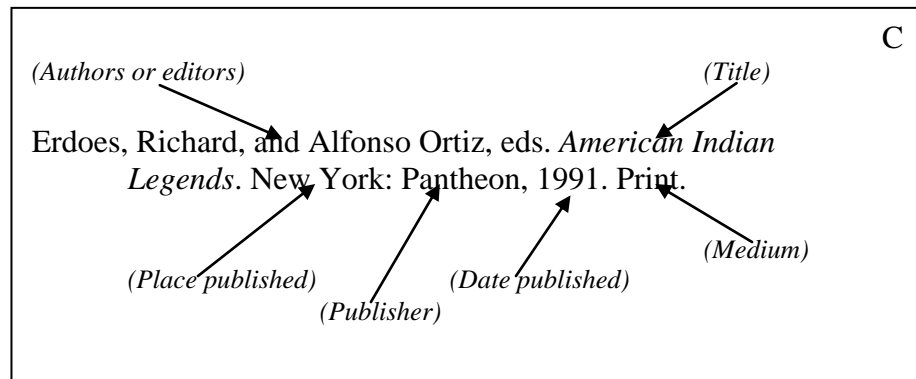
Book  
(one author)  
or pamphlet



Book in a series  
with an editor  
(no author)

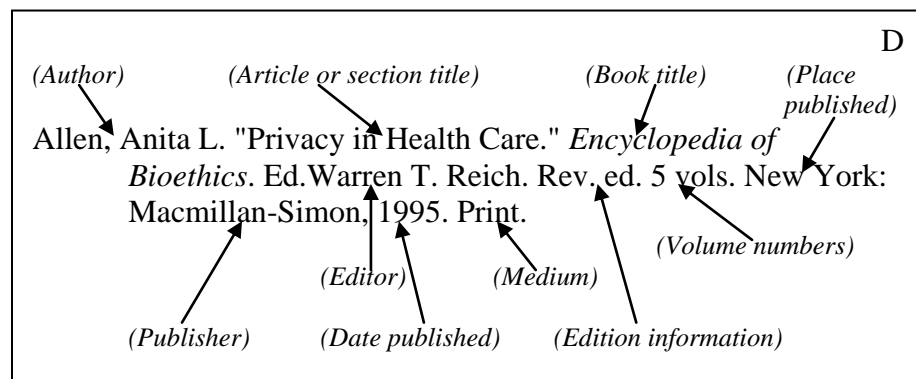


Book by two  
or more authors  
or editors

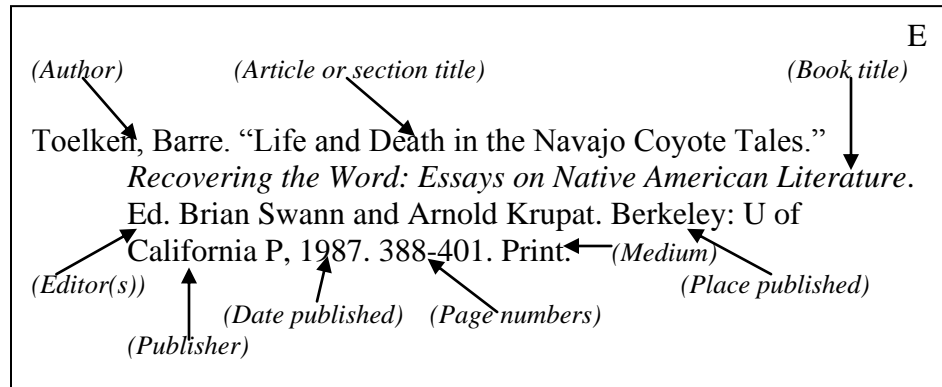


Article in a  
specialized  
reference  
book or  
encyclopedia

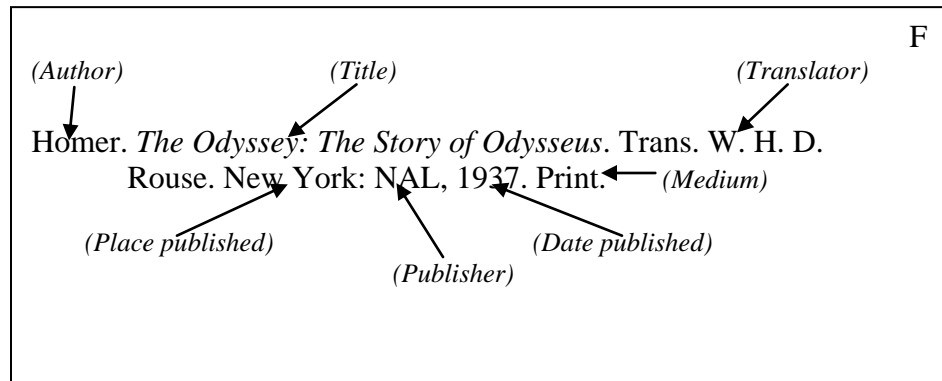
(if citing a general  
encyclopedia,  
omit the author)



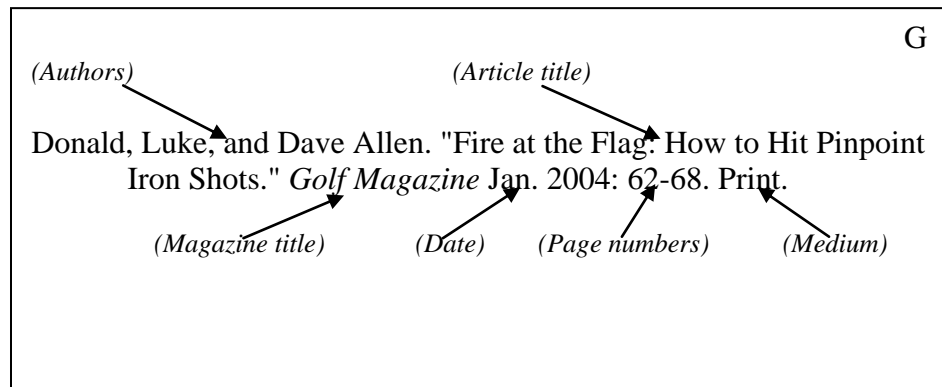
A work  
in an  
anthology



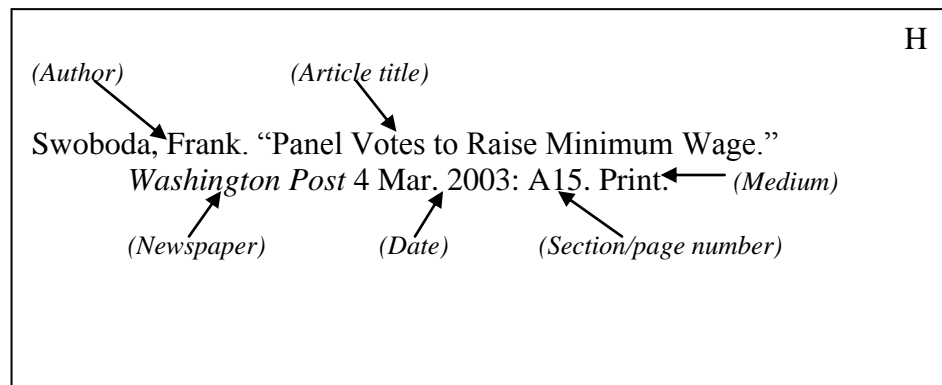
A work  
that has  
been  
translated



Magazine  
article  
(print)



Newspaper  
(print)



# Non-print and Internet

Free online "general" encyclopedia article (not from "Subscription Databases")

I

*(Article Title)*      *(Name of site)*  
 "Willem de Kooning." *Encyclopaedia Britannica Online.*  
 Encyclopaedia Britannica, 2009 ed. Web. 4 May 2009.  
*(Publisher of site (if none use N.p.))*      *(Date of online edition)*      *(Medium)*      *(Date accessed)*

(Only include an author if citing a specialized encyclopedia, not a general one.)

Free online magazine article (not from "Subscription Databases")

J

*(Author)*      *(Article title)*      *(Medium)*  
 Galley, Michelle. "Student Self-Harm: Silent Self Crisis."  
*Education Week.org.* EducationWeek, 6 Dec. 2003. Web.  
 7 Jan. 2004.  
*(Name of website)*      *(Date accessed)*      *(Publisher of the site (if none, use N.p.))*      *(Date of article (if none, use n.d.))*

Article from a website (most used)

K

*(Author)*      *(Article title)*  
 Acosta, Jim and Ed Hornick. "Is Trade Embargo with Cuba Hurting  
 U.S. Interests?" *CNN.com.* Cable News Network. 4 May  
 2009. Web. 6 May 2009.  
*(Medium)*      *(Date accessed)*      *(Name of website)*      *(Date of article (if none, us n.d.))*  
*(Publisher of site (if none use N.p.))*

Entire website (rare)

L

*(Name of site)*      *(Publisher of site (if none use N.p.))*  
DiscoveryChannel.com. Discovery Channel. Web. 15 Jan 2009.  
*(Medium)*      *(Date accessed)*

# Non-print, continued

Response  
to an  
email  
you sent  
to  
someone

M

*(Your name)*      *(Subject line)*      *(Person you emailed)*

Smith, John. "Re: Grammar Question." Message to Amy Campbell.  
15 Jan. 2004. Email.

*(Date received)*      *(Medium)*

Online  
painting,  
sculpture,  
or  
photograph

N

*(Artist)*      *(Title of work)*      *(Date of work)*

Evans, Walker. Penny Picture Display. 1936. Museum of Modern  
Art. MoMA Highlights. Web. 30 May 2002.

*(Name of collection)*      *(Medium)*      *(Date accessed)*      *(Museum where work is housed)*

Interview

O

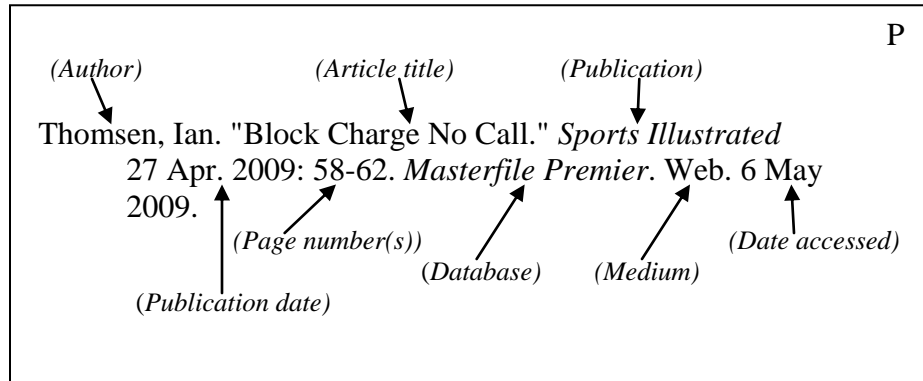
*(Person interviewed)*      *(Date of interview)*

Rockhill, Victor. Personal Interview. 30 May 2002.

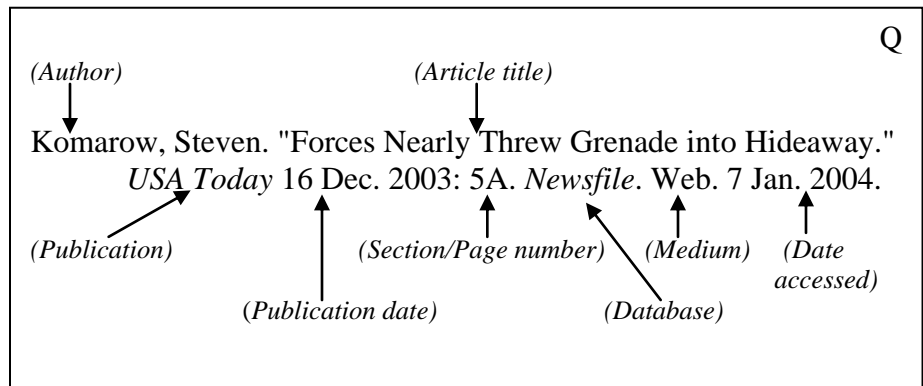
*(Type of interview)*

# Subscription databases

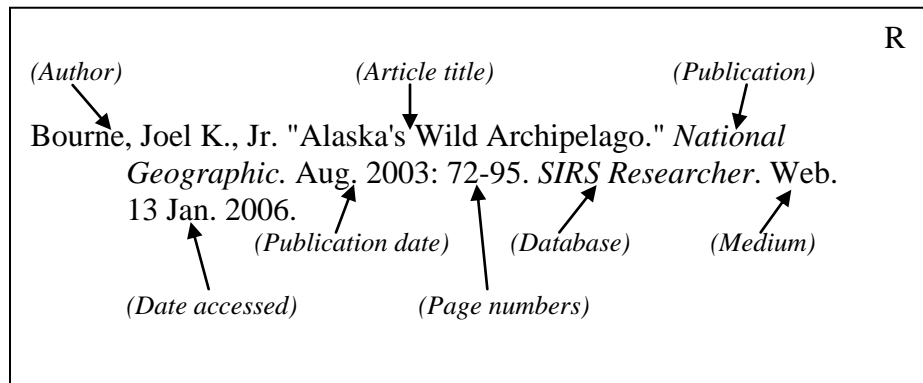
Article  
from  
EBSCO



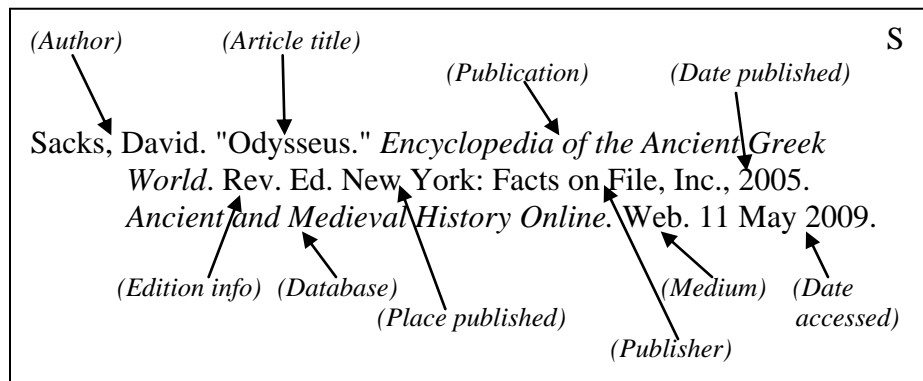
Article  
from  
Newsbank



Article  
from  
SIRS

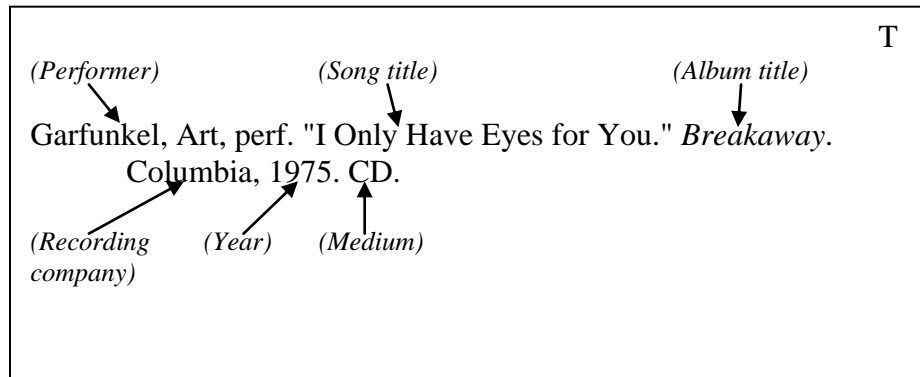


Article  
from  
Facts  
On File  
Web

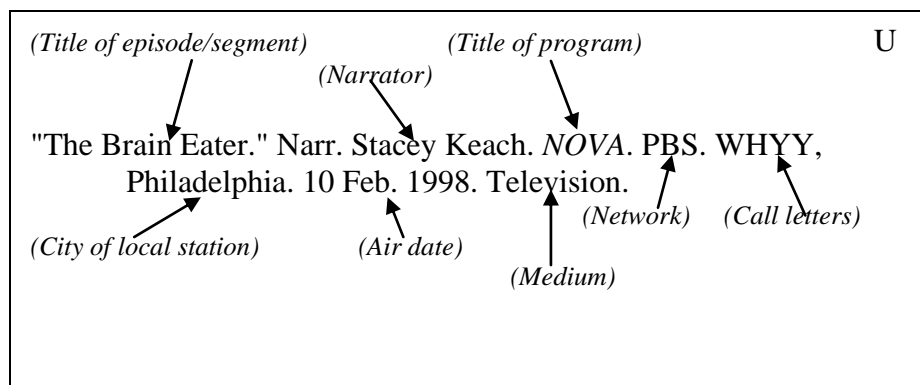


## Other sources (non-print)

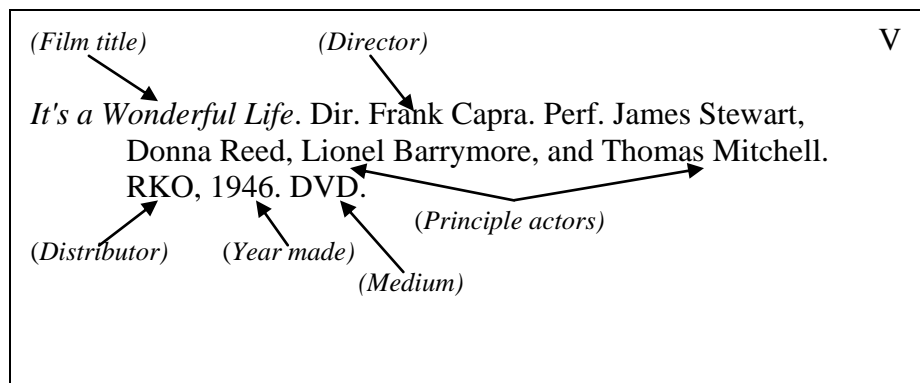
Song



Television program



Movie



# Notes

# Creating the Title

The title of your research paper should give the reader a clear idea or clue as to your thesis statement or topic.

- It should be approximately 3 - 6 words.
- It should be clever or creative.
- It must not be a sentence.
- It must reflect the content of the paper.

## Examples:

- Use alliteration. Repeat the same first consonant sound.

Cuts, Crimps, and Curls

Cash Crunch for Car Company

Subtle Sauces and the Sous Chef

Create a twist on a well-known phrase:

Diamonds: A Baseball Player's Best Friend

New Jersey and Recycling: Perfect Together

Create an allusion:

Brownfields: The Good, the Bad, and the Ugly

Recycling: New Jersey's Cinderella Story

## Create a clever title and a well-written thesis statement:

Title \_\_\_\_\_

Thesis Statement \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Writing an Outline

As you research, your teacher may require a preliminary thesis and a preliminary outline in order to direct your note taking. This can be as simple as forming a working thesis and writing a list of topics related to that thesis. As you complete your research, you will revise the preliminary thesis and outline to include the information you obtained.

Remember the basic rules for writing outlines:

**Rule #1-** To have a "I", you must have a "II".

**Rule #2-** To have an "A, you must have a "B."

**Rule #3-** To have a "1", you must have a "2."

Think of each topic as a circle. In order to divide it, you will have at least two pieces. You may have more than two, but never just one.

The next page shows an example of a student's preliminary thesis and preliminary outline written in the completion of her research paper. Note the following:

- A. Use 1" margins (top, bottom, left, right). The entire page is double-spaced.
- B. The title is centered at the top of the page. It is not underlined or set in quotation marks. Be certain to capitalize the first word and the important words of the title.
- C. Double-space between the title and thesis. The word *thesis* is typed at the left margin and is followed by a colon. It should not be in bold print, underlined, or italicized. If the thesis sentence continues to the next line, the entire thesis is single spaced.
- D. To set up the outline, the periods after each Roman numeral must be aligned. You may have to undo the automatic format feature on your computer to do this correctly.

Incorrect: I.  
II.  
III.

Correct: I.  
II.  
III.

# Preparing the Preliminary Outline

A student who was preparing to research about a career as a chef might create a preliminary thesis and a preliminary outline, and a list of possible topics related to that thesis. At the end of the research, the thesis may have to be rewritten to include the actual information that was obtained. The outline would also have to be revised to match the final thesis and to add more details.

Below is a sample preliminary outline.

**Preliminary thesis:** Becoming a chef requires hard work, demands special training, and offers many benefits.

- I. Definition
- II. Personal qualifications
- III. Work performed
- IV. Working conditions
- V. Education
- VI. Other requirements
- VII. Specific training
- VIII. License
- IX. Salary
- X. Rewards
- XI. Advancement
- XII. Employment outlook
- XIII. Professional societies

**\*Remember to align your periods.**



**Ram Recommendation:** The topics in a preliminary outline may be used as the slugs on note cards. It makes writing your note cards much faster and easier.

(One-inch margin at each edge of paper) ----- 1"



## Sample final outline

### Artistry in the Kitchen

Thesis: Although a career as a chef is demanding, it offers a variety of workplaces, requires education and training, and guarantees an excellent salary, benefits, personal rewards, and the opportunity for advancement.

#### I. Overview of career

- A. Definition of career
- B. Nature of work
- C. Variety of workplaces
  - 1. Restaurant
  - 2. Casino
  - 3. Cruise ship
  - 4. Country club
  - 5. Television studio

#### II. Education

- A. High school
  - 1. Required classes
  - 2. Related electives
    - a. Home economics
    - b. Nutrition
    - c. Business
- B. Post-secondary school

#### III. Other requirements

#### IV. Compensation

- A. Salary
- B. Benefits
- C. Personal rewards

#### V. Opportunity for advancement



# Outline Checklist

Your outline must have:

- | YES                      | NO                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. A title that is correctly capitalized and centered on the paper.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. A title that is not the topic.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. A thesis sentence.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Equal divisions of all topics (If there is a 1, there must be a 2; If there is an A, there must be a B. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. A capital letter on the first word of each topic.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. A period after each topic number or letter.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Only topics—no sentences.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Topics that are relevant to the thesis.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Details that are relevant to the topics.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Information that is arranged in a clear, logical order.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Parallel construction—Items of equal importance must be stated in similar grammatical form.            |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Numbers that are spelled out or written so they are not at the beginning of a line.                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Reflect enough information for the paper's length requirement.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. All words spelled correctly.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Proper alignment of all periods so the entire outline is lined up correctly.                           |

# Writing the First Draft



**Ram Recommendation:** Did you do a good job on your outline? If so, your rough draft will be relatively easy to write. Your ideas are organized, you know what order to follow, and you have your note cards to refer to for specific information. Relax and start writing!

## Keys to Success

1. Organize your paper into three areas: introduction, body, and conclusion.
2. Use your outline to guide you through dividing your note cards into categories. Some note cards may not be needed.
3. Additional research may be required at this point to support points you now realize you want to make.
4. Write or type your first completed draft on one side of each sheet of paper according to your teacher's directions. Double space as you write; this leaves room for corrections and additions.
5. Write a strong and interesting introduction. You must grab the reader's attention immediately! Your thesis statement must be the last sentence of the introduction.
6. Use effective transitions between ideas, such as "also," "in addition," "next," "however," "moreover," etc.
7. When you are finished, read your work aloud. Your voice will often indicate where there is an error, especially in sentence structure. Do not rely on just yourself to proofread and edit your draft. Work with a friend (or two) who can give you suggestions and recognize your mistakes.



**Ram Recommendation:** A first draft is meant to be revised and changed. It is a "work in progress." Your first draft and your final draft should be very different. No one can write a perfect paper the first time!

# Writing a Thesis Paragraph

The introductory paragraph of a research paper is called the thesis paragraph because it will contain your final thesis statement. Because it is the first paragraph, you should have a “hook” to grab the reader’s attention. Try using one of the following techniques to make your thesis paragraph interesting. You must include your thesis statement as the last sentence of your first paragraph.

**Introduction “hook” + thesis statement = thesis paragraph**

## **A. Anecdote (brief story)**

Veterinarians, rescuers, and volunteers hustled their way to the gymnasium where the rehabilitation center was located. Dozens of animals whined and snapped at the hands that tried to save their lives. Day after day, night after night, the rescue attempts continued. Animals sickened to death were brought in one after another. All types of birds, 27,578 in all, had died (Heacox 78). In addition, 856 sea otters, 25 harbor seals, 10 stellar sea lions, and 15 gray whales died because of the oil that spilled from the Exxon Valdez (79). Only 627 birds and 16 sea otters recovered (Luoma 52). Because of insufficient funding for the cleanup, poor management of time, and the failure to utilize volunteers effectively, the rescue attempts of the animals affected by that oil spill were unsuccessful.

## **B. Interesting fact or statistic**

Imagine every book that triggers a child’s imagination or opens their mind being ripped off the shelves. There are at least seventy-five books in America that are currently being banned due to opinions and ethics found amongst their pages (Dorsheimer 1). Censorship of books is becoming more common in society. The censoring of books puts a limit on Americans politically, culturally, and educationally.

## **C. Shocking statement**

Jogging may be hazardous to one’s health! Orthopedic doctors are reporting an extraordinary number of running injuries among novice joggers (Caan 14). Teenagers, especially, have been frequenting emergency rooms because of injuries caused by jogging. In order for jogging to be a healthful fitness activity, the novice should have a physical examination before starting a jogging program, instruction in proper running techniques, and general first aid instruction for minor jogging injuries.

## **D. Rhetorical question**

How many failures will it take to clone a healthy human? How many failures does it take to convince scientists that cloning is wrong? When cloning lambs, there were 276 failed lamb losses (Koehmainen 3). In addition, fewer than 5% of pregnancies resulted in a healthy cloned animal (5). With human lives at stake, these percentages are unacceptable. How many human lives are scientists willing to risk? The negative consequences of human cloning, such as lack of family life and individuality, as well as a decline in morals, outweigh any of the benefits of cloning.

# Using In-text Citations

In-text citations **must** be used in your paper whenever you are using the words, facts, or even the ideas of someone else. Any information that is not considered common knowledge must be cited. Usually the author's last name and a page reference are enough to identify the source and the specific location from which you borrowed material.

- The following is considered common knowledge and would not require a citation:  
**Jim Carrey is a respected comedian and actor.**
- The following is not considered common knowledge and would require a citation:  
**James Eugene Carrey was born in Newmarket (thirty miles north of Toronto) on January 17, 1962, and lived his first years in the small town of Aurora (Knelman 8).**

**When you have a citation, the reader should be able to easily locate the source in your Works Cited.**

**1. If your source does not have an author, use the first important word for that entry as it is listed in your Works Cited. It is usually the title of the source.**

- Over 1,000 sea creatures died in the oil spill from the Exxon Valdez off the coast of Alaska ("Alaskan" 61).

Works Cited entry:

"Alaskan Oil Spill." *Alaska Monthly* Jan. 1994: 60-62.

**2. To vary your sentences, you may include the author's name in the sentence. You would then only place the page number in the citation.**

- According to Hissel, the employment outlook for teachers is excellent because so many teachers who were Baby Boomers are preparing to retire within the next two years (21).

Works Cited entry:

Hissel, Adam. *Teachers*. New York: Abrams, 2005.

**3. If you have more than one work by the same author, put a comma after the author's name and add the title of the work (if brief) or use a shortened version.**

- Teaching is the most fulfilling of all careers because it is a mental, physical, and emotional job that only the talented few can handle successfully on an everyday basis (Hissel, *Teachers* 56).

Works Cited entry:

Hissel, Adam. *Teachers*. New York: Abrams, 2005.

# First Draft Checklist

(Check off each question if the item has been completed successfully)

## Introduction

Does it capture the reader's attention? \_\_\_\_\_

Can you identify the thesis statement? \_\_\_\_\_

## Paragraphs

Does each contain a topic sentence? \_\_\_\_\_

Does each paragraph support the thesis? \_\_\_\_\_

Are paragraphs connected with transition words? \_\_\_\_\_

Is each new paragraph indented? \_\_\_\_\_

## Sentences

Are all sentences complete? \_\_\_\_\_

Have run-on sentences been eliminated? \_\_\_\_\_

Are there any sentence fragments? \_\_\_\_\_

Are the beginnings of sentences varied? \_\_\_\_\_

Are the sentence lengths varied? \_\_\_\_\_

Have unnecessary words be eliminated? \_\_\_\_\_

## Vocabulary

Are the words suited for a formal paper? \_\_\_\_\_

Are all contractions eliminated? \_\_\_\_\_

Are first and second person pronouns eliminated? \_\_\_\_\_

## Punctuation

Are quotation marks used properly? \_\_\_\_\_

Are commas used properly? \_\_\_\_\_

Are periods used after in-text citations? \_\_\_\_\_

Is punctuation inside the citations correct? \_\_\_\_\_

## Grammar

Is the same verb tense used throughout the paper? \_\_\_\_\_

Do all subjects and verbs agree? \_\_\_\_\_

Are all numbers under 100 written out? \_\_\_\_\_

Are numbers written out if they begin a sentence? \_\_\_\_\_

## Format

Does the paper have a title? \_\_\_\_\_

If a title page is required, is all information listed in the appropriate places? \_\_\_\_\_

Is the first page correctly formatted? \_\_\_\_\_

Are in-text citations written correctly and included when necessary? \_\_\_\_\_

Is there evidence of plagiarism? \_\_\_\_\_

Are abbreviations eliminated and acronyms identified? \_\_\_\_\_

Is the paper arranged logically? \_\_\_\_\_


Are all necessary parts included (outline, title page, Works Cited page)? \_\_\_\_\_

Is the paper typed in a 12 pt. approved font? \_\_\_\_\_

## Conclusion

Is the thesis restated with fresh emphasis? \_\_\_\_\_

Is the conclusion logical? \_\_\_\_\_

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Works Cited



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
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“Ten Reasons to Become a Chef.” *Press of Atlantic City* 2 Dec. 2004: B1, B3. Print.

 1"

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Hennessey 7

Walters, Jeffrey. "Culinary Arts." *Gourmet* Mar. 2004: 22-29. Print.

"You Want to Be a Chef?" *DOL.gov*. United States Department of Labor.

20 Feb. 2006. Web. 15 March 2007.

  
1"

  
1"

  
1"

# Writing the Conclusion

**The conclusion is the last paragraph of the research paper.**

**The summary conclusion:** The conclusion can be a summary of the main points you made in your paper. It is a reminder of the thesis and the arguments used to support it.

**The “upside-down funnel” conclusion:** The conclusion can begin with a restatement of the thesis. It then enlarges the idea with statements that become more and more general.

**NOTE:** Since concluding paragraphs often sound “tacked on,” be sure to link the conclusion to the paragraph that precedes it. You can do this by repeating an appropriate key word or phrase and by using appropriate transitions.

## **Sample conclusions:**

**A.** When the evidence is all in, the arguments in favor of jogging as a healthful fitness activity are overwhelming. However, those who do not take the time to have a physical examination before starting a jogging program, those who do not learn the proper techniques, and those who do not learn to recognize and treat minor jogging injuries are taking a grave risk.

**B.** The failure of the Alaskan government to act immediately with funding was inexcusable. Earlier emergency legislation could have made a difference by providing the necessary supplies and manpower to handle the crisis. Exxon’s attitude and lack of responsibility was also inexcusable. When employees of a huge company like Exxon are obviously responsible for such an environmental disaster, the company must assume responsibility for its employees’ actions. Perhaps the Alaskan and Federal authorities should have approved the necessary funding and later, when Exxon was found guilty in court, sued the company for reimbursement. To wait in a stand-off with the company showed poor judgment and lack of concern for the environment and its creatures.

# Transitions and Linking Expressions

**Definition:** A transition or linking expression is a word or group of words that is used to give a reader some obvious “directional signals.” They act like thread to sew your ideas together. They explain how one idea is linked to another. By using a transition word you can sometimes combine two sentences into one. They show relationships between ideas and sentences so that sentences in a paragraph flow smoothly. If you use too many transition words you interrupt that smooth flow.

## Transitions for Narration (Storytelling)

after	before	later	then
afterwards	during	meanwhile	until
as	finally	next	when
at the same time	first	now	while

## Transitions for Adding to Ideas Already Stated

again	besides	for instance	moreover
also	finally	furthermore	one example of
another	first...second...	in addition	another example of
at the same time	likewise	similarly	for example

## Transitions for Showing Result (Cause-Effect Relationships)

accordingly	because	therefore	as a result
consequently	thus	at last	hence
to sum up	at this point	since	

## Transitions for Contrasting Ideas

although	On the one hand	yet on the other hand
but	however	otherwise
nevertheless	still	

*\*See instructor regarding proper heading and its placement. Requirements for heading will vary upon teacher.*

(One-inch margin at each edge of paper) ----- 1" **Sample final draft**

The Environmental Nightmare of the Alaskan Oil Spill  
*Double space*

Veterinarians, rescuers, and volunteers hustled their way to the gymnasium where the rehabilitation center was located. Dozens of animals whined and snapped at the hands that tried to save their lives. Day after day, night after night, the rescue attempts continued. Animals sickened to death were brought in one after another. All types of birds, 27,578 in all, had died (Heacox 78). In addition, 856 sea otters, 25 harbor seals, 10 stellar sea lions, and 15 gray whales died because of the oil that spilled from the Exxon Valdez (79). Only 627 birds and 16 sea otters recovered (Luoma 52). Because of insufficient funding for the cleanup, poor management of time, and the failure to utilize volunteers effectively, the rescue attempts of the animals affected by that oil spill were unsuccessful.

One factor, perhaps the most important, that prevented a successful clean-up of the oil spill was the lack of funding make available for that project. Both the federal government and the Alaskan authorities demanded that Exxon pay for all the clean-up efforts. Exxon, however, was determined to pay only a percentage of the necessary amount (Johnson and Jones A12).

Because of the lack of funding, the animals suffered. According to Luoma, hundreds of animals could have been saved if the money had been available to fly in supplies and veterinarians (56).

At the end of four months, Alaska passed legislation that enabled

*In-text citation* → (Heacox 78)

*In-text citation from the previous source* → (79)

← *Thesis Statement*

← *Example of in-text citation with two authors* → (Johnson and Jones A12)

← *Example of in-text citation when author is listed in the sentence* → (56)

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