

**GRADUATION PROJECT HANDBOOK  
2007-2008**



**DEVELOPED BY**

**THE SRMHS GRADUATION COMMITTEE  
REVISED, 2007**

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## GRADUATION RESEARCH PROJECT SOUTHEAST RALEIGH MAGNET HIGH SCHOOL

### **What is the Graduation Project?**

The purpose of the graduation project is to allow every graduating senior to exhibit the skills and knowledge that he or she has gained in high school. This project encourages the three “R’s” as identified by the State Board of Education: Rigor, Relevance, and Relationships. Students develop and explore a rigorous research topic, establish a relationship with an expert mentor outside the school community, demonstrate relevance by presenting to a panel of judges, and develop a culminating product that is an outgrowth of the research. The project is designed to incorporate the skills that students will need as they matriculate into college and/or business and industry. It allows each student to choose a topic of his or her interest, while encouraging inquiry, analysis, synthesis, rigor, and collaboration.

### **The Components of the Graduation Project:**

1. **The Essential Question:** This is the foundation of your research. The EQ must reflect genuine inquiry and must be complex, interesting, and lend itself to a concrete product.
2. **The Research Paper:** The paper must reflect the student’s knowledge of the Modern Language Association’s (MLA) citation and set up format, and must provide a rationale for the research topic. In addition, each student will answer the Essential Question and prove the thesis utilizing a variety of credible sources. The paper will be 5 – 7 pages\* in length and will utilize a minimum of seven resources from three different mediums (newspaper, on-line scholarly sites and databases, interviews, reference books, scholarly journals, maps, etc.).  
**\*Length of final paper is subject to course level (AP/Honors) and teacher discretion.**
3. **The Mentor:** Each student should choose a mentor who is an expert in the topic proposed in the Essential Question. The student must submit a Mentor Verification Form describing the mentor’s expertise or waiving the assistance of a Mentor. Mentors are strongly advised!
4. **The Presentation:** After submitting and passing the research paper, each student will present his or her findings to a panel of judges. This is a formal and professional opportunity for the student to explain the information in the paper and to answer questions from the judges. The presentation must be accompanied by a Power Point.
5. **The Product:** Preferably, the product will be one that will benefit the greater community; however, this is not a requirement. The product is a physical manifestation of the results of the research. Some examples include: music/dance = arrange and perform an original composition, learning styles = design a lesson and teach a class, athletics/sports = run a clinic for young athletes or new coaches. Mentors will be an essential resource during this phase of the project.
6. **The Reflection:** The final assignment is to write a reflection based on the knowledge gained of both the topic and the research process. The reflection addresses the gathering and organizing of information, documenting of sources, constructing the paper, and creating a professional presentation and product that reflects a growth in thinking and skills gained through this process.

**A Word About Plagiarism:**

With the availability of on-line resources and electronic papers, the issue of plagiarism has become one of great concern in both the academic arena and in the publishing industry. Each student will receive in-depth instruction on the correct format for citing sources as outlined in the *MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> edition, by Joseph Gibaldi, which can be purchased at any local bookstore. **If any part of this assignment is plagiarized, the paper will fail. The redo will receive a grade of no higher than a 70% and must be turned in before the first presentation date. Obviously, plagiarism will be taken seriously, and may jeopardize a student's ability to graduate.**

## Graduation Project Due Dates

**Each English teacher will determine the due dates that are most relevant to his or her curriculum. It is up to you to complete each part of the research process. Do not jeopardize your overall English grade and/or your ability to graduate by missing an important deadline.**

DESCRIPTION	<i>DUE DATE</i>	<i>Possible Points</i>
Submit a project proposal		
Finalize your Essential Question and Thesis		
Portfolio forms (letter to Ms. Wright and mentor verification/waiver form)		
Annotated Source List – <b>typed</b> (minimum of 10 sources listed although you may not use them all in your final paper)		
Graphic Organizer – this will include your Foundation Questions and supporting details		
Flag Day – are you on track with your research? If not, letter will be sent home.		
Check of notes (notecards and highlighted copies from documents)		
Outline – <b>typed using MLA format</b>		
First Draft – <b>typed</b> with citations		
Flag Day – will you be able to successfully complete this project?		
Second Draft with evidence of edits and revisions		
<b>FINAL PAPER DUE</b>		
<b>TOTAL POINTS FOR PROJECT</b>		
<b>Presentation of research and product to panel of judges.</b>		

\*You must pass your paper **BEFORE** you will be allowed to present to the judges.

**SUPPLIES:** to complete your research, you need the following items:

- 2-pocket portfolio for storing your materials
- 100, 3 X 5 lined notecards, in a small sandwich bag
- collection of different colored highlighters
- adequate printing rights for notes and drafts (not having a print allotment, is NOT an excuse to miss a deadline!)
- *MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> ed, Joseph Gibaldi

**Teachers can have students complete the Interest Inventory and/or the Choosing a Topic assignments to help students generate ideas.**

### **Interest Inventory**

This inventory is to help guide you towards finding an appropriate and interesting topic for your graduation project. Your answers to these questions should help you narrow down some topic choices for your graduation project.

<b>Questions</b>	<b>Answer</b>
What is the most interesting course you have ever taken? Why?	
What lessons have you learned from your extra-curricular activities?	
How did you get introduced to your hobby (ies) and why are you interested in them?	
What people or practices influence your opinions?	
What life events have changed you as a person and why?	
What is your favorite sport?	
What is your favorite television show?	
Who from history do you identify with and why?	
What genre of film or books do you prefer?	
What type of music do you listen to?	
What current events interest you?	
What occupational field would you like to enter?	
What elements of your upbringing have shaped the person you have become?	
What challenges do you think today's youth face?	
What era of history interests you?	
Who is your idol?	

What activities do you do with your friends and family?	
If you could travel anywhere, where would you go? Why?	
What job do you think is most important to society?	
If you could fix any problem in your community, what would you fix?	
How do you think the government impacts your life?	
What do you consider to be the most controversial issue in the media?	
What cause would you be willing to stand up for?	
Which historical person do you think had the greatest impact on today's world? Why?	
What is the responsibility of the educational system?	
What is your responsibility as a student?	
What do you think are the main problems in your school?	
What do you think is the most influential form of media and why?	

### Choosing a Topic

Complete the following list of general categories and suggested topics by generating three different ideas that appeal to you for each category. Utilize the examples in parenthesis as a guideline to brainstorm topics for your research.

1. fine and performing arts (music, dance)

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

2. health and physical fitness (steroids, diet)

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

3. business (entrepreneurship, advertising)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
4. travel (vacations, explorations)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
5. careers (schooling, job market research)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
6. social issues (poverty, education)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
7. photography/film (movie making, black and white photography)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
8. math/science (automation, robotics)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
9. literature/writing (writing a novel, contemporary writer)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
10. sports/recreation (scuba diving, effects of Title IX)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
11. home/economics (trends in diet/cooking, interior design)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
12. technical arts (cabinetry, metal products)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
13. education (achievement gap, funding)  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

14. visual arts (digital art, stained glass)

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

15. religion/philosophy ( existentialism, religions and war)

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

16. specialized hobbies (coins, car restoration)

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

17. space (exploration, space stations)

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

18. social studies (historical study, rescue missions)

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

19. nature/ecology (global warming, habitats)

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

20. other ideas

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

## Analyzing Topic Selections

Now that you have generated several ideas that you might possibly pursue, you need to begin evaluating your lists for how they lend themselves to different aspects of the Graduation Project. Circle/highlight any topic that:

1. Will have a **good supply of information and variety of resources** (books articles in periodicals, website, interviews, etc.)
2. Will lend itself to a **product that is valid, useful, and relevant** – jot down product ideas as they occur to you!
3. Will be affordable – consider both time and money.
4. Will **stretch** your knowledge and experience. (“You will never grow unless you go beyond what you have already mastered”)
5. Will give you a taste of a possible career.
6. Will maintain your interest for at least **two (2) years**.
7. Will allow you to take a stand on the topic (you have to decide whether or not the topic has a negative/positive impact, insignificant/great influence, etc.)
8. You will know someone who can mentor you through this research.

## Using the Essential Question to Move from Research Topic to Thesis Statement

Once you have selected and limited your topic, the **Essential Question** becomes the foundation for the entire graduation project—the question that you will ultimately **answer** through your research.

***The paper, product, and presentation all live and die with the quality of the Essential Question!***

### I. A good essential question is...

- ❑ **clearly limited** in scope; it sets boundaries on the breadth and depth of your research. If your topic is too broad, it will lack depth.
- ❑ **open-ended**; it asks what requires an involved, in-depth response, not a simple answer. If the answer is obvious, throw away the question and try again.
- ❑ **a clear, direct, and precise sentence.** The essential question (interrogative) will become the declarative thesis of your research paper.
- ❑ **evaluative** in nature; you are *not* writing a research *report*. You are investigating an idea and presenting an interpretation of your findings, drawing conclusions from the data you researched.
- ❑ **uses evaluative** key words and phrases:

Affect/effect	Emergence	Initiate	Relate
Align	Engender	Inspire	Revolve
Alter	Evolve	Instigate	Significance
Bring about	Facilitate	Involve	Support
Cause	Force	Link	
Concern	Generate	Mold	
Consideration	Have an effect on...	Motivate	
Continue to...	Impact	Necessitate	
Contribute to...	Importance	Parallel	
Create	Influence	Produce	
Develop	Inform	Prompt	

## II. Developing your Essential Question

### A. Begin with your selected topic

Example 1: Oppression of Jews and other minorities by the Nazi Party during WWII

Example 2: Women's sports

### B. Narrow the topic

Example 1: What techniques did Hitler use to establish superiority and "brainwash" the general public?

Example 2: How have events in the past 25 years lead to more women pursuing careers in athletics?

### C. Establish Linking Ideas: Cause/Effect

Cause: Use of propaganda	Effect: Created a power base for the Nazi Party
Cause: Implementation of Title IX	Effect: More women are playing sports

### D. Framing your question – use the words listed above to frame an Essential Question that can be used as the basis of your research project.

Example 1: What modes of propaganda were employed by the Nazi Party to *facilitate* the participation of others in their actions and in pursuing their objective of "The Final Solution"?

Example 2: What *impact* did Title IX have on the current status of women's professional sports?

### E. On a separate sheet of paper, work through the above process to develop a working Essential Question based on your topic.

## III. A good thesis statement **makes the difference between a thoughtful research paper and a simple "regurgitation of facts."**

A. A thesis statement declares what you believe (based on your research) and what you intend to prove.

B. The thesis statement is your Essential Question restated in a simple declarative sentence and is essentially, the answer to your question.

C. EACH POINT YOU MAKE IN YOUR PAPER MUST SUPPORT YOUR THESIS!

## IV. A good thesis will...

propose an arguable point and take a stand.

lend itself to being adequately developed in the required length and format of the project. It is not too broad or too narrow.

be specific and focused.

be based on and can be supported by evidence you have found.

inspire the reader to ask "how?" or "why?"

lead the reader toward logical subtopics.

avoid general or extreme words or phrases.

## V. Writing a thesis using your Essential Question

Restate the EQ in the form of a simple, declarative sentence

Example 1: <b>EQ</b> - What modes of propaganda were employed by the Nazi Party to <i>facilitate</i> the participation of others in their actions and in pursuing their objective of “The Final Solution”?	<b>Thesis</b> – The Nazi Party employed a variety of propaganda techniques to ensure the participation of the general population as they pursued their objective of achieving “The Final Solution”.
Example 2: <b>EQ</b> - What <i>impact</i> did Title IX have on the current status of women’s professional sports?	<b>Thesis</b> – The implementation of Title IX legislation created an environment that encourages and allows young girls and women to participate in competitive athletics at both the amateur and professional levels.

**Practice** - Restate the following EQ’s into a good thesis statement.

1. **EQ:** How has the evolution of the automobile change people’s lives?

**Thesis:**

2. **EQ:** How has technology impacted the production and editing techniques in modern broadcasting?

**Thesis:**

3. **EQ:** What factors must be in place for a franchise to become a successful business venture?

**Thesis:**

## VI. As you proceed through your research

- A. Read thoroughly; ask your mentor for help interpreting the research documents
- B. Take copious notes from credible sources
- C. Be flexible – revise as you go
- D. Focus on facts that **support your thesis and answer your Essential Question**



VI. Limitations – briefly describe any roadblocks you expect to encounter on your journey toward a successful graduation project

**SOUTHEAST RALEIGH MAGNET HIGH SCHOOL  
GRADUATION PROJECT  
MENTOR VERIFICATION**

**It is strongly suggested** that you choose a mentor from the school or the community to assist you in the completion of your graduation project. The mentor should assist you with finding research documents to support and answer your Essential Question. In addition, your mentor will help you create a product that is a concrete example of the results of your research. **Your mentor must have the following qualifications:**

- The mentor must be 21 years of age or older.
- The mentor cannot be a member of your family except by special approval from the Graduation Project Committee. This request must be made in writing and include a rationale.
- The mentor must have documented knowledge and expertise in your area of interest. This may include a college degree, business ownership, employment in the area, or hands-on training.
- The mentor should consult with you during the course of your research. Meetings may include face-to-face meetings, a phone or electronic interviews, job shadowing, and/or a site visitation.

**Waiver of Mentor:** I have chosen not to use a mentor and understand that I must keep meticulous records for my product log. I also understand that by not having a mentor, I will not be penalized; however, I understand that this process is easier when guided by an expert in the field.

\_\_\_\_\_ (signature of student)

**MENTOR VERIFICATION**

**Student:** \_\_\_\_\_

**Essential Question:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

**Mentor's contact information** (phone #'s and e-mail): \_\_\_\_\_

**Description of mentor's expertise:** \_\_\_\_\_

**Student's signature** – The information provided above is correct and true. I agree to work with my mentor to successfully complete my project.

**Mentor's signature** - I understand the requirements of the project and agree to assist the above named student with the research and with product development.



**PRODUCT LOG**

STUDENT \_\_\_\_\_

MENTOR (Optional, if waiver has been signed) \_\_\_\_\_

ESSENTIAL QUESTION \_\_\_\_\_

Work dates	Time spent	Description of effort: gathering materials, phoning contacts, writing proposals...	Proof of Completion (mentor or student initials)

**TOTAL TIME DEVELOPING PRODUCT =** \_\_\_\_\_

## SAMPLE BUSINESS LETTER

Date

Susie B. Student  
333 Street Name  
Garner, North Carolina 27529  
17 January 2006

Ms. Beulah Wright, Principal  
Southeast Raleigh Magnet High School  
2600 Rock Quarry Road  
Raleigh, North Carolina 27610

Dear Ms. Wright:

P1 = describe your project: WHAT AND WHY? (brief)  
INCLUDES YOUR ESSENTIAL QUESTION IN THE FORM OF A THESIS

P2: Also include the name and qualifications of your mentor.  
How is this going to impact me/use it later on...

P3 = I have the forms..... Thank you in advance

Sincerely,

Susie B. Student

## CHOOSING AND LOCATING THE BEST SOURCES

Once you have chosen your topic and your mentor, the next step in the research process is to gather credible information to ANSWER your Essential Question. Your **first** step is to narrow the types of resources that will best meet your needs. Remember that you must use a minimum seven sources from three different types. You may choose from:

- **Print** – book, encyclopedias, magazines, newspapers, professional journals, diaries, letters, maps, and photographs
- **On-line** – databases (utilize the resources subscribed to through our Media Center and those that the Wake County library subscribes to), on-line scholarly journals and educational websites (LearnNC, AskEric), and government (.gov) or educational institution (.edu) sponsored sites.
- **World Wide Web** – while the *Web* contains some valuable information, you must be cautious about its accuracy. You will be required to complete a **Web Site Evaluation Guide** for every site you use that is not described above.
- **Human Resources** – Practitioners and researchers including doctors, teachers, lawyers, business owners, and other professionals who have knowledge of your topic.

Finding the information – choosing useful key words and search terms.

- **Print sources**  
In a reference book, scan the Table of Contents, indexes, appendices, and glossaries. Look for words that reflect your Foundation Questions. When using a periodical (magazine, newspaper), read the Table of Contents carefully for articles that will provide answers for you. Finally, scan the bibliographies and additional readings in the back of reference books to find out where the authors of the text got their information.
- **On-line sources** – the most difficult part of using on-line sources is the overwhelming number of possible sites. You must first, eliminate sites that are not relevant to your research (personal sites, sites that sell products or advertise, sites that allow pop-ups). Always begin with sites from educational institutions (.edu) or ones that are linked to an educational site. You may also use sites sponsored by government agencies (.gov), non-profit organizations (.org), libraries (.lib) and some companies (see note above).

### **To conduct Internet searches:**

1. Use reliable search engines choosing efficient **Key Words**
2. Browse **the links** using a keyword search
3. Start by putting two or three keywords in quotation marks  
**EX:** “Final Solution” “Title IX”
4. Join two ideas with AND  
**EX:** Nazi’s AND Judaism Women AND Sports
5. Use OR to connect ideas  
**EX:** Nazi Party OR Hitler Women’s sports OR Women’s athletics
6. Eliminate certain sites  
**EX:** Nazi’s NOT Concentration Camps  
Women’s athletics NOT Professional female athletes

## MLA (Modern Language Association): An overview

### **From:**

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, Sixth Edition*. New

York: The Modern Language Association of America. 2003.

### I. What is plagiarism?

“Plagiarism involves two kinds of wrongs. Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud” (66).

### II. Documenting your sources

A. you must document if you quote, if you paraphrase, and if the information you are using is not considered “common knowledge.”

B. you must provide a “Works Cited” page, which is a list of sources you used in compiling a document.

C. Refer to page 75 of the *MLA Handbook*. It is my expectation that this will NEVER be an issue in this or any other class.

### III. Setting up your paper

A. **Before** you type the first letter, do this

1. set all margins to 1”
2. set your font to Times New Roman, 12 pt.
3. set your paragraphs to double-space

B. Type your heading in the upper **LEFT** hand corner (do NOT use the header function)

Your name

Teacher’s name

Name of class and period

Date (day month year) – no punctuation (22 October 2005)

C. Insert **page numbers**: go to insert – page numbers – choose “top of page” then “right” and click OK. Then, double click on the number, right justify, and type your LAST NAME, then close. Each page will now be named and paginated.

### IV. Setting up a *Works Cited* page at the end of your paper

A. Center the title – Works Cited - 1” from the top of the page

B. Arrange your citation entries in alphabetical order by the author’s last name or by the first main word in the title if there is no author, ignoring the words, “a, an, the.”

C. Do **NOT** use numbers or bullets to mark your entries

D. Remember that if a source is listed on your Works Cited page, you must have used (cited) it in the paper.

E. Works Cited entries

1. Read Chapter 2, pgs. 65 – 75 paying special attention to page 75, 2.8, “Summing Up.”
2. How to set up your Works Cited page: pg. 145 – 146.

3. Following are examples of how to cite sources from research documents. I have also included the page number from the MLA Handbook for you if you need further information.
4. Make Chapter 5 of the MLA Handbook your BEST FRIEND!

Here are a **few basic** entries:

**BOOK BY A SINGLE AUTHOR (147)**

Spinelli, Jerry. *Stargirl*. New York: Scholastic, 2002.

**A WORK IN AN ANTHOLOGY (158)**

Wordsworth, William. "My Heart Leaps Up When I Behold." The English Tradition. Ed.

Eileen Thompson, et al. New Jersey: Prentice Hall, 1991. 650-651.

**A PREFACE OR INTRODUCTION (161-162)**

Sears, Barry. Afterword. The Jungle. By Upton Sinclair. New York: Signet, 2001.

343-347.

**A MULTIVOLUME WORK (167-170)**

Blanco, Richard L. Ed. The American Revolution, 1775-1783: An Encyclopedia.

2 vols. Hamden: Garland, 1993.

**AN ARTICLE IN A REFERENCE BOOK (160 – 161)**

*If your article has an author:*

Mohanty, Jitendra M. "Indian Philosophy." The New Encyclopedia Britannica: Macropaedia

15<sup>th</sup> ed. 1987.

*If your article does not have an author listed:*

"Mandarin" The Encyclopedia Americana. 1994 ed.

**AN ARTICLE IN A MAGAZINE (187 – 188)**

Amelar, Sarah. "Restoration on 42<sup>nd</sup> Street." Architecture Mar. 1998:146 – 50.

**AN ARTICLE IN A NEWSPAPER (185 – 187)**

Harris, Nicole. "Airports in the Throes of Change." Wall Street Journal 27 March 2002: B1+.

**CITING THE LITERARY CRITICISM COLLECTIONS:**

Gargano, James W. "The Age of Innocence': Art or Artifice?" Research Studies 38 (1970):22-28

Rpt. In Twentieth-Century Literary Criticism. Ed. Laurie Di Mauro. Vol. 53. Detroit:

Gale, 1994.

***DATABASE: EBSCOHOST***

Tator, Charles. "Hockey Injuries of the spine in Canada." Canadian Medical Association Journal  
Vol. 162

Issue 6. 03/21/2000, 787. Available from MAS Full Text [database on-line].

EBSCOhost.

Accessed 21 August 2003. <http://searchepnet.com>

***DATABASE: GALEGROUP***

"Saul Bellow." Contemporary Authors. 1999. Gale Group Databases. Southeast Raleigh High  
School

Library, Raleigh, NC. 18 August 2003. <http://www.galegroup.com>

Eisinger, Chester E. "Herzog: Overview." Reference Guide to American Literature, 3<sup>rd</sup> ed.

1994. Literature Resource Center. Gale Group Databases. Southeast Raleigh High  
School Library,

Raleigh, NC. 21 August 2003. <http://www.galegroup.com>

## RESEARCH TIPS – BUILDING A SOURCE LIST AND GATHERING NOTES

**GATHERING SOURCES** – every time you touch a source that MAY be useful to your research, FIRST record all the publishing information. As you do this, you will create an

### ANNOTATED SOURCE LIST

Bryson, Bill. *The Mother Tongue: English and How It Got That Way*. New York: Harper Collins, 1990.

This book contains chapters on the history of the English language and the pronunciation changes of many words. It also includes a funny chapter on swearing. The statistics on page 13 might be useful.

Grossman, Edward. “Vonnegut and His Audience.” Commentary. 1974. Gale Group Databases. Southeast Raleigh Magnet High School Library, Raleigh, NC. 7 March 2005. <http://www.galegroup.com>.

This source praises Vonnegut while listing all the strange things that he does in his writings, such as make up works. It also lists the author’s use of motifs.

\*NOTE – as you build your paper, you may not use all of the sources on your Annotated Source List. Delete the ones you do not use and delete the explanation blurbs – you now have your **Works Cited** list.

**GATHERING NOTES** – you will use a variety of resources to answer your Essential Question. While you may be able to download and highlights articles from a reputable on-line source, you will also create notecards containing information you wish to cite in your paper. As you become more adept at research, you will develop your own system. For now, we suggest you use the following format for creating notecards:

First – cite the source using MLA format on the **BACK** of the first card.

Grossman, Edward. “Vonnegut and His Audience.” Commentary. 1974. Gale Group Databases. Southeast Raleigh Magnet High School Library, Raleigh, NC. 7 March 2005. <http://www.galegroup.com>.

On the **FRONT** of each card (the side with lines), record general ideas and summaries of main points and paraphrases of key material. Record quotations on a separate card; copy word for word, enclose the quotation in quotation marks and record the page. Include the **FIRST WORD** from your citation on the front of the card as well as the page number (if appropriate) where you found the information.

Grossman 57

- Vonnegut writes for an audience who will question the use of force to subdue other cultures.
- Uses satire
- Writing reflects many of his own experiences in WWII

Definition (if applicable):

Foundation ?#1:  
(Answer will be first sentence of first body paragraph.)

Foundation ?#3:  
(Answer will be first sentence of third body paragraph.)

**EQ:**

Foundation ?#2:  
(Answer will be first sentence of second body paragraph.)

Answer / Thesis:

Foundation ?#5:  
(Answer will be first sentence of fifth body paragraph.)

Foundation ?#4:  
(Answer will be first sentence of fourth body paragraph.)

SAMPLE OUTLINE  
(See page 28 of *A Guide to MLA Documentation*, 6<sup>th</sup> Ed.)

Your Name

Teacher's Name

English III – Period

5 May 2008

Title:

Thesis:

- I. First topic sentence (Answers question from outline)
  - a. Evidence
  - b. Evidence
  - c. Evidence
- II. Second topic sentence
  - a. Evidence
  - b. Evidence
  - c. Evidence
- III. Third topic sentence
  - a. Evidence
  - b. Evidence
  - c. Evidence
- IV. Third topic sentence
  - a. Evidence
  - b. Evidence
  - c. Evidence
- V. Third topic sentence
  - a. Evidence
  - b. Evidence
  - c. Evidence
- VI. Conclusion

## Functions of the Introduction

- Introduces the subject
- Captures the reader’s attention and prepares the reader for what is to follow
- Establishes the tone—the writer’s attitude toward both the subject and the audience
- Presents the main idea in a thesis statement
- States or implies the purpose for writing

## Strategies for Writing Introductions

A good introduction does more than just begin the thesis, or main idea, of a composition. It grabs the reader's attention.

1. Provide relevant background information.
2. Briefly relate an interesting story or anecdote.
3. Use an appropriate quotation.
4. Offer vivid and/or startling statistics or facts.
5. Ask a provocative, rhetorical question.
6. Describe in vivid detail something that relates to your main idea.
7. Present one or more brief examples.

## Strategy Identification

1. On seeing another child fall and hurt himself, Hope, just nine months old, stared, tears welling up in her eyes, and crawled to her mother to be comforted—as though she had been hurt, not her friend. When 15-month-old Michael saw his friend Paul crying, Michael fetched his own teddy bear and offered it to Paul; when that didn’t stop Paul’s tears, Michael brought Paul’s security blanket from another room. *Such small acts of sympathy and caring, observed in scientific studies, are leading researchers to trace the roots of empathy—the ability to share another’s emotions—to infancy, contradicting a long-standing assumption that infants and toddlers are incapable of these feelings.*

**Strategy used:**

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2. “Alone one is never lonely,” says May Sarton in her essay “The Rewards of Living a Solitary Life.” Most people, however, do not share Sarton’s opinion: They are terrified of living alone. They are used to living with others—children with parents, roommates with roommates, friends with friends, spouses with spouses. When the statistics catch up with them, therefore, they are rarely prepared. Chances are high that most adult men and women will need to know how to live alone, briefly or longer, at some time in their lives.

**Strategy used:**

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3. What should you do? You are outside riding your bike, playing golf, or in the middle of a long run when you look up and suddenly see a jagged streak of light shoot across the sky, followed by a deafening clap of thunder. Unfortunately, most outdoor exercisers do not

know whether to stay put or make a dash for shelter when a thunderstorm approaches, and sometimes the consequences are tragic.

**Strategy used:**

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4. First published in 1915, *Spoon River Anthology* by Edgar Lee Masters gives readers candid glimpses into the life of a small town at the turn of the twentieth century. Speaking from beyond the grave, the narrator of each poem gives a portrait of happy, fulfilled people or draws pictures of lives filled with sadness and melancholy.

**Strategy used:**

---

### **Application**

Think about your research topic and the main idea you want to convey. Choose any three of the strategies listed above and develop a paragraph for each strategy. Include your thesis statement at the end of each paragraph.

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

## Writing the Body of Your Paper

When writing the body of this paper, remember these key ideas:

- ❑ Follow the order of the outline
- ❑ Provide specific support from **reputable** sources
- ❑ Each paragraph begins with a topic sentence that is a **transition** from the previous paragraph
- ❑ Each point supports and references the topic sentence
- ❑ Points are supported with specific source references/citations
- ❑ Quotations are correctly cited and tagged/introduced (2-3 quotes per paragraph)
- ❑ Data and other evidence is properly cited
- ❑ Anecdotes are used in conjunction with empirical evidence.

Now, with a partner, identify the above items in the paragraph listed below. Either highlight or underline the items.

During and after the Reconstruction period, which began in 1865, blacks were trying to find their place in society. With a newfound sense of freedom, many ex-slaves and free blacks found themselves in an unusual predicament - free from the bondage of slavery, but excluded from full citizenship. When millions of slaves were emancipated, “Whites had difficulty in thinking of a black as a free person” (Franklin 222). After the Reconstruction Act of 1867, this gave all male citizens the right to hold political office and to vote (Franklin 237). As a result, some whites feared that they were going to lose the supreme reign they previously held over the black race. In 1875, Jim Crow laws established for continued rule of white supremacy. As the political climate began to change, a man by the name of Charles Chesnutt took notice and wanted to change this environment of racial injustice. Born in the North, but raised down South, Chesnutt is dismayed by whites implementing the grandfather clause, literacy tests, and poll taxes to prevent blacks from securing voting rights.

With the advent of Jim Crow laws, blacks began to find themselves in a new type of slavery. In North Carolina, some Jim Crow laws prevented blacks from carrying walking canes or holding worship services without whites present (Trelease 300). The most significant law of

the Jim Crow era is *Plessy vs. Ferguson*, established in 1896. The law stated that facilities, educations, and other institutions would be “separate but equal”; however, they were not equal for blacks. This law further separated blacks from whites in the South and fostered an atmosphere of racial prejudice and hatred.

**Activity: Write the first paragraph of the body of your paper utilizing the key ideas listed above.**

## Writing Conclusions

### Functions/strategies for writing the conclusion:

- ❑ Summarize your thoughts and elaborate on the significance of your findings
- ❑ Supports, summarizes, and answers the thesis
- ❑ Propel your reader to a new view of the subject; push beyond boundaries of the question
- ❑ Consider broader issues and make new connections
- ❑ Leave the reader with a memorable final point or strong impression of the writer's evaluation
- ❑ Take a stance on the topic you have discussed in the paper

### Example 1

Club women attempted to solve the problems of their race, and blues women sang the problems. On the surface, it appears club women advocated for the community while blues women self advocated. In truth, both groups addressed the black community, simply in different forms. Club women fought for unity within the race and spent their time trying to defend character charges: Blues women brought these same character charges to life. By acknowledging these issues in song blues women created a sense of awareness for a large audience of people, both middle and lower class. The efforts of blues women were just as effective as those of club women; their distinctive gender allowed them to present the issues of the community in a varied form. Thus, while club women developed their gender through mainstream notions, blues women refuted mainstream notions, opening a new window of community assistance. Still, both groups performed in an effort for the community, an effort more linked than previously considered.

### Strategy used:

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### Example 2

Emptiness plagues both Dick and Milton. While Dick aspires to become a world-renowned psychiatrist, Milton aspires to active combat and a superb litigation practice. Both men abandon their ambition and succumb to the power of money, becoming dependent upon their wives for their livelihood. Unfortunately, Dick and Milton suffer the deception of money, which brings them nothing but empty, miserable relationships with their wives and the regret of having never truly accomplished or gained anything by their own means. Thus, in their efforts to recreate the life they imagined for themselves, they turn to forms of denial, crystallization, and substitution; however, both learn that substitution can never fully replace the original loss. Emptiness plagues their hearts forever, and so they mourn their lost lives.

### Strategy used:

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### Example 3

Upton Sinclair's *The Jungle* is a "combination of reportorial expose and salvation story" (Wilson 1). Dedicated to the working men of America, the novel serves as an indictment of industrial capitalism. Sinclair stated, "I aimed at the public's heart, and by accident, I hit in

the stomach.” The results he received from the novel were not exactly what he hoped for or expected. Still, the novel impacted American society and resulted in the Food and Drug Act of 1906. Sinclair answers economical and spiritual answers at the same time, and while the critics say he oversimplifies the issues, *The Jungle* captures twentieth century minds with its message.

**Strategy used:**

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**Activity: Write a conclusion paragraph utilizing the functions and strategies listed above. Do not restate your introduction!!**

## LET'S DRAFT A DRAFT!

### WHAT DO YOU NEED?

- ❑ Note cards
- ❑ Notes
- ❑ Source list
- ❑ Outline with a thesis statement
- ❑ Introductory paragraph
- ❑ Disk or jump drives for saving your work – **EVERY PARAGRAPH!**

### SETTING UP THE DOCUMENT- DO THIS FIRST!!!

- ❑ Go to FILE – PAGE SET UP – Set all margins to 1” (leave the “gutter” at 0)
- ❑ Type your heading in the upper LEFT hand corner: name, my name, class, date
- ❑ Set up your paper for pagination and spacing:
  - ❑ Go to *Insert*, drop down and select “page numbers”
  - ❑ Choose “*top of page*” then “*right*” for alignment
  - ❑ Click OK.
  - ❑ After the page has been numbered, double click somewhere near the number so that the dotted box will appear.
  - ❑ Click the “right align” button on the tool bar and type your name.
  - ❑ Click the close button on the pop-up menu bar that is above the dotted box.

### HOW DO YOU START?

- ❑ Keep your draft rough – keeping moving “Your first draft is from your heart, the second from your head” (*Finding Forrester*).
- ❑ Don't worry about perfect sentences; this will come with the second draft.
- ❑ Using your outline, create topic sentences for your paragraphs, then go back and fill in with your supporting details – remember that each supporting detail must relate back to the topic sentence and to your thesis
- ❑ Avoid the use of all personal pronouns: I, you, me, etc.
- ❑ Avoid overuse of helping verbs: is, are, was, have, has, had, do, does, did, should, would, could, can, shall, will, etc.
- ❑ Pay attention to transitions – how are you going to connect each sentence and each paragraph
- ❑ Write quickly; this produces a more natural and individual voice (i.e., **YOURS!!!!**)
  - \*Don't be chatty or informal – this is a research paper. Do not use any personal pronouns except in a word for word quote.
- ❑ Refer to your notes for direct quotes and/or specific statistics; all facts must be supported / cited.
- ❑ Add appropriate internal citations (Author pg) – 2 to 3 per paragraph

### INTRODUCTION- NEVER ADDRESS THE READER OR BEGIN WITH “In this paper...”

- ❑ Include your thesis (a statement or purpose; the common strand) – this belongs at the end of the first paragraph

- Hook your reader
  - \*May begin with a quote
  - \*Refer to a news item
  - \*Ask a question; pose a problem
  - \*challenge an idea

**AVOIDING PLAGIARISM:**

- The source is introduced by a phrase that names its author
- The material being cited is followed by a page number in parentheses
- At the end of the paper, a list of works cited (arranged alphabetically according to the authors' last names) gives complete publishing information about the source. (If you use it in the paper, it must show up on the WC page; if it's on the WC page, you must cite it in the paper.)

**ALWAYS REFER TO YOUR MLA HANDBOOK FOR SPECIFIC INSTRUCTIONS!**

## TAGGING QUOTATIONS

The many ways to say...

Good choices	More...	NO! AVOID THESE
Smith states ...	Smith explores the idea that...	Smith makes it known that..
Smith implies...	Smith argues that...	As told by...
Smith alludes to this by saying...	Smith declares...	In accordance with...
Smith suggests...	Smith elaborates on this, arguing that...	As written down by...
Smith supports this idea when she writes...	Smith discusses this, arguing...	From the pages of...
Smith illustrates this idea in her article, writing...	Smith adds that...	Smith quoted ...
Smith elucidates this in his 2003 work...	Smith contradicts the opposition, saying...	It is believed that...
Smith adamantly supports the theory...	Smith advises...	In the words of Smith...
Smith reminds us that...	Smith notes, ...	The following quote said by....
Smith expresses his opinion, suggesting that...	Smith observes...	
Smith points out that...	Smith asserts...	
Smith remarks that...	Smith indicates...	
Smith also subscribes to the notion that...	Smith's research shows...	
Smith reiterates this idea, suggesting...	Smith cites that...	
Smith recommends that...	Smith objects to this, noting that...	
Smith proves this theory, stating that...	Smith seems to agree, observing that...	
Smith concludes by reminding us that...	Smith theorizes that...	
Smith explains that...	Smith conveys that...	
Smith informs the reader that...	Smith insists...	
Smith reports that...	Smith disagrees that...	
Smith confirms this...	Smith sheds light on the idea that...	
Smith mentions that...	Smith promotes this method, suggesting that...	
Smith reveals that...	Smith rebukes those who...	

Smith affirms this idea, saying...	Those opposing this theory claiming that...	
Smith comments....	Based on Smith's theory...	
Smith proposes that...	Smith also refers to this in his work...	
Smith clarifies this, adding that...		

## TRANSITION WORDS

\*When transitioning from one paragraph to another, remember to “hook” the last sentence of the previous paragraph to the first sentence of the next paragraph. Think: “preview” and “review.” Since you are now engaged in scholarly research, please avoid the traditional transitions of: first, second, and in conclusion.

### Words to show similarities:

Again	For instance	Likewise	Like	As
Also	Further	Moreover	And	Furthermore
Of course	Another	In addition	Similarly	Besides
In a like manner	In the same way	Then	Too	Equally important

### Words to show differences, to limit or to contradict an idea:

Although	However	On the other hand	And yet
In spite of	Otherwise	As if	Instead
Provided that	But	Yet	Even if
On the contrary	Nor	Even though	

### Words to emphasize a point:

Again	For this reason	Truly	Basically
To repeat	To emphasize	In fact	Essentially
Certainly	Indeed	Of course	

### Words to conclude or summarize:

As a result	Finally	In brief	To sum up
Therefore	Last	Then	All in all
Hence	Because	Consequently	For
For this reason	Since	So	
Thus	In any case	In any event	
In short	On the whole	To sum up	

### Words to add information:

Again	Another	For instance	Finally
Also	And	Moreover	As well
Additionally	Besides	next	Along with
In addition	For example	Likewise	Equally important
In fact			

### Words to clarify:

In other words	For instance	That is	Put another way
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### Words to show repetition:

All of this means	In brief	In other words	That is to say
To conclude	To summarize		

## Student Checklist for Research Paper

Attach this document to your paper. I WILL NOT accept your paper without a completed checklist.

**Bonus:** have someone else read this with you and go over each point. Your reader should initial each point that is evident in the paper.

### *Introductory Paragraph*

- ❑ Includes the Essential Question rewritten as a declarative thesis statement; it is usually the last sentence.
- ❑ Includes one to three sentences articulating the general overview of the research

### *Body Paragraphs*

- ❑ Follows the order of the outline
- ❑ Provides specific support from reputable sources.
- ❑ Each paragraph begins with a topic sentence that is a transition from the previous paragraph.
- ❑ Each point in the paragraph supports and references the topic sentence.
- ❑ Points are supported with specific source references/citations – two to three per paragraph.
- ❑ Quotations are correctly cited and tagged/introduced
- ❑ Data and other pieces of evidence are properly cited.
- ❑ Anecdotes are used in conjunction with empirical evidence

### *The Conclusion*

- ❑ Supports, reiterates, and summarizes the thesis
- ❑ Leaves the reader with a memorable final point or strong impression of the writer's evaluation

### **Citations**

- ❑ Includes an alphabetized Works Cited with complete and accurate citation entries.
- ❑ Includes a minimum of five sources; three different types (book, on-line, periodicals, interview...)
- ❑ Each paragraph contains two to three citations, either parenthetical or tagged.

### **Grammar, Mechanics, Organization**

- ❑ Checked for proper *capitalization*, especially of all proper nouns
- ❑ Checked for proper *spelling*
- ❑ All *numbers* at the beginning of a sentence are written out.
- ❑ Avoids excessive use of *passive voice* in favor of *active verbs* (“She had brought the treats for the class.” Should read: “She brought the treats...”)

- ❑ Avoids *split infinitives* (“to once again put” Should read: “once again to put” or “to put once again”)
- ❑ *Pronouns* and *antecedents* agree in number and person and are clearly identified (“The student brought *their* homework...” Should read: “The student brought his homework..”
- ❑ Avoids *redundancy* in words, phrases and ideas (e.g. the same major word used twice in a sentence)
- ❑ Avoids *awkward phrasing*
- ❑ Related thoughts are grouped into *paragraph* of reasonable length
- ❑ It is obvious that the writer sought *streamlining* and *simplification*
- ❑ Provides *elaboration* and *explanation* of unfamiliar or unclear ideas or references
- ❑ Properly punctuated quotations
- ❑ Uses proper format for lengthy quotes
- ❑ Avoids abbreviations and contractions
- ❑ Uses proper format for dates
- ❑ Avoids first-person construction

### **Format**

- ❑ 12-point font, Times New Roman
- ❑ One inch margins on top, bottom, left, and right
- ❑ Is the assigned number of pages (5-7) in length
- ❑ Is properly paginated (top right with last name only)

**Reflection:** On a separate sheet of paper, please reflect on the challenges and successes you encountered during the research process. Address each of the following categories in a separate paragraph.

**Planning:** Reflect on the process of focusing your research. What challenges did you encounter in developing a question or thesis? How did your mentor assist you with this process?

**Gathering:** Describe any problems or successes you had as you searched. Did any particular search strategies work well or disappoint you? Which databases/sites and search tools worked well? Recommend one. What were the major barriers to your search for credible (believable) resources?

**Organizing:** How did you ensure that your information comprehensively addressed your question and thesis? How and why did you modify your original question or thesis? What strategies did you use to reorganize useful information?

**Documenting:** What issues arose as you documented your sources?

**Drafting:** What obstacles did you encounter as you drafted your paper? Were your notes adequate? Did every fact and piece of research you gathered answer ALL your Essential Question? Did you remember how to cite your sources properly?

**Presenting/Communicating:** How does your Power Point supplement and enhance your research presentation? Are you proud of your product? Is it appropriate to the audience? How might you have improved it?

**Product:** In what way is your product a physical manifestation of your research?