

# Power and Voice

Research 1

Name \_\_\_\_\_ Teacher \_\_\_\_\_

Welcome to your 8<sup>th</sup> grade research project! We invite you to embark on a journey of discovery into subjects that fascinate and amaze, dumbfound and define. You will emerge from this journey with a greater understanding of your own views, as well as a passion to share your findings with others. Over the next few weeks, you will explore an issue of personal interest with a focus on a social issue. You will need this packet, your *Kealing Writing Manual*, a notebook, and notecards every day to be successful.

A research paper is not a report. You should start the research process with a topic of genuine interest to you. You will then develop a well-focused question that will be the basis for your research and analysis. The final product will be a 3-5 page paper which defends a thought-provoking thesis and provides evidence of both research and analysis.

## Power & Voice

This unit can encompass a broad array of topics that relate to power and voice, both current and historic. Ultimately, your topic should be one of significance either to society or to a specific group of individuals. During day one of this project, your teacher will elaborate on the specifics of how these themes should inform your choice of a research topic.

Date	In-class activities	Homework due next class period.
Jan 6/9	<b>Lesson:</b> Judging quality of sources. Bib and Note Cards; Setting the Tone for Research and Argumentation: Objectivity, Taking a Stand,.	<b>HW due next class:</b> Topic and Research Materials (sources and index cards)
Jan 10/11	Preliminary Research; Review Bib and Note Cards; Lesson: Writing a Powerful and Clear Thesis Statement. Due at end of class: 2 Bib and 5 Note Cards;	Research: at least 7 more note cards and at least one additional source.
Jan 12/13	Thesis Workday;	Revise Thesis; Research to minimum total of 20 note cards
Jan 17/18	Thesis and Research Workday. Lesson: Outlining; parenthetical documentation, works cited.	One full Roman numeral of detailed outline (1/3 of body of paper); Revise Thesis; Finish Research. Include thesis at top of outline.
Jan 19/20	Teacher conference on outline and thesis; continue research.	Second third of paper (another Roman numeral) of outline.
Jan 23/24	Teacher conference on outline and thesis; continue research. Workday.	Complete outline including parenthetical documentation. Works cited page.
Jan 25/26	Sample Paper, Writing Workshop: Writing the Body of the Research Paper;	Rough Draft of One Roman Numeral from Outline. Include thesis statement.
Jan 27/30	Writing Workshop: Writing the Body of the Research Paper;	Draft of second Roman numeral from outline (along with thesis and previous section).
Jan 31/Feb 1	Introduction and Conclusion Writing Workshop. Peer Editing of Body and Writing of Introduction and Conclusion;	Finish Writing Introduction and Conclusion; Completed Rough Draft. Adult edit evidence.
Feb 2/3	Writing workshop, style and tone, peer editing.	Polish final paper
Feb 6/7	Final paper due	

# Step 1: Gathering Information

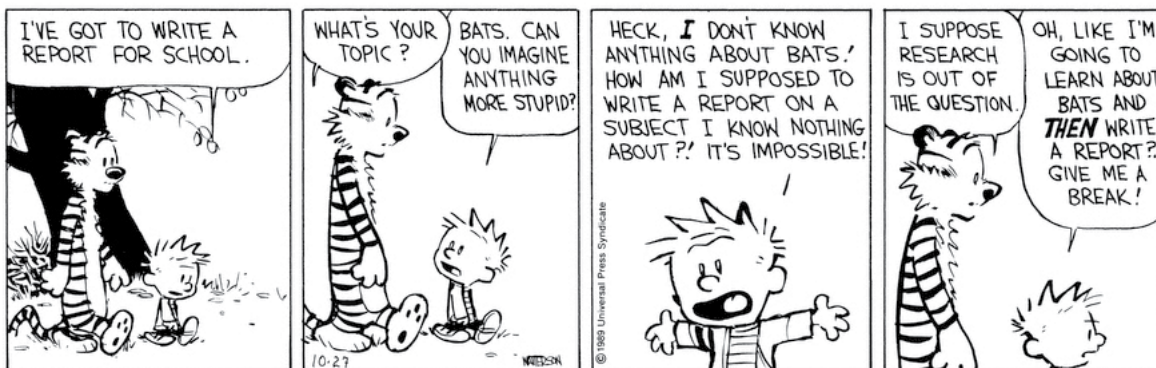
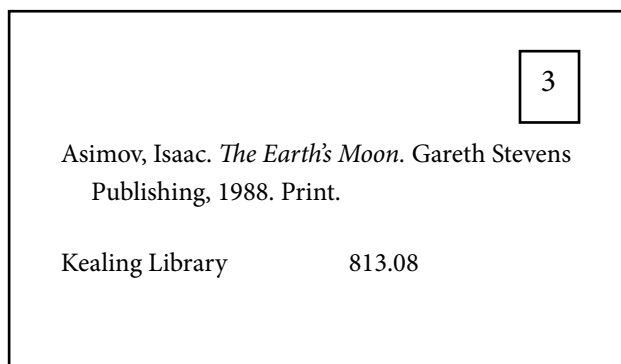
## Bibliography Cards

>5 Required

Whenever you take a note or record any information from a source, you will create a bibliography card. Use these cards to trace your research process and to keep records of your sources. Those sources referred to in your final paper will become part of your Works Cited page.

Every time you find a *possible* source, follow these steps:

- Make a bibliography card using a 3" X 5" index card.
- Find the appropriate bibliographic form (use your *Kealing Writing Manual*) and write it on the index card. Make sure you capitalize and punctuate the entry properly.
- In the top right-hand corner, record the **source number** and put a square around it. This number just tells you when you got this source; if it's the second source you used, this number will be a 2. Each time you find a new source, give it a source number. You will use this number to refer to the source on any *note cards* containing material from that source.
- In the bottom left-hand corner, record the **place** where you found your source if it's not online or obvious.



## Note Cards

>30 Required

Your note cards provide the info that will form the substance of your paper. When writing your paper, they provide you with something to say and the credibility to say it. Without note cards and without evidence, your research paper becomes an opinion paper. The notes that you take are your claim to authority and prove to your reader that you know your subject.

### *How*

- Take notes on **index cards**.
- Record the source number in the upper right-hand corner of the card. This keeps you from copying the bibliographic information later.
- Use a separate card for each idea so that you can order your cards later.
- Write an analytical comment on the back of each notecard. You may want to use the phrase "This shows that..." before the phrase, or make the phrase answer the question, "So what?" Later, this will provide a framework for writing your analysis.
- When quoting directly (you're allowed!), copy each letter, word, and punctuation mark exactly as it appears in the text and place quotation marks around the quotation. When paraphrasing or summarizing, be sure that you don't change the original meaning. Your cards should have a MIX of direct quotes and paraphrasing (putting the ideas into your own words).
- In the top left-hand corner, provide the main idea, keyword, or category of the note. Be sure to narrow this topic information. (Fifty cards with "rights" at the top won't help you later.)
- Record the page reference immediately after the note. No "pg.," "p," or "pp" precedes the page reference and no period follows.

### *Characteristics of good notecards*

1. A good note card has a short title.
2. A good note card contains information, main ideas, important facts, and statistics from reference materials.
3. You have rewritten the information, main ideas, important information, and statistics in your own words *or* have quoted precisely.
4. Each note card focuses on only one idea or concept.
5. The back of the card has thoughtful analysis and/or extension.

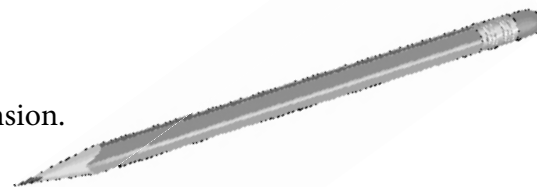


fig. 3 Sample bibcard.

4

Atchley, John A. and Susan Heeger. *The Trials of the New Haven Coven*. Norton, 1990.

Austin Library, Quarry Branch

figs. 4, 5 Sample notecards

④

Accusations

“Some claimed that they were beat up, while others thought that spells had been cast upon them.” 20

④

Results of trials  
—All but 3 in State v. Sanchez found guilty. 21

## Step 2: Forming Your Argument

**Thesis:** the map of the land

The thesis clearly states your assertion (main defensible idea) and how you will defend it by dividing your argument into three sections, approaches, or reasons. The thesis is the topic sentence of your paper; **it is the point and the focus to which all of your information leads.** It is the map to your readers showing them where they will go during your paper. All of your paragraphs and evidence should support the main idea that you've presented in your thesis. Each of your main points (the I, II, III, etc.) should tie into your thesis. The way you organize your paper will be reflected in your thesis. It is a broad road-map. Explain what the reader will encounter and the order in which they will find it.

Your thesis statement is a decision to *follow a certain direction in your research*. First it will help you to have focus in the rest of your research, then it will help your reader to follow a train of thought throughout your paper.

The thesis statement is the last sentence in your introductory paragraph. Here, you're telling the reader what you will be discussing in the rest of your paper.

*How:*

- Looking at your preliminary research, write a brief paragraph explaining what you will be discussing in your paper. Do not use questions or phrases.
- Take this thesis paragraph and condense it into a sentence. Make it interesting for your reader. This is the hook that keeps them reading your paper.

***Here are good and bad samples. Rank them by which ones best fit our criteria. Remember, a thesis should have a defensible assertion, be compelling, and should provide a clear 3-part roadmap to the argument.***

1. If we wish never to repeat the mistakes of our past, the national debate on race relations must continue, and the works of W.E.B. DuBois and Booker T. Washington must remain an integral part of America's literary canon.
2. Modern Rock 'n' Roll started with the African American blues singers of the Mississippi River Delta, long before Elvis Presley popularized it in the 1950's.
3. Fad diets are dangerous because they rarely have been studied for long-term effects, they are typically oppositional to natural safe eating habits, and because it is nearly impossible for people to maintain a strict dietary regimen over an extended period of time.
4. "School choice" is the wrong choice for Texas – wrong for teachers, wrong for parents, and most importantly, wrong for students.
5. Leonardo DaVinci, the original "renaissance man" made numerous developments in art, medicine, and technology which continue to have a profound influence on modern life.
6. Juveniles can be diverted from crime by active learning programs, full-time sports, and intervention by mentors and role models.

## Step 3: Getting the info on the page

### Outlines

An outline is simply the skeleton of your paper. In an outline, you decide what information needs to be presented and in what order. Feel free to arrange and rearrange as you determine what is most effective for your reader. This is where YOU TYPE the info from your notecards into the paper. The outline will have proper citations (see section on Parenthetical Documentation below), so that every fact in your paper can be traced back to its original source.

#### **How:**

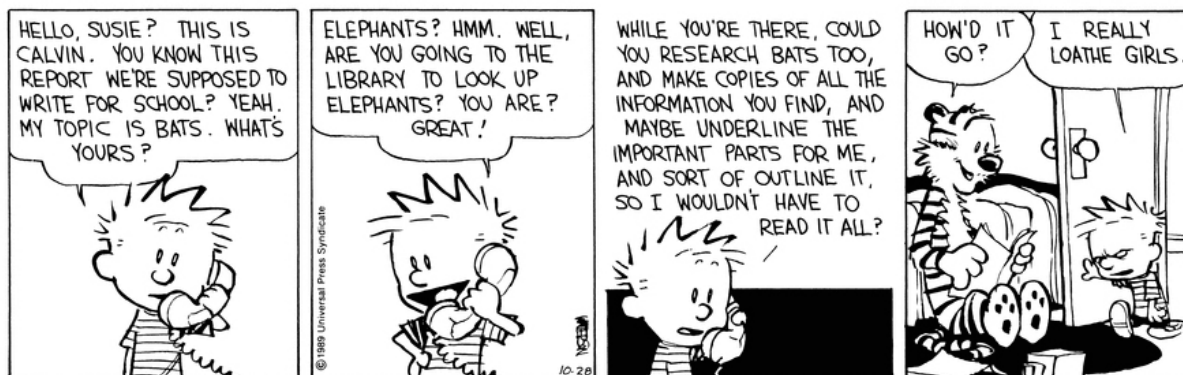
After you've collected all of your evidence and data, you'll need to organize your material into some coherent, logical order:

**Play cards:** Physically arrange your note cards into stacks of related ideas. Try out different combinations and make rough outlines based on those. You should have 3-4 stacks. These stacks will become the main points (I, II, III, etc.) of your outline and paper and will follow the road-map structure of your thesis.

**Slug them:** Once you have your cards divided into stacks, assign that pile a slug-a word or phrase that describes what is in that pile. *Write the slug on the top of each card within that stack.* Think of the different orders in which you could present each group of ideas and arrange your stacks. Do you have background information that should be presented first?

Review each "slugged" stack. Look for relationships between the ideas and the information in each stack. Order the cards according to those relationships.

Create an outline using the slugs as the Roman numeral descriptions (I, II, III, etc.) and the general subtopics as the letters (A, B, C). Note that all sections should be parallel (i.e. grammatically identical-all nouns or nouns with prepositional phrases, etc.) with each other.



## Sample Outline: Bicycle Safety

- I. **Introduction:** The importance of bicycle safety is underestimated and should be enhanced by designing helmets that prevent concussions, improving urban city planning so that there are safe roads for bicyclists, and enforcing more laws where everyone is required to wear a helmet and have a light and other gear.
  - A. The number of concussions should not be this high, and biking is one of the leading causes.
    1. “An estimated 1.6-3.8 million sports and recreation related concussions occur in the United States each year”(“Concussions”).
  - B. People on the road
    1. “Between 2000 and 2009, the number of regular bike commuters grew 70 percent across the entire United States” (Breene).
      - a) This means that all bicyclist need to be more careful, even if they think they know what they are doing.
- II. **Helmet design:**
  - A. Helmets and head injuries
    1. Helmets do an amazing job protecting your head from catastrophic injuries, but not necessarily the concussions (“Precious”).
      - a) It is harder to stop concussions with helmets
  - B. The helmet design that would prevent concussions would need to absorb the force from hitting the ground and while keeping your head supported, it would allow your head to slide around so that your brain wouldn’t bump against your skull as hard.
    1. Helmets that have a ‘slip plane’ of layers for when in a crash will reduce rotational impact (“Ideal”).
      - a) This would prevent the brain from rocking inside the skull as much.
    2. “New research is finding that concussions could be as bad as splitting your skull” (Frank and Phillips).
      - a) Both injuries on your skull and brain need to be looked upon.
  - C. A design where one size could be fitted to your head
    1. The ‘one size fits all concept would fit and be more comfortable for a big range of head sizes (“Ideal”).
  - D. Elements of a helmet
    1. Helmets are required to have a shell, liner, and strap and buckle (“Bicycle Helmets”).
      - a) The design of these basic parts as the helmet are what need to be improved in order to prevent concussions.
      - b) By themselves they aren’t useless, but they are definitely not going to protect you from and injury for sure.
    2. “Most durability issues on the buckle and strap” (The Ideal Helmet”).
      - a) The design of these elements should allow for a good fit while protecting your brain and skull.
- III. **Improving urban city planning:**
  - A. Road design
    1. “Paths are often too narrow to accommodate bicycling at speeds even novices are readily capable of. Some paths are built with sharp curves and steep slopes that are difficult to navigate on bicycle.” (“Dilemmas”)
    2. When designing roads, people neglect bicyclists’ transportation on roads.
      - a) This is not only unsafe for bicyclists but for drivers.
      - b) Road planners need to pay more attention to the concern of bicyclists if they want everyone to stay safe.
  - B. Intersections

## Step 4: Connecting your info to your sources

### Parenthetical Documentation

In the MLA research paper form, each reference citing a source has only two parts: 1) the name of the source's author, and 2) the page number on which the information is found. These are written in parentheses in the body of the research paper, directly after the information to be credited.

(Macrorie 153)

The same form is used when you know the name of the author, including websites, books, newspaper articles, and articles in periodicals. If a source has more than one author, the following forms are used:

(Winterowd and Murray 278) [two authors]

(Kells et al. 49) [three or more authors]

If more than one source by the same author is to be cited, a single word from the title is also included:

(Hemingway, *Old* 71) would be from Hemingway's *The Old Man and the Sea*.

When no author is given for a source (as is the case with many websites or government publications), use a shortened form of the title (usually one word) in the parenthetical reference. Be sure the word is the one by which the source will be alphabetized on the Works Cited page.

("Radio" 21)

If the fact is taken from the same source as the previous reference, just the page is given.

(23)

If the author's name is used to introduce a quotation or other reference, only the page number is cited:

Schmidt claims that students find the new MLA reference form "less complicated and easier to type" (32).



Sentence punctuation follows parenthetical documentation:

According to many English instructors, a neat paper — especially one that is typed — makes a better impression (Lange and Anderson 422-23).

End quotation marks, however, are placed before the parenthetical reference:

Today, businesses are more conscious than ever of the need for “people who can communicate well — on paper and face to face” (Miller 11).

For indented quotations, place the reference after the final punctuation mark:

In *The Craft of Education*, Gould states:

Morse maintains that a good education is essential for career success: Gone are the days when an eighth grade education was sufficient. Most employers now require a high-school diploma, and some even demand a bachelor’s degree for entry level jobs. (313)

Note also that your citations don't need to come at the end of a sentence; they just need to indicate where the preceding information was found.

The Trans-Pecos petroglyphs have been variously interpreted to represent historical stories (Langley 82), religious rituals (“Revealed”), and even simple graffiti (Conner and Snider 12).

Here is a paragraph from a student research paper (thanks Molly Dowe!). Note her effective use of paraphrases, direct quotes and proper citation.

Celebrities often use social media to promote many different brands and products, and children may be affected by the advertising done by celebrities on social media more often than anyone else. Celebrities send out sponsored tweets and Facebook posts, sometimes without making clear that they are sponsored (Cohen). Some A-list celebrities can be paid as much as \$20,000 for a Twitter post or Facebook update, and Khloe Kardashian makes about \$13,000 for every branded tweet (Kornowski). Companies believe they gain quite a bit by paying celebrities so much to sponsor them. One example is Kim Kardashian posting on Twitter: “Pregnancy lips @EOS to the rescue!” along with a picture of her using the lip balm, but without any admission that this was a paid endorsement (Bilton). Another example is Justin Bieber’s tweet about 1-800-flowers for Mother’s Day (Bieber). Bieber has 44 million fans on Facebook and 23 million followers on Twitter (Beck). There was no awareness for many fans that the tweet was part of a marketing campaign. It was retweeted 75,000 times and made a favorite by 51,000 fans (“Celebrity”).

# Guidelines for Manuscript Form

**Type:** Type in plain style 12 point font (arial, times, etc.) on high quality white, unlined 8 1/2" x 11" paper. Do not use script or decorative fonts, and do not put the pages in plastic protectors.

**Margins:** Use one-inch margins at the top, sides, and bottom.

**Heading:** (See sample.) Flush with the left margin on the first page, one inch from the top edge of the paper.

**Page Numbers:** Type your last name, a space, and the page number at the top of each page (beginning with the second page), flush with the right-hand margin and one-half inch from the top edge of the paper. Number the paper and the Works Cited continuously using Arabic numerals (2,3,4, and so on). Do not precede the number with the word "page" or any abbreviation such as "p.", "pp.", or "pg." Do not number the first page.

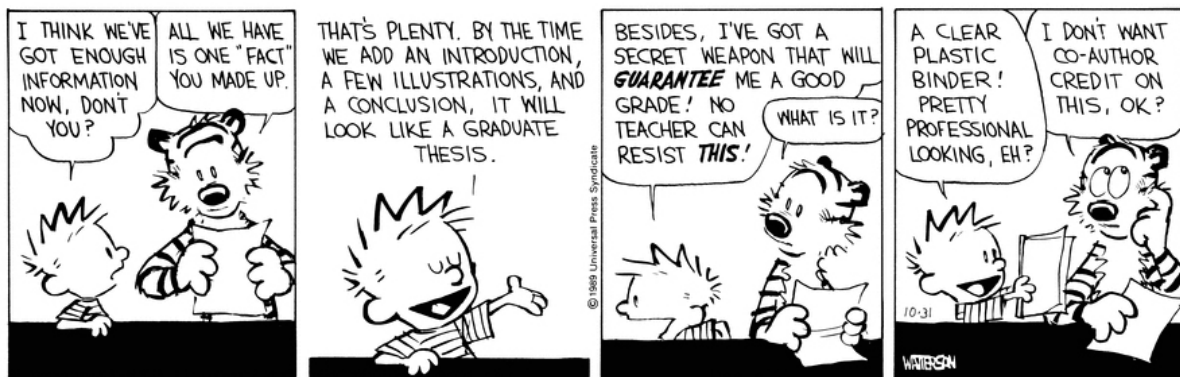
**Spacing:** Double-space the entire paper including headings, titles, quotations, and text paragraphs.

**Title:** Center on the first page only. Use uppercase and lowercase letters, not all caps.

**Indentations:** Indent paragraphs in your paper five spaces from the left margin.

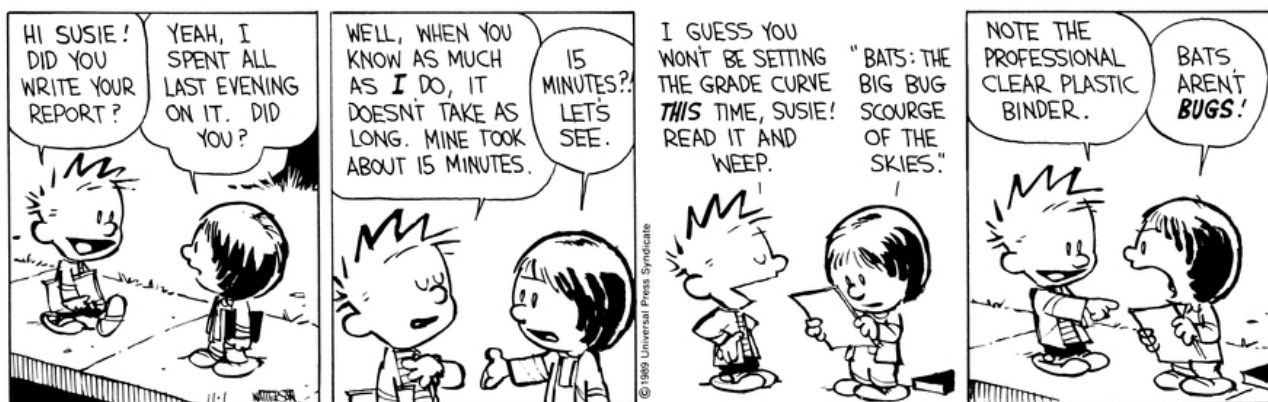
**Paragraphing:** Do not leave a single line of a paragraph at the bottom of a page or at the top of the next page.

**Works Cited:** (See sample.) On the Works Cited page, after your last name and the page number, drop down an additional one-half inch to a position one inch from the top edge of the paper and center the title Works Cited. Do not underline or place it in quotation marks. Double-space and alphabetize all entries. Begin each entry flush left. Indent all subsequent lines five spaces from the left margin.



## Sample Works Cited

- Austin, Erica W., Rebecca Van De Vord, et al. "Celebrity Endorsement and Their Potential to Motivate Young Voters." *Mass Communication and Society* 11.4 (2008): 420-36. Print.
- Bennett, Shea. "Facebook, Twitter, Pinterest, Vine, Snapchat--Social Media Stats 2014." Mediabistro.com. Prometheus Global Media. 9 Jun. 2014. Web. 6 Nov. 2014.
- Beck, Melinda. "Inside the Brains of Bieber Fans." *Wsj.com. The Wall Street Journal*. 26 Jun. 2012. Web. 16 Oct. 2014.
- Bieber, Justin (justinbieber). "Everybody knows I love #MyMom! @1800flowers Mother's Day is on Sunday! Love your momma! Love u @pattiemalette - <http://bit.ly/YmjAJ1>." 9 May 2013, 5:30 AM. Tweet.
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- "Celebrity Twitter Ads: Regulations, Allegations and Selling Out." Brandwatch.com. Brandwatch. n.d. Web. 26 Oct. 2014.
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- Gianatasio, David. "Tapping Millennial Political and Social Passions Ahead of the Midterm Elections." *Adweek.com. Adweek*. 6 Oct. 2014. Web. 17 Oct. 2014.
- Hawgood, Alex. "No Stardom Until After Homework." *Nytimes.com. The New York Times*. 15 Jul. 2011. Web. 23. Oct. 2014.
- Kornowski, Liat. "Celebrity Sponsored Tweets: What The Stars Get Paid For Advertising in 140 Characters." *Huffingtonpost.com. The Huffington Post*. 11 Nov. 2013. Web. 26 Oct. 2014.



# Research Rubric

Research 12

Author's Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

Topic: \_\_\_\_\_ Title: \_\_\_\_\_

Overall Score/Comments:

<p><b>5</b> "A+" 96-100</p>	<p>A "5" meets all of the requirements of a "4," but it also appeals to the reader because it...</p> <ul style="list-style-type: none"> <li>• incorporates profound thought</li> <li>• evokes emotions (compassion, empathy, anger, etc.)</li> <li>• contains original or unusual ideas which have been fully elaborated</li> <li>• uses a variety of quality sources</li> <li>• evokes amazement in your teacher</li> </ul>
<p><b>4</b> "A" 95</p>	<ul style="list-style-type: none"> <li>• displays evidence of research</li> <li>• all evidence clearly supports thesis</li> <li>• thesis is clear and profound</li> <li>• interesting and appealing to the reader</li> <li>• is informative and educational</li> <li>• uses appropriate genre conventions for style</li> <li>• sophisticated appropriate language or style</li> <li>• shows depth of thought and analysis</li> <li>• shows clarity; makes sense</li> <li>• authoritative/believable</li> <li>• well-chosen title</li> <li>• is focused; doesn't stray from topic at hand</li> <li>• all sources cited and documented parenthetically (works cited page correctly formatted)</li> <li>• is organized; structure is well thought out; effective transitions</li> <li>• exhibits professionalism</li> <li>• has excellent mechanics</li> <li>• avoids first and second person point of view and rhetorical questions</li> </ul>
<p><b>3</b> "B" 85</p>	<ul style="list-style-type: none"> <li>• most research supports thesis</li> <li>• thesis is somewhat clear and profound</li> <li>• somewhat interesting and appealing to the reader</li> <li>• diverges some from genre conventions</li> <li>• shows some analysis</li> <li>• a few clarity issues; some ideas presented awkwardly</li> <li>• well-chosen title</li> <li>• is mostly focused; doesn't stray from topic at hand</li> <li>• uses a variety of quality sources</li> <li>• all sources cited and documented correctly</li> <li>• exhibits professionalism</li> <li>• has a few slight mechanical errors</li> </ul>
<p><b>2</b> "C" 75</p>	<ul style="list-style-type: none"> <li>• lacks sufficient evidence of research</li> <li>• diverges from conventions</li> <li>• some ideas unclear or confusing</li> <li>• lacks focus; may be repetitive</li> <li>• lacks a variety of quality sources</li> <li>• citation errors and omissions</li> <li>• lack of professionalism</li> <li>• errors detract from understanding</li> </ul>
<p><b>1</b> 0-65</p>	<ul style="list-style-type: none"> <li>• fails to turn in complete paper</li> <li>• little attention to genre and/or style conventions</li> <li>• lacks evidence of research</li> <li>• fails to inform and educate the reader</li> <li>• plagiarism / lack of academic integrity</li> <li>• serious citation errors</li> </ul>