

Take a Stand!

Name _____ Teacher _____ *Research 1*

Welcome to your 8th 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.

Paper Parameters

This 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 is evidence of both research and analysis.

Social Issues

This unit can encompass a broad array of topics that relate to social issues, 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 social issues should inform your choice of a research topic.

- T 10-14 / W 10-15 Project Introduction; Topic Brainstorming; Setting the Tone for Research and Argumentation: Objectivity, Taking a Stand, Credible Sources, and Civility. **HW: Flipped Lesson: Bib and Note Cards; Bring Topic and Research Materials (sources and pack of index cards)**
- Th 10-16 / F 10-17 Preliminary Research; Review Bib and Note Cards; Due at end of class: 2 Bib and 5 Note Cards; **HW: Flipped Lesson: Writing a Powerful and Clear Thesis Statement. Research: at least 5 more note cards.**
- M 10-20 / T 10-21 Thesis Workday; **HW: Flipped Lesson: Outlining; Revise Thesis; Research to minimum total of 20 note cards.**
- W 10-22 / Th 10-23 Thesis, Research and Outlining Workday. **HW: One full Roman numeral of detailed outline (1/3 of body of paper); Revise Thesis; Finish Research; Flipped Lesson: Embedded Quotes.**
- F 10-24 / M 10-22 Teacher conference on outline and thesis; continue research; finish detailed outline. **HW: Two Flipped Lessons: (1) Recipe for an Easy A Research Paper and (2) Parenthetical Documentation and Works Cited.**
- T 10-28 / W 10-29 Sample Paper; Writing Workshop: Writing the Body of the Research Paper; **HW: Flipped Lesson: Intro and Conclusion; Rough Draft of One Roman Numeral from Outline and Works Cited.**
- Th 10-30 / F 10-31 Lesson: Introduction and Conclusion Writing Workshop: Peer Editing of Body and Writing of Introduction and Conclusion; **HW: Finish Writing Introduction and Conclusion; Completed Rough Draft**
- M 11-3 / T 11-4 Writing Workshop: Peer Editing and Revision **HW: Adult Edit and Signature; Completed Final Copy of Paper (Don't forget works cited.)**
- W 11-5 / Th 11-6 Turn in Research Papers; Evaluate Research Process and Unit.

Bibliography Cards

5 Required

What

Your bibliography cards will make up your Working Bibliography. Whenever you take a note or record any information from a source, you should create a bibliography card. Use these cards to help you 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.

How

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 (see *guide at the end of this packet*) 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. Note that the source number has nothing to do with the order (alphabetical) of the Works Cited page.
- In the bottom left-hand corner, record the **place** where you found your source.
- If the source has a card catalog number, record that information in the bottom right-hand corner.
- Place the card with the stack of cards that make your Working Bibliography.

| | |
|--|--------|
| | 1 |
| Asimov, Isaac. <i>The Earth's Moon</i> . Milwaukee, WI: Gareth Stevens Publishing, 1988. | |
| Austin Public Library | 813.08 |

Fig. 1 Bibliography card for a book by a single author

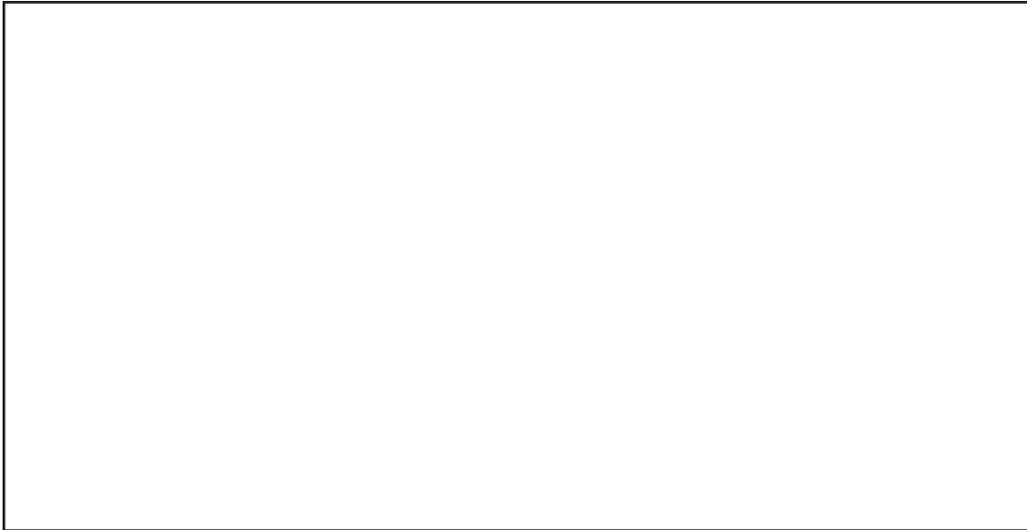
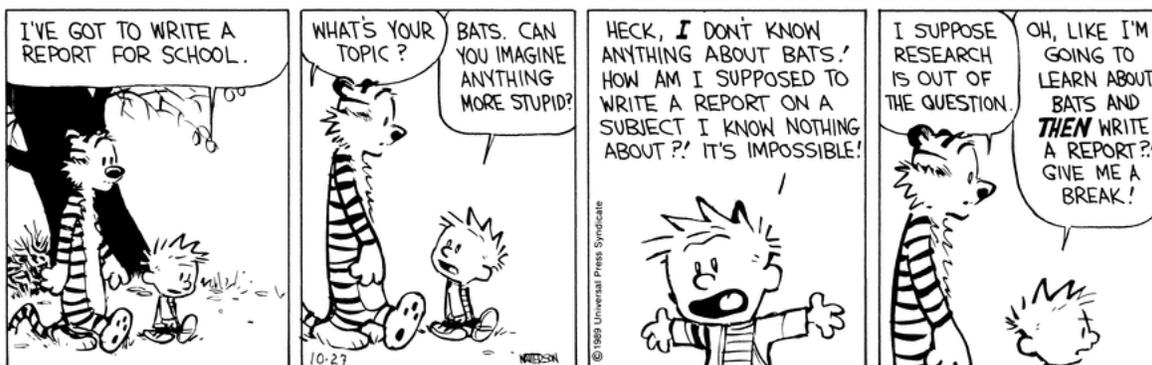


fig. 2 Sample bibcard, blank.

Use the blank sample above to practice filling out a bib card.

On your bibliography card, include

- **Source note:** This tells where you found the source in case you need to find it again. The source listed above (fig. 1) was found in the Austin Public Library.
- **Card catalog number:** This number should be included, if appropriate. Write this number in the lower right-hand corner of your card. This number will help you find the source again if you need to do so.
- **Source number:** Each time you find a new source, give it a source number, starting with source number 1. Use this number to refer to the source on any note cards containing material from that source. Write it in the upper right-hand corner of your card and box it.



Note Cards

30-80 Required

What

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**.
- 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.
- When quoting, 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.
- Record the source number in the upper right-hand corner of the card. This keeps you from recopying the bibliographic information later. Source notes should correspond to the Working Bibliography card from which the note was taken.
- In the top left-hand corner, provide the main idea 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*. New York: Norton, 1990.

Austin Library, Quarry Branch 615.08A

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

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 for 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, an abbreviated form of the title is also included:

(Hemingway, *Old Man* 71)

When no author is given for a source, use a shortened form of the title (preferably one word) in the parenthetical reference. Be sure the word is the one by which the source is alphabetized on the Works Cited page.

("Radio" 21)

For complete titles and publication data, readers can turn to the Works Cited at the end of the research paper.

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:

Groh 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)

Here is a sample from a research paper (thanks to student Sarah Parks). Note her effective use of quotes and proper citation.

Although the Free Speech Movement officially ended with the Academic Senate’s vote, students at Berkeley continue to use its lessons in effective protest. Teach-ins became popular around 1965. While they were a nationwide phenomenon, the “grandest of the teach-ins took place at the University of California at Berkeley” (Wells 24). Teach-ins were large group meetings at which participants could stand up and express their opinions. Teach-ins allowed communication between pro- and anti-Vietnam war factions. Thirty thousand people, as many as 12,000 at a time, participated for 36 hours straight in March 1965 (24).

At Berkeley, many of the students who participated in the Free Speech Movement became active in other social, ethical, and political causes. The Vietnam Day Committee organized students, teachers, and citizens in opposition to the war.

One proposal from the committee for a protest march grew into a coordinated effort in twenty countries (Perry 25). Mario Savio helped organize a demonstration against Navy recruiters at Berkeley (110). During the protest, people began to sing the recent Beatles hit, “Yellow Submarine” (110). Savio declared “Yellow Submarine” was “an unexpected symbol of our trust in the future and of our longing for a place for all of us to live” (111).

Angela Davis, another figure from the Free Speech Movement, had continuing confrontations with the university. In 1969, Davis was fired from the University of California because she belonged to the Communist Party (Greishen 6). She took her case to court. It was ruled that affiliation with the Communist Party was not grounds for dismissal (6). Angela Davis returned to teach at the university. However, she was soon fired a second time for “unprofessional conduct”—speaking at student rallies (7).

Thesis (the map of the land)

What:

The thesis clearly states your assertion (main defensible idea) and how you will defend it. 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 road-map, or a mini outline.

Your thesis statement is a decision to *follow a certain direction in your research*. It will help your reader to follow a train of thought throughout your paper.

Where:

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.

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.

Outlines

What

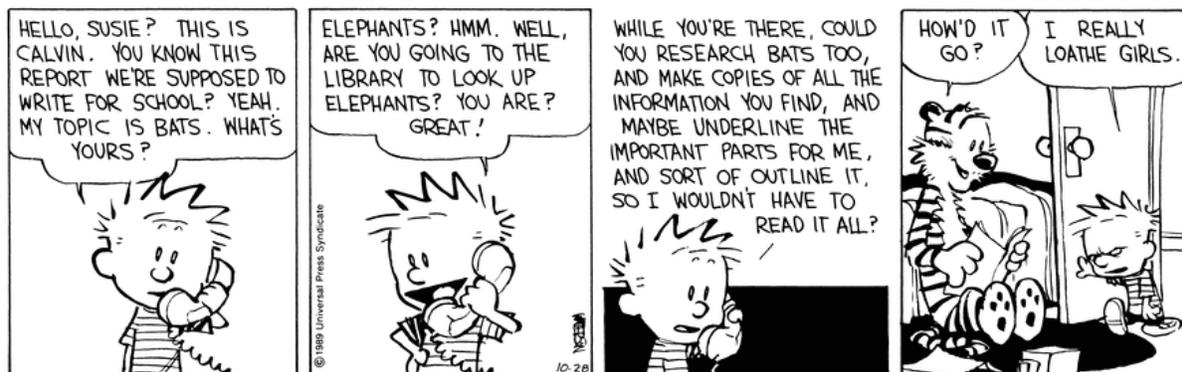
An outline is simply the skeleton of your paper. In an outline, you decide what information needs to be presented and in what order. Feel free to arrange and rearrange as you determine what is most effective for your reader.

How

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

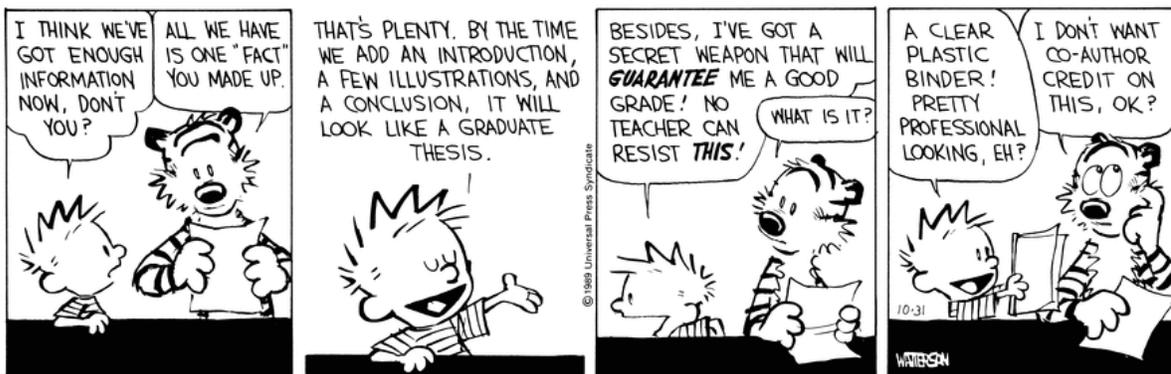
- **Play cards:** Physically arrange your note cards into stacks of related ideas. Try out different combinations and make rough outlines based on those. You should have 3-4 stacks. These stacks will become the main points (I, II, III, etc.) of your outline and paper.
- **Slug them:** Once you have your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

Note: Somewhere in your outline, you must reach the third level (1,2,3) of evidence.



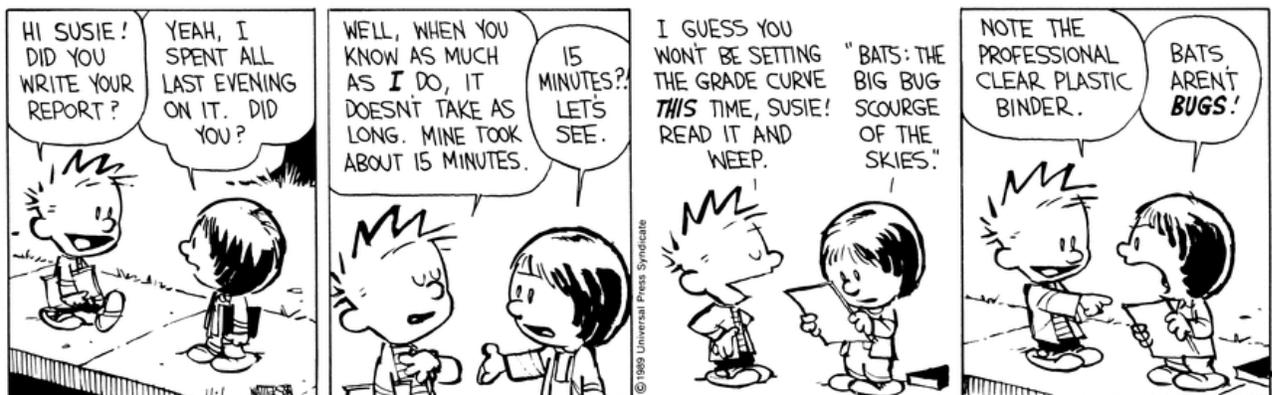
Guidelines for Manuscript Form

- 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.
- 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.



Works Cited

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Research Rubric

Research 12

Author's Name: _____

Class Period: _____

Topic: _____

Title: _____

Overall Score/Comments:

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