**ELA**

**Research Paper Survival Guide**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Before we begin reading Marian Hale’s *Dark Water Rising,* you will be conducting research in an area of 1900’s Galveston, TX, which is the historical setting of this novel. Using this research, you will write a 2-3 page formal research paper which synthesizes your findings.

**Step #1: Choosing a Topic**. You will begin by choosing a topic. Below are twelve options for research questions that you may choose from. You will only choose one of the research questions—more than that will make it hard for you to focus your research and writing!

1. Compare/Contrast hurricanes and tornadoes (choose specific ones)? Relate it to the impact on people then and now, procedures taken for safety then?
2. What instruments are made to judge hurricanes? How do they differ, compare to now or before that time?
3. Which world or national events at this time in history affected the people of the time in Galveston?
4. Who were the most important influential people of the time in this area/Why/How?
5. What were common character traits of architecture during the 1900’s in Galveston? What changed, or stayed the same? Why/How?
6. What important contributions did the research of medicine create at this time? Which medicine impacted that particular form of disease/sickness for the people during 1900?
7. What impacted the lifestyle and clothing, fashion, fads of the time? What was the fashion, styles, clothing then? Why/How did it come about?
8. What was the economic structure of America in the 1900s? How did that impact Galveston specifically? How/why was it different if at all?
9. What sports played a heavy role in lifestyle, culture of the 1900’s? Why/How did this come about? Who and what figures came about of those particular sport(s)?
10. What entertainment (maybe a specific type of entertainment) affects life, culture, economy? Why? How?
11. What transportation (maybe a specific type) affects life, culture, economy? Why? How?
12. What historical place in Galveston/ or the architecture of homes/buildings of the 1900s impact Galveston at the time? What changed afterwards? Why did it change? How did architects change certain styles, material as a result of the damages from the hurricane, etc.?

**Step #2: Research and Inquiry**. You can’t write a research paper without, well, doing some research. You will be responsible for locating information about your topic of choice and for keeping up with your findings as you go.

* We will spend 2 days in the library this week. You will have access to both print and web sources.
* You must use at least 3 sources. Of those three sources, one must be a print source (i.e. a book). Wikipedia is NOT a valid source—be very careful with internet sources!
* As you conduct your research, you must log your findings on your given note sheets. This will require you to record information from each source in the form of quotations, paraphrases, and/or summarizations. You will have at least three total citations (2database/ web, 1book).

**Step #3: Forming Your Thesis Statement**. As with all research papers, you must come up with a **specific** and **debatable** thesis statement that serves as an answer to your research question.

Use http://thefortlibrary.weebly.com/national-history-day-resources.html to develop a good thesis statement.

You will develop your thesis by synthesizing the information you find during your research. The thesis itself is not something you find during research; it is the conclusion you draw after putting all the research together. It is the answer to your research question.

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Write your thesis statement here for approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step #4: Organizing Your Thoughts & Findings**. After you have a thesis statement and an adequate amount of research, it’s time to get organized! You will complete an outline that includes your research findings and your own original ideas. Instructions will follow on the requirements and procedure.

Your outline will be due by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. You cannot move onto a draft till your outline has been completed.

**Step #5: Writing the First Draft**. Your outline will essentially give you a detailed blueprint for your paper. Using that outline, you will write your rough draft in class.

* You will be writing your rough draft during class.
* It must be on lined paper, in pencil or blue/black ink, and you must DOUBLE SPACE (skip a line) as you write. Write as legibly as you possibly can; if you produce sloppy work, it will be difficult for anyone to give you feedback!
* You must use various sources in writing the rough draft, and give proper parenthetical documentation. Points will be deducted for rough drafts that do not use sufficient research and/or parenthetical citations.

Your rough draft will be due by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step #6: Editing and Revision.** NO first draft is PERFECT! In order to craft it into a polished formal essay, you must go through the process of editing and revision.

* This step should not only be confined to fixing grammatical errors in your paper. You must think critically about how your thoughts are presented in writing. Remember to put your paper under the RADAR- Replace, Add, Delete, and Reorder.
* You will be completing a Peer Editing and Revision activity as well as a Self-Assessment on your first draft.

Your editing and revision will be due by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step #7: Typing the Final Draft and Works Cited Page.** Once you have completed the process of editing and revision, you will be ready to type your final draft!

* You will be given 2 days in class to type up your final draft and complete your works cited page. You will be given detailed instructions on how to create an MLA-style Works Cited page. Refer to my weebly website on Tools/Resources/Writing to check out MLA format.
* You must have the following elements in your final draft:
	+ Introduction: Capture attention, mention main areas of focus, clearly state thesis
	+ Body: Clear topic sentences in each paragraph, plenty of specific support (drawn from research) for topic sentences, transition/clincher statements
	+ Conclusion: Restate thesis and main points, close with a powerful clincher
* You must use MLA-style formatting in both your paper and Works Cited page—no exceptions!
	+ 1 inch margins all around, Times New Roman, 12 point **black** font
	+ Proper heading on first paper
	+ Last name and page number in upper right-hand corner of each page
	+ Do not add any pictures/graphics to your paper! It is a formal essay.

**Step #8: Print your final draft with work cited page!** Papers must be turned in with all of the process materials you used (Organizer, Note Cards, Outline, Rough Draft, Peer Revision & Editing completed on first draft, Revisions/Clocking/Peer Editing).

**Works Cited/Bibliography:** When writing about what you learned from a source, you must tell the reader where you learned it. This is called citing sources. The format is the same for both source cards and the Works Cited page. When writing titles of sources by hand, underline them. When typing them on a computer, italicize them.

Resources to use in creating a Work cited page: Use: http://www.noodletools.com, <http://www.easybib.com/>

How to write a bibliography: <http://thefortlibrary.weebly.com/citing-sources.html>)

How should it look on that last page, called “Work Cited”: https://owl.english.purdue.edu/owl/resource/747/12/

Your final draft and all process materials are due by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Research Process Rubric**

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| --- | --- | --- |
|  | **Points Possible** | **Due Date** |
| *Graphic Organizer/Note Cards w/citations* | *15 points each* |  |
| *Thesis* | *10* |  |
| *Outline* | *15* |  |
| *Rough Draft* | *20* |  |
| *Editing and Revision* | *20* |  |
| *Final Draft & Works Cited Page* | *20* |  |
| Final Draft -MG | 75 (additional rubric) |  |
| Presentation of Research -MG | 25 (additional rubric) |  |

**The Thesis Statement**

All good writing contains a thesis. **Every sentence in the writing in some way points back to the thesis**. It is the main idea, the controlling thought, the theme. When you write essays for school, you must have a thesis: a point that you are proving, a concept you are explaining, something that the rest of the writing illustrates, explains, or describes. Everything in an essay should relate to the thesis and help prove it.

Further resources to help you write a thesis: http://thefortlibrary.weebly.com/national-history-day-resources.html

The Thesis in Standard Essays and Research Papers

The first paragraph of an essay or research paper must contain a thesis. Do not confuse a thesis with a topic. A topic is simply a general idea of what the paper is about. **A thesis is a complete sentence that clearly states what your writing will prove.**

Ex 1: **Topic: Walt Disney**

**Thesis: Walt Disney’s animated characters provide more than entertainment; they introduce children to significant social and personal values.**

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**Ex 2: Topic: Fashion in 2000-2013**

**Thesis: Vera Bradley heavily influences the fashion trends of female teenagers in the time period of 2011-2013; she has brought upon vivid styles and comfort to the typical purse and backpack which has swept across the nation.**

***See the difference?*** ***Thesis statements have an opinion/argument; they state the why/how of the opinion/argument.***

Creating a Thesis for Research Writing

You may be wondering, “How do I find a thesis?” You don’t actually find one; you create one of your own. A thesis is not something you copy from another source. You make it up according to what you learned from that source. Here are some ideas for creating a thesis:

* Gather information about your topic.
* As you study the information, consider what elements of the topic you are most interested in, how much information is available, and what you have learned about it so far.
* Identify “areas of focus” about which you have plenty of information.
	+ For example, if your topic was Benjamin Franklin, you might find a great deal of information about his scientific discoveries, his role as a statesman in early America, and his writings. These become your areas of focus.
* Determine what the areas of focus have in common or what they prove about the topic.
	+ For example, you might notice that Benjamin Franklin was active in a variety of professions. He did a lot of different things with his life.
* Write your thesis so that it *clearly states* what you will be able to prove using the information you have gathered.
	+ Benjamin Franklin was a versatile man whose scientific inventions, statesmanship, and writing still influence our world today.

**Parenthetical Documentation**

   When you relate source information in a research paper, you **must** give the source credit for it. **If you don't, you are committing plagiarism**. MLA Style parenthetical documentation is the easiest way to do this. (If you doubt this, ask someone older about doing footnotes and/or endnotes—the old way.)

 As you write your research paper, whenever you use information that came from a source, insert the author’s last name and page number (in parentheses) ***before the end punctuation*** in the sentence.

**Here is an example of what parenthetical documentation looks like:**

**Vera Bradley takes on forty-four percent of the fashion trend that are bought by the average teenager (Bourne 26).**

Notice that *any* information you learned from the source must be documented even if it’s not a direct quote AT THE END OF WHATEVER parts you’re PARAPHRASING FROM THAT PERSON/EXPERT/AUTHOR.

You do not have to have parenthetical documentation after every sentence. The way you determine when to use it is simple: whenever you are reporting information you learned from a source, you need parenthetical documentation. **So, if you write a paragraph that includes information that comes from page 74 of a book by Christian Earl, the end of your paragraph will look like this (Earl 74).**

**PRACTICE PARENTHETIC DOCUMENTATION from the research you found: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Things to remember about parenthetical documentation**:

* *Parenthetical documentation is not optional. It must appear in the body of the research paper. It shows what you learned from your sources and you are giving credit where credit is due.*
* Parenthetical documentation should not all come from the same source. You should usually have at least one parenthetical citation for each source listed in your Works Cited Page.
* Parenthetical documentation should look like this (Thompson 32).
* You put the end punctuation of the sentence ***after*** the final parenthesis.
* The only things within the parentheses are the author’s last name and page number with one space
 between them.
* DON’T put the name of the book or magazine.
* DON’T put an Internet address.
* DON’T put the name of the encyclopedia it came from.
* DON’T put commas, colons, semicolons, abbreviations, or typographical symbols like ***&, #,*** or ***@*** in your documentation.
* DON’T put a space between the final parenthesis and the end punctuation of the sentence.
* DO put a space between the last word in the sentence and the open parenthesis, like this (Washburn 146).
* So, once again, it looks like this sentence (Thompson 34).

**Integrating Quotations**

**Short Quotations**

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

For example, when quoting short passages of prose, use the following examples:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

 **Long Quotations**

For quotations that extend to more than lines of prose, place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented **one inch** from the left margin; maintain double-spacing. Only indent the first line of the quotation by an additional quarter inch if you are citing multiple paragraphs. Your parenthetical citation should come **after** the closing punctuation mark.

For example, when citing more than four lines of prose, use the following example:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

**Adding or omitting words in quotations**

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states, "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods ( . . . ) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

**Works Cited**

When writing about what you learned from a source, you must tell the reader where you learned it. This is called citing sources. Research papers at Calera High School must contain source citations. The format is the same for both source cards and the Works Cited page. When writing titles of sources by hand, underline them. When typing them on a computer, italicize them.

  ***Source Proper Citation Method and Example***

|  |  |
| --- | --- |
| **Book with One Author** | **Last Name, First Name. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.**Henley, Patricia. The Hummingbird House. Denver: MacMurray, 1999.Print.  |
| **Book with****Two or Three****Authors** | **Last Name, First Name. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.**Gillespie, Paula, and Neal Lerner. The Allyn and Bacon Guide to Peer Tutoring. Boston: Allyn, 2000.Print. |
| **Book with Many Authors** | **Last Name, First Name, et al. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.**Wysocki, Anne Frances, et al. Writing New Media: Theory and Applications for Expanding the Teaching of Composition. Logan, UT: Utah State UP, 2004.Print.  |
| **Encyclopedia Article** | **Last Name, First Name. “Title of Article.” *Name of Encyclopedia*. Year. Medium of Publication.**“Indianapolis” Encyclopedia of Indiana. New York. 1993.Print. |
| **Internet Source****(Entire Web Site)** | **Last Name, First Name. Name of Site. Date of Posting/Revision. Name of sponsoring institution** (sometimes found in copyright statements). **Medium of Publication.** **Date of Access.**Felluga, Dino. Guide to Literary and Critical Theory. 28 Nov. 2003. Purdue University. Web. 10 May 2006  |
| **Internet Source****(Page on a Web site)** | **Author’s Last Name, First Name. *Title of Web Page*. Name of Sponsoring Institution. Medium of Publication. Date of Access.** Stolley, Karl. "MLA Formatting and Style Guide." The OWL at Purdue. 10 May 2006. Purdue University Writing Lab. Web. 12 May 2006.  |
| **Magazine Article** | **Author(s). "Title of Article." Title of Periodical Day Month Year: pages. Medium of Publication.**Poniewozik, James. "TV Makes a Too-Close Call." Time 20 Nov. 2000: 70-71. |
| **Electronic****Magazine Article** | **Author(s). "Title of Article." Title of Online Publication. Date of Publication (Day Month Year). Medium of Publication. Date of Access.**Bernstein, Mark. "10 Tips on Writing The Living Web." A List Apart: For People Who Make Websites. No. 149 (16 Aug. 2002). Web. 4 May 2006. |
| **Scholarly Journal** | **Author(s). "Title of Article." Title of Journal Volume.Issue (Year): pages. Medium of Publication.**Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." Tulsa Studies in Women's Literature 15.1 (1996): 41-50.Print. |
| **Electronic Journal Article** | **Author(s). "Title of Article." Title of Journal Volume.Issue (Year): pages. Medium of Publication. Date of Access.**Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." Emerging Infectious Diseases 6.6 (2000): 33 pars. Web. 8 May 2006  |