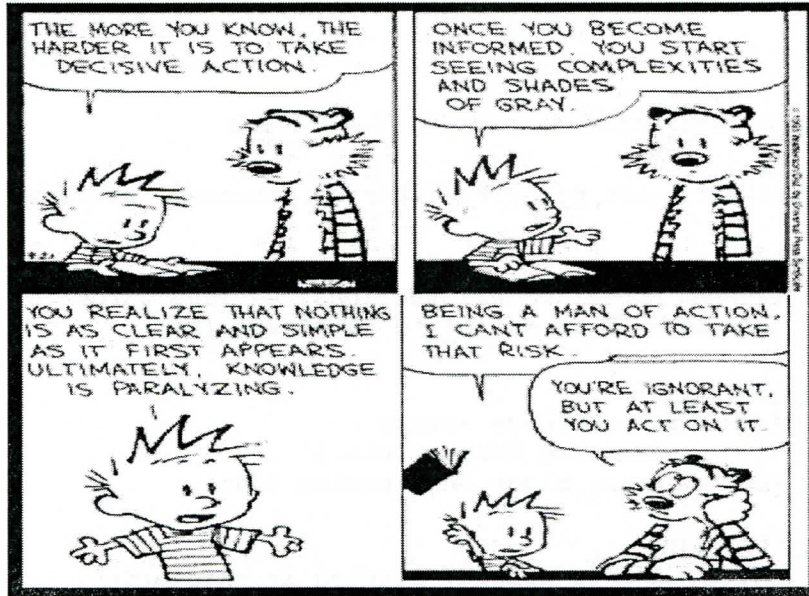


BOWEN'S RECIPE for solving world problems

and writing (mostly) painless research papers

“Not just the _____, but where you got each _____.”



<http://priyankananddotcom.files.wordpress.com/2>

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* = template online

HOW TO PLAGIARIZE AND FAIL THIS PROJECT:

1. Use someone else's **words** without giving proper credit.
2. Use someone else's **ideas** without giving proper credit.

HOW NOT TO PLAGIARIZE:

1. Give proper credit when using someone else's **words**.
2. Give proper credit when using someone else's **ideas**.



Research Paper Requirements Composition

Due:

This is a DEADLINE. Whatever you have completed **will be collected** on that date.

Type: Formal research paper with parenthetical documentation

Genre: Expository

Subject: International problem / solution

Sources: At least ten (10) different sources, assessed for credibility

Minimums:

Length (total of all sections) -- 1000 words (D) to 2000+ (A)
eCards – 25 cards (D) to 50 eCards (A)

Supplies Needed:

Library / database access
 Typing (Writing Center, etc.)
 White paper, black ink, boring font

To Be Turned In:

Typed, double-spaced, stapled in this order:
 Title page
 Outline
 Body with parenthetical documentation for EVERY fact
 Works Cited
 Completed self-check evaluation
 Completed checkpoint sheet with teacher initials
 Email: ALL eCards to bowena@sd5.k12.mt.us

REQUIRED TO PASS: Responsible management of information

- ✓ I can avoid plagiarism (borrowed words AND borrowed ideas credited).
- ✓ I can find accurate, credible information to answer a research question.
- ✓ I can show my reader precisely where to find each fact used.
- ✓ I can detect bias, apply logic, and verify information.

FOR A/B GRADE: Effective presentation of information

- ✓ I can write accurately and effectively for my audience.
- ✓ I can use accepted conventions of written English and research writing.
- ✓ I understand the difference between explanation and persuasion.
- ✓ I can logically organize my thoughts into sentences and paragraphs in a multi-page composition.

not just the _____, but where you got each _____.

Name
Period
Date

Research Topic and Sources

Research Project Possible Topic and Sources *get help here*

You will write your research paper on ONE problem from ONE of your assigned countries.

	Country 1	Country 2	Country 3
My countries			
Country problems in <u>Global Issues</u>			
Country problems in <u>Ebsco Host</u>			

For now we are ONLY searching in these two databases. NO Google yet!

First Choice of Topic *get help here*

This is the problem on which you are choosing to write your research paper.

Country Name	Problem

Best Sources from Global Issues and Ebsco Host *get help here*

Record the best 3 - 5 articles found on YOUR chosen country/problem in our databases.

1	Title	
	Link	
	Summary/Highlights <i>in your own words!</i>	

2	Title	
	Link	
	Summary/Highlights <i>in your own words!</i>	

3	Title	
	Link	
	Summary/Highlights <i>in your own words!</i>	

You need at least 5 articles for full credit. Copy and paste the table above to add more sources.

Research Question Frame your research goal using the following question format.

<p>What are the causes and effects of _____ (problem) in _____ (country), and what can be done about it?</p>

Alternate Topic (In case above topic cannot be used)

Country Name	Problem

Home Access Directions for FHS Online Subscription Services

These products are accessed via the Internet using any internet browser. You can get to these links from www.sd5.k12.mt.us/fhs then go to library homepage.

CountryWatch:

Choose "Login" - a button at the top of the menu bar.
When prompted for a Username, enter: flatheads
When prompted for a Password, enter: braves

Ebsco:

In database list click on Ebsco Home Access (at the bottom)
Or Braves Search (if you want to search all databases)

password: discovery

Global Issues:

Business Insight
Opposing Viewpoints
password: discovery same as Global Issues!

Teen Health and Wellness

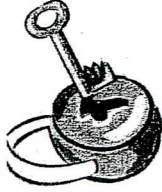
User: flatheadhighschool
Password: flathead

JSTOR

User: library
Password: fhslib

Automotive Repair:

When prompted for Username, enter: mtlib_2_1265
When prompted for Password, enter: discovery



IV FVCC Library Database PASSWORDS

Access to the FVCC Library's periodical databases is available for remote access users. You may access the following databases using the internet and your PC in your office, business or home. First, connect to the library's homepage at this address:

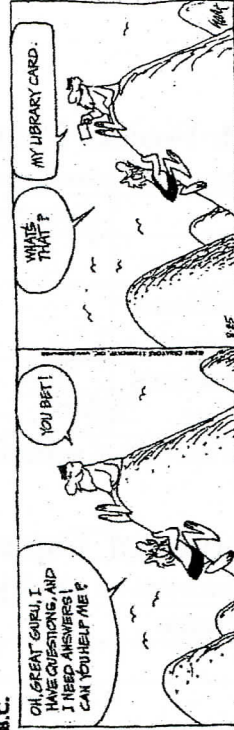
www.fvcc.edu/current-students/student-resources/library.html

Then choose any of these databases to search:

- Contemporary Literary Criticism Online
Password: **fvcc**
- NEWSBANK (full text newspapers)
User ID: **fvcc**
Password: **teach** (if prompted)
- ProQuest Science Journals
User ID: **flatheadvalcc**
Password: **welcome**
- SIRS (Social Issues Resources)
User ID: **mt0311h**
Password: **32291**
- EBSCO (35 Periodical Databases)
Password: **fvcc**
- Encyclopedia Americana Online
User ID: **flathead**
Password: **fvcc**
- My Montana Library FirstSearch
User ID: **100284149**
Password: **discovery**

The FVCC Library is pleased to make these valuable full-text databases available to our library patrons. Should you experience any difficulties please contact us. The Library's phone number is 756-3856.

B.C.



Rev. 3/2012

Type research question **HERE**.

Your name

	bibliography citation (source card)	fact (note card) Maximum 50 words per fact.	subtopic
	Cite using MLA format	NO plagiarism! Use "quotation marks" when copying word for word from source. The text of your actual paper will be 90% PARAPHRASE (your words, source's ideas, CITED).	What part of your paper will this fact go into?
1.	<p>EXAMPLE</p> <p>"Forests of wonder: Imagine a world without jungles! Could we be heading that way?" <i>News Today</i> [Dhaka, Bangladesh] 20 Nov. 2014. <i>Global Issues In Context</i>. Web. 7 Dec. 2014.</p>	<p>EXAMPLE</p> <p>"Less than five per cent of forests [are] marked as protected areas in India. This tiny per cent holds around 500 wildlife sanctuaries, national parks and tiger reserves scattered across the country."</p>	<p>EXAMPLE</p> <p>Country Background</p>
2.	<p>EXAMPLE</p> <p>"The beauty of wood, the strength of synthetics." <i>Music Trades</i> 143.9 (1995): 125+. <i>General OneFile</i>. Web. 19 May 2010.</p>	<p>EXAMPLE</p> <p>"Out of all the guitars sold in the United States (not including the Ovation brand), fewer than 1% of them are not made of wood."</p>	<p>EXAMPLE</p> <p>Solution</p>
3.	<p>EXAMPLE</p> <p>"Sounds Of Summer: Sustainable Sounds." <i>World Today, The (ABC)</i> (n.d.): <i>Newspaper Source Plus</i>. Web. 6 May 2013.</p>	<p>EXAMPLE</p> <p>"... walking through a guitar store can be like taking a tour of rare and valuable tree species from across the globe. The high prices paid for beautiful sounding instruments have already driven some exotic timbers to the brink of extinction, while others are quickly running out."</p>	<p>EXAMPLE</p> <p>Problem</p>
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			TAB from this cell to add more rows

SAVE after every addition. To add more rows, TAB from final cell.

6

Name

Per.

Date

Country Background Paragraph

Research Question: What can be done about the problem of dinosaur bones being smuggled out of Mongolia?

eCards

Source	Fact (direct quote)	Subtopic
"Mongolia." <i>Global Issues in Context Online Collection</i> . Detroit: Gale, 2014. <i>Global Issues In Context</i> . Web. 14 Dec. 2014.	"Mongolia is located in east-central Asia and covers an area a little smaller than the state of Alaska. It is bordered to the north by Russia and on all other sides by China. The nation is a vast plateau with a small mountainous section to the west and the Gobi desert in the south."	Country background
"CIA: The World Factbook: Mongolia." <i>CIA World Fact Book</i> 51.(2013): 470. <i>Middle Search Plus</i> . Web. 14 Dec. 2014.	"The Mongols gained fame in the 13th century when under Chinggis KHAAN they established a huge Eurasian empire through conquest."	Country background
Lee, Jacob. "Mongolian Culture." <i>Mongolian Culture</i> (2007): 1. <i>History Reference Center</i> . Web. 14 Dec. 2014.	"Because they lived the life of nomads, Mongolians, although playing a key role in history for 1,500 years, did not develop an advanced culture. Instead they tended to adopt cultures of people they had conquered by force."	Country background
"Mongolia at a glance." <i>Canberra Times</i> 11 July 2014: 21. <i>Newspaper Source Plus</i> . Web. 14 Dec. 2014.	"Many dinosaur fossils still lie exposed in Mongolia's Gobi Desert. Tourists pick them up as souvenirs."	Country background

Paragraph (all paraphrase, no direct quotes)

Mongolia, a country almost the size of Alaska, is dwarfed by its two neighbors, Russia and China ("Mongolia"). It is known in history as the empire of Genghis Khan ("CIA"), but because of the nomadic nature of the people, the country never developed a truly unique culture of its own (Lee). The Gobi desert is located in the south of the country ("Mongolia"), a graveyard of dinosaur bones so plentiful that visitors can simply take them home as souvenirs ("Mongolia at a glance").

Works Cited

7

"CIA: The World Factbook: Mongolia." *CIA World Fact Book* 51.(2013): 470. *Middle Search Plus*. Web. 14 Dec. 2014.

Lee, Jacob. "Mongolian Culture." *Mongolian Culture* (2007): 1. *History Reference Center*. Web. 14 Dec. 2014.

"Mongolia." *Global Issues in Context Online Collection*. Detroit: Gale, 2014. *Global Issues In Context*. Web. 14 Dec. 2014.

"Mongolia at a glance." *Canberra Times* 11 July 2014: 21. *Newspaper Source Plus*. Web. 14 Dec. 2014.

The Great (and TERRIBLE) Source Hunt

Source Evaluation Exercise



Name _____
Per. _____ Date _____

Research Question / Topic: EXAMPLE How does my cell phone contribute to violence in the Congo?	On this topic, I would most trust experts such as: EXAMPLE American diplomats serving in Congo, United Nations observers, university professors in political science or history	On this topic, I would least trust experts such as: EXAMPLE phone manufacturers or cell companies, "aid" or "activist" groups seeking donations, websites appealing to emotion
----------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Great 😊	TERRIBLE 😞
<i>Evaluation Detail: see ABCs of Evaluating Evidence</i>		
URL		http://wiki.answers.com/Q/How_is_coltan_minning_and_a_phone_similar
MLA Source Citation		"How Is Coltan Mining and a Phone Similar?" <i>WikiAnswers</i> . Answers, n.d. Web. 19 Dec. 2013.
<i>Breakdown by ABCs</i>	Points	Points
A uthoritative source		EXAMPLE No author's name or credentials "10 Celebrities Who Should Never Have Attempted Plastic Surgery" on same page -15 -30
B alance & bias		Page advertises T-Mobile: conflict of interest -15
C ontent & evidence		Source of evidence not presented -10
D ate appropriate		Source offers no date -5
E valuate for other		Misspellings and grammatical errors on page -2
Total points/discussion		Comment overall here... total =

Attach two pages: THE FIRST PAGE for EACH website (LIMIT when printing!).

ABCs of Evaluating Evidence

	 PROCEED RELIABLE	USE WITH CAUTION POSSIBLE PROBLEMS	WARNING SHOULD BE SKEPTICAL 
A Authoritative source (an organization may be the author)	Author's name is present. Author is qualified in this field. Publication is peer reviewed or written for a professional audience. If a web page, it is posted by a credible group: university, agency, etc.	Author is named, but searching may be necessary to locate the author. Author is not clearly qualified in this field. Publication is for a general audience, not a discipline specific audience. If a web page, the credibility of the source/host of the page is unknown. Arguments and evidence sometimes include opinion & slight bias. Counterarguments are incomplete or inconsistently offered.	Author's name is missing. If named, author's credentials missing. Publication has an explicit or implicit agenda and/or offers extremist views. If a web page, the source/host is of questionable reputation or may be known for strong biases. Arguments are obviously opinions or are extremely biased. Opposing arguments are countered with name-calling or inappropriate attacks on the person.
B Balance & bias of perspective or presentation	Arguments and evidence are presented objectively. Counterarguments are acknowledged and answered fairly.	Evidence is offered, but may be general. Some logical fallacies may be present. Evidence is only sometimes cited. Evidence is inconsistently explained or analyzed.	Evidence is missing for several points. Evidence is misleading - seems presented for shock value or is purely emotional. Misleading graphs, illustrations, photos, or headlines are offered as evidence. Source of evidence is not presented.
C Content & evidence analysis	Evidence is sufficient, clear and specific. Evidence is logically sound & avoids fallacies. Evidence is cited or is original research. Evidence is explained or analyzed.	Dates are present, but may not represent the date the information was actually produced or written (for example: copyright range of years 2008-2013). Information is marginally within the discipline's standards for currency.	Source offers no date of publication or revision. Information is clearly older than the discipline's standards for currency.
D ate appropriate for the discipline	Source offers the date published (& revision date if electronic.) Information is current according to the standards of the discipline.		
E valuate for topic & discipline-specific issues			

QUOTES AND PARAPHRASES

These examples show how the same information from a quote can be rephrased in very different words. Note how all styles are still cited!

Direct Quote

taken word for word from the source with "".

"Literature in English excels in every kind of writing. Its particular glory is its poetry. For historical reasons, the English language acquired a vocabulary that is unusually rich and nuanced, combining words of Germanic root (such as *see* and *glimpse*) with words of Latin root (such as *perceive* and *envision*). This variety in our vocabulary has allowed our poets a tremendous range of sounds and meanings and made poetry in English one of humanity's great achievements" (Hirsch, Kett & Trefil 113).

Marginal paraphrase

same order, and many of same words; some substitutions.

English literature is very good in every style of writing, especially poetry. Throughout history, English has developed a very rich and subtle vocabulary, combining Germanic-origin words (like *see* and *glimpse*) with Latin-origin words (like *perceive* and *envision*). The diversity of our vocabulary gives poets many sounds and meanings to work from, and this makes English poetry a great accomplishment for the human race (Hirsch, Kett & Trefil 113).

Advanced paraphrase

same depth of detail, but very different phrasing.

The English language forms a rich basis for all kinds of literature, but it serves poetry best of all. Because English vocabulary has long been enriched by other languages such as Latin and German, writers can express the idea of sight with such different words as *perceive*, *envision*, *see* and *glimpse*. This great variety of sound and sense in our words makes poetry in English an impressive contribution to human culture (Hirsch, Kett & Trefil 113).

Summary

same basic idea, without detail; very different phrasing.

Poetry in English can be considered one of humanity's great accomplishments, chiefly because the language has been enriched throughout history by words from Latin, German and other sources (Hirsch, Kett & Trefil 113).

Work Cited

Hirsch, E.D., Joseph F. Kett and James Trefil. The Dictionary of Cultural Literacy. Boston: Houghton Mifflin, 1988.

QUOTES AND PARAPHRASES

Comparing the quotes/paraphrases from previous page:

Direct Quote	Basic paraphrase	Adv. paraphrase
Literature in English excels in every kind of writing	English literature is very good in every style of writing	The English language forms a rich basis for all kinds of literature
Its particular glory is its poetry.	especially poetry	but it serves poetry best of all.
For historical reasons	Throughout history	Because English vocabulary has long been enriched by other languages such as Latin and German, writers can express the idea of sight with such different words as <i>perceive</i> , <i>envision</i> , <i>see</i> and <i>glimpse</i> .
the English language acquired a vocabulary that is unusually rich and nuanced	English has developed a very rich and subtle vocabulary	<i>combined above</i>
combining words of Germanic root (such as <i>see</i> and <i>glimpse</i>)	combining Germanic-origin words (like <i>see</i> and <i>glimpse</i>)	<i>combined above</i>
with words of Latin root (such as <i>perceive</i> and <i>envision</i>)	with Latin-origin words (like <i>perceive</i> and <i>envision</i>)	<i>combined above</i>
This variety in our vocabulary	The diversity of our vocabulary	This great variety of sound and sense in our words
has allowed our poets	gives poets	<i>combined below</i>
a tremendous range of sounds and meanings	many sounds and meanings to work from	<i>combined above</i>
and made poetry in English one of humanity's great achievements	and this makes English poetry a great accomplishment for the human race	makes poetry in English an impressive contribution to human culture

Hints for accurate, original paraphrases:

- Change the words (use synonyms) as well as the order in which they are used.
- Use no more than three words in a row from the original.
- Try forming a picture in your mind, then describing the picture in your own words.
- Maintain the meaning of the original .
- Drop details for a summary, but do not change the overall meaning.
- Never alter the meaning of the original.



not just the _____, but where you got each _____.

IN-TEXT CITATIONS

In a formal research paper, you must cite every piece of information that is not common knowledge, whether it is a direct quote OR a paraphrase. In-text citation, a type of footnoting, uses your bibliography to tell the reader exactly where each fact came from.

You must cite PARAPHRASES as well as direct quotes.
Failure to do so is p l _ g i _ r i _ m !

How to cite: Whenever you finish paraphrasing from an eCard, insert a parenthesis with the author (if no author, "article title") recorded in your eCard. For print sources, include a page number.

--The citation is always placed **after** the direct quote or paraphrase.

--The standard format is: **(Author)** Example: (Twain)

--You may shorten article titles IF AND ONLY IF the short title still corresponds to ONE AND ONLY ONE entry in your bibliography.

EXAMPLES (Note placement of quote marks and period.)

Direct quote	Paraphrase
"Each neuron probably contains the totality of all your memories coded in interference patterns of waves. Thus each neuron may be viewed as a marvel of hologrammatic efficiency able to store billions of bits of information in a tiny space" (Houston 191).	Each cell holds every memory in code and can, like a hologram, store enormous amounts of information in a very small space (Houston 191).

Houston, Jean. *The Possible Human*. Los Angeles: Tarcher, 1982.

You must cite PARAPHRASES as well as direct quotes.
Failure to do so is p _ a g _ a r _ s m !

OUTLINE AND THESIS

13

Thesis: This will be a one-sentence answer to your research question that summarizes the ENTIRE content of your paper. (See Thesis page.)

Use this outline as is, or adapt to fit the content of your research paper.

Introduction

I. Background

- A. Country Background
- B. Problem Background

II. Problem

- A. Effects
- B. Causes

III. Solutions

- A. Alternatives
- B. Pros / Cons

IV. Recommendation

- A. Best approach
- B. Why it is best

Conclusion

not just the _____, but where you got each _____.

THESIS STATEMENT

The thesis statement is one sentence describing the main idea or question that will be answered by the information given in the paper (Menasche 30-31).

Your thesis should be an informative or persuasive statement, a one-sentence answer to your research question.

"Properly worded, the thesis should: (1) be clear, comprehensible, and direct; (2) predict major divisions in the structure of the paper; (3) commit the writer to an unmistakable course..." (Winkler and McCuen, 96)

Examples of thesis statements:

When people retire they have to resolve economic problems, search for new activities, and develop new social roles.

Nuclear power technology has taken important steps since the early 1970s and, as a result, a new major source of energy has been developed.

The primary cause of murine muscular dystrophy may be demyelination of nerve fibers.

(Menasche 34)

Charlie Chaplin's "Tramp" has remained a favorite international character because he is a character with whom the average person can empathize.

An unfavorable fetal environment, such as can be caused by malnutrition in the mother or her use of drugs, is a primary cause of many kinds of birth defects.

The simple vocabulary and rhyming lines of Dr. Seuss's books make them easy for children to read, but the author's illustrations are primarily responsible for the imaginative flair in his work.

(Winkler and McCuen 100-101)

WORKS CITED

Menasche, Lionel. Writing A Research Paper. Pittsburgh: University of Pittsburgh Press, 1984.

Winkler, Anthony C. and Jo Ray McCuen. Writing the Research Paper: A Handbook. New York: Harcourt Brace Jovanovich, 1979.

not just the _____, but where you got each _____.

ACCORDION STRUCTURE

FOR INFORMATIVE AND ARGUMENTATIVE WRITING

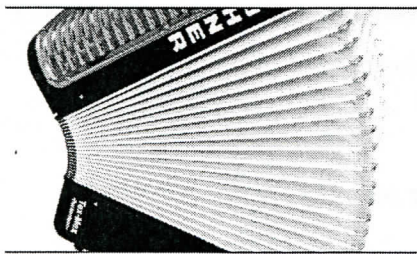
Introduction. (Hook, Line, and Sinker)

1. **Hook** – Attention-getter
2. **Line** – The connection between the attention-getter and the thesis
3. **Sinker** – Thesis statement



Body. (CEAL)

1. Make a **claim** (an assertion that will be proven) or counterclaim (an assertion to be refuted)
2. Offer **evidence** to support the claim
 - a. Facts, data, quotations, extended definitions, examples, anecdotes
 - b. All evidence must be cited properly
3. **Analyze** the evidence
 - a. Explain how the evidence proves the claim
4. **Link** the claim and evidence back to the thesis



Conclusion. (TRIP)

1. Re-assert (restate) the **thesis**
2. **Review** or crystallize the important points you have made (proportionate to the length of the overall writing)
3. Establish the **importance** or **implications** or significance of the topic
4. **Part** with a memorable thought—a **punch!**



ACCORDION ADJUSTMENTS

Introduction.

1. The introduction should expand in **length** and **depth** with the overall piece.
2. The thesis may *sometimes* be more than one sentence.
3. The writer may offer a **specific preview** of the paper's direction or may **imply the approach** the author will take.

Body.

1. The number of body paragraphs—and the number of claims offered—can **expand** or **contract** to meet the **purpose** and **content** of the writing.
 - a. Informative writing: chronological, order of importance, spatial (location), scientific report format, etc.
 - b. Argumentative writing: comparison/contrast, problem/solution, problem/cause/effect, pro/con, etc.
2. Each paragraph can offer as many pieces of the **evidence-analysis pattern** as necessary to fully develop the argument's claim.
3. Don't be afraid to use more than one sentence for evidence or for analysis. **Use as many as necessary** to convey your point.
4. **Transitions** must be used to move the reader from one point to the next: ¶ to ¶, evidence to evidence, etc.

Conclusion.

1. The length of the conclusion should be **proportionate** to the length of the overall piece.
2. The **reassertion (restatement)** of the thesis should use different language and vocabulary than the original thesis—except for a few key words.
3. The **review of important points** is often better implied, rather than simply listed.
4. The **importance/implications/significance** of the topic could
 - a. connect to other topics within the discipline;
 - b. suggest the need for further reading/research;
 - c. make an appeal for action;
 - d. explain the importance of the topic; and/or
 - e. establish the boundaries of what is known, etc.

Mauritzen, Clayton. Graphic adaptation (11/13/12) of Brown, Sue and Ivanna Fritz. Kalispell, MT: Kalispell Public Schools. Summer 2012. Created with reference to these sources:
 Baker, Sheridan. *The Practical Stylist*. 2nd Edition. New York: Thomas Y. Crowell Company, 1969. Print.
 Montana Office of Public Instruction. *Montana Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects – Grade Band K-12*. November 2011. Print.
 O'Donnell, Sean and Ivanna Fritz. *Impromptu Speech Structure*. Handout. Kalispell, MT: Kalispell School District. 2005. Print.
 O'Donnell, Sean and Ivanna Fritz. *Extemp Speech Structure*. Handout. Kalispell, MT: Kalispell School District. 2008. Print.
 Schaffer, Jane. *Teaching the Multiparagraph Essay*. San Diego: Jane Schaffer Publications, 1991. Print.
 Images adapted from "Roland FR18D Diatronic V Accordion Black." Photograph. *Keymusic*. n.p., n.d. Web. 13 Nov. 2012.

not just the _____, but where you got each _____.

Introduction

The introduction consists of one or more paragraphs that start your paper. The first sentence of the introduction is the "grabber," and its purpose is to get the reader's attention and turn it in the direction of your research. The next sentences preview your topic and make a transition directly into the thesis.

STARTS WITH: Grabber (or "Hook," or "Attention-Getter")

Grabber ideas:

Short narrative or anecdote

Startling statistic

Quotation

Vivid description (image)

AVOID RHETORICAL QUESTIONS!

THEN connects grabber to thesis and/or previews main ideas

ENDS WITH: Thesis statement

Conclusion

The conclusion consists of one or more paragraphs that end your paper. The first sentence of the conclusion is the thesis (slightly restated) and its purpose is to remind the reader of your main point and lead into your ending. The next sentences review your topic and make a transition directly into the clincher. If the grabber is like an appetizer, the clincher is like dessert: there is no question that the paper is finished.

STARTS WITH: Restated thesis (same idea, different wording)

THEN connects thesis to clincher and/or reviews main ideas

ENDS WITH: Clincher

Clincher ideas:

Summary statement (Therefore..., As we have seen...,)

Quotation

Repeat element from the grabber

Eloquent generalization

Express hopes/look to the future

Call for action

AVOID RHETORICAL QUESTIONS!

WORKS CITED

(BIBLIOGRAPHY)

Remember... Entries will be alphabetized by first letter!

Book by a single author

Lastname, Firstname. Book Title. City of publication: Publisher, Year.

Book by two authors

Lastname, Firstname and Firstname Lastname, Book Title. City of publication: Publisher, Year.

Print encyclopedia (common usage) (unsigned article)

"Article Title." Encyclopedia Title. Year of edition.

Magazine or newspaper article

Lastname, Firstname of article author. "Article Title." Publication title. Date of issue: page numbers.

Unsigned (anonymous) article--no author listed

"Article Title." Publication Title. Date of issue: page numbers.

Specialized reference (not common usage encyclopedia)

Lastname, Firstname of article author. "Article Title." Title of Reference Book. Firstname Lastname, Editor. Number of volumes. City of publication: Publisher, Year.

Electronic encyclopedia (signed article)

Lastname, Firstname of article author. "Article Title." Encyclopedia Title. City of publication: Publisher, Year.

Internet web page

Lastname, Firstname of author of webpage. "Web Page Title." Sponsor of web page. Date you accessed the web page. URL (http://www._____.com, org, net, etc.)

eLibrary or InfoTrac article

Cite as original source (magazine, newspaper, etc.) Citation information should be on the printout.

Film or video

Title of Film. Form (video, DVD, etc.). Firstname Lastname of Writer, Producer, and/or Director. Publisher, Year. # minutes.

Daily newspaper article

Lastname, Firstname of author. "Article Title." Publication Title Date of Publication, edition: page #.

Interview

Lastname, Firstname of interviewee. Type of interview (phone, personal). Date of interview.

Remember... Entries will be alphabetized by first letter!

not just the _____, but where you got each _____.

Catchy Title:
Longer Phrase Explaining What It's About

Thesis: This will be a one-sentence answer to your research question that summarizes the ENTIRE content of your paper.

- I. Background
 - A. Country Background
 - B. Problem Background
- II. Problem
 - A. Effects
 - B. Causes
- III. Solutions
 - A. Alternatives
 - B. Pros / Cons
- IV. Recommendation
 - A. Best approach
 - B. Why it is best

Catchy Title

Longer Phrase Explaining What It's About

Fname Lname
 Composition, Ms. Bowen, Flathead High School
 Date
 Word Count XXXX

Frame Lname

Ms. Bowen

Composition

Date

Catchy Title

Longer Phrase Explaining What It's Really About

Mongolia, a country almost the size of Alaska, is dwarfed by its two neighbors, Russia and China ("Mongolia"). It is known in history as the empire of Genghis Khan ("CIA"), but because of the nomadic nature of the people, the country never developed a truly unique culture of its own (Lee). The Gobi desert is located in the south of the country ("Mongolia"), a graveyard of dinosaur bones so plentiful that visitors can simply take them home as souvenirs ("Mongolia at a glance").

Works Cited

"CIA: The World Factbook: Mongolia." *CIA World Fact Book* 51.(2013): 470. *Middle Search Plus*. Web. 14 Dec. 2014.

Lee, Jacob. "Mongolian Culture." *Mongolian Culture* (2007): 1. *History Reference Center*. Web. 14 Dec. 2014.

"Mongolia." *Global Issues in Context Online Collection*. Detroit: Gale, 2014. *Global Issues In Context*. Web. 14 Dec. 2014.

"Mongolia at a glance." *Canberra Times* 11 July 2014: 21. *Newspaper Source Plus*. Web. 14 Dec. 2014.



PROJECT ALERT

January 9, 2015

Dear _____ (Parent/Guardian/s),

I am behind on the research project for Composition, which is due Friday, January 16. This is a major assignment for the class, and a poor or missing score can affect my semester grade significantly. The steps of this project I need to complete are:

- ___ Research Step 1: Topic and Sources
- ___ Research Step 2: Start eCards
- ___ Research Step 3: Country Background Paragraph
- ___ Research Step 4: Continue eCards / Evaluate Sources
- ___ Research Step 5: Finish eCards
- ___ Research Step 6: Write Thesis and Outline.
- ___ Research Step 7: Write Bibliography.
- ___ Research Step 8: Write Body.
- ___ Research Step 9: Write Introduction and Conclusion.
- ___ Research Step 10: Print, assemble, share and submit.

I am behind on this project because:

My current grade in Composition is: ____

Signed _____ (student)

Signed _____ (teacher)

Signed _____ (parent)

Teacher: Ms. Bowen can be reached at 406.751.3479 or bowena@sd5.k12.mt.us



PROJECT ALERT

The purpose of this project is to...

The project will be completed by...

The project will be completed by...

The project will be completed by...

The project will be completed by...

The project will be completed by...

The project will be completed by...

Research project: how to earn the grade you want

- D: Yes on RED (needed to pass)**
- C: Yes on RED and BLUE**
- B: Yes on RED and BLUE and GREEN**
- A: Yes on RED and BLUE and GREEN and PURPLE**

1. Format of paper and eCards

- yes..... no eCard file is complete and correct (source, fact and subtopic for each row).
- yes..... no complete eCard file has been emailed to teacher at **bowena@sd5.k12.mt.us**
- yes..... no All four sections of the paper are present and in order. (elements included below)
 - title page included typed placed as first page includes word count
 - outline included typed placed second includes thesis
 - body DOUBLE-SPACED included typed placed third
 - works cited included typed placed last sources in alphabetical order
- yes..... no The paper is at least 1500 words long (including title page, outline, body and works cited).

2. Direct quotes, paraphrases, citations and eCards

- yes..... no **All** facts are cited (unless common knowledge OR writer's own experience/opinion/analysis).
- yes..... no **All** paraphrases are cited.
- yes..... no All direct quotes (≥3 words copied from source) are set off by quotation marks " " and cited.
- yes..... no There is at least one cite per paragraph.
- yes..... no Every fact in the paper (direct quote or paraphrase) is also on an eCard.
- yes..... no The source information on each eCard matches the source information in the citation.
- yes..... no Most (≥90%) of the paper is paraphrased in writer's own words (with sources cited!).
- yes..... no Direct quotes are used sparingly, and carefully chosen for maximum effect.
 - Count total number of parenthetical citations in the paper # _____ cites
 - Count total number of eCards in file (# rows) # _____ eCards

3. Writing content and style

- yes..... no No words, phrasings, or sentences sound like they were copied from a source.
- yes..... no The introduction starts with a strong grabber and ends with the thesis.
- yes..... no The conclusion starts with the restated thesis and ends with a strong clincher.
- yes..... no All topics in the paper appear in the order of the outline.
- yes..... no Facts are relevant and authoritative.
- yes..... no All sections of the paper have been spell-checked and proofread. There are no careless errors.
- yes..... no Each body paragraph employs CEAL strategies.
- yes..... no Every sentence makes sense on its own.
- yes..... no Every sentence makes sense in its paragraph.
- yes..... no Every paragraph makes sense in the paper.
- yes..... no There are clear transitions between paragraphs, and between topics.
- yes..... no Paper has a strong "voice," showing the writer's individuality and engagement with the topic.
- yes..... no The information is clearly presented; the writer helps the reader follow along and understand.

4. Documentation

- yes..... no Every citation matches up exactly with one (and only one!) entry in Works Cited.
- yes..... no Sources used are credible and legitimate.
- yes..... no Works Cited entries are complete and formatted by MLA standards.
- yes..... no Bias of sources, if any, is noted and discussed.
- yes..... no Works Cited entries are alphabetized by first letter of each entry.
- yes..... no There are at least 10 different sources cited in paper and listed in Works Cited.
- yes..... no Every Works Cited entry has at least one cite in the body.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5708 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637

RESEARCH REPORT

REPORT NO. 1000
TITLE: [Faint text]

ABSTRACT

[Faint abstract text]

REFERENCES

[Faint reference text]

DISCUSSION

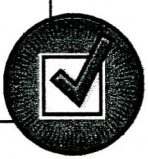
[Faint discussion text]



Faint, illegible text at the top right of the page, possibly a header or title.

1901	1901	
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1918	1918	
1919	1919	
1920	1920	

Research Paper Checkpoints



Name _____

Per. _____ Date _____

Research Question

Checkpoint	✓ = show work on screen for initials T = print and turn in for credit	due (end of period)	teacher initials
Topic Source exercise (including research question)		12/17 T	(turn in)
First 5 eCards (direct quotes) <i>Back up to flash or email</i>		12/18 ✓	
Country Background paragraph, including eCards and bibliography		12/19 T	(turn in)
<i>[All reading records due end of class 1/6/15]</i>		1/6 T	(turn in)
25 eCards (including 5 above) <i>Back up to flash or email</i>		1/7 ✓	
ABCs source evaluation exercise		1/8 T	(turn in)
Outline and thesis		1/9 T	(turn in)
Parent update (*excused if all RP assignments in!) typed, signed by student and teacher		1/9 ✓	*
Parent update (*excused if all RP assignments in!), signed by parent		1/12 T	*(turn in)
Completed 50± eCards (including 25 above) <i>Back up to flash/email</i>		1/12 ✓	
Bibliography and Title Page typed		1/13 T	(turn in)
Intro, Body, Concl typed with parenthetical documentation		1/16 ✓	
Final paper DUE <i>Complete or not, you will turn in what you do have, printed, at start of class 1/20.</i>		1/20 T	(due at START of class)

Explanations of late/missing checkpoints (if any)	
Date/s	Explanation/s

Resources and links at <http://www.astabowen.com/Research2014.html>

TURN IN THIS PAGE with final paper!!
Timely progress is worth up to 10% of the research grade.