ARDSLEY HIGH SCHOOL

RESEARCH MANUAL

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I. **The Research Paper**

OVERVIEW

Why write a research paper?
There are several answers to the above question aside from the usual fall-back response that your teachers are making you. Believe it or not, there are several benefits to compiling data, analyzing your findings, and then creating an original work while still in high school. Research papers are not solely designed by your teachers to torture you.

Writing research papers will help you develop valuable skills.
Once you get to college, it becomes painfully obvious that you need to know how to navigate through a library, utilize all of its vast resources, assemble your findings into some sort of coherent whole, and most importantly analyze your topic. These are skills you need to practice in order to improve them. No matter what career you decide to pursue, your life will require that you think carefully, analyze given facts, and make choices.

WHAT MAKES A GOOD SOCIAL STUDIES RESEARCH PAPER?

A really good research paper has many elements – thorough research, many sources (both primary and secondary), good grammar, and proper citations. However, THE most important thing in a good paper is tension; this tension is created by the presence of a problem or mystery.
>   * **Why** did people do things the way they did?
>   * **How** did their actions affect the present?
>   * **What** on earth were they thinking?

Without that tension, a research paper is just an endless litany of facts and figures – boring to write and even more boring to read. The good news is that once you start posing and answering these questions in an original way, you have automatically started that all important process of analysis.

Here's an example as given in Richard Marius's A Short Guide to Writing About History: Second Edition. He cites an article from the June 1993 issue of "The American Historical Review". Professor Mary Louise Richards noted that the fashion trend of bobbing women's hair caused massive upheaval in the French countryside during the 1920s. She tells of stories of fathers who swore to lock up their daughters until their hair grew back and one who even murdered his daughter because of her bobbed coif, husbands who felt dishonored, parents who sued hairdressers for cutting their daughters' hair, and families who were ripped apart by such actions. René Rambaud, a hairdresser, told of, "…a newly married woman who cut her hair, believing that she had the right to do so without consulting her parents. Her mother and father in turn accused her husband and his parents of the monstrous crime, leading to a rift so severe that the two families did not reconcile for twenty years" (Marius 2).

These are the facts – people made a really big deal about the length of women's hair. But the question is **WHY?** Who cares? It's only hair. It doesn't shape society or change the course of history, does it? Well, maybe it does, which is what Roberts argues. This is her analysis. See what you think:

> For historians trying to understand socio-cultural changes during the period of World War I, the controversy surrounding postwar fashion is a rich source for exploration. The ways in which French observers read the text of fashion can tell us much about what preoccupied and worried them during this time of transition. Many of the French, as fashion's critics, yearned for a more traditional and stable French society, symbolized by the domestic hearth. They expressed anxiety that change would usher in a colder, more impersonal world. Others, namely the supporters of fashion, welcomed change as a dismissal of pre-war social constraints. Fashion was not "politics" as we are used to conceiving of it, but the debates over its meaning in postwar France were profoundly political. The fashions of the modern woman became central to the cultural mythology of the era, instilling at once envy, admiration, frustration, and horror, because they provided both a visual language for upheaval and changed and figured in a political struggle for the redefinition of female identity (Marius 3).

In other words, the length of women's hair was symbolic of greater shifts in the fabric of French society after World War II. Traditionalists were scared of the changes the short hair represented while more progressive people saw it as a way for women to assert a new, more modern identity. By writing this paragraph, Roberts probed the deeper meaning of the facts she had unearthed and analyzed their effects on the people of France.

Marius, Richard. A Short Guide to Writing About History: Second Edition. New York: Harper Collins
        College Publishers, 1995.

WHAT MAKES A GOOD ENGLISH RESEARCH PAPER?

Now that you have read, discussed, and pondered some great shared texts in class, it is your opportunity to carve out your own path. Writing a critical paper in English is a chance to find other texts that connect to an idea or a question that sparked your interest along the way. It is an opportunity to both discover materials that will guide your thinking in new directions and to use those materials to synthesize your own argument. In preparation for college, this is a crucial opportunity to work on a topic that is of particular interest to you.

Successful research begins with a thoughtful question: *Would Macbeth have committed murder if it was not for the influence of his controlling wife? Are Romeo and Juliet ultimately responsible for their own tragic ends? Is Jay Gatsby's pursuit of the American dream realistic in the modern world?* Research in English is your chance to pursue an idea that is truly your own. It is a chance for you to voice your own argument on your chosen topic.

Reading literary criticism articles allows you to gain new perspectives about the characters and themes you have encountered in literature. After gathering ideas from the work of literary critics, you will be able to synthesize the critics' commentary with your own thinking about a text. Ultimately, you will put the pieces together in articulating your own thesis argument in your final product: your research paper. A good paper is *detailed*, *convincing,* and *well-developed*.

Though individual assignments may vary, a good research paper in English often includes the following:

1. A clear and convincing **thesis argument**—an assertion that guides the progression of ideas in the paper
2. *Thoughtful* and *interesting* commentary about the literature & secondary texts
3. Substantial textual evidence from the primary source(s)—quotations from the work(s) of literature read in class or on your own
4. Substantial textual evidence from the secondary sources—quotations and paraphrased examples from the literary criticism articles/ other research materials
5. In-depth analysis of literary characters, themes, literary techniques
6. Smooth transitions between individual examples and sections of the paper
7. Proper MLA in-text citations and a Works Cited Page
8. Follows the conventions of standard written English

<h1 style="text-align: center;"><u>WHAT MAKES A GOOD SCIENCE RESEARCH PAPER?</u></h1>

Components of a scientific research paper:

1) Statement of objective:
<u>Objective:</u> State the purpose of the lab. This must be in your own words and <u>in the form of a question</u>. *Ex. What effect does exercise have on heart rate?*

    2. Background section:
<u>Background:</u> The goal of the background section is to educate your reader on your topic you researched and state your hypothesis. When writing a background section your discussion should go from broad to specific and from the past to the present. For example, if your hypothesis is that hiccups come from drinking too quickly, you must first discuss:
- What is a hiccup? (Broad to specific description)
- Why should hiccups be important to me as the reader?
- What research has been done on hiccups? (Past to Present)
- You must cite all literature discussed correctly!
- Sources are referenced within the text in this way (Nunnally, 1999), (Nunnally and Smith, 1999) for only two authors, or (Nunnally et al., 1999) for more than two authors.
- After reviewing the past research of others, what has brought you to develop your specific hypothesis...Is your work original?

The background should end with a clear and concise hypothesis statement, which would include a prediction of your experimental results. Information that is not directly related to your experiment or understanding of the science behind your experiment should NOT be included. **Remember to always use your own words and not copy directly from the paper you cite.** This section should be two to three paragraphs and should include information from at least 3 sources.

    2) Hypothesis:
<u>Hypothesis:</u> In one or two sentences, predict the <u>results</u> and outcome of the experiment.
Ex. If a student exercises for 15 minutes then his heart rate will increase by 20%.
    3) Materials list
<u>Materials:</u> In this section, list all the materials you <u>actually used</u> to perform your experiment. This should be in list format in two or three columns.

Ex.   *MATERIALS*

Beakers	Graduated cylinder	Microscope
Microscope slides	Cover slips	Forceps

    4) Procedure
<u>Procedure:</u> Using the Experimental Design Form: Step 4, include a detailed list of numbered steps you followed.

    5) Data (tables, graphs, pictures, drawings) with analysis
<u>Data Tables and Data Analysis</u>: This section will include any data you collected during the lab. It must be **qualitative** and **quantitative**. Data must always be presented neatly and accurately. Charts, graphs, labeled drawings, diagrams and calculations will be included in this section. TYPE all data tables into the lab report. Each lab report is expected to include a graph. All graphs must be completed on graph paper or computer generated and <u>taped</u> onto the lab. All diagrams and drawings must be labeled and information regarding the magnification must be included. Calculations, such as mean, percentages and median should also be included, with all work shown and **organized**.

6) Conclusion

Conclusion: After the procedure has been repeated and the data collected and analyzed you are now ready for the final step in the experimental process, stating the conclusion. You are now in a position to evaluate and interpret the significance of your data regarding your hypothesis. You are now certain of the validity of your research, but you must communicate it to your readers. To accomplish this, you must relate your experimental results to your library research. Your conclusion must include cited information from 3 of your sources. Although the end is in sight, this section of your research report is very important and should not be taken lightly. The conclusion must be given every bit of attention to detail as previous sections.

Your conclusion should include the following seven points:
   a. Restate purpose
   b. Briefly explain how you accomplished your purpose:
   c. State your results (GIVE SPECIFIC DATA):
   d. Did the results support or refute your hypothesis?
   e. Try to provide a possible scientific explanation for the results. This is where your research should be used to provide a scientific reason for your results.
   f. Possible sources of error:
   g. After reviewing your results, what changes would you make to the experimental design to improve your study?

Finally, write simply and clearly. A beautifully designed, carefully carried out and brilliantly analyzed study will be meaningless unless you are able to communicate your findings to others. Be clear, honest and logical. Do not repeat yourself. Each new statement should strengthen your position and help the reader understand your work. Do not ramble. Stick to the point – your findings. Write clearly, simply and briefly. When possible delete unnecessary words and/or sentences when revising (and you should revise often!)

7) Works cited
Include a complete list of all references using APA format. See "Citations and Works Cited" section.

II. **Conducting Research**

USING THE OPAC

Searching library catalogs (OPAC) is an excellent way to find out which books a library has and if they are available. Each library has its own catalog. AHS library has a different catalog of books than your public library will. Luckily, all OPAC catalogs can be accessed from school or home.

How to Access the Ardsley High School Library OPAC
1. Go to the Ardsley School Homepage
2. Click on Library Media Center
3. Click on OPAC
4. Click on Catalog
5. You may either search by Title, Author Keyword or Subject.
   a. Title Searches: Type in all or part of the book's title.
   b. Author: This search should only be used if you want to find books written by a particular author, not written about a particular author. Type in the author's last name, then first name if you have it. His/her books will appear.
   c. Keyword: Keyword searches are the best if you are doing research and need books. Remember that we may not have books on your exact topic, so you may have to search more generally. In addition to searching Pearl Harbor, search World War II. In addition to searching photosynthesis, search plants. From there, you can always find your topic in the index.
   d. Subject: Subject searches are usually too general to be used for research but they can be helpful in certain instances. If you don't have an exact title in mind but are looking for a genre, do a subject search. Ex: Fantasy, Mystery, Adventure. You can also do a subject search if you are looking for literary criticism about a particular, author, writer or poet. Ex: Langston Hughes.

How to Access the Westchester Country Online Catalog

1. Go to http://www.westchesterlibraries.org/
2. On the left hand corner, you will see a search box that says catalog.
3. Choose Books from the drop down menu.
4. You may type in the name of the book you are looking for or a keyword.
5. Choose a book that interests you and click on Availability.
6. This will show you which libraries have the book you are looking for.
7. If you would rather not drive a far distance to the library that has the book, you may have it sent to your nearest library. You can call your public library to make the request or you may click on the place hold button the left hand side of the screen (You must have a library card to do this).

USING PRINT SOURCES

Print sources are some of the most useful research tools. So much has generally been written on any given topic that you will most likely be able to find several books on any topic you can think of. The problem is that the sheer volume of books available can seem overwhelming. To solve this problem, you need to become savvy at using the tools the books provide, namely the table of contents, bibliography and the index.

1) **Check the table of contents**

   The table of contents is a list of the parts of a book organized in the order in which the parts appear. Sometimes you will be lucky and a book will have a whole chapter on your topic. For example, many books on plants will have a chapter on photosynthesis; many books on Ancient India will have an entire chapter on the role of women. Skim the contents for a chapter that could contain information you're looking for.

2) **Check the Bibliography**

   Each book has a bibliography at the end which is a list of sources (books, journals, websites, periodicals) the author used when researching the topic. This will look similar to the bibliographies or works cited pages that you develop for your own papers. These bibliographies can be very useful, especially if you're searching for more information on your topic. Browse for titles that you think may relate to your topic and then use the OPAC to see if AHS or your local library carries the book.

3) **Go to the index**

   The index contains ***all*** different subjects in a book. If you looked on the AHS OPAC and found that we don't have an entire book about your topic, check out the index of the broader theme. For example, if you are writing a paper on daily life in medieval England and you have a book on The History of Great Britain, an index heading might be "daily life." However, if no such heading exists, don't automatically discard the book. Try similar ideas. Look up "food", "fashion", "furniture", "social class", etc. Anything you can think of that might fall in under your topic may yield useful results.
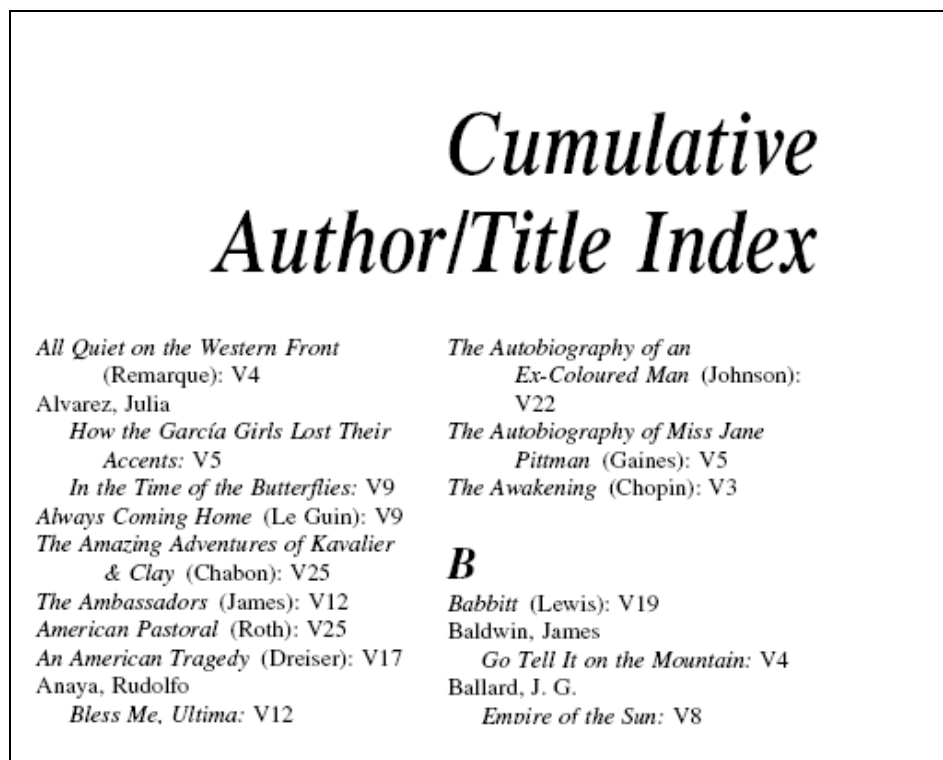
   On the other hand, if you are researching the effect of energy bars on athletic performance, you may choose to look in a book on exercise or nutrition. There is a good chance you may not find a book with the exact subject you're looking for. Try subsections or words associated with your topic. Subject headings you may look up for this topic include metabolism, carbohydrates, fuel, caffeine and energy.

   If you are searching through books looking for literary criticism and would like to focus on a particular aspect of the play, the index will provide you with choices. For example, if you are searching for criticism on Hamlet but want to focus specifically on religion in the play, look up "religion." However, if it is not there, check other words like "Christianity," and "Spirituality." Thinking of keywords your topic may be under in an index is extremely similar to thinking about the keywords you should search in a database. Often times, you have to try many words until you find something useful on your topic.

4) Using a Cumulative Index

A cumulative index is often found in Encyclopedia sets and combines the indices of several books into one book. Familiar sets you will use often that contain cumulative indices are *Novels for Students, Drama for Students, CQ Researcher* and *History Behind the Headlines*.

As new volumes are published each year, each combines all of the previous indices so you know exactly which volume to search in. *Therefore, you should look at the most recent volume we have to find the most recent index.* Indices are arranged differently depending on what type of books you are looking through. Cumulative indices for English class such as Novels for Students and Drama for Students will often be arranged by the Title and Author of the work. In the example below taken from Novels for Students, if you were looking for the book *How the Garcia Girls Lost Their Accents*, you may look under the Author's last name (Alvarez) and find it is in Vol. 5. You may also look under the Title, *How the Garcia Girls Lost Their Accents* to find that it is in Vol. 5.

Cumulative Author/Title Index

All Quiet on the Western Front
    (Remarque): V4
Alvarez, Julia
    How the García Girls Lost Their
      Accents: V5
    In the Time of the Butterflies: V9
Always Coming Home (Le Guin): V9
The Amazing Adventures of Kavalier
    & Clay (Chabon): V25
The Ambassadors (James): V12
American Pastoral (Roth): V25
An American Tragedy (Dreiser): V17
Anaya, Rudolfo
    Bless Me, Ultima: V12

The Autobiography of an
    Ex-Coloured Man (Johnson):
    V22
The Autobiography of Miss Jane
    Pittman (Gaines): V5
The Awakening (Chopin): V3

B

Babbitt (Lewis): V19
Baldwin, James
    Go Tell It on the Mountain: V4
Ballard, J. G.
    Empire of the Sun: V8

Books you are using for Social Studies or Science will contain indices of subjects or themes rather than authors and titles. For example in the example below taken from CQ Researcher, if you wanted to find all the information ever published throughout the volumes on The Central Intelligence Agency (CIA) you would check the most recent index. From there you would see all the information published throughout the years on the CIA. You would use the headings to find out that information on Homeland Security could be found in our September 2003 volume on page 749.

Central America

Debate Over Immigration	07/14/00	582*
Foreign Aid After Sept. 11	04/26/02	361
Gang Crisis	05/14/04	421
Illegal Immigration	04/24/92	372

Central Intelligence Agency

Civil Liberties Debates	10/24/03	893
Cybersecurity	09/26/03	797
Government Secrecy	12/02/05	1005
Homeland Security	09/12/03	749*
Intelligence Reforms	01/25/02	49
The New CIA	12/11/92	1073
Policing the Borders	02/22/02	145
Privacy in Peril	11/17/06	961
Re-examining 9/11	06/04/04	493
Reforming the CIA	02/02/96	97
Torture	04/18/03	345
Treatment of Detainees	08/25/06	673

USING LIBRARY DATABASES

What is a database?
Databases are online resources that have reliable information from print sources such as journals, books, encyclopedias, newspapers and magazines.

General Searching Tips
Every database is different and requires different searches. You should only use a few keywords rather than an entire sentence.

1. **Remember to use synonyms and link your words using "and."**
   Example: Your topic is "World War I: Battle Tactics and Their Significance
   Try these: "World War I and battles;" "World War I and military."

2. **When given the option, limit your search to "full text" articles only.**
   "Full text" will give you just that. Otherwise, you may get results that only have the articles' abstracts, or works cited information and a short summary

Ardsley High School Library Online Databases
- All the usernames "ardsleyhs" and passwords are "look" unless otherwise noted

General Resources and Reference

Britannica Academic - Encyclopedia

Expanded Academic ASAP - This database meets research needs across all academic disciplines. Access scholarly journals, news magazines, and newspapers - many with full text and images.

General Reference Center Gold- Overview essays, critical analyses, timelines, captions, biographies and illustrations about world history

JSTOR - Access to scholarly, academic journals in all disciplines that date back to the 1600's.

Questia - Premier online library of books and journal articles.

English and Literature
Bloom's Literary Reference Center - This literary database examines/analyzes great writers, important works, memorable characters, and influential movements and events in world literature.

General Reference Center Godl – Overview essays, critical analyses, timelines, captions, biographies and illustrations about world history

JSTOR - Access to scholarly, academic journals in all disciplines that date back to the 1600's.

Proquest - Provides access to newspaper and periodical databases, including 669 magazine titles on a wide range of topics, educational journals and national newspapers.

Questia - Premier online library of books and journal articles.

Social Studies
ABC – CLIO Modern Genocide   - Ethnic Conflicts

America's Historical Newspapers (1690-2000) - News articles covering topics in government, politics, social issues, culture, literature discoveries from hundreds of *primary sources*.

Ancient and Medieval History Online - Provides thorough coverage of nine civilizations

General Reference Center Gold – Overview essays, critical analyses, timelines, captions, biographies and illustrations about world history

JSTOR - Access to scholarly, academic journals in all disciplines that date back to the 1600's.

Opposing Viewpoints - Includes viewpoint articles, topic overviews, statistics, primary documents, links to websites, and full-text magazine & newspaper articles.

Proquest - Provides access to newspaper and periodical databases, including 669 magazine titles on a wide range of topics, educational journals and national newspapers.

Proquest Historical New York Times – Newspapers from (1851-2006)

Questia - Premier online library of books and journal articles.

World History in Context -Covers the people, places, and events in the broad expanse of history–from mid-15th century to the present.

Science and Health

General Reference Center Godl - Explores the history, people, inventions, discoveries, theories, life forms and objects that make up the world of science as well as photos, illustrations, video and animation clips.

Health Reference Center - Contains articles from a variety of health periodicals, plus excerpts from health related reference books.

JSTOR - Access to scholarly, academic journals in all disciplines that date back to the 1600's.

Nature - Publishes academic journals, magazines, online databases, and services in science and medicine.   Password: *ardsleyhs*

Proquest - Provides access to newspaper and periodical databases, including 669 magazine titles on a wide range of topics, educational journals and national newspapers

Science Direct - Scientific database offering journal articles and book chapters. No Password necessary from school.

Science Online- Content includes in-depth essays on environmental science, weather and climate, new biology, the history of science, and human anatomy, as well as a section on mathematics.

Science in Context - Features authoritative information for assignments and projects, and provides detailed coverage of popular subjects.

Scientific American - Latest news and features on science issues that matter include earth, environment and space. Password: *ardsleyhs*

Scientific American Mind-   Log into Scientific American nd then go to journals A-Z on the upper right hand side. Scientific American Mind will be on that list. Password: *ardsleyhs*

Questia - Premier online library of books and journal articles.

Newspapers and Magazines

Flipster - Contains Time, New Yorker, Newsweek Global, Wired, Popular Science, Discover, Atlantic

The New York Times – *http://eedition.nytimes.com*   Username*: 200345981*   Password:*200345981*

Proquest - Provides access to newspaper and periodical databases, including 669 magazine titles on a wide range of topics, educational journals and national newspapers.

The internet has a wealth of information, but not all of it is appropriate for your research paper. In fact, some of the information can be unreliable. The following is a guide for you to consult when conducting internet research.

1. Check the domain of the document, what institution publishes this document? The following are preferred:
   - Government sites: look for .gov, .mil, .us, or other country code
   - Educational sites: look for .edu
   - Nonprofit organizations: look for .org

2. Check the author(s) or organization's background
   - Does the site reveal who is publishing the information on the web?
   - Based on the credentials listed, if any, would you consider the author an expert?

3. Check for accuracy.
   - Does the author cite his/her sources?
   - Can you verify this information in another source?
   - Is the page free of spelling or grammar mistakes?

4. Does the site offer an objective point of view on the subject?
   - Would you consider this author biased? What is the author's intent?
   - Does the bias impact the usefulness of the information?
   - Does the author use facts to support his/her perspective?

5. Is the information current?
   - When was the website produced?
   - When was the website last updated? Is this relevant for your topic?

III. **Annotating and Note Taking**

Regardless of the discipline you are in, you will have to take notes and organize your information before you begin the writing process. This may include taking notes on cards, typing your notes on your computer, utilizing a graphic organizer or highlighting and annotating an article. Use the following guidelines as you approach research in the different disciplines.

SOCIAL STUDIES

How to Take Social Studies Notes: "SPQR"

Types of Notes: There are four different types of notes. Use different formats to take notes on different kinds of information.

1) Summary:
> This kind of note summarizes the argument/opinion of the author of a long passage, an article, or even an entire book.

Example: William Pepper argues US gov't involved in assassination of Martin Luther King.

This note is helpful to my own organization, to let me know about this source that doesn't seem relevant to me now, but could be in the future. The information here is not specific enough to include in my research paper.

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*Notice that your notes do not need to be written in complete words or sentences.

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2) Paraphrase
> This is probably the most common form of note taking. Summarize the main idea of a statement on your note card. This includes writing down statistics, dates, etc. Just make sure that you are very careful to change the wording so that you do not inadvertently become guilty of plagiarism.

Example:
Original text (Diamond, Jared. Guns, Germs and Steel: The Fates of Human Societies. New York: W.W. Norton and Company, 1999.)

Besides this genetic reason, there is also a second reason why New Guineans may have come to be smarter than Westerners. Modern European and American children spend much of their time being passively entertained by television, radio, and movies. In the average American household, the TV set is on for seven hours per day. In contrast, traditional New Guinea children have virtually no such opportunities for passive entertainment and instead spend almost all of their waking hours actively doing something, such as talking or playing with other children or adults. Almost all studies of child development emphasize the role of childhood stimulation and activity in promoting mental development, and stress the irreversible mental stunting associated with reduced childhood stimulation. This effect surely contributes a non-genetic component to the superior average mental function displayed by New Guineans.

<u>Note card:</u>

Diamond says:
U.S. – kids sit and watch avg. 7 hrs TV/day plus time with movies, videos, internet, etc.
New Guinea – kids play, learn and are active all the time
Therefore, N.G. kids develop their minds more (very important thing according to child development experts) and are smarter than U.S. kids. p. 21

2) Quotation

If you find a quotation that you want to use, copy it down word for word, making sure to put it in quotation marks. You need to keep the exact spelling and punctuation of the quote. If a word is misspelled in the quote, keep the original spelling and put *[sic]* in brackets after the word. This signals the reader that it is an error in the original, not a mistake on your part.

When to use direct quotes: In general, a quote will only be used as supporting evidence, not as the original point itself. It is best to only directly quote primary sources, since primary sources are the basis of your proof. Try to avoid directly quoting secondary sources. Instead, try to formulate your own opinion or idea. The one exception is if the author of a secondary source has phrased something so well that there is just no possible way that you could do better. Keep in mind that authors of secondary sources base their arguments on primary sources and include quotations in their works. It is perfectly acceptable to quote this evidence verbatim. Just make sure that you cite the work YOU got the information from as well as the original source.

4) Reaction

In this type of note, you write down your reaction to or questions about something you have read. This will help you stimulate your own thought process and development of analysis as you sit down to write the paper. These can include:
* any ideas that occur to you as you read
* comments on the material
* how you believe this idea helps you to prove your thesis
* connections between ideas from this source and other sources that you've read
* anything else that occurs to you that seems relevant

Example:
<u>Original text (from Diamond)</u>

However, detailed archaeological studies have shown that complex irrigation systems did not accompany the rise of centralized bureaucracies but followed after a considerable lag. That is, political centralization arose for some other reason and then permitted construction of complex irrigation systems. None of the crucial developments preceding political centralization in those same parts of the world were associated with river valleys or with complex irrigation systems. For example, in the Fertile Crescent food production and village life originated in hills and mountains, not in lowland river valleys. The Nile Valley remained a cultural backwater for about 3,000 years after village food production began to flourish in the hills of the Fertile Crescent. River valleys of the southwestern United States eventually came to support irrigation agriculture and complex societies, but only after many of the developments on which those societies rested had been imported from Mexico. The river valleys of southeastern Australia remained occupied by tribal societies without agriculture.

Note card:
Diamond says complex government came BEFORE irrigation systems. I thought it was the other way around. If this is true, what DID cause complex government to form? p. 23

How to Organize your Social Studies Notes

Taking good notes is incredibly important. It is the only way to compile enough information to create a thorough paper. It will help you keep track of your sources and ideas. However you decide to keep your notes, ***you MUST have the works cited information and page number for every single fact or idea you write down***.

ORGANIZATION:

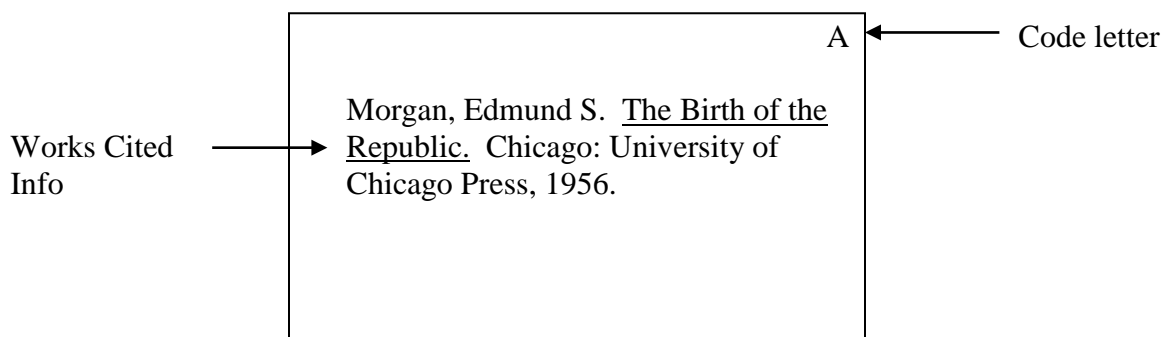We suggest TWO options for organizing your notes:

OPTION 1: NOTE CARDS. First, you need to keep two separate sets of cards. The first will be source cards where you will write the works cited information of each source you use. The second will be note cards where you will actually write your notes.

Source Cards/Works Cited:
>   Every source (book, encyclopedia, magazine, etc.) that you use gets its own card. Each card needs to contain the following information:
>>   1) author
>>   2) title
>>   3) place of publication
>>   4) publisher
>>   5) date of publication
>>   6) a code letter that will be used to match the source card to the note cards from that source.

Example:

A ← Code letter

Works Cited Info →
Morgan, Edmund S. The Birth of the Republic. Chicago: University of Chicago Press, 1956.

Note: If it seems that you are overwhelmed with cards, you can keep your works cited on a single piece of paper, so long as you make sure to include all of the pertinent information.
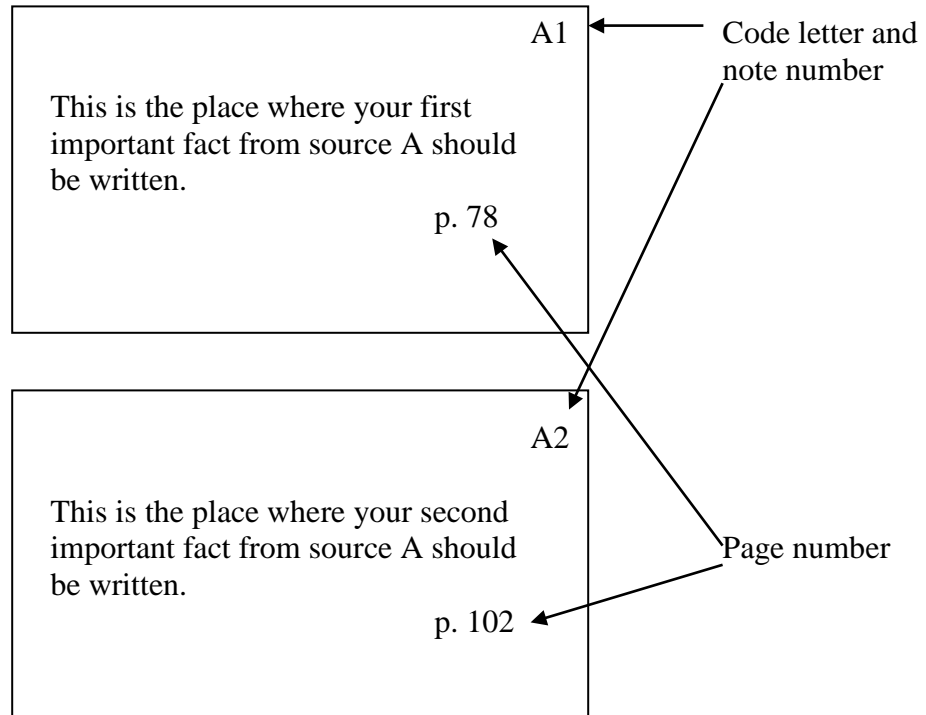
Ex.
A. Morgan, Edmund S. The Birth of the Republic. Chicago: University of Chicago Press, 1956.

Code letters

B. Hofstadter, Richard. The American Political Tradition and the Men Who Made it. New York: Vintage Books, 1989.

Note Cards:

Write your actual notes on individual note cards. Every fact gets its own card. In addition to the notes, each card should contain:

    * the page number from which the information comes.
    * the code letter from the source card that the note is from.
    * an individual number.

Ex.

A1

This is the place where your first important fact from source A should be written.

p. 78

Code letter and note number

A2

This is the place where your second important fact from source A should be written.

p. 102

Page number

OPTION 2: GRAPHIC ORGANIZER, NOTEBOOK or TYPED OPTIONS

Instead of putting one fact on one note card, a graphic organizer, notebook or computer Word file allows you to organize your information by source or sub-topic.

There are all different kinds of note graphic organizers you can find on the web or in the AHS library. Try one and see what you like. Whatever you choose, remember you MUST write works cited information down—including the page number!

Working with Sources for Your English Paper:
Reading and Annotating a Literary Criticism Article

Reading the work of a literary critic is often both interesting and challenging. Thus, it is important to approach these texts in a way that will be useful to you as a research paper writer. First and foremost, make sure that you have skimmed over the articles to be certain that each text is relevant to your paper—there is no sense in carefully annotating an article that you will not be able to use!

Once you have selected relevant articles, you are ready to read them more carefully by annotating. Use the following model as a guide for highlighting and annotating your articles. You will then use these annotations in creating your Quotations List for your paper.

How to annotate an article *effectively*:
1. Read the article one paragraph/section at a time.
2. Highlight the author's main point(s) (usually just 1-2 sentences per paragraph)—*What is the critic attempting to argue?*
3. In the margins, jot down notes responding to the highlighted sentence(s). You note may include:
   - Paraphrasing of the critic's idea
   - Your reaction/commentary
   - A question

Gender issues fuel many of the conflicts in the play

MODEL ARTICLE ANNOTATION:

Source: Mark Griffith, *Introduction to Sophocles: Antigone*, edited by Mark Griffith, pp. 1-69.

Antigone is a feminist heroine—she takes many actions that are not traditionally feminine

Gender lies at the root of the problems of *Antigone*. Throughout the play, the status and proper roles of women, the possibilities of female autonomy and subjectivity, and the limitations of traditional views of male authority and discipline, are repeatedly brought up as key issues; and in the figure of **the young heroine**, who **refuses to be cowed by male authority, takes action against an unacceptable political order, speaks out on behalf of divinely sanctioned moral laws, and embraces a terrifying death rather than abandon her principles, Sophocles has created one of the most impressive female figures ever to walk the stage**. As we have seen, modern critical responses to Antigone as a character have varied widely, and we possess few clues about the reception of the play by its original audience. None the less, as we hear Kreon shrilly--and erroneously--berating his nieces and son, and insisting on the need for men always to 'be master' of women (e.g., 482-5, 531-5, 677-80, 740-50), even the most misogynistic and paternalistic Athenian must have felt some qualms. Likewise, as Antigone and Ismene argue about what 'women against men' can achieve (61-2, 96-7), and the Chorus sing about the torments of mythical brides and mothers (944-87), **it is impossible not to admire Antigone's courage and achievement**, and not to echo some at least of the praise expressed by Haimon (699 'Is she not worthy of golden honour?'), **even though we may also sympathize with the more critical views of her presented by the Chorus or the Guard** as detached male observers, or even those of Kreon himself.

I disagree—Antigone can be seen as more impulsive than courageous

Preparing Your Quotations List for Your English Paper

Now that you have finished reading and annotating the articles, you are ready to begin selecting the best examples to use in your paper. To facilitate this process, your English teacher may ask you to prepare a Quotations List.

1. Select passages from the critical articles you plan to reference in your paper.
2. Type (or cut and paste) each passage, including a preliminary citation (at least the author & title) of each article.
3. Under each passage, offer a detailed explanation of the significance of the critic's ideas. Respond, elaborate, make connections to the literary work, offer a critique, etc. Thoroughly unpack each passage! By typing up these thoughts now, you will be able to easily incorporate them once you begin putting your paper draft together.

Excerpt from a student's Quotation List:

Student name   CODE: PRI-1
Primary Source – "Politics and the English Language"
Author -- George Orwell

Quotation 1
"This mixture of vagueness and sheer incompetence is the most marked characteristic of modern English prose, and especially of any kind of political writing. As soon as certain topics are raised, the concrete melts into the abstract and no one seems able to think of turns of speech that are not hackneyed: prose consists less and less of *words* chosen for the sake of their meaning, and more and more of *phrases* tacked together like the sections of a prefabricated henhouse" (Orwell 113).

Significance
This quotation is indicative of Orwell's thought and style. He cares! People are lazy and that is a danger! It matters to Orwell that there is such abundant evidence of the frightening erosion of our ability to use language. The critical yet earnest tone exemplifies the high value he places on clear thought and clear language. He consistently shows the correlation between the two—as our thoughts become vague, our language "melts into the abstract." What I have to consider further is whether or not Orwell's "prefabricated henhouse" simile is accurate or exaggerated. Do we assemble meaning and words in such thoughtless fashion?

(Your list would continue for the rest of the page.)

How to Take Science Notes

To make your research meaningful, you will need to read your sources and take notes. In your science research packet of materials, you have note cards for each type of source you might be using.

Each note card is divided into two sections. The first section lists the information you will need to create a bibliography in APA format (the references section of your lab report). There are three different categories of sources; book, database articles and websites. Use the correct note card for each type of source because the information required for the works cited section differs for each type of source. You should number your sources so you don't have to write your works cited section information multiple times.

The second section provides space for you to take notes.   When you take your notes copy the direct quote from the source in the "quote" section. Then paraphrase this information in your own words – they cannot be the same as your partner's. In the paraphrase you might also discuss why this quote is useful to your research.

Author Last Name		Topic: Source #:	
		Quote:	
Author First Name			
Year of Publication		*Paraphrase:*	
Book Title			
Publishing City			
Publisher			

Example:
Original Text from Oceans, Our Fragile Planet.

> *Marine habitats are destroyed for many reasons, primarily through development, pollution, and harmful fishing techniques. The most threatened marine habitats are near coastlines, where landscapes are converted to urban, agricultural, or aquacultural uses. Out from the shore, tropical coral reefs are damaged by pollution, harmful fishing practices, and other human activities. Even habitats in the deep sea—at seamounts, for example—are threatened by pollution and overfishing. This entry surveys habitat destruction of marine environments from the coast to the deep sea.*

Sample Notecard for this source:

Topic: Marine Habitat destruction   Source #: 1

Quote:

"The most threatened marine habitats are near coastlines, where landscapes are converted to urban, agricultural, or aquacultural uses."

Paraphrase:
Marine habitats near areas of land development are likely to be negatively effected. This is important for my research because it shows that humans have an effect on habitat destruction.
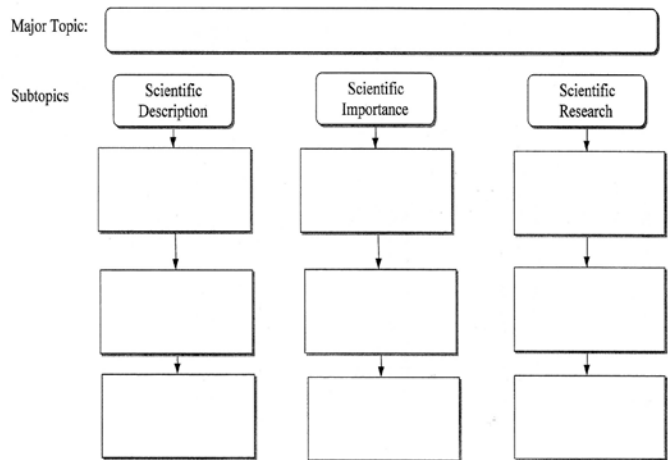

Organizing Your Note Cards
Now that you have collected many different facts and quotes it is important to reflect on your research to see if you have enough information. There are three major areas of research that scientists need to write a scientific paper:

1) *Scientific Description*: This includes background information about your topic, defines any key terms and explains the science behind your investigation.
2) *Scientific Importance*: This includes information on why this topic is relevant and important to society. It hooks the reader and gets him interested in the topic.
3) *Scientific Studies*: This includes data from past research that other scientists have collected. It helps the reader know what has been done in the past and how your experiment will add to this body of knowledge.

Information Search Plan:
Biology Research Project

Before you begin researching your physiology topic, you must have a plan. Use the subtopics to help organize your sources of information. Sources can be listed in the vertical columns.

Major Topic:

Subtopics: Scientific Description | Scientific Importance | Scientific Research

IV. <u>The Thesis Statement</u>

<div align="center"><u>**THE THESIS STATEMENT**</u></div>

The thesis statement is the most important single sentence in the entire paper. It is a concise statement (or sometimes two), generally at the end of the introduction, that explains what the paper will argue. It is also probably the hardest sentence to formulate and write. The key is to make sure that you've narrowed your argument down to something that can be argued in the number of pages you want to write.

In general, you will not start your research with a thesis in mind. Instead, you will come to your argument as you further refine your research and ideas. Take the example of World War II. A thesis about the United States and World War II in general is entirely too broad. So, according to that example, we narrowed our interests down to women in the American military during World War II. As we continue to research, we noticed that many of the books we find talk about how these women learned to negotiate being in the military in a society where men's and women's roles are rigidly defined. We read about the jobs the women did, the way that the military establishment reacted to them, and how the public treated them. As we do more research, we notice that the Women Airforce Service Pilots (WASPs) who flew airplanes faced much more discrimination than women in the Army and that the Women's Army Corps (WAC) faced more discrimination than those Women Accepted for Volunteer Emergency Service (WAVES) in the Navy. Now this is something that is narrow enough to write a thesis about.

A sample thesis might be <u>"Women in the military during World War II performed both traditional and non-traditional jobs and faced many different reactions from those around them. However, in general, the more feminine their solutions to sexism appeared, the more successful they were at branching into new territory."</u>

Based on the above statement, it is easy to see what our paper will be about. First, we will talk about what kinds of jobs the women had. Then we will discuss how different types of people reacted to them. Finally, we will argue that the more feminine the women appeared, the more successful they were. This thesis takes a stand and outlines our argument. It is also more dynamic than something like "American women did many jobs in the military during World War II." This second thesis does not make an argument, and therefore is not acceptable.

<u>Practice:</u>

Which of the following is an A-level thesis statement? Write a sentence or two explaining WHY it is an A-level thesis. (The Social Studies research paper rubric defines an A-level thesis statement as "well-developed, analytical, and presenting a clearly defined position.")

Topic: The influence of Mohandas Gandhi on the American civil rights movement.

1) Mohandas Gandhi influenced the leaders of the American civil rights movement.

2) American civil rights leaders used nonviolence to achieve their goal of ending segregation in the South.

3) Martin Luther King, Jr. was a key leader of the civil rights movement who was greatly influenced by the Christian gospel. However, Mohandas Gandhi was just as important an influence on King's ideas of nonviolence.

4) The American civil rights movement used lunch-counter sit-ins, protests, and boycotts to achieve their goals. However, some of these tactics were more successful than others.

V. **The Outline**

<div align="center">

THE OUTLINE

</div>

An outline is a formal system to help you organize your facts and arguments into a coherent paper. An outline will make the writing of your final draft much easier, because you will have already worked out one of the most difficult tasks of research writing–how to organize so that your points move smoothly and logically from one to the next.

***You will create an outline that:

- includes a full introductory paragraph
- includes a thesis statement at the end of the introductory paragraph
- uses complete sentences or detailed phrases, proper grammar and spelling
- uses parenthetical citation to cite facts or ideas taken from outside sources
- includes detailed analysis of each new fact or idea
- includes a works cited page, listing only the sources you have cited within the outline
- includes a working title that reflects the main idea of your research
- follows the format illustrated below

Using Your Notes:
If you have taken notes on index cards, sort them by theme or argument so that they are roughly in the order you will use. This is a complicated process. Just keep in mind that nothing you do at this point is final. You can always go back and change your order later. This is, by the way, the reason for taking your notes on individual cards. They can be shuffled, reordered, and even laid out on the floor as a rough diagram of the form your paper will take. Putting your notes on a computer will also allow you the same flexibility. Just remember to record citation information, including page numbers!

Outline Format:
- Capital Roman numerals indicate SECTIONS of your paper, not paragraphs. In the final paper, your introduction may end up being two paragraphs, for example.
- Capital letters indicate subordinate points, usually paragraphs.
- Arabic numbers indicate supportive facts within a paragraph.
- If you need even more detail, include lower case letters to expand on supportive facts.

I. Introduction
    Your introduction must be interesting. Your lead sentence should NOT be your thesis. Instead, start more broadly. Make a controversial statement or give a hypothetical situation. Also, offer a little context to help the reader understand your thesis statement. Then, <u>underline</u> your thesis statement.

II. Background Information
    Expand on the context of your topic. If you are writing about the importance of the First Amendment in American culture, for example, you would need to explain why America's founding fathers included freedom of speech in the Constitution. You would also explain that there was a war between England and the colonies, in part, to fight for this right.

Providing context also includes giving dates or the era in which key events happened, identifying causes that led to key events, and defining any significant concepts that you will be addressing later in the paper.

III. Development of Argument

These sections will be the bulk of your outline and paper. Outline each section with a topic sentence that defends your thesis and says WHY your thesis is correct. (This explaining WHY is analysis.) *Each Roman numeral is another point in your argument and should clearly link to your thesis statement.*

For example, if you are arguing that the First Amendment has shaped Americans into people who favor individual rights over group responsibility, you would need three or four BIG point to prove your thesis. Within each point, you may have several paragraphs.

Follow up each Roman numeral with a capital letter that illustrates examples of your main point. Capital letters usually indicate the beginning of a paragraph. Then get more detailed: within the paragraph, what evidence did you find to support your claim?

Remember to cite any information or ideas that are not your own.

Format:
III.
     A.
          1.
               a.
               b.

          2.
               a.
               b.
               c.

          3.
               a.
               b.
               c.
               d.

Last section: Conclusion

Write a few sentences that help tie your points together. You can elaborate on this when you write your final paper.

Practice:
Examine the outline below. Using the requirements about how to create an outline, and the following rubric, evaluate the outline. Circle as many mistakes as you can find. When you are done, grade it using the rubric.

I.   Approximately 150 years ago, Horace Mann advocated creating the "common school," a non-religious, publicly funded institution that would educate people of all classes. The idea of the public school as a great equalizer – something that could provide all children the opportunity to success regardless of economic or ethnic background – is still a powerful idea today. For too many urban children, however, school means a decrepit building with few and outdated textbooks and technology, security guards and gangs, and no hope of college after graduation. Today, many cities are experimenting with an alternative to the public school—the charter school. While some may greatly improve the education of individual students, they do not solve America's worst schooling inequities. Because their success is based on the free market, they may even cause additional problems.

II. Background
    A. What are charter schools
        1. Dates of first charter schools
        2. Locations of some charter schools
        3. Funding for charter schools
III. There is some evidence that charter schools make a difference in the test scores of urban children.
    A. In Milwaukee, Wisconsin, an elementary school raised math scores by 15% in the first three years. (Bigelow, 2)
        1. Classes were smaller. (Bigelow, 3)
        2. Teachers were given salary incentives for higher scores. (Bigelow, 3)
        3. The private charter company purchased new computers. (Bigelow, 3)
    B. In San Francisco, Edison Academy raised test scores and enrollment since 1998.
IV. Despite some successes, the charter school model has its problems.
    A. Many fear that private investors will control public educational policy for their benefit.
        1. In 1999, Paul Allen (billionaire co-founder of Microsoft) financed a $3.3 million campaign to place an initiative on the Washington state ballot that would allow the creation of 80 charter schools in his state in the next four years. He has $30 million of his own money invested in Edison Schools. (Bowman 18)
    B. Public schools lose strong students to charter schools.
    C. Charter schools often have scripted curriculum, and if teachers deviate from it, they may be fired.
        1. Teachers in Philadelphia Edison schools could not go on strike because they cannot join a union. ("Philadelphia Inquirer," A-11)
        2. In a 2000 survey, parents of children in Rochester, NY charter schools expressed 45% satisfaction with their schools.
            a. Because charter schools are for-profit businesses, there is the threat that if its owners mismanage funds, it will go out of business. Students will then have to transfer to another school, which interrupts their education. ("Rethinking Charter Schools")
V. Conclusion:
    The charter school experiment is still new. But policy-makers and educators should rethink the dangers of mixing market theory and education. Do Americans want a "McDonaldization" of learning, where education is simply another franchise business? How much influence will investors have over the future of education in the nation? Charter schools, while having some limited success, ultimately do not answer the problem of equity in education.

	A	B	C	D	F
Development of Argument	Rigorously analyzes evidence and draws sophisticated, logical and accurate conclusions.	Analyzes evidence, superficially at times. Draws logical conclusions, may have some flaws.	Is more descriptive than analytical. Attempts to draw logical conclusions, may have several flaws.	Little to no analysis, limited description. Draws flawed or inaccurate conclusions.	No analysis and limited description. Makes no attempt to draw conclusions.
Historical Content and Accuracy	Includes substantial, relevant and historically accurate evidence.	Includes ample and relevant evidence, with few errors.	Includes limited relevant evidence, with substantial errors.	Includes superficial, irrelevant, or inaccurate evidence.	Includes little to no relevant evidence or contains substantial inaccuracies.
Thesis Statement	Thesis statement is well developed, analytical and presents a clearly defined position.	Thesis statement is clear but not well developed or analytical.	Thesis statement is clear but does not take a position.	Irrelevant response or unclear thesis statement.	Irrelevant response, unclear thesis statement, or no thesis statement attempted.
Use of Sources	Substantial use of sources—effectively integrates all sources.	Effectively integrates some sources.	Quotes sources extensively or cites them briefly.	Very little use of sources.	No use of sources.
Organization	Strategically and effectively structured; outline serves to advance the argument in a meaningful direction.	Clearly structured. Outline serves to advance the argument, but areas need improvement.	Some aspects are disorganized. Structure limits progression of argument.	Attempts unsuccessfully to create a coherent structure.	Lack of structure. Fails to advance the argument.
Mechanics and Language Use	Ideas effectively communicated through careful choice of words and sound sentence structure. Correct grammar and spelling.	Ideas clearly communicated through word choice and sentence structure. Errors in mechanics do not interfere with meaning.	Some ideas clearly communicated through word choice and sentence structure. Many minor or some significant mechanical errors.	Ideas poorly communicated through word choice and sentence structure. Frequent grammatical and mechanical errors.	Ineffective language use and numerous errors in mechanics interfere with meaning.
Citations	No errors in parenthetical citation format. Cites all appropriate facts and arguments.	Few errors in citation. Some facts or arguments not appropriately cited.	Many minor or some significant errors in citation.	Frequent errors in citation.	No citations.

VI. <u>Writing the Research Paper</u>

<u>THE WRITING PROCESS</u>

Once you have your ideas organized in your detailed outline, you can start writing. You already have the skeleton of your paper created. Now you need to flesh it out.

- Begin by reviewing your outline. You may need to do more research, add factual details, rearrange your paragraphs, even refine your topic more.

- Once your outline is revised, start the paper. Concentrate on elaborating your points, writing transition sentences from one paragraph to the next, clarifying any vague ideas, and correcting spelling and grammar.

- Remember to cite all necessary facts or ideas that you are taking from outside sources.

Once you've finished your first draft, it's time to revise, revise, revise, and then revise some more. No piece of writing is ever perfect, but it's your goal to get it as close as possible. This is a process and should be treated as such. Some things to look for include:

> * Any ideas that are not clear or sufficiently explained.
> * Any supporting evidence that you've accidentally left out.
> * Any sentences that sound awkward.
> * Spelling mistakes and typos.
> * Factual errors.
> * Missing citations.

You will probably find that your introduction needs revision or additions, now that you've written the body paragraphs. By all means*, revise your introduction* to make it flow with the rest of your paper.

A note on the conclusion
> The conclusion needs to be more than a simple summation of what you've already written. Avoid a boring conclusion. Instead, try to go out with a bang. Try to take your argument one step further. What are the implications of your thesis? What questions does your argument raise? What impact might your argument have on the future? In what directions does the logic of your thesis point? How has your own thinking developed? Be daring.

SOCIAL STUDIES RESEARCH PAPER EXCERPT

Many of the debates within the Constitutional Convention did not come to an immediate compromise. Some of the major issues that prompted much debate involved slavery. The debate surrounded whether slaves would count in state representation or taxation, whether states were required to return runaway slaves and whether Congress had the ability to regulate interstate slave trade or abolish the importation of African slaves altogether (Davis and Mintz 243). The convention would be an early battleground for those for and against slavery within the newly-independent union.

Regional differences quickly appeared in the debate involving slavery. Many northern states had moved rapidly to ban the importation of slaves. Soon after the signing of the Declaration in 1776, Delaware prohibited the importation of slaves and was followed by New Hampshire, Connecticut, Rhode Island and Massachusetts in the 1780's (Carson 115). This decision reflected their state's lack of dependency on this form of labor. However, many southern states failed to follow this trend arguing that their agricultural economy was labor intensive and dependent on the institution of slavery. This led many delegates to the Constitutional Convention to believe that concessions on slavery were necessary for the support of southern delegates for a strong central government ("The Constitution and Slavery" 2). Clearly, economic motives guided their thinking at the Convention and continued to pose debate into the new nation's future. To deny the South its economic base would put that sector of the nation in financial peril and would provide an obstacle to national unity.

SAMPLE ENGLISH RESEARCH PAPER EXCERPT

In "The Blue Hotel," amid the dark swirling blizzard
outbreaks within a small frontier town, Stephen
harp view of the individual's struggle to adhere
. The magnetic character known as the Swede
bodies this code, and he pays the price for it. It
appeal for sympathy from his fellow man, his
stand and be understood, which elevates him
characters. Around the Swede swirl the other
perceptions and selfish desires, which prevent
g how the right decisions can create a positive,
mmunity. Some critics address the subjective
'The Blue Hotel"; however, they fail to trace
ptions are colored by self interest and selfish
urthermore, while critics such as Kimball and
how the characters function—or fail to
community, ultimately, the way in which we
motivations of the characters determines the
nity. Following the storm, the violence, and the
we must confront the age-old dilemma: self-
mitations on the individual's ability to make the
hus, the desire for self preservation is ultimately
th social interaction. Ultimately, a harsh truth is
dividual's instinct for survival will overwhelm

his capacity to do what is right.

Student further establishes how he will "dialogue" with the other academic voices.

The student agrees with some of what the scholars say and disagrees with other points.

Introduction of material/te

Student introduces the ac
conversation he will enter

Student defines his own v
stance within the conversa

Thesis – student asserts h
now defined within the c
academic conversation.

31

English Research Paper Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
1. ORGANIZATION • Essay contains an introduction, body paragraphs, and a conclusion • Coherent sentences advance the thesis in a clear direction; maintains a clear focus				
2. INTRODUCTION • Begins the essay with an effective "**grabber**" that catches the reader's attention • Introduces the text, author and main ideas • Describes key ideas from the **text(s)**to set up the thesis statement (title, author, plot synopsis, characters, as related to thesis)				
3. THESIS STATEMENT • Answer to guiding question is clear; demonstrates an understanding of task and text • Is well-developed—offers an assertion *(argument to be proven)* about the character(s) or theme(s) in the text				
4. TOPIC SENTENCES • Introduce the focus of each paragraph— clear and well-written • Connect to the thesis statement				
5. EXAMPLES (quotations from <u>primary</u> source) • Effective incorporation of strong, specific, and relevant examples from the texts to *support* the topic sentence • Quotations are given appropriate context and are properly introduced • Include proper citations				
6. EXAMPLES (evidence from <u>secondary</u> source) • Effective incorporation of strong, specific, and relevant examples (quotations or paraphrases) from the text to *support* the topic sentence • Evidence is given appropriate context and is properly introduced • Include proper citations				
7. ANALYSIS of <u>Primary</u> Source Quotations • Includes *in-depth* and meaningful analysis of each example; applies a variety of reading strategies (inferences, connotations, connections) • Provides ample analysis following each example				

• Explains how the example supports the topic sentence (how example reveals characterization, plot, big ideas/themes, and connections to other key moments in the text)				
8. ANALYSIS of <u>Secondary</u> Source Quotations • Includes *in-depth* and meaningful analysis of each example; applies a variety of reading strategies (inferences, connotations, connections) • Provides ample analysis following each example from secondary source • Explains how the secondary source example relates to analysis of the primary source (supports, enlarges, strengthens, further develops)				
9. CONCLUSION • Provides closure to ideas discussed in the essay; sums up main points of the essay • Offers connections to contemporary issues or real life situations				
10. WORKS CITED PAGE • Separate page with correct format for MLA citations • Alphabetized, with primary and secondary source information				
11. STYLE • Word choice is concise, specific, and effective • Sentences are clear, effective and varied • Maintains consistent present tense • Uses transition words/phrases effectively between examples • Shows development of a sophisticated writer's voice				
12. CONVENTIONS • Writing is free of **grammatical and mechanical errors** *(capitalization, run-ons, awkward phrasing, fragments, agreement, punctuation, spelling errors)* • Maintains **3rd person point of view** (use "he/she/they" NOT "you" or "I")				
13. FORMAT • Typed, 12 pt. font, double-spaced with 1 in. margins • Correct heading • Paper is an appropriate length—5-7 pages • Includes a **Works Cited** page (last page of the paper)				
Grade				

VI. CITATIONS AND WORKS CITED

As MLA and APA citation standards are consistently updated and modified, please see the library website for the most recent guidelines.

VIII. Quick Reference and Grammar Guide

QUICK REFERENCE GRAMMAR GUIDE

A strong paper always has good grammar. After all, writing is not only for English class, and no matter what you do in life, you will have to write well. The following guide is by no means comprehensive, but it will hopefully help you with some of the more common problems.

Commas
Commas are used in a myriad of ways, but the best thing to remember about them is that they are used to set words, phrases, and clauses apart from the rest of the sentence.

1) They are used to set apart lists of things.
> Over the last twenty years or so, grammatical rules have changed. It has become acceptable to leave out the comma before the last part of a list, though many people still include them. Ultimately, it is your choice, but you must *be consistent.*
>> *ex. I like apples, oranges, and pears.*
>> *ex. I like apples, oranges and pears.*
> Note: When each part of a list has several parts, semicolons are used to separate the larger pieces of the list.
>> *ex. The law firm was divided into several departments including litigation, contracts, and torts; aviation and transportation; and criminal law.*

2) They are used to connect compounds sentences.
> Compound sentences are defined as sentences with TWO OR MORE subjects and TWO OR MORE verbs. The two parts are most commonly connected with "or", "but", or "and."
>> *ex. Younger brothers can be the most irritating creatures in the world, but I have learned that by are worth having.* (This sentence has two subjects – "younger brothers" and "I" – and two verbs – "be" and "have learned" – therefore, there is a comma before "but.")
>> *ex. My brother thought he was going to meet some friends tonight but couldn't convince my mother to let him borrow the car.* (This sentence only has one subject – "my brother" – so there is not a comma before "but.")

3) They are used to set extra clauses apart.
>> *ex. In other words, I think you should sit down while I give you the news.*
>> *ex. The couple in the next hotel room, to my chagrin, spent the whole night arguing loudly.*

Quotations
It takes some practice to get used to the best way to blend quotations into the surrounding text. Here are some general rules.

1) Quotations are usually set apart from the rest of the sentence by commas, which go *inside* of the quotation marks.

> ex. "We're going to have to operate, but it's a very simple procedure," explained
> the doctor to the patient's family.
> ex. She shifted on her feet and continued, "However, as with all surgery there
> are risked involved."

2) Commas are not used when the words being spoken require special punctuation like a question mark or exclamation point.

> ex. "But will he die?" asked the patient's wife.

3) Commas are not used when the quotation flows seamlessly into the sentence.

> ex. According to the author, castles were "cold, dank, musty, vermin breeding grounds" and it
> was much better to live in small huts, which could at least be kept clean.

4) If the quotations are part of dialogue, remember to start a new paragraph every time someone new speaks.

The Passive Voice

The passive voice is sometimes an incredibly frustrating verb tense. It is when the action of the sentence happens TO the subject of the sentence as opposed to the subject taking action.

> ex. Gone With the Wind was written by Margaret Mitchell.

The active form of this sentence changes the action.

> ex. Margaret Mitchell wrote Gone with the Wind.

The passive voice is useful at times. In the above example, the passive voice would be appropriate if Gone with the Wind were the focus of the rest of the paragraph.

> ex. Gone with the Wind was written by Margaret Mitchell. It is probably
> the best known novel about the American Civil War. In fact, many people think
> it is one of the most recognized fiction books in the world.

However, generally using the passive voice weakens your writing. Strong writing is succinct and to the point. Passive voice uses more words and shifts the focus of the sentence away from the central focus of the paper. Therefore, it is anything other than succinct and to the point.

So how can you recognize the passive voice? It is created by some tense of the verb "to be," like "am", "is", "was", or "were," and another verb usually ending in "en" or "ed"

> ex. was written
> ex. were painted
> ex. was decided
> ex. are allowed
> ex. is broken, etc.

But any use of the verb "to be" doesn't necessarily signal the use of the passive voice. "To be" can also show a state of being.

> ex. I am hungry.
> ex. My name is Amy.
> ex. Gone with the Wind is a well- known novel.

However, if you can find an active way to state an idea, it is almost always preferable to a state of being verb. This is also true for –ing forms of verbs. Sometimes, they are correct, but stay away from using them too often.

Basically, your goal is to eliminate as much passive voice and weakly worded sentences as possible. This sometimes takes thought and careful word choice. You need to find specific active verbs to replace passive voice in your sentences.   A good way to do this is to ask the following question about the sentence that contains the passive voice**: Who or what did this?**
> *ex. Women were allowed into the military on a limited basis in 1942.*
> > *Who allowed women to enlist? Answer: Congress*
> So, *Congress passed a law in 1942 that allowed women to join the military.*
Or you can find a new way to word the sentence that conveys a similar idea*.*
> *ex. Women entered the military in 1942 on a limited basis.*

Commonly misused Words

1) Your vs. You're
    a) Your is possessive.
        Ex. Your hair looks nice today.
    b) You're is a contraction of "you are."
        Ex. You're late for class.

2) There, Their, and They're
    a) There is place. *Ex.*
        I left my gradebook over there.
    b) Their is possessive.
        Ex. Their grades weren't so good.
    c) They're is a contraction of "they are."
        Ex. They're very sad now.

3) Its vs. It's
    a) Its is possessive.
        Ex. The dog left its bone over there.
    b) It's is a contraction of "it is."
        Ex. It's very hot out today.

4) Led vs. Lead
    a) Led is the past tense of the verb "to lead."
        Ex. Genghis Khan led the Mongols.
    b) Lead is a metal that causes poisoning.
        Ex. The government banned lead paint.

5) Effect vs. Affect
    a) Effect is a noun.
        Ex. The geographical location of Korea had many effects on Japan.
    b) Affect is a verb.
        Ex. Korea's acted as a cultural bridge and affected Japanese history.

6) Then vs. Than

a) Then is time.
>   *Ex. First the Mongols attacked and then they killed their victims.*

b) Than is comparison.
>   *Ex. The Mongols were more vicious than the Romans.*

7) God vs. god
   a) God is the one deity of monotheistic religions.
   >   *Ex. The Torah, the Bible, and the Quran all refer to God.*

   b) Polytheistic religions have many gods.
   >   *Ex. African cultures often had many gods.*

8) Church vs. church
   a) Church is the political entity.
   >   *Ex. The Church controlled government throughout Europe.*

   b) People worship in churches.
   >   *Ex. He went to church on Sunday.*

9) Constitution vs. constitution
   a) The Constitution is the foundation of the United States.
   >   *Ex. The Constitution was written in 1787.*

   b) A constitution is a list of laws.
   >   *Ex. Before you can start a club, you need to write a constitution.*

10) North vs. north (This applies to all directions)
   a) The North is a region of the United States.
   >   *Ex. Slavery was outlawed first in the North.*

   b) The direction on a map is north.
   >   *Ex. To get to Connecticut, drive north.*

11) Republic vs. republic
   a) The Republic is the United States.
   >   *Ex. …and to the Republic for which it stands…*

   b) A republic is a representative form of government.
   >   *Ex. Ancient Rome was a republic.*

12) Good vs. well
   a) Good is used as an adjective. It refers directly back to a noun.
   >   *Ex. Dinner was good.* (What was good? The dinner (a noun))

   b) Well is used as an adverb. It refers directly back to a verb.
   >   *Ex. She runs well.* (What is done well? Her running (a verb))

13) Many vs. much
   a) Many is used for things that can be counted.
   >   *Ex. There are many pencils on the table.*

   b) Much is used for things that cannot be easily counted.
   >   *Ex. There is so much tension in the room, I can almost feel it.*

14) Few vs. less
   a) Few is used for things that can be counted.
   >   *Ex. There are very few people in this world who are truly evil.*

b) Less is used for things that cannot be easily counted.
>   *Ex. There is less sand on the beach than there used to be due to erosion.*

15) Lay vs. lie
>   a) Lay is to place something down. It is what you DO TO something else.
>>   *Ex. Lay the book on the table.*
>   b) Lie means to recline or to place. It does not act on something else.
>>   *Ex. Lie down and try to sleep.*
>   c) Be careful of the past tenses of these verbs.
>>   i) The past tense of "lay" is "laid."
>>>   *Ex. I laid my pencil on the table.* (It is being done to something else.)
>>   ii) The past tense of "lie" is "lay."
>>>   *Ex. She lay awake the entire night before the test.* (It is not being done to anything else.)

16) Economic vs. economical
>   a) Economic deals with money and trade.
>>   *Ex. The stock market crash in 1929 had many economic effects on the world.*
>   b) Economical is when someone or something saves money.
>>   *Ex. During the Great Depression, families were forced to be economical.*

Miscellaneous things you should not use in formal essays
1) Don't use "basically." You should be sure of the things you say. It is a very weak construction.

2) Don't use first person. This includes "you", "your", "we", and "our" as well as "I".

3) Don't use phrases like "This essay will…" or "The purpose of this essay is…" Again, this is a weak construction and it is obvious that your essay will do something. Use your thesis to get your point across.

4) Avoid all forms of "to be", "to have", and "to make" including "had", "made", and "were" if possible. They are weak verbs. You can usually find a better way of saying what you want to say. This will not always be possible, but often is. See the section on "passive voice" above.
>   *Ex. The townspeople built the church* sounds much better than *The church was built by the townspeople.*
>   *Ex. My mother forced me to do the dishes* sounds much better than *My mother made me do the dishes.*

4) Use could/would HAVE instead of could/would OF. Could of or would of is just plain wrong.

5) Always use "since" instead of "being that." "Being that" is also generally wrong.

6) Even though it ends in an "s," our country is a singular entity. Therefore, always say "the United States is," or "the United States was" not "The United States are" or "The United States were."

Other miscellaneous tips
1) All paragraphs need topic and concluding sentences.
2) Use numbers for years. *Ex. 1982* instead of *nineteen eighty-two.*
3) Identify the speaker before instead of after the quote.

4) Don't start paragraphs with quotes.
5) Don't use big words unless you're sure you understand what they mean.

WORDS TO USE INSTEAD OF "SAID"

DECLARED
announced
articulated
enunciated
proclaimed
professed
pronounced
proposed
stated
uttered

TOLD
disclosed
explained
recounted
related
reported
revealed

NOTICED
commented
mentioned
noted
observed
realized
recognized
remarked

ADVISED
admonished
cautioned
forewarned
recommended
warned

ANSWERED
disputed
protested
rebutted
rejoined
replied
responded
retorted

THOUGHT
cogitated
considered
contemplated
deliberated
mused
pondered
reflected
ruminated
speculated

HINTED
alleged
implied
insinuated
intimidated
offered
suggested
whispered

COMPLAINED
growled
grumbled
mumbled
muttered
whined

CLAIMED
affirmed
asserted
attested
averred
contended
emphasized
insisted
maintained

PRAISED
commended
enthused
exclaimed
gushed
lauded

AGREED

acknowledged
admitted
allowed
conceded
concurred
confessed
confirmed
echoed
verified

PROMISED

avowed
certified
lied
pledged
swore

ASKED

demanded
inquired
wondered
queried

ARGUED

contradicted
disagreed
dissented
denied
disputed
protested
refuted
wrangled

V. **Plagiarism and Turn It In**

PLAGIARISM

According to Writing with Sources: A Guide for Harvard Students by Gordon Harvey, plagiarism is "passing off a source's information, ideas, or words as your own by omitting to acknowledge that source – an act of lying, cheating and stealing." It comes from the Latin plagiarus which means "kidnapper." When you plagiarize, you are essentially kidnapping the brainchild of another person. This is a prosecutable offense and needs to be avoided at all costs.

It should be made 100% clear that if you are caught plagiarizing any or all of an assignment, you will receive a zero for that assignment.

So what is plagiarism, exactly? It is true that most cases of plagiarism in high school are the result of simply not knowing what constitutes plagiarism. However, ignorance is not an excuse. The following are all instances of plagiarism:
1) Copying a source word for word without using quotation marks.
This includes copying any print source, cutting and pasting from a website, or borrowing from another student's paper.

2) Rephrasing a source without acknowledging the original.
This includes using synonyms or slightly altering sentence structure. If it closely resembles the original, it is plagiarism.

3) "Borrowing" an idea from another person without acknowledging them.
When you use an idea that has been formulated by another person, you need to credit them directly. Take a look at the first paragraph on this page. Note that I did not come up with the connection that the word plagiarism is taken from the Latin for kidnapper and plagiarists steal the brainchild of other scholars. This was not my idea. Therefore, I had to credit it to Gordon Harvey, the person who wrote the pamphlet I got the idea from. If I tried to pass off the idea as my own, I would be guilty of plagiarism.

Avoiding plagiarism seems like an impossible task, at least not without quoting or citing every sentence within a paper. However, it is not as hard as it sounds. Here are some general rules for avoiding plagiarism:
1) Give yourself enough time to do your own research.
It is no secret that students are expert procrastinators. However, waiting until the last minute breeds the temptation to plagiarize, since it takes less time to simply copy or reword something than it does to read something, digest the information, and synthesize a new and original idea. Therefore, give yourself enough time to read several sources and come up with your own ideas.

2) Avoid copying sources directly into your notes unless it is a passage you plan on quoting word for word in the correct manner.
If you see a fact that interests you, note the information not the wording that contains the information. This way, when you transfer the facts from your notes into your paper, you do not run the risk of inadvertently copying or paraphrasing the original.

3) Do not cut and paste from a website or xerox and highlight pages from a book.
It is too tempting to directly paste or retype information directly into your paper. It is better to read the source carefully, note the information in your own words, and then use your notes to write your paper.

4) Don't use only one or two sources.
It's easy to adopt the ideas of an author if you only read the works of that author. It is important to internalize the arguments of several authors so that you can create your own original interpretation.

5) Always note your source right next to the notes you take.
For example, if I were taking notes on the idea of plagiarism and I would have to write down Gordon Harvey's name and the title of the pamphlet right next to my notes on the word root of the word plagiarism.

6) Take note of your reactions to the readings in the same place you take your notes.
This way you will definitely remember your own ideas as well as those of the author. You need to make sure you incorporate your own ideas into your paper, so it's best to note them while they're still fresh.

TURN IT IN

Turnitin is a plagiarism prevention tool that Ardsley High School subscribes to. It is used in high schools and universities all throughout the country. Ardsley High School uses Turnitin as a way for you to check your work and ensure you didn't copy text without giving proper credit to the author. It is also an excellent way to help you learn to paraphrase correctly. In most cases, your teacher will give you multiple opportunities to resubmit your paper and correct your errors.

Turnitin checks your paper against many different sources;

- Current and archived internet sites
- Millions of books and newspapers
- Database journal articles
- Tens of millions of student papers already submitted to Turnitin (these papers include all those that are submitted to AHS by your peers, including years past).

Each 9th grader will come to the library and receive a Turnitin orientation. At this time, all 9th graders will create a user account and password, which they will have throughout high school. The classes you are taking will appear on your Turnitin homepage. You will be able to upload your papers for review. If for any reason, you have trouble with an account or using Turnitin, you should visit the library and ask the librarian for help.