

Recipe for a Research Paper

Grade Level or Special Area: 8th Grade Language Arts

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Length of Unit: Seven lessons, (approximately 2-3 weeks); one day = 50 minutes

I. ABSTRACT

Similar to baking a cake or planning an elaborate meal, writing a research paper is a time and step intensive process. In this comprehensive writing unit, students will learn the process for writing a research paper. Students will practice their research, outline and note-taking skills, learn the procedure for writing a bibliography, learn to develop a strong thesis and ask open-ended questions, and write and think critically about their rough draft before completing the final research paper. Students will also learn citation and paraphrasing methods to ensure they properly acknowledge their sources and avoid plagiarism.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how to locate, select, and make use of relevant information from a variety of media, reference and technological sources (adapted from Colorado State Standard 5).
2. Students will understand how to write for a variety of purposes and audiences (adapted from Colorado State Standard 2).

B. Content from the *Core Knowledge Sequence*

1. English: Write research essays, pg. 181
2. English: Speaking and listening, pg. 181

C. Skill Objectives

1. Students will practice asking open-ended questions.
2. Students will gather relevant data through library, field and online research.
3. Students will practice summarizing, paraphrasing, and outline note-taking skills.
4. Students will define and write a clear thesis.
5. Students will practice citation methods for quotations and otherwise acknowledge outside sources.
6. Students will write bibliography cards and prepare a bibliography for their paper.
7. Students will compose a rough draft.
8. Students will self-edit their rough draft.
9. Students will write final copies of their research papers.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Step Up To Writing*, Auman
2. *Grammar and Composition*, A Beka Language Series
3. *Research Reports: A Guide for Middle and High School Students*, Sullivan and Sernoff

B. For Students

1. Writing research essays, (6th and 7th grade), pg. 133 and 157
2. Gathering information, (4th and 5th grade), pg. 109 and 87

IV. RESOURCES

- A. Computer lab and printers, one computer per student if possible (Lessons One - Seven)
- B. Library, including access to reference books and online materials, (Lessons One and Two)

- C. Non-fiction reading material (newspapers, magazines, books, samples of other student papers, etc.)

V. LESSONS

Lesson One: Introduction to Research Paper Assignment and Library Scavenger Hunt (two 50 minute class periods)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand how to locate, select, and make use of relevant information from a variety of media, reference and technological sources (adapted from Colorado State Standard 5).
 - 2. Lesson Content
 - a. Write research essays, pg. 181
 - 3. Skill Objective(s)
 - a. Students will gather relevant data through library, field and online research.
- B. *Materials*
 - 1. Appendix A (copies for all students)
 - 2. Appendix B (copies for all students)
 - 3. Appendix C (copies for all students)
 - 4. Library (access to reference books and online materials)
- C. *Key Vocabulary*
 - 1. Research – careful, systematic, patient study and investigation in some field of knowledge, undertaken to discover or establish facts or principles
- D. *Procedures/Activities*
 - 1. Introduce students to the research paper assignment by distributing, reading and discussing the timeline and expectations (Appendix A). Students should fill in the due date blanks based on the teacher’s desired completion for each step.
 - 2. Distribute Appendix B (the topic list) so that students can start thinking about their topic for the research paper. This particular topic list is designed to integrate or culminate their study of Civics: The Constitution – Principles and Structure of American Democracy (pg. 191 in the *Core Knowledge Sequence*) in Social Studies. However, teachers may choose to create their own topic list that coincides with other social studies topics, depending on when the teacher chooses to focus on writing research papers.
 - 3. Distribute Appendix C (Library Scavenger Hunt) and accompany and assist students in the library with this assignment. Upon teacher discretion, students may work in pairs, small groups, or independently on this project. The library scavenger hunt is an activity designed to give students practice identifying and locating sources and reference materials, and familiarize them with the contents of the library so they can easily find sources once they have selected a topic to research.
 - 4. With remaining time and for homework, ask students to decide and select a topic for their research paper (to be handed in the following day).
- E. *Assessment/Evaluation*
 - 1. Review and evaluate student findings for scavenger hunt (Appendix C).

Lesson Two: Open-Ended Questions and Defining a Thesis (two 50 minute class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to locate, select, and make use of relevant information from a variety of media, reference and technological sources (adapted from Colorado State Standard 5).
 - b. Students will understand how to write for a variety of purposes and audiences (adapted from Colorado State Standard 2).
2. Lesson Content
 - a. Write research essays, pg. 181
 - b. Speaking and listening, pg. 181
3. Skill Objective(s)
 - a. Students will practice asking open-ended questions.
 - b. Students will gather relevant data through library, field and online research.
 - c. Students will define and write a clear thesis.

B. *Materials*

1. Appendix D (transparency for teacher)
2. Overhead projector
3. Vis-à-vis markers
4. Picture book(s)
5. Library resources
6. Computer lab (internet access for gathering resources online)

C. *Key Vocabulary*

1. Thesis – an unproved statement assumed as a premise; postulate, (main statement that drives the content of a paper)
2. Open-ended question – the designating of a question allowing for a freely formulated answer rather than one made from a choice from among predetermined answers (open-ended questions are often broad, unlimited or unrestricted in possible answers and implications)

D. *Procedures/Activities*

1. Collect Appendix B (topic selections) from all students. Once students have decided upon a topic from the list (or a topic approved by the teacher), allow them time to research and find sources for their topic in the school library and online.
2. Using Appendix D, have students take notes on the various styles and examples for thesis statements. Explain to students that their thesis statement need not be in the form of a question, but it should read as a statement that could be turned into an open-ended question.
3. Using a picture book, have students practice each form of writing a thesis. Show students a picture and give them a format to use. Students should construct thesis statements in the proper format by using the images to spark their creativity. Optical illusion books, cartoons, and children's picture books work well for this exercise.
4. As homework, have students define and draft a thesis statement for their research paper.

E. *Assessment/Evaluation*

1. Review and evaluate student examples of thesis statements from picture book exercise.

Lesson Three: Outline and Note Card Practice (two 50 minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to locate, select, and make use of relevant information from a variety of media, reference and technological sources (adapted from Colorado State Standard 5).
 - b. Students will understand how to write for a variety of purposes and audiences (adapted from Colorado State Standard 2).
 2. Lesson Content
 - a. Research essays, pg. 181
 - b. Speaking and listening, pg. 181
 3. Skill Objective(s)
 - a. Students will practice summarizing, paraphrasing, and outline note-taking skills.
- B. *Materials*
1. Appendix E (copies for all students)
 2. Appendix F (copies for all students)
 3. Appendix G (teacher copy and transparency)
- C. *Key Vocabulary*
1. Outline – a summary of a subject, consisting of a systematic listing of its most important points
 2. Sentence Outline – points in an outline are stated as sentences
 3. Topical Outline – points in an outline are stated as words or phrases
- D. *Procedures/Activities*
1. Begin by collecting the homework assignment (draft of students' thesis statement for their research paper).
 2. Have students complete the quiz reviewing techniques and examples for writing thesis statements (Appendix E).
 3. After the quiz, explain to students that you are going to be teaching them a method for writing note cards and outlines that will help with the organization of their research paper.
 4. Read and complete outline exercises (see Appendix F) with students. After students have completed exercises, use transparency of key (Appendix G) so students can check their responses and have their questions answered.
 5. Review procedures for note cards (see Appendix A).
 6. Give students time to begin note cards and outlines for their research papers.
 7. As homework, have students complete a sentence and topical outline on a newspaper/current events article of their choice. Ask students to clip or copy the article and turn it in stapled to their outline assignment (so that you can check for consistency and understanding).
- E. *Assessment/Evaluation*
1. Review and evaluate thesis statement rough drafts.
 2. Evaluation of quiz (see Appendix E.1 for answer key).

Lesson Four: Citation Methods – Bibliography Cards and Avoiding Plagiarism (one-two 50 minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to locate, select, and make use of relevant information from a variety of media, reference and technological sources (adapted from Colorado State Standard 5).

- b. Students will understand how to write for a variety of purposes and audiences (adapted from Colorado State Standard 2).
 - 2. Lesson Content
 - a. Research essays, pg. 181
 - b. Speaking and listening, pg. 181
 - 3. Skill Objective(s)
 - a. Students will practice citation methods for quotations and otherwise acknowledge outside sources.
 - b. Students will write bibliography cards and prepare a bibliography for their paper.
 - B. *Materials*
 - 1. Appendix H (copies for all students)
 - 2. Index cards (three per student for sample card exercise)
 - C. *Key Vocabulary*
 - 1. Bibliography – the description and identification of the editions, dates of issue, authorship, and typography of books or other written material
 - 2. Plagiarism – to use and pass off as one’s own (the ideas or writings of another)
 - D. *Procedures/Activities*
 - 1. Collect current events outline homework assignment from students.
 - 2. Collect student note cards and outlines for research papers for evaluation.
 - 3. Explain the process and format for writing bibliography cards (Appendix H). Review proper format and check sample cards with students (bottom of Appendix H).
 - 4. Allow students time to write bibliography cards for all of their sources.
 - 5. Explain the concept of plagiarism and the importance of citing and acknowledging sources in research work.
 - 6. To help students practice paraphrasing and direct quotations, as homework have students re-write the article they used to practice outline methodology in their own words. Anything students can’t summarize or paraphrase should be quoted directly from the article.
 - 7. Tell students to bring completed outlines, note cards, and bibliography cards to the next class so they can begin composing their rough drafts.
 - E. *Assessment/Evaluation*
 - 1. Evaluation of current events outline exercise (check for consistency to topical and sentence outline format and for understanding of outline note taking procedures).
 - 2. Evaluation of student note cards and outlines (based on requirements in Appendix A).

Lesson Five: Rough Drafts – Introductions, Conclusions and the Heart of the Paper (two 50 minute class periods)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand how to locate, select, and make use of relevant information from a variety of media, reference and technological sources (adapted from Colorado State Standard 5).
 - b. Students will understand how to write for a variety of purposes and audiences (adapted from Colorado State Standard 2).
 - 2. Lesson Content
 - a. Research essays, pg. 181
 - b. Speaking and listening, pg. 181

3. Skill Objective(s)
 - a. Students will compose a rough draft.
- B. *Materials*
 1. Variety of non-fiction reading material for evaluation of introductions and conclusions (magazines, newspapers, books, sample student research papers, etc.)
 2. Appendix I (copies for all students)
 3. Computer lab
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Collect students paraphrasing exercise for evaluation.
 2. Explain to students that it is time for them to begin drafting their research paper using the information from their note cards and outlines and putting it into paragraph form. Often it is easier for students to draft the body of the paper first, and write the introduction, conclusion and title after the body of their paper is completed.
 3. Pass out and discuss the grading rubric (Appendix I) that will be used to evaluate their final research paper. Have students draft their research papers with the grading criteria in mind.
 4. Share interesting and informative introductions and conclusions with students from a variety of non-fiction works (books, magazines, newspaper articles, sample research papers, etc.) Discuss the elements that make an introduction or conclusion interesting and cohesive.
 5. Have students practice different techniques to open or introduce their paper (question, quotation, anecdote, surprising fact or problem, etc.) Have them choose their favorite as the introduction for their rough draft.
 6. Allow time for drafting process, and ask students to be prepared to edit their rough drafts during the next lesson.
- E. *Assessment/Evaluation*
 1. Evaluate students' ability to paraphrase, summarize and synthesize information from their paraphrasing exercise.

Lesson Six: Editing – Self-Checking For Accuracy and Coherence (one 50 minute class periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand how to locate, select, and make use of relevant information from a variety of media, reference and technological sources (adapted from Colorado State Standard 5).
 - b. Students will understand how to write for a variety of purposes and audiences (adapted from Colorado State Standard 2).
 2. Lesson Content
 - a. Research essays, pg. 181
 - b. Speaking and listening, pg. 181
 3. Skill Objective(s)
 - a. Students will self-edit their rough draft.
- B. *Materials*
 1. Appendix J (copies for all students)
- C. *Key Vocabulary*
None

- D. *Procedures/Activities*
 1. Have students edit their rough draft of their research paper using the Editing Checklist (Appendix J).
 2. If time remains, pair students up and have them peer-edit each other's papers using a second copy of the Editing Checklist. Remind students that this checklist must be turned in with all of the other components for evaluation at the time the final paper is due. Editing and attention to detail should be a factor given consideration when grading their final copies.
- E. *Assessment/Evaluation*
 1. Observed completion of the Editing Checklist (Appendix J).

Lesson Seven: The Final Copy – Putting It All Together (One 50 minute class periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand how to locate, select, and make use of relevant information from a variety of media, reference and technological sources (adapted from Colorado State Standard 5).
 - b. Students will understand how to write for a variety of purposes and audiences (adapted from Colorado State Standard 2).
 2. Lesson Content
 - c. Research essays, pg. 181
 - a. Speaking and listening, pg. 181
 3. Skill Objective(s)
 - a. Students will write final copies of their research papers.
- B. *Materials*
 1. Computer lab and printers
 2. Folders for final copies
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Allow students time to revise and complete their final copies. Remind them to refer to the editing checklist to make sure all corrections are transferred over onto their final papers.
 2. Distribute folders for students to put together their entire research project, including all pieces and steps of the process (from the thesis statement draft to the final copy) in chronological order.
 3. Inform students they will be tested on their knowledge of writing and formatting a research paper and allow time for review of the parts and procedures (bibliography, outline techniques, etc.) before administering the final test.
- E. *Assessment/Evaluation*
 1. Assessment of final copies based on rubric (Appendix I).
 2. Evaluation of final exam (Appendix K).

VI. CULMINATING ACTIVITY

- A. Final exam (Appendix K). See Lesson Seven for more details.
- B. Research Forum: depending on class size, time availability and the quality of finished research papers, teachers may opt to host a Research Forum where students present and defend their papers. The forum could take place outside of school hours to include parents and other staff members. This event could run similar to science fair, where students create a visual aid (poster board) that highlights their research findings and are

available to discuss their papers and the process they used in writing their papers with attendees.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Research Paper Assignment and Timeline
- B. Appendix B: Topic List for Research Paper
- C. Appendix C: Library Scavenger Hunt
- D. Appendix D: Thesis Statements
- E. Appendix E: Quiz – Writing A Thesis Statement
- F. Appendix E.1: Answer Key (Quiz – Writing A Thesis Statement)
- G. Appendix F: Practice With Outlines
- H. Appendix G: Key – Practice With Outlines
- I. Appendix H: Bibliography Cards
- J. Appendix I: Research Paper Rubric
- K. Appendix J: Editing Check List
- L. Appendix K: Research Paper Final Exam
- M. Appendix K.1: Answer Key (Research Paper Final Exam)

VIII. BIBLIOGRAPHY

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Appendix A

Research Paper Assignment and Timeline

Overview:

In this unit we will be writing research papers based on people, events, and other topics related to your study of civics and the constitution in social studies. You will complete several steps before you turn in your completed final copy of the research paper. The following outlines my expectations and the requirements for each step of this project:

- **Topic Selection:**
 - Due Date: _____
 - I recommend selecting a topic you would like to learn more about or a topic you have a particular interest in since you will be reading and writing about your topic daily for the next several days.

- **Sources:**
 - Once your topic is selected you will need to begin researching your topic. You will need to use a minimum of four sources (at least one online source, one reference book other than an encyclopedia, and one source outside the school library).

- **Notes and Outline:**
 - Paraphrase information located in your reference materials.
 - Use one color of note card (or pen color) for each subtopic.
 - Write one idea/topic on each of the color-coded note cards.
 - Note card requirements: minimum of 25
 - Combine and organize note cards into an outline (topical or sentence format).
 - Note cards due date: _____
 - Outline due date: _____

- **Rough Draft:**
 - Title page: all information should be centered and listed on first page as follows: title (capitalized), followed by your full name, subject (Language Arts), Research Report, teacher name and due date.
 - Using outline, draft body of research paper (at least one paragraph per subtopic).
 - Bibliography (see requirements below)
 - Leave a one-inch margin on all sides.
 - Use 12 point of a print font (Times New Roman, Arial, etc.) No cursives or fancy fonts.
 - Type double-spaced on paper, use single-spacing for outline and bibliography.
 - Self-edit checklist: you will critique your rough draft using a checklist I give you before turning your rough draft into me for evaluation.
 - Due Date: _____

- **Bibliography:**
 - You will follow the format learned in class exactly. Format and punctuation matter!
 - Bibliography is due when I collect rough drafts.

- **Final Draft:**
 - Your completed draft should be edited, error-free, and look polished!
 - You must turn in your final draft in folder with the rest of the pieces of your research paper (outline and rough draft) for full credit.
 - Due Date: _____

Appendix B

Topic List for Research Paper

As mentioned, the topics for your research paper will connect to your study of civics and the constitution in social studies. The following are a list of possible topics. If you brainstorm a topic related to civics that is not on the list you must receive approval from me before proceeding with your research. You should decide on a topic after completing the library scavenger hunt, as the sooner you select your topic the more time you will have to research and gather resources for your paper. In many cases, once you select a topic you will also need to decide what direction (informative or persuasive) you are going to take your topic.

❖ Possible Topics:

- The history and present implications of a particular constitutional amendment (informative or persuasive)
- A step-by-step analysis of the amendment process (informative)
- The history of the Bill of Rights (informative)
- The separation of church and state (informative or persuasive)
- History and explanation of one of the branches of government – legislative, executive, and judiciary (informative)
- Analysis of the roles and responsibilities of all three branches of government and how they work together (informative)
- Background and explanation of the drafting of the constitution and the founding members (informative)
- Analysis and explanation of a particular Supreme Court Case of personal or societal interest (informative or persuasive)
- Concept and effectiveness of checks and balances and the separation of powers in our government (informative or persuasive)
- Topic of your choice related to civics or the Constitution (must be cleared with teacher)

❖ **Name:** _____

❖ **Topic:** _____

❖ **Purpose (persuade/inform):** _____

Appendix C

Library Scavenger Hunt

Directions: In this activity you will practice identifying and locating sources and reference materials, and familiarize yourself with the contents of the library so you can easily find sources for your research paper topic. When you have located all the items and completed all tasks on this list, turn in your results and determine your research paper topic (see Appendix B).

1. Look up the words freedom and liberty in a dictionary. Write out the definitions to these two words, as well as the name of the dictionary you used and the page number for each definition.
2. Using a newspaper (online or hardcopy), find local temperatures (daily high and low) for yesterday, today, and tomorrow's weather forecast. List the name of the newspaper (and website if applicable) you used to access this information.
3. Find three sources on a historical figure of your choice (use one website, one book and one encyclopedia). List the titles of the sources you used and quote three interesting facts you learned about your chosen historical figure from these sources (label the source and page number used next to each fact).
4. Using an online or card catalog system, list three titles of reference materials you could use to find out more about the sport or hobby of your choice.
5. Choose a word or subject and list as many synonyms as you can for that word. Then look the word up in a thesaurus and list all the synonyms not on your original list. Label the words not originally on your list with a "T" next to them.
6. Look up the country of your choice in an atlas or map book and trace the shape of it onto your paper. Label the country and the country's capital.
7. Look up the same country (from #6) in an encyclopedia and find information about the country's climate. Using the information you found write a Haiku about the country's climate next to the outline of your chosen country.
8. Research a career field or occupation that interests you. List the occupation and two resources you found for that particular job. Then, using an online newspaper, search the want ads for any employment opportunities in your chosen field and list the jobs available and the publication you used to locate the advertisement.
9. Survey six classmates (three boys and three girls) and ask them about their favorite movie genre (comedy, drama, action, etc.). List and label your results in a chart. Do you see any interesting patterns? Did the people you surveyed reach a consensus or did each like something different?
10. Once you have chosen your research topic, where is the first place you will look for resources? List one strategy or resource you could use in writing your paper from this scavenger hunt.

Appendix D, page 1 Thesis Statements

Note: The following notes are adapted from Maureen Auman's *Step Up To Writing, 2nd Edition notebook*.

- A **thesis statement** is considered the **topic sentence** of an essay. The purpose of the thesis statement is to identify the topic/occasion (reason for writing) and the position/opinion (what you plan to prove or explain).
- **Examples and Techniques for Writing Thesis Statements:**
 - **Occasion/Position Statements:** a complex (two-part) sentence that introduces your subject (occasion) and your position (opinion).
 - **Example:** Before I started middle school I thought it would be easier than elementary school (O), *but this assumption ended up being entirely incorrect.* (P)
 - **Power/Number Statements:** sentence contains a number word that is the focus of the sentence; it tells your reader that a list of information will follow.
 - **Example:** *Three* cities have serious pollution problems.
 - **Example:** Like most American cities, Los Angeles is faced with *many* problems including homelessness, gang violence and unemployment.
 - **However Statements:** Compound sentence that used however in the middle, (usually the first part will give the occasion and the second part will state the position).
 - **Example:** Denver's Light Rail has helped the parking and traffic congestion in downtown Denver; however, it has also caused problems for commuters.
 - **And, But, and Or Statements:** Another compound sentence method using coordinating conjunctions (and, but, or, nor, so, yet, and for or the FAN BOYS) to construct a thesis statement.
 - **Example:** Some people find it difficult to program a VCR, *but* most can master this task by remembering to follow these guidelines.
 - **To, Plus A Verb:** Use an infinitive (the main verb preceded by the word to) to start your paper. Examples of infinitives include *to succeed, to accomplish, to finish, to win, etc.*
 - **Example:** *To succeed* in business, a person must establish clear but realistic goals.

Appendix D, page 2

Thesis Statements

- **List Statements:** Statement that lists the categories that you will address in your paper. You can use a list of words, phrases, or dependent and independent clauses, but your list should remain consistent throughout the sentence.
 - **Example:** When I decided to purchase a new vehicle, I looked for one that was reliable, safe and economical.
- **Attention Getters:** A declarative statement that uses a strong verb (action word).
 - **Example:** The restaurant on Main Street *serves* the best brunch in town.
- **Rhetorical Questions:** A thesis that asks a question that will grab the reader's attention but that does not require an answer. Rhetorical questions can be difficult to write, and are usually followed by a statement that answers the question when used in essays.
 - **Example:** What is your school doing to improve test scores? Our school has purchased an exciting new literacy program.
- **Side-by-Side Statements:** To better emphasize your position, this technique uses two simple sentences (one for the occasion, one for the position) to convey your thesis. The side-by-side statement can also be turned into a **semicolon thesis statement** by linking the two sentences to create a compound sentence.
 - **Example:** Throwing a dinner party is a challenge. Planning ahead can prevent stress.
- **Appositive Statements:** When you set off a noun or a noun phrase with commas it is called an appositive. An appositive is a noun followed by a description that tells more about the noun. They help writers put more important or interesting information into one sentence.
 - **Example:** Two rivers, *the Missouri and the Mississippi*, are important to people in Iowa.
- **Using A Quotation:** Using a quotation in the thesis statement can be an easy, yet powerful way to start a paper. This method can easily be used in conjunction with the occasion/position and however statement techniques.
 - **Example:** If you are tempted to give your best friend advice, be aware of the Arab proverb that says, "Never give advice in a crowd."

Appendix E
Quiz: Writing a Thesis Statement

Directions: Answer each question using complete sentences. Each question is worth two points. Make sure you answer all parts of the question to receive full credit.

1. How are thesis statements and topic sentences similar? How are they different?

2. What information do occasion/position statements give the reader?

3. What is an appositive? Give an example of an appositive using the proper format and punctuation.

4. What is a power/number statement? Write a power/number statement that addresses a weather-related research paper topic.

5. What is a rhetorical question? If used as a thesis statement, what should come after a rhetorical question in a paper?

6. Write a list statement that includes three things necessary to play the sport of your choice.

7. What are the seven coordinating conjunctions that can be used to create a compound sentence for a thesis statement?

Appendix E.1 Answer Key (Quiz: Writing A Thesis Statement)

Note: The italicized text under each question outlines the information needed to receive full-credit (2 points) for each question. For examples, answers will vary and teachers should accept appropriate responses. The quiz is worth a total of 14 points.

1. How are thesis statements and topic sentences similar? How are they different?

Thesis statements and topic sentences both outline the occasion (reason for writing) and the position (opinion/stance) for the reader. They serve as the writer's main focus. They differ because topic sentences drive the focus of a paragraph, while thesis statements drive the focus of multi-paragraph essays.

2. What information do occasion/position statements give the reader?

(See above). The occasion/position statement offers the reader information regarding the reason for writing the paper (topic or focus) and the stance or opinion the author is going to explain in the paper.

3. What is an appositive? Give an example of an appositive using the proper format and punctuation.

An appositive is a noun followed by a description that tells more about the noun. It is a way of inserting more information about the noun into one sentence. An example of an appositive is: Two rivers, the Missouri and the Mississippi, are important to the people of Iowa.

4. What is a power/number statement? Write a power/number statement that addresses a weather-related research paper topic.

A power/number statement is a sentence that contains a number word that is the focus of the statement; it tells your reader that a list of information will follow. An example of a power/number statement is: Urban areas suffer from various economic problems.

5. What is a rhetorical question? If used as a thesis statement, what should come after a rhetorical question in a paper?

A rhetorical question is a question that will grab the reader's attention but that does not require an answer. Rhetorical questions should be followed by a statement that answers the question.

6. Write a list statement that includes three things necessary to play the sport of your choice.

Answers will vary. Example: Speed, strategy, and endurance are needed to be a successful hockey player.

7. What are the seven coordinating conjunctions that can be used to create a compound sentence for a thesis statement?

The seven coordinating conjunctions that can be used to create a compound sentence form of a thesis statement are: for, and, nor, but, or, yet, and so.

Appendix F, page 1 Practice With Outlines

Note: Information on outlines is taken and adapted from Grammar and Composition (A Beka Book Language Series).

An outline is an order list of the main ideas in an oral or written report. Outlines help guide one's writing. We will practice sentence outlines and topical outlines in the following format:

- I. First main idea
 - A. Subheading – supports first main idea
 1. Detail – supports subheading A
 2. Detail – supports subheading A
- II. Second main idea
 - A. Subheading – supports second main idea
 - B. Subheading – supports second main idea
 1. Detail – supports subheading B
 2. Detail – supports subheading B

Observe the following matters of form in your outlines:

1. Use Roman numerals for the main idea
2. Use capital letters for the subheadings.
3. Use Arabic numerals for supporting details
4. Place a period after the numerals and letters that introduce the points in the outline.
5. Begin every point in the outline with a capital letter.
6. Do not put periods after the points if the outline is topical.
7. Indent each level of the outline
8. In a topical outline, state the points of each division in parallel form (use the same kind of word or phrase).

Sentence Outline Practice: Insert the following sentences into an outline. Remember to look for key words when grouping the points of the outline.

- The Vice President presides over the Senate and succeeds the President if the need arises.
- Eight associate justices are also on the Supreme Court.
- The executive departments help the President enforce the law.
- The House of Representatives, or the lower house, is the larger of the two houses.
- Other federal courts have been created to assist the Supreme Court.
- The legislative branch, or Congress, holds the power to make laws.
- The President is the chief executive.
- The Supreme Court is the highest court in the land.
- Both houses of Congress must approve a bill before it can become law.

Appendix F, page 2
Practice With Outlines

The United States Government
Practice Sentence Outline

I. The executive branch sees that the laws of the federal government are enforced.

A. _____

B. _____

C. The Cabinet is composed of the heads of the executive departments.

D. _____

II. _____

A. Congress is composed of two houses.

1. _____

2. The Senate, or the upper house, is the smaller of the two houses.

B. _____

III. The judicial branch interprets the laws passed by Congress.

A. _____

1. One chief justice presides over the Supreme Court.

3. _____

B. _____

Topical Outline Practice: Use this list to make a topical outline on a separate sheet of paper. The list includes the main points and sub points. Title the outline Basic Mathematics.

Multiplication
Quotient
Dividend
Addends
Multiplier
Difference
Product

Subtraction
Multiplicand
Minuend
Divisor
Subtrahend
Addition
Sum

Division

Appendix G
Practice With Outline Key

The United States Government
Practice Sentence Outline

Note: *The italicized text indicates sentence insertions that should match the student's exercise.*

- I. The executive branch sees that the laws of the federal government are enforced.
 - A. *The President is the chief executive.*
 - B. *The Vice President presides over the Senate and succeeds the President if the need arises.*
 - C. The Cabinet is composed of the heads of the executive departments.
 - D. *The executive departments help the President enforce the law.*

- II. *The legislative branch, or Congress, holds the power to make laws.*
 - A. Congress is composed of two houses.
 - 1. *The House of Representatives, or the lower house, is the larger of the two houses.*
 - 2. The Senate, or the upper house, is the smaller of the two houses.
 - C. *Both houses of Congress must approve a bill before it can become law.*

- III. The judicial branch interprets the laws passed by Congress.
 - A. *The Supreme Court is the highest court in the land.*
 - 1. One chief justice presides over the Supreme Court.
 - 2. *Eight associate justices are also on the Supreme Court.*

Appendix G
Practice With Outline Key

Basic Mathematics
Practice Topical Outline

- I. Addition
 - A. Addends
 - B. Sum
- II. Subtraction
 - A. Minuend
 - B. Subtrahend
 - C. Difference
- III. Multiplication
 - A. Multiplicand
 - B. Multiplier
 - C. Product
- IV. Division
 - A. Dividend
 - B. Divisor
 - C. Quotient

Appendix H Bibliography Cards

For each source you have collected for your research paper, you must create a bibliography card for each source that will serve as your working bibliography. At the time you turn in your final copy you will turn in a typed bibliography by referencing your bibliography cards.

Instructions:

- Use 3 x 5 cards
- Use a separate card for each source.
- Record all information necessary for a reader to locate the source. Make sure the information on your bibliography card is 100% accurate.
 - Books:
 - Author's full name (last name first)
 - Title (underlined)
 - Editor, if any (may appear in place of author)
 - Facts of publication (city, name of publisher, year of publication/copyright).
 - Library classification number
 - Magazine or Newspaper
 - Author's full name, if given (last name first)
 - Title of article (in quotation marks)
 - Title of magazine or newspaper (underlined)
 - Date of publication
 - Inclusive page numbers of article
 - Library classification number
 - World Wide Web Page
 - Author's full name, if given (last name first)
 - Title of document (in quotation marks)
 - Document date (or date of last revision)
 - Internet address/URL (enclosed in angle brackets)
 - Date you accessed the document (enclosed in parenthesis)

For practice, make cards for each of the following sources. Then create bibliography cards for your own research materials.

1. A book by Norman Rose entitled Churchill: The Unruly Giant, published in 1995 by The Free Press in New York City. The classification number is DA566.9.C5.R66.1995.

2. A magazine article entitled "The Maid of New Orleans" on pages 22-30 of Military History. The article was written by Dan O'Reilly and appeared in the April 1998 issue.

3. A document entitled "Chapter 5: The Battle of Waterloo" posted on the World Wide Web by A. Libert in 1996. The URL is <http://www.ping.be/napolean.series/100days/chap5.html>. Use today's date for the date accessed.

Appendix I Research Paper Rubric

The following rubric and point values will be used to evaluate your final research paper. Use this rubric to guide you through the drafting and editing process and to ensure you are meeting all requirements for this assignment.

	5	3	1
Organization	Information is very organized with well-constructed paragraphs and transitions.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized and lacks focus and cohesiveness.
Mechanics	No grammatical, spelling or punctuation errors.	A few grammatical spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Voice	Paper has an interesting introduction and conclusion; student has made paper “their own.”	Paper is straightforward and informative, but lacks creativity and voice.	Paper is difficult to read, has no personality or originality.
Research (Quality of Information and Content)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. No (or too few) details and/or examples are given.	Information has little or nothing to do with the main topic.
Citation (Acknowledgement of sources in paper)	Paper is original (no plagiarism), and quotes and paraphrasing exists for information that is not original.	Paper is original but lacks the insertion and documentation of new information.	Paper is unoriginal (plagiarized) or appropriate acknowledgement is not given for information.
Notes/Outline	Note cards and outline are organized in an extremely neat and orderly fashion and meet all guidelines.	Note cards and outline are included. However amount or quality of notes lacks effort.	No note cards or outline available for evaluation.
Sources and Bibliography	All sources are accurately documented in the desired format.	All sources are documented, but many are not in the desired format.	Not enough sources, or sources are not accurately documented.

Total Paper = 40 points (35 points = rubric; 5 points for complete packet with all pieces of process included)

Appendix J Editing Checklist

Directions: Edit your paper using the following checklist. This checklist should be attached to your rough draft when completed and included in your final packet. All items not met on checklist should be corrected and included on the final copy.

Author's Name: _____

Date: _____

Editor's Name: _____

Item Description	Yes	No	Plan of Action
My paper has a title and title page with all required information.			
My paper has a catchy introduction that engages the reader.			
My paper has a well-developed, clear thesis statement (and all information in the paper relates to the central thesis).			
My paper has an adequate number of body paragraphs that explore my topic logically connect to each other.			
My body has a conclusion that ties the paper together.			
My paper has smooth transition sentences from beginning to end that make it easy to read and understand my paper.			
My paper has no grammar, spelling, or sentence structure errors.			
My paper utilized the information from my note cards and outline and integrates all important information into the paragraphs.			
My paper includes information from outside sources, and that information is acknowledged and properly cited within my paper.			
My paper uses interesting language and has personality. It is fun to read, and I have taken the information and made it 'my own.' My paper			
My paper includes a bibliography in the proper format that documents all of the sources and information from my bibliography cards.			

Appendix K Research Paper Final Exam

Short Answer: Answer the following questions with complete sentences. Each question is worth two points. You may use the back or an additional sheet of paper if you need more space.

1. What types of resources are useful for writing research papers? Where can you find various types of resources?

2. What is plagiarism? Explain two methods of acknowledging sources and avoiding plagiarism.

3. Name two types of outlines that you learned how to write and explain the difference between the two.

4. What is a thesis statement? Explain two techniques for writing a strong thesis statement.

5. What is a bibliography? What information do you need to collect from a book you are including in your bibliography?

Application: 1) Select one of the subjects below. 2) Make a list of ideas to support your subject. 3) Decide what your main points should be and group other ideas under them. 4) Prepare the outline according to the proper form. Make sure your points are topics, not complete sentences. Steps 1-4 are worth 5 points each.

1. The Perfect School
2. What is Good Character?
3. How to be a Friend
4. Favorite Vacations
5. Rainy Day Activities

Using the following information, create a bibliography card for each source (5 points each):

1. A book by Norman Rose entitled Churchill: The Unruly Giant, published in 1995 by The Free Press in New York City. The classification number is DA566.9.C5.R66.1995.

2. A document entitled “Chapter 5: The Battle of Waterloo” posted on the World Wide Web by A. Libert in 1996. The URL is <http://www.ping.be/napolean.series/100days/chap5.html>. Use today’s date for the date accessed.

Total exam = 40 points

Appendix K.1 Answer Key: Research Paper Final Exam

Note: Answers for the final exam (Appendix K) are italicized. Total exam = 40 points.

1. What types of resources are useful for writing research papers? Where can you find various types of resources? (2 points)

Answers will vary. Students should explain that resources can include books, encyclopedias, Internet material, magazines/newspaper articles, etc. Resources can be found via online or card catalog searches in libraries.

2. What is plagiarism? Explain two methods of acknowledging sources and avoiding plagiarism. (2 pts.)

Plagiarism is to use and pass off as one's own (the ideas or writings of another). To avoid plagiarism writers should paraphrase, use direct quotes, and proper citation methods (end notes, bibliography, etc.) to give credit to their sources.

3. Name two types of outlines that you learned how to write and explain the difference between the two. (2 pts.)

The two types of outlines are sentence and topical outlines. Sentence outlines list the points in an outline in sentence form, whereas, topical outlines list points as words or phrases.

4. What is a thesis statement? Explain two techniques for writing a strong thesis statement. (2 pts.)

A thesis statement is an unproved statement assumed as a premise; postulate, (main statement that drives the content of a paper). Answers will vary but can include any techniques learned (rhetorical question, quotation, list statement, etc.)

5. What is a bibliography? What information do you need to collect from a book you are including in your bibliography? (2 pts.)

A bibliography is the description and identification of the editions, dates of issue, authorship, and typography of books or other written material. You need the following information when identifying a book in a bibliography: title, author, date, city, and publisher, and classification number.

Application: Steps 1-4 are worth 5 points each.

1. The Perfect School

2. What is Good Character?

3. How to be a Friend

4. Favorite Vacations

5. Rainy Day Activities

Answers will vary, accept appropriate responses.

5 points each:

1. A book by Norman Rose entitled Churchill: The Unruly Giant, published in 1995 by The Free Press in New York City. The classification number is DA566.9.C5.R66.1995.

2. A document entitled "Chapter 5: The Battle of Waterloo" posted on the World Wide Web by A. Libert in 1996. The URL is <http://www.ping.be/napolean.series/100days/chap5.html>. Use today's date for the date accessed. *Accept appropriate responses.*