

English 11 Research Paper

Paper Requirements

* Length: 8-10 pages (NOT including title page and Works Cited page)
  + Papers that do not meet the length requirement will be considered Incomplete
* MLA Format
* Sources: 7 minimum (at least 4 print sources)
* **Due Friday, May 26, 2017**
  + **ELECTRONIC COPY**: turnitin.com
* Title page
* Works cited page

Deadlines

|  |  |  |
| --- | --- | --- |
| **Paper Requirement** | **Due Date** | **Signature** |
| Research Topic/Question/ Initial research | April 7th |  |
| Sources | April 18/19th |  |
| Research Page | April 24/25th |  |
| Thesis | April 26/27nd |  |
| Outline | April 28th |  |
| Intro Paragraph | May 3/4th |  |
| Background (2 pages) | May 10/11th |  |
| Full Rough Draft (6-7 pages) | May 17/18th |  |
| Final Paper (8-10 pages) | May 26th |  |

Essential Skills: The weight of each essential skill will be **TRIPLED** in the gradebook.

* + ES 1: Grammar and Sentence Structure
  + ES 3: Thesis Statement
  + ES 5: Evidence and Commentary

LATE POLICY

**All checkpoints must be met in order to receive a 4.0 for Accountability.** One missed checkpoint will result in a 3.0. Two missed checkpoints will result in a 2.0. Three or more checkpoints will result in a 1.0.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4.0 | 3.0 | 2.0 | 1.0 |
| Writing: Form | * Thesis clearly and effectively states a sophisticated and original argument * Intro paragraph accurately follows funnel paragraph format * All topic sentences effectively introduce main idea of each paragraph * Transitions clearly and effectively indicate progression of argument and ideas * All paragraphs and info arranged in a logical and organized manner | * Thesis states a clear argument * Intro paragraph mostly follows funnel paragraph format * Most topic sentences effectively introduce main idea of each paragraph * Some transitions used to indicate progression of argument and ideas * Most paragraphs and info arranged in a logical and organized manner | * Thesis lacks a clear argument * Intro paragraph generally does not follow funnel paragraph format * Few topic sentences provided to introduce main idea of each paragraph * Few transitions used to indicate progression of argument and ideas * Arrangement of paragraphs and info is disorganized and difficult to follow | * No argument given * Intro paragraph does not follow funnel paragraph format * No topic sentences provided * No transitions used to indicate progression of argument and ideas * Paper lacks evidence of organization and planning |
| HoM:  Quality | * Paper adheres to all spacing, margin, and font requirements * All citations adhere to MLA guidelines * Thoroughly proofread for grammatical or spelling errors | * Minor errors in spacing, margins, and/or font * Minor MLA citation errors * Some minor grammatical or spelling errors | * Major errors in spacing, margins, and/or font * Numerous MLA citation errors * Numerous grammatical or spelling errors | * Paper lacks evidence of adherence to any formatting requirements * Paper lacks evidence of any effort to proofread |
| HoM: Accountability | * All project checkpoints are met * Both digital and printed copies of paper submitted by deadline | * One missed project checkpoint * Both digital and printed copies of paper submitted by deadline | * Two missed project checkpoints * Both digital and printed copies of paper submitted by deadline | * Three or more missed project checkpoints,   and/or   * Both digital and printed copies of paper are not submitted by deadline |

**ONLINE RESOURCES**







1. Go to: colapublib.org
2. Click “Research”
3. Click “History” to filter the databases
4. If you do not have your own COLA library card, use this barcode ID to access the database: **1111717942175**

Source Cards

Web Source (no author) \_\_\_\_\_\_\_

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**Pitch:** In a few sentences explainwhy you chose this topic. Why are you interested in writing about this particular topic? Why should readers care about this particular issue/topic?

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**Research Question/Prompt:** Create your own research question/prompt about this topic.

* *Bad example:* Should there be a dress code/school uniforms?
* *Good example:* Do school uniforms/dress code take away students’ first amendment right of freedom of speech?

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**Facts: What do you already know?**

**5 Ws and How**

Who:

What:

When:

Where:

Why:

How:

After initial research, what have you learned?

For each source you have gathered, list important information that you discovered and will use for your paper. You may also want to write important passages.

Research Page

**Source 1:**

**Source 2:**

**Source 3:**

**Source 4:**

**Source 5:**

**Source 6:**

**Source 7:**

SAMPLE Outline

*The Federalist Papers’* Influence on the Ratification of the Constitution

**Thesis:** The Federalist Papers influenced the ratification of the Constitution by making some of their most important arguments, including the importance of being in a Union by having a Constitution, answering to the objections made by the Anti-federalists about separation of powers, and defending opposing arguments made against the characteristics of the executive and judicial branch as provided in the Constitution.

I. Introduction

a. Describe The Federalist Papers are and when they started

b. Thesis: The Federalist influenced the ratification of the Constitution by making some of their most important arguments, including the importance of being in a Union by having a Constitution, answering to the objections made by the Anti-federalists about separation of powers, and defending opposing arguments made against the characteristics of the executive and judicial branch as provided in the Constitution.

II. Background

a. State when The Federalist was printed and published.

b. Discuss the intentions and purposes of The Federalist.

III. Argument for the benefit of a Union

a. A Union would guard against external dangers

b. A Union would guard against internal dangers

A. The “extended sphere” argument about how it will control factions. (Federalist 10)

IV. Argument of the problem with complete separation of powers

a. Anti-federalists wanted a complete separation of the judicial, executive, and legislative branches

b. The Federalist said the maxim of complete separation of powers is misunderstood. (Montesquieu)

c. The branches need some limited power of the other branches to protect themselves from encroachment of the other branches (Federalist 51)

A. The branches need to have the interests of maintaining their powers, and not letting the other branches take that away.

V. Argument for a single executive, and against a plural executive

a. Anti-federalists didn’t want a single executive, too much like a monarch

b. The Federalist need the executive to be “energetic” and a plural executive would make this impossible (Federalist 70)

A. It would take too long for the people in the executive position to make decision in an emergency, because they might disagree.

B. In a plural executive, it is hard to tell who is responsible for a wrongdoing because they can all blame each other, so a single executive would lead to more responsible behavior

VI. Argument in favor of judicial review and terms of good behavior for judges

a. Anti-federalists didn’t like judicial review and the term of good behavior

b. The Federalist argued that judicial review was necessary to protect the judicial branch from the Legislature.

c. A term of good behavior was necessary to get qualified people for the positions; it would also give them time to develop knowledge.

VII. Conclusion

a. Thesis

b. The dates of the ratification of the Constitution by the States

c. The Federalist’s influence beyond the ratification

Outline

**Thesis:**

1. Introduction
2. Background
3. Argument
4. Argument
5. Argument
6. Argument

Conclusion

1. Thesis

SAMPLE TITLE PAGE

Title

Name

Course Name

Teachers’ Names

Date Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.

SAMPLE WORKS CITED PAGE

Last Name 14

Clinton, Bill. Interview by Andrew C. Revkin. “Clinton on Climate Change.” *New York Times*. New York Times, May 2007. Web. 25 May 2009.

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York Times, 22 May 2007. Web. 25 May 2009.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology* 14.1 (2007): 27-36. Print.

*An Inconvenient Truth*. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.

Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. New York: Springer, 2005. Print.

Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print.

Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review* 96.2 (2006): 31-34. Print.

Shulte, Bret. "Putting a Price on Pollution." *Usnews.com*. *US News & World Rept*., 6 May 2007. Web. 24 May 2009.

Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge: Cambridge UP, 2003. Print.

**THESIS STATEMENTS**

**Expository (Explanatory) Thesis Statements**

In an expository paper, you are explaining something to your audience. An expository thesis statement will tell your audience:

* what you are going to explain to them
* the categories you are using to organize your explanation
* the order in which you will be presenting your categories

**Tips to Remember:**

1. Avoid announcing topic; your original and specific “angle” should be clear.

Original: *In this paper, I will discuss the relationship between fairy tales and early childhood.*

Revised: *Not just empty stories for kids, fairy tales shed light on the psychology of young children.*

1. Avoid making universal or pro/con judgments that oversimplify complex issues.

Original: *We must save the whales.*

Revised: *Because our planet’s health may depend upon biological diversity, we should save the whales*.

1. When you make a (subjective) judgment call, specify and justify your reasoning.

Original: *Socialism is the best from of government for Kenya.*

Revised: *If the government takes over industry in Kenya, the industry will become more efficient.*

1. Do not merely report a fact. Go further with your ideas—say more.

Original: *Hoover’s administration was rocked by scandal.*

Revised: *The many scandals of Hoover’s administration revealed basic problems with the Republican Party’s nominating process.*

**CONCLUSIONS**

**The closing paragraph of your essay should accomplish the following:**

* Review the main points, possibly emphasizing the special importance of one main point.
* Answer any questions the reader may still have.
* Draw a conclusion and put the information in perspective.
* Provide a final significant thought for the reader – this should answer any “so what?” questions about your thesis.

**You may also try the following format for your conclusion:**

1. Reflect on the topic and the material you have presented. (1 sentence)
2. Add a final point of interest that connects to the information you have provided. (1 sentence)
3. Emphasize the most important point(s) that support the thesis. (1-2 sentences)
4. Wrap up the topic by drawing a conclusion which ties your evidence together; this conclusion should reflect your thesis, but should be worded differently from your thesis. (1-2 sentences)

When researching and taking notes, you can begin to paraphrase and summarize your information to use in your paper later on. Here are some tips as to how to paraphrase and summarize.

**PARAPHRASING:**

**Prewriting**

1. Read the passage (article, chapter, etc.) once, quickly.
2. Read it again, underlining or taking notes on the key details. (List five)
3. Think about the passage and what it is trying to convey.
4. Write down the main idea.

**Writing a Paraphrase**

1. Write a topic sentence that states the main idea.
2. Write body sentences that communicate the most important ideas of the passage *in your own words*.
3. Cite the source and/or page you retrieve the information from (Refer to Work Cited for appropriate format)

*Note: a summary does not contain your personal opinions.*

**SUMMARIZING**:

**Prewriting**

* + 1. Read the passage (article, chapter, etc.) once, quickly.
    2. Read it again, underlining or taking notes on the key details. (List five)
    3. Think about the passage and what it is trying to convey.
    4. Write down the main idea.

**Writing a Summary Paragraph**

1. Write a topic sentence that states the main idea.
2. Write body sentences that communicate the most important ideas of the passage *in your own words*.
3. Conclude by reminding your reader of the main point of the passage.

*Note: a summary does not contain your personal opinions.*

*REMEMBER: You must note the page number for your citations later, because even though you are not directly quoting, you are still using someone else’s ideas and information and must give credit!*

**QUOTE BLENDING**

* + **Introduce** the quote
  + Use an **effective** quote
  + **Explain** why the quote was used
  + Identify the **situation/context** in which the quote is found
  + **Connect** the quote to the main point in the topic sentence

Steinbeck uses literary devices such as hyperbole and personification to help the reader understand the lives of characters mentioned in his story. For example, when the crew entered the cantina, the people there looked so pathetic, miserable and pitiful that “even the cockroaches in their hordes rushed in to see what was up” (56). These words help the reader picture the environment of the cantina as so pitifully boring that, according to the author, even the cockroaches took an interest in the newcomers. Although the reader might suspect that the cockroaches didn’t actually come out to see “what was up,” Steinbeck’s wording nevertheless proves his point. Using hyperbole to make his point and personification to bring the scene to life helps the reader envision the situation.

**Topic Sentence**

**Explains why the quote was used**

**Introduces the quote**

**Uses an effective quote**

**Identifies the situation in which the quote was found**

**Concluding sentence**

Sample Body Paragraph:

**BASIC FORMAL LANGUAGE REQUIREMENTS**

1. When writing an expository essay, always write in the 3rd person.

|  |  |
| --- | --- |
| **Incorrect** | **Correct** |
| **I think** Fitzgerald continually emphasizes the importance of money. | Fitzgerald continually emphasizes the importance of money. |

2. Do not use contractions (don’t, could’ve, should’ve).

|  |  |
| --- | --- |
| **Incorrect** | **Correct** |
| Othello **doesn’t** recognize his lack of power. | Othello **does not** recognize his lack of power. |

3. Colloquial speech just ain’t gonna fly. Colloquialisms are informal words or phrases used in conversation but inappropriate in a formal composition.

|  |  |
| --- | --- |
| **Incorrect** | **Correct** |
| **Well**, Dimmesdale acts **like an idiot** and this **kinda** makes him **freak out**. | Dimmesdale’s rash actions inevitably lead to his  dehabilitating anxieties. |

4. Titles of novels, plays, book-length poems, films, and newspapers must be underlined or italicized. Short stories, news articles, and essays must be identified by quotation marks.

|  |  |
| --- | --- |
| **Incorrect** | **Correct** |
| “A Tale of Two Cities” is Dickens’ best novel | *A Tale of Two Cities* is Dickens’ best novel. |
| Hemingway’s best short story is 12 Indians. | Hemingway’s best short story is “12 Indians.” |
| The article, entitled High School Student Completes Anna Karenina, appeared yesterday in The New York Times. | The article, entitled “High School Student Completes Anna Karenina,” appeared yesterday in The New York Times. |

5. When discussing an author or historical expert, use his or her last name only. It is unacceptable to say “the author” when you know the author’s name. First names are also inappropriate, unless you use an author’s first and last name together the first time you reference him/her.

|  |  |
| --- | --- |
| Incorrect | Correct |
| Nathaniel comments on Puritan society throughout  *The Scarlet Letter*. | Hawthorne comments on Puritan society throughout  *The Scarlet Letter.* |
| The author’s diction emphasizes his attitude  regarding southern culture. | Faulkner’s diction emphasizes his attitude  regarding southern culture. |

6. Beware of “graveyard words”—words that detract from the strength and quality of your argument because they are overused, lack specific meaning, and demonstrate laziness on the part of the writer; use a thesaurus to help you think of unique and interesting ways to replace them.

**H**ere Lies Ineffective Terms…

Instead, try the words in italics

|  |
| --- |
| **Good** – *positive, strong, meaningful, delightful, pleasant,, affable, accomplished, superior, respectable, beneficial, advantageous, obedient, satisfactory* |
| **Bad** – *appalling, horrific, corrupt, immoral, mischievous, unruly, wayward, unhealthy, injurious, remorseful, repentant, guilty* |
| **A lot** – *numerous, several, a majority, countless, masses* |
| A little – *few, a minority, occasional* |
| **Like** – (*only use it when making a comparison) similar, comparable, analogous, parallel, corresponding, equivalent, resemble* |
| **Totally** – *completely, entirely, absolutely, wholly, thoroughly, utterly, outright* |
| **Nice** – *enjoyable, agreeable, pleasant, amiable, congenial, affable, expensive, luxurious, posh* |
| **Get/Gotten** – *use the real verb (got up = awoke, got there=arrived)* |
| **Kind of / Sort of** – *rather, somewhat, quite, marginally* |
| **Alright** – *satisfactory, reasonable, adequate, suitable, fitting, acceptable* |
| **Many** – *numerous, several, a majority, countless, various* |
| **Really/Very** – *extremely, tremendously, enormously, exceedingly, exceptionally, particularly* |
| **Basically** – *essentially, effectively, fundamentally, largely* |
| **Weird** – *eccentric, bizarre, peculiar, unusual, idiosyncratic* |

**R.I.P.**

[BLURB]

LEVEL 2:

7. And because it bugs me, NEVER start a sentence with “So…”

|  |  |
| --- | --- |
| **Incorrect** | **Correct** |
| **So,** as you can see, the Genocide in Rwanda was a truly horrible event. | **Clearly**, the Genocide in Rwanda was a truly horrible event. |