

RESEARCH PROJECT

I. CHOOSING A TOPIC:

TOPIC PROPOSAL AND INTERESTING QUESTIONS (DUE _____) _____ /20

II. RESEARCH & GATHERING SOURCES:

FOUR WORKS CONSULTED (DUE _____) _____ /40

III. RESEARCH REPORT WRITING:

THESIS STATEMENT & OUTLINE (DUE _____) _____ /40

TENTATIVE WORKS CITED (DUE _____) _____ /20
Collecting a copy early to verify format, understanding, expectations

IV. FINAL RESEARCH PAPER (DUE _____) _____ /100
Check list below to be sure all required elements are included with final draft of research paper

V. MULTIMEDIA PRESENTATION (DUE _____) _____ /100

RESEARCH PAPER FORMAT

- **Entire project must follow MLA Style**
- *The project must be done on white paper in black ink*
- *Use standard font only— Times/Arial/Calibri, etc*
- *The entire report must be in 12 point font, double spaced*
- *Margins top, bottom, left and right must be 1"*
- *All pages, except the cover page, must be numbered in header with last name.*
- *Paper must be 1000-1200 words long (3.5-4.5 pages)*

WHAT YOUR FINAL PAPER SHOULD INCLUDE:

- TITLE PAGE:**
 - ✓ Engaging title
 - ✓ Your full name, title of class & period, instructor's name, date
- OUTLINE:**
 - ✓ FINAL corrected version that includes sources (see model)
- RESEARCH PAPER:**
 - INTRODUCTION**
 - ✓ Includes thesis statement
 - BODY PARAGRAPHS**
 - ✓ Subheads (where appropriate)
 - ✓ Strong topic sentences with transitions
 - ✓ Development of important information
 - ✓ **Sources/evidence to support discovery (in-text citations)**
 - ✓ Concluding/transitional sentences
 - CONCLUSION**
 - ✓ Summary of important information
 - ✓ Restates the topic explored and highlights important things discovered.
- ILLUSTRATIONS/GRAPHS/TABLES (If applicable or desired)**
- WORKS CITED PAGE**

Rough Draft: *There is no requirement for a rough draft for this essay, but you should ask at least three people to read your essay, as well as proofread it yourself, before turning it in for a final grade.*

RESEARCH ESSAY RUBRIC

CATEGORY	WHAT WE ARE LOOKING FOR	TOTAL POINTS
Organization	Essay contains an introductory paragraph with a thesis statement, body paragraphs with topic sentences and transitions, and a conclusion that summarizes the main points of the essay while not adding any new information.	/20
In-text Source Citations	Research is supported with in-text source citations that are properly cited and documented correctly within the body of the paper and on the works cited page.	/30
Mechanics & Usage	Writer makes no errors in grammar, spelling, capitalization or punctuation that distract the reader from the content. Paper is exceptionally easy to read and shows evidence of careful proof reading and language usage.	/20
Works Cited	Works Cited page and citations are accurately formatted with adherence to MLA standards.	/20
Quality of Information	Information is relevant to the topic and comes from reputable sources.	/10
	TOTAL POINTS	/100

NOTE: Some students have a hard time resisting the urge to **plagiarize**. Any essay containing **one or more sentence** that is not accurately paraphrased, summarized or cited (i.e. if the original source of the information is not given due credit), **the entire written portion of this essay (100 points) will receive a ZERO.**

COMMENTS:

RESEARCH MULTIMEDIA PRESENTATION RUBRIC

Now that you have conducted research, organized and written your essay, it is time to present your most interesting findings to the class!

ASSIGNMENT: Consider the most pertinent information that you chose to share in the research essay. **You will present your findings to the class in the form of a multimedia presentation (PowerPoint, Prezi, PowToon, Google Slides or a similar format).** Please include a title slide, MLA citations with the information as well as a Works Cited slide at the end. When you are putting it together, ask yourself what information would be most interesting to share with your teacher and classmates. Teach us something new! Be sure to include/explain the following:

- ✓ What is the topic you will be sharing?
- ✓ Why have you chosen to research this topic?
- ✓ What are the most interesting facts you learned about your topic throughout this process?

Group presentations are not allowed.

RESEARCH PRESENTATION RUBRIC:	POINTS
CONTENT	
A MINIMUM of 10 slides that include a title slide, MLA citations as necessary and a Works Cited slide at the end. Should include relevant content and be free of grammatical errors.	/50
MULTIPLE FORMATS INCLUDED: The presentation is multimedia (uses multiple formats) – could include pictures, animation, audio and/or video. Again, be sure the information you include is relevant to your topic.	/15
SPEAKING SKILLS	
TIME (Presentation should be 4-7 minutes). Elaborate on/explain each slide. Help us to understand <i>why</i> the facts are interesting and don't just read your facts to the class. <i>Time yourself prior to presentation day to make sure you do not go over or under the time limitations.</i>	/20
DELIVERY & VOLUME: Presenter speaks at a good pace—doesn't rush; avoids likes, ums, kind ofs, you knows, etc; speaks in complete sentences; faces audience, avoids nervous habits—doesn't fidget. Presenter can be heard and understood (speaks clearly and projects voice). Don't speak too softly.	/10
EYE CONTACT (Presenter keeps head up, does not read entire speech, speaks to whole audience) eye contact, use speaking volume and project voice, watch posture, avoid nervous habits). Don't speak too softly and don't fidget.	/5
TOTAL POINTS	/100

NOTES:

RESEARCH ASSIGNMENT

ASSIGNMENT: You are going to investigate a topic by analyzing several different resources about it. You will write a 3-4 page (750-1000 word) research paper. Your research paper must include the following: title page (all centered with title, full name, class name, instructor name, and date), four citations within the body of your paper (from at least four different sources), a works cited page with minimum of four sources, topic proposal form, and a research paper outline.

OBJECTIVE: You will develop writing and research skills to produce a research report on an event/topic that intrigues you. All topics must be pre-approved.

CONSIDER PURPOSE AND AUDIENCE

Your *purpose* is to write a report. Your *tone* should be formal and objective, written in the third-person point of view. Avoid slang and colloquial expressions.

I. CHOOSE AND NARROW A TOPIC

As you consider a topic, look for one that interests you—one you have a driving interest to know about and for which you will be able to find a variety of sources. You should also make sure that the topic is narrow enough to cover in 750-1000 words.

RESEARCH TOPIC PROPOSAL

Using the format shown on the model, TYPE a research topic proposal form. Include the topic, a paragraph explaining your reasons for choosing this topic and 5-10 interesting questions about your topic. *SEE MODEL IN PACKET.*

ASK INTERESTING QUESTIONS TO GUIDE RESEARCH

Clear and interesting questions (IQ's) will help you focus your research. Good IQ's ask HOW or WHY, not who, when or how many.

RESEARCH TOPIC PROPOSAL

I. The topic I want to investigate is:

II. I need/want to learn more about this topic because:

III. Interesting Questions (IQs) about my topic: (Must have between 5-10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

II. RESEARCH/GATHERING SOURCES

For this initial step, consult a database or search the Internet for key words. Once you have an overview of the topic, move on to specific sources that can help you answer your research questions.

THE HARD EVIDENCE

Choose reliable sources. Research as much as possible in databases that include journals and books published by reputable institutions such as major universities and well-known publishing companies. Remember to check Internet sources for reliability and validity. Educational, government and professional websites are usually valid. The reliability of facts can be judged only through logical analysis. Make sure your sources cover all relevant perspectives.

RECORD AND ORGANIZE INFORMATION

Create a MS Word document in Google Docs in which you copy and paste possible evidence/sources for your essay and Works Cited page. Make sure to copy the source citation in MLA format (the databases include the source citations at the bottom of the articles). You should also group your evidence by subtopic once you have collected all of it. This will help you immensely in writing an outline. Make sure each piece of evidence is cited.

HOW TO USE YOUR SOURCES

- **Direct Quotation** – To capture interesting, well-phrased passages or a passage’s technical accuracy, quote an author directly and exactly, including punctuation, capitalization and spelling. Try not to quote too much. Your task is to synthesize information and draw conclusions from it, not to stitch together a long series of quotations. Use quotation marks and remember to use ellipsis points to indicate omissions from quoted text. Use brackets to explain words you have changed for the sense of a sentence.
- **Paraphrase** – If you want to use specific ideas or information from a source without quoting the source, paraphrase the information. Paraphrasing requires completely rewriting the information in your own words and style.
- **Summary** – Summarize information when you want to use the general idea presented in a source. A summary is highly condensed – typically one fourth to one third the length of the original passage.

MLA: STANDARDIZED GUIDELINES: The following rules must be applied and followed to ensure that an essay or composition follows accepted standardized MLA procedures.

- Paper is typed and printed in black ink.
- Only print on one side of the paper.
- Margins are 1" (one inch) on all sides.
- Header (your last name) is ½" from the top right-hand corner. Each page (except the title page) must have a header consisting of your last name and the page number.
- Standard font size 12, Times New Roman.
- Double-space throughout your paper.
- Your title page will be centered and will include: title, you first and last name, name of class, instructor’s name and date.
- The title of your paper should be centered at the top of the first page. **Do not underline, quote the title, put in bold, make it a larger font, or change the font size or type in any way.**
- Indent (five spaces, or the “Tab” key) the first word of each paragraph.
- Only one space follows the end of a paragraph.
- Margins are left-hand justified.

III. RESEARCH REPORT

After gathering your research information, begin by synthesizing the important information and developing a plan for your paper so you can put all the pieces together.

WRITE A THESIS STATEMENT

How does it all fit together? Write a *thesis statement* in which you state your topic and your main observations/subtopics about it.

DEVELOP AN OUTLINE

An outline provides an organizational overview of your paper, and allows you to ensure that your ideas flow in a logical progression, with adequate support for each idea. Decide how to best order the sections (the sub-topics by which you have grouped your sources). You can use one or a combination of *chronological order* (order in which events occur), *logical order* (related ideas grouped together) and *order of importance* (most important idea to least important, or the reverse). Put your information into a *formal outline* (which has numerals and letters) to identify headings (main ideas), subheadings (supporting ideas and evidence) and details. Outline should be in complete sentences. There is an example outline on p.535 of the Holt text as well as online.

WRITE YOUR PAPER

It is important to keep format in mind when preparing your research paper. Your paper must follow MLA style guidelines. Organize your topic and subtopics in a way that makes sense.

- INTRODUCTION—state your thesis and engage your reader by informing the reader what to expect in your paper.
- BODY PARAGRAPHS—Use subheadings to divide different aspects of research. Body paragraphs should reveal the guts of your research and should be guided by interesting questions about your topic. Each body paragraph must contain a topic sentence with a transition, important information you found regarding your topic and why it is important, the source or evidence that supports your discovery, and a concluding and/or transitional sentence that reveals some insight about your topic and forms a transition into your next subtopic paragraph or source.
- CONCLUSION— Restate the topic you explored and highlight important things you discovered.

WORKS CITED LIST

Your works cited page contains all the sources that you credit in your paper. You may have used other sources, but if you do not credit them in your research paper you need not include them in a *Works Cited* list. Center the words *Works Cited* at the top of the page. Begin each entry on a separate line. Alphabetize the sources by the authors' last names. DO NOT NUMBER OR BULLET YOUR SOURCES!!! SEE MODEL.

SAMPLE TITLE PAGE:

Cell Phones in the Hands of Drivers:
A Risk or a Benefit?

Paul Levi

CP English 5-6
Mr. Walker, P.2
1 April 2010

Title is centered about one-third down the page.

Writer's name is centered around the middle of the page.

Course name, professor's name, and date are centered near the bottom of the page.

Marginal annotations indicate **MLA-style formatting**.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2006).

SAMPLE OUTLINE

Levi i	<p style="text-align: center;">Outline</p> <p>THESIS: Unless the risks of cell phones are shown to outweigh the benefits, we should not restrict their use in moving vehicles; instead, we should educate the public about the dangers of driving while phoning and prosecute irresponsible phone users under laws on negligent and reckless driving.</p> <p>I. Scientific studies haven't proved a link between use of cell phones and traffic accidents.</p> <p style="padding-left: 20px;">A. A study by Redelmeier and Tibshirani was not conclusive, as the researchers themselves have admitted. (Redelmeier, Donald)</p> <p style="padding-left: 20px;">B. Most states do not keep records on accidents caused by driver distractions. (Sandeep, Mohan)</p> <p style="padding-left: 20px;">C. In a survey of research on cell phones and driving, Cain and Burris report that results so far have been inconclusive. (Cain, Alastair and Mark Burris)</p> <p>II. The risks of using cell phones while driving should be weighed against the benefits.</p> <p style="padding-left: 20px;">A. At the Harvard Center for Risk Analysis, researchers found that the risks of driving while phoning were small compared with other driving risks. (Herbert, Gordon)</p> <p style="padding-left: 20px;">B. There are safety, business, and personal benefits to using cell phones on the road. (Sundeen, Hall)</p> <p>III. We need to educate drivers on using cell phones responsibly and enforce laws on negligent and reckless driving.</p> <p style="padding-left: 20px;">A. Educating drivers can work. (U.S. Department of Transportation)</p> <p style="padding-left: 20px;">B. It is possible to enforce laws against negligent and reckless driving; in states that do not do an adequate job of enforcement, the public can lobby for improvement. (Jacobus, Annette)</p>	<p>Outline pages are numbered with small roman numerals.</p> <p>Outline begins with thesis and uses standard format.</p> <p>Outline is written in complete sentences.</p> <p>Outline should list main points of research and two to three supporting ideas/evidence with parenthetical citations.</p>
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Source: Diana Hacker (Boston: Bedford/St. Martin's, 2006).

SAMPLE WORKS CITED PAGE

Levi 6

Works Cited

Ambrose, Anthony. Letter. New England Journal of Medicine 337 (1997): 128.

Cain, Alasdair, and Mark Burris. "Investigation of the Use of Mobile Phones while Driving." Apr. 1999. Center for Urban Transportation Research. 12 Mar. 2001 <http://www.cutr.eng.usf.edu/its/mobile_phone_text.html>.

Coker, Peter J. Letter. New England Journal of Medicine 337 (1997): 127.

Harvard Center for Risk Analysis. "Cellular Phones and Driving: Weighing the Risks and Benefits." Risk in Perspective July 2000. 15 Mar. 2001 <<http://www.hcra.harvard.edu/pdf/July2000.pdf>>.

Jacobs, Annette. "Guest Opinion: No New Laws Needed for Driver Distractions." Wireless Week 24 May 1999. 12 Mar. 2001 <<http://www.wirelessweek.com/News/May99/gopn524.html>>.

Kilgannon, Corey. "Road Warriors with Laptops." New York Times 15 Aug. 2000: A23.

Redelmeier, Donald A., and Robert J. Tibshirani. "Association between Cellular-Telephone Calls and Motor Vehicle Collisions." New England Journal of Medicine 336 (1997): 453-58.

Sundeen, Matt. "Cell Phones and Highway Safety: 2000 State Legislative Update." National Conference of State Legislatures. Dec. 2000. 9 pp. 11 Mar. 2001 <www.ncsl.org/programs/esrr/cellphone.pdf>.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2006).

AVOID PLAGIARISM

Plagiarism, as defined by *Keys for Writers* (2nd ed.) is when you deliberately or inadvertently present someone else's actual words or even ideas as if they were your own. . . In the academic world, you will be perceived as plagiarizing if you:

- Include in your own essay a passage, an identifiable phrase, or an idea that you have copied from someone else's work without acknowledging and documenting your source.
- Use exactly the same sequence of ideas and organizations of argument as your source.
- Fail to put an author's words inside quotation marks.
- Use in your paper long sections that have been rewritten by you, a friend or a tutor.
- Buy, find, or receive a paper that you turn in as your own work.

Example of Original Source

"If any language group, Spanish or others, choose to maintain its language, there is precious little that we can do about it, legally or otherwise, and still maintain a free country, we cannot legislate the language of the home, the street, the bar, the club, unless we are willing to set up a [type] of language police who will ticket and arrest us if we speak something other than English" (Stalker).

James C. Stalker, "Official English or English Only," *English Journal* 77 (Mar. 1998):21.

Plagiarized Paraphrase

. . . If any group of languages, Greek or other, decides to keep its language, there is not much any of us can do, with laws or not, and still claim to be a free country. We cannot pass laws about what we speak at home, on the street, or in restaurants, unless we also decide to tolerate having special police who will take us off to jail if they hear us not speaking English.

Valid Paraphrase

. . . Stalker points out that in a democracy like the United States, it is not possible to have laws against the use of a language and it certainly would not be possible to enforce such laws in homes and public places (21). *Note: You must give readers a source of information to avoid plagiarism.*

IN TEXT SOURCE CITATIONS – YOU MUST HAVE THESE OR YOUR RESEARCH WILL BE CONSIDERED PLAGIARIZED!!!

Running Acknowledgments:

Use this method for integrating **direct quotes** into your essay.

Beginning:

Kathleen Macdonald says, "In a summary you are to transmit a condensed version of the original material to your reader, you are not to interpret, evaluate, or react to the material" (187).

Middle:

"To paraphrase something," MacDonald (188) points out, "is to restate it in your own words."

End:

"When you use the phrases of another writer, you must put marks around them, to show that they are borrowed," MacDonald explains (188).

Parenthetical Notation:

Use this method for integrating facts that you have put into your own words.

To transmit a condensed version of the original material to your reader, you are not to interpret, evaluate, or react to that material (MacDonald 187).

BIBLIOGRAPHY/ WORKS CITED INFO

You must have at least four sources. Only two may be from the internet.

BOOK BY A SINGLE AUTHOR

Author's Last name, First Name. *Title of Book*. Place of Publication: Publisher, Year. PRINT. 1-15.

Jones, Steve. *Night Shadows*. New York: Copy House, 2003. PRINT. 20-22.

BOOK BY TWO OR THREE AUTHORS

Invert the first author's name and list the second and third authors in normal order.

Blake, William, John Milton, and William Shakespeare. *We are Great Authors*. New York: Cambridge-Lockheart, 1676. PRINT. 20-22.

BOOK BY MORE THAN THREE AUTHORS

Invert the first author's name and add *et. al.* (and others).

Blake, William, et. al. *Even Better Authors*. New York: Norton, 2001. PRINT. 20-22.

A BOOK BY A CORPORATE AUTHOR (EDITION)

Author's Name. *Title*. Edition. Place of Publication: Publisher, Year.

Johnson, Joe. *Fantastic Colors*. 3rd ed. New York: Norton, 1999. PRINT. 20-22.

ENTIRE VOLUMES AND EDITIONS

Author's Last Name, First Name. (or Editor's Last Name, First Name, ed.) *Title*. Volume. Edition. Place of Publication: Publisher, Date.

Lee, J. W., ed. *The Truth Behind Science*. Vol. 5. 2nd ed. Sacramento: Gale, 1872. PRINT. 20-22.

A WORK IN AN ANTHOLOGY OR ENCYCLOPEDIA ARTICLE

Author's Last Name, First Name. "Title of Article." *Title of Anthology or Encyclopedia*. Volume. Edition. Name of Editor (followed by one Ed. or two Eds.). Place of Publication: Publisher, Date. PRINT. Pages.

Smith, Jones. "The Complete Story of the Blue Boat." *The Long Book on Boats*. Vol. 6. 3rd ed. Ed. Fred Jones. Manteca: U of California P, 1999. PRINT. 335-65.

A DICTIONARY ENTRY

"Entry." *Dictionary*. Edition. Place of Publication: Publisher, Date. PRINT. Pages.

"Thesis." *Webster's New Collegiate Dictionary*. 2003 Edition. Sacramento: Gale, 1872. PRINT. 20-22.

A FILM

Title of Film. Name of Director. Studio, Year.

The Crucible. Nicholas Hytner, Director. Twentieth Century Fox, 1996. FILM.

A NEWSPAPER ENTRY

Authors Last Name, First Name (if available). "Title of Article." *Name of Newspaper.* Date. Edition: (if published more than once a day): Section and Page (s).

Darvin, George. "Manteca to Grow." *Manteca Herald.* 22 Dec. 2003. Late Edition: D3. PRINT.

If not printed on consecutive pages, put page number +

Darvin, George. "Manteca to Grow." *Manteca Herald.* 22 Dec. 2003. Late Edition: D3+. PRINT.

If the city's name does not appear in the title, put it in brackets.

Darvin, George. "Manteca to Grow." *The Herald* [Manteca]. 22 Dec. 2003. Late Edition: D3. PRINT.

A TV OR RADIO PROGRAM

"Stalking." *McGuiver.* ABC. KOVR, Sacramento. 22 July, 1997. TELEVISION. (or RADIO)

A PERSONAL OR TELEPHONE INTVIEW

Subject's Last Name, First Name, Occupation / Area of Interest. Personal or Telephone Interview (as needed). Date.

Smith, John. Steel Worker, Northern Steel. 20 Mar. 2002. INTERVIEW.

A MUSICAL RECORDING

Performer's Last Name, First Name. "Title of Song/Story." Recording Date. *Name of Album/CD/Cassette/Disk.* Studio, Number, Year. MUSICAL RECORDING.

ELECTRONIC SOURCES (internet)

Go down the list and find as much information as possible. Put the information in order that it appears on the list. Not all websites will have this information. Omit information that is not available.

1. Last Name, First Name of the author, editor, compiler, or translator of the source (if known),
2. **Title of a poem, short story, article, or similar short work within a scholarly project, database, or periodical (in quotation marks); or title of a posting to a discussion list or forum (taken from the subject line and put in quotation marks).**
3. Title of a book, publication (Italics)
4. Name of the editor, compiler, host or translator of the text (if relevant and if not cited earlier), preceded by the appropriate abbreviation, such as Ed.
5. Title of the scholarly project, database, periodical, or professional or personal site (Italics) or, for a professional or personal site with no title, a description such as Home page
6. Name of the editor of the scholarly project or database (if available)
7. For a posting to a discussion list or forum, the name of the list or forum
8. **Name of any institution or organization sponsoring or associated with the Web site**
9. **Medium of Publication (WEB)**
10. **Date when the researcher accessed the source (THE DATE YOU ACCESSED FOR YOUR RESEARCH)**
11. **Electronic address, or URL, of the source (in angle <> brackets); or, for a subscription service, the URL of the service's main page (if known) or the keyword assigned by the service**

*** Bold content IS ALWAYS available and MUST be included for EVERY ONLINE source!**

Example without Author:

"MLA Style Guide." *USM Libraries*. The University of Southern Mississippi. 23 June 2000. University of Southern Mississippi Computer Services. WEB. 7 Jan. 2003.
<<http://www.lib.usm.edu/~instruct/guides/mla.html>>.

Example with Author:

Kraizer, Sherryll. *Safe Child*. Coalition for Children, Inc. 2008. WEB. 5 Feb. 2009.
<<http://www.safechild.org/new/sherryll-kraizer-phd/>>