

The Senior Research Paper is an argumentative essay written in MLA form, which is related to the Pacifica Project and is also required for graduation.

Name: _____
 Teacher's name: _____
 Class Period: _____

Deadlines:

NOTE: Assignments in **bold** need to be turned in to your classroom teacher; others are recommended steps that will be checked.

Typed SRP proposal letter

due: 16 Sept. 2015 – 10 points

IMPORTANT: Your chosen research issue must be approved. Review the packet for limits and requirements.

Preliminary research

complete by: 23 Sept. 2015

Pacifica Project introduction

complete by: 25 Sept. 2015

Review the packet for limits and requirements.

SRP “bare bones” draft

due: 30 Sept. 2015 – 20 points

The “bare bones” draft includes an introduction, an outline of your supporting and opposing arguments in the order you think they’ll work best, and a conclusion.

SRP ready for mentor scoring

complete by: 7 Oct. 2015

Your SRP should begin with the Pacifica Introduction as page 1, then the research paper, ending with a complete and accurate works cited page. Your source folder needs to have completed source sheets, highlighted copies of all sources used, and tabs for easy locating.

SRP passes mentor scoring

complete by: 29 Oct. 2015

At least two drafts should have been completed with mentor.

SRP final draft

due: 29 Oct. 2015 – 100 points

& 50% of the grade for English 12A

IMPORTANT: Your classroom teacher will have other assignments and SRP deadlines in addition to the ones listed above.

The logo consists of the letters 'SRP' in a large, bold, serif font. The letters are black with a white outline, giving them a three-dimensional appearance. The 'S' is on the left, 'R' is in the middle, and 'P' is on the right.

SENIOR RESEARCH PAPER
 CLASS OF 2016

IMPORTANT: The SRP must be completed by the final deadline, 29 October 2015. Papers that do not meet the requirements by that date will impact the final grade for English 12A and the opportunity to graduate in June 2016.

THE GOAL: "SENIOR RESEARCH PAPER"

FORM: How does it look?

- two labeled folders & correct MLA formatting...0 1 2 3 4
- centered title is informative.....0 1 2 3 4
- 3k-6k [H: 3.5k-7k] word count paper.....0 1 2 3 4
- cites 10-15 [H: 12-16] credible sources.....0 1 2 3 4
 - 2+ book/print sources
 - 2+ interview sources
 - 4+ GALE sources
 - 1+ credible website source
- uses "4-step" process.....0 1 2 3 4
- accurate "Works Cited" page.....0 1 2 3 4
- free of typos/errors of POV&tense.....0 1 2 3 4
- source folder is complete.....0 1 2 3 4

CONTENT: All present & accounted for?

- 1 page Pacifica Project Introduction.....0 1 2 3 4
 - explains connection to paper.....0 1 2 3 4
- intro: hook centers the reader.....0 1 2 3 4
 - explains issue (the controversy)0 1 2 3 4
 - clear thesis statement.....0 1 2 3 4
- 4+ supporting arguments.....0 1 2 3 4
 - and supported by sources.....0 1 2 3 4
- 2+ alternative views explained.....0 1 2 3 4
 - and defused/countered/conceded.....0 1 2 3 4
- conclusion: reviews main points.....0 1 2 3 4
 - restates thesis.....0 1 2 3 4
 - closure & compelling last line.....0 1 2 3 4
- easy to follow & understand.....0 1 2 3 4
- information is organized and has transitions.....0 1 2 3 4
- argumentative, not report structure.....0 1 2 3 4
- argument is authentic, objective, and formal0 1 2 3 4
- sources: cited appropriately.....0 1 2 3 4

TOTAL: _____/100

SCORING:

- 0: missing or very weak (F)
- 1: weak or incomplete (D)
- 2: complete but needs revision (C)
- 3: strong and mostly correct but has errors (B)
- 4: excellent! (A)

IMPORTANT: Review the score sheet! Consult the "Quick & Dirty MLA Guide" for use and citation of sources. Read drafts aloud and revise carefully before submitting for scoring

Read the source cover sheet! If in doubt, ask your teacher. To avoid confusion, let's clarify for everyone what we mean by credible sources:

PRINT: These must be sources actually found on paper—not web versions of books or newspapers or magazines, but actual paper (print).

Acceptable print sources include:

- books
- magazines and newspapers
- pamphlets and brochures

NOT acceptable print sources:

- no "juvenile" books intended for children (we do occasionally make exceptions for students on modified diplomas)
- no "Opposing Viewpoints" and other books or Gale sources that are previously published persuasive essays.
- no web versions of books, newspapers, or magazines as "print" but otherwise acceptable as online source.
- no PDFs, though these may work as a website source.

Acceptable INTERVIEW sources are:

- adult, non-family members, who possess
- specific expertise and professional experience related to the 1-3 questions you ask

NOT acceptable interviews:

- no family or students, including college students
- no people with strong opinions but no actual expertise, training, or professional standing in the specific area you are writing about
- avoid SHS personnel
- avoid asking more than 1-3 questions

Acceptable WEBSITE sources are:

- adult, non-family members, who possess
- specific expertise and professional experience related to the 1-3 questions you ask

NOT acceptable websites:

- no eHow, answers.com, Wikipedia, or other online sources that are not written by specific, credible person.
- no blogs unless clearly sponsored by a credible website and written by a credible person.

A helpful mindset

- Your goal is to find what's true, not to win an argument.
- Find what you need to understand your issue—all sides.
- Locate sources that support one paragraph at a time; do not use persuasive essays as sources.
- Do not assume you already have all the answers.
- Write an argumentative paper by searching for, studying, and then using evidence to support an informed opinion, rather than finding sources that merely parrot what you already want to say.

SRP: BASIC CONTENT AND FOLDER SET-UP

The set-up for the SRP is nearly identical to what you already have completed as a junior last year. **TWO FOLDERS.**

The **ESSAY folder** contains all drafts of the research paper in MLA form. Each new draft is hole-punched and placed in the three-prong section. Each previous draft is stapled and placed with its scoresheet into the back pocket. Once you have a “Mentor scorable” draft, all previous drafts go into your classroom folder and a new scoresheet is attached to the inside front cover. You will work with your mentor-scorer until you have met that scorer’s standards. The cleared draft is then returned to your classroom teacher who will outline final steps required for completion of the SRP.

The **SOURCE folder** contains tabbed and completed source sheets with complete copies of each source— photocopies, prints, or handwritten notes (see the “source” page at the back of this packet. Mark a highlighter dot in the right margin to show the actual information you have used in your paper.

The material in your **ESSAY folder** is in three parts:

The **Pacifica Project Introduction** is one page with 3 paragraphs:

1. What is your project?
2. Why did you choose to do this?
3. How does your essay support, expand on, or otherwise relate to your project?

In most cases this page can be written immediately after confirming your chosen project and issue. The final paragraph should include your thesis (which is likely to evolve) and explanation about how it connects to your project.

The **research paper** itself is 3,000 to 6,000 words (3,500-7,000 for honors English), beginning on page 2 after the Pacifica Introduction. Review the score sheet carefully because it outlines not only the form and general requirements such as sources used, but also what you argument must accomplish.

- Introductory paragraph contains a hook, explanation of the controversy, and a one sentence statement of what you hope your reader will believe when they have read your essay—the thesis.
- The body will have 10-14 paragraphs providing background and other exposition, at least supporting arguments and opposing views with countering explanation/arguments.
- Conclusion reviews everything in your essay, restates the thesis, and closes with power.

The **Works Cited** page begins at the top of the page after your last page of writing (For example, if your conclusion ends one paragraph down on page 8, your works cited page will be page 9.) and provides complete information for your reader to locate each of the 10-15 sources used in your paper.

GRADING:

A “completed” SRP must (at a minimum) receive all twos and above on the score sheet. The final score must also equal at least a 70% or above in order for the paper to count as the graduation requirement.

IMPORTANT: There are no shortcuts. The SRP can and should be completed in a couple of weeks—as early as September—but because many students are still learning the process as they go, most will complete the final draft of their paper at the end of October. The SRP must be completed by 29 October for credit in English class and the opportunity to graduate in June 2016.

STEP ONE: FIND AN ISSUE

Find a topic of interest... and then identify an issue you want to write about.

A topic is an area of interest—voting rights or the Vietnam War or 4H are all topics

An issue is a controversy concerning that topic—the right of prisoners to vote or American reparation to Vietnam or bias in judging 4H projects would be issues.

A persuasive essay analyzes and explains an issue (a question) and provides an answer/solution in a persuasive manner.

Choose an issue that is both personally interesting to you and complicated enough to deserve your attention for a few weeks.

NOTE: If you can provide a simple yes-or-no answer to the question you're writing about you have a problem but not a good issue. Either you don't know enough about it yet, which you can solve through research and thought; or, it's really a black and white issue (or one which you only see as black and white) which is a rather more serious problem and won't give you a strong research paper.

BRAINSTORM POSSIBLE ISSUES and evaluate what might work for you.

You've chosen a workable issue if:

people care, or *should care* about this issue, it makes a difference to people, AND
you find it interesting yourself, AND
various opinions or solutions or ideas about the issue disagree or conflict, AND
there is enough complexity to keep your attention for several weeks.

Your issue may not work FOR THIS ASSIGNMENT if:

no one (*no one*) finds the issue particularly compelling these days, OR
you are too involved in the issue to approach it objectively (personal hot button), OR
the issue is very simple and thus too easy to answer, OR
no one (or hardly anyone) disagrees with your thesis, OR
nothing you write will change anyone's mind.

You might have a winner even if:

you're not sure what your opinion is yet—researching the paper will lead to opinion, OR
the issue looks too big—narrow your focus as you begin researching, OR
you can't find much information—if you seek it, it will come, OR
the issue seems to concern only a small group of people—you will write to a narrow audience but allow a wider audience to understand why it matters.

Do not write within the "Forbidden Zone": Avoid arguments based on a specific religious belief system since in order to succeed at convincing your audience of your thesis you will first have to convert them. Further, it is against the policy of this department. **Your opinions are your own, but your issue must be approved by your classroom teacher. Choose an issue that you can argue objectively, not the one that makes you see red!**

STEP TWO: WRITE YOUR PROPOSAL LETTER

1442 W. Hamlet Way *[the letter writer's mailing address]*
Seaside, OR 97138
28 January 2013 *[date the letter is written]*

Mrs. Susan Baertlein *[the person the letter is written to & address]*
Senior English Instructor
1901 North Holladay
Seaside, OR 97138

Re: SRP on better teachers *[the subject of the letter, which is your SRP issue]*

Dear Mrs. Baertlein,

Do we need better public school teachers? *[Write a hypothesis question. NOTE: Keep an open mind about your own opinion (thesis) for as long as possible while you are researching and in the first draft. This question will not appear in your essay. Your essay will be the answer to the question.]*

America guarantees the essential rights of life, liberty and the pursuit of happiness, and has, in the past, done a better job of educating the general population than any country in the world. Children receiving a free public education (generally regarded as an essential right, though it's not in the Constitution) have grown up to become captains of industry, innovators in mathematics, medicine, and science, world famous novelists, and President of the United States. In our rapidly changing world, our education system must provide basic knowledge and the skill to adapt, interpret, use, and advance information, as family member, community member, consumer, producer, and citizen. For better education we need better teachers. *[Explain the issue—the range of opinion about this issue, why the issue or problem matters, and to whom it matters.]*

How much of the problem is social change? Did we lose it or did we fall behind? What did we used to do that we no longer do? Is this about training, bad teachers, teacher unions, status, or other factors? What are other countries, such as Finland, doing that works? What are other proposals, strategies and plans and impediments to better teaching? What is business's stake in an educated populace, but they also in providing testing materials, textbooks, and schools for-profit? Is there a cheaper replacement for better teachers? *[Explain what you need to find out by listing or asking questions.]*

My connection to this issue is that I am currently volunteering at Gearhart Elementary school for my Pacifica Project. I spend three hours each week tutoring the fourth and fifth graders in math. This connects to my paper because I am very invested in public education, and want it to be successful for both for myself and for these elementary students. *[Explain how this connects to your Pacifica Project.]*

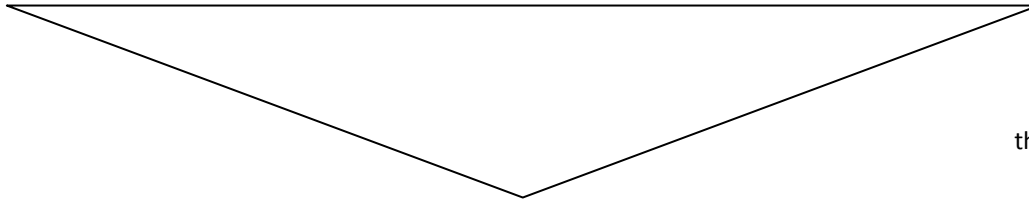
Thank you,

Joe Schmo ←←← *[sign the printed letter here in blue or black pen, not pencil]*

Joe Schmo
(503) 717-2337 *[phone number of letter writer]*

ORGANIZATION WORKSHEET

TITLE: _____



The **introduction** begins with a hook, to focus the reader on the issue, then explains the controversy in detail, making clear why it's complicated, <---and finally come to the point, your main idea, the thesis.

THESIS: _____



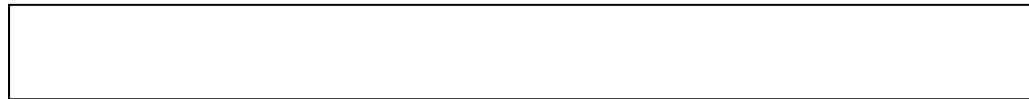
4-6 1/3-1/2 page **body paragraphs** each provide a supporting reason with specific evidence, details, and explanation.



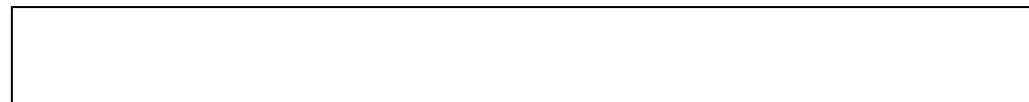
Sometimes an **expository paragraph** provides necessary history, background, or vocabulary.



A good essay must admit opposing and/or alternative views either in a separate paragraph or in the course of supporting paragraphs.



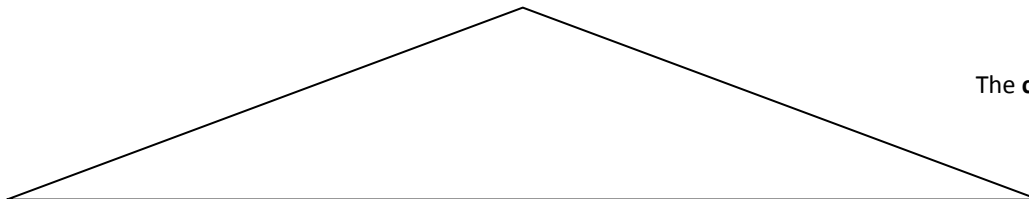
Each **opposing view**, "ticking bomb" must be defused or countered with further supporting evidence or reasoning, or conceded, as necessary



Arguments may directly counter opposition, or be arranged from weakest to strongest, in chronological or another order.



For some it's helpful to develop each paragraph as a separate mini-argument, and decide on their final order after they are all completed.



The **conclusion** revisits all the main points, restates the thesis, and leaves the reader with a thought concluding line, usually wrapping back to revisit the hook.

THE TOULMIN ESSAY OUTLINE
& THE CLAIM, EVIDENCE, WARRANT
MODEL

Please use this outline to help organize your essay.

1) INTRODUCTION Paragraph 6-10 sentences

where you first tell what the thesis is.

- a) Begin with a hook, which must be both impressive and directive—pushing the reader in a striking way toward what you are writing about. This is generally an anecdote, a quote from a famous person, or a startling statistic.
- b) Explain the issue concisely—why do or *should* people care? What are the problems associated with this issue? Consider justice, law, statistics, costs, tradition, equity, logic, and human emotion, with the support of clear explanation, research, and informed opinion. Explain the problem you are addressing, and the controversies surrounding it. Acknowledge the opposition, challenges, and alternative concerns early and respectfully if you expect to be taken seriously yourself.. NOTE: In MLA use **present tense** throughout the essay.
- c) A specific statement of your **thesis** or topic. This must be an expression of your opinion on a debatable issue relating to the work. This is the central assertion you will attempt to prove in your essay. You may need more than one sentence to set up your thesis. Avoid saying “I think...” or “In my opinion...” in your paper. Assume your reader recognizes that you’re supporting your viewpoint.

NOTE: It is usually best to avoid first-person (I, me, we, etc.) in an essay. Use no second-person POV *ever* (you, your, etc.)

2) “BODY” Paragraphs 6-12 sentences each

(Claim, Context, Quotation, Warrant/Commentary format): in which you make a **claim** that relates to your thesis; cite evidence in the form of specific quotes or passages from the text that relate to the claim; and provide a warrant that analyzes the evidence in relation to your thesis. In its simplest form, each body paragraph is organized as follows

(these are explained in *a-f* below):

- **transition** and topic sentence/**claim** which supports your thesis
 - **context** and lead-in to detail of
 - **quotation**/evidence
 - **warrant**/commentary
 - **transition** and **context**/lead-in to *next*
 - **quotation**/evidence
 - **warrant**/commentary
 - concluding or **clincher sentence**
- a) Begin with a transition to a **topic sentence**: the first sentence of a body or support paragraph. It identifies one aspect of the major thesis and states a primary reason why the major thesis is true. It is expressed as a **claim** (assertion).
 - b) Provide **context** for the evidence you have chosen, also called “lead-in”. For example, who is quoted, and what is the credibility of the source you plan to quote? Make sure the claim and information from the evidence both relate directly to your thesis.
 - c) The **evidence** itself. When you make an argument the *evidence* most valued by your audience includes facts and statistics, examples of political policy or history, costs and consequences—correctly quoted, summarized, and/or paraphrased. A concise summary of the information from a source or brief direct quotations are especially powerful means of indicating that your claims are well grounded. You may also concisely refer to some other specific concrete detail from the source, such as results from a survey or informed opinion from an authority. Be very careful not to fall into the trap of simply retelling the story. Assume your reader is familiar with your topic or will verify your facts (*I will!*). Use no more than 10% quotation in your essay.

Also, whether you quote, summarize, or paraphrase, remember to cite! Parenthetical citations usually appear after the final quotation mark and before the period, for example: Early in his studies, famed psychology researcher Dr. Harry F. Harlow predicted in the popular press that in the future, mothers nursing infants “will be regarded as a form of conspicuous consumption” (qtd. in “Science Predicts” 10).

NOTE: When you use a single source repeatedly in one paragraph, cite author and page when you are done with it and about to shift over to your warrant. If necessary, note shifts in page numbers by citing first with last name and page, and then citing each passage

that comes from a different part of the text by citing page number only. e.g. (Harlow 12). ...(147). ...(78). in one paragraph.

d) Commentary about the evidence, also called a **warrant**, which is an intelligent, tight translation (if necessary), explanation, and interpretation of the cited evidence. Avoid saying, “In this quotation...” or “this statistic shows...” You really don’t need this. Assume the reader knows you are discussing quotes and statistics, or whatever. Focus on writing warrants to explain the assumptions that make you think the information you have given reinforces your case. Remember, evidence doesn’t speak for itself; if you want a reader to accept it as *proof*, explain how and why your evidence is good support for your claim.

(Helpful hint: In each body paragraph, you should have twice as much commentary as concrete detail. In other words, for every sentence of concrete detail, you should have at least two sentences of commentary.)

e) Rinse and repeat. In other words, have a transition sentence after your first “chunk” of Context, Evidence, and Warrant and then offer a second chunk of Context, Evidence, and Warrant. Why? One piece of evidence is not usually sufficient to prove a point, especially if you are trying to establish a pattern.

TRANSITIONS: words or phrases that connect or “hook” one idea to the next, both between and within paragraphs. Transition devices include using connecting words as well as repeating key words or using synonyms.

f) *Clincher/concluding sentence: last sentence of each body paragraph concludes by tying the concrete details (evidence and commentary) back to the major thesis. There will be a number of these “body paragraphs.” (Assume you will have three or more.) The trick is to make them flow smoothly from one to the next. Also, remember to prioritize which comes first, second, etc. Often, beginning with the strongest argument works best, but many papers are written from weak to strong, or by pairing opposition paragraphs with countering support paragraphs.*

3) “OPPOSITION” Paragraph 6-12 sentences

Your paper will explode unless you acknowledge and then defuse “the bomb,” which is the range of

alternative and opposing views. You will need at least one, and perhaps more opposition paragraphs.

- **transition** and topic sentence/**claim** acknowledges alternative opinions: “the bomb” (there may be several)
- **context** and lead-in to detail of
- **quotation**/evidence
- **warrant**/commentary explaining the other view
- **transition** and **context**/lead-in to
- **quotation**/evidence defusing “the bomb”
- **warrant** explaining tactfully & forcefully why alternative view(s) must be disregarded
- concluding or **clincher sentence**

- a) Begin with a transition to a **topic sentence**: the first sentence of an opposition paragraph admits that there are other opinions about the issue. Treat alternative views with the same seriousness that you treat your own view.
- b) Provide **context** for the evidence.
- c) The **evidence** itself which defines this alternative view.
- d) Do not stack your deck by presenting only weak opposition or weak evidence or by ignoring the authentic concerns of others. Play fair with the opposition without actually supporting it. [If you are correct, you should be able to *prove* it!]
- e) Provide additional **claim**, evidence, and **warrant** that directly counters the opposition— which in this case seeks the flaws or unfortunate consequences of this opposition view. *OR* if you must, concede the opposition’s points, but explain why your view must still prevail. Do this respectfully and reasonably in order to make plain that you are being fair.
- f) Clincher/concluding sentence.

4) CONCLUSION 6-10 sentences, including:

- a) Some kind of restatement of your thesis, but not a word-for-word repetition from the introduction.
- b) A brief recap of the main points of your essay, including opposition.
- c) A general summary of what, taken all together, your paragraphs prove about your thesis.
- d) A synthesis of the ideas in your essay and their consequences. Discuss how they contribute to the meaning and the development of your thesis, and revisit your thesis.

GETTING TO GALE

- <http://cm.oslis.org>—or search “oslis” and you will find it!
 - click blue button " PowerSearch"
 - 1. login page username is: seas
 password is: oslis
 ...click "Authenticate"
 - 2. if it's not already clicked, click the box to "Select All" databases ...click "Continue"
 - 3. click "Open This Resource in a New Window" in the upper left corner
 - 4. repeat steps 1-2. I know it's silly, but so far this is what works.
- I suggest you try the "Advanced Search" in the orange bar. From here you can search one or more words as a keyword, topic, author, title, etc. Limit your search to "Full Text." You can also choose publication date and readability. Click "Search" You may find you need to click Limit to: "Full Text" again. "Peer Reviewed" limits you to the most credible of sources that have been through a rigorous additional, objective review for accuracy and bias.
 - If you have a lot of results (hundreds or thousands), you may find the "Limit by" option at left to be helpful in narrowing down your results.
 - Like a Google search, you will have options: "Image Results" at left; the choice of "Magazines" "Academic Journals" "Books" "News" and "Multimedia" at top of search results. Unlike the results of a Google search, everything you find here is a viable resource. No ads, fads, or porn.
 - Be aware that like EBSCO, the citation-maker is inaccurate. You will have to make corrections to citations created at this site. See Gale's "Source Citation" compared to the corrected version at bottom.

SAMPLE GALE SEARCH RESULT [as it appears on site]:

Title:This is a last-minute update on stealth dog Saluki.(In other North County news)(Brief article)
San Diego Business Journal
 Ted Owen. 30.30 (July 27, 2009): p.12(1). (63 words) Reading Level (Lexile): 830. From *General OneFile*.
Full Text:COPYRIGHT 2009 CBJ, L.P.
 This is a last-minute update on stealth dog **Saluki**. The Saudi Arabian dog that appeared in Carlsbad has been adopted by a new owner. The dog, complete with a microchip, was abandoned by its owner, but not for long. He is now seen every day by a new set of friends.
 Ted Owen is president and CEO of the Carlsbad Chamber of Commerce.
Source Citation:Owen, Ted. "This is a last-minute update on stealth dog Saluki.(In other North County news)(Brief article)." San Diego Business Journal 30.30 (July 27, 2009): 12(1). General OneFile. Gale. SEASIDE SCH DIST 10. 19 Sept. 2009
 <<http://find.galegroup.com/gps/start.do?prodId=IPS>>.

Gale Document Number:A206464283

Corrected MLA CITATION, 7th Edition

Owen, Ted. "This Is a Last-Minute Update on Stealth Dog Saluki." *San Diego Business Journal* 27 July 2009: 12. *General OneFile*. Web. 19 Sept. 2009.

THE INTERVIEW

You must conduct interviews in order to gain specific information for your SRP. We know most people are uncomfortable about this at first. That’s why we’re making you do it. There will be times in your life when contacting someone for information is absolutely critical.

The person you interview must be an adult, nonfamily member, with specific expertise, not merely someone with one-time only experience. The person does not have to be a stranger, but may NOT be a family member. Sometimes the best interview comes from the friend of a friend. Don’t be afraid to network!

You have three options for how to conduct the interview:

- face to face interview
- telephone interview
- email interview

An email interview is not as flexible as a face to face interview or one done on the phone. You can't ask follow-up questions or for more detail or explanation, which you can do when you are actually talking to someone. The good news is that with email they type out their answer so there's not chance of misquoting them.

Basically, the rules are the same. Prepare 1-3 questions that the person's specific expertise allows them to answer with authority. In other words, don't ask how the person would feel. Ask what they *know*. The reason to limit yourself to one or two, or at most three questions is that you are far more likely to get an answer. A long list of questions is likely to remind the person you are trying to interview that they do not have time to answer.

Whomever you interview, the idea is that *you* are writing a paper, but you need to prove your thesis—although it's perfectly fair to interview someone in order to clarify the opposition view.

EASY: _____ What is the expertise? _____

question: _____

POSSIBLE: _____ What is the expertise? _____

question: _____

PERFECT: _____ What is the expertise? _____

question: _____

USING A SOURCE IN A PAPER IS A FOUR-STEP PROCESS:

- 1. Briefly explain the authority of the source:** According to The New York Times...
- 2. Use the source honestly:** "only 4% of Americans" like lima beans and will eat them...
- 3. Cite the source with the first information from the MLA citation, usually the author's last name, in parentheses:** (Schmo).
- 4. Write at least one follow-up sentence:** Clearly I am not the only one who hates finding certain vegetables on my plate. Of course I don't mind limas, it's pickled beets that I hate.

Here's how I fit this source into an imaginary "Real Life Problems" essay:

My mother has been trying to kill me with a certain so-called healthy vegetable for years. She claims that I am just being stubborn when I refuse to eat beets, but according to *The New York Times*, "only 4% of Americans" like lima beans and most others refuse to eat them (Schmo). Clearly I am not the only one who hates finding certain vegetables on my plate for dinner. Of course I don't personally mind limas, it's pickled beets that make me gag, but everyone should be allowed to indulge a few dietary preferences.

Notice that a) I that what I wrote on the "Source" worksheet changed a little when I put it into my paper, and b) part of what I took from the article is direct quote and the rest is my own words. *Always cite the source* whether you only use a statistic, summarize the entire article in your own words, or use a combination of direct quote, paraphrase, and summary.

IN STEP 1

You introduce the authority of the source. In other words, you explain briefly where the information is coming from and why the reader should trust it. If you know that the author of an article has special expertise then explain that. If you don't know who the author is, then use the name of the magazine that published the article. Here are some examples:

Joe Schmo, an ethics professor at Oregon State University, writes...

Gina Kytire, Seaside School District nurse for the past twenty-five years, explains...

According to the U.S. government...

The New York Times reports...

A study conducted by the USDA discovered...

IN STEP 2

You may use a paraphrase (*entirely* in your own words), a summary (a shorter version), a short direct quote, a longer quotation, or a combination. If the quote types out to more than 3 lines, you will need to block it. There are examples of how to do each of these on the "Quick & Dirty MLA" page at the back of this packet.

IN STEP 3

The citation will be whatever is first in the MLA citation: usually an author's last name: (Schmo).

Or, if there is no author, use the first 1-3 words of the title: ("How We Grow").

If you know the precise page of the information you are citing (if it's a one-page article from Gale or you have the print source) you add the page number to the citation: (Schmo 14) or ("How We Grow" 126).

IN STEP 4

Explain how this evidence from your source supports your paper. In practice this is the next sentence or two or three sentences that you use in your paragraph after presenting your evidence. Don't simply restate what the source said, explain what it means for your argument.

your name: Joe Schmo parenthetical citation: ("Smart Driving")

ATTACH:

- the complete printout of the **GALE** source; or,
- copy of page or pages + publishing history page of **book**; or,
- the complete printout of the **web page**; or,
- complete **magazine/newspaper article**; or,
- handwritten notes from an **interview** with date and full name

Highlight the information on your source that you actually use. Complete this page for each source!

SOURCE/EVIDENCE: *prove your point*

MLA citation. Write a complete MLA citation for this source for your Works Cited page:

"Smart Driving Enhances Road Safety." Hong Kong Daily. 4 Apr. 2010. InfoTrack. Web. 7 Sept. 2010.

4-STEP PROCESS All these words go into your paper!:

1. INTRODUCE the source: What about the source defines the authority/credibility of the information you are using? Write the beginning of your sentence here:

The Chief Superintendent of Police Traffic Headquarters in Hong Kong told the Hong Kong Daily that

2. USE the source honestly: Remember you are looking for evidence. Whether quoted directly or summarized—even if you only use a statistic—write it here here, the middle of your sentence:

"smart drivers always assumed that other drivers were inexperienced and careless" and since they encouraged drivers to be polite, death rates in Hong Kong dropped to the record low of only 3/100,000, a fraction of what they are in here

3. CITE the source in parenthesis: Use whatever is shown first in the citation above plus the exact page number if you have it. Write the end of your sentence here:

("Smart Driving"). ←period

4. CONTINUE your essay: It isn't enough to offer evidence, explain it! Write at least one follow-up sentence here:

So I'll be safer if I listen to the experts and take care of myself without seeking revenge.

USING A SOURCE TO MAKE YOUR PAPER STRONGER

My last paragraph BEFORE adding a source—my typed draft:

Schmo 5

In desperate moments I've considered desperate measures to get even with drivers who scare the pants off me. I would like them scared too, and at least publicly embarrassed by their poor driving habits if not thrashed and arrested. But I think I'll be safer if I relax a little without seeking revenge. If someone wants to merge in front of me I'll try to let them. If they want to drive faster, I'll look for a place to pull over. If some motor home is creeping along at 35 mph in a 55 zone with no passing lane for a mile, I'll take a deep breath and ask myself why I'm in a hurry. I don't want to get so bent out of shape about other people's idiocy that I become another idiot on the road. Though I can't change the rest of the world, I can try to behave myself.

My revised last paragraph AFTER adding a source from GALE:

Schmo 5

In desperate moments I've considered desperate measures to get even with drivers who scare the pants off me. I would like them scared too, and at least publicly embarrassed by their poor driving habits if not thrashed and arrested. The Chief Superintendent of Police Traffic Headquarters in Hong Kong told the *Hong Kong Daily* that "smart drivers always assumed that other drivers were inexperienced and careless" and since they encouraged drivers to be polite, death rates in Hong Kong dropped to the record low of only 3/100,000, a fraction of what they are in here (qtd. in "Smart Diving"). So I'll be safer if I listen to the experts and take care of myself without seeking revenge. If someone wants to merge in front of me I'll try to let them. If they want to drive faster, I'll look for a place to pull over. If some motor home is creeping along at 35 mph in a 55 zone with no passing lane for a mile, I'll take a deep breath and ask myself why I'm in such a hurry? I don't want to get so upset about other people's idiocy that I become an idiot myself. I can't change the rest of the world, but I can choose not to let the rest of the world ruin my day.

The Works Cited page is at the very end with the MLA citation:

Schmo 6

Works Cited

"Smart Driving Enhances Road Safety." *Hong Kong Daily*. 4 Apr. 2010. *InfoTrack*. Web. 7 Sept. 2010.

HOW TO CREATE A FORMAL OUTLINE . . . AND WHY

GUIDE TO FORMAL OUTLINING

- I. The outline should be in sentence form.
 - A. That means that each section of the outline must be a complete sentence
 - B. Each part may only have one sentence in it.
- II. Each Roman numeral should be a main section of the speech.
 - A. Capital letters are main points of the thesis.
 1. Numbers are sub-points under the capital letters.
 2. Little letters are sub-points under the numbers.
 - B. Sub-points need to correspond with the idea it is under.
 1. This means that capital letters refer to the idea in roman numerals.
 2. This means that numbers refer to the idea in the capital letter.
- III. All sub-points should be indented the same.
 - A. This means that all of the capital letters are indented the same.
 - B. All numbers are indented the same.
- IV. No sub-point stands alone.
 - A. Every A must have a B.
 - B. Every 1 must have a 2.
 - C. You don't need to have a C or a 3, but you may.
 - D. There are no exceptions to this rule.

Your outline should look something like the one in the sample. Your outline will also include the full sentence details of your speech, including source citations.

The number of sub-points will differ in each speech and for each main idea.

FORMAL SENTENCE OUTLINE FORMAT

Topic: Key statement that describes the topic of your speech

General Purpose: To inform OR To persuade

Specific Purpose: Your specific purpose identifies the information you want to communicate (informative) or the attitude or behavior you want to change (persuasive/argumentative).

Thesis: The central idea of your speech (should predict, control and obligate).

I. Introduction

- A. Attention Getter: Something that grabs the attention of the audience. Examples of this: startling statistics, stories, rhetorical questions, quotations, scenarios, etc. This point should be more than one sentence long.
- B. Reason to Listen: Why should the audience listen to your speech, make it personal to each of them.
- C. Thesis Statement: Exact same statement as above.
- D. Credibility Statement:
 1. What personally connects you to this topic?
 2. What type of research have you done to establish credibility?
- E. Preview of Main Points:
 1. First, I will describe ...
 2. Second, I will examine ...
 3. Third, I will discuss...

II. Restate thesis, exact statement as above.

- A. Statement of the first main point; you should not use a source in this sentence.

Transition:

- 1. Idea of development or support for the first main point
 - a. Support material (ex: statistics, quotation, etc.- cite source)
 - b. Support material (ex: statistics, quotation, etc. - cite source)
- 2. More development or support
 - a. Support material (ex: statistics, quotation, etc.- cite source)
 - b. Support material (ex: statistics, quotation, etc. - cite source)

3. More development if needed

(Required) Statement of movement that looks back (internal summary) and looks forward (preview).

Transition:

- a. Support material (ex: statistics, quotation, etc. - cite source)
- b. Support material (ex: statistics, quotation, etc. - cite source)
- 4. More development or support
 - a. Support material (ex: statistics, quotation, etc. - cite source)
 - b. Support material (ex: statistics, quotation, etc. - cite source)

5. More development if needed

(Required) Statement of movement that looks back (internal summary) and looks forward (preview).

B. Statement of second main point. Do not use a source in this statement.

- 1. Idea of development or support for the first main point

C. Statement of third main point. Do not use a source in this statement.

- 1. Idea of development or support for the first main point
 - a. Support material (ex: statistics, quotation, etc. - cite source)
 - b. Support material (ex: statistics, quotation, etc. - cite source)
- 2. More development or support
 - c. Support material (ex: statistics, quotation, etc. - cite source)
 - d. Support material (ex: statistics, quotation, etc. - cite source)
- 3. More development if needed

III. Conclusion

A. Review of Main Points:

- 1. Restate your first main point.
- 2. Restate your second main point.
- 3. Restate you third main point.

B. Closure:

Restate thesis

Develop a creative closing that will give the speech a sense of ending. This point may be more than one sentence. You should refer back to your Attention- Getter.

DO...	DON'T...
Use clear, thoughtful language in order to support your own believability.	...apologize for your opinion by saying "I believe," "I feel," or "In my opinion"—the entire paper is yours and your reader knows this.
Cite experts who agree with you, introducing their authority and accurately representing their information.	...claim to be an expert if you're not one. Allow your sources to be the experts.
Provide facts, evidence, and statistics from credible sources to support your position.	...use strictly moral or religious claims as support for your argument.
Provide logical and carefully explained reasons to support your claim.	...assume the audience will agree with you about any aspect of your argument.
Respectfully explain opposing and alternative arguments and refute their claims.	...attempt to win your point by trashing the opposition. e.g. Anyone who disagrees is stupid—don't listen!

FINDING A RANGE OF CREDIBLE SOURCES

Students need experience finding and using a variety of sources:

- 2+ interviews** because sometimes talking to an expert really is the best source and they often have never tried this
- 2+ internet sources** because they should be able to find sources on the internet (this is the least reliable, though most already have this technique figured out, which is why we only require 1 internet source)
- 4+ Gale** because they should know how to use a credible database and much research in college uses these storehouses
- 2+ print** because students should not rely entirely on the internet for text sources—they should be able to locate and use actual paper sources such as books, magazines, newspapers, pamphlets, brochures, etc.

YOU must use 10 or up to 15 (more in Honors) credible sources in your SRPs.

YOUR SOURCES MUST INCLUDE:

interview sources: the interviews *must* be:

- nonfamily members who are
- adults and
- have more than just personal one-time experience and
- offer expertise on the information they provide

Interviews may be conducted face to face, on the telephone, or by email. You must take handwritten notes or print off the email as evidence of the interview. Note the date and FULL NAME of the person— anonymous and first-name sources are not acceptable.

internet sources: These should be from credible websites related to some part of your paper. A Google search will usually turn up plenty of information, but most of it will be trash or otherwise useless. Commercial websites (dot com) have less credibility than nonprofits (dot org), but do be aware that “The Flat Earth Society” is a dot org. Use some common sense whenever considering information found on a website. On the other hand, many important newspapers archive online and they may be used.

Gale sources: Gale is an academic search databases available free for use by SHS students. It contains millions of credible articles and one of the many available to most college students. Learning to use this database is very important.

“print” sources”: Some students are confused that the newspaper sources they’ve found online do not count as “print” sources. While it’s easy enough to locate sources on the internet, including newspaper sources, counting these as “print” sources is

- 1) inaccurate (they are labeled “web” in the Works Cited), and
- 2) does not give them the experience of using a search strategy more complicated than a search term in Google. It does not require them to handle *paper* sources, print sources, which is a requirement.
- 3) Print sources are paper, objects you have in your hands, including books and pamphlets. Use an index to find information in a book and think about visiting public and college libraries and taking copies of the pages you need so you don’t have to check the book out. Pamphlets, newspapers, and magazines work as well.

IMPORTANT: You must find credible adult sources, including those in print. You may *not* use children’s books (labeled juvenile), Greenhaven Press and other pro/con collections of persuasive essays such as *Opposing Viewpoints*, self-published, or books from vanity presses.

INTRODUCING & CITING SOURCES

When using a source in your essay, you must first introduce the authority of the source (step one in the 4-step process). Many people struggle with this at first, but here's a process that should help you understand what you are supposed to do:

Your goal is to explain to your reader where the information comes from and why it's reliable. Usually we accomplish this in one of two ways—by introducing the person him or herself, or by introducing the publication.

Is the person famous? If most everyone will recognize the name, introducing them is fairly simple. Say who they are and their name:

President Barack Obama announced...

Presidential candidate Mitt Romney argues that...

Physicist Albert Einstein writes...

Does the person have expertise? If the reason you trust this source is because you know the person has specific expertise they are writing or talking about, explain that briefly. Usually this can be accomplished in a phrase at the beginning of the sentence. Sometimes explaining expertise requires a sentence all its own:

David Clarke, a Columbia bar pilot for thirty years, explains the dangers... (Clarke).

Sandy Kuriakum, a Public Health nurse, writes... (Kuriakum).

Insurance investigator Joe Doe worries... (Doe).

Dr. Doug Dougherty, Superintendent of Seaside School District in Oregon, plans... (Dougherty interview).

Dr. Shiela Roley has been a principal at the elementary, middle, and high school level and teaches Administration through Portland State. Roley describes... (Roley interview).

Is the author unknown or a nobody? If you can't find an author or the author seems to be no one with particular expertise—a journalist, for example—the authority of the source comes from where it is published. Anyone can have a blog, for example, so saying you found information on a blog isn't impressive. But anything published in *The New York Times* has some credibility because that newspaper is careful about what it publishes—most newspapers and national magazines are careful. Introduce the source and cite with the title if there's no author:

According to *The New York Times*... (Shmo).

A study published in *Utne Reader* found... (Kuriakum 47).

The Seaside Signal reports that... ("Are Dogs the Best Pets?" A5)

Is the authority of the information you use from a person quoted in the source? If the source you are using is quoted in another source, introduce the authority of what you quote, but then indicate in your citation that this source is quoted in another article by using the abbreviation "qtd. in":

Physicist Albert Einstein "regretted the roll" he had in the development of nuclear science (qtd. in "Understanding Ethics").

Tiger Woods claims "my indiscretions have been blown out of proportion" (qtd. in Shmo).

The U.S. Department of Agriculture discovered in a 2009 study that most people believe they hate lima beans, even when they have never tasted them (qtd. in Kuriakum 47).

UNDERSTANDING MLA FORM

Making your paper reader-friendly.

The MLA manuscript form has a simple goal: to provide a predictable system for setting up a paper and documenting source information that is readily understandable for the reader.

MLA (Modern Language Association) is used primarily in the humanities, and another form, APA (American Psychological Association), is more often used in the sciences. In most published books the Chicago style is the standard form. There are style manuals for each form.

There are samples of how to use sources and design a Works Cited page in the “Quick and Dirty MLA guide, 7th Edition,” but the most basic description of the requirements of MLA form are:

- Generally write in present tense and primarily in third person (never in 2nd person POV, no “you”).
- Write out numbers unless this requires more than two words, or for dates, times, or percentages.
- Dates are shown day month year: 30 Apr. 2010
- The entire document is evenly doublespaced, with margins of 1” on each side. [We change the right margin for the SRP because we insert it in a folder]
- Create a 4-line heading in the upper left corner: Your name, teacher’s name, course name, due date for the paper:

Joe Schmo

Mrs. Baertlein

Senior English

30 April 2015

- On the next line, center, and type your title. The remainder of the paper is aligned left until the last page, the Works Cited.
- The page numbers are placed in the right side of the header, ½” from the top edge on the page, preceded by your last name.
- Turn off “widow control” by going to FORMAT PARAGRAPH and unclicking “widow control.”
- The paper makes claims and supports them with evidence from reliable sources. Using a source in your paper is a 4-step process:
 1. **Introduce** the authority of the source—either by explaining who the author is or identifying the publication.
 2. **Use the source** honestly—present evidence by quoting directly, summarizing, or paraphrasing (this last *using entirely your own words*).
 3. **Cite** the source in parenthesis. Include whatever information appears first for that source in the Works Cited page, usually the author’s last name and a page number if it’s available (Shmo 47) or the the first words of the title if it’s not (“The Best”).
 4. **Explain** in a sentence the information and reinforce the connection or complete the argument supported by the evidence.
- The Works Cited page provides the reader with all the information necessary to locate each source, including interviews, articles, books, etc. At the end of your essay, insert a page break. Center and type the words “Works Cited.” Align left and use a hanging indent.

TRANSITIONS: CONNECTIONS BETWEEN PARAGRAPHS

You must remember that no matter how well a paragraph stands alone it is always just one small part of a larger whole—the essay itself. And in order to do its part in the whole operation, it must connect smoothly with the parts around it. Like a loaded car on a moving freight train, it carries its own separate portion of cargo, but it must be firmly coupled to the car immediately ahead.

Transitions between paragraphs fall roughly into three categories:

1. *Standard devices*
2. *Paragraph hooks*
3. *Combinations of # 1 and #2*

The standard devices are simple and obvious; they are specific words and phrases, and using them is hardly more than a matter of selection. The paragraph hooks are more sophisticated—and more fun. And when you have mastered the technique of the hook, the combinations will come easily and naturally. No one of the three is "better" than the others; they are all useful and necessary.

The wise writer will make use of all of them.

STANDARD DEVICES

Perhaps you have already noticed that certain words and phrases recur often in your writing as you develop a thesis. If you want to acknowledge a point that isn't debatable, you may write "It is true that . . ." or "Admittedly," or "Obviously," or any one of several similar expressions. These are the *con* transitions, notifying the reader that you intend to concede a point. A few sentences later you will come back with a "Nevertheless," or "But . . ." that clearly signals your intention to present arguments in your favor.

Such words and phrases are among the standard transitional devices for leading your reader through an argument. They notify him briefly and efficiently that conflicting points of view are being presented; without them, the conflicting statements seem quite irrational. Here are a few more examples to illustrate the difficulties you can run into:

Girls are a nuisance.

They are wonderful.

The project had value.

It wasted time.

He was a brilliant actor.

He often performed miserably.

These paired statements simply don't make sense. Yet the same statements become perfectly clear when they are supplied with transitions:

True, girls are a nuisance.

Nevertheless, they are wonderful. *Admittedly*, the project had value. *But* it wasted time.

He was, *to be sure*, a brilliant actor. *Yet* he often performed miserably.

These examples are, of course, oversimplified in order to emphasize the necessity for proper transition; but if each sentence were a fully developed paragraph, the problem of transition would be the same.

You will be tempted to believe that because a connection between ideas is perfectly clear to you as a writer it is also perfectly clear to the reader. It isn't. The reader needs to be reminded constantly of exactly where you stand. So never omit the transition between paragraphs as you move back and forth between *pro* and *con* arguments.

Not all the mechanical transitions, of course, can be classified as strictly *pro* or *con*. What you use, and how you use it, will depend upon the purpose of the paragraph it introduces. You will use one kind of transition when you are shifting your point of view:

Girls are *a nuisance*.

Nevertheless, they are wonderful.

and another kind when you are simply adding another paragraph in the same vein:

Girls are a nuisance. *Furthermore*, they are gossips.

Other transitional phrases are primarily for emphasis, whether *pro* or *con*:

Girls are, *in fact*, a menace to society.

Girls are, *in fact*, the most marvelous creatures in the world.

The best guide to transitions is common sense—and a list like the following. It should give you a word or phrase that will introduce almost any paragraph of arguments:

Admittedly	Therefore	Undoubtedly
In addition	Certainly	Furthermore
On the other hand	Moreover	Obviously
In contrast	Thus	Unquestionably
And	Clearly, then	Granted
In fact	Nevertheless	Of course
Still	To be sure	Yet
Assuredly	Consequently	One consideration
Indeed	No doubt	Another problem
The fact remains	Although it's true...	Another concern
But	Even so	Others believe
It is true that	Nobody denies	

This is a fairly comprehensive list of standard transitional devices. It is not, however, a complete list.

Although *however* and the other transitional devices listed above are indispensable to the writer, enabling him to make dozens of connections neatly and efficiently, they can't handle the whole transitional load. Even if they could, no writer would depend upon them exclusively, for they can become painfully obvious when they are used over and over again. You want your reader to be pleasantly aware that your paragraphs are firmly linked, but you don't want him to see the chains too clearly or hear them clank too audibly into place.

So you need another kind of transition, something that is both stronger and subtler: the ***paragraph hook***.

THE PARAGRAPH HOOK

You probably use the paragraph hook often in your own writing without knowing it and see it constantly in your reading without realizing it (as in this sentence, for example). But to take full advantage of its possibilities, you should learn to use the paragraph hook consciously, to direct and control it for your own purposes. Control, remember, is the essence of style, and the handling of transitions is an important part of any writer's style.

To see how the paragraph hook differs from the standard transitional device, look first at the example below. Here the transition from one paragraph to the next is accomplished by a standard transition alone—the word *but*:

Mark Twain is established in the minds of most Americans as a kindly humorist, a gentle and delightful "funny man." No doubt his photographs have helped promote this image. Everybody is familiar with the Twain face. He looks like every child's ideal grandfather, a dear old white-thatched gentleman who embodies the very spirit of loving-kindness.

(Standard transition)

But Twain wrote some of the most savage satire ever produced in America....

The standard transition indicates clearly enough that the writer is preparing to take off with a new idea in opposition to the one in the first paragraph. But the transition is far too abrupt. The leap from one idea (how Twain looked) to the next (how he wrote) is simply too great to be handled by a mechanical transition. Observe how much more firmly the paragraphs hang together if the transition is made like this:

a dear old white-thatched gentleman who embodies the very spirit of loving-kindness.

(Paragraph hook)

The *loving-kindness* begins to look a little doubtful in view of some of his writing. For Twain wrote some of the most savage satire ...

Here you see demonstrated the simplest kind of paragraph hook. The last word of the first paragraph is hooked into the first sentence of the second paragraph and used as a point of departure for introducing another idea. This repetition hooks the paragraphs together solidly. The hook need not be one word; it can be a phrase. It should not, however, exceed two or three words.

Although the last word or phrase of a paragraph frequently serves as the simplest and strongest kind of hook, you can go back farther than this, sometimes to even better effect:

...a dear old white-thatched gentleman who embodies the very spirit of loving-kindness. (deeper hook)

This *dear old white-thatched gentleman* happens to be the author of some of the most savage satire ...

SUMMARY

Remember that the chief purpose of transitions is to help your reader follow your train of thought. They are the links that hold your ideas together and keep them moving toward a single goal. So make certain, always, that some kind of link exists between your paragraphs, and that the link exists not only in your own mind but also, clearly and unmistakably, in the words you put on paper.

One kind of link is not necessarily better than any other kind, but variety is better than sameness. So try for variety. Use the purely mechanical devices for quick and simple transitions. Use word and phrase hooks for stronger and clearer links. Use idea hooks for broad references. Use combinations for emphasis and tone.

TRY THEM ALL. BUT ABOVE ALL, USE THEM.

COMMON ERRORS TO AVOID

1. This is a formal paper. As such, you should avoid all of the following:
 - a. **Contractions and abbreviations** (acronyms are acceptable as long as they are written out the first time they are used).
 - b. **Referring to children as “kids”** (children, youth, young adults, teenagers, or students are all appropriate).
 - c. **Referring to the United States of America as “America” or “US”** (living here makes us Americans, but “America” refers to a larger geographic area. You may use U.S. but it needs that punctuation if you use initials).
 - d. **Leaving numbers ten and under as the actual number instead of writing it out** (unless the source did it that way).
 - e. **Misquoting your source – be very careful typing your quote into your paper!** If your actual source has a typo or awkward grammar, you might want to think twice about using it—that doesn’t seem very credible.
2. **Organization is a very big problem.** It is important to outline your paper and catch where you have repetitions, confusing information, or circular arguments. Also, I recommend that you put the alternate viewpoint(s) at the end of your paper, right before the conclusion. That way, you’re proving your thesis statement, but before you conclude you are preemptively acknowledging possible objections to your thesis and showing, through evidence and analysis, that your viewpoint is best. See the “how to create a formal outline” information on page 14-15.
3. **Alternate opinions need to be stated with evidence, and then defused/countered.** Otherwise, you may convince the reader to disagree with you, which defeats the purpose of a persuasive paper.
4. **Although your opinion matters, the evidence matters more.** Your personal anecdotes should stay in your introduction. The SRP itself should be arguments to prove your thesis, using evidence from credible sources.
5. **Do not end a paragraph with a question. In fact, try to avoid putting questions in a paper all together unless it is part of a source.**
6. Stay away from words like “a lot”, “stuff”, “things”. Take this opportunity to expand your vocabulary and look up synonyms for what you are trying to say.
7. Find smart paragraph transitions. “First” and “In conclusion” are not smart paragraph transitions. You can do better than that.
8. **READ THE PAPER OUT LOUD.** This is a tactic that you will be using your entire school career. Sometimes when we write papers we write them as if we are talking, but when you read your paper aloud, it is easy to catch small errors like contractions or awkward phrasing that would otherwise go unnoticed. *If it doesn’t make sense to you, it won’t make sense to your reader.*

PRÉCIS: *A STRUCTURED SUMMARY*

Sometimes what you need is a summary of an entire article. The précis format provides a good overview of an article. You will want to revise your précis in order to use it in your paper, but it's good to follow the model for a first draft.

READ DIRECTIONS! Follow the model.

1. A Rhetorical Précis Format: Four sentences in present tense.

a) In a single coherent sentence give the following:

- author's review of *Name of the Book* and author being discussed, "Title of the Essay" (year),;
- a rhetorically accurate verb (such as "assert," "argue," "deny," "prove," "disprove," "insist," etc.);
- a **that** clause containing thesis statement of the work.

b) In a single coherent sentence give an explanation of how the author

- develops and supports the major claim (thesis statement).

c) In a single coherent sentence give a

- statement of the author's purpose,
- followed by an "in order" phrase.

d) In a single coherent sentence give

- the relationship the author establishes with the audience and/or
- a description of the intended audience

Three Good Rhetorical Précis Samples based on the same essay

Olivia Judson's article, "The Selfless Gene" (2007), shows that through a lineage of genetics humans have acquired traits of self-sacrifice. Judson write about the phenomenon of humans risking their lives to help strangers, and through intensive studies of both animals and humans, genetics is believed to be the cause. She writes this essay to explain and give reason to why humans risk their lives for one another. Judson is catering to not only a highly educated, scientific audience, but also to anyone interested in the study of social interaction. —Will Meyer, with minor changes

Olivia Judson's article, "The Selfless Gene" (2007), argues a theory for humans' selfless impulses and provides examples of such a genetic tendency. Judson describes several instances where humans and other animals show altruistic impulses. She presents a theory and examples to show how evolution may be responsible for our self-sacrificing acts. The article was intended to be read by people with an interest or background in evolution. —Sam Lent, with minor changes

Olivia Judson's article, "The Selfless Gene" (2007), explores the idea that human traits of compassion are hereditary and passed through the generations. By using an anecdote and researching animal behavior, Judson gives the reader examples of why this theory is plausible. Her main purpose is to point out that humans rely on primal survival instincts, and while many of these are hostile, companionship is also vital. This article in written mainly to the public to argue with the theory that compassionate traits are not genetic. —Bridgette Blakesley, with minor changes

Incorporating Evidence: Summary, Paraphrase, & Quotation

- A **précis** is a kind of overall summary
- A paragraph **paraphrase** entirely in your words, without quoting, but with citation—the passage you rewrite doesn't get longer or shorter, it's simply all in your own words
- The third example is a complete essay paragraph incorporating **summary**, **paraphrase**, and brief **direct quotes** with citation, as well as comment and analysis from the writer.

PRÉCIS: Olivia Judson's article, "The Selfless Gene" (2007), explores the idea that compassion in various life forms is hereditary. By using an examples of animal behavior from amoebas to chimps, Judson demonstrates how altruism benefits species even when the individual is not directly served. Her main purpose is to point out that humans, like other life forms relies on others of its own kind, that cooperation and selflessness are survival mechanisms which ensure the overall survival of the species. Careful explanation of the science involved allows a general reader to follow the essay, without feeling patronized. *<—a citation is optional since you have introduced all the necessary information above*

PARAPHRASE: Evolutionary biologist Olivia Judson's article, "The Selfless Gene" (2007), describes a rare human genetic disorder called Williams syndrome. A small piece of chromosome 7 from one parent is missing and this results in obvious differences from most people, both physically and behaviorally. The physical differences are small size, heart problems, a pointed face often described as "elfin," weak understanding of numbers, and a complete lack of suspicion. The trust other people and are incapable of learning through experience or direct instruction that they should not trust everyone. They can't help themselves. This last "symptom" suggests that both our trust and ability to develop distrust are hereditary and reminds the student of human behavior that we are normally capable of a wide range of human interactions, determined by experience, training, and circumstance (Judson).

PARAGRAPH: Sometimes science seems to lag behind common sense. Evolutionary biologist Olivia Judson wrote recently about evidence that living things from the microscopic organisms to human beings demonstrate behaviors that look, on first glance, to be purely altruistic. Troops go down with the ship, ensuring that unrelated women and children survive. Baboons form male-female friendships that support the survival of infants unrelated to the males, and thus the behavior does not directly benefit the survival of the males' genetic codes. Why do it? Judson builds her case that such behaviors benefit the individual indirectly where they "play a fundamental role in an animal's ability to survive and reproduce thin the group." Further, even when selfless behavior seems to provide no benefit to the individual, it benefits the group and suggests that "the ability to adjust our behavior to fit a given social environment is one of our main characteristics, yet so instinctive we don't even notice... [and] suggests that we can, in principle, organize society so as to bring out the best of our complex, evolved natures" (Judson). Cynics have over the years labeled human nature as "instinctively" brutal, reined in only by social restraints and threats of world or divine punishment. Judson's studies posit a different message, that creating a humane society is a genetic, that while we are capable of violence and cruelty, we also are naturally capable of cooperation, kindness, compassion, and self-sacrifice. I think a lot of people already assumed that, but it's nice to have "proof" that's palatable to scientists.

QUICK & DIRTY MLA STYLE, 7TH EDITION

Failure to document the source of ideas/evidence is plagiarism. BEFORE USING IT, STUDY your source—Read carefully to determine content and the bias of the author. Take notes and/or write a précis. Misrepresenting a source is dishonest. Misunderstanding it is foolish. Failing to cite the source is stealing—plagiarism.

Correct use of sources is a 4-STEP PROCESS:

1. **Always INTRODUCE the source**—Before using a source, write a phrase to explain where the information is coming from & why it is credible. State the speaker or author’s name and authority (their experience or training which makes them an expert) OR authority of the publication and/or source of the published information.
2. **USE THE SOURCE honestly**—Summarize a paragraph of information in a line and a half or an entire essay in a paragraph. Paraphrase with caution, being clear what is you, what is from the source. If you quote directly for conciseness (no more than 10% of your paper may be quotes), copy the source exactly. ALWAYS cite:
3. **CITE the source in parenthesis**—Even if you have paraphrased, summarized, or used only a statistic, cite by placing the first information from the Works Cited in parenthesis at the end of the sentence. This means using the author’s last name, or the title of the article if there is no author, + page# if you have it. See samples.
4. **EXPLAIN how the source fits into your essay**—Don’t assume your reader makes the connections you do. Briefly make those connections. Analyze, explain, and integrate your source into your essay.

DOCUMENT each source in your Works Cited—Provide a complete MLA citation.

a. Example of introducing, summarizing an entire article in a single sentence, and citing):

A *Seaside Signal* reporter interviewed local coaches and fans and found that some do not object to prayer before games (Adams 28). [NOTE: See reverse for Works Cited listing of this and all sources on this page.]

b. Example of introducing, quoting someone other than the author of the source, and citing:

SHS football coach David Goliath says, “It’s the same as why you take a shower after a game. You need to clean your body. Sometimes you need to clean your mind” (qtd. in Adams 28). [NOTE: Close quote before citing author or title and page# if you have it, which you do in this example. See Unger and Beauchamp without a page number below.]

c. Example of introducing, quoting, and citing [when the author’s name has just been introduced, leave it out of citation]: Widely syndicated newspaper columnist, Clarence Page, defends Mark Twain’s classic as an authentic voice showing “how Huck’s attitudes had been shaped by the moral hypocrisy of his time” (130).

d. Using a quotation of more than 4 lines, indent the entire passage 1" on the left only [Note intro and follow-up]:

...The Warrenton PTA Chair Jamison Mitchell explains how the new policy interferes with personal religious freedom.

When I was in school, prayer was a family matter and none of the school’s business. We brought up our children to be respectful of all faiths. We attend church and have sent all of our children to Sunday School, But this is a family issue. It never occurred to my wife and I or to any other [School] Board member that our son and daughters would be required to share their faith during a school event. I’m sure it’s well-intentioned, but it’s wrong because this is our responsibility as their parents. It is our job to steer our children’s faith. (Mitchell)

Mitchell and other local families have judged required prayer to be inappropriate, not because they do not pray, but because they want to be the ones to guide their children’s religious upbringing. [NOTE This is also an interview. in **blocked quotes**: remove quote marks; shift parenthetical citation after the period. The line following a quotation generally continues the same paragraph. This sentence should explain the quote and reinforce the connection or complete the argument supported by the quote. See #4 above. This shows the source 1. introduced, 2. used, 3. cited, 4. explained. NOTE also that if you block quote more than one paragraph, you indent each one by ¼”]

e. Citing a source without an author’s name. Use the title:

The National Education Association estimates that 90% of schools have addressed this issue as district policy (“A Prayer Dictates” 2D). [NOTE: Long titles may be shortened in parenthetical citations to the first 2-3 words]

f. Citing a source, where speaker is not author & multiple authors, also a source with no specified page #:

James Perrier of Harvard Law School conducted a survey in 2002 which found that 90% of U.S. schools have addressed this issue as district policy (qtd. in Unger and Beauchamp).

g. Citing a sentence where you have combined multiple sources [the only citation which includes punctuation]:

The NEA estimates that 90% of schools have addressed this issue as district policy, but other national studies find only 50% offer specific guidelines (Meadows, Cooke, and Hyde 147; “Secular Language”).

h. Using more than one source from the same author, include a portion of the title: (Merriam “Everyone” 6A) or (Merriam “Re: School Prayer”) NOTE: Make this distinction clear in the introduction to the source, step 1, as well.

THE WORKS CITED PAGE

The Works Cited page is an **alphabetized list** of references at the end of your document where the reader may find the sources actually used (cited) in your paper. **IMPORTANT:** Match the in-text (parenthetical) citations to the first information in the Works Cited. Remember, your reader must be able to access your sources by referring to the Works Cited. [NOTE: use hanging—reverse—indent.] Use italics where underlined and follow abbr. and punctuation EXACTLY! Note medium last.

MLA interview citation: Interviewee—lastname, Firstname and Initial/Middle name if any. Personal interview. day Month year of interview. NOTE: Do not include titles such as Dr.; do include “Jr.” [see Mitchell below]

MLA print periodical citation: Authorlastname, Firstname and Initial/Middle name if any. “Title of the Article.” Periodical Name [add city where it is published for newspapers only if city is not in name] day Month year [or vol.issue (+date) if a scholarly publ.]: page numbers. Print. [see “A Prayer” and Vendler below]

MLA print book citation: Authorlastname, Firstname and Initial/Middle name if any. Book Title. year [only if your edition is later]. City Published [add state initials only if it’s not obvious. i.e. Portland, OR]: Publisher, year [use most recent year found on publ. history page]. Print. [see Adamson, and Meadows below]

MLA database citation: Authorlastname, Firstname and Initial/Middle name if any. “Title of the Article.” Periodical Name [for newspapers add city only when its not in the name] vol.issue (year) [if an academic journal, or day Month year]: page numbers [hyphen + space for unknown end]. Database. Web. Access date. [see Adams, “Secular Language,” and Unger and Beauchamp below]

Web sources are the only ones likely to be incomplete. This information is essential: “Page Title.” Site Name. Web. access date. [See Becker & “I Am” below.]

NOTE: Always leave multiple authors’ names in the order they are published, don’t alphabetize or otherwise alter them. Only the first of multiple authors must be last-name-first in the Works Cited. Use *italics* for the titles of books, films, site, etc. Underlining indicates: *set in italics!*

Sample “Works Cited”: Use 1" margins, doublespace, place last name & page number in top header.

Schmoe 9

Works Cited

- Adams, Kirk. “Moment of Silence, School Prayer Issues Debated.” *Christian Review* Jan.-Feb. 2002: 27-28. *General OneFile*. Web. 9 Sept. 2013.
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- Lee, Harper. *To Kill a Mockingbird*. 1960. New York: Warner Books, 1982. Print. [NOTE: include original □year]
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- Vendler, Helen. “Last Words.” *The Atlantic Monthly* Apr. 1994: 14, 15, 78-81, 126. Print.

To verify & for other sources consult **MLA Handbook for Writers of Research Papers, 7th Ed. (2009)** or look up online at <https://owl.english.purdue.edu/owl/resource/747/01/> (The Purdue OWL Writing Lab – MLA Formatting).

your name: _____ parenthetical citation: (_____)

ATTACH:

- the complete printout of the **GALE source**; or,
- copy of page or pages + publishing history page of **book**; or,
- the complete printout of the **web page**; or,
- complete **magazine/newspaper article**; or,
- handwritten notes from an **interview** with date and full name

Highlight the information on your source that you actually use. Complete this page for each source!

SOURCE/EVIDENCE: *prove your point*

MLA citation. *Write a complete MLA citation for this source for your Works Cited page:*

4-STEP PROCESS *All these words go into your paper!:*

1. INTRODUCE the source: What about the source defines the authority/credibility of the information you are using? Write the BEGINNING of your sentence here:

2. USE the source honestly: Remember you are looking for evidence. Whether quoted directly or summarized—even if you only use a statistic—write it here, the MIDDLE of your sentence:

3. CITE the source in parenthesis: Use whatever is shown first in the citation above plus the exact page number if you have it. Write THE END OF YOUR SENTENCE here:

(_____) . ←period

4. CONTINUE your essay: It isn't enough to offer evidence, explain it! Write AT LEAST ONE follow-up sentence here:

