

# Research Paper

You will be writing a 3-4 page research paper. Your finished paper must use FOUR sources, and a minimum of EIGHT in-text, parenthetical citations are required (two from each source). Follow the formatting instructions on the pages included in this packet.

Research is a process, and as such, you will be graded on several steps along the way to your final product. The following is your checklist:

Step	Points Possible	Points Earned
1. Thesis Statement	10 points	
2. Annotated sources	40 points [10 points each]	
3. Source Sheets	40 points [10 points each]	
4. Complete Outline (TYPED!)	20 points	
5. Introductory paragraph (TYPED!)	10 points	
6. One complete body paragraph (TYPED!)	20 points	
7. Concluding paragraph (TYPED!)	10 points	
8. Works Cited page (TYPED!)	20 points	
9. First Draft / Peer Edit (TYPED!)	30 points	
10. Final Draft (TYPED!)	50 points	

**250 Total Points**



*Note: The final draft is only worth 50 points. Research is a process. You will be graded on each step of that process.*

## Web Site

Editor, author, or compiler name (if available). \_\_\_\_\_  
Last name First name

Name of Site italicized. \_\_\_\_\_

Version number. \_\_\_\_\_

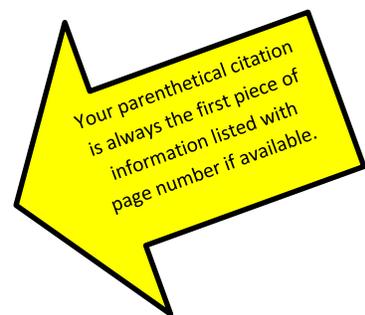
Name of institution/organization affiliated with the site (sponsor or publisher),  
\_\_\_\_\_

Date of resource creation (if available). \_\_\_\_\_

Medium of publication. \_\_\_\_\_

Date of access. \_\_\_\_\_

Parenthetical citation: ( )



Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

\* Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

### List your subtopics below

- a.
- b.
- c.
- d.

Find one good piece of information for each subtopic and write it out, word for word, below:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)

## An Article in a Web Magazine

The author name. \_\_\_\_\_,  
Last name First Name

Article name in quotation marks. " \_\_\_\_\_ "

Title of the Web magazine in italics. \_\_\_\_\_

Publisher name, publication date. \_\_\_\_\_

Medium of publication. \_\_\_\_\_

The date of access. \_\_\_\_\_

Parentetical citation: ( \_\_\_\_\_ )

\* Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*. A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009.

List your subtopics below

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Find one good piece of information for each subtopic and write it out, word for word, below:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)

# An Article in an Online Scholarly Journal

The author name. \_\_\_\_\_  
Last name / First Name

Article name in quotation marks. " \_\_\_\_\_ "

The title of the publication in italics \_\_\_\_\_

All volume and issue numbers (if available): \_\_\_\_\_

The page range of the article (use n.pag if no page range available). \_\_\_\_\_

Medium of publication. \_\_\_\_\_

The date of publication. \_\_\_\_\_

Paranthenetical citation: ( )

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal* 6.2 (2008): n. pag. Web. 20 May 2009.

## List your subtopics below

- a.
- b.
- c.
- d.

## Find one good piece of information for each subtopic and write it out, word for word, below:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)

**An Article from an Online Database (or Other Electronic Subscription Service)**

The author name. \_\_\_\_\_  
Last name First Name

Article name in quotation marks. " \_\_\_\_\_ "

The title of the publication in italics \_\_\_\_\_

All volume and issue numbers. \_\_\_\_\_

The page range of the article. \_\_\_\_\_

The title of the database italicized \_\_\_\_\_

The medium of publication. \_\_\_\_\_

The date of publication. \_\_\_\_\_

Parentetical citation: ( \_\_\_\_\_ )

Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." *Science* 29 Apr. 2005: 642-

44. *Science Online*. Web. 5 Mar. 2009.

List your subtopics below

- a.
- b.
- c.
- d.

Find one good piece of information for each subtopic and write it out, word for word, below:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)

## Article in a Magazine

The author name. \_\_\_\_\_  
Last name First Name

Article name in quotation marks. " \_\_\_\_\_ "

The periodical title (Italicized) \_\_\_\_\_

The date of publication (abbreviate the month): \_\_\_\_\_

The page range. \_\_\_\_\_

The medium of publication. \_\_\_\_\_

Parenthetical citation: ( \_\_\_\_\_ )

**Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.**

List your subtopics below

- a.
- b.
- c.
- d.

Find one good piece of information for each subtopic and write it out, word for word, below:

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\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)

# Article in a Newspaper

The author name. \_\_\_\_\_  
Last name First Name

Article name in quotation marks. " \_\_\_\_\_ "

Italicizing the newspaper title \_\_\_\_\_

The date of publication (abbreviate the month): with edition (if available). \_\_\_\_\_

The medium of publication. \_\_\_\_\_

Parentetical citation: ( \_\_\_\_\_ )

**Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.**

List your subtopics below

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- b.
- c.
- d.

Find one good piece of information for each subtopic and write it out, word for word, below:

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\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)

## Book

The author name. \_\_\_\_\_  
Last name First Name

Title of Book (Italicized). \_\_\_\_\_

City of Publication: \_\_\_\_\_

Publisher, \_\_\_\_\_

Year of Publication. \_\_\_\_\_

Medium of Publication. \_\_\_\_\_

Paranthetical citation: ( )

**Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.**

List your subtopics below

- a.
- b.
- c.
- d.

Find one good piece of information for each subtopic and write it out, word for word, below:

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\_\_\_\_\_ (p# \_\_\_\_\_)
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)

## An Image (Including a Painting, Sculpture, or Photograph)

The artist's name. \_\_\_\_\_  
Last name First Name

Title of the work of art italicized. \_\_\_\_\_

The date of creation. \_\_\_\_\_

The institution and city where the work is housed. \_\_\_\_\_

The name of the Website in italics. \_\_\_\_\_

The medium of publication. \_\_\_\_\_

The date of access. \_\_\_\_\_

Parentetical citation: ( )

Goya, Francisco. *The Family of Charles IV*. 1800. Museo Nacional del Prado, Madrid. *Museo Nacional del Prado*. Web. 22 May 2006.

### List your subtopics below

- a.
- b.
- c.
- d.

Find one good piece of information for each subtopic and write it out, word for word, below:

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\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (p# \_\_\_\_\_)

## Moving Away from the Five-paragraph Essay Thesis Statement

Hypothetical Essay Assignment:

Write an essay in which you defend dogs as being the best pets.

5-Paragraph Essay Thesis:

***Dogs are the best pets because they're smart, loyal, and loving.***

The reader would then understand that:

Paragraph one would be about how **smart** dogs are

Paragraph two would be about how **loyal** dogs are

Paragraph three would be about how **loving** dogs are

This formula is fine for a 5-paragraph essay...but what if you have to write a 10 page paper? You may have 20-30 paragraphs! What would your thesis look like then?

### ***How to solve the problem...***

Write an essay in which you defend dogs as being the best pets.

Multi-~~Page~~ Essay Thesis:

***Dogs are the best pets due to their many excellent qualities.***

Instead of listing the specific topic of each body paragraph, I've generalized my thesis statement so that I can write many paragraphs. Can I still talk about how smart, loyal and loving they are? Yes! Do I *only* have to talk about those three things? No! I've opened myself up to an infinite number of qualities! Do not chain yourself to three, and only three, body paragraphs in your essay.

***This is what your thesis statement should look like!***

***Write your thesis statement here:***

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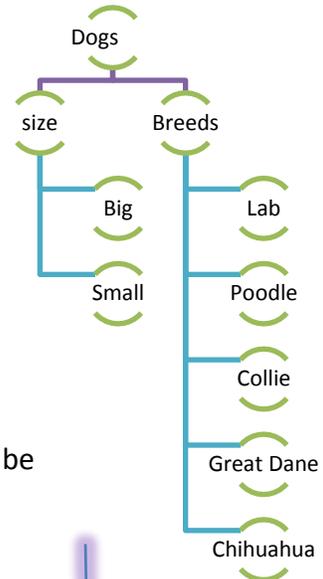
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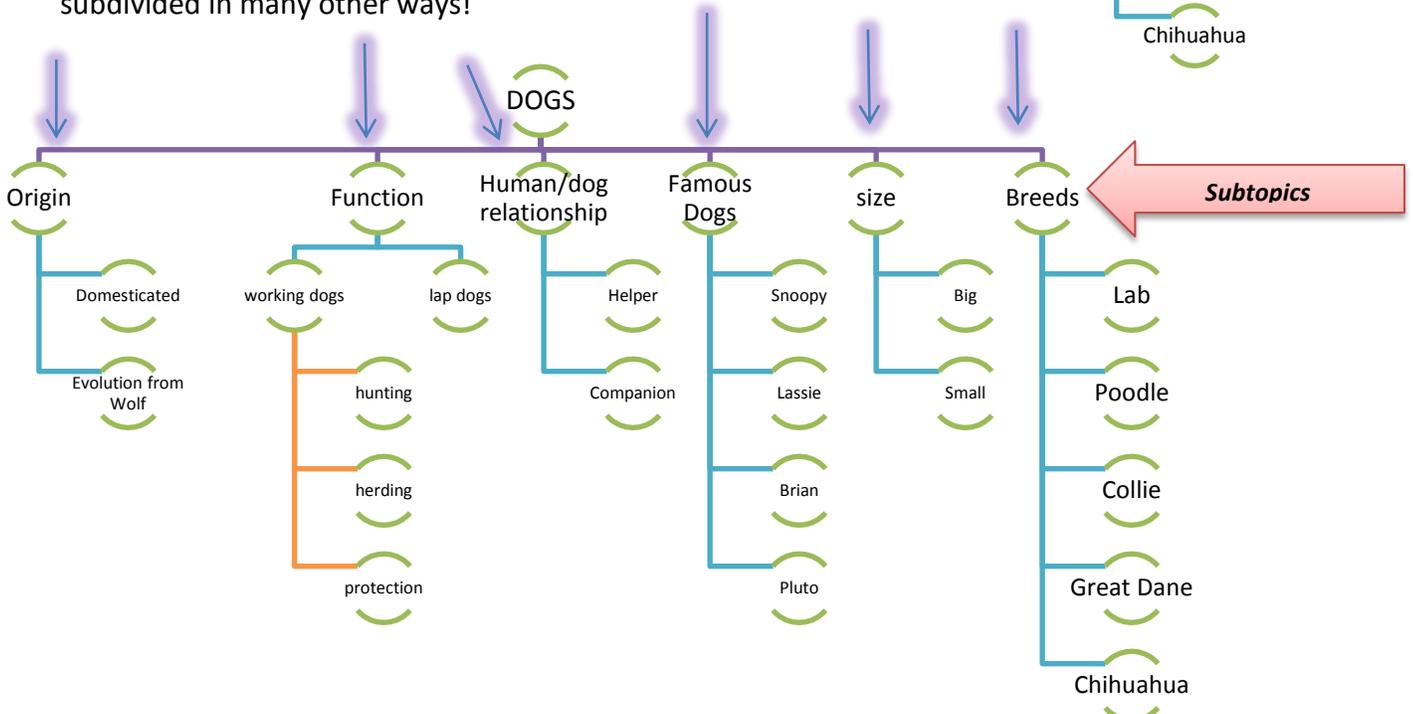
## WHAT SHOULD MY PARAGRAPHS BE ABOUT?

Now that you have read, annotated, and summarized your four articles, it is time to determine your **subtopics**.

For example, if I were doing a research paper on dogs, right away I know I can come up with a few sub topics off the top of my head. For example, I know I can write about different breeds of dogs, and different sizes of dogs



But after reading my research, I realize that the topic of “dogs” can be subdivided in many other ways!



Once you have divided your topic into subtopics, see which subtopics have the most information. Also, determine if you can combine topics (for example, I could combine size and breeds). The subtopics with the most information will then become the topics of your body paragraphs.

OUTLINE FORMAT

This page is here to give you an idea of what your outline should look like. You may have four body paragraphs...you may have six! You may have one quote per paragraph, you may have three! Create the outline based on what YOU are going to be writing about.

**I. Introduction:**

Thesis statement:

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**II. Topic Sentence #1:** \_\_\_\_\_

Quote#1: \_\_\_\_\_

\_\_\_\_\_ (Citation: \_\_\_\_\_).

Quote#2: \_\_\_\_\_

\_\_\_\_\_ (Citation: \_\_\_\_\_).

**III. Topic Sentence #2:** \_\_\_\_\_

Quote#1: \_\_\_\_\_

\_\_\_\_\_ (Citation: \_\_\_\_\_).

Quote#2: \_\_\_\_\_

\_\_\_\_\_ (Citation: \_\_\_\_\_).

**IV. Topic Sentence #3:** \_\_\_\_\_

Quote: \_\_\_\_\_

\_\_\_\_\_ (Citation: \_\_\_\_\_).

**V. Topic Sentence #4:** \_\_\_\_\_

Quote#1: \_\_\_\_\_

\_\_\_\_\_ (Citation: \_\_\_\_\_).

Quote#2: \_\_\_\_\_

\_\_\_\_\_ (Citation: \_\_\_\_\_).

***NOTE! YOU MAY HAVE ADDITIONAL BODY PARAGRAPHS!***

**Conclusion**

How the issues addressed in this paper carry over into the larger world?

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# Introduction

When writing an introduction, bear in mind that you must have *three parts*:

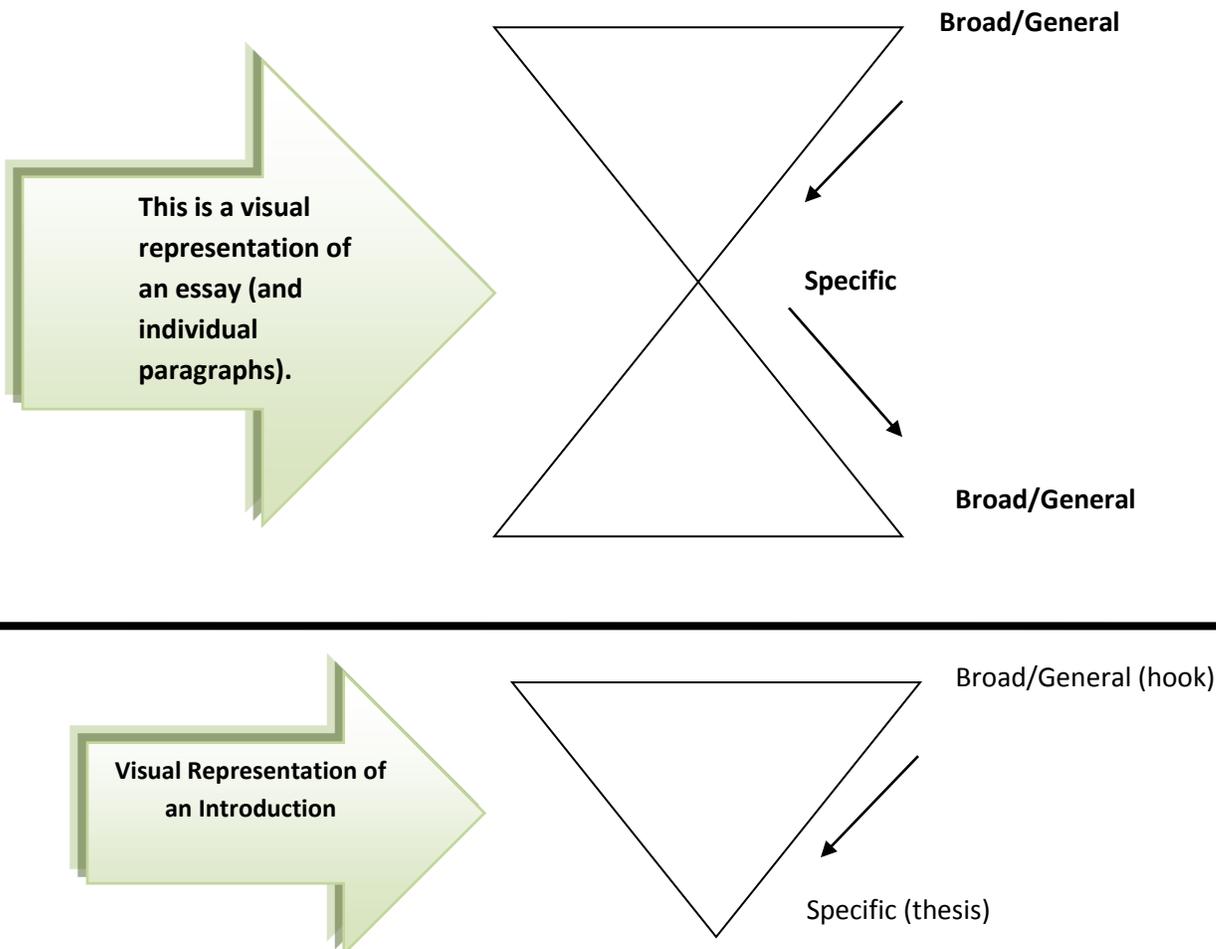
1. **A Hook** – this is a statement that draws the reader in. It must be general in nature, but still should reflect the main idea of your essay.
2. **A bridge** – this is the information needed to connect your hook to your thesis in a logical manner.
3. **A thesis** – this is the statement which tells the audience, specifically, what the essay will be about.

You should avoid the “5-paragraph” essay formula.

Example:

The essay prompt is:

“What aspects of the poem *Beowulf* would have compelled Christian missionaries to use it to spread their new religion to the Anglo Saxons in the 8<sup>th</sup> century?”



**Step #1: Write Your Thesis Statement:**

The popularity of the epic poem, *Beowulf*, and its focus on a savior figure, would have appealed to the author who inserted Christianity into the previously pagan piece. **- This is specific**

**Step #2: Step back from your thesis and decide what it is you are writing about IN GENERAL. What's the main idea of the essay? This main idea needs to be evident in your hook.**

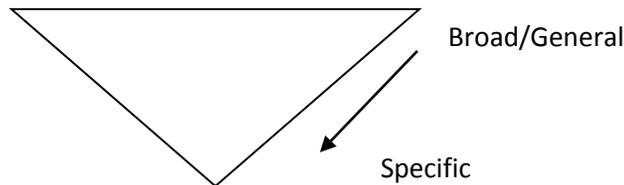
*"Literature being used as a tool to convert pagans."* **- Somewhat general**

↓ ↓  
*"Forms of media being used to spread messages"* **- Very general**

**This is your starting point! Now you know what your HOOK should be about!**

**Often times the media is used to introduce new concepts or to impose new beliefs on the masses.**

*Note how the HOOK and the THESIS MIRROR each other, they both talk about the same idea...one is general, the other specific.*



**The popularity of *Beowulf* and its focus on a savior figure would have appealed to the authors who inserted Christianity into the previously pagan piece**

**Student Example:**

**Often times the media is used to introduce new concepts or to impose new beliefs on the masses.** By using what is already familiar, the public is desensitized, leading to a smoother transition between the old and the new. This idea was used with the introduction of Christianity into pagan cultures. The leaders of Christianity were able to ease a potential culture shock by slightly altering the older beliefs to create a bridge between the two. One way this was done was by using already existing symbols and changing their meaning; for example, what was once regarded as a heathen tree of life is now the Christmas tree associated with the day Christ was born. In addition to symbols, literature was a medium affected by the introduction of Christianity. One can find many examples of traditional lore being used to transition cultures, specifically in the epics from the Anglo-Saxons. **The popularity of *Beowulf* and its focus on a savior figure would have appealed to the authors who inserted Christianity into the previously pagan piece.**

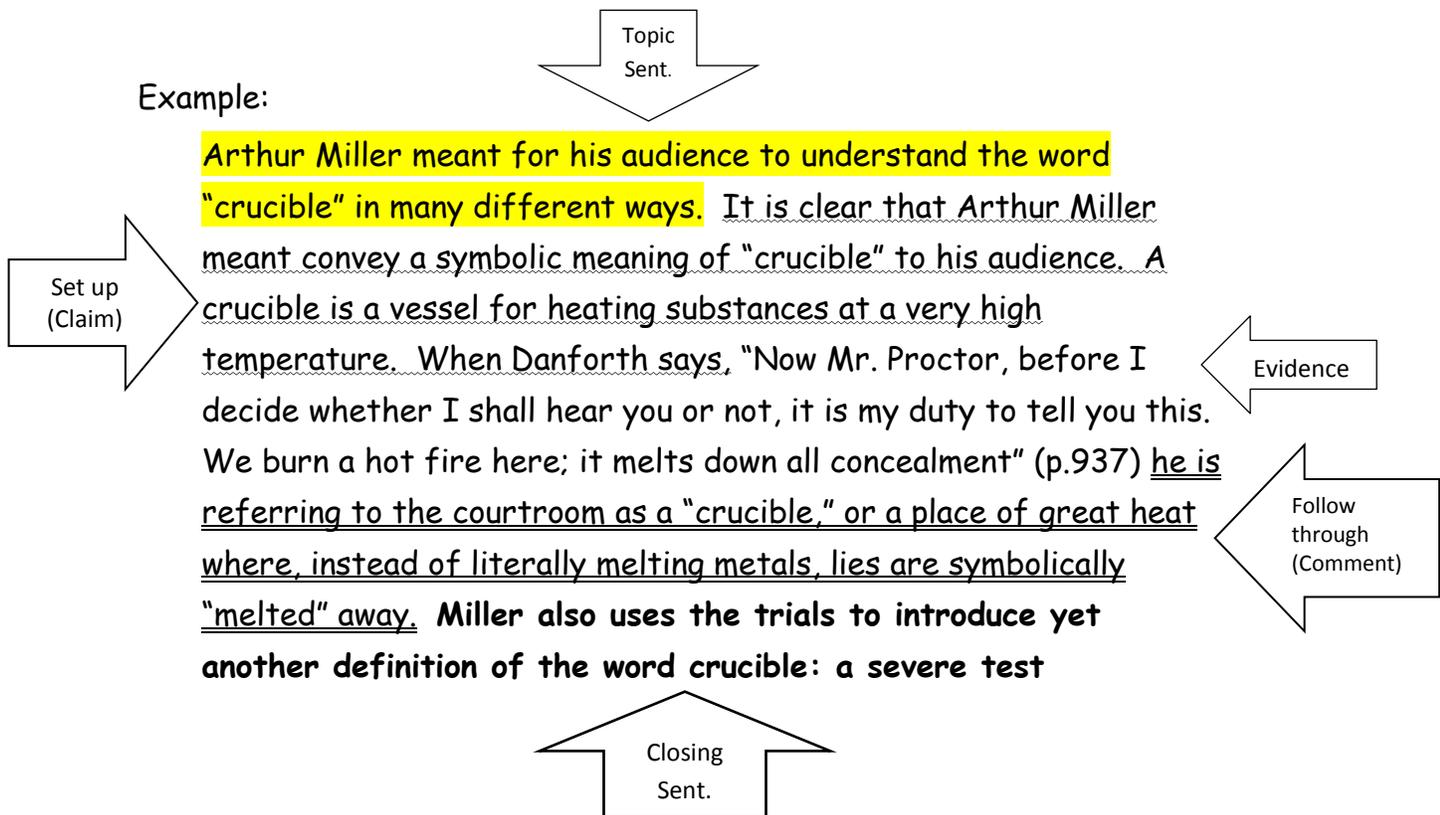
The Hook mirrors the thesis

Note the logical transition between ideas.

Every body paragraph has THREE DISTINCT PARTS:

1. A topic sentence: A topic sentence is a “mini thesis statement” in which you explain what the paragraph (rather than the whole essay) will be about. Every topic sentence should tie back to and help to support your thesis statement.
2. Evidence: these are facts, details and examples that *directly support* and help to develop the statement you’ve made in your topic sentence. Remember, when introducing your evidence, you need to set up the quote and then follow through with your reasoning (Claim, Evidence, Comment).
3. Closing sentence – this is the last sentence in your paragraph. Usually this restates the main idea of your paragraph and includes a transition into your next paragraph.

Example:



USE THIS HANDOUT AS A REFERENCE FOR WHEN YOU ARE INCORPORATING YOUR EVIDENCE INTO YOUR ESSAY!

- A. Introduce the EVIDENCE with the proper punctuation. A period is not proper punctuation (use a comma, colon or semi colon).

Example:

Yet another example that illustrates that Juana is meant to be the allegorical representation of Wisdom is when she tells her husband, "Kino this pearl is evil. Let us destroy it before it destroys us" (Steinbeck 856). Once again, Juana seems to understand the situation more clearly than any of the other characters.

- B. Changing text to fit your writing: Use SQUARE BRACKETS to indicate that you've changed the original. Remember – you can only do this if it does not change the original meaning of the passage!

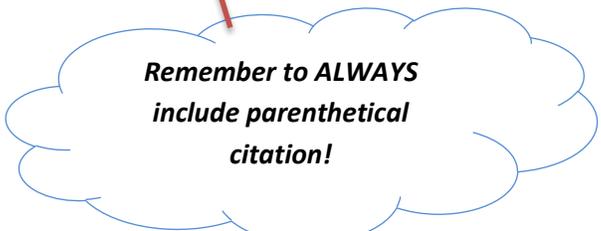
Example:

Later in the story, it becomes obvious to the reader that the pearl has become more important to Kino than his wife. When "[Kino] hissed at her like a snake...[and] there was murder in him" (Steinbeck 857) the reader can see that Kino has completely transformed from the loving family man he once was, to a man obsessed only with wealth.

- C. How to incorporate BOTH NARRATION AND DIALOGUE: Use single quotation marks around the dialogue portion of the quote and double quotation marks around the entire passage.

Example:

Kino shows his resolve as "His fist pounded the sleeping mat. 'No one shall take our good fortune'" (Steinbeck 855). With these words, Kino makes it clear that his mind is made up, and he will protect the pearl.



**Remember to ALWAYS  
include parenthetical  
citation!**

# The Conclusion

*Does MUCH more than just restate the thesis!*

1. **Do not “restate the thesis”** – to many of you, this means “cut and paste,” or copying your thesis word for word. Instead, you should be revisiting the main arguments and remind the reader once more of all the reasons he/she should believe in your point of view, and of all the wonderful evidence you provided to convince him/her.
2. **Come “Full Circle”** – You should “give a nod” to your hook somewhere in your conclusion. The general statement (or at least the idea behind your statement) that you made in the hook should, in some way, make its way back to the conclusion.
3. **Explain the Implications** – Take the topic of your essay beyond *this* author and *this* work of literature and tell your reader why it matters in the larger picture.

Main arguments are revisited

Douglass wrote a narrative that did more than tell the story of his life; instead it served as a powerful persuasive tool which appealed to an audience’s compassion and emotion. The *Narrative of the Life of Frederick Douglass* was instrumental in convincing both Northerners and Southerners that the practice of slavery in the United States was wrong, and helped to move the abolitionist movement forward. Though asking the Nation to change their opinion of an accepted practice was a tall order and not an easy thing to do, Douglass understood that his best weapon was asking his audience to see the world through his eyes. Such is the power of the written word, proving that writing is much more than simply a means of entertainment; it is a weapon mightier than the sword, a means of influencing others, and a tool for creating lasting change within a society.

Full Circle

Conclusion makes clear the larger implications of the topic

# Essay Comment Sheet

Name:

Period:

## Intro

- No hook evident
  - Needs broader hook
  - Needs logical transitions between ideas
  - Needs a clear thesis
  - Thesis does not address prompt
- 

## Body

- Needs transitions between paragraphs
  - Paragraph structure is nonexistent or random
  - Too much plot summary – not enough analysis
  - Topic sentences do not tie back to and support thesis
  - DID NOT present evidence from text to support opinions!
  - Examples are not well explained or well supported
  - Quotes are isolated! Make quotes part of / flow with your writing(COC)
  - Off topic in parts – *Beware tangents!*
  - Some information irrelevant/inaccurate
  - The paper reads like a list rather than a cohesive and fluent discussion
  - Essay lacks fluency / transitions between ideas
- 

## Conclusion

- The conclusion does nothing more than restate the thesis. Author does not explain *the implications* of this information or why should the reader care.
  - No / inadequate conclusion
- 

## Mechanics

- Use of first / second person (I / You / We / Us / etc.)
  - Quotes introduced with a period
  - No citation
  - Improper citation format (for poetry no backslash between lines, etc.)
  - Need to combine simple sentences to create better, more sophisticated and more fluent sentences (too many “see spot run” sentences)
  - Word choice needs attention – be certain you understand meaning of words and are using words correctly
  - Grammar needs attention
  - Pronouns are vague (He told them that they should tell him what he is doing to their....)
  - Language is passive/wishy-washy (Wishy-washy: The author may have meant...they characters could be...VS. Authoritative: The author clearly means....the characters are obviously...)
  - Sentence structure needs attention
  - Spelling errors /Punctuation issues cause distraction
  - Wrong tense (write about literature in present tense only)
  - Tense shifts
  - Did not acknowledge titles of literature (Underline, italicize, quotes)
  - Missing a creative title
- 

## Comments



**Creating a Works Cited Page**  
**Follow the format and instructions below EXACTLY!**

List all entries in **ALPHABETICAL** order.

Put the words "Works Cited" at the top of a new page (do NOT italicize or underline the words Works Cited or put them in quotation marks)

Works Cited

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

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

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

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

Make sure all entries have a **HANGING INDENT**.

Instructions:

1. Highlight your entry with your cursor
2. Right click
3. Chose "paragraph"
4. Under "special" pick "hanging"

Double space all citations, but **do not skip spaces** between entries.

Note: There are many examples of works cited pages on line. If you want to look at a good one, go to: <https://owl.english.purdue.edu/owl/resource/747/12/>

**Breakdown of a Journal citation:**

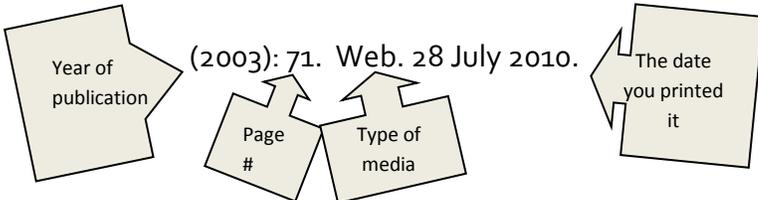
Author

Title of article

Title of journal

Volume #

Wallace, Maurice. "Richard Wright's Black Medusa." *Journal of African American History* 88.1



## Plagiarism

It is the expectation that each student will complete his/her own work and understand that academic fraud will not be tolerated. Teachers will explain plagiarism in detail and students will be required to sign and submit a plagiarism declaration with their final draft.

Plagiarism on any part of the Research Paper is prohibited. If a student plagiarizes at any step of the writing process, he/she will receive a grade of ZERO for that portion. The student will be required to re-submit the assignment in order to proceed with the next step. The re-submission will not receive a new grade. For a brief understanding, please refer to the information below.

The following is from Plagiarism.org:

*According to the Merriam-Webster Online Dictionary, to "plagiarize" means*

- *to steal and pass off (the ideas or words of another) as one's own*
- *to use (another's production) without crediting the source*
- *to commit literary theft*
- *to present as new and original an idea or product derived from an existing source.*

*In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.*

# Cordova High School Honor Statement



This statement will be stapled to your submitted research paper. Your paper will not be accepted without this signed statement. If you have someone else type for you, he or she also will be required to sign the honor statement.

As a student in the Shelby County School System, I realize the importance of academic excellence and know that I am expected to demonstrate a high level of personal character and academic integrity. In light of that, I confirm that

- This paper is entirely my own work.
- I have done all the readings, research, note taking, and writing required to write the final paper.
- I have given credit to all materials taken from sources and not considered to be common knowledge.
- I have not used words, ideas, pictures, or data from any other source or person and claimed them as my own.
- I have not copied and pasted a passage of text unchanged from any internet or online resource without properly citing the source.
- I have not copied any word-for-word passages from any printed resource (book, encyclopedia, atlas, magazine, newspaper, etc.) and claimed it as my own.
- I have used quotation marks to show every phrase or sentence that I have copied directly.
- I have not paraphrased or quoted any sources not listed on the works-cited page of my paper.
- I have not cited nonexistent sources.
- I have not "made up" any information or data for support.
- I have not used the services of a commercial term paper company or copied any/all of another student's paper and submitted it as my own.

## Plagiarism

- The subject of cheating, plagiarism, and academic integrity has been explained to me in detail.
- I know that plagiarism, whether deliberate or accidental, will result in a grade of zero for this paper.
- I know that having someone else write all or part of this paper for me violates academic integrity, and I will receive a grade of zero.
- I will gladly supply my teacher with any of my sources.
- I understand that my paper is due on \_\_\_\_\_, and that no extensions will be granted for any reason, including absence on that date.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

If this paper was typed by someone other than the paper's author, please have the typist sign the following statement:

*I verify that I typed this paper and made no corrections, amendments, or revisions to this paper without the indication of the paper's author.*

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Research Paper Rubric

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
<b>Format</b>	Evidence of all five: <ul style="list-style-type: none"> <li>Times New Roman, 12 pt. font <input checked="" type="checkbox"/></li> <li>1" margins all around <input type="checkbox"/></li> <li>Double-spaced <input type="checkbox"/></li> <li>Written in third person <input type="checkbox"/></li> <li>Works Cited Page <input type="checkbox"/></li> </ul>	Evidence of four of five: <ul style="list-style-type: none"> <li>Times New Roman, 12 pt. font <input type="checkbox"/></li> <li>1" margins all around <input type="checkbox"/></li> <li>Double-spaced <input type="checkbox"/></li> <li>Written in third person <input type="checkbox"/></li> <li>Works Cited Page <input type="checkbox"/></li> </ul>	Evidence of three of five: <ul style="list-style-type: none"> <li>Times New Roman, 12 pt. font <input type="checkbox"/></li> <li>1" margins all around <input type="checkbox"/></li> <li>Double-spaced <input type="checkbox"/></li> <li>Written in third person <input type="checkbox"/></li> <li>Works Cited Page <input type="checkbox"/></li> </ul>	Evidence of two or less: <ul style="list-style-type: none"> <li>Times New Roman, 12 pt. font <input type="checkbox"/></li> <li>1" margins all around <input type="checkbox"/></li> <li>Double-spaced <input type="checkbox"/></li> <li>Written in third person <input type="checkbox"/></li> <li>Works Cited Page <input type="checkbox"/></li> </ul>	
<b>Thesis Statement</b>	Clearly and concisely states the paper's purpose in a single sentence, which is engaging and/or thought provoking <input type="checkbox"/>	Clearly states the paper's purpose in a single sentence <input type="checkbox"/>	States the paper's purpose in a single sentence <input type="checkbox"/>	No apparent thesis <input type="checkbox"/>	
<b>Introduction</b>	Introduction is engaging, states the main topic and previews the structure of the paper <input type="checkbox"/>	Introduction states the main topic and previews the structure of the paper <input type="checkbox"/>	Introduction states the main topic, but does not adequately preview the structure of the paper <input type="checkbox"/>	There is no clear introduction <input type="checkbox"/>	
<b>Body</b>	Each paragraph has thoughtful supporting detail sentences that develop the main idea <input type="checkbox"/>	Each paragraph has sufficient supporting detail sentences that develop the main idea <input type="checkbox"/>	Each paragraph lacks supporting detail sentences <input type="checkbox"/>	Each paragraph fails to develop the main idea <input type="checkbox"/>	
<b>Organizational Structure/Idea Development</b>	Writer demonstrates logical sequencing of ideas through well-developed paragraphs; transitional phrases are used to enhance organization <input type="checkbox"/>	Writer demonstrates logical sequencing of ideas through sufficiently-developed paragraphs; transitional words are used to enhance organization <input type="checkbox"/>	Logical organization of ideas not fully developed; transitions not present <input type="checkbox"/>	No evidence of structure or organization <input type="checkbox"/>	
<b>Conclusion</b>	The conclusion explains the implications of the topic and does more than restate the thesis <input type="checkbox"/>	The conclusion does more than restate the thesis <input type="checkbox"/>	The conclusion is present, but inadequate <input type="checkbox"/>	Conclusion is not apparent <input type="checkbox"/>	
<b>Mechanics</b>	No errors in punctuation, capitalization and spelling <input type="checkbox"/>	Few errors in punctuation, capitalization, and spelling <input type="checkbox"/>	Many errors in punctuation, capitalization, and spelling <input type="checkbox"/>	Numerous errors distract reader or interfere with meaning <input type="checkbox"/>	
<b>Usage</b>	No errors in sentence structure and word usage <input type="checkbox"/>	Few errors in sentence structure and word usage <input type="checkbox"/>	Many errors in sentence structure and word usage <input type="checkbox"/>	Numerous errors in sentence structure and word usage distract reader <input type="checkbox"/>	
<b>Citation</b>	All cited works, both text and visual, are documented in correct format <input type="checkbox"/>	Most cited works, both text and visual, are documented in correct format <input type="checkbox"/>	Few cited works, both text and visual, are documented in correct format <input type="checkbox"/>	No cited works are evident <input type="checkbox"/>	
<b>Works Cited Bibliography</b>	Completed in the correct MLA format with no errors. Includes more than 5 major references <input type="checkbox"/>	Completed in the correct MLA format with few errors. Includes 5 major references <input type="checkbox"/>	Completed in the correct MLA format with no errors. Includes 4 major references <input type="checkbox"/>	Completed in the correct MLA format with no errors. Includes 3 or fewer major references <input type="checkbox"/>	
<b>TOTAL POINTS</b>	<i>Comments:</i>				