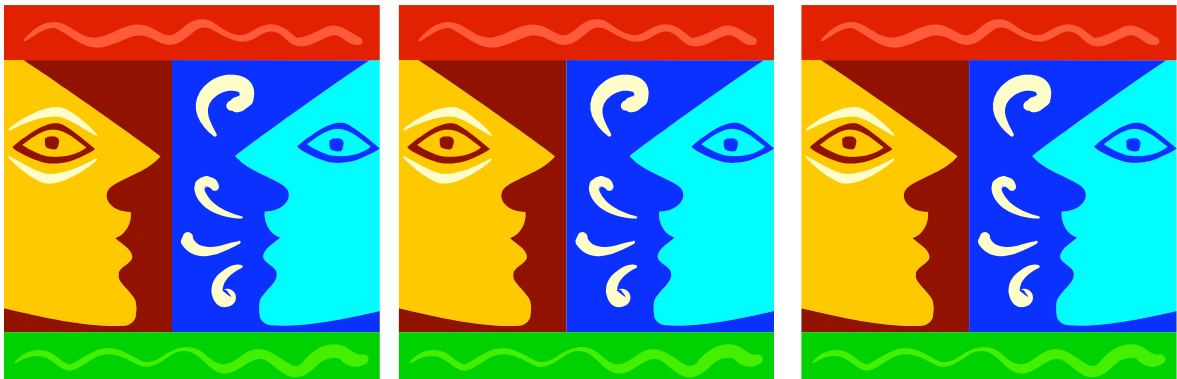




Oral History
Oral History
&
Social Reality
9th Grade
Research Project



Deborah Gordon
Sojourner Truth Independent Study Program
Ninth Grade Process Writing Assessment Committee
Spring 2007

Name: _____

Date: _____

Title: Oral History: Biography/ Social Reality Research Project

Grade: 9

Length of unit: 5 weeks

Overview of unit:

This is a two-part project designed to introduce 9th grade students to the basic process of doing a conducting an interview and using information from that interview to incorporate into a research project.

Overview of Process:

- Teacher and students will brainstorm a list of social, cultural and historical topics that they (the students) find interesting and compelling. Examples of topics could be high school fashion or favorite food/diet or a typical day at school. I have also included a list of topics with which to begin.
- Students will write down their own thoughts, feelings and responses to a pre-fab list of topics (See handout #
- Students will first practice some simple interviewing techniques by interviewing each other in two-student partner groups on the same topics and record their responses in the selected column. If assigned for homework, then this should be an age-peer or someone within a year or two of the student's age
- Students will then note similarities and differences between themselves and their partners.
- Students then select a person to interview who is at least two generations (thirty to forty years approximately) older than them. This will probably be for most students, a grandparent or great-aunt or uncle; but could also be a neighbor, teacher or other significant person. The student will conduct an overall oral history of the person, with special focus on one of the topics selected from the brainstorming list, asking relevant questions about the person's memories and experience with fashion, food, etc., as well as conducting an overall interview
- Students will then research their selected topic, and write up their research using quotations from their interview(s) as anecdotal evidence. The final research paper will be two to three pages (1500 words

Essential questions:

As a group discussion and prewriting question: students will consider the following:

- Are there certain elements of the life experience which are universal to all people regardless of where or when they live(d)?
 - What values have been consistent over the years?
 - What values have changed?
 - Has technology made profound or superficial changes in our lives and ways of thinking and behaving?

Name: _____

Date: _____

Standards Addressed: Writing Applications - 1,500 words or more

2.3 Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Name: _____

Date: _____

The Oral History/Social Reality Research Project is a project designed to improve your skills in reading, taking notes, learning how to conduct an interview, conducting a topic search on the Internet, evaluating websites and other sources, and presenting your findings in a cohesive, well-written and well-organized report. This project will take four to five weeks to complete and will result in a 1500-word biography and research report

Research Assignment:

Select a friend, family member or other acquaintance who can recall and discuss her/his experiences in high school, and focus on a political, social or cultural reality topic as defined by the group.

This person should be able to meet with you for in-depth interviews and should be someone whose high school experiences were at least two decades ago and/or in a different country.

You will initially write the interview up in a question and answer format, with the intention of integrating quotations and/or anecdotal evidence into your full-length research project. You may also incorporate evidence from your own personal experience if it pertains to the topic. (1500 words)

You will be looking for answers to the following Essential Question and sub-questions

Are there certain elements of the life experience which are universal to all people regardless of where or when they live(d)?

- What values have been consistent over the years?
- What values have changed?
- Has technology made profound or superficial changes in our lives and ways of thinking and behaving?

Name: _____

Date: _____

Week One: Prewriting

- Teacher introduces project: a three-page paper:
 - Three-page biography and research paper based on a series of personal interviews and research based on at least 2 or 3 sources
- Brainstorming:
 - Teacher and students brainstorm possible topics that define the daily lives of teenagers and add to list on Handout #1A: Defining Your Daily Reality in the Year XXXX
 - Also refer to Handout #1B: Defining Your Daily Reality in the Year XXXX: Guiding Questions
 - Students first write their "Daily Reality" in the "Your Experience" column
 - Students interview their partners about their daily realities, taking notes on Handout 1A in the "Your Partner's Experience" column
 - Students highlight key words in the "Your Experience" and "Your Partner's Experience" on Handout #2: Writing a Summary Sentence and fill out the remainder of the handout
- Writing Interview Questions
 - Selecting an interview subject: See Handout #3: Selecting an Interview Subject
 - Writing oral history questions
 - Biographical questions:
 - Handout #4A: Writing Questions for your First Interview and Handout #4B: Sample Interview Questions
 - Handout #5A: Notetaking Worksheet: Interview
 - Handout #6A: Organizing Interview Tools
 - Handout #7: Quoting, Paraphrasing and Summarizing
 - Questions about the topic on which you have decided to focus

Week Two: Drafting the Interview

- Students write up their interview questions in a narrative format

Week Three: Questions about Your Social Reality Topic/Research///Drafting Your Research Paper

- Handout #5B: Evaluating Web Pages
- Handout #5C Notetaking from an Encyclopedia, the Internet, On-line Periodicals and Books
- Handout #8: Drafting Your Research Paper
- Handout #9: Bibliography

Week Four:

- Handout #10: Integrating Your Interview with Your Research
- Handout #11A and Handout #11B: Outline
- Handout #12: Thesis Statement
- Handout #13: Strategies for Writing a Conclusion

Week Five: Final Draft

- Handout #14: Revision
- Handout #15: Formatting/Table of Contents
- Handout #16: Yes/Test Checklist
- Handout #17: Self-Evaluation
- Handout #18 Rubric
- Final Draft Due

Name: _____

Date: _____

Your finished paper will contain the following:

1. a. A cover page containing
 - i. Title of report
 - ii. Your name
 - iii. Course name
 - iv. Date submitted
 - v. Suitable graphic or illustration
 - b. Table of Contents properly formatted (following items marked with an * should be included as separate items in the Table of Contents)
 - c. Body of report
 - i. Contents:
 1. Thesis statement/introduction to the interview and report
 2. narrative introduction to the interviewee
 3. excerpted questions and answers sorted by topic* (each topic gets a separate heading in the Table of contents)
 4. narrative conclusion of how the experience affected the interviewee's life
 5. objective fact-based report of the Social Reality upon which your interviewee focused*
 - ii. Formatting:
 1. 1" margins all around
 2. double spaced
 3. 12 point Times New Roman ONLY
 4. page numbers in lower right hand corner
 - d. Including supporting or illustrative materials such as the following will increase your grade:
 - i. Photographs*
 - ii. Artwork*
 - iii. Tables*
 - iv. Charts*
 - v. Diagrams*
 - vi. Maps*
 - vii. Artifacts*
 1. letters*
 2. memorabilia*
 3. scrapbook materials*
 4. newspaper or magazine clippings*
 5. other:*
 - viii. Other:
 - e. Bibliography/works cited listed*
 - f. About the author (the interviewer, you!)*
2. Include all materials from work in progress:*
 - i. Handouts Completed in class or at home
 - ii. Notes*
 - iii. Outline*
 - iv. prior draft(s)*
 - v. other...*

Name: _____

Date: _____

Date Assigned: _____ Date Due: _____

Preliminary Due Dates:

Week	Assignment	Date Assigned	Date Due
One Prewriting	Brainstorming Worksheets		
	Writing a Summary Sentence		
	Selecting an Interview Subject		
	Writing Interview Questions		
	Notetaking Worksheet		
	Organizing Interview Tools		
Two Interviewing	1 st Draft of Interview		
	Selecting Quotations		
	Selecting a Political, Social or Cultural Reality Topic Based on What the Interviewee Said		
Three Researching	Questions About Political, Social or Cultural Reality Topic		
	Research: Preliminary Notes Political, Social or Cultural Reality Topic		
	Bibliography in progress		
Four Drafting	Outline		
	Thesis Statement		
	Strategies for Writing a Conclusion		
	Revision: 2 nd Draft of Interview with Political, Social or Cultural Reality Topic Quotations woven into it		
Five Formatting/ Finalizing	Table of Contents		
	Cover Design		
	Yes Test Checklist		
	Self-Evaluation		
	Final Draft		

Name: _____

Date: _____

Week One

<u>Handout #1A: Defining Your Daily Reality in the Year 2007</u>			
Topic	Your Experience	Your Partner's Experience	Points of Similarity or Difference
Food			
Fashion/ Appearance			
Music			
Parents/ Family/ Guardians			
School			

Name: _____

Date: _____

Handout #1A: Defining Your Daily Reality in the Year 2007			
Topic	Your Experience	Your Partner's Experience	Points of Similarity or Difference
Dating			
Peer Pressure			
Friends			
Religious and other beliefs			
Notable political, social and cultural events			

Name: _____

Date: _____

Handout #1A: Defining Your Daily Reality in the Year 2007			
Topic	Your Experience	Your Partner's Experience	Points of Similarity or Difference
Technology			
Other experiences that define your life as a teen-ager			
Political			
Social			
Cultural			

Name: _____

Date: _____

Handout 1B: Defining Your Daily Reality in the Year 2007

Here are some guiding questions for each topic:

1. Food
 - a. What are your favorite foods? Least favorite foods?
 - b. Does your family eat meals together?
 - i. If so, describe a typical family meal
 - ii. If not, describe how you and others in your family eat breakfast, lunch and dinner
 - c. Do you have a healthy diet? Describe why or why not?
 - d. Other associations with food
2. Fashion/Appearance
 - a. How would you describe your appearance? Are you satisfied/happy with your appearance or would you like to change it? If so, how?
 - b. Clothing: describe your favorite outfit or clothing (if any)
 - c. Are you a slave to fashion or do you not care much what you wear? Why?
3. Music
 - a. What music do you listen to?
 - b. What music do you avoid?
 - c. Can you sing or play an instrument? If so, describe
4. Parents/Family/Guardians
 - a. How is your relationship with your parents/family/guardians?
 - b. What expectations do you have of your parents?
 - c. What do your parents expect of you?
5. School
 - a. Likes and dislikes about school
 - b. Favorite/least favorite subject matter
 - c. Feelings about teachers
 - d. Your academic future (college? Post-secondary training? Or is it over when you finish high school?)
6. Dating
 - a. What is the right age to start dating?
 - b. What do teens look for in a boyfriend or girlfriend?
 - c. What do teens do on their dates?
7. Peer Pressure
 - a. Do you think it is real?
 - b. Have you ever felt pressured to do something you did not really want to do? If so, what happened?
 - c. Is it important to go along with the crowd? What if you don't?

Name: _____

Date: _____

8. Friends

- a. What kind of person makes a good friend for you?
- b. Do you have a lot of friends or just one or two?
- c. What is the difference between "associates," "partnas" and "friends?"
- d. Can males and females be friends?

9. Religious and other beliefs

- a. Are you religious? Why or why not?
- b. What role does religion play in your life, if any?
- c. What other beliefs guide your life?

10. Notable political, social or cultural events

- a. What notable political, social or cultural events have affected you?

11. Technology (computers, cell phones, iPods, portable video games, etc.)

- a. How "wired" are you?
- b. Are you "tech-savvy" or do you not know much about technology?
- c. Is there any type of technology you could not live without?

12. What else has affected your life as a teen-ager in Oakland?

- a. Violence
- b. Discrimination or prejudicial treatment of any kind
- c. Sports
- d. Beliefs or ideas about the future (your own and the larger community)

13. Additional Questions On Other Topics:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____
- m. _____
- n. _____
- o. _____
- p. _____
- q. _____

Name: _____

Date: _____

Handout #3: How to Select a Subject to Interview

_____ The person is known and trusted by my family and me

_____ The person is old enough to have lived at a time when her/his experiences would be significantly different from mine. (Try to find someone who is 40 years old or older)

_____ The person enjoys talking about her/his life experiences at length; s/he is a good storyteller

_____ The person feels comfortable talking with me

_____ I feel comfortable talking with this person

_____ The person is easily accessible to me in-person (preferable) or by phone

_____ The person has a periods of one hour or longer to spend with me, without any other distractions or responsibilities

_____ The person is willing to be tape recorded, quoted and possibly photographed (not required)

Set up an interview date. Be sure to schedule a minimum of one hour for each interview

Name of Interviewee: _____

Location(s) of Interview(s): _____

Date(s) of Interview(s): _____

Name: _____

Date: _____

Handout #4A: Writing Questions for Your First Interview

Write questions for your interview: background information, personal, childhood, school, travel, adulthood, marriage, family, education

You should write enough questions for a one-hour interview, probably at least 25 questions. You may choose up to five questions from the attached list, but you must write the rest on your own.

Tips for writing and asking questions:

- Begin with some basic questions about the person's background: where and when s/he was born; her/his education, occupation, family, personal interests
- Listen for interesting, intriguing or unusual comments or observations and ask follow-up questions
- Avoid asking "yes/no" questions. Instead ask for specific information. Rather than asking, "Were you a good student?" ask "Which were your best subjects in school?" or "What was it like to attend your high school?"
- Don't ask excessively personal, prying or embarrassing questions. If the person doesn't want to talk about something, do not pursue that line of questioning.
- Write your questions in advance but prepared to add questions or skip some questions depending on the direction the conversation takes
- Be sure to include questions about food, fashion/appearance, school, parents/family/guardian, etc.

Name: _____

Date: _____

Handout #4B: Sample Interview Questions

- What is your full name and why were you named it?
- Where were you born and when?
- Do you remember your family discussing world events and politics?
- What would you consider to be the most important inventions that have been made during your lifetime?
- How is the world now different from what it was like when you were a child?
- What kinds of books did you like to read?
- Do you ever remember not having enough food to eat because times were hard for your family?
- What were your favorite toys and what were they like?
- What were school like?
- Did you and your friends have a special hang-out where you liked to spend time?
- Do you have a college degree? If so, what was your field of study?
- Did you get good grades?
- What did you usually wear to school? Describe it.
- Were there any fads during your youth that you remember vividly?
- Do you remember your first date? Describe the circumstances.
- Name a good friend that you have known for the longest period of time? How many years have you been friends?
- As a child, what did you want to be when you grew up?
- How did you decide on your career?
- What were the hardest choices that you ever had to make? Do you feel like you made the right choices?
- Who was the person that had the most positive influence on your life? Who were they and what did they do?
- How would you describe yourself politically?
- What wars have been fought during your lifetime? How did you feel about them?
- As you see it, what are the biggest problems that face our nation and how do you think they could be solved?
- Why are you living where you are today?
- Do you have any bad habits now or in the past? What were they?
- Have you ever been the victim of a crime? What happened?
- Describe your religious beliefs.
- What was the most stressful experience that you ever lived through? What helped you get through it?
- What is the most amazing thing that has ever happened to you?
- What organizations and groups have you belonged to?
- Have you ever won any special awards or prizes as an adult? What were they for?
- What is your favorite style of music?

Handout #5A: Notetaking Worksheet (Interview)

For this project, you will need to take notes from several sources. Use the following worksheets to help you organize your notetaking. Make additional copies of additional references.

Note-Taking Worksheet (Interview)

These worksheets will help you organize your notes for your interview and your bibliography. Fill out the top section of the interview before you start. Reproduce these sheets twice for subsequent interviews.

Works Cited Information:

(Author)Your last/first name: _____

Title of Interview (in *italics*) (give your interview a title; you can use just the name of the person being interviewed or you can add additional information) " _____
_____."

Location of Interview (city, state) _____.

Date of Interview: _____

Topic of Interview: _____

- List 25 questions to ask this person. Write your questions in advance. Try to copy any quotations of note word for word; other ideas can be paraphrased or summarized.

1. Q. _____ ?
 A. _____

2. Q. _____ ?
 A. _____

3. Q. _____ ?
 A. _____

Name _____

Date: _____

4. Q. _____ ?

A. _____

5. Q. _____ ?

A. _____

6. Q. _____ ?

A. _____

7. Q. _____ ?

A. _____

8. Q. _____ ?

A. _____

9. Q. _____ ?

A. _____

Name _____

Date: _____

10. Q. _____ ?
A. _____

11. Q. _____ ?
A. _____

12. Q. _____ ?
A. _____

13. Q. _____ ?
A. _____

14. Q. _____ ?
A. _____

15. Q. _____ ?
A. _____

16. Q. _____ ?
A. _____

17. Q. _____ ?
A. _____

18. Q. _____ ?
A. _____

19. Q. _____ ?
A. _____

20. Q. _____ ?
A. _____

21. Q. _____ ?
A. _____

22. Q. _____ ?
A. _____

Name _____

Date: _____

Handout 5A: Continued Part II: Read your notes

In this area note down 10 or more quotations from this interview that you wish to include in your final write-up. Select quotations that tell interesting stories and can provide anecdotal evidence for your research paper.

There is space for the first three quotations below. Use additional paper for the remaining quotes.

1. " _____

_____."

2. " _____

_____."

3. " _____

_____."

Put your notes aside and write down any other interesting information that you could use for your report or presentation. For example, Jimmy Smith lives in a cozy house in Oakland, with his wife and their three children. *Write from your memory: use your own words!!!*

Other Interesting Information I Observed or Learned

Name _____

Date: _____

Handout #5B Notetaking from an Encyclopedia, the Internet, On-line Periodicals and Books

Note-Taking Worksheet (Encyclopedia)

Works Cited Information:

Author (if signed) _____.

Title of article " _____."

Title of Encyclopedia (underlined or in *italics*) _____.

Vol. ____. City of Publication _____: Publisher _____.

Copyright Date _____.

- **Read your article.**

- **Take Notes:**

In this area write down 3 or more sentences from this article which might be useful for your report or presentation to use as quotes.

1. " _____

_____."
_____.

page # _____

2. " _____

_____."
_____.

page # _____

3. " _____

_____."
_____.

page # _____

Summarize - What is the main idea of this article? The main idea is:

Name _____

Date: _____

Put away your encyclopedia article and write down 3 sentences which contain information that you could use for your report or presentation. *Write from your memory: use your own words!!!*

1. _____

2. _____

3. _____

Name _____

Date: _____

Note-Taking Worksheet (Internet)

Works Cited Information:

Author's last name, first name (if available - sponsoring company may also be used)

_____. Title of Webpage (underlined or in *italics*)

_____.

Date of publication (or ND for "no date" if not available) _____. Online.

Available: (Internet address): _____

Date you accessed the page Month, day, year [_____, _____, _____].

Topic: _____

List 3 possible alternative search terms for your topic:

Read your article. Take Notes:

In this area write down 3 sentences from this article which might be useful for your report or presentation to use as quotes.

1. " _____

_____."

2. " _____

_____."

3. " _____

_____."

Name _____

Date: _____

Close the Internet page and write down 3 sentences which contain information that you could use for your report or presentation. *Write from your memory: use your own words!!!*

1. _____

2. _____

3. _____

Name _____

Date: _____

Note-Taking Worksheet (Online Periodical)

Works Cited Information:

Author's last name, first name. _____ Title of article (in *italics*) " _____."

Title of Magazine (underlined or in *italics*) _____

Date of publication _____. Page numbers of original publication _____

Online. Name of service you accessed (For example, E-Library, Gale Student Resource Center) _

URL: _____

Date you accessed the page Month, day, year [_____, ____].

Read your article. Take Notes:

In this area write down 3 sentences from this article which might be useful for your report or presentation to use as quotes.

1. " _____

_____."

2. " _____

_____."

3. " _____

_____."

Name _____

Date: _____

Close the Periodical page and write down 3 sentences which contain information that you could use for your report or presentation. *Write from your memory: use your own words!!!*

1. _____

2. _____

3. _____

Name _____

Date: _____

Note-Taking Worksheet (Books)

Works Cited Information:

Author's last name, First name _____.

Title of book (underlined or in *italics*) _____.

City of Publication _____: Publisher: _____.

Copyright Date _____.

- Browse through the book you have chosen.
- Choose one chapter which looks useful for your project (Hint: use the index).
- Read this chapter of your book.
- Take Notes:

In this area write down 3 sentences from this chapter which might be useful for your report or presentation to *use as quotes*.

1. " _____

 _____."

page # _____

2. " _____

 _____."

page # _____

3. " _____

 _____."

page # _____

Close your book. Put it far, far away.

Write down 3 sentences which contain information that you could use for your report or presentation. *Write from your memory: use your own words!!!*

1. _____

2. _____

3. _____

Handout #5B: Evaluating Web Pages**Evaluating Web Pages**

The following website will help you thinking critically About World Wide Web Resources:
www.library.ucla.edu/libraries/college/help/critical/index.htm

Steve Grant's "Evaluation Short List"...

- Is this the kind of information I need? Is it valuable for my needs?
- Is it "on target" for my topic? Is it relevant to what I really need to know?
- Can I read it well enough to understand it?
- Sufficient? Enough information to be useful?
- Merely a list of links, or does it have content?
- Just a "sampler", or "in-depth"?
- New information? Anything I don't already know or have from another source?
- Who's the intended audience? What's the purpose of this page?
- Who wrote it? Why should I believe them?
- If they quote or cite information from other sources, do they cite those sources in such a way that I could go find them if I wanted to?
- If they're Web sources, author should provide a hyperlink.
- Author's job title or credentials?
- What else has he/she written?
- Try doing keyword search on author's name
- Is contact information with the author provided?
- Hotlink to his/her email is good; snailmail and/or phone is better
- Is the page associated with reputable institution?
- University, publisher, well-known/respected organization
- Does the information seem biased? If so, can I still use any of it?
- How current is the page?
- Look for date created or revised
- Do all its hyperlinks work?
- Are there spelling and or grammar errors?

Name _____

Date: _____

Handout # 6: Organizing Interview Tools

Your Name: _____

Interviewee's Name: _____

Location: _____ Date: _____

Checklist for interview:

_____ The day before the scheduled interview, reconfirm the place, date and time of the Interview

_____ Have your questions are typed or written out on a piece of paper

_____ Have extra paper

_____ Have several pens or pencils to bring to the interview

_____ If necessary, transportation/bus fare to interview location

_____ Permission of parent to interview this individual _____
please have parent/guardian sign here

Optional:

_____ Tape recorder, extra batteries, extra tapes

_____ Camera, extra batteries, flash

_____ Bottle of drinking water...talking can make you dehydrated!

Handout #7: Quoting, Paraphrasing and Summarizing**Quoting, Paraphrasing, and Summarizing**

Brought to you by the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

Also, see our handout on paraphrasing at
http://owl.english.purdue.edu/handouts/research/r_paraphr.html.

This handout is intended to help you become more comfortable with the uses of and distinctions among quotations, paraphrases, and summaries. The first part of the handout compares and contrasts the terms, while the second part offers a short excerpt that you can use to practice these skills.

What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

- **Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
- **Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
- **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to . . .

- provide support for claims or add credibility to your writing
- refer to work that leads up to the work you are now doing
- give examples of several points of view on a subject
- call attention to a position that you wish to agree or disagree with
- highlight a particularly striking phrase, sentence, or passage by quoting the original
- distance yourself from the original by quoting it in order to cue readers that the words are not your own

Name _____

Date: _____

- expand the breadth or depth of your writing

How to use quotations, paraphrases, and summaries

Practice summarizing the following essay, using paraphrases and quotations as you go. It might be helpful to follow these steps:

- Read the entire text, noting the key points and main ideas.
- Summarize in your own words what the single main idea of the essay is.
- Paraphrase important supporting points that come up in the essay.
- Consider any words, phrases, or brief passages that you believe should be quoted directly.

There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone. Remember that quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation when you decide to do so. You'll find guidelines for citing sources and punctuating citations at our documentation guide pages. We have one guide for the format recommended by the Modern Language Association (MLA) for papers in the humanities (at http://owl.english.purdue.edu/handouts/research/r_mla.html) and another for the format recommended by the American Psychological Association (APA) for papers in the social sciences (at http://owl.english.purdue.edu/handouts/research/r_apa.html).

Handout # 8: Drafting Your Research Paper

- 1) Gather your notes together. If you have been following the process, you should have all your notes on Handouts #' _____ s:
- 2) Write an outline. This can later help your organize your Table of Contents. Your outline should be formatted as shown below:

Working Title of Your Paper: _____

I) Introduction

- a) Thesis statement: _____
- b) General information about the research with follows: _____

II) First topic which supports thesis statement _____

- a) First supporting information or detail _____
- b) Second supporting information or detail _____
- c) Third supporting information or detail _____
- d) Etc. _____

III) Second topic which supports thesis statement _____

- a) First supporting information or detail _____
- b) Second supporting information or detail _____
- c) Third supporting information or detail _____
- d) Etc. _____

IV) Third topic which supports thesis statement _____

- a) First supporting information or detail _____
- b) Second supporting information or detail _____
- c) Third supporting information or detail _____
- d) Etc. _____

V) Fourth topic which supports thesis statement _____

- a) First supporting information or detail _____
- b) Second supporting information or detail _____
- c) Third supporting information or detail _____
- d) Etc. _____

VI) Etc. with additional topics which support thesis statement _____

- a) First supporting information or detail _____
- b) Second supporting information or detail _____
- c) Third supporting information or detail _____
- d) Etc. _____

VII) Conclusion _____

- a) Summarizes research _____
- b) May include personal opinion and/or observations _____
- c) Ends with a strong statement _____

Format for Table of Contents

	Title of Paper Table of Contents	Page
I.	Introduction	1
II.	Early Childhood (first topic)	3
III.	Work and Personal Philosophy (second topic)	5
IV.	Experiences in the Civil Rights Movement of 1968	9
V.	Photographs	12
VI.	Letters	14
VII.	Summary of (Historical Event)	16
VIII.	Works Cited List	18

Put only the first page on which a section

Hints:

- Use "Title Case" capitalization for the title each item in the Table of Contents
- Use Roman numerals to the left of each item in the Table of Contents
- Do not include as separate entries:
 - Thesis statement
 - Conclusion

3. Write up of your interview:

- Thesis statement
 - The thesis statement must include the historical event (the Vietnam War, discovering a cure for cancer, being present at the fall of the Berlin Wall, etc.) and a comment, statement, opinion or point of view. Example: The Vietnam War remains one of the most controversial military conflicts in American History; even now the jury is still out on whether the U.S. troops ever should have been there at all.
- Report of factual information : This section of your paper is a report of factual information; the who, what, where, when, why and how of the story, supported by quotations from the interviewee. Try to stick to objective facts and support them with quotes. . For example, "American astronauts landed on the moon for the first time on July 20, 1969. (Name of interviewee) recalls watching on television with his family. "We all thought we'd be living on the moon by the year 2000!"
- Conclusion: This section of the paper allows you to summarize the factual information and offer an opinion, interpretation, or comment. "If Rosa Parks had given up her seat on that day in 1954, the Civil Rights Movement might never had made the gains it did."

The following information must remain intact on every handout printed for distribution. This page is located at

http://owl.english.purdue.edu/handouts/print/research/r_quotprsum.html Copyright ©1995-2003 by OWL at Purdue University and Purdue University. All rights reserved.

Use of this site, including printing and distributing our handouts, constitutes acceptance of our terms and conditions of fair use, available at <http://owl.english.purdue.edu/lab/fairuse.html>.

To contact OWL, please visit our contact information page at <http://owl.english.purdue.edu/lab/contact.html>

Handout #9: How to Create an MLA-Style "Works Cited" Bibliography

Steve Grant, Library Media Teacher, La Jolla High School May 2003

These instructions assume you're using Microsoft Word on a Macintosh computer (although any word processor will do). If you're using MS Word on a Windows computer, the same keyboard shortcut commands are available as shown here, except that you substitute the <Ctrl> ("Control") key for the <Command> ("Open-Apple") key shown here; also some menu commands will be in different places. An example "Works Cited" bibliography to which you can refer is at the end of these instructions.

- **In general...**

- The "Works Cited"—like the rest of your paper—uses 1-inch margins all around. It is double-spaced, with the title "Works Cited" centered at the top of the page. You do not number your entries! Instead, all entries are in **alphabetical order by whatever comes at the beginning of each entry**.
- The page number goes -inch from the top of the page, flush against the right margin, after your last name (e.g. "Smith 10"). Since this is "outside" the margin, this means you'll create a "header" and type this in that header area, aligned flush right. You number the page (or pages) of the "Works Cited" as a continuation of your paper: if the text of your paper ends on page 9, the first page of your "Works Cited" is page 10.
- You can create a separate file for your bibliography, or add it to the end of the file containing the text of your paper. If you add it to the end of an existing file, go to the very end of your paper, and use (top menu) **Insert | Break | Page Break** to force a new page. Remember to save often!

- **Steps to follow...**

- Set the line spacing to "Double": (top menu) **Format | Paragraph...Line Spacing: Double**.
- Set the alignment for this paragraph to be center-aligned with <Command>-<E>.
- Type the title (without the quotes): **"Works Cited"**; then hit <Return> once.
- Set the alignment to left-aligned with <Command>-<L>.
- Set the alignment to hanging-indent: **Format | Paragraph...Special: Hanging**. Be sure By: is set to **0.5"** before you click OK.
- Look over your rough draft or notes for all your bibliography entries. Decide which entry is first alphabetically by whatever is at the beginning of each entry (or see "Tip" for step 8, below).
- Type your first entry, being careful to include all punctuation and abbreviation specified by MLA style (see "Taking Source Notes—What To Write and How" handout for examples).
 - ☞ **Do not hit <Return> until you've typed the complete entry!**

Word considers a long URL to be a single word, and so may "wrap" it to a new line, leaving a large amount of white space at the end of the previous line. If this happens, go back and try putting a space *after one of the slashes* in the URL. MLA style allows URLs to be broken at the end of a line, but only after a slash.
- Type your (alphabetically) next entry, being sure to not hit <Return> until it's complete. Continue with all your other entries. Only hit <Return> once after each entry; there are no "extra" blank lines between entries except for the normal single blank line caused by the double-space setting.
- ☞ **Tip:** Rather than figuring out the alphabetical order of your entries in advance, you can type them all in any order, then have Word alphabetize them for you. To do this, type all your entries, then do a Save. Then select (highlight) all the entries—including the paragraph marker at the end of the last one (which may be invisible; click the "¶" button in the toolbar to make all paragraph markers, tabs and spaces show up...Don't worry, they

won't print). Finally, select (top menu) Table | Sort, and click "OK". If the sort doesn't turn out the way you wanted it to, close the document (click on "Don't Save!"), then re-open it again and try again.

- Create your header with View | Header and Footer. Set right-alignment with <Command>-<R>, then type your last name and a space. Then...
- If this "Works Cited" is in the same file as your paper...
 - In the header/footer toolbar that popped up, click once on the **icon immediately to the right of "Autotext"**...the one that looks like a bent-cornered sheet of paper with a big "#" in the middle of it. (Do *not* click the icon *three* over, which looks similar except has a hand pointing to it.) Then click "**Close**" on the toolbar. This will create the header with your last name and the page number—automatically the number of whatever page that is—throughout your entire paper, starting with page 1.
 - ☞ MLA style does not require a separate title page for a research paper. However, **if you created a title page and made it the first page in this file** (before your first page of text), creating a header this way will make the header appear on that title page as well as the other pages. You can make that disappear from the title page—and then have Word number your pages starting with the first page of your text (rather than count that title page as page 1)—by doing the following:
 1. Use **File | Page Setup...** Under the drop-down list in the upper left, select "**Microsoft Word 2001**".
 2. Click the "**Margins**" button, then the "**Layout**" tab. In the "Headers and Footers" section, check the "**Different first page**" box. Click "OK".
 3. Go to the first page of your text (page 2—the first page after your title page), where you'll see your header grayed-out. **Double-click in that header area** and the header toolbar pops up.
 4. Click the **icon third-to-the-right** of "Autotext" (bent-cornered sheet of paper with small "#" in the middle, and a hand pointing to it). In the "Page numbering" section, click the "**Start at:**" **radio button**, and set it to "**0**" (zero). Click "OK".

If this "Works Cited" is in a file by itself (not the same file as your paper)...

- A. In the header/footer toolbar that popped up, click once on the **icon immediately to the right of "Autotext"**...the one that looks like a bent-cornered sheet of paper with a big "#" in the middle of it. (Not the icon *three* over, which looks similar except has a hand pointing to it.)
- B. Next, click the **icon third-to-the-right** of "Autotext" (bent-cornered sheet of paper with *small* "#" in the middle, and a hand pointing to it). In the "Page numbering" section, click the "**Start at:**" **radio button**, and set it to **one greater than the last page of your text** (e.g. if the last page of your text is 9, set this to 10). Then click "OK".

This will create the header for your "Works Cited" with your last name and the page number—the number of whatever page that is in your entire paper. If your "Works Cited" runs onto a second page, that page's number will be correct as well.

Below is a sample of a Works Cited list.

"Africa." The New Encyclopaedia Britannica: Micropaedia. 15th ed. 2002.

Foreman, Judy. "The Other Effects of Getting High: Though Illicit Drug Use Is On the Rise among Young Adults, Few Are Aware of What It Does to the Brain." Los Angeles Times 16 Dec. 2002, Orange County ed.: F8.

"F(rancis) Scott (Key) Fitzgerald." DIScovering Authors. Gale Group, 1999. Student Resource Center. La Jolla High School Library. 13 Dec. 2002. <<http://galenet.galegroup.com/servlet/SRC>>.

Global statistical information & tables 2002. 13 Dec. 2002. AVERT.org, England. 16 Dec. 2002. <<http://www.avert.org/globalstats.htm>>.

Jacobs, Walter, Meredith R. Baker, and Shirley Reynolds. Daily Life among the Aztecs. Berkeley: University of California Press, 1993.

Name _____

Date: _____

Lewis, Gwynne. The People and the French Revolution. University of Warwick, England. 16 Dec. 2002.

<<http://www.warwick.ac.uk/fac/arts/History/teaching/french-rev/people.html>>.

Marshall, Liz. "Mutation." Gale Encyclopedia of Science. Ed. Kimberley A. McGrath. 2nd ed. 6 vol.s. New York: Gale Group, 2001.

McGeary, Johanna "The Trouble with Inspectors." Time 16 Dec. 2002: 24-31.

Shelburne, Dana. Personal interview. 28 Nov. 2002.

Weber, Steve. "Life is Inherently Immortal." Whole Earth 1 July 2000: 14. bigchalk Library. La Jolla High School Library. 13 Dec. 2002. <<http://library.bigchalk.com>>.

Wilcox, Rachel. Turning the Tide: Alternative Energy from the Seas. New York: Simon & Schuster, 2001.

Handout #10: Integrating Your Interview With Your Research

Go back to Handout #5A or your original question and answer notes, and review your quotations specifically in relation to the topic you researched. Also review your notes on your research topic.

Which parts of your research topic would be enhanced by quotations from an interview?

- A. _____
- B. _____
- C. _____
- D. _____

(Use additional paper if necessary)

Do you need to get more information about your interviewee's reflections, experiences or opinions on the topics you have chosen?

If so, what else would you like to ask him/her? Jot down some questions here:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

(Use additional paper if necessary)

If you are satisfied with the quotations and information you already have collected, write out which quotation and information you plan to use here:

(Use additional paper if necessary)

Which quotations support which parts of your paper? For example, you may note that topic A is supported by quote #3 (from your notes above). Take a moment now to decide which quotes go with which topic and note them here:

Topic #	Is Supported By Quote #

Name _____

Date: _____

Handout #11B: Outline: Using the information from Part A, create your outline below

Title: _____

I. Introduction

a. _____

b. _____

II. Transition to Reason # _____

a. _____

b. _____

c. _____

III. Transition to Reason # _____

a. _____

b. _____

c. _____

IV. Transition to Reason # _____

a. _____

b. _____

c. _____

V. Transition to Reason # _____

a. _____

b. _____

c. _____

VI. Transition to Reason # _____

a. _____

b. _____

c. _____

VII. Conclusion

a. _____

Name _____

Date: _____

b. _____

c. _____

Handout #12: How to Compose a Thesis Statement

Now that you have decided, at least tentatively, what information you plan to present in your essay, you are ready to write your thesis statement.

The thesis statement tells the reader what the essay will be about, and what point you, the author, will be making. You know what the essay will be about. That was your topic.

Now you must look at your outline or diagram and decide what point you will be making. What do the main ideas and supporting ideas that you listed say about your topic?

Your thesis statement will have two parts. Together they form one declarative statement:

The first part begins the sentences and states the topic:	The second part finishes the sentences and states the point of the essay:
Fashion in the 1960's	reflected the hope and optimism of the times even against the backdrop of the Vietnam War.
Peer pressure among teenagers	always happens under the radar of parents, teachers and other authorities.
Social issues that affect high school students	have always been the ones that hit closest to home, such as civil rights, the possibility of a military draft and police brutality.

Once you have formulated a thesis statement that fits this pattern and with which you are comfortable, you are ready to continue.

Try out several versions of your thesis statement here:

_____ + _____
state your topic here *state your point here (be sure to use a verb!)*

_____ + _____

Handout #13: Strategies for Writing a Conclusion

Conclusions are often the most difficult part of an essay to write, and many writers feel that they have nothing left to say after having written the paper. A writer needs to keep in mind that the conclusion is often what a reader remembers best. Your conclusion should be the best part of your paper. A conclusion should

- stress the importance of the thesis statement,
- give the essay a sense of completeness, and
- leave a final impression on the reader.

Suggestions

- **Answer the question "So What?"**
 - Show your readers why this paper was important. Show them that your paper was meaningful and useful.
- **Synthesize, don't summarize.**
 - Don't simply repeat things that were in your paper. They have read it. Show them how the points you made and the support and examples you used were not random, but fit together.
- **Redirect your readers.**
 - Give your reader something to think about, perhaps a way to use your paper in the "real" world. If your introduction went from general to specific, make your conclusion go from specific to general. Think globally.
- **Create a new meaning.**
 - You don't have to give new information to create a new meaning. By demonstrating how your ideas work together, you can create a new picture. Often the sum of the paper is worth more than its parts.

Strategies

- **Echoing the introduction:**

Echoing your introduction can be a good strategy if it is meant to bring the reader full-circle. If you begin by describing a scenario, you can end with the same scenario as proof that your essay was helpful in creating a new understanding.

Example

Introduction

From the parking lot, I could see the towers of the castle of the Magic Kingdom standing stately against the blue sky. To the right, the tall peak of The Matterhorn rose even higher. From the left, I could hear the jungle sounds of Adventureland. As I entered the gate, Main Street stretched before me with its quaint shops evoking an old-fashioned small town so charming it could never have existed. I was entranced. Disneyland may have been built for children, but it brings out the child in adults.

Conclusion

I thought I would spend a few hours at Disneyland, but here I was at 1:00 A.M., closing time, leaving the front gates with the now dark towers of the Magic Kingdom behind me. I could see tired children, toddling along and struggling to keep their eyes open as best they could. Others slept in their parents' arms as we waited for the parking lot tram that would take us to our cars. My forty-year-old feet ached, and I felt a bit sad to think that in a couple of days I would be leaving California, my vacation over, to go back to my desk. But then I smiled to think that for at least a day I felt ten years old again.

- **Challenging the reader**

By issuing a challenge to your readers, you are helping them to redirect the information in the paper, and they may apply it to their own lives.

Example

Though serving on a jury is not only a civic responsibility but also an interesting experience, many people still view jury duty as a chore that interrupts their jobs and the routine of their daily lives. However, juries are part of America's attempt to be a free and just society. Thus, jury duty challenges us to be interested and responsible citizens.

- **Looking to the future**

Looking to the future can emphasize the importance of your paper or redirect the readers' thought process. It may help them apply the new information to their lives or see things more globally.

Example

Without well-qualified teachers, schools are little more than buildings and equipment. If higher-paying careers continue to attract the best and the brightest students, there will not only be a shortage of teachers, but the teachers available may not have the best qualifications. Our youth will suffer. And when youth suffers, the future suffers.

- **Posing questions**

Posing questions, either to your readers or in general, may help your readers gain a new perspective on the topic, which they may not have held before reading your conclusion. It may also bring your main ideas together to create a new meaning.

Example:

Campaign advertisements should help us understand the candidate's qualifications and positions on the issues. Instead, most tell us what a boob or knave the opposing candidate is, or they present general images of the candidate as a family person or God-fearing American. Do such advertisements contribute to creating an informed electorate or a people who choose political leaders the same way they choose soft drinks and soap?

For questions and suggestions, please e-mail us at leolink@stcloudstate.edu.

© 1995, 1996, 1997 The Write Place



This handout was written by Randa Holewa; Joe Mathison completed the html markup for the Write Place, St. Cloud State University. This document may be copied for educational purposes only. If you copy this document, please include our copyright notice and the name of the writer; if you revise it, please add your name to the list of writers.

Techniques and examples are adapted from *Basic Writing: A First Course*, by Peter Carino, Harper Collins, 1991.

Last update: 28 September 1997

Handout #14: Revision: In revising your essay, ask yourself the following questions:

1. Does the essay have a clear and concise main idea? Is this idea made clear to the reader early in the essay (almost always in the first paragraph)?
2. Does the essay have a specific purpose (such as to explain, entertain, evaluate, or persuade)? Have you made this purpose clear to the reader?
3. Does the opening of the essay create interest in the topic and make your audience want to read on?
4. Is there a clear plan to the essay? Does each paragraph develop logically from the previous one?
5. Is each paragraph clearly related to the main idea of the essay? Is there enough information in the essay to support the main idea?
6. Is the main point of each paragraph clear? Is each point adequately and clearly supported with specific details?
7. Are there clear transitions from one paragraph to the next? Have key words and ideas been given proper emphasis in the sentences and paragraphs?
8. Are the sentences clear and direct? Can they be understood on the first reading? Are the sentences varied in length and structure? Could any sentences be improved by combining or restructuring them?
9. Are the words in the essay clear and precise? Does the essay maintain a consistent tone?
10. Does the essay have an effective conclusion—one that emphasizes the main idea and provides a sense of completeness?
11. Is each sentence clear and complete?
12. Can any short, choppy sentences be improved by combining them?
13. Can any long, awkward sentences be improved by breaking them down into shorter units and recombining them?
14. Can any wordy sentences be made more concise?
15. Can any run-on sentences be more effectively coordinated or subordinated?
16. Does each verb agree with its subject?
17. Are all verb forms correct and consistent?
18. Do pronouns refer clearly to the appropriate nouns?
19. Do all modifying words and phrases refer clearly to the words they are intended to modify?
20. Is each word in the essay appropriate and effective?
21. Is each word spelled correctly?
22. Is the punctuation correct?

From Richard Nordquist, Checklist for Editing Paragraphs and Essays <http://grammar.about.com/od/correctingerrors/a/editchecklist.htm>

Handout #15: Formatting: here are tips for formatting your paper:**I. Basic Formatting for Microsoft Word**

1. To set margins:
 - a. Go to File menu
 - b. Select Page Setup
 - c. Select Margins
 - i. Change default setting to 1" on left margin
2. To set spacing:
 - a. Go to Format menu
 - b. Select Paragraph
 - c. Select double spacing from line spacing (3rd section down)
3. To insert page numbers:
 - a. Go to Insert menu
 - b. Select Page numbers
 - c. Lower right hand corner is the default setting; nothing else needs to be selected. Click okay
4. To add a header (information repeated on each page):
 - a. Go to View Menu
 - b. Select Headers and Footers
 - c. Select right justification from formatting tool bar
 - d. Type in the information you would like to repeat on each page
 - i. Your first name followed by your last name
 - ii. The title of your report
 - iii. The date
 - iv. Click close on the header and footer menu when you are done

Handout #16: Yes Test Checklist

Before turning in your paper for final evaluation, review the following list of formatting and content requirements. Be sure you can say "yes" to everything. If you cannot say yes to one or more items, consult your teacher about to improve it before turning it in.

Formatting:

My paper has:

- _____ 1. A cover page with:
- _____ 2. The title, properly capitalized and punctuated, if necessary
- _____ 3. My name
- _____ 4. The name of the class (English I)
- _____ 5. An illustration
- _____ 6. A Table of Contents, properly formatted
- _____ 7. page numbers in the lower right hand corner
- _____ 8. 1" margins all around
- _____ 9. 12 point Times New Roman font
- _____ 10. An introduction
- _____ 11. a set of interview questions
- _____ 12. A conclusion
- _____ 14. Supplemental materials, such as photographs, maps, letters, etc. (optional)
- _____ 15. A properly formatted Works Cited list
- _____ 16. My outline and all my notes and rough drafts inserted at the end of the paper

Proofreading: I have proofread this paper for:

- _____ 17. typos, spelling, punctuation, spelling, grammar and mechanics
- _____ 18. sequence of sections and completeness

Content: this paper has: This paper has or is:

- _____ 19. a thesis that makes an interesting and engaging statement about the content
- _____ 20. a clear introduction of the person being interviewed
- _____ 21. explored in-depth the interview topics
- _____ 22. a clear conclusion which summarizes all the preceding information and makes a memorable statement about what the writer has learned
- _____ 23. written in a lively and vibrant style that draws the reader in
- _____ 25. logical transitions between sections.
- _____ 26. This paper demonstrates my ability to write clearly about what I have learned
- _____ 27. This paper demonstrates clear thinking, reasoning and logic in its organization and in the ideas presented.

Student Verification: I have checked my paper against the above list and I believe that my paper meets all the criteria listed above and reflects the best of my ability. _____

Student signature

Date

Parent Verification: I have checked my daughter's/son's papers against the above list and believe that her/his paper meets all the criteria listed above and reflects the best of her/his ability. _____

Parent/Guardian Signature

Date

Name _____

Date: _____

Handout #17: Student Self-Evaluation/Teacher Evaluation

Use this form to evaluate your achievement on this project. Turn this in at the end of your paper, with the student column filled out.

Give yourself from 0-3 points for each item listed under criteria:

- 0: did not meet requirements for this item
- 1: met some of requirements for this item
- 2: satisfied minimum requirements for this item
- 3: exceeded requirements for this item

Criteria	Student Self-Evaluation	Student Comment	Teacher Evaluation	Teacher Comment
1. All worksheets completed to the best of the student's ability on time				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Totals:				

- 26-30: A: An outstanding job; exceeded requirements on all or most items
- 21-25: B: A paper that exceeded many of the minimum requirements
- 16-20: C: A paper that met all or most of the minimum requirements
- 1-15: No credit/resubmit: A paper that did not meet most or any of the minimum requirements. See your teacher for what parts of the project need to be redone

Steps in the Research Process

1. Define and narrow search
 - a. Identify keywords and concepts
 - b. Graphic organizer www.sdcoe.k12.ca.us/score/actbank/torganiz.htm
 - c. Clustering
 - d. Concept maps <http://www.graphic.org/concept.html>
2. Identify Web Search tools you may want to use
3. Conduct your search using careful search strategies
4. Evaluate hits and refine search as necessary
5. Try other search tools if necessary
6. Consider other sources
 - a. Online databases
 - b. Library's online catalogue
7. Analyze the information
8. Take notes on all original pages
9. Organize notes logically
10. Reach your own conclusions
11. Create/refine your thesis statement
12. Write your first draft
13. Cite your sources
14. Evaluate your work
 - a. Length: too long or not long enough?
 - b. Details: relevant or irrelevant
 - c. Clarity
 - d. Mechanics/grammar/spelling/punctuation
 - e. Is it the best you can do?

Handout#18:Assessment Rubric: Use the following rubric to evaluate your academic achievement on this project:

Freshman Research Paper -- Content Rubric						
Component of Paper	Insufficient 1	Partially Proficient 2	Proficient 3	Exemplary 4	Student Evaluation	Teacher Evaluation
Thesis	Thesis statement is unrecognizable.	Thesis statement may lack focus or be too broad or narrow for length of paper.	Thesis statement is recognizable and focused that is not too broad or narrow for length of paper.	Thesis statement is well-phrased and well thought out, and is manageable for length of paper.		
Introduction	Introduction does not provide a clear purpose for paper. No transition to body of paper.	Introduction provides some clarity to purpose of paper, but may be unfocused. Attempts transition to body of paper.	Introduction provides purpose of paper with opening and focus. Includes transition to body of paper.	Introduction provides clear purpose of paper with a strong opening and single focus. Includes strong transition to body of paper.		
Body	Support for thesis is not evident. Main points are not clearly stated and details are unrelated. No organization is evident. Contains few or no transitions between ideas.	Main points may not be supportive of thesis and details may be unrelated. Focus is unclear. Organization is awkward or illogical. Transitions between ideas are weak.	Main points support thesis with added details. Maintains a single focus. Adequately logical organization and use of transitions between ideas.	Main points support thesis and includes elaboration and personal insights. Has a single, clear focus. Strongly coherent and logical organization. Smooth transitions.		
Conclusion	Conclusion does not refer back to thesis. Summary is unclear. Does not show clear ending to paper.	Conclusion attempts to restate thesis. Summary may be uninteresting, unsatisfying, or illogical.	Conclusion restates thesis. Summary is moderately interesting, satisfying, and logical.	Conclusion restates thesis with elaboration. Summary is interesting and satisfying with logic and insight.		
Sentence Fluency and Word Choice	Language is informal; style is inappropriate for audience and topic. Shows inadequate vocabulary to express ideas. No sentence variety.	Attempts formal language; style is generally appropriate for audience and topic. Shows limited use of vocabulary to express ideas. Little sentence variety.	Uses formal language; style is clearly chosen for audience and topic. Adequate use of vocabulary to express ideas. Shows sentence variety.	Uses formal language written in third person point of view. Excellent use of vocabulary to express ideas. Successful use of sentence variety.		
Mechanics and Grammar	Contains numerous errors.	Contains many errors.	Contains few errors.	Contains no errors.		

borrowed by the Vineland Public Schools, Vineland, New Jersey