Why are eleventh grade students required to write a research paper?

This question is undoubtedly in your mind as you contemplate responsibilities for completion of your English 11 class. This question is a valid one and can be addressed through the following examples. We are engaged every day in research projects. The search begins when we need to know more about something of interest. This need for information arises from our personal experiences. For instance, if you would like to spend your vacation time in Alaska, you need information about transportation, lodging, and points of interest, food expenses, and weather. Where do you turn for information? You seek people who know something about Alaska or materials which describe its features. These may be travel agents, people who have lived or traveled there, brochures or other written information. After the necessary information gathering, you would evaluate what you have found and make a decision or draw a conclusion. The Alaskan vacation becomes a reality, a possibility, or a completely impractical idea.

Suppose you are in the market for a new or used car. What do you need to know? Who can help you? At what point will you be ready to decide which car is right for you? And so the research process goes on in many different ways and for many different reasons everywhere people are learning, exploring and living their lives.

In an information-based society, you must be aware of your informational needs, how to find answers to your questions, and how to evaluate the reliability of the information you find. An assigned research paper will help you learn skills for increasing your knowledge of a subject, become proficient at locating and interpreting information and make informed decisions in your life. This proficiency becomes the basis for life-long learning.

This handbook combined with teacher instruction will enable you to learn a formal procedure for completing a research paper. The teacher's responsibility is to instruct and guide you through the 14-step process; your responsibility is to do all of the actual work. Following the 14-step process and committing yourself to a genuine period of discovery should lead you to a satisfactory completion of clarifying, analyzing, synthesizing and presenting material.
1. **Topic:**
   a. Student choice with teacher approval
   b. Must be argumentative

2. **Paper:**
   a. Four full pages of typed text
   b. Works Cited page – is numbered and required, but does not count as one of the four pages

3. **Sources:**
   a. Need a minimum of 5 sources
   b. Need to have a variety of sources
   i. At least 3 different types
      1. A majority of the sources used for this paper must come from somewhere other than the internet. You will only be able to use 1 internet site.
   c. Cannot be over ten (10) years old
   i. 2002 is the oldest any source can be

4. **Formatting:**
   a. Font Size: 12
   b. Font Type: Courier New
   c. Paper Size: 8½ by 11
   d. Margins: 1” on all four sides
      i. Header and Footer: ½”
   e. See “Formatting the Paper” for more information
      i. See page 51
   f. Pages numbered consecutively throughout the paper, including the Works Cited page
      i. Page numbers should be ½” from the top and 1” from the right side margin
   g. Include your student ID # - Your name will not be on this paper
      i. Student ID # is to the left of the page number
      ii. It is separated from the page number by one space
      iii. Make sure these are the same font as the rest of the paper
   h. The title is centered 1” from the top with double spacing between it and the first line of text
      i. Do not underline, italicize, bold, or make bigger
      ii. It should look exactly like the rest of the paper
      iii. It is not your thesis, a question, or a sentence

5. **Documentation Method:**
   a. MLA Format
6. **Point of View:**
   a. Third Person Point of View
      i. He, she, him, her, they, them, it
   b. The following words should not appear in the paper unless they are in a direct quote:
      i. I, me, my, mine, you, your, you’re, our, we, us

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**Special Notes**

A stapled final copy submitted for central scoring includes the text, a works-cited page, and a signed Statement of Authorship. Do NOT include a separate title page, outline, abstract, teacher’s name or school name.

A research paper combines the student’s conclusions about a topic with the ideas of people with expertise to support those conclusions. Failure to give credit to the ideas of others is a form of plagiarism. The following statement is from the "Rules and Regulations” section of the 2012-2013 Code of Behavior for Prince William County Public Schools.

*"Plagiarism - Students are responsible for giving due recognition of sources from which material is quoted, summarized or paraphrased, as well as to persons from whom assistance has been received."

Deviations from the general requirements will result in lower scores in the affected domain(s).

Papers will be assigned one of two scores: “P” for passing and “F” for failing.

If the paper receives a failing score, the student will have two opportunities to fix the paper and re-submit.

The first opportunity will be in the spring of the same school year.

The second opportunity will be in summer school following the end of the school year.
RESEARCH PAPER PROCESS
FOR INSTRUCTION AND ASSESSMENT

The 14-step process which follows is the basis for Prince William County’s research writing; therefore, these steps will be the outline for the information contained in your handbook. The steps guide you through the process of completing the research paper. Your teacher will provide instruction, guidance, and assessment as you complete the 14 steps. Successful completion of each of the 14 steps is required prior to the submission of the final paper.

1. Learn to assess writing through rubric scoring
2. Review MLA guidelines for documentation
3. Select and narrow a topic
4. Examine library and electronic sources
5. Prepare a working list of possible sources
6. Develop a preliminary thesis
7. Read, study, and take notes
8. Formulate the final thesis statement
9. Develop an outline
10. Write first draft, including parenthetical documentation and works-cited page
11. Revise first draft
12. Proofread and edit draft
13. Proofread for correct documentation and formatting
14. Submit final paper, copies, all research materials, and signed Statement of Authorship
Learn to assess writing through rubric scoring

What is a writing rubric?

A rubric is a guide for examining, discussing, and evaluating the essential elements of writing. All good writing has common essentials: development of a topic with elaboration (reasons, details, examples, support) in an organized, logical manner with a beginning, middle, and end; appropriate language for the purpose of the paper and the audience; and clarity and readability through the use of standard sentence structure, grammar, mechanics, and formatting.

A rubric can be applied to any type of writing (descriptive, narrative, expository or persuasive) on any grade level. Such a rubric is included in the Prince William County Language Arts Curriculum. The State of Virginia uses a rubric for assessing writing tests. Several times in your school career you have been asked to provide a writing which has been assessed by a rubric. The purpose of these writing assessments is to monitor the progress of your writing proficiency.

Your teacher will review with you the use of this rubric. You will then apply the rubric to student writings so that you will understand how basic elements of writing are assessed.

After you practice scoring papers using the rubric, your teacher will assist you in the use of an enhanced version of it, which was designed specifically for examining and assessing research papers. You will then apply the rubric to research papers of other eleventh grade students and to your research paper.

Research Writing Rubric

Scoring Domains

1. Content
2. Style
3. Structure
4. Presentation
## Rubric Scoring – Content & Style

### PRINCE WILLIAM COUNTY PUBLIC SCHOOLS RESEARCH WRITING RUBRIC – CONTENT

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>THESIS</th>
<th>EVIDENCE/SUPPORT</th>
<th>UNITY</th>
<th>ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 CONSISTENT CONTROL</td>
<td>One clear thesis statement and support.</td>
<td>Strong support for thesis by drawing information from multiple sources.</td>
<td>No distracting information.</td>
<td>Uses logical progression of evidence or support for thesis, connecting ideas appropriately.</td>
</tr>
<tr>
<td></td>
<td>Developed consistently throughout the document</td>
<td>All information relevant, timely, and appropriate use of summarization, paraphrasing, and quotations.</td>
<td>All differences among sources handled effectively.</td>
<td>Transitions include clear transitions among ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appropriate balance between narrative/expository and critical analysis.</td>
<td>Conclusions contain no distracting information.</td>
</tr>
<tr>
<td>3 REASONABLE CONTROL</td>
<td>One clear thesis statement, but not perfectly clear.</td>
<td>Adequate support for thesis by drawing information from various sources.</td>
<td>Little distracting information.</td>
<td>Generally uses logical progression of evidence and support for thesis, connecting ideas appropriately.</td>
</tr>
<tr>
<td></td>
<td>Developed somewhat throughout the document</td>
<td>Most information relevant, timely, and appropriate use of summarization, paraphrasing, and quotations.</td>
<td>Most differences among sources handled effectively.</td>
<td>Transitions are used between many ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adequate balance between narrative/expository and critical analysis.</td>
<td>Conclusion contains no distracting information.</td>
</tr>
<tr>
<td>2 INCONSISTENT CONTROL</td>
<td>Ideas/concepts/hypotheses/purpose stated but not developed throughout the document</td>
<td>Support for thesis weak or from too few sources.</td>
<td>Some distracting information.</td>
<td>Lapses in progression of evidence or support for thesis, connecting ideas appropriately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some information irrelevant, dull, or off-topic.</td>
<td>Differences among sources inadequately handled.</td>
<td>Conclusions are simply stated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some information inaccurately stated.</td>
<td>Some balance between narrative/expository and critical analysis.</td>
<td></td>
</tr>
<tr>
<td>1 LITTLE OR NO CONTROL</td>
<td>No apparent thesis statement.</td>
<td>Support for thesis inadequate.</td>
<td>Much distracting information.</td>
<td>Little or no progression of evidence or support for thesis, connecting ideas appropriately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most information irrelevant, dull, or off-topic.</td>
<td>Differences among sources inadequately handled.</td>
<td>No transitions between ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Much information inaccurately stated.</td>
<td>Inadequate balance between narrative/expository and critical analysis.</td>
<td>No conclusion.</td>
</tr>
</tbody>
</table>

### PRINCE WILLIAM COUNTY PUBLIC SCHOOLS RESEARCH WRITING RUBRIC – STYLE

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>VOCABULARY</th>
<th>AUDIENCE/PURPOSE</th>
<th>SENTENCE VARIETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 CONSISTENT CONTROL</td>
<td>Uses precise vocabulary unique to the content area or topic</td>
<td>Relates to a specific audience with a clearly identified purpose</td>
<td>Varied in length and complexity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tone/voice/perspective of view are appropriate to content and grade level; compelling and sustained throughout.</td>
<td></td>
</tr>
<tr>
<td>3 REASONABLE CONTROL</td>
<td>Uses less precise vocabulary unique to the content area or topic</td>
<td>Relates to a specific audience with a clearly identified purpose</td>
<td>Adequate to content and grade level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tone/voice/perspective of view are adequate for content and grade level and generally sustained throughout.</td>
<td>Varies in length and complexity.</td>
</tr>
<tr>
<td>2 INCONSISTENT CONTROL</td>
<td>Uses general vocabulary not specific to the content area or topic</td>
<td>Does not relate to an audience or has no clear purpose</td>
<td>Inadequate for content and grade level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tone/voice/perspective of view not sustained.</td>
<td>Frequently used simple sentences.</td>
</tr>
<tr>
<td>1 LITTLE OR NO CONTROL</td>
<td>Uses little or no vocabulary from the content area or topic</td>
<td>No awareness of audience or purpose.</td>
<td>Inappropriate to content and grade level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Little or no control of tone/voice/perspective of view.</td>
<td>Little or no control of sentence variety.</td>
</tr>
</tbody>
</table>
## Rubric Scoring – Structure & Presentation

### PRINCE WILLIAM COUNTY PUBLIC SCHOOLS RESEARCH WRITING RUBRIC – STRUCTURE

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>SENTENCE FORMATION</th>
<th>MECHANICS</th>
<th>USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 CONSISTENT CONTROL</td>
<td>• Writes in complete sentences, using standard word order and subordination</td>
<td>• Uses capitalization, punctuation, spelling, and format (paragraph indentation, division of words by syllables) correctly</td>
<td>• Uses standard grammar</td>
</tr>
<tr>
<td>3 REASONABLE CONTROL</td>
<td>• Makes occasional errors, but not significant enough to distract from the meaning of the document</td>
<td>• Use of occasional errors is not sufficient to distract from the meaning of the document</td>
<td>• Makes occasional errors in grammar but not sufficient to distract from the meaning of the document</td>
</tr>
<tr>
<td>2 INCONSISTENT CONTROL</td>
<td>• Makes frequent errors which distract from the meaning of the document</td>
<td>• Use of frequent errors distracts from the meaning of the document</td>
<td>• Makes frequent errors which begin to distract from the meaning of the document</td>
</tr>
<tr>
<td>1 LITTLE OR NO CONTROL</td>
<td>• Displays little or no understanding of sentence formation</td>
<td>• Displays little or no understanding of appropriate punctuation or conventional spelling</td>
<td>• Displays little or no understanding of grammar usage</td>
</tr>
</tbody>
</table>

### PRINCE WILLIAM COUNTY PUBLIC SCHOOLS RESEARCH RUBRIC – PRESENTATION

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DOCUMENTATION</th>
<th>WRITTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Uses correct MLA documentation</td>
<td>• Uses correct MLA page formatting and numbering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper legible and neat</td>
</tr>
<tr>
<td>3</td>
<td>Uses MLA documentation with few errors</td>
<td>• Uses correct MLA page formatting and numbering with few errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper legible and generally neat</td>
</tr>
<tr>
<td>2</td>
<td>Uses MLA documentation with many errors</td>
<td>• Uses MLA Page formatting and numbering inconsistently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper difficult to read</td>
</tr>
<tr>
<td>1</td>
<td>Uses little or no MLA documentation</td>
<td>• Uses little or no MLA page formatting and numbering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper very difficult to read</td>
</tr>
</tbody>
</table>

**Remember:**

- Use a variety of sources.
- For every source on the works cited page, there must be at least one matching parenthetical citation in the body of the paper.
- Include as much information as you can for electronic sources.
# PRINCE WILLIAM COUNTY PUBLIC SCHOOLS RESEARCH WRITING RUBRIC – RATING FORM

<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>CONSISTENT CONTROL</th>
<th>REASONABLE CONTROL</th>
<th>INCONSISTENT CONTROL</th>
<th>LITTLE NO CONTROL</th>
</tr>
</thead>
</table>
| **CONTENT** | • One central idea/concept/hypothesis/promise clarified and precisely stated.  
• Strong support for thesis by drawing information from multiple sources.  
• No distracting information.  
• Uses logical progression of evidence or support for ideas/concepts/hypotheses/promise according to the content area.  
• Idea/concept/hypothesis/promise stated but not perfectly clear.  
• Adequate support for thesis by drawing information from multiple sources.  
• Little distracting information.  
• Generally uses a logical progression of evidence and support for ideas/concepts/hypotheses/promise according to the content area.  
• Idea/concept/hypothesis/promise suggested but not stated.  
• Support for thesis weak or from too few sources.  
• Some distracting information.  
• Lapses in progression of ideas according to the content area.  
• Ideas/concepts/hypotheses/promises may be repetitive.  
| • Uses precise vocabulary unique to the content area or topic.  
• Tailor to a specific audience with a clearly identified purpose.  
• Sentence variety, length, and complexity appropriate to content and grade level.  
• Uses general vocabulary, not specific to the content area or topic.  
• Does not relate to an audience or has no clear purpose.  
• Sentence variety, length, and complexity inappropriate to content and grade level.  
| • Uses precise vocabulary, unique to the content area or topic.  
• Tailor to a specific audience with a clearly identified purpose.  
• Sentence variety, length, and complexity appropriate to content and grade level.  
| • Uses little or no vocabulary from the content area or topic.  
• No awareness of audience or purpose.  
• Sentence variety, length, and complexity inappropriate to content and grade level.  |
| **STYLE** | • Writes in complete sentences, using standard word order and punctuation.  
• Uses capitalization, punctuation, spelling, and format (paragraph indentation, double spacing of words by two or more spaces).  
• Uses standard grammar.  
• Makes occasional sentence errors, but not significant enough to detract from the meaning of the document.  
• Makes occasional mechanical errors but not sufficient to detract from the meaning of the document.  
• Makes occasional grammatical errors but not sufficient to detract from the meaning of the document.  
| • Displays little or no understanding of sentence formation.  
• Displays little or no understanding of appropriate punctuation or conventional spelling.  
• Displays little or no understanding of grammar usage.  
| • Displays little or no understanding of sentence formation.  
• Displays little or no understanding of appropriate punctuation or conventional spelling.  
• Displays little or no understanding of grammar usage.  |
| **STRUCTURE** | • Paper legible and neat.  
• Consistent documentation, page formatting, and numbering without error.  
• Paper difficult to read.  
• Inconsistent documentation, page formatting, and numbering with many errors.  
| • Paper legible and generally neat.  
• Consistent documentation, page formatting, and numbering with few errors.  
| • Paper very difficult to read.  
| • Paper very difficult to read.  
• Little or no documentation, page formatting, and numbering.
English 11 Research Paper Deadlines

2012

The following steps in the 11th Grade Research Paper must be completed by December 13/14, 2012. Students will be provided with limited library time during the month of October, but are expected to need additional time at home or in community libraries to locate sources for their paper.

It should be noted that specific deadlines that are listed ARE deadlines. Students who submit work after a deadline will be penalized with a score of a zero (0). All steps, 14, in the research process must be completed; students who do not successfully complete a step may not move on to the next step.

Step 2 - Review Guidelines for MLA Documentation - Complete activities using MLA Guidelines for documentation. This will be completed in the school library and the classroom.

**Due Date: September 10 – September 21**

Step 3 - Select and Narrow a Topic - See Teacher for approval

**Due Date: September 24/25**

Step 6, 8, and 9 - Formulate Preliminary Thesis Statement - Develop an Outline - Prepare a working outline which shows how you will structure your argument. The outline must be typed and in topic outline form. See pages 30 and 31 for a model.

**Due Date: September 28/October 1**

Step 1 - Learn to Assess Writing Through Rubric Scoring - Become familiar with the PWC Scoring Rubric and apply the scoring rubric to sample research papers.

**Due Date: September 28/October 1**

Step 4 - Examine Library and Electronic Sources - Find multiple sources, do background reading on your topic.

**In School Library: October 1 - October 10**

Step 5 - Prepare a List of Working Sources - Turn in ten (10) source cards which conform to MLA style - see pages 49 and 50 for examples.

**Due Date: October 18/19**

Step 7 - Take Notes - Produce note cards that conform to MLA style. Cards will be submitted according to the following schedule:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>15 Note Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 25/26</td>
<td></td>
</tr>
<tr>
<td>November 1/2</td>
<td></td>
</tr>
</tbody>
</table>

Final Outline - This will include a hook, final thesis statement, topic sentences, supporting material with citations, transitions, and a re-stated thesis statement. This must be typed and include a Works Cited page.

**Due Date: November 8/9**
Step 10 - Write a first draft, including parenthetical documentation and a Works Cited page. Draft must be typed, using MLA style in accordance with formatting guidelines provided. Students will participate in a peer review of their paper on these days. Students who are unprepared will be expected to get peer reviews on their own and no credit will be given in the grade book.

Step 11 - Revise Your Draft - Prepare another draft of your paper using comments from your teacher and peer reviews. Not all changes made in review by peers must be made - if you do not agree, do not include it.

Step 12 and 13 - Proofread and Edit - There will be at least two or more revisions due before the final draft deadline. Each time the draft will be reviewed by peers.

Due Dates:
November 15/16
November 19/20
November 26/27
November ____ (Extra Copy if Necessary. Determined by Teacher)

Step 14 - Final Drafts - Must turn in one (1) copy of your paper, all note cards, source cards, rough drafts, outlines, notes, and anything that you used for your paper. These must be in an envelope or folder of some type that is sealed. Do not staple the final draft. *Paper, with Works Cited page, must be submitted to your teacher electronically before final submission date.

Due Date: December 13/14

These deadlines are set and each individual in the class must adhere to the same set of rules. If an assignment or step is not completed on the due date, a zero (0) will be given in the grade book and the student may not move on to the next step until the step is completed. Steps can always be completed at a later date, but no grade will be given. Below is an outline of the steps that will be graded and the points associated with each step.

Points for the research paper:
Topic Choice and Reasons - 25 pts
Source Cards - 50 pts
Note Cards (each set) - 100 pts
Final Thesis Statement/Outline - 100 pts
Rough Drafts (each draft) - 200 pts

Source card and note card sheets will be available in the library and English classrooms and will be free of charge.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10-21</td>
<td>MLA Works Cited and Citation</td>
</tr>
<tr>
<td>September 24/25</td>
<td>Topics chosen with teacher approval</td>
</tr>
<tr>
<td><strong>September 27/28</strong></td>
<td><strong>School Pictures</strong></td>
</tr>
<tr>
<td>Sept./Oct. 28/1</td>
<td>Rubric Scoring</td>
</tr>
<tr>
<td></td>
<td>*Preliminary outline and thesis</td>
</tr>
<tr>
<td>October 1 - 10</td>
<td>School Library</td>
</tr>
<tr>
<td>October 18/19</td>
<td>Source Cards (10)</td>
</tr>
<tr>
<td>October 25/26</td>
<td>Note cards (15)</td>
</tr>
<tr>
<td>November 1/2</td>
<td>Note cards (15)</td>
</tr>
<tr>
<td>November 8/9</td>
<td>Final Thesis and Outline</td>
</tr>
<tr>
<td><strong>November 5th</strong></td>
<td><strong>Cutoff For Non-Submissions</strong></td>
</tr>
<tr>
<td></td>
<td>*Contact Parents Before This Date</td>
</tr>
<tr>
<td>November 15/16</td>
<td>First Draft</td>
</tr>
<tr>
<td>November 19/20</td>
<td>Second Draft</td>
</tr>
<tr>
<td>November 26/27</td>
<td>Third Draft</td>
</tr>
<tr>
<td>December 13/14</td>
<td>Final Draft</td>
</tr>
</tbody>
</table>
Possible Paper Topics

- Affirmative Action
- Social Security
- Women in the Military
- Attack on America / Terrorism
- Space Shuttle Disasters
- Other Sources for Fuel
- Bioethical Issues
- AIDS
- Nature vs. Nurture
- Brown v. Board of Education
- Anorexia Nervosa and Eating Disorders
- Minimum wage
- Censorship
- Child Abuse and Neglect
- Alaska Oil Drilling
- Death Penalty
- Drunk Driving and Alcohol Issues
- Cloning
- Drug Issues
- Enron
- Piracy
- Elections
- Gambling
- Juveniles Tried as Adults
- Gender Issues
- Gangs and Juvenile Crime
- Sale of Tobacco
- Global Warming
- Hate Crimes and Racism
- Effects of Music on Teens
- Gun Control
- The Holocaust
- Effects of Video Games on Teens
- Health Care Reform
- Immigration
- Too Much Home Building and Loss of Land
- Homeland Security, Open Government & the PATRIOT Act
- Kennedy Assassination
- Building More Oil Refineries
- Human Rights
- Landmines
- Gay Adoption
- Hurricanes
- Language Issues
- Gay Marriage
- Identity Theft
- Nanotechnology
- Genetic Engineering
- Internet Issues
- Paranormal Phenomena
- Public Smoking
- Media Issues
- Privacy
- Movie Ratings
- Plagiarism
- Serial Killers
- Electro Convulsive Therapy
- Same-sex Marriage
- Smoking and Tobacco
- Harry Potter – Satanic?
- School Vouchers and School Choice
- Welfare Reform
- Title IX
- Scootergate
- Inmate Rehabilitation
- Driving Age
- School Choice
- Nuclear Warfare
- Birth Order
- Animal Experimentation
- Steroids in Sports

12
Steps for Research Paper Topic Approval:

1. What is your general topic? _______________________________

2. What specific point are you going to discuss in your paper? What is the question you want to answer?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

3. Why do you want to research this specific topic?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

4. What types of sources have you been able to find to support your topic? Please tell if it is a book, internet source, newspaper, magazine, etc.... You need to have a variety. Bring all books, printouts, newspapers, etc... along with this paper.
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

______________________________________________________________
Signature for Teacher Approval

______________________________
Date
Citation (Documentation)

To cite something means to show the reader (in an endnote) where you found the particular information. Be careful not to confuse cite with site, which is a place on the World Wide Web where information is located. See pages 54-55 for more information.

Basic Outline of Paper

General Ex. Dogs

Specific Ex. Pitbull

Introduction

Thesis Statement
1. Show your topic (A)
2. Show your side (B)
3. Show your reasons/support (1, 2, & 3)

A B 1, 2, & 3.

Topic Sentence – Reason 1
Supporting Information
A. Facts
B. Story
C. Examples

Transition – Connect Reason 1 & 2

Topic Sentence – Reason 2
Supporting Information
A. Facts
B. Story
C. Examples

Transition – Connect Reason 2 & 3

Topic Sentence – Reason 3
Supporting Information
A. Facts
B. Story
C. Examples

Transition – Re-State Reason 3 and wrap up paragraph

Re-State Thesis
Discuss topic again (A)
Show you side (B)
List reasons (1, 2, & 3)

B A 1, 2, & 3.

Specific Ex. Pitbull

General Ex. Dogs

Do not use same general information from introduction
Terms to Know

**Database** - A collection of information (reference materials, newspaper/journal/magazine articles, primary source documents, statistics, images, etc...) organized in such a way that a computer program can quickly retrieve that desired data. Usernames and passwords for these databases will be available in the school library, located with the other research paper materials.

**Paraphrase** - Restatement in your own words of a phrase or idea that you found in your research sources. When you paraphrase, be extra careful to cite any ideas that you take from your sources. Quotation marks are not needed when you paraphrase or summarize; they are only needed in a direct quotation.

**Peer Edit** - Constructive examination of the written work of a student by another student. This can be done by anyone, not just students. The more peer edits, the less errors, and the better your paper is.

**Plagiarism** - Knowing or unknowing use of exact words or phrases from a source in your own work without citation. Placing a citation after the exact words does not remove the plagiarism, but putting quotation marks around all of the quoted words does.

**Research Outline** - List of the parts of your topic that need to be researched and a tentative ordering of the parts. There is a preliminary outline where you will get your thoughts and ideas to research, and a final outline which will include your thesis statement, topic sentences, support with citations, transitions, etc...

**Preliminary Outline** - Consists of your thesis statement, topic sentences, and transitions. It serves as a way to organize your subtopics to support your main topic.

**Final Outline** - Consists of the paper's hook, thesis statement, topic sentences, support, transitions, and re-stated thesis statement. This is the “blue print” for your final essay. You will have all the information you need to write your essay once your final outline is done.

**Research Paper** - Formal writing assignment on a specific topic, for this paper one that is debatable, that usually requires the reading and analyzing of primary and secondary sources. Each piece of information taken from sources must have a citation.

**Rough Drafts** - First, second, third, and maybe fourth version of a written assignment. It is revised and improved in later drafts with the corrections from peer edits.

**Thesis Statement** - A clear statement of the principal point you intend to make in your paper. This will include your topic, whether you are for or against it, and how you plan to support your topic.

**Topic Sentence** - This sentence usually appears as one of the first two sentences of a paragraph. It tells the reader what the main topic of the paragraph will be, and it is usually connected to one of your subtopics. Most body paragraphs will have a topic sentence unless the paragraph is split into two paragraphs because of length.

**Transition Sentence** - Usually appear at the end of a body paragraph and give closure to the subtopic that was just discussed in the paragraph. There are two methods to writing transition sentences.
Terms to Know

**Hook** - Used in the introductory paragraph to capture the reader’s attention. This is used to draw the reader into the paper and to get the reader to want to read the paper.

**Note Cards** - Cards used to put information on from the sources you have selected. See page 53 for how to take notes and what to take notes on. The note cards contain four key pieces of information:

1) **Slug**  
2) **Information**  
3) **Commentary**  
4) **Citation**

1) **Slug** - The main point/topic of your note card. Should be one of your reasons supporting your topic or listed as “General Information”. A slug consists of one or two words.
2) **Information** - Notes/Material copied from your sources. Can be copied down word for word, summarized or paraphrased. Make sure the material is copied down correctly and fits your slug.
3) **Commentary** - A personal explanation or narrative of the information on the card. This is used to show how the piece of information on the card supports the topic.
4) **Citation** - Where you give credit to the author or organization that is responsible for the information you are using in your paper. The information contained in the citation will vary depending on the type of source. Refer to the section on MLA Documentation.

**Source Cards** - Cards used to keep all of the information you will need to create a Works Cited page. Information on the card will vary by source. See MLA Documentation for required information. You will need a minimum of five (5) source cards for this project. When you have all of your sources and source cards, you will need to alphabetize the cards and then number them in the upper right hand corner.
Generating a Thesis Statement

A focused, arguable, and supportable thesis statement develops from a more general topic. See page 14, which shows broad categories that encompass numerous issues open to debate. If you know your general topic but can’t decide on a specific thesis, don’t force yourself to formulate a thesis statement before you let yourself start writing. Instead you might free write, write a paragraph or make a diagram in which you explore what you already know about the topic, what questions you have about it, and what associated ideas spring from it. It’s helpful to think of your thesis as an answer to a question that might be asked by others who have read and studied the same information that you have.

Once you decide on a tentative thesis—a stance you want to take or a possible answer you wish to prove—write a rough thesis statement in a complete sentence (or two or three). Your thesis statement will eventually include an assertion (your main argument or position) and a because clause (the primary reason that will support your assertion). It’s important to highlight your primary “because” in your thesis itself so that your readers will know from the start the line of reasoning you’re planning to take.

Revising Your Thesis

As you begin to write a rough draft of your assignment, you may find that your thesis statement does not exactly say what you meant after all. Be open to the possibility that your thesis statement might change as you continue with the assignment. Changes might be small—you’ve decided to narrow your argument about global warming to look at one theory instead of three—or they might be radical, even involving embracing the opposite position entirely. Don’t think that having to change your thesis is a sign that you have been following the “wrong” argument or that you’ve wasted research; instead, realize that since writing is linked to thinking, both your thoughts and your expression of them are subject to change. Write a new thesis statement with a revised, clear assertion and main reason; then use the new thesis as a guide for more thinking, research, and writing.

How do I formulate a thesis?

Step 1. Choosing a topic

What is the broad topic that you have chosen?

For example: Women in combat positions

Your topic: _______________________________________________________

Steps 2. and 3. Researching and narrowing your topic

What is the way in which the topic will be limited given the four to seven-page requirement? In other words, on what aspect will you be focusing in your paper?

Once you selected your topic your research should begin. Seek out books, magazines, encyclopedias and “database articles” that address your topic. When you find a book on your topic it may help to skim through the table of contents to give you a brief overview of the topic, and more importantly to determine which points you want to cover in your paper. Be sure that the topic that you are covering is not too narrow or too broad for a four to seven-page paper. Make a list of at least three main subtopics that will be covered in your paper. All subtopics should relate to your main topic. Each subtopic should also be clearly distinct from the others. The division of the topic should be balanced between the three subtopics so that equal attention is paid to each. Write your three main subtopics on the lines below.
Three subtopics:

1. Women have served for many years
2. Women already hold dangerous jobs
3. New warfare makes their jobs even more dangerous

How to place your three subtopics in order (Choose One):

Order of time (chronology)

Order of space (descriptions of a location or scene)

Order of climax (building toward a conclusion)

Order of importance (from least to most important or from most to least important)

Explain the main points that you plan to illustrate or prove to the reader.

For example:
Overall message of the paper: Over the years women have gained freedoms and rights traditionally allowed to men alone. Now they are able to work as equals in almost all fields, but one of the few institutes that continues to segregate women is the US military. Women have worked hard to expand their options in the military, and the women have slowly but surely been increasing the jobs available to them. Even with all the hard work and determination behind the effort to fully open the military to women, some positions such as submarine, infantry, armor, artillery, and Special Forces, remain unavailable to women. The jobs that are unavailable to women are combat positions, posts on the front line, or where the job is considered too dangerous or too strenuous for women.

Overall message of the paper:
Step 4. Writing your thesis statement

What is your thesis?

The thesis is the controlling idea of an essay. A good thesis should clearly convey to the reader the focus of your paper without being too broad or too specific. The thesis statement should state your main topic and encompass the main points that were addressed in questions two and three.

Points to remember in writing your thesis:

- The thesis statement should be a complete sentence.
- The thesis should be stated in the third person. (No I, you, your, we, our,)
- The thesis should not be stated in an obvious manner
  (Do not begin “In this report I will write about...”)
- The thesis should be the last sentence of the introductory paragraph.
- It is also important to note that your thesis may change as you do more research on your topic. Make sure that your final thesis corresponds with the focus of your paper.

Sample Thesis:
Women should be allowed to hold combat positions in the military because they have been in the military for many years, they hold dangerous jobs in the military, and the new form of warfare makes those jobs even more dangerous.

Your Thesis:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Tips for Writing a Thesis Statement

1. Determine what kind of paper you are writing:

   An argumentative paper makes a claim about a topic and justifies this claim with specific evidence. The claim can be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

2. Your thesis statement should be specific - it should cover only what you will discuss in your paper and should be supported with specific evidence.

3. The thesis statement usually appears at the end of the first paragraph of a paper.

4. Your topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.

Thesis Statement Example

Example of an argumentative thesis statement:

High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The paper that follows should:

- present an argument and give evidence to support the claim that students should pursue community projects before entering college

Notes:
Writing Topic Sentences

A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

Although most paragraphs should have a topic sentence, there are a few situations when a paragraph might not need a topic sentence. For example, you might be able to omit a topic sentence in a paragraph that narrates a series of events, if a paragraph continues developing an idea that you introduced (with a topic sentence) in the previous paragraph, or if all the sentences and details in a paragraph clearly refer—perhaps indirectly—to a main point. The vast majority of your paragraphs, however, should have a topic sentence.

Creating a Topic Sentence

The topic sentence expresses the main point in a paragraph. You may create your topic sentence by considering the details or examples you will discuss. What unifies these examples? What do your examples have in common? Reach a conclusion and write that “conclusion” first. If it helps, think of writing backwards—from generalization to support instead of from examples to a conclusion.

If you know what you main point will be, write that as clearly as possible. Then focus on key words in your topic sentence and try to explain them more fully. Keep asking yourself “How?” or “Why?” or “What examples can I provide to convince a reader?”. After you have added your supporting information, review the topic sentence to see that it still indicates the direction of your writing.

Purposes of Topic Sentences

- To state the main point of a paragraph
- To give the reader a sense of direction (indicate what information will follow)
- To summarize the paragraph's main point

Placement of Topic Sentences

- Often appear as the first or second sentences of a paragraph
- Rarely appear at the end of the paragraph
Supporting a Topic Sentence with Details

To support a topic sentence, consider some of the possible ways that provide details. To develop a paragraph, use one or more of these:

- Add examples
- Tell a story that illustrates the point you’re making
- Discuss a process
- Compare and contrast
- Use analogies (e.g., “X is similar to Y because…”)
- Discuss cause and effect
- Define your terms

Topic Sentences: Find the three subtopics you listed on page 20 of this handbook, you will need to write a topic sentence for each subtopic to introduce it into the paragraph. See the examples (bold and italics) below for help.

Example Subtopic 1: Women have served for many years

Example Topic Sentence: “Women have been fighting shoulder-to-shoulder with men in the United States Army since the Republic’s beginnings” (Brower 1).

Subtopic 1: ______________________

Topic Sentence:
____________________________________________________________________________________________
____________________________________________________________________________________________

Example Subtopic 2: Women already hold dangerous jobs

Example Topic Sentence 2: Women are able to hold all but 30% of the active duty roles in the military and many of them are dangerous (Brower 14).

Subtopic 2: ______________________

Topic Sentence:
____________________________________________________________________________________________
Example Subtopic 3: New warfare makes their jobs even more dangerous

Example Topic Sentence: Women have demonstrated their willingness and their ability to fight for the military many times over and they should be allowed to fight on the front line.

Subtopic 3: ____________________

Topic Sentence:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Transitions

Writers often report that one of the most difficult parts of essay writing is making the transition from one paragraph to another. This section of the handbook will cover two ways to make smooth transitions within an essay.

**Transition Words:**
The first technique is the use of a transition word to move from idea to idea or paragraph to paragraph. Choose transition words that reveal the relationship between the ideas or paragraphs.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Explanation</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>When you want to add an idea or paragraph to the previous one, choose an “addition” transition.</td>
<td>also, in addition, moreover, besides, furthermore, equally important, finally</td>
</tr>
<tr>
<td>Example</td>
<td>Use “example” transitions when your next paragraph or idea gives a specific example to support your previous idea.</td>
<td>as an illustration, for example, for instance, thus, namely, specifically, to demonstrate</td>
</tr>
<tr>
<td>Contrast</td>
<td>These words help you move to an idea that counters your earlier idea.</td>
<td>however, nevertheless, nonetheless, conversely, in contrast, still, at the same time, on the other hand</td>
</tr>
<tr>
<td>Comparison</td>
<td>These words allow you to compare two ideas.</td>
<td>similarly, along the same lines, likewise, in the same way, also</td>
</tr>
<tr>
<td>Result</td>
<td>Use “result” words to show that one fact or idea is the result of another.</td>
<td>therefore, thus, as a result, accordingly, consequently, so, hence</td>
</tr>
<tr>
<td>Order</td>
<td>These words can either show the order in which an event happened, or simply reveal the order of your paragraphs in an essay.</td>
<td>first, second, third, next, then, finally, afterwards, before, soon, later, meanwhile, subsequently, immediately, eventually, currently</td>
</tr>
<tr>
<td>Concession</td>
<td>“Concessions” allow you to soften or weaken a previous statement or paragraph.</td>
<td>of course, to be sure, certainly, granted</td>
</tr>
</tbody>
</table>

**Transition Sentences:**
This is a more advanced way to make a transition. It involves a two-part sentence. The first part of the sentence refers back to an earlier idea or paragraph, while the second part of the sentence moves on to the new idea.

Example: While Emerson's prose reveals a glimpse of the poet he discusses, his poetry falls short of his own expectations.

While the first part of the sentence (underlined) refers back to a previous paragraph about Emerson's prose, the italicized section moves the essay into a discussion of Emerson's poetry.

The following are some words that commonly begin transition sentences:

While Although Even(as/though) Throughout Despite Since
Transitions: Find the three topics you listed on page 20 of this handbook, you will need to write a transition for each paragraph to close out the first topic and introduce the next. See page 20 of the handbook to see what ideas should be connected. See the examples (bold and italics) below for help.

Example Subtopic 1: Women have served for many years

Example Transition: As women have slowly been gaining more and more power in the military they have been allowed to hold more and more dangerous positions.

Subtopic 1: ____________________________

Transition:
____________________________________
____________________________________
____________________________________

Example Subtopic 2: They already hold dangerous jobs

Example Transition: Because women are already working under the same conditions as the men in combat positions they should be able to hold combat posts themselves, if that is what they wish to do.

Subtopic 2: ____________________________

Transition:
____________________________________
____________________________________
____________________________________

Example Subtopic 3: New warfare makes their jobs even more dangerous

Example Transition: Over the past few years these jobs have become more dangerous because of the use of a new, modern form of warfare.

Subtopic 3: ____________________________

Transition:
____________________________________
____________________________________
____________________________________
Women in the Military

I. Introduction
   a. Thesis Statement – Women should be allowed to hold these combat positions in the military because they have been in the military for many years, they hold dangerous jobs in the military, and the new form of warfare makes those jobs even more dangerous.

II. Reason 1 – They have served for many years
   a. Topic Sentence – “Women have been fighting shoulder-to-shoulder with men in the United States Army since the Republic’s beginnings” (Brower 1).
      i. Example –
      ii. Fact –
      iii. Story –
   b. Transition – As women have slowly been gaining more and more power in the military they have been allowed to hold more and more dangerous positions.

III. Reason 2 – They already hold dangerous jobs
   a. Topic Sentence – Women are able to hold all but 30% of the active duty roles in the military and many of them are dangerous (Brower 14).
      i. Example –
      ii. Fact –
      iii. Story –
   b. Transition – Because women are already working under the same conditions as the men in combat positions they should be able to hold combat posts themselves, if that is what they wish to do.
IV. Reason 3 – New warfare makes their jobs even more dangerous

a. **Topic Sentence** – Women have demonstrated their willingness and their ability to fight for the military many times over and they should be allowed to fight on the front line.

   i. **Example** –

   ii. **Fact** –

   iii. **Story** –

b. **Transition** – Over the past few years these jobs have become more dangerous because of the use of a new, modern form of warfare.

V. Conclusion

a. **Re-State Thesis** – Women should be allowed to fight in combat positions because they have been fighting America’s wars for decades, they already claim most of the dangerous jobs in the military, and because terrorism has made this a war without frontlines putting everyone in danger.
Title

I. Introduction
   a. Thesis Statement -

II. Reason 1 -
   a. Topic Sentence -
      i. Example -
      ii. Fact -
      iii. Story
   b. Transition -

III. Reason 2 -
   a. Topic Sentence -
      i. Example -
      ii. Fact -
      iii. Story -
   b. Transition -

IV. Reason 3 -
   a. Topic Sentence -

Preliminary Outline Blank
Preliminary Outline

i. Example -

ii. Fact -

iii. Story -

b. Transition -

V. Conclusion

a. Re-State Thesis
Types of Sources Available

The amount of information can be overwhelming and confusing. This section provides a list of common types of sources and what information you can discover from each.

**Traditional Print Sources**

**Books & Textbooks:** Books come in many topics. Because of the time it takes to publish a book, books usually contain more dated information than will be found in journals, newspapers, and databases.

**Newspapers:** Cover the latest events and trends, and contain very up-to-date information. Newspapers report both information that is factual in nature and also share opinions.

**Academic and Trade Journals:** Academic and trade journals are where to find the most up-to-date information and research in industry, business, and academia. Journal articles come in several forms, including literature reviews which overview current and past research, articles on theories and history, or articles on specific processes or research.

**Government Reports and Legal Documents:** The government releases information intended for its own use or for public use. These types of documents can be an excellent source of information. An example of a government report is the U.S. Census data. Most government reports and legal documents can now be accessed online.

**Flyers, Pamphlets, Leaflets:** While some flyers or pamphlets are created by reputable sources, because of the ease in which they are created, many less-than-reputable sources also produce these. They are useful for quick reference or very general information.

**Multimedia:** Printed material is certainly not the only option for finding research. Also consider media sources such as radio and television broadcasts, interactive talks, and public meetings.

**Internet-Based Sources**

**Websites:** Most of the information on the Internet is distributed via websites. Websites vary widely in quality of information and validity of sources.

**Message boards, discussion lists, and chat rooms:** Discussion lists, chat rooms, and message boards exist for all kinds of disciplines both in and outside of the university. However, plenty of boards exist that are rather unhelpful and poorly researched.

**Multimedia:** The Internet has a multitude of multimedia resources including online broadcasts and news, images, audio files, and interactive websites.

**Online Reference Database:** These databases provide a wealth of useful information on all research topics. Access to these sites is provided by your school, Prince William County, and The Library of Virginia. Username and passwords are required and can be located in the school library.
MLA Citation Guide for Materials in Print

**Book by One Author**

**Information Needed:**

Author's last name, Author's first name and middle initial. Title of book. City of publication:

Name of publishing company, Copyright date. Medium of Publication.

**Example:**

Gottfried, Ted. Capital Punishment: The Death Penalty Debate. Springfield:


**Citation in Paper and on Note Cards:**

(Gottfried 56)

**Special Notes:**

*If multiple cities are listed, use first city listed on the title page. Use most recent publication date.*

**Book by Two Authors**

**Information Needed:**

Author's last name, Author's first and middle initial, and Full name of second author.

Title of book. City of publication: Name of publishing company, Copyright date. Medium of Publication.

**Example:**


**Citation in Paper and on Note Cards:**

(Devall and Sessions 43)

**Special Notes:**

*DO NOT reverse the order of the second author's name. Also, list the authors as they are listed on the title page. DO NOT re-order them alphabetically.*
Book by Three Authors

Information Needed:

First author's last name, First author's first and middle names, Second author's full name, and Third author's full name. Title of book. City of publication: Name of publishing company, Copyright date. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Johnson, Henderson, and Slate 124)

Special Notes:

*Only reverse the first author's name.

Book by Four or More Authors

Information Needed:

First author's last name, First author's first and middle names, et al. Title of book. City of publication: Name of publishing company, Copyright date. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Capote et al. 283)

Special Notes: *et al. is Latin for "and all"
**Book with No Author**

Information Needed:

Title of book. City of publication: Name of publishing company, Copyright date. Medium of Publication.

Example:


Citation in Paper and on Note Cards: (Webster's 235)

Special Notes:

*Only use the first significant word of the title should be used in the parenthetical reference. Omit articles a, an, the.

**Book by a Corporate Author**

Information Needed:

Name of corporation that authored the book. Title of book. City of publication: Name of publishing company, Copyright date. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Reader's 152)

Special Notes:

*Only use the first significant word of the corporation's name.
Book with a Translator or Compiler

Information Needed:

Last name of the author of the translated work, First name of the author of the translated work. Title of the work. Trans. Full name of the translator. City of publication:

Name of publishing company, Copyright date. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Alighieri 132)

Book with an Editor - No Author Given

Information Needed:

Last name of book editor, First name of book editor, ed. Title of book. City of publication:

Name of publishing company, Copyright date. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Champagne 231)

Special Notes:

*ed. stands for editor. If the book has multiple editors, use “eds”.
Second Edition of a Book

Information Needed:

Author's last name, Author's first and middle names, and Second author's full name. Title of book. Edition numeration ed. City of publication: Name of publishing company, Copyright date. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Tunnell and Jacobs 86)

Special Notes:

*This example has two authors. The name of the second author is NOT reversed. Note the form of the numeration of the edition and that it is followed by the abbreviation for edition, ed.

Magazine Article

Information Needed:

Last name of author of article. First and middle names of author of article. "Title of article." Title of magazine Date of magazine: page numbers on which the article appears in the magazine. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Elliott 26)
Special Notes:

*The title of the magazine is NOT followed by any punctuation. The format of the date of the magazine is day first then the month (or abbreviation of the month--consult MLA for correct format) then the year.

Newspaper Article

Information Needed:

Last name of author of article, First and middle names of author of article. "Title of newspaper article." Title of newspaper Date of newspaper, Edition of newspaper ed., Section in which article appears sec.: page numbers on which article is found. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Krebs E1)

Special Notes:

*Articles (a, an, the) are eliminated from titles of newspapers.

*The title of the newspaper is NOT followed by any punctuation.

*If the article is not published on consecutive pages, use a plus sign to indicate the article runs on multiple pages.

*The format of the date of the newspaper is day first then the month (or abbreviation of the month--consult MLA for correct format) then the year.
Work within a Collection by Multiple Authors

Information Needed:

Last name of author of article/selection, First and middle names of author of
article/selection. "Title of article." Title of book. Ed. Full name of editor. City of
publication: Name of publishing company, Copyright date. Page numbers on
which the article/selection appears in the book. Medium of Publication.

Example:


Citation in Paper and on Note Cards:

(Darity 76)

Special Notes:

*Special name designations (Jr., III, etc.) appear after a comma, after the author's first or
middle name whichever is the final name element.

Government Publication

Information Needed:

Author of publication. Title of publication. City of publication: Name of publishing
company/entity, Copyright date. Medium of Publication.

Example:

United States. Department of Education. Assistance to States for the Education of
Children with Disabilities and the Early Intervention Program for Infants and

Citation in Paper and on Note Cards:

(United 122)
**Special Notes:**

*The author is the jurisdiction of the governing body. Use only the first significant word of the author.

**Article from Reference Book (Encyclopedia)**

**Information Needed:**


**Example:**


**Citation in Paper and on Note Cards:**

("Comets" 124)

**Special Notes:**

*In this example (as is the case in most general encyclopedias) no author is given for the article, so you begin with the title. If an author is given, be sure to list him/her first in last name, first and middle name order.

**Article From One Volume of a Multivolume Work**

**Information Needed:**

Last name of author of article, First name of author of article. "Title of article." Title of multivolume set. Ed. Full name of editor. Vol. Volume in which article appears. City of publication: Name of publishing company, Copyright date of multivolume set. Page numbers on which article appears. Medium of Publication.

**Example:**

Citation in Paper and on Note Cards:

(Smith 256)

Two or More Works by the Same Author

Information Needed:

Same as book by one author

Example from Works Cited Page:


Citations in Paper and on Note Cards:

(Fixx, Complete 152)

(Fixx, Second 127)

Special Notes:

*On a works cited page, the second work by the same author begins with three dashes and a period. This denotes that the second book was written by the author in the previous entry. When you have more than one work by the same author, you have to distinguish the works in the parenthetical references by adding title abbreviations.
Article from a subscription service database when original source is a book/reference work

Information Needed:
Last name of author of article, First and middle names of author of article. "Title of article."
Original source of article. Sponsor or Publisher of Site. Date of last Publication or Revision. Medium of Publication. Access Date.

Example:

Citation in Paper and on Note Cards:
(Carson-DeWitt)

Special Notes:
*Be sure you know who the actual subscriber is of the service.
*The dates are in day, month, year order with appropriate abbreviations.
*Also, since you are tracing the article back to the database, you will not have page numbers in your parenthetical citations.
**Article from subscription service database when original source is a periodical**

**Information Needed:**

- Last name of author of article, First and middle names of author of article. "Title of article."
- Name of Periodical, Volume and Issue Number Date original article was published: Page numbers on which original article was published. Name of database. Medium of Database. Date of Access.

**Example:**


**Citation in Paper and on Note Cards:**

(Pegoraro)

**Special Notes:**

- Be sure you know who the actual subscriber is of the service.
- The dates are in day, month, and year order with appropriate abbreviations.
- Also, since you are tracing the article back to the database, you will not have page numbers in your parenthetical citations.
Article in an online encyclopedia

Information Needed:

Last name of the author of the article, First and middle names of author of the article.

"Title of the article." Title of the online encyclopedia. Sponsor or Publisher of Site.

Date of Publication or latest revision. Medium of publication. Access Date.

Example:


Citation in Text and on Note Cards:

(Beminghausen)

Special Notes:

*The dates are in day, month, and year order with appropriate abbreviations.

*Also, since you are tracing the article back to the database, you will not have page numbers in your parenthetical citations.
Article from a news network

Information Needed:

Last name of the author of the article, First name of the author of the article. "Title of the article." Title of the newswire. Name of newswire publisher,

Publication Date. Medium of Publication. Access Date.

Example:


Citation in Text and on Note Cards:

(Mohsin)

Special Notes:

*The dates are in day, month, and year order with appropriate abbreviations.

*Also, since you are tracing the article back to the database, you will not have page numbers in your parenthetical citations.

Article from a newspaper or on a newswire

Information Needed:

Last name of the author of the article, First name of the author of the article. "Title of the article." Title of the newspaper. Publisher of the newspaper or website,

Publication Date. Medium of Publication. Access Date.
Example:


Citation in Text and on Note Cards:

(VandeHei)

Special Notes:

*The dates are in day, month, and year order with appropriate abbreviations.

*Also, since you are tracing the article back to the database, you will not have page numbers in your parenthetical citations.

Article from the World Wide Web (Internet)

Information Needed:

Last name of author of article, First name of author of article. "Title of article."

Title of website. Publisher or Sponsor of Site. Publication Date. Medium of Publication. Access Date.

Example:


Citation in Text and on Note Cards:

(Rockmore)
Special Notes:

* The dates are in day, month, and year order with appropriate abbreviations.

* Also, since you are tracing the article back to the database, you will not have page numbers in your parenthetical citations.

**Works Cited Formats: Non-Print Resources**

**Interview on Television**

**Information Needed:**

Last name of person interviewed, First Name of person interviewed. Interview by Name of interviewer. Title of show on which interview appeared. Network on which show was viewed. Station call letters on which show was viewed. Date of broadcast. Medium of Publication.

**Example:**


**Citation in Text and on Note Cards:**

(Torry)

**Film/Movie**

**Information Needed:**

Example:


Citation in Text and on Note Cards:

(Lord)

Special Notes:

*Dir. is an abbreviation for Director. Perf. is an abbreviation for Performers.
Source Cards

3) Center of Source Cards

In the center of your source cards place all of the information you have collected from your sources. Refer to pages 33-48 to find your source, and specifically the section labeled “Information Needed”.

1) Upper Left Hand Corner of Source Cards

List what type of source you are using. Refer to pages 33-48 for the different types of sources that can be used.

2) Upper Right Hand Corner of Source Cards

Put your source cards in alphabetical order and then number. Use the author's last name, or if no author is given use the first word in the title of the article. Do not use “a”, “an”, or “the” to alphabetize.

3) Put all of the “information needed” in this section. Remember to double space and indent as needed.

(Citation)

4) Lower Left Hand Corner of Source Cards

This is where you will put your citation for the source you are using. Refer to pages 33-48 to find out what information for the citation is needed, for the type of source you have used. Look specifically for the section labeled “Citation in Text and on Note Cards”.

47
Source Cards

3) Center of Source Cards
In the center of your source cards place all of the information you have collected from your sources. Refer to pages 33-48 to find your source, and specifically the section labeled “Information Needed”.

1) Upper Left Hand Corner of Source Cards
List what type of source you are using. Refer to pages 33-48 for the different types of sources that can be used.

2) Upper Right Hand Corner of Source Cards
Put your source cards in alphabetical order and then number. Use the author’s last name, or if no author is given use the first word in the title of the article. Do not use “a”, “an”, or “the” to alphabetize.

4) Lower Left Hand Corner of Source Cards
This is where you will put your citation for the source you are using. Refer to pages 33-48 to find out what information for the citation is needed, for the type of source you have used. Look specifically for the section labeled “Citation in Text and on Note Cards”.

Book 1


(Blanton and Cook #)
1. **To begin, open Microsoft Word 2003.**

2. **To set your Margins:**
   - On the top toolbar, click on “File”.
   - Click on “Page Setup”.
   - Set your top, bottom, left, and right margins to 1”
   - Click on “Layout”
   - Set your header and footer for ½”
   - Click on “OK”

3. **To insert Page Numbers:**
   - On the top toolbar, click on “Insert”.
   - Select “Page Numbers”
   - Change the “position” to top of page
   - Make sure alignment is for the right
   - Check box to “show number on first page”
   - Click on “OK”

4. **To insert your Student ID #:**
   - Double Click on the header so it is outlined with a hyphenated box
   - Place the cursor (mouse) directly over the page number and click once
   - This will highlight the number in a box
   - Make sure the blinking cursor is on the left side of the page number
   - Type in your six digit student ID number
   - Hit the space bar once

5. **To set Double-Spaced lines:**
   - On the top toolbar, click on “Format”.
   - Click on “Paragraph”.
   - Under “Line Spacing”, select “Double” from the drop down list.
   - Click “OK”.

6. **Font and Size:**
   - Courier New
   - Size 12
Works Cited


So what should I write down?

Anything and everything that will flesh out your thesis statement or research question.

Be succinct in whatever you write, but don't rely too heavily on mental notes because you're afraid of writing too much down. Even if it's just background data, boil it down to a short phrase on paper. Remember, notes are a bit like drafts: you will not end up using everything you write down.

Remember that it's fine to copy down duplicating facts. You may need them later on to defend your thesis. For major issues, having more than one person who agrees with you strengthens your point. Just make sure to record who said what each time.

It's also okay to copy down contradictory information. For argumentative papers, acknowledging an opposing viewpoint that is easily disproved by its counterpoint is always a good rhetorical tool.

Whatever you take notes on, be sure to take them from at least 5 key sources. Using a variety will lend weight to your argument, broaden your horizons on the topic when you need varying viewpoints anyway, and demonstrate the thoroughness of your research.

The final piece of data to record is of all the sources you consult. Begin jotting one down as soon as you begin researching so that you won't forget when it comes time to draft the paper (a common error and stress-inducer). Therefore, before you even take notes, neatly record all the pertinent bibliographical information you'll need for MLA Documentation.
1) Upper Left Hand Corner of Note Cards
Slug - The main point/topic of your note card. Should be one of your subtopics supporting your topic or listed as “General Information”. A slug consists of one or two words.

2) On Back of Note Cards
Commentary - A personal explanation or narrative of the information on the card. This is used to show how the piece of information on the card supports the topic.

3) Center of Note Cards
Information - Notes/Material copied from your sources. Can be copied down word for word, summarized or paraphrased. Make sure the material is copied down correctly and fits your slug. Make sure you are clear of what you are writing down as this information will be used to support your main topics of your paper.

4) Lower Left Hand Corner of Note Cards
Citation - Where you give credit to the author or organization that is responsible for the information you are using in your paper. The information contained in the citation will vary depending on the type of source. Refer to pages 33-48.
Note Cards

1) Upper Left Hand Corner of Note Cards

Slug - The main point/topic of your note card. Should be one of your reasons supporting your topic or listed as “General Information”. A slug consists of one or two words.

2) On Back of Note Cards

Commentary - A personal explanation or narrative of the information on the card. This is used to show how the piece of information on the card supports the topic.

3) Center of Note Cards

Information - Notes/Material copied from your sources. Can be copied down word for word, summarized or paraphrased. Make sure the material is copied down correctly and fits your slug. Make sure you are clear of what you are writing down as this information will be used to support you’re the main topics of your paper.

4) Lower Left Hand Corner of Note Cards

Citation - Where you give credit to the author or organization that is responsible for the information you are using in your paper. The information contained in the citation will vary depending on the type of source. Refer to pages 33-48.

Years of Service

“The first documented case of a woman in the Americas disguising herself as a man to pursue her fate as a soldier occurred almost three centuries before the Civil War”

(Blanton and Cook 5)
<table>
<thead>
<tr>
<th>Citations in Text</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author's name in text</strong></td>
<td>Magny develops this argument (67-69).</td>
</tr>
<tr>
<td><strong>Author's name in reference</strong></td>
<td>This argument has been developed elsewhere (Magny 67-69).</td>
</tr>
<tr>
<td><strong>Quotation found in indirect or &quot;secondhand&quot; source</strong></td>
<td>The philosopher Alain states that &quot;admiration is not pleasure but a kind of attention. . .&quot; (qtd. in Magny 66).</td>
</tr>
<tr>
<td><strong>Material found in indirect source</strong></td>
<td>Alain's words seem to dissociate admiration from pleasure (in Magny 66).</td>
</tr>
<tr>
<td><strong>Two authors' names in reference</strong></td>
<td>The most notorious foreign lobby in Washington is the &quot;Sugar Mafia&quot; (Howe and Trott 134).</td>
</tr>
<tr>
<td><strong>Reference to volume and page in multivolume work</strong></td>
<td>As a painter Andrea was “faultless” (Freedberg 1: 98).</td>
</tr>
<tr>
<td><strong>Reference to whole volume</strong></td>
<td>In his second volume, Freedberg gives an account of Andrea’s whole painting career.</td>
</tr>
<tr>
<td><strong>Two works by same author on list of works cited</strong></td>
<td>Frye connects Burgess’ A Clockwork Orange to romance tradition (Secular Scripture 110).</td>
</tr>
<tr>
<td><strong>Two locations in same source</strong></td>
<td>Dabundo deals with this problem (22, 31).</td>
</tr>
<tr>
<td><strong>Two sources cited</strong></td>
<td>This controversy has been addressed more than once (Dabundo 27; Magny 69).</td>
</tr>
<tr>
<td><strong>Personal interview; name given in text</strong></td>
<td>Parsons talked about the need for physical education teachers to understand the relationship between physical activity and fitness.</td>
</tr>
<tr>
<td><strong>Corporate author</strong></td>
<td>Many different types of organizations in the United States are involved in mediation and dispute resolution (Natl. Inst. for Dispute Resolution).</td>
</tr>
<tr>
<td><strong>Electronic source that uses paragraph numbers</strong></td>
<td>The semiconductor workplace is highly toxic (Ross, par. 35).</td>
</tr>
<tr>
<td><strong>Electronic source that uses chapter and section numbers</strong></td>
<td>“Once we start using a tool extensively, it also starts using us” (Rawlins, ch. 1, sec. 1).</td>
</tr>
</tbody>
</table>
### How do I cite sources in my paper?

The following instructions are basically the same for print sources and electronic sources: When you quote or paraphrase a specific portion of a text in a source, give enough information--most typically the author's last name and the page number--to identify the exact location of the borrowed material.

The parenthetical information should complement, not repeat, information given in your text (e.g., if you mention the author's name in your text, you do not include it in the citation).

### What format should I use for my quotations?

Use the block quotation format for quotations more than four lines long: indent one inch from the left margin, double-space the quotation, and do not use quotation marks. The period for the sentence (or other mark of punctuation) comes after the parenthetical reference, except after a block quote.

### How do I abbreviate references to my sources?

Parenthetical citations do not include the word "page" or "pages" or the abbreviations "p." or "pp."--just the page numbers themselves.

When referring to plays or poems, cite divisions (canto, book, act, etc.).

### Should I use italics or underlining in my paper?

The MLA recommends underlining instead of italicizing for material that is normally italicized in print. If you would prefer to use italics, it's best to check with your instructor. Italics are used in examples on these pages because of internet browser limitations.

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### Examples from paper:

**Direct Quote: Page 62 – Paragraph 2**

“The first documented case of a woman in the Americas disguising herself as a man to pursue her fate as a soldier occurred almost three centuries before the Civil War” (Blanton and Cook 5).

**Indirect Quote: Page 62 – Paragraph 2**

Over 1,000 women have been killed in action since the Spanish-American War (Epstein 40).

**Using Author’s name and Page Number separately: Page 64 – Paragraph 3**

Rowan Scarborough, author of the article “Female Soldiers Eyed for Combat,” says the war in Iraq demonstrates this new form of combat “whereby all soldiers, support or combat, face attack by rockets, mortars, roadside bombs, and ambush” (5).
Women in Combat Positions

I. Introduction
   a. Hook – The women’s revolution began in the early 1900’s and it is yet to end. Over the years women have gained freedoms and rights traditionally allowed to men alone.
   b. Thesis Statement – Women should be allowed to hold these combat positions in the military because they have been in the military for many years, they hold dangerous jobs in the military, and the new form of warfare makes those jobs even more dangerous.

II. Reason 1 – They have served for many years
   a. Topic Sentence – “Women have been fighting shoulder-to-shoulder with men in the United States Army since the Republic’s beginnings” (Brower 1).

   ▪ Note Card Info – “The first documented case of a woman in the Americas disguising herself as a man to pursue her fate as a soldier occurred almost three centuries before the Civil War” (Blanton and Cook 5).

   ▪ Note Card Info – According to the author of Side-By-Side: A Photographic History of American Women in War, Vickie Lewis, “Women have taken up arms, fought and died in virtually every armed conflict in the nation’s history” (155).

   ▪ Note Card Info – Over 1,000 women have been killed in action since the Spanish-American War (Epstein 40).

   ▪ Note Card Info – But women were only allowed into the military as nurses and doctors until 1948, when President Truman signed the Women’s Armed Services Integration Act,
allowing women to join the military in a professional status (Willens 2).

- **Note Card Info** - Today, “more than 210,000 women serve in the United States military, 15% of all personnel” (Lewis 82).

b. **Transition** - As women have slowly been gaining more and more power in the military they have been allowed to hold more and more dangerous positions.

### III. Reason 2 - They already hold dangerous jobs

c. **Topic Sentence** - Women are able to hold all but 30% of the active duty roles in the military and many of them are dangerous (Brower 14).

- **Note Card Info** - The first truly dangerous jobs were opened to women in 1991 during the Clinton administration, since then women have been allowed to hold other dangerous jobs that are not considered direct combat positions (Scarborough 15).

- **Note Card Info** - Women are now able to serve in support companies which deal with forces fighting on the front lines, these positions leave women very close to the front line where they could be attacked or ambushed (Charbonneau 5).

- **Note Card Info** - Women are also allowed to serve on the United States military police where they are shot at daily in Iraq and other hostile countries (Hodierne 65).

- **Note Card Info** - Staff Sgt. Bob Haug, who served with the military police in Iraq, said the women “would go outside
the wire with us everyday. They held their ground and did their job without flinching” (Leonard 46).

- **Note Card Info** - MG Jessica Wright said that “women in Iraq are operating in the same environment that our combat arms operate in” (Brower 5).

d. **Transition** - Because women are already working under the same conditions as the men in combat positions they should be able to hold combat posts themselves, if that is what they wish to do.

**IV. Reason 3 - New warfare makes their jobs even more dangerous**

a. **Topic Sentence** - Women have demonstrated their willingness and their ability to fight for the military many times over and they should be allowed to fight on the front line.

- **Note Card Info** - Teresa Broadwell was awarded a medal for heroism in October 2004 because she and four other women ran to the rescue of fellow military police troops in Karbala, Iraq (Hodierne 5).

- **Note Card Info** - Since March 2003, when the United States military invaded Iraq, the Army has suffered over 800 combat deaths, which include over 30 female soldiers that held dangerous positions in the military (Scarborough 7).

- **Note Card Info** - Rowan Scarborough, author of the article “Female Soldiers Eyed for Combat,” says the war in Iraq demonstrates this new form of combat “whereby all soldiers, support or combat, face attack by rockets, mortars, roadside bombs, and ambush” (5).

- **Note Card Info** - Melissa Charbonneau, the author of “The Reality of Women in Combat,” explains that modern warfare is more dangerous because “there is no such thing as fixed
battle lines in the war we are fighting now, in a war against terrorism, a war against insurgents” (18).

**Note Card Info** - Modern warfare is called terrorism because it includes “all forms of conflict where the other side refuses to stand up and fight fair” (“Fourth” 1).

b. **Transition** - Over the past few years these jobs have become more dangerous because of the use of a new, modern form of warfare.

V. **Conclusion**

e. **Re-State Thesis** - Women should be allowed to fight in combat positions because they have been fighting America’s wars for decades, they already claim most of the dangerous jobs in the military, and because terrorism has made this a war without frontlines putting everyone in danger.
Title

I. Introduction
   a. Hook -
   b. Thesis Statement -

II. Reason 1 -
   a. Topic Sentence -
     • Note Card Info -
     • Note Card Info -
     • Note Card Info -
     • Note Card Info -
     • Note Card Info -
     • Note Card Info -
   b. Transition -

III. Reason 2 -
   a. Topic Sentence -
     • Note Card Info -
     • Note Card Info -
     • Note Card Info -
     • Note Card Info -
     • Note Card Info -
     • Note Card Info -
   b. Transition -

IV. Reason 3 -
   a. Topic Sentence -
     • Note Card Info -
     • Note Card Info -
b. Transition -

- Conclusion
  - a. Re-State Thesis -
Women in Combat Positions

The women’s revolution began in the early 1900’s and it is yet to end. Over the years women have gained freedoms and rights traditionally allowed to men alone. Now they are able to work as equals in almost all fields, but one of the few institutes that continues to segregate women is the US military. Women have worked hard to expand their options in the military, and the women have slowly but surely been increasing the jobs available to them. Even with all the hard work and determination behind the effort to open the military fully to women, some positions such as submarine, infantry, armor, artillery, and Special Forces, remain unavailable to women. The jobs that are unavailable to women are combat positions, posts on the front line, or where the job is considered too dangerous or too strenuous for women. Women should be allowed to hold these combat positions in the military because they have been in the military for many years, they hold dangerous jobs in the military, and the new form of warfare makes those jobs even more dangerous.

“Women have been fighting shoulder-to-shoulder with men in the United States Army since the Republic’s beginnings” (Brower 1). “The first documented case of a woman in the Americas disguising herself as a man to pursue her fate as a soldier occurred almost three centuries before the Civil War” (Blanton and Cook 5). Women have proven that they are able to fight in wars and that they are willing to sacrifice themselves for their country. According to the author of Side-By-Side: A Photographic History of American Women in War, Vickie Lewis, “Women have taken up arms, fought and died in virtually every armed conflict in the nation’s history” (155). Over 1,000 women have been killed in action since the Spanish-American War (Epstein 40). With all of these women dying for their country most people would think that women would have been able to fight in the military by the 20th century. But women were only
allowed into the military as nurses and doctors until 1948, when President Truman signed the Women’s Armed Services Integration Act, allowing women to join the military in a professional status (Willens 2). Even after the Women’s Armed Services Integration Act was signed, women were only allowed desk jobs, or other secretarial jobs that kept them as far from the actual fighting as possible. Women were not allowed near the fighting in a professional status until 1991, when the Clinton administration first allowed women to serve on combat ships and pilot combat aircrafts (Scarborough 15). Today, “more then 210,000 women serve in the United States military, 15% of all personnel” (Lewis 82). As women have slowly been gaining more and more power in the military they have been allowed to hold more and more dangerous positions.

Women are able to hold all but 30% of the active duty roles in the military and many of them are dangerous (Brower 14). The first truly dangerous jobs were opened to women in 1991 during the Clinton administration, since then women have been allowed to hold other dangerous jobs that are not considered direct combat positions (Scarborough 15). Women are now able to serve in support companies which deal with forces fighting on the front lines, these positions leave women very close to the front line where they could be attacked or ambushed (Charbonneau 5). If women are allowed to serve here, then why are they restricted from combat positions? Women are also allowed to serve on the United States military police where they are shot at daily in Iraq and other hostile countries (Hodierne 65). If women can fight for their country in this capacity they should also be allowed to fight in combat positions in the military. Women knowingly risk their lives in these positions. Staff Sgt. Bob Haug, who served with the military police in Iraq, said the women “would go outside the wire with us everyday. They held their ground and did their job without flinching” (Leonard 46). MG Jessica Wright said that
“women in Iraq are operating in the same environment that our combat arms operate in” (Brower 5). Because women are already working under the same conditions as the men in combat positions they should be able to hold combat posts themselves, if that is what they wish to do.

Women have demonstrated their willingness and their ability to fight for the military many times over and they should be allowed to fight on the front line. One of the many female heroes who have proven that women can fight on the front lines and in other combat positions is Teresa Broadwell. Teresa Broadwell was awarded a medal for heroism in October 2004 because she and four other women ran to the rescue of fellow military police troops in Karbala, Iraq (Hodierne 5). Many other women have fought for their country in dangerous military jobs, proving that they are capable of fighting in combat positions. Since March 2003, when the United States military invaded Iraq, the Army has suffered over 800 combat deaths, which include over 30 female soldiers that held dangerous positions in the military (Scarborough 7). Over the past few years these jobs have become more dangerous because of the use of a new, modern form of warfare.

Since the creation of the atomic bomb, and many other weapons of mass destruction, modern-day warfare has drastically changed. In this new, modern form of warfare, both citizen and soldier can find themselves in danger. Rowan Scarborough, author of the article “Female Soldiers Eyed for Combat,” says the war in Iraq demonstrates this new form of combat “whereby all soldiers, support or combat, face attack by rockets, mortars, roadside bombs, and ambush” (5). This modern warfare makes it dangerous for everyone involved, even the women who are supposedly safe in their support roles. Melissa Charbonneau, the author of “The Reality of Women in Combat,” explains that modern warfare is more dangerous because “there is no such thing as fixed battle lines in the war we are fighting now, in a war against terrorism, a war
against insurgents” (18). Modern warfare is called terrorism because it includes “all forms of conflict where the other side refuses to stand up and fight fair” (“Fourth” 1). Everyone near, or in hostile areas, is in danger of attack, so it should not matter whether women are working on the front lines or in any other combat position. Charbonneau also believes that support companies, where women are allowed to serve, are more vulnerable to attack because they are less likely to fight back (19). Women are in more danger when they are in support companies than they would be in direct combat units because everyone in a combat unit is trained for combat and everyone in a combat unit knows how to deal with volatile situations compared to those in a support unit who are not always prepared for combat. Air Force Lieutenant Colonel Karren Johnson said, “Any place can be the battlefield, and women can find themselves in the thick of it” (Epstein 4). If women are going to work under dangerous conditions, they should have the choice of being in combat positions, protecting their country and their freedom.

Women should be allowed to fight in combat positions because they have been fighting America’s wars for decades, they already claim most of the dangerous jobs in the military, and because terrorism has made this a war without frontlines putting everyone in danger. Women have worked hard over the years to prove themselves worthy of combat; at this point in time there is no reason to keep women from the frontlines. To have women come this far through history, gaining numerous rights and freedoms, it would be senseless to keep women from a job they would clearly be able to handle. As women at home continue to fight for the right to hold combat positions, the people should think about those women, who are in Iraq; women who willingly placed themselves in danger to fight for freedom. These women have proven that they are willing and able to hold dangerous positions and that they love the freedoms they have in the
United States. Why should they be denied the right to fight in combat positions where they are better able to fight for the freedom they love?
Works Cited


Rough Draft One Checklist

_____ Underline what you think is the Thesis Statement in the paper

1. On the back of the paper list the following:
   a. Topic
   b. View on topic
   c. Reasons to support topic

_____ Underline what you think is the Topic Sentence in each paragraph

_____ Underline what you think is the Transition for each paragraph

Check for the following:

1. Paper must be at least 4 pages long (Does not include works cited page)
2. Must have a Works Cited page
3. Student ID# and Page number should be in the upper-right hand corner
   a. Works Cited page # should be consecutive, not page #1

a. Grammar – Correct, no slang
b. Sentences – Complete – Uses a variety of types, No fragments or run-on’s
c. Switch in tense and subject
   1. verb tense – Keep one tense
   2. pronoun – Keep it all plural: Instead of he/she use they/them

d. Spelling – read paper backwards if having trouble with checking
   a. to, too, and two
   b. there, their, they’re
   c. weather and whether
   d. accept and except
   e. good and well

e. Punctuation
   1. Periods – (Outside of parentheses).
   2. Commas
   3. Quotation marks – “Come at end of sentence, not after parentheses” (Jones).

f. One topic per paragraph – Does not jump around with ideas

g. At least 3 details, facts, or ideas (CITATIONS) in each paragraph to support claim

h. Works Cited page
   1. Compare with one from book – Page 52
   2. Check to make sure it is in alphabetical order.
   3. Check to see all citations listed in paper are on the works cited page
   4. Check to see all sources on works cited page are used in paper

i. Paper stays on task and fully supports the thesis statement

j. Deadly Words – (I, me, my, mine, you, your, you’re, our, we, us)
   1. These cannot be in the paper unless they are in a direct quote.

k. Contractions – Cannot be used in the paper unless they are used in a direct quote

Student Checking This Paper (NAME): ___________________________________________
Checklist

Rough Draft Two Checklist

_____ Underline what you think is the Thesis statement in the paper
_____ Underline what you think is the Topic Sentence in each paragraph

Check for the following:

a. _____ Deadly Words – I, Me, My, Mine, You, Your, You’re, Our, We, Us
   Contractions
b. _____ Sentences - Complete, fragments, run-on
c. _____ Pronouns – Make all singulars plural, unless it refers to a specific person
   3. He/She change to They/Them
d. _____ Spelling – read paper backwards if having trouble with checking
e. _____ Punctuation
   4. periods – after the citation (Jones#).
   5. commas
   6. quotation marks “They .......” (Jones#).
f. _____ Count all of the sentences in the paragraphs – put that number in the right hand margin

g. _____ Details, facts, and ideas in paragraphs to support your claims
   Count the number of citations per paragraph and put it in the right hand margin and circle it
h. _____ Works Cited page
   5. compare with one from book
   6. check to see if all sources used in the paper are on the Works Cited page – check off each as you go – make sure at least 5 sources are used.
i. _____ Paper stays on task and fully supports and deals with the thesis statement
h. _____ Make a list of 5 areas they did well in, and 5 areas that need improvement
   What did they do well, and what can be improved

Editors’ Names: ____________________________________  ___________________________________

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Directions:

1. Log on to www.turnitin.com
2. In the upper-right hand corner of the web page, click on create a user profile
3. Log in as a student
4. The following are the ids and passwords you will need to access the site:
   a. Block – ID – Password –
   b. Block – ID – Password –
   c. Block – ID – Password –
5. After entering this information you will be asked to enter your e-mail address
6. You will next need to create a password so you can re-enter the site and check the statue of your paper, we will also use this for future assignments
7. After submitting your password you will be asked to select questions, and then you will supply the answer to it. This is used in case you forget your password.
8. Next enter your first and last name; this will be the name which appears on my class list so make sure you use the name I have on my roster.
9. You will have to agree to the terms of agreement in order to submit your paper.
10. On the next screen you want to click on the link at the bottom of the page to end setup wizard and log in.
11. Next click on the class which shows up, ENG11-__, ENG11-__, or ENG11-__.
12. On the next screen click on the “submit button” on the assignments screen. This is located to the right of the assignment name “Research Paper”.
13. Your name should appear on the screen, first and last. Underneath your name you will need to enter the title of your paper. You will then need to “Browse” and find your paper. This is where you saved it on your computer, or else from a disk.
   a. After you have completed these two steps, you will need to click on the “Submit” button.
14. The next screen will ask you if this is the paper you wish to submit. It should be showing your paper with the works cited. It will not be double spaced and the Works Cited page will be at the bottom, probably all jumbled.
   a. If this is your final draft, you need to click “yes – submit” at the top.
15. After this you will receive a digital receipt for your paper. You will need to log back in at a later time to see the outcome of your paper. I will have access to the paper and the results as well.
Research Paper
Final Submission Requirements
Due Date: December 13/14 2012

1. Preliminary Outline – Should have Thesis Statement, Topic Sentences, and Transitions
2. 10 Source Cards – Minimum of 10, but you can have more
   a. Must be bound together with a rubber band
3. 30 Note Cards – Minimum of 30, but you can have more
   a. Must be bound together with a rubber band
   b. Keep separate from Source Cards
5. 3 Rough Drafts – This is the minimum, you can have more
6. All materials used for the Research Paper process
   a. Notes, printed materials, etc...
7. CD or Disk with Final Draft and Works Cited page on it
8. All materials must be placed in a folder, binder, or bag which can be sealed so nothing can fall out
   a. No Target or Wal-Mart bags
9. 1 Copy of your final draft
   a. Do not staple this – use a paperclip