

Ninth Grade Research Project
Ten-Step Procedure

I. Choose a topic and list related subtopics:

- A. Brainstorm ideas about a topic.
- B. Evaluate the quality of the topic.
- C. List related topics.

II. Prepare topic for research:

- A. Formulate research questions.
- B. Generate a controlling idea.
- C. Generate subtopics.
- D. Predict types of concrete details to look for in research.

III. Identify and document sources:

- A. Choose six sources.
- B. Prepare one 3X5-bibliography card per source.

> Requirement: six sources of four different types:

- | | | | |
|-----------|----------------------|-------------------------|------------|
| Books | CD-Rom Encyclopedias | Government Publications | Newspapers |
| Web site | Magazines | Music recordings | |
| Pamphlets | interview Television | Video/movies | |

IV. Prepare research note-cards:

- A. Choose at least four of the six bibliography sources.
- B. Prepare a minimum of twenty note cards.

> Each note-card must be properly formatted and include the following information:

- Descriptive heading
- Bibliographic source indicated on each card
- Direct quotation, paraphrase, or summary of information
- Number of page information is found on
- Commentary on selected information on back of card

V. Begin prewriting and categorizing of information:

- A. Categorize note cards according to subtopics.
- B. Revise subtopics as needed.
- C. Graphically organize controlling idea and subtopics.

VI. Begin outlining and organization of paper:

- A. Formulate topic sentences and concrete details.
- B. Generate a specific thesis statement.
- C. Develop commentary for each concrete detail.

VII. Write, revise and edit the first draft of the paper

- A. Write the first draft.
- B. Receive feedback and revise.
- C. Edit for spelling and grammatical mistakes.

VIII. Create the final draft.

- The entire paper must be typed.
- Use a standard font such as "Times" no larger than 12.
- Size of font must be 12pt throughout the paper including the heading.
- Maintain a one-inch margin on all sides of paper. no larger.
- Double-space and type on one side of paper only.
- Name, date, class period placed in the upper left-hand corner of the first page.
- NO TITLE PAGE
- Center title on top line approximately one-quarter inch below heading on first page only.
- Student's last name and page number placed in the upper right-hand corner of each subsequent page one-half inch from the top of the page.

IX. Prepare for presentation of research information.

- A. Create a visual for the thesis statement and each topic sentence.
- B. Each visual must have an accompanying quote, fact, or explanation.
- C. Prepare a three to five minute oral presentation explaining your topic and what you learned.

X. Submit final draft for assessment

- A. The assessment is done on a five-point rubric based on the MLA research writing standards.
- B. The research project is part of the three-prong assessment of competency to graduate high school.

Research Paper Checklist
Freshmen and Sophomore Level

Objectives	Assignments	Due Dates	Points	Signature
Narrowing the Topic	Worksheet 1 Pg 1, 1a			
Surveying the Topic	Worksheet 2 Pg 2			
Formulating a Controlling Idea	Worksheet 3 Pg 2a			
Organizing the Research	Worksheet 4 Pg 3			
Identifying Sources	Worksheet 5 Pg 3a			
Bibliographical information	Worksheet 6 Pgs 4, 4a, 5			
Making Bibliography cards	Worksheet 6a Pg 5a			
Taking Notes on Note-cards	Worksheets 7, 7A, and 8 Pgs 6, 6a			
3X5 Note-cards	Worksheet 8 Pg7, 7a			
Categorizing Note-cards	Worksheet 9 Pg 8			
Bare Bones Outline	Worksheet 10 Pg 8a			
Thesis Statement	Worksheet 11 Pg 9			
Final Outline	Worksheet 12 Pg 10			
Works Cited	Typed in MLA Format			
First Draft	Typed in MLA format			
Peer Editing	Appendix 7			
Final Draft	Typed in MLA format			
Presentation	Appendix 10			

9th, 10th, and 11th Grade Research Project Rubric

A 5 paper does all or most of the following:

- Student has generated pertinent and specifically focused concrete details.e
- Commentary is relevant and insightful.e
- Researched information is well documented with almost no recognizable errors.e
- Organization of information is effective and logical.e
- Manuscript format consistently follows MLA standards.e
- Thesis insightfully focuses on an opinion about a specific topic.e
- Student demonstrates mastery of conventions of written English.e
- Student has thoroughly completed every component of the research process by the appropriate deadline.e

A 4 paper does all or most of the following:

- Student has generated an ample amount of concrete details for their topic. and most are pertinent and specifically focused.e
- Commentary is specific and consistently used throughout the paper.e
- Researched information is accurately documented with few errors.e
- Organization of information is logical.e
- Manuscript format consistently follows MLA standards with few errors.e
- Thesis clearly focuses on an opinion about a specific topic.e
- Student uses conventions of written English with few errors.e
- Student has adequately completed every component of the research process by the appropriate deadline.e

A 3 paper does all or most of the following:

- Student has generated sufficient concrete details. but some details are either missing or irrelevant.e
- Commentary is adequate yet not always specific.e
- Researched information is documented. but not always correctly.e
- Organization of information is somewhat logical.e
- Manuscript format consistently follows MLA standards with some errors.e
- Thesis adequately focuses on an opinion about a specific topic.e
- Student uses some conventions of written English. but errors interfere with meaning.e
- Student has completed every component of the research process by the appropriate deadline but with some inconsistencies.e

A 2 paper does all or most of the following:

- Student has not generated a sufficient amount of concrete details.e
- Commentary is insufficient or inappropriate.e
- Researched information is not always documented or properly formatted.e
- Organization of information is seriously flawed.e
- Manuscript format is inconsistent and incorrect.e
- Thesis statement is attempted but not focused on an opinion.e
- Errors with conventions of written English obstruct the meaning.e
- Student has attempted to complete the research paper process but has missed some components or has missed appropriate deadlines.e

A 1 paper does all or most of the following:

- Student has generated few if any concrete details.e
- Commentary is contradictory or missing.e
- Researched information, if present, is not documented.e
- Organization of information is not apparent.e
- Manuscript format is not apparent.e
- No thesis statement or defined topic.e
- Little to no regard for conventions of written English.e
- Student has not attempted or completed the research paper process.e

Prewriting Worksheet 1 Continued

Evaluation Questions: After narrowing your topic with an idea pyramid, you need to check whether or not it is serious enough. Answer the following questions to help you evaluate your topic

1.o Is your topic more likely to appear in an encyclopedia or in a tabloid magazine?o

2.o Do you already know everything there is to know about your topic, or can you learn something from doing your research?o

3.o Are you genuinely interested in your topic or did you pick it just because it seems so easy?o

4.o Based on the 3 questions above and your idea pyramid, explain whether or not your topic has the "qualities of an excellent topic" which are explained above.o

Prewriting Worksheet 2: Surveying Your Topic

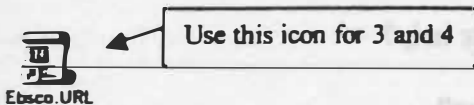
Directions: Before settling on a topic, do some pre-reading to survey library resources. After about an hour's research, you should be able to determine whether or not you will be able to find adequate resources. In addition, you will also have a better idea of your topic's breadth. You may even discover a more interesting aspect for your topic.

1. Encyclopedias: <http://www.britanica.com/> _____

2. Book from electronic catalogue _____



3. Magazine Article: EBSCO- <http://search.epnet.com> _____



Use this icon for 3 and 4

4. Newspaper: EBSCO <http://search.epnet.com> _____

At home access: enter above address: access code s9313793 :password *password*:
Click off ERICK: Click on Mas for magazines or Newspaper for newspapers

5. PBS video: <http://pbsvideodb.pbs.org/setup.html> _____

Teachers can access from home, students cannot.

6. Inet Library www.inetlibrary.com _____



7. SIRS _____



8. SIRS Renaissance _____

10. UXL Biography _____



11. UXL Science _____



12. EXEGY _____



Icons represented in this worksheet are found on the desktops of the library computers

Prewriting Worksheet 3: Formulating a Controlling Idea

After finding a topic for which there appear to be adequate resources, think of five questions that you have about your topic to which you hope to find answers during your research. For example if the topic were homelessness:

- 1.) Who...ex: Who are most likely to become homeless?
- 2.) What...ex: What are the reasons for the homeless people's predicament?
- 3.) When...ex: When does the homeless problem get the most attention?
- 4.) Where...ex: Where do homeless people go for help?
- 5.) Why...ex: Why does society shun the homeless?

Prewriting: Formulating a Controlling Idea

Generate the controlling idea using the research questions.

Topic: Social Issue

Subject: Homeless people

Research Question: (choose one of the research questions above)

What are the reasons for their predicament? Controlling idea formula:

I believe _____ because _____ , _____
and _____

• I believe homeless people are in their predicament because they lack education, they have destructive addictions, and they are irresponsible.

Now do your own topic:

What is your Topic? _____

What is your Subject? _____

Research Questions:

- 1. Who: _____
- 2. What: _____
- 3. When: _____
- 4. Where: _____
- 5. Why: _____
- 6. How: _____

Chosen Question: _____

Controlling Idea: I believe _____

because _____

Prewriting Worksheet 4: Projected Organization

Controlling Idea

Sub Topic:

Sub Topic:

Sub Topic:

What kind of concrete details do you think you will need to support each subtopic?
List at least three for each subtopic.

--

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Prewriting Worksheet 5: Bibliographical Identification

Based on your research question and controlling idea, generate a list of sources you can use for your project. Record the author and title of each source here and be sure that you can relocate each source to complete your research.

Research Question:

Controlling Idea:

--	--

Books	Newspaper	Reference:	Internet Websites	Magazine

Other types of sources:

Prewriting Worksheet 6: Bibliographical Information

Write the following address in the correct format.

CA 3401 Tree Lane,
Brown Murrieta, 92596, Mike

You know the order that information needs to be in for mailing purposes. This is called a mailing address. Books and other documents have addresses too. These addresses are called bibliographic information.

The point of the mailing address is so that other people can find you. The point of bibliographic information is so that other people can find the document you are talking about.

Different types of documents need different addresses, just as different people do. The author, the title, and the publication information are the main parts of each address.

A basic book entry looks like this:

Author's last name, author's first name. Title of the book. Publication

Place: Name. date.

McPherson, James M. Battle Cry of Freedom: the Civil War

book

Era. New York: Oxford UP, 1988.

A basic newspaper entry looks like this:

Author's last name, author's first name. "Title of Article." Name of

Newspaper day month year of publication, Edition if named: section and page

Caldwell, Malcolm. "The Subtler Shades of Racism."

newspaper

Washington Post 15 July 1991:A3.

A basic magazine entry looks like this:

Author's last name, author's first name. "Title of Article." Name of

Magazine date of publication. page numbers of the article

Baker, Kenneth. "When the Nazis Took Aim at Modern Art."

magazine

Smithsonian July 1991: 86-95.

Bibliographical Information ~ continued

A basic reference book entry looks like this:

“Title of the Article.” Name of Reference Book, edition. Volume.

Publication place: Name of publisher, date of publication.

Reference:

“Crotia-Slovania.” Encyclopedia Britannica, 2nd ed. 1910.

A Basic entry from the internet looks like this:

Author’s last name, Author’s first name. “Title of the article.” Day month

Year: Name of the Site. Search Engine. Day Month Year of access

<web address>.

Internet

Angier, Natalie. “Chemists Learn Why Vegetables are Good for You.”

13 Apr. 1993: New York Times Online. America Online. 10

Feb.2000 <web address>.

A basic entry from computer software looks like this:

Author’s last name, Author’s first name. “Title of the article.” Name of the soft ware. Edition.

Publication place: Name of publisher, date of publication.

Computer
software

Smith, John. “Nuclear Medicine Technologist.” Guidance
Information

Systems. 17th ed. CD-ROM. Cambridge: Houghton, 1992

Prewriting Worksheet 7: Organizing Bibliographical Information

Look at each of the following lists of information and format them according to the examples found in Prewriting Worksheet 6.

Book:

Title of book: A Scientific Odyssey through Parallel Universes

Author: Michio Kakue

Name of Publisher: Oxford UP

Place of publication: New Yorke

Date of publication: 1994e

Magazine:

Title of magazine: Architectural Digest

Author: Allen Betters

Title of article: "The Wild, Wild West."

Date of publication: June 1993

Newspaper:

Title of newspaper: New York Times

Title of article: "Becoming a Land of the Smoke Free, Ban by Ban."

Author: Catherine S. Manegold

Pate: March 22 1994

Page: A1+

Reference:

Title of article: "Mandarin."

Author of article: not given

Name of Reference book: The Encyclopedia Americana.

Name of publisher: Crowell

Edition: 48

Place of publication: New York

Date of publication: 1994

Prewriting Worksheet 7: Organizing Bibliographical Information

Look at each of the following lists of information and format them according to the examples found in Prewriting Worksheet 6.

Book:

Title of book: A Scientific Odyssey through Parallel Universes

Author: Michio Kaku

Name of Publisher: Oxford UP

Place of publication: New York

Date of publication: 1994

Kaku, Michio. A Scientific Odyssey through Parallel Universes. New York: Oxford UP, 1994.

Magazine:

Title of magazine: Architectural Digest

Author: Allen Betters

Title of article: "The Wild, Wild West."

Date of publication: June 1993

Betters, Allen. "The Wild, Wild West." Architectural Digest. June 1993.

Newspaper:

Title of newspaper: New York Times

Title of article: "Becoming a Land of the Smoke Free, Ban by Ban."

Author: Catherine S. Manegold

Date: March 22 1994

Page: A1+

Manegold, Catherine. "Becoming a Land of the Smoke Free, Ban by Ban." New York Times. 22 March 1994: A1+

Reference:

Title of article: "Mandarin."

Author of article: not given

Name of Reference book: The Encyclopedia Americana.

Name of publisher: Crowelle

Edition: 48

Place of publication: New York

Date of publication: 1994

"Mandarin." The Encyclopedia Americana. 48th ed. New York: Crowell, 1994.

Prewriting Worksheet 8: Making Bibliography Cards

Directions: Now that you know how to format bibliographical information, you need to record the bibliography information for each of your sources on your note-cards. You will need a minimum of _____ bibliography cards. The following is an example of how to complete a bibliography card. Use worksheet 6 to help you remember the correct ways to format each type of source.

Number each bibliography card by alphabetical order.

Call # #1

Choose the correct format according to the type of source.
(i.e. Magazine)

Abram, Peter. "Censorship, Reading and Interpretation: A Case Study
from the Soviet Union." Newsweek 5 June, 1994: 61-65.e

Indent second line.

Importance of source to research. (Why is this a good source?)

Prewriting Worksheet 9: How to Take Notes

Taking Notes

1. Keep note cards of the same size and style as your bibliography cards.
2. Place the number of the related bibliography card in the upper right-hand corner.
3. Record one important concrete detail per card.
4. Give each card a descriptive heading.

Sample Note card:

Descriptive heading

Number of your source

Depletion of the aquifer

1

11 percent of water pumped out since 1930

p 46

Paraphrased information does not get quotations

Page number where you found the information

Prewriting Worksheet 10: Requirements for Research Note Cards

Directions: Complete a minimum of _____ note-cards based on your research.
Due date _____

Quote Card

Subtopic → I Italian art pieces

Bib Card reference → 3

"Many valuable paintings were lost during the Nazi occupation, and there is no hope of recovering those treasures" (Eaker 86).

Direct quote from source →

Parenthetical documentation →

Paraphrased Card

Subtopic → I Italian art pieces

Bib Card reference → 3

No hope remains of finding many of the valuable paintings that were lost during to the Nazi occupation (Eaker 86).

Paraphrased information →

Parenthetical documentation →

Worksheet 11: Categorizing Note Cards in Class Activity

Directions: Now that you have a basic understanding of how researched information can be categorized, categorize your own note cards.

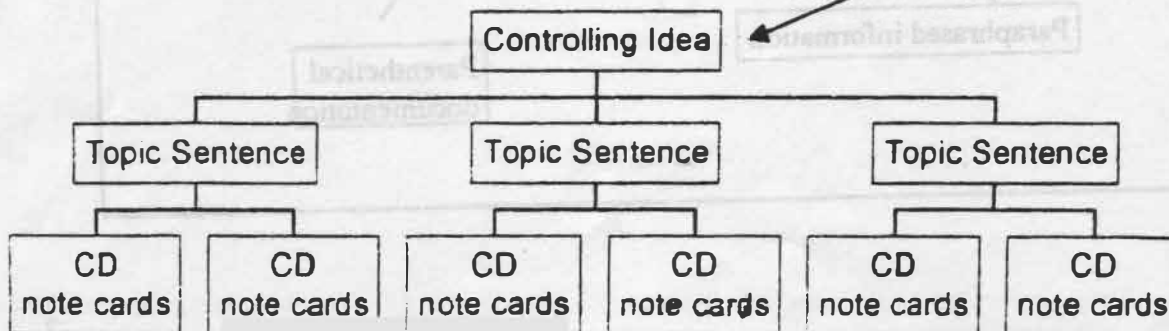
- 1.o Look at your original sub-topics from Prewriting Worksheet 4. Write each of them on a blank card and place them in separate places on your desk.o
2. Go through your note cards and place any cards that fit one of those subtopics in its appropriate stack.
- 3.o On blank cards label any additional subtopics you see in your remaining cards and then group those together as well.o
- 4.o Look at the cards that are left over and reevaluate where they might fit.o
- 5.o Make a miscellaneous pile with any cards that are still left over.o

At this point you should have anywhere from 3 to 10 stacks of cards in front of you.

- 6.o Using Prewriting Appendix E, decide what kind of paper you are going to write for your first draft. (Cause/effect, Sequence/process, Problem/solution, Persuasive appeal, Qualities of a subject, or Personal discovery.)o

I am going to write a _____ type of paper because _____

- 7.o On a blank sheet of paper, graphically organize your controlling idea formula and subtopics. For example, it could look like this.o



Prewriting Worksheet 12: Bare Bones Outline

Controlling Idea _____

I. Topic Sentence _____

A. concrete detail _____

B. concrete detail _____

II. Topic Sentence _____

A. concrete detail _____

B. concrete detail _____

III. Topic Sentence _____

A. concrete detail _____

B. concrete detail _____

The point of this is to begin the organization of the paper. Things may
change in the final outline.

I. Thesis Statement _____

Controlling Idea _____

II. Topic Sentence _____

A. Commentary on TS _____

B. Concrete detail (from note card) _____

1. Commentary _____

2. Commentary _____

C. Concrete Detail (from note card) _____

1. Commentary _____

2. Commentary _____

D. Concluding Sentence _____

III. Topic Sentence _____

A. Commentary _____

B. Concrete detail (from note card) _____

1. Commentary _____

2. Commentary _____

E. Concrete detail (from note card) _____

1. Commentary _____

2. Commentary _____

A. Conclusion _____

IV. Topic Sentence _____

A. Commentary _____

B. Concrete detail (from note card) _____

1. Commentary _____

2. Commentary _____

C. Concrete detail (from note card) _____

1. Commentary _____

2. Commentary _____

D. Conclusion _____

V. Conclusion _____

A. Summary _____

B. Commentary _____

Works Cited

Addiction on the Streets: Substance Abuse and Homelessness in America. National

Coalition for the Homeless CD-ROM Oxford: Oxford UP, 1992.

Bureau of Primary Health Care, Division of Programs for Special Populations. Health

Care for the Homeless Program Profiles: Final Report. 8 Dec. 2001. Online. U of
Minnesota Lib. Internet. 1 Jan. 2002.

Cousineau, Michael. "A Study of the Health Care for the Homeless Program: Final Report"
National Clearinghouse for Primary Care Information, Washington, DC.
1995.

Dolbeare, Cushing. "Housing Policy: A General Consideration" Homelessness in
America Connecticut Oryx Press (1996): 26-28.

Koegel, Paul "The Causes of Homelessness," Homelessness in America Connecticut
Oryx Press (1996): 61.

National Health Care for the Homeless Council, Inc. SSI/SSDI Study Healing Hands. Vol. 1.
No. 6. Nashville, TN 1997.

Oakely, Deirdre and Deborah L. Dennis, "Responding to the Needs of Homeless People
with Alcohol, Drug, and/or Mental Disorders." New York Times 22 Mar. 1999. Late ed. :
A1+.

FORMAT FOR AP ESSAY PARAGRAPHS

- Do not forget the basic 5 paragraph essay skills you have learned. Though the funnel introduction is not necessary for a timed essay, the essay must still be ORGANIZED, in particular, the body paragraphs.
- Until you get this down pat, write all your body paragraphs according to this format until I release you from it verbally.
- Remember to INTEGRATE your quotations in your CD (concrete details)
- Example:

Poor:

The phrase, "the gloom hovering over them," show the ominous feeling of the scene.

Better:

The scene with "the gloom hovering over them" was an eerie and dismal picture.

OR:

as the "gloom [hovered] over them," the reader felt a sense of ominous unrest.

The Body Paragraph:

1.e Topic Sentence (mini-thesis:topic+opinion)e

2. Concrete Detail

3. Commentary

4. Commentary

5. Concrete Detail

6. Commentary

7. Commentary

8. Concluding Sentence

Shows this is true
Example of this

CD

CD

3 true

MLA WORK CITED FORM

All Entries Are Arranged Alphabetically

BOOKS

One or More Authors

Stanley, Jerry. I Am An American. New York: Crown, 1994.

---. Digger. New York: Crown, 1997. [This book is also by Jerry Stanley.]

Holldobler, Bert, and Edward O. Wilson. The Ants. Cambridge, MA: Belnap-Harvard UP, 1990. [UP is the abbreviation for University Press.]

Quirk, Randolph, et al. A Comprehensive Grammar. London: Longman, 1985. [4+ authors]

Dostoevsky, Feodor. Crime and Punishment. New York: Norton, 1964.

Editor

Nicholas, Fred J., ed. An Anthology of Neo-Latin Poetry. New Haven, CT: Yale UP, 1979.

Corporate Author

Commission on the Humanities. The Humanities in American Life. Berkeley, CA: U of California Press, 1980.

Author in an Anthology or Collection

Rosenthal, Alan. "The Effects of Term Limits on Legislatures." Limiting Legislative Terms. Eds. Gerald Benjamin and Michael J. Malbin. Washington, D. C.: CQ Press, 1992. 205-208.

Author or Editor of a Multivolume Set

Schlesinger, Arthur M., Jr., ed. History of U. S. Political Parties. 4 vols. New York: Chelsea, 1973.

Pizer, Donald, and Earl N. Harbert, eds. American Realists and Naturalists. Detroit: Gale, 1982.
vol. 12 of Dictionary of Literary Biography. 128 vols. 1978.

Signed and Unsigned Encyclopedia Articles

Spilhaus, Athelstan, and Jane J. Stein. "Pollution Control." Encyclopedia Britannica: Macropaedia. 1974 ed.

"Pollution." The Columbia Encyclopedia. 1963 ed.

MAGAZINES AND NEWSPAPERS

Waller, Douglas. "Weapons of Torture." Time 6 April 1998: 52-53.

"In Japan, A Bridge to Suspend Disbelief." Time 13 April 1998: 41.

Rea Search

Mrs. English

English I

12 February 2002

The Homeless Society

On a chilly February afternoon, an old man sits sleeping on the sidewalk outside a New York hotel while the lunchtime crowd shuffles by. At the man's feet is a sign that reads: "Won't you help me? I am cold, homeless, and lonely. God Bless You" (Koegel 61). Imagine if possible, the life that this man leads. He probably spends his days alone on the street begging for handouts, and his nights searching for shelter from the cold. He has no job, no friends and nowhere to turn. Although most Americans would like to believe that cases like this are rare, the National Coalition for the Homeless estimates that as many as three million citizens of our country share this man's life-style (Dolbeare 26). The complicated problems and societal ramifications of this problem call for complex and well thought out assistance.

Drug and alcohol addictions play a major role in the homeless problem. According to Pastor Walker, the director of the Gospel Mission Shelter in Sioux City, Iowa, most of the homeless are unemployed males who have drug or alcohol related problems. These untreated addictions create barriers to the help that exists for homeless, and promote the negative astigmatism homeless people have in society. Society's perception is that money meant for food or shelter is often spent on the very drugs and alcohol that caused the problems to begin with (Koegel, Paul 57). Programs do exist for treatment such as the Salvation Army, but many homeless choose not to participate. The Salvation Army provides shelter, food and help in dealing with addictions in return for work and commitment (Koegel 68). When help is available, and people refuse to use it, it is difficult to feel responsibility for that person. In spite of this, the enormity of the problem and the affect on society create the necessity of intervention and assistance.

Anecdotal incident

Commentary

Narrowing Fact

Parenthetical

Thesis

Documentation within the Text

Concrete detail

Commentary

Concrete Detail

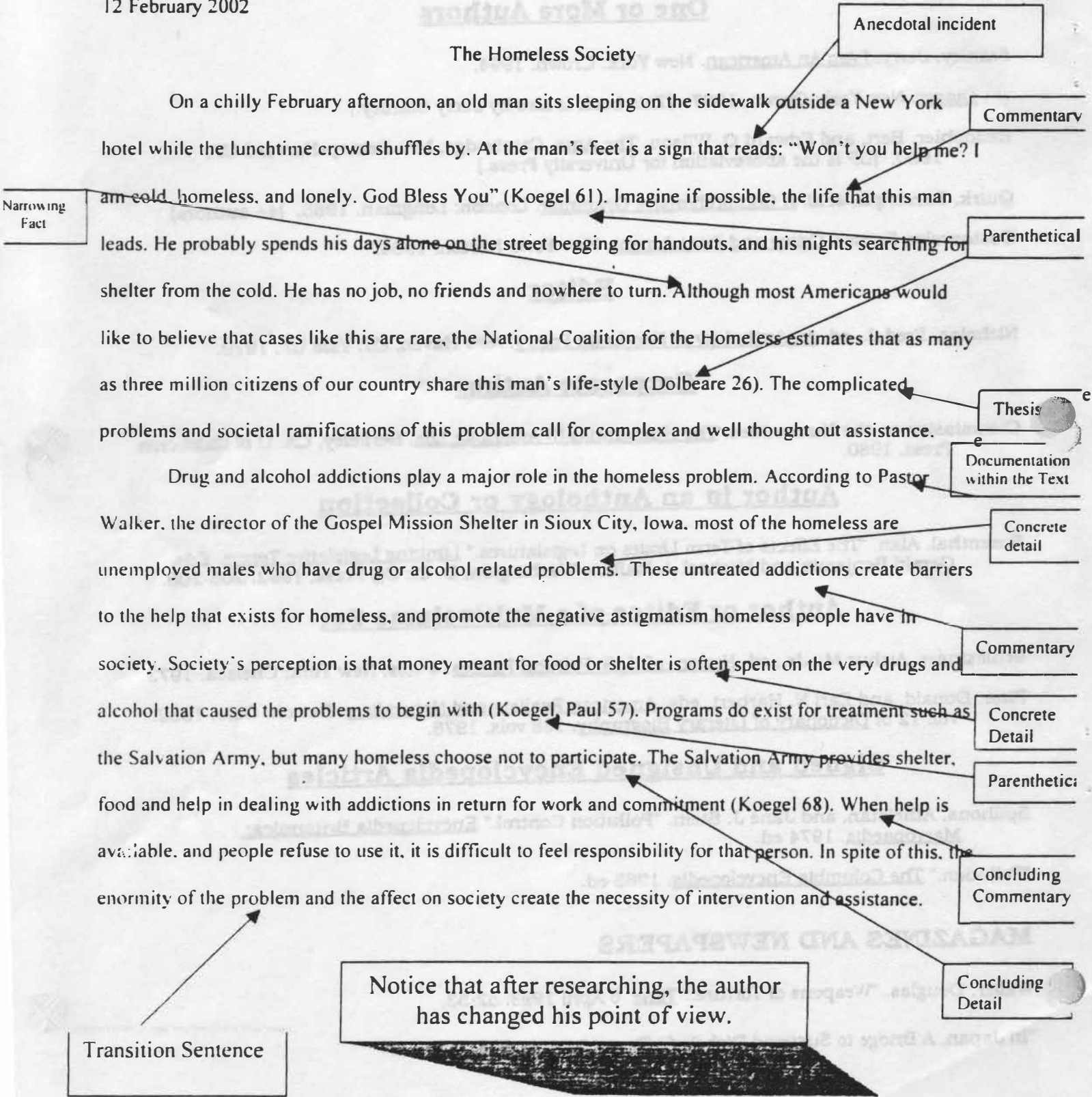
Parenthetical

Concluding Commentary

Concluding Detail

Notice that after researching, the author has changed his point of view.

Transition Sentence



Prewriting Worksheet 13: Brainstorming the Thesis Statement

Directions: To create a thesis statement for your own research paper, begin by evaluating your research and your central idea. (Review worksheet 3 for the controlling idea).

1. The Specific Subject of this paper is: Homeless People

2. The controlling idea of this paper is: I believe homeless people are in their predicament because they have destructive addictions, lack education, and are irresponsible.

1. The topic sentences of my bare bones outline are:

I. Homeless people lack education.

II. Homeless people tend to have destructive habits.

III. Homeless people tend to be irresponsible.

2. Turn the controlling idea of this paper into a statement. This will be the actual thesis statement.

Homeless people are responsible for their own life situation.

YOUR TURN

3. The Specific Subject of your paper is: _____

2. The Controlling Idea of your paper is: _____

4. The topic sentences of your bare bones outline are:

I. _____

II. _____

III. _____

5. Turn the controlling idea of this paper into a thesis statement.

