



# The Research Paper

*Ms. Bishop Spring 2017*

# Highlights

- *60 Second Pitch*
- *10-12 Page Paper or 4,000 words*
- *Thesis-driven (something two reasonable people may disagree)*
- *Research (primary and secondary)*
- *Notes (100 note cards)*
- *Outline*
- *Works Cited Page (10 sources, at least 2 primary, all credible)*
- *60 Second Recap with Q&A*

# 60 Second Pitch

In the business world, an “elevator pitch” is a quick, passionately delivered description of a product that an inventor/business owner has created. You never know when you’ll be standing in line or sharing an elevator ride with a rich and powerful investor. To make the most of such an opportunity, an inventor must have an elevator pitch ready to roll at a moment’s notice.

5<sup>th</sup> Period, Tuesday, March 29<sup>th</sup> and Wednesday for 3<sup>rd</sup> Period – you will “pitch” your Research Project idea to the class with a 60-second elevator pitch/mini presentation. Your pitch must include:

- Your name
- What you want to research during Fourth Quarter
- Why you chose this project (Tell a little story, perhaps?)
- What resources you’ll explore
- What obstacles you anticipate and your plan to navigate those obstacles
- Why this project is worthy of a significant investment of time
- Graciously thank the audience for our time/consideration of your idea

Be organized with your thoughts and ready to speak passionately about your Research Project proposal. Be prepared to answer questions after your pitch, in other words – be ready to further explain/defend your idea.

# 60 Second Pitch Rubric

60-Second Pitch Rubric	Boss (Advanced, 5pt)	Employee (Proficient, 4pt)	Intern (Beginner, 3pt)
Project Idea	Idea is epic. The project has the potential to be useful in other endeavors and/or benefit others. This idea fully embraces the innovative spirit of this assignment.	Idea is personally meaningful and will present a good research project. Also a good choice that will provide a worthwhile use of the time.	Idea is interesting/fun, but seems already familiar to student. Doesn't pose a real challenge. A reasonable choice, but not the most worthwhile use of this time.
Motivation behind idea	Motivation is described in entertaining detail that excites the audience. It seems this project could potentially be life-changing for this person.	Motivation is identified and interesting to the audience. The motivation is clear and logical, but not inspired.	Motivation is unclear or barely mentioned. Seems like the student is going through the motions, rather than genuinely interested.
Thoughtfulness of Plan	Demonstrates full knowledge by answering all audience questions with explanations and elaboration. Has clearly thought through all elements of this project.	Has thought through many of the resources and/or obstacles of the project and is at ease during questioning. Can answer all questions, but doesn't elaborate.	Understand what will be needed to accomplish this task, but answer to query questions are vague, lack detail. More research/ planning needed,
Relevancy to language arts	Project is primarily ELA-focused and will help this student develop mastery of reading, writing, and/or communication skills. Project moves beyond this classroom.	Research has a clear and logical ELA element and will help this student sharpen a variety of reading, writing, and/or communication skills.	Project has a clear, but thin connection to language arts. The project is really about something else with an ELA component thrown in as an after-thought.
Speaking style	Student draws in the audience with eye contact, an engaging, story-telling voice, and dynamic body language. Doesn't overdo any of these elements.	We can hear the student clearly and eye contact is good. Speaker attempts to vary tone, volume, or inflection of voice. Body language is relaxed.	We can hear the student clearly, but eye contact is limited. Voice lacks drama and speaker rarely varies tone, volume, or inflection. Body language is stiff.
Enthusiasm; professionalism	Student is on fire for this research. The presentation make us want to stop what we're doing and help the student.	Student shows some enthusiasm about his/her project. Audience is cautiously hopeful that the proposed project will be fruitful for the student.	Student shows little or mixed feelings about his/her project. Audience is not excited about the proposed project because the student doesn't seem enthused.

# Why?

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

From Alaska Reading Literature and Informational Texts / Writing Standards

- 12.1RL: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
  - 12.2RI Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
  - 12.3RI Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

# Why Note Cards?

Research notes are the most important part of a research writing project.

- Essential to provide the necessary evidence to inform and develop argument
- Focuses on information relevant to purpose
- Provides concrete task to researching
- Increases understanding of information by summarizing/paraphrasing
- Well organized notes make the writing process much more efficient and easy
- Notes develop an active and critical approach to research
- Allows refinement of arguments before the drafting/writing stage
- Helps to prevent accidental plagiarism

# Plagiarism

- Is:
  - Lying
  - Stealing
  - Borrowing words, ideas, a whole paper
  - Intellectual laziness
  - A disease; a plague
  - Earns an F on this assignment and . . .



“The key to avoiding plagiarism is to make sure and give credit where it is due.” (OWL Purdue)

Take good notes!

## What goes on a note card?

- Information you did not know about your topic that you get from another author.
- Information to support your argument or that supports the other side (counter-argument).

## Four kinds of Note cards

- Source cards include all MLA information
- Paraphrase / Summarize
- Quote (4 lines)
- T-Chart (facts)

Source

Paraphrase

Summarize

Quote

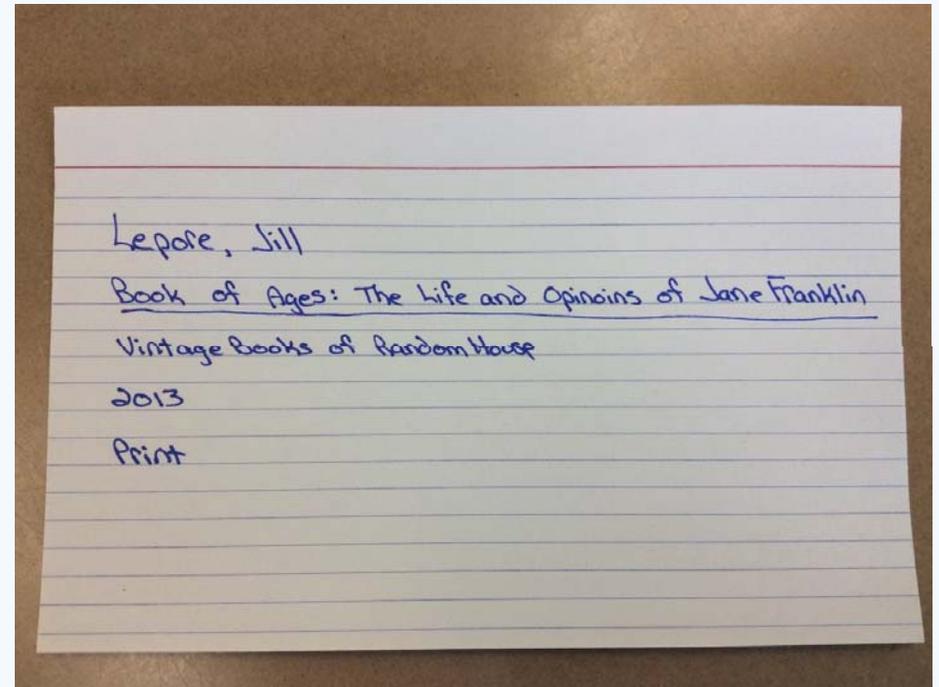
T-Chart

# Source Cards

Write down all the information you can find:

- Author
- Title of article, magazine, web site, book
- Title of hosting web site
- Publication date
- Publisher
- Medium

Focus on recording all the information. At a later point create a Works Cited page.



# Sample Note Cards

## T-Chart / Facts

T-Chart	
Big Idea	Notes - 5 words or less
Benjamin Franklin	-1723 left home Boston
early years:	- visited 1733, 1743, 1753, 1763
	Mother Ann Child - 7 1/2 siblings
	Mother Abiah Folger m. Josiah Franklin 1689 10 children
	Ben last son b. 1706 - 1790
	Jane last daughter b. 1712 - 1791

Brief – five words or less

## Quote

Quote Card
Copy one or two important sentences directly from source. (Author's last name and page number)
"It wasn't only that her daughter was depressed; it was that depression seemed, to a mother who had watched her sons lose their minds, the beginning of something worse." (Lefore 185)

Copy one to four important sentences only. Less than 10% of paper should be direct quote from source materials.

# Paraphrasing and Summarizing Tips from OWL Purdue\*

“Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.”

Click on the link below for tips and examples on how to successfully paraphrase:

[Paraphrase: Write It In Your Own Words](#)

# Summarizing Details

“Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.”

## Tips to Summarize

- Read the article.
- Put it aside.
- Write down the main points: who, what, why, where, how
- Don't try to include any specific facts in your summary – add this information in a separate T-Chart note card

# A Summary Card

#1

Widow's Work

#2 Lepore Source #4

#3

Jane needed a steady source of income beyond boarders after her husband's death. She was talented at sewing and handiwork. She wrote to her brother Ben and asked for scraps of fine English cloth to fashion into bonnets and hair trinkets. Jane and her daughters diligently worked until <sup>October</sup> 1767 when all Bostonians

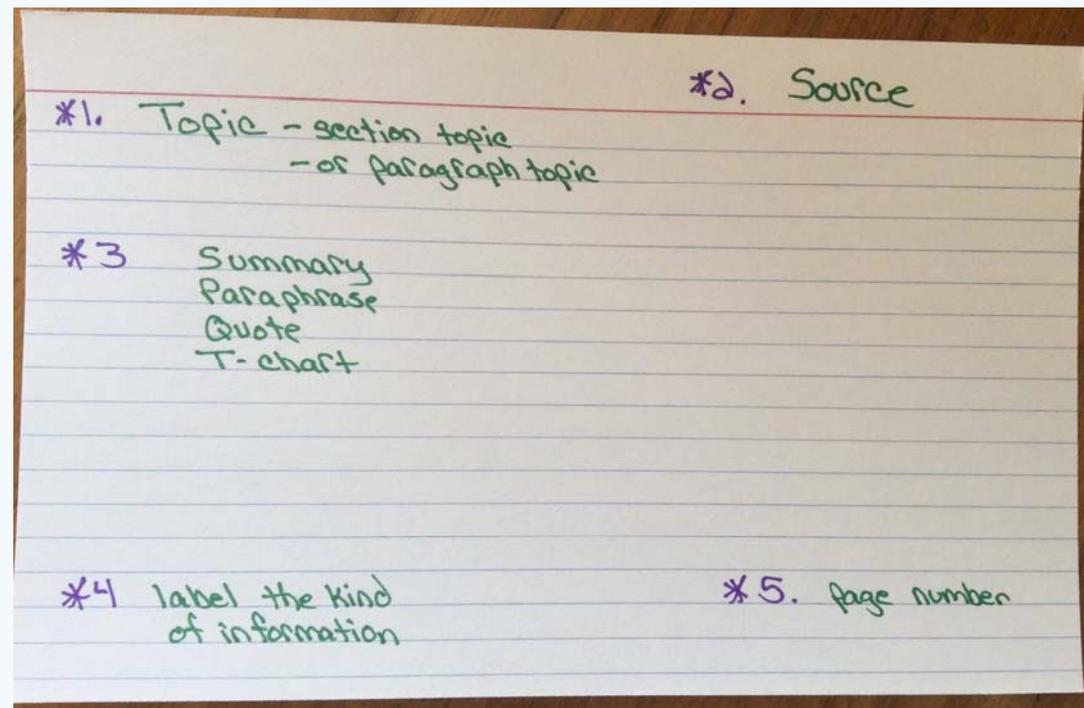
boycotted everything British.

#5 Pg 116

#4 summary

# Stay Organized

1. Topic / Sub-topic
2. Source information and number (1, 2, 3 or A, B, C or color code)
3. Notes
4. Label the kind of information (quote, paraphrase, summary, T-chart)
5. Include page numbers (if available)



# Adding the details that make writing easier . . . .

Include a topic / subtopic for each card

- Could be a section of your research paper (Childhood, Racism that led to internment, etc.)
- Could be just a paragraph
- Helps to organize and outline the paper

Subtopics for a paper about Jane Franklin Mecom:

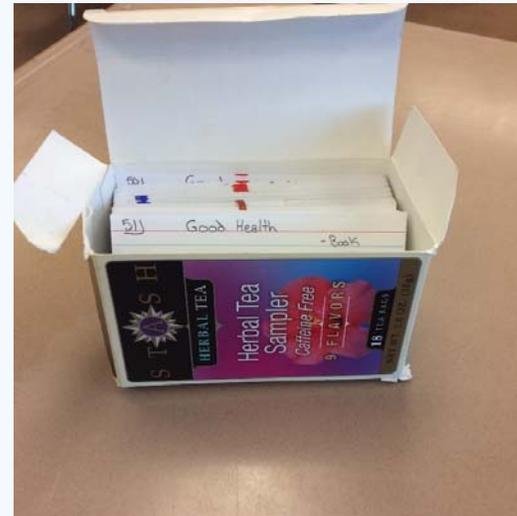
- 17<sup>th</sup> century education of women
- Benjamin Franklin
- Widow's work

# Collecting Note Cards

Sandwich bags are the best way to keep track of your notecards!



Or, a creative organizer from a previous year, a tea box:



# Organize the Note Cards

As you create note cards, bundle according to sub topics:

**Hughes and the Harlem Renaissance** Source #2

The increased interest in African American culture and art during the Harlem Renaissance greatly affected the popularity of Hughes' poetry.

Page: 21

**Hughes' Influence on America** Source #1

Hughes' poetry impacted American thoughts on literature even after his death.

Pages: 16-18

**Hughes' Upbringing** Source #5

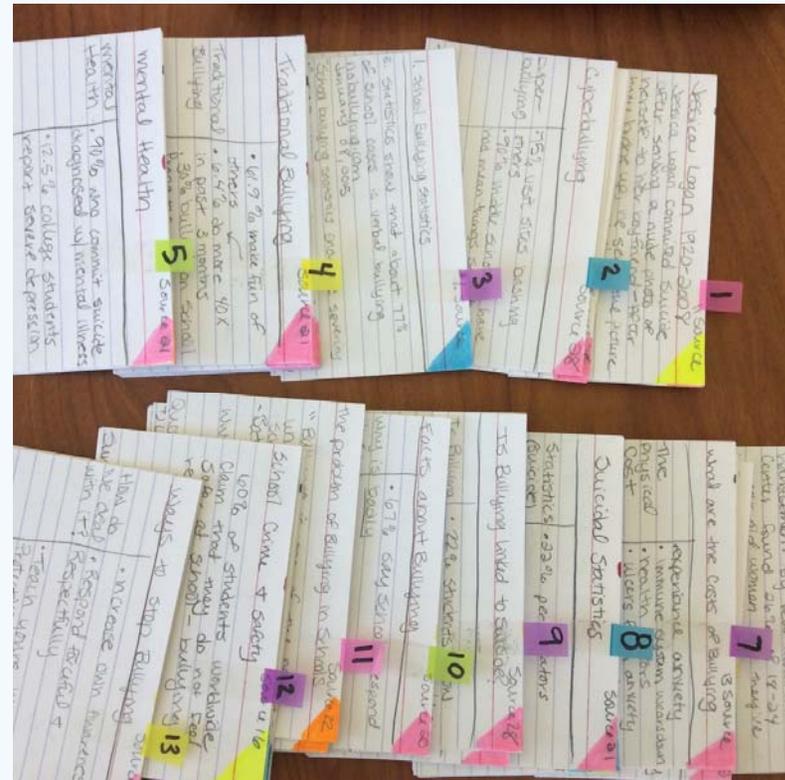
Hughes was a true product of the city, having grown up in the neighborhoods of Harlem.

Page: 145

**Hughes' Poetry** Source #2

Hughes' poetry could be political or personal, emotional or detached.

Page: 172

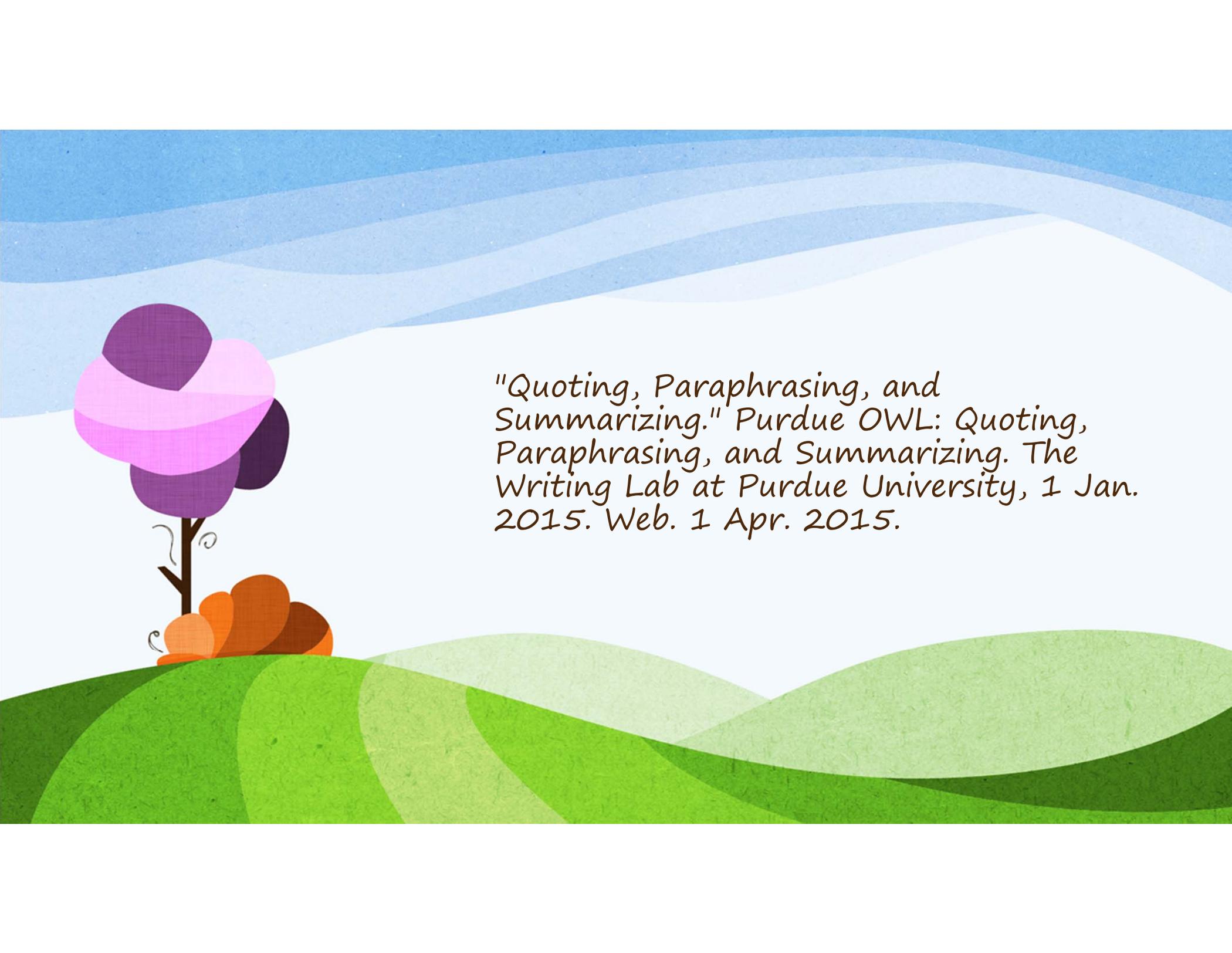


# Primary & Secondary Sources

Research Topic	Primary Sources	Secondary Sources
Japanese-American internment during World War II	<p>Photographs and political memoranda from the early 1940s; memoirs and autobiographical accounts; court decisions of the 1980s-90s regarding reparations and historic designations, such as:</p> <p>“Ansel Adam’s Photographs of Japanese-American Internment at Manzanar” by Jasmine Alinder in the <u>Journal of American History</u> Dec 2013</p>	<p>Books, magazine and newspaper articles, such as:</p> <p>“An Everlasting Scar’: Civilian Internment on Wartime Kaua’I” by Alan Rosenfeld in <u>Hawaiian Journal of History</u> 2011</p>

# Primary & Secondary Sources

Research Topic	Primary Sources	Secondary Sources
Shakespeare's Tragedies	Shakespeare works such as Hamlet, Richard III and diaries of contemporaries, such as: Sameul Pepy's Diary of Monday September 22, 1662 when he attended the play "A Midsummer's Night Dream"	Critical essays and books by contemporaries and more modern authors, such as: <u>Shakespeare: The World As Stage</u> by Bill Bryson
Capital punishment	Legal codes, court proceedings, Congressional hearings, case studies	Internet sites, video recordings, movies, novels, such as: Dead Man Walking by Helen Prejean



"Quoting, Paraphrasing, and Summarizing." Purdue OWL: Quoting, Paraphrasing, and Summarizing. The Writing Lab at Purdue University, 1 Jan. 2015. Web. 1 Apr. 2015.