



WCHS

Senior Project Manual

Introduction

High school seniors are nearing the completion of 12 years of education. They have taken a variety of courses and developed an assortment of skills during those years.

The senior year is a time for students to combine their knowledge and skills in a senior project to show what they have learned. A senior project provides an opportunity for a student to choose an area of interest, conduct in-depth research, and demonstrate problem-solving, decision-making and independent learning skills. It contributes to a strong senior year of challenging courses and practical experiences that prepare students for the next step in work and further education.

A senior project involves several steps. First, the student selects a topic, gathers information, writes a research paper and keeps a portfolio of information related to the senior project. Second, the student produces a product that applies some aspects of the research. Third, the student makes a formal presentation to a group of students, teachers, and possibly community members.

Senior projects are challenging: they require considerable effort on the part of the student in showing what he or she has learned. A good senior project causes students to plan in order to meet deadlines and manage the project successfully. The benefits will be opportunities to gather information, integrate academic and career/technical studies, develop verbal and nonverbal communication skills and feel a sense of accomplishment for a job well done. **A number of schools and school districts value the senior project enough to make it a requirement for graduation.**

Table of Contents

Guidelines for the Senior Project	4-20
Research Paper Guidelines	5
Product Guidelines	6
Choosing a Product Mentor.	8
Portfolio Guidelines	9
Presentation Guidelines	11
Creating a PowerPoint Presentation	13
Responsibilities of Participants	14
Career Clusters and Examples of Career Majors	16
Examples of Senior Project Topics	17
Due Dates	
Fall 2007	18
Spring 2008.	19
WCHS: How to Write a Great Research Paper	20
Steps in Developing a Research Paper.	20
Selecting and Narrowing the Topic.	21
Conducting Research.	22
Source Cards.	22
Entries for Source Cards and Works Cited Page (Examples)	23-27
Gathering Information and Creating Note Cards.	28
Thesis Statements.	29
Outlining.	30
Sample Outline (Correct Format).	32-33
In-Text Citations/Parenthetical Documentation.	34-36
Direct Quotes/Paraphrases/Summary.	37
The Rough Draft.	38
Format for Body Paragraphs of Research Papers.	38-39
Title Page Instructions.	40
Sample Title Page (Correct Format)	41
Works Cited Page Instructions.	42
Sample Works Cited Page (Correct Format)	43
Final Paper Instructions	44-45
Other Helpful Tools in Completing the Paper.	46-52
Transitional Words and Phrases	46-48
Ways to say "Said"	49
Tips for Great Writing.	50
Strong Verbs.	51
WCHS Plagiarism Policy	52

Guidelines for the Senior Project

The Senior Project at Wilson Central High School is an intensive capstone program that requires students to apply the skills and knowledge obtained throughout their educational experience. Students are encouraged to choose topics that relate to careers they want to pursue after high school or programs they would like to explore in post-secondary education. The Senior Project counts as 30% of the English IV grade, and successful completion of all four components of the project is required for a student to receive credit in the class.

The senior project is an integral part of a student's final year of high school. It integrates knowledge, skills, and concepts from the student's program of study into one culminating project. Individual projects are preferred but group projects may be appropriate if each student in the group has specific and unique responsibilities. Although the product may be a joint effort, each paper, portfolio, and presentation must be done separately.

The senior project consists of a written research paper, a portfolio documenting the completion of the project, a major product, and a multi-media presentation.

Research Paper Guidelines

A research paper is an investigative, written report based upon information from a variety of resources. For your research paper you will include an introduction, which will include an attention-grabber, relevant background information, and a thesis statement. A thesis statement is the main idea of your paper stated in **one** sentence. Your paper will also include a body, in which you support your thesis, and a conclusion that summarizes your thesis.

- The minimum length is 5-7 pages (regular English students) and 8-10 pages (Honors and AP English students), double-spaced pages of text. This does NOT include the works cited, outline, or title pages.
- The paper must include bibliographic and internal citation according to **MLA guidelines**
- The paper must be typed using a word processing program using regular 10 or 12 point Times New Roman or Arial font. (Microsoft Word is preferred. If students use other word processing programs they should check with their instructors!!)
- The paper must be written in the third person objective with a persuasive slant
- The paper must contain at least 8 sources and include at least **two of each** of the following:
 - Books
 - Magazine articles
 - Scholarly journal articles (not required for regular English students but are a required source for Honors students)
 - Personal interviews (personal interviews may be conducted in person or via email or telephone. Second-hand interviews, in which someone else has interviewed the subject, may not be used.)
 - Internet (professional sites only)
- **Encyclopedias and dictionaries may not be counted as a source** unless the encyclopedia is titled as a professional reference work for a particular vocation. Example: *Encyclopedia of Nursing*
- Documentation of all research must be submitted in the Senior Project Portfolio—this means that students must provide copies of all magazine articles, scholarly journals articles, personal interviews, and Internet sources. Books are the only sources that students do not have to submit.
- The paper must be submitted in hard copy **and** on a PC disk, preferably in Word format, notepad, PDF.

The research paper will also be graded on the following criteria:

- The introduction explains the purpose of the paper and contains an appropriate thesis.
- The thesis shows depth and is relevant and well stated.
- Organization of the paper is logical and follows the thesis.
- The conclusion summarizes the main points of the paper and ties the paper together.
- The information included in the paper is relevant to the thesis and project topic.
- The information presented is factual and accurate
- All researched information is correctly cited within the text
- The works cited page is complete and formatted correctly. The sources listed in the work cited page match the parenthetical citations.
- Direct quotes are used sparingly and documented correctly.
- The writer's own words are used unless credit is given. If plagiarism is suspected, the paper will be further investigated and disciplinary action may be taken.
- Correct spelling and grammar are used throughout the paper.
- Appropriately sophisticated vocabulary is used.
- Sentences and paragraphs are well constructed and varied.
- The document is formatted correctly according to MLA guidelines.

Product Guidelines

The product is a tangible or intangible outcome of your senior project. Creating the product provides an opportunity for each student to learn more about an area of the “real world” and to experience success and the pride of accomplishment.

Requirements:

- A tangible product is a commodity you can show.
- An intangible product is a service or volunteer work done to provide insight into a subject of the senior project.
- The product should take a minimum of 10 hours of work outside of school hours.
- The product must tie directly to your senior paper and be explained on the project proposal.

The product should be a challenge to the student. It should provide an opportunity to apply knowledge of the research paper along with the skills and interest of the student to expand the student’s awareness of the topic. Along with consideration of research information available to the student for the paper, the student should consider the cost and feasibility of completing the product during one semester of the senior year.

Examples:

Project Topic	Paper Topic	Products
Sports Medicine	Current trends in sports medicine	-pamphlet on injuries and recommended treatment -database to track injuries in high school athletics
Gospel Music	History of gospel music and trends in the gospel music industry	-organize a concert -record a CD of original gospel music
Elementary Education	Current educational strategies	--handbook of ideas for teaching elementary science students --tutor elementary students
At risk students	Characteristics and contributing factors of at risk students	--volunteer at a youth center --handbook for teachers outlining identification of at risk students and referral steps to take

Documentation:

All students will maintain a documented log of hours worked and tasks performed. All students must have a completed product log in their portfolios. Students must also document their time preferably with pictures showing the student in active participation (not posing with people but actually completing tasks). Videos are not permissible due to time and equipment constraints.

Journal Entries—students must write ½ page typed and double-spaced for each hour completed of the product. The journal should explain what the student did during that hour, what he/she learned, what mistakes he/she made and how she/he dealt with them, problems that arose and how he/she dealt with them, what he/she would do or will do differently next time.

Acceptable Product Time	Unacceptable Product Time
<p>Volunteer Work—work in which the student actually performs tasks in relation to the career topic</p> <p>The student must provide pictures of him/her doing the work. The student must be in the pictures! Pictures of other people or of items he/she learned how to use are not acceptable—the student must be doing something in the pictures (pictures taken of student with staff members, posing for pictures are not acceptable either!)</p>	<p>Job Shadowing—this is where the student observes someone working in the field but does not complete any tasks him/herself. If students choose to volunteer but part of that time is spent in observation—that observation time does not count but the volunteer time will</p>
<p>Creating/Building—students who choose to spend their ten hours creating or building something must provide before and after pictures and pictures that show the student actively creating/building each step of the process. Students should include these photos in his/her portfolio with captions underneath each picture explaining what is happening in the photo.</p>	<p>Purchasing materials or doing research to complete the product does not count toward the 10 required hours</p>

Note: Student choosing a medical related topic will not be allowed to photograph patients due to privacy laws. Additionally, they will not be allowed to work directly with patients. This poses a problem for many students but there are ways to complete a 10-hour product in the medical field. Below are a few examples:

1. Earn CPR and first aid certification by completing courses with American Red Cross and providing certification as part of documentation.
2. Take the Bloodborne Pathogen course offered by the American Red Cross
3. Have a nurse show you how to take vitals and then practice on the nurse or bring a friend that will allow you to practice on him/her and document with pictures
4. Have a nurse demonstrate how to start a chart. Begin a chart for a fake patient—document with pictures

Choosing a Product Mentor

A product mentor is someone you trust who knows the subject of your product and will take sincere interest in guiding you to complete it successfully (*This person may come from inside or outside the school*).

What does the product mentor do?

- Provides expertise in the product area
- Gives suggestions and advice
- Supports your efforts
- Gives you feedback

Before you choose a mentor

- Clearly define your product
- Be specific about what you expect from your mentor, including the time commitment.
- Be able to show how a mentorship will benefit the mentor

How do you choose a mentor?

- Brainstorm possible experts within your chosen field of study
- Talk with parents, teachers and/or friends about possibilities
- Look for someone who has the expertise and is interested in mentoring you through the completion of your product.

Contacting the potential mentor

Most professional people are interested in helping students and will assist you in completing your senior project if they can arrange their schedules. As you plan what you will say to the potential mentor, remember to be considerate and get to the point (this includes contacting teachers to become a mentor!) Professionals are busy people, so be organized and make efficient use of their time.

Make the initial contact with your prospective mentor. Introduce yourself as a local high school senior working on a school-assigned project. Say that you need a local person to provide guidance and expertise in a chosen area. Ask for a 15-minute appointment to explain the project. You should arrive at the appointed time a few minutes early, dressed appropriately to the type of environment, and be professional. A good first-impression can only help.

Portfolio Guidelines

The Senior Portfolio is unique and specialized collection of student work that best demonstrates the learning the student has gained as a result of participation in the Senior Project. It is developmental in nature and documents the acquisition of knowledge and skills, personal growth, and self-reflection.

Remember

- Keep a working file to collect materials for the final portfolio. Save **everything** that relates to the Senior Project!!!
- Work regularly and consistently. This is not a project that can be done well at the last minute!
- Type everything! Be sure photographs are labeled. All pages should be secured in a 3-ring binder. The portfolio should be neat, colorful, creative, and professional

Portfolio Table of Contents

*dividers are in bold

1. Philosophy Statement
2. Cover Letter
3. Résumé
4. **Paper**
 - a. Senior Project Proposal
 - b. Clean copy of Research Paper
 - c. Senior Project Paper Checklist
 - d. Final Draft of Research Paper
 - e. 1st Draft of Research Paper
 - f. Research—copies of all magazines, newspapers, scholarly journals, Internet sources, and personal interviews. All copies must be the complete copies of the source, not just the pages cited in the research paper.
5. **Product**
 - a. Product Agreement
 - b. Product Log
 - c. 5 page product journal
 - d. Pictures, etc of product
6. **Presentation**
 - a. Presentation Plan
 - b. Printout of PowerPoint presentation
 - c. Handouts, pamphlets, etc associated with presentation
 - d. Visual aides
7. **Reflection**
 - a. Reflective essay
 - b. Copies of thank-you letters (minimum of 3—2 personal interviews, 1 product mentor, other people who assisted you in completing the senior project)
 - c. Letters of reference (minimum of 3)
8. **Other**
 - a. Writing samples from other classes (list them by individual titles on table of contents)
 - b. Other items associated with senior project that do not fit into other categories (senior project manual, etc.).

Presentation Guidelines

Your presentation should last between 10-15 minutes. Please do not go over 15 minutes! You should practice your presentation several times. You will want to practice to ensure that you will meet the time requirement. Practice in front of an audience at least once and ask for feedback. Practice in front of a mirror to get a sense of how your audience will see you as you speak. Your presentation must meet the following requirements:

1. You must be dressed in business attire (men should preferably wear dress pants or khakis, a button-up collared shirt, a tie, and dress shoes; ladies should wear a skirt and blouse, a dress, or dress pants and a nice top and dress shoes.) If you do not own business attire, try to borrow clothes from someone who does. This is a presentation like you would present in a business setting! If you are not sure that certain clothing will be considered appropriate for your presentation, bring it in for approval.
2. Presentation must be 10-15 minutes
3. Speak slowly, in a clear, articulate voice—annunciate your words.
4. Have a back-up plan—determine all the things that could go wrong during your presentation and devise a plan for handling those situations. (For example, what if the overhead projector quits working in the middle of your presentation or we have a tornado or fire drill?)

Your role as a member of the audience:

1. Do not talk at any time during a person's presentation
2. Do not interrupt the presenter with questions—you will have time to ask questions at the conclusion of his/her presentation
3. Be supportive—everyone in class has to do the presentation—let the presenter know you support him/her and he/she will support you when it is your turn
4. Be a good listener—sit up, look at the presenter as he/she presents, smile at the presenter occasionally to let him/her know that you are listening and support him/her.
5. Ask good questions. Do not be critical. As the person presents, make a mental note of anything that you need further clarification in order to understand. Make sure you listened carefully to the presentation so that you do not ask questions that the presenter covered in the presentation.
6. Remember to applaud when your classmate has finished his/her presentation!

PowerPoint Slide Show Guidelines

Presentations must be 10-15 minutes long and include the minimum number of slides listed for each section of the presentation. The bullets under each slide tell you what you should talk about when those slides are showing. Slides must be written in one or two word phrases—NO COMPLETE SENTENCES!

In the first 1-3 minutes:

- 1 slide - Your name and your topic.
 - Introduce yourself – pretend your classmates don't know who you are.
 - Introduce your topic
- 2-4 slides – Rationale
 - Give a short explanation about why and how you chose your topic (an **unacceptable** answer would be “because I had to...” or “I don't know...”)
 - Demonstrate to your audience why this is an important or fascinating topic. Remember you hook or lose the majority of your audience in the first few minutes!

In the next 7-9 minutes:

- 4-5 slides – Research
 - Briefly outline your paper (causes/effects, similarities/differences, or problems/solutions). **DO NOT READ YOUR PAPER!!**
 - Use PowerPoint to help your audience understand your topic. **DO NOT** type all of your information on your slides. The slides are to **ENHANCE WHAT YOU SAY** – not to say it for you. Include pictures, graphs, charts, and brief bullets on the slides instead of full sentences and paragraphs.
- 4-5 slides – Product
 - Explain what you did for your product. What did you create? Outline how you spent your 10 hours?
 - Explain how your paper and product are related.

In the last 2-3 minutes:

- 1-2 slides – Conclusion
 - What did you learn from this experience? How did you grow as a student and/or person (better time management, effective use of library, improved writing skills?)
 - How did your view of your subject change? Did this process strengthen your interest or teach you this is not the area for you? Did you learn anything new about this topic?
- 1 slide – Closing
 - Thank your audience for their attention
 - Recognize people who helped you with your paper, product, portfolio, or presentation (even if they are not present to see the actual presentation)

Creating a PowerPoint Presentation

1. Open Microsoft PowerPoint
 2. Choose Design Template
 3. Choose a design template from the pop-up menu (this will be the background for all your slides) **The darker the background, the better it will show on the screen!**
 4. Choose a slide layout (for the first slide, you will want to use the first layout)
 5. Type appropriate information in the boxes (For the first slide it would be your senior project title in the first box and your formal name in the bottom box)
 6. You can highlight information you have typed and then hit the **B** on the toolbar to put it in bold, the **I** to make it italics, the **U** to underline it, the **S** to put a shadow behind it, the **A[^]** to increase the size of the words, or the **A'** to decrease the size of the words.
 7. When you have everything on the slide looking like what you want, click on “Common Tasks” on the toolbar and choose “New Slide”
 8. Choose a new slide layout for the next slide.
 9. Repeat steps 4-8 for each slide.
- Remember that the next 2-4 slides will be labeled “Rationale”—on these slides you will want to put keywords that remind you about why you chose your topic and how you chose your topic because this is what you will be talking about during this portion of the presentation. **DO NOT PUT COMPLETE SENTENCES!**
 - The next 4-5 slides will be titled “Research”—on these slides you want to put keywords or phrases from your paper that you would like to tell your audience about. You could look to your research paper outline for ideas (it’s already in keyword format!) Pick the most interesting or significant information that you would like to relay to your audience.
 - The next 4-5 slides will be titled “Product”—explain what you did or created for your product and how you spent your 10 hours. Go back and look at the half page journals you did for ideas. You also need to explain how your paper topic and product are related.
 - The next 1-2 slides will be titled “Conclusion”—There are several things you should cover on this slide
 - What did you learn? (Example: Broad, Depth, Rigorous requirements, etc.)
 - How did you grow as a student? (Example: Time management, library use, improved writing skills, how to conduct an interview, how to analyze sources, etc)
 - How did your view of the subject change? (Do you still want to enter this field or do you think you are better suited for something else)
 - Did you learn anything new about this topic?
 - What are your plans for the future?
- The last slide will be titled “Closing”—On this slide you should list all the people who helped you with your senior project (During this part of the presentation you will talk about how each person helped you—i.e.—Mrs. Offut for proofreading your paper, Mrs. Pullen for helping you find needed sources, your parents for help and support and understanding, etc.)

Responsibilities of Participants

Students

1. Confer, as needed, with the senior project adviser (the student's senior English teacher).
2. Identify a topic. (*See Senior Project Proposal on page 43*)
3. Secure parental and senior project adviser approval for the topic. (*page 43*)
4. Tentatively identify a product to build or produce or a service to perform related to topic. (*page 43*)
5. Related the product or service to a career cluster area. (*page 43*)
6. Select a product mentor—an academic or career/technical teacher or a person in the community and secure his/her approval. (This will be the person who is responsible for evaluating the product and for providing signatures of documentation for the product log.)
7. Secure parental approval for the product.
8. Conduct research by using print and electronic media and interviewing knowledgeable people.
9. Keep a journal and product log to document all procedures, progress and steps, including dates, time spent, status reports, etc. related to the completion of the product.
10. Write the research paper.
11. Assemble portfolio.
12. Prepare for oral presentation.
13. Present.
14. Write thank-you letter to each person involved in the senior project, including advisers, parents, etc. Put copy of letters in portfolio.
15. Request letters of recommendation from the community members and teachers involve in your project. These letters will be helpful in pursuing employment and further education.

Senior Project Adviser (Senior English Teacher)

1. Approve the student's senior project proposal.
2. Guide the student through all components of the project.
3. Instruct the student in the proper form and process for writing the research paper.

4. Collect and evaluate all written documentation pertaining to the senior project.
5. Review the first draft of the research paper and suggest revisions.
6. Evaluate the final draft of the research paper and assign a grade based on its form and content.
7. Instruct the student in the proper methods of oral presentation.
8. Evaluate the final portfolio.
9. Evaluate the final presentation.

Product Mentor

1. Approve product selection in coordination with the student's senior English teacher.
2. Assist and advise the student in the technical aspects of the research paper (check for accurate information regarding topic)
3. Review the first draft of the student's research paper and suggest revisions.

4. Evaluate the final draft of the research paper in terms on content (and any other areas in which the mentor is comfortable, e.g., punctuation, etc.)
5. Serve as a resource to the student in all stages of product development.
6. Allocate time and make arrangements for the student to work on his/her product as needed.
7. Evaluate the product or service.

Media Center Specialists

1. Help students develop research strategies.
2. Help students develop bibliographies.
3. Help students locate research materials.
4. Coordinate and schedule the use of computers.

Career Cluster and Examples of Career Majors

Agricultural and Natural Resources

Food scientist
Environmental engineer
Agriculture teacher
Animal scientist
Biochemist
Veterinarian assistant

Architecture and Construction

Contractor
Architect
Electrician
Heavy equipment operator
Carpenter
Plumber

Arts, A/V Technology and Communications

Actor
Video producer
Journalist
Audio engineer
Telecommunications technologist
Printing/graphic technologist

Business and Administration

Human resource administrator
Administrative specialist
Financial analyst
International trade manager
Entrepreneur
Accountant

Education and Training

Teacher
Principal
School counselor
College professor
Corporate trainer
Coach

Finance

Stockbroker
Banker
Insurance agent
Financial planner
Loan officer
Tax examiner

Government and Public Administration

Legislator
City manager
Policy/budget analyst
Recreation/Parks director
State/federal agency director
Urban/regional planner

Health Science

Pediatrician
Physical therapist
Radiology technologist
Occupational therapist
Medical assistant
Hospital administrator
Nurse

Hospitality and Tourism

Lodging manager
Chef
Travel and tourism manager
Food service manager
Restaurant manager
Leisure and entertainment manager

Human Services

Social worker
Psychologist
Child-care worker
Substance abuse specialist
Employment specialist
Psychotherapist

Information Technology

Software engineer
Network administrator
Web designer/developer
Database manager
Technical writer
Multimedia producer

Law and Public Safety

Attorney
Firefighter
Police officer
Judge
Paramedic
Paralegal

Manufacturing

Machinist
Manufacturing engineer
Automated process technician
Production engineer/technician
Welding technician
Quality technician

Retail/Wholesale Sales and Services

Sales associate
Interior designer
Marketing director
Buyer
Real estate broker
Customer service representative

Scientific Research/Engineering

Chemical engineer
Mathematician
Biotechnologist
Electrical engineer
Biologist
Oceanographer

Transportation, Distribution, and Logistics

Pilot
Automotive technician
Logistics manager
Flight attendant
Warehouse manager
Truck driver

Examples of Senior Project Topics

Senior Project Topic	Paper Topic	Product
Social Work	Cause and Effects of Teen Violence	Student volunteered at CASA
Computer Programmer/Analyst	Computer Viruses and Their Treatment	Student designed own program to track weather
Plumbing	Evolution on Types of Wrenches	Student replaced two toilets in own home and replaced sink in grandmother's home. Also installed garbage disposal for friend
Marketing	Marketing a Product for Teens	Student created a marketing campaign for several products with the target audience being teens
Electrician	Preventative Maintenance for Electrical Equipment	Student created miniature home complete with wiring
Interior Design	Remodeling a Bathroom for the Physically Challenged	Remodeled a bathroom for elderly neighbor who had recently been confined to wheelchair
Human Resources	Sexual Harassment in the Workplace	Student assisted a Human Resources Manager with sexual harassment training sessions

Due Dates for Fall 2007

August 10 (Fri)	Senior Project Proposals Product Agreement
August 24 (Fri)	50 Note cards Portfolio Check #1
September 7 (Fri)	100 Note cards + Extra Credit
September 21 (Fri)	Rough Drafts due
September 26 (Wed)	Portfolio Check #2
October 26 (Fri)	Portfolio Check #3
November 2 (Fri)	Final Papers due with completed checklists
November 16 (Fri)	Presentation Plans due
December 3-7	Presentations
December 10 (Mon)	Reflective Essays due
December 12 (Wed)	Final Portfolio Check Product Evaluations due

A DOCTOR'S NOTE is required if you are absent from class on any senior project deadline day. If no doctor's note is presented, you will not be allowed to turn in the assignment.

Due Dates for Spring 2008

January 18 (Fri)	Senior Project Proposals Product Agreement
February 1 (Fri)	50 Note cards Portfolio Check #1
February 15 (Fri)	100 Note cards + Extra Credit
February 29 (Fri)	Rough Drafts due
March 5 (Wed)	Portfolio Check #2
April 4 (Fri)	Portfolio Check #3
April 11 (Fri)	Final Papers due with completed checklists
April 25 (Fri)	Presentation Plans due
May 12-16	Presentations
May 19 (Mon)	Reflective Essays due
May 21 (Wed)	Final Portfolio Check Product Evaluations due

A DOCTOR'S NOTE is required if you are absent from class on any senior project deadline day. If no doctor's note is presented, you will not be allowed to turn in the assignment.

Wilson Central High School: How to Write a Great Research Paper

A research paper is an investigative, written report based upon information compiled by a variety of resources. The WCHS English department requires that the research paper be written according to the Modern Language Associate (MLA) guidelines. This packet will provide all the necessary information needed to complete a research paper in MLA style.

How to Write a Great Research Paper

Steps in Developing a Research Paper:

1. Select and narrow a topic.
2. Make a list of questions to answer about your topic.
3. Use these questions to form the basis for an outline and a thesis statement.
4. Identify keywords within the questions to use as possible search terms.
5. Compile a working list of sources as you complete your research (the list of works cited).
6. Read and take notes to create your note cards. Be sure to put a keyword at the top of your note cards for easy reference later.
7. Categorize note cards according to the keyword.
8. Using your note cards, revise your original thesis statement and create an outline.
9. Type the works cited page making sure to omit sources that you are not using in your paper.
10. Using your notes and outline, write a first draft, documenting from the list of works cited as you write.
11. Revise your first draft.
12. Type the final draft of your paper.

#1-- Select and narrow a topic

Your senior project must be a career-oriented topic. You must pick an aspect of the career to research. The best topics usually are problem/solution, cause/effect, or comparison in nature. See the table below for some possible examples.

Career of Interest	Possible Senior Project Paper Topic
<i>Nursing</i>	How the nursing shortage affects patient care (problem) How treating the uninsured affects hospitals (problem) Compare holistic medicine to conventional treatments (comparison) How computers revolutionized patient care (cause/effect)
<i>Veterinary Medicine</i>	Uneducated Pet Owners (problem) Compare ASPCA to PETA (comparison)
<i>Education</i>	How does teacher shortage affect education of students (problem) Problems associated with No Child Left Behind (problem) Compare learning modalities (compare)
<i>Coaching</i>	How Title IX revolutionized women's sports (cause/effect)
<i>Sports Medicine/ Physical Therapy</i>	Why are women more likely to tear the ACL? (cause/effect) Compare common sports related injuries in male and female athletes (comparison)
<i>Small Business</i>	Common problems in starting and maintaining a small business (problem)
<i>Law</i>	Compare a TN state law to the same law in another state (comparison)
<i>Finance/ Accounting/ Banking</i>	How computers have revolutionized the industry (cause/effect)
<i>Computer Information Systems/ Programmer/ Analysts</i>	Compare a current computer language to a now defunct language (comparison)
<i>Counseling</i>	Compare two psychologist's (famous—Bandura, Maslow, Freud, Driekurs, etc) methods of therapy
<i>Graphic Design</i>	How computers revolutionized the industry (cause/effect)
<i>Realtor</i>	Fair Housing Act (what caused the passage of the act?) (Cause/effect)
<i>Pilot</i>	Compare early planes to current (comparison) How technology revolutionized industry (cause/effect) Problems encountered by military pilots (problem/solution)

#2-- Research

Once you have selected and narrowed your topic, you are ready to begin research. Many sources of information will be available from print material found on the library shelves to data found on the Internet. Not all of this information about your topic will be suitable for your research paper. Once you have located material about your topic, you should evaluate the data and see if it meets certain criteria:

- Is the research current? How old is the data? Have recent changes made this data obsolete?
- Is this material biased or slanted? Does it represent only one viewpoint?
- Does the material come from a reputable source? Does the data have a reputable publisher?
- If the material comes from the Internet:
 - When was it posted? Updated?
 - Does the URL end in *gov*, *edu*, *mus*, or *org*? (Even if it does end in one of these suffixes, care must be taken to establish the integrity of the site. Some *.com* are perfectly legitimate, but other are not reputable.)
 - Is the site trying to sell an idea or product?
- Does the source material directly relate to your research? Will it answer some of the questions that you have?

If the material meets the criteria, you are ready to create a source card for those sources.

Source Cards

Source Card # _____
<u>Author's last name, First name. Title of Book. Place of Publication: Name of Publishing Company, Copyright Year.</u>

Source Location

Full Entries for Works Cited Pages and Source Cards

All entries on the works cited page must be double-spaced!

Books

Book with one Author

Zurbin, Robert J. *Entering Space: Creating a Spacefaring Civilization*. New York:
Tarchner/Putnam, 1999.

Book with Two or Three Authors

Diehl, Daniel, and Mark Donnelly. *Medieval Furniture: Plans and Instructions for
Historical Reproductions*. Mechanicsburg, PA: Stackpole, 1999.

More Than Three Authors

Roberts, Simon, et al. *The Complete Java 2 Certification Study Guide*. Alameda, CA:
Sybex, 1999.

Two or More Books by the Same Author

List the books alphabetically according to title. After the first entry, substitute three hyphens for the author's name.

Greenberg, Jan, and Sandra Jordan. *The American Eye: Eleven Artists of the
Twentieth Century*. New York: Delacorte, 1995.

---. *The Painter's Eye: Learning to Look at Contemporary American Art*. New York:
Delacorte, 1991.

A Book with a Corporate Author

Wisconsin Taxpayers' Alliance. *School Facts '99*. Madison, WI: Wisconsin Taxpayers'
Alliance, 1999.

An Anonymous Book

1999 People Weekly Almanac. New York: Cader, 1998.

A Single Work from an Anthology

Paley, Grace. "A Warning." *Telling and Remembering: A Century of American Jewish Poetry*. Ed. Steven J. Rubin. Boston: Beacon, 1997.

An Article in a Reference Book

Pettigrew, Thomas F. "Racism." *The World Book Encyclopedia*. 1998 ed.
Or
"Pyrrho." *The Encyclopedia Americana*. International ed. 1995.

Pamphlet with No Author or Publication Information Stated

If it is known, list the country of publication [in brackets]. Use n.p (after the colon) for "No publisher given" and n.d. for "no date given."

Pedestrian Safety. [United States]: n.p., n.d.

Signed Pamphlet

Dye, Christina. *Cocaine: Waking up to a Nightmare*. Phoenix, AZ: Do it Now Foundation, 1989.

Government Publication

United States. National Institute of Drug Abuse. *Preventing Drug Use Among Children and Adolescents*. Bethesda, MD: NIH, 1997.

Periodicals

Signed Article in a Magazine

Anderson, Kelli. "Going to the Dawgs." *Sports Illustrated* 15 Nov. 1999: 116-9.

Unsigned Article in a Magazine

"Seven Tips About Portable Generators." *Consumer Reports* Nov. 1999:10.

An Article in a Scholarly Journal

Wu, Kelvin K.S., Ofer Lahav, and Martin J. Rees. "The Large-Scale Smoothness of the Universe." *Nature* 397 (1999):225-30.

Letter to the Editor

Scruggs, Jan Craig. Letter. *USA Today*. 12 Nov. 1999: A14.

Signed Newspaper Article

Mullen, William. "Dinosaur Bones in Sahara Prove a Monster Find." *Chicago Tribune*
12 Nov. 1999, sec. 1:1+

Unsigned Newspaper Article

"Toyota to Team Up with Dealer Network to Sell Cars on Web." *Wall Street Journal* 12
Nov. 1999:B5.

Published Interview

Matthews, Dave. "Dave Matthews." By Tom Moon. *Rolling Stone* 2 Sept. 1999:64.

NOTE: Type the word *interview* after the interviewee's name in the interview is untitled.

Other Sources

Television or Radio Program

"An Interview with Elton John." *Barbara Walters Special*. ABC. WISN, Milwaukee.
21 Mar. 1994.

CD Recording

Shocked, Michelle. *Arkansas Traveler*. Polygram Records, 1992.

Publication of a CD-ROM

Microsoft Encarta 98 Encyclopedia. CD-ROM. 1998 ed. Redmond: Microsoft, 1998.

Recorded Interview

Keating, Helena. Interview. *Twenty-First Century Classrooms*. Dir. Edwin Fiedler.
Videocassette. Learners Warehouse, 1997.

Filmstrip, Slide Program, Videocassette, DVD

Going Back: A Return to Vietnam. Videocassette. Virginia Productions, 1992.

NOTE: Cite the medium (*filmstrip, slide program, videocassette, etc.*) before the name of the distributor.

Film

Rebel Without a Cause. Dir. Nicholas Ray. Perf. James Dean, Natalie Wood, Sal Mineo, and Dennis Hopper. Warner, 1955.

Letter Received by the Author (Yourself)

Thomas, Bob. Letter to the author. 10 Jan. 1999.

Interview by the Author (Yourself)

O'Connell, Amanda. Telephone Interview. 7 Jan. 2000.

NOTE: FYI you conduct the interview in person, use the label personal interview in place of telephone interview. In the example above, Amanda O'Connell is the name of the person interviewed.

Lecture, Speech, or Address

Angelou, Maya. Address. Opening General Session. NCTE Convention. Adam's Mark Hotel, St. Louis. 18 Nov. 1988.

Coble, Shannon. Class Lecture. Second Period. American Literature. Wilson Central High School. Lebanon, Tennessee. 14 Jan. 2002.

Electronic Sources

Date
updated




Website (Professional)

ESPN.com. 12 Nov. 1999. ESPN Internet Ventures. 24 Nov. 1999.

<<http://espn.go.com>>.

Date visited
by you



updated



Article Within a Web Site

Devitt, Terry. "Flying High." *The Why Files*. 9 Dec. 1999. University of Wisconsin,

Board of Regents. 4 Jan. 2000. <http://whyfiles.news.wisc.edu/shorties/kite.html>>.

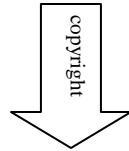
visited



Anonymous Article Within a Website

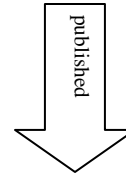


"Becoming a Meteorologist." 2003. Weather.com. 12 Nov. 1999.
<http://weather.com/learn_more/resources/metro.html>.



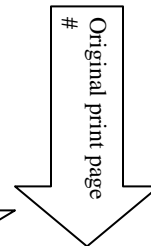
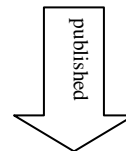
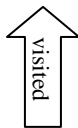
Personal Website

Hamilton, Calvin J. 2002. Views of the Solar System. 12 Nov. 1999
<<http://solarviews.com/eng/homepage.htm>>.



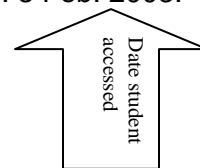
On-Line Government Document

United States. U.S. Census Bureau. Poverty in the United States: 1998. Sept. 1999.
12 Nov. 1999. <<http://www.census.gov/prod/99pubs/p60-207.pdf>>.



SIRS Online

Winton, Ben. "Single Dad Double Duty." The Phoenix Gazette 2 Oct. 1994: G1+. SIRS
Researcher. SKS. Wilson Central High School, Lebanon. 3 Feb. 2003.
<<http://sks.sirs.com>>



Gathering Information

You are now ready to begin gathering information about your topic. This is the place where you will spend most of your research time—reading and taking notes. Taking notes is not opening a book and writing exactly what you find there. Normally, you will read a short section and then summarize or paraphrase what you want to remember; in other words, you will put the information into your own words. If you do find information that is vital to your paper and you believe you should include it exactly the way it is written in the source, you must cite it as a direct quotation, enclosing it in quotation marks.

Sample Note Card

KEYWORD	Reference # ____
<u>One or two sentences written in your own words from the original source. Anything you copy word for word must appear in quotation marks!</u>	

Paraphrase/Summarize/Direct Quote	page # or paragraph #

Using Note Cards

- Continue to make note cards similar to the sample card, being careful to include all of the necessary data.
- Exhaust all of the data from one source before going on to another source.
- When you have made notes from all of your sources, sort your cards into categories according to the keyword at the top of every card. For example, put all the cards with the keyword “symptoms” in one stack, cards with the keyword “treatment” in another stack, and so on.
- Some cards may not fit into a category or you may not have enough cards in a category to form a stack. Put these aside. You may find a use for these.
- Sort the cards in each stack into a logical sequence. Decide which one should come first, second, and so forth. If holes in your research appear, go back to the library for additional information. Each stack of cards should be about equal in number. You should have enough cards to cover you topic thoroughly.
- Place a rubber band around each stack of note cards. Sort the stacks into a logical sequence. Place a rubber band around the entire stack.

Be sure to complete your sentence with wording that expresses the viewpoint you are taking. Action verbs that might be used in your thesis sentence include but are not limited to:

Advance	Denote	Prove
Advocate	Develop	Question
Argue	Dispute	Rationalize
Arise	Encourage	Reason
Assert	Endorse	Reinforce
Challenge	Form	Result
Change	Indicate	Shape
Characterize	Induce	Show
Claim	Infer	Signify
Clash	Influence	Substantiate
Confirm	Insist	Suggest
Confront	Involve	Support
Contend	Maintain	Sustain
Contest	Make a case	Sway
Convince	Manipulate	Uphold
Corroborate	Materialize	Use
Defend	Oppose	Validate
Defy	Produce	Verify
Demonstrate	Promote	

Outlining

An outline gives direction to your paper. The outline usually evolves during the reading-researching stage of the paper. The beginning outline is really a working one—a starting point from which to build. Of course, whatever is put into the outline must, in some way, relate to your thesis statement. Sometimes that means eliminating information you have gathered.

As you research, connections between information you find will begin to surface. Making a good outline usually takes time and effort. Normally, you will revise several times; the better the outline, the easier it will be to write your paper. There is a consistent and required form for an outline. If you have a Roman Numeral **I**, you must have a **II**; if you have a **A**, you must have a **B** and so on.

The outline is ALWAYS double-spaced.

The following example shows the correct order:

I.

A.

1.

a.

(1)

(a)

(b)

(2)

b.

2.

B.

II.

In high school, very seldom will you need to use an outline this detailed.

Title of your Paper

Thesis statement: Teaching is an exciting vocation with an interesting history and an impressive career outlook.

Introduction

- I. Historical Background
 - A. US Educational System
 - B. Segregation
 - C. Federal legislation
 - i. Public Education
 - ii. Special Education
 - iii. No Child Left Behind
- II. Education
 - A. High school courses
 - B. College courses and majors
 - i. Elementary Education
 - ii. Secondary Education
 - iii. Post-Secondary Education
 - C. Certification
- III. Job Description
 - A. Elementary Teachers
 - B. Secondary Teachers
 - C. College Professors
 - D. Other
- IV. Technology

- A. Computerized Attendance and Grading
- B. Internet
- C. Email
- D. Voicemail
- V. Job outlook
 - A. Growing Field
 - B. Openings
 - C. Pay

Conclusion

In-Text Citations

Plagiarism

It is not sufficient to simply gather your information and put it into a paper. You must also give credit to the person whose work you use; otherwise, you will be guilty of **plagiarism**. Plagiarism can be defined as using another person's writings or ideas as if they were your own. When you plagiarize, you let the reader believe the ideas presented are yours when they actually belong to someone else. This is equally true of information gleaned from the Internet which must also be documented properly, always giving credit to the source of the data. By the time you are in college, the penalties for plagiarism range from failure for the paper to failure for the entire course to expulsion from school. Avoiding plagiarism is easy: simply give credit to the author of the information by documenting the source. This means that most of your paper will be documented; after all, it is a research paper relying on the information of other to support your thesis sentence.

In-text Citations Signal Phrases

Documentation is usually accomplished through an in-text citation—a reference to the source of the material within the research paper. These references are also referred to as parenthetical documentation. A **signal phrase** is often used to introduce source material. A signal phrase leads into the source by citing the author's last name at the beginning of the sentence. If you use signal phrases to introduce documented information, you need only cite the page number of the book or magazine where you found the data. The following example illustrates the use of a signal phrase:

Scruggs points out that little music has ever been written for the banjo; many of the tunes and playing techniques were handed down by banjo players through the generations (10).

Scruggs points out is the signal phrase used to introduce the cited material. The number (10) shown in parentheses in the in-text citation is the page number where the information is located in the original source. The complete publication information for the material cited will be found at the end of the paper in the alphabetical list of works cited in an entry beginning with *Scruggs*. The signal phrase points the reader to the following reference in the list of works cited:

Scruggs, Earl. *Earl Scruggs and the 5-String Banjo*. New York: Peer International, 1968.

This same information can also be referenced without the use of a signal phrase. If you do not mention the author's name in the text, you must give the author's name at the end of the information you reference. The information might look like this:

Little music has every been written for the banjo; many of the tunes and playing techniques were handed down by banjo players through the generations (Scruggs 10).

Both methods point the reader to the entry in the list of works cited where the entire publication information may be found. Notice that in both cases the period **follows** the in-text citation.

If an author's name is not given, begin the citation with the word the entry is alphabetized by in the list of works cited. If more than one article has the same word or

words at the beginning of the citation, additional words must be added to accurately identify the source.

Here are some other examples of in-text citations for dealing with a variety of sources:\

Guidelines for Documenting Sources

1. If you copy information word for word from a source, then you must place the information within quotation marks. Follow the quote with the author's last name and the page number on which you found the information within parentheses and followed by a period.

Example: "If a man does not keep pace with his companions...perhaps he steps to the beat of a different drummer" (Thoreau 124).

2. If you write information in your own words (paraphrase or summarize), and the information contains important ideas and facts that are not common knowledge, **do not** place the information in quotation marks. The information should still be followed by the author's last name and page number within parentheses and followed by a period.

Example: Since 1954, more than 50 ships and aircraft have vanished in or near the Bermuda Triangle (Burgess 208).

3. If you use the author's last name in a paraphrase or quotation, then do not place the author's name in parentheses at the end of the sentence.

Example: Burgess stated that since 1954 more than 50 ships and aircraft have vanished in or near the Bermuda Triangle (208).

4. When there is no stated author, place the name of the source and page number within parentheses.

Example: When she was young, she was a political activist for the Republican Party (*Academic American Encyclopedia* 99).

5. When there are two authors for one work, state both last names separated by "and."

Example: (Graham and Ledbetter 46).

6. If there are three authors, give each authors last name with the final name preceded by "and."

Example: (Witting, Barry, and Harvey 125).

7. If there are more than three authors for one source, use the first author's last name, followed by "et al"—which is Latin for *and others*.

Example: (Brandes et al. 32).

8. If your sources have two or more authors with the same last names (in the example we will use Burgess), write both the first and last names of the authors in parentheses to distinguish between or among them. Clarification: if you have a source by Robert Burgess and another source by Samantha Burgess, you must put both the author's first and last name in the citation to clarify to your reader to which source you are referring.

Example: (Robert Burgess 208).

9. If you are citing two or more works by the same author, put a comma after the last name of the author followed by the title of the work and the page.

Example: (Burgess, "The Bermuda Triangle" 208).

10. When you are citing the title of a magazine article with no author given, it is permissible to shorten the title of the article to a key word or words for documentation. However, you **MUST** give the full title on the bibliography page.

Example: If the title of the article is "Artificial Hip Goes Pro with Bo" it is permissible to shorten the title to "Artificial Hip" for documentation.

***Notice that there is no punctuation between the author and the page number. Do not use the words "page," "pages," or the abbreviations "p." or "pp."*

***If citing from an **Internet** source you will put in parentheses the author's last name and the paragraph number. A comma will be used to separate the information. Example: (Burgess, para. 4). Use the abbreviation "para" to indicate paragraph.*

****Notice that the end punctuation for the sentence always follows the citation. Exception: Long indented quotes of four typed lines or more.*

Direct Quotations/Paraphrases/Summaries

When citing word-for-word, be sure that the quotation matches the source **exactly**; it should be identical to the source. Quotations provide credibility for what you are saying; you support your point by quoting an authority. When you **paraphrase**, you match the source in terms of meaning but put it into your own words. Paraphrasing shows that you have command of the material without being a slave to the original author's words. In a **summary** you simply put your own words to sum up the central point; thus, a summary is much shorter than the source itself. Summaries are good for expressing the main ideas of someone else's work while avoiding unnecessary details. In any case, you must document the source of your information through in-text citations and in the list of works cited. Although there are some fine points in certain cases of parenthetical documentation, the information presented here is basically all you need for high school and lower-level college courses.

Rough Draft

After you have gathered your information, reviewed it, polished your thesis statement, and made your outline, you are ready to write.

Using your note cards or annotated bibliography and preliminary outline as references, write the first draft of your research paper. As you write the first draft, concentrate only on putting your ideas on paper. Do not worry about spelling, grammar, or punctuation. Schedule your time wisely so that you will have time to reexamine your work to determine what needs to be revised or deleted. Use the following guidelines to write the rough draft:

- Introduction
 - One paragraph
 - Begins with an argument and contains supporting generalized details
 - Will not contain any research
 - Thesis statement is often effective when written as the last sentence of the introductory paragraph
 - Keep in mind that the purpose of the introduction is to grab the reader's attention
- Body
 - Separate your note cards into stacks according to the main topics and subtopics shown on your outline
 - Place the cards in the same order as the topics appear on the outline
 - Type information from each card, insert a citation following each piece of information
 - You may not use all of your note cards, don't discard any---you might find them useful in the revision.
 - ½ of the body should be personal commentary on the significance of the research presented
- Documentation
 - Make sure your sources are properly documented in the paper. You should use the MLA format of parenthetical documentation.
 - Don't forget to enclose direct quotes in quotation marks
- Conclusion
 - The conclusion signals that the paper is coming to an end
 - One paragraph

- Will not contain any new information (research)

Body Paragraph Format

Assertion statement/Critical Comment (what are you going to prove with research?)--- in your words (this is your topic sentence for the paragraph and one which will be proven with the research you provide throughout the remainder of paragraph)

Research (provide research and follow each with citations that will prove assertion statement)

Explication/Personal Commentary (explain how the research proves your assertion)--- in your own words

Conclusion (sum up) in your own words

In any paragraph, you might repeat the assertion, research, and explication until you feel you have thoroughly covered the topic of the paragraph.

If you follow the above guidelines, you will NEVER begin or end a paragraph with research (so a paragraph will never end with a citation)

Give your sources some credibility by introducing them to your reader. Why should your reader care what the research has to say? If you introduce the source to your readers by telling your reader something about the source (name of the book he/she wrote, how long he/she has been working with this topic, etc.) you are giving that source credibility. Obviously someone who has been publishing books about the topic is going to be more credible and knowledgeable than the average person. By giving your sources credibility, you are letting your reader know that you have used research from legitimate and expert sources.

For example: Dr. Allister McHenry, author of *British History from the*

Victorian Era to Queen Elizabeth II, states “blah, blah, blah...” (citation).

Sample Paragraph: (Note—this paragraph is an example of a very BASIC use of the paragraph structure described earlier. This paragraph will be better if the writer adds more explication/personal commentary about how this research is relevant to the assertion/critical comment)

*First sentence is an assertion/
critical comment*

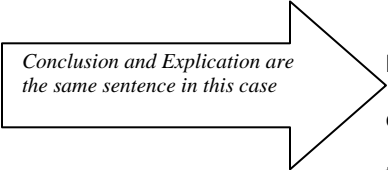
Secondary teachers must be well educated; anyone who wishes to teach at the middle and/or high school levels must have a college degree.

*Always introduce a direct
quote with a signal phrase*

According to Dr. Richard Beemon, author of *How to Become a Teacher*, “People wanting to pursue a career in teaching must possess a bachelor’s degree in any area they wish to teach. They must minor in education” (123). Leesa Smith

*Here the student has also
introduced a paraphrase
which is an easy “trick” to
lengthen a paper*

goes on to say in her article, “Teaching,” from the August 2002 edition of *Education Journal* that secondary teachers are experienced in what they teach

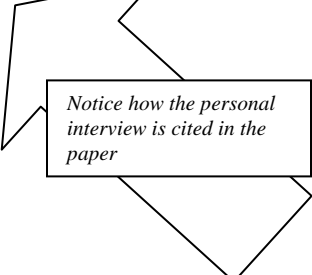


Conclusion and Explication are the same sentence in this case

because they studied it in college (56). Therefore, all teachers at the secondary education level must major in the area they wish to teach and hold a degree in that field of study.

Sample Paragraph #2:--(Again this is very basic, your instructor will ask you to provide more personal commentary/explication to prove how each piece of research is relevant to the assertion (this is where your instructor checks to see that you understand the research you are using and how it applies and that you are not just using something because it sounds good!)

Early childhood education is important in the development of young children. Early childhood education should consist of practical lessons. A child psychologist at Harvard University for the past twelve years, Dr. Richard Jones argues that children must be nurtured in reality, not the fantasy of television (29). Dana Wilkins, a pre-school teacher at Le Petite Academy, suggests that children should be challenged to learn. She adds that it is important for kids to be engaged in age-appropriate activities that stimulate thinking, not sitting in front of the television (Wilkins Personal Interview.) According to this information, kids need opportunities to develop their minds and learn new things.



Notice how the personal interview is cited in the paper

Title Page

- Center title about 1/3 of the way down the page
- About 2/3 of the way down the page name of class (English I, English II, English III, English IV)
- Under class, enter the name of your instructor
- Under instructor's name, put the class period you are in
- At the bottom of the page, put your first and last name
- Below your name, put the date the paper is due—do not abbreviate!
- Everything on title page is double-spaced and centered

Sample Title page on next page

Who's Got a Boo-Boo?: A Glimpse into the World of Nursing

Name of Class

Name of Instructor

Class Period

Your Name

Date paper is due (written out—no abbreviations—May 15, 2002)

The Works Cited Page

- Alphabetize entries according to the author's last name. If no author is given, use the first word in the title other than "A," "An," or "The."
- **All** sources cited in the paper must be listed on the Works Cited page. Failure to do so constitutes plagiarism and will result in failure for the paper.
- The Works Cited should not include any sources not used in the paper.
- When typing the Works Cited page, follow this format: (Microsoft Word)
 - Page number in upper right hand corner (it should be numbered as the last page—so if you typed 10 body pages, the works cited page would be numbered as page 11)
 - Center the title: Works Cited (to center a title, hit control + E, and then type your title)
 - Do NOT put the title in quotation marks, underline it, or put it in bold.
 - Double-space after the title and begin listing the sources in alphabetical order. (To set the computer to automatically double-space at this point: Go to "Format" on the tool bar. From the pulldown menu, choose "Paragraph." In the pop-up box click in the box under "Line Spacing" and choose "Double." From this point on, your paper will be double-spaced.)
 - Type the first line of each entry flush with the left margin, but indent five spaces for successive lines within the entry.
 - Return to the left margin for the next entry.
 - Double-space each entry and double-space between each entry.
 - Do not list sources on the works cited page that you did not use within the paper.

SAMPLE Works Cited on next page

Sample Works Cited Page

Your Last Name Page Number

Works Cited

“College.” *Compton’s Encyclopedia*. 1977 ed.

Huffstutter, P.J. “College Entrance Requirements on the Rise.” *The Tennessean*. 31
May A1+.

Natale, Jo Anna. “High-tech and Social Isolation: On-line School for Home Learners.”
Education Digest. 61 (1995): 36+.

Pepin, Ronald E. *College Entrance Standards*. Lewiston: Edwin Mellen Press, 1988.

Sea, Christopher, “From Home to College: Admissions Officers Grapple with How to
Evaluate Applicants Educated Outside School.” *Chronicle of Higher Education*.
42 (1996): A 31.

Zirkel, Perry A. “Home Sweet School.” *Phi Delta Kappan* 76 (1994): 332-334.

The Final Paper

Your instructor has evaluated your rough draft and made comments and marked areas that need correction. As you revise your rough draft in preparation for turning in your finished paper for evaluation by your instructor, remember the following things:

- Do not use word art
- Do not use first or second person pronouns (I, my, mine, we, our, ours, you, your, yours) anywhere in the paper!
- Must be written in Arial or Times New Roman font
- Font is to be no smaller than 10 and no larger than 12
- Paper will not contain bulleted lists, graphs, pictures, etc.—these may show up as a NOTES page or appendix but will only be referred to in the paper not added as a section in the body.
- Do not skip an extra line between paragraphs
- Last name and page number go in the upper right hand corner of every page **EXCEPT** the title page, outline, and first page of paper (start numbering on page 2, labeled as page 2)
- Follow the paragraph structure for body paragraphs.
- Cite all information that you quoted, paraphrased, or summarized from your sources except when summarizing the plot in literature.
- Provide copies of all sources used EXCEPT books when turning in the final paper.
- Introduction and conclusion paragraphs of paper **cannot** contain research—must be general information and brief.
- Commas **ALWAYS** go inside quotation marks
- Question marks go inside quotation marks when just the quote is a question. They go outside quotation marks when the whole sentence, including the quote, is a question.
- If a quotation is more than four typed lines, set it off in block form by indenting ten spaces from the left margin (extending all the way to the right margin). Double space, **use no quotation marks**, and in this instance, place the final period **before** the parenthetical citation:
- The rule of thumb for using quotes in research papers is, you are allowed one typed line per assigned page. Therefore, for this paper, you are allowed a

maximum of 10 typed lines of directly quoted material. You may use it all at once or divide it up throughout the paper but you must use at least one direct quote in your paper.

- Showing that you understand how to search for relevant and appropriate information to include in your paper and cite that information correctly is important, but personal commentary shows that you understand the significance of the research you are presenting is most important. Anytime you cite anything, introduce the research with personal commentary and source credibility and follow it with two or three sentences analyzing why that information helps prove your thesis and assertion/critical comments.
- Do not use all CAPITAL letters for the document title or for the list of works cited
- **Margins:** leave a one-inch margin at the top and bottom, left and right of every page. The header including your last name and page number should be set one-half inch from the top of the paper.
- **Page Numbers:** Number the pages throughout your paper in the upper right-hand corner, one-half inch from the top and one inch from the right edge of the paper. Your last name should appear before the page number. Do not put a *p.* before a number or a period after one. Begin numbering on page two of the body and continue through the works cited page.

Other Helpful Items in Completing the Final Paper

Transitional Words and Phrases

Transitional words and phrases can create powerful links between ideas in your paper and can help your reader understand the logic of your paper, however, these words all have different meanings, nuances, and connotations. Before using a particular transitional word in your paper, be sure you understand its meaning and usage completely and be sure that it's the right match for logic in your paper.

Addition:

furthermore	moreover	too
also	in the second place	again
in addition	even more	next
further	last	finally
lastly	besides	and (or/nor)
first	second, etc.	

Time:

while	immediately	never
after	later/earlier	always
when	soon	whenever
meanwhile	sometimes	in the meantime
during	afterwards	now/until now
next	following	once
then	at length	simultaneously
so far	this time	subsequently

Place:

here	beyond	adjacent to
there	wherever	neighboring on
nearby	opposite to	above/below

Exemplification or Illustration:

to illustrate	as an illustration	to demonstrate
for example (e.g.)	specifically	for instance

Comparison:

in the same way	in like manner	by the same token
likewise	similarly	in similar fashion

Contrast:

yet	on the contrary	but
and yet	in contrast	however
nevertheless	notwithstanding	though
nonetheless	on the other hand	otherwise
after all	at the same time	

Clarification:

that is to say	to clarify	in other words
to rephrase it	to explain	to put it another way
that is (i.e.)		

Cause:

because	on account of	since
for that reason		

Effect:

therefore	thus	consequently
hence	accordingly	as a result

Purpose:

in order that	to that end/to this end	so that
for this purpose		

Qualification:

almost	perhaps	never
nearly	maybe	always
probably	although	frequently

Intensification:

indeed	undoubtedly	doubtedly
to repeat	in fact	certainly
by all means	surely	without doubt
of course	in fact	yes/no

Concession:

to be sure	granted	of course
it is true		

Summary:

to summarize

in short

in brief

in sum

in summary

to sum up

Conclusion:

in conclusion

to conclude

finally

Sentence Structure and Transitions:

Repetition of key words or phrases links sentences and paragraphs.

Parallel structure (the repetition of a sentence pattern or a grammatical structure within a sentence) strengthens the relationship between and among sentences.

Ways to Say "Said"

accused	charged	emphasized	jested
acknowledged	chatted	entreated	joked
acquiesced	chattered	enumerated	jabbered
acquired	cheered	enunciated	laughed
added	chided	exaggerated	lectured
admitted	chimed	exclaimed	lamented
admonished	chipped in	exhorted	lied
advised	choked	explained	lisped
affirmed	chortled	exploded	made known
agreed	chuckled	expostulated	magnified
allowed	cited	extolled	maintained
alluded	claimed	faltered	marveled
announced	coaxed	feared	mentioned
answered	comforted	frowned	mimicked
apologized	commanded	fumed	moaned
appeased	commented	gagged	mocked
approved	complained	gagged	mourned
argued	conceded	gibbered	mumbled
articulated	concluded	giggles	murmured
asked	confessed	gloated	mused
assented	confirmed	grinned	muttered
asserted	consented	groaned	nagged
assured	consoled	growled	nodded
babbled	contended	grumbled	noted
baited	contested	grunted	objected
barked	continued	guessed	observed
bawled	contributed	guffawed	offered
began	cooed	gulped	ordered
begged	countered	gurgled	panted
believed	coughed	gushed	perceived
bellowed	cried	hastened to say	persisted
berated	criticized	hesitated	persuaded
beseached	croaked	hinted	pestered
besought	cross-examined	hissed	piped up
bloated	cursed	hollered	pleaded
blew up	cussed	hooted	pointed out
blabbered	debated	howled	pondered
blured	decided	imitated	pouted
blustered	declaimed	implied	praised
boasted	declared	implored	preached
boomed	defended	informed	predicted
bragged	demanded	inquired	prevaricated
breathed	denied	insinuated	proclaimed
broke in	described	insisted	prodded
cackled	determined	interjected	profaned
cajoled	dictated	interposed	professed
calculated	discussed	interpreted	promised
called	drawled	interrogated	prompted
caroled	droned	interrupted	proposed
cautioned	echoed	intimidated	protested
challenged	ejaculated	intoned	
chanted	elaborated	jeered	

Tips for Great Writing

Never, Never List

- ❖ Never begin a sentence with a pronoun.
- ❖ Never begin a paragraph with a pronoun.
- ❖ Never start a sentence with the word “me,” which is, of course, also a pronoun.
- ❖ Never use a word you don’t the meaning of or a word that is not comfortable for you to use (especially if your purpose is to impress instead of explain).
- ❖ Never ramble. Keep a tight check on your digression. IF you find yourself out there in ramble-land, rein in your brain—stay focused on the main idea.
- ❖ Use sentence fragments!

Excise these words from your vocabulary.

- ❖ Very
- ❖ Extremely
- ❖ Whole (as in the “whole” novel or the “whole” story)
- ❖ The reader

Questions Good Thinkers Ask

- ❖ Am I saying what I mean?
- ❖ Does this make sense?
- ❖ Have I made good connections between ideas?
- ❖ Are my ideas logical?

Always, Always List

- ❖ Understand what you are suppose to write about.
- ❖ Use the literary present tense. In literature, a character is living in the present.
- ❖ Assume your reader has read the text.
- ❖ Assume your reader has a full understanding of literary elements and conventions.
- ❖ Focus on the text, not on a personal feeling or reaction to the text.
- ❖ Personal insight is important to your understanding, but ignoring the text in favor of personal response will result in an “empty” essay.
- ❖ Learn from your mistakes. Be analytical in assessing what you do well as a writer and what you need to improve on.

Strong Verbs

You should give careful consideration to verb choice. Using strong verbs within your paper will make your viewpoint much more convincing and interesting. This is especially true as you use verbs with signal phrases to introduce a quotation. The list of verbs which follow is useful in making your paper say exactly what you want it to say. These verbs will enhance your writing and make the meaning of your sentences clearer. Be sure you know what the verb means before you use it because some of the verbs promote either a negative or a positive image.

Advance	Advocate	Argue	Arise
Accentuate	Acknowledge	Admits	Alleges
Alludes to	Attests	Authenticates	Concedes
Assert	Challenge	Change	Characterize
Claim	Clash	Confirm	Confront
Contend	Contest	Convince	Corroborate
Contrasts	Contradicts	Concedes	Declares
Defend	Defy	Demonstrate	Denote
Determines	Differs	Disproves	Disputes
Develop	Dispute	Encourage	Endorse
Emphasizes	Endorses	Equates	Examines
Expresses	Gives credence	Holds	Indicates
Form	Indicate	Induce	Infer
Infers	Makes clear	Marks	Perceives
Influence	Insist	Involve	Maintain
Make a case	Manipulate	Materialize	Oppose
Produce	Promote	Prove	Question
Quotes	Relates	Reviews	Speculates
Rationalize	Reason	Reinforce	Result
Shape	Show	Signify	Substantiate
States	Stresses	Suggests	Supports
Suggest	Support	Sustain	Sway
Underscores	Validates	Verifies	Voices
Uphold	Use	Validate	Verify

Plagiarism Policy

Wilson Central High School will use the following as a means for detecting and correcting plagiarism. Students caught plagiarizing material by any means will receive a zero for the assignment and possibly face disciplinary measures.

The following are clues that a paper contains plagiarized material:

- **Mixed citation styles**—for example, a student switches between MLA and APA citation styles. Teachers need to make sure they explain in the assignment which style is to be used.
- **Lack of references or quotations**—this usually is an indication that sections of the paper have been taken from general knowledge sources such as encyclopedias or websites.
- **Unusual formatting**—this may indicate a cut and paste job
- **Off topic**—this is usually an indication the paper has been downloaded or bought since it is either not on the assigned topic or it only minimally addresses the assigned topic
- **Signs of datedness**—either the student is using out-dated data or the paper itself is old. Teachers should require that most or all of the sources cited within the paper be dated within the last 10 years.
- **Anachronisms**—If the paper refers to long-past events as current, you can be certain the paper has been recycled.
- **Anomalies of diction**—indicates a cut and paste job from several sources. (The word choice/vocabulary throughout the paper will change)
- **Anomalies of style**—indicates a cut and paste job from several sources. (The writing style throughout the paper will change)
- **Smoking guns**—Obvious signs of plagiarism (bottom of the paper says “Thank you for using TermPaperMania”)

The following constitutes plagiarism:

1. Downloading, buying, or copying another person’s paper. This includes those written by siblings and friends—this also includes homework!!!!
2. Copying an article from a website or electronic database either in full or part and turning it in as your paper.
3. Cutting and pasting to create a paper from several sources.
4. Faking a citation.
5. Failing to provide a citation.
6. Failing to match citations to entries on the works cited page.
7. Rearranging the author’s original words (this is **NOT** paraphrasing!!!)
8. Using the author’s original words but using a thesaurus to change words (again, this is **NOT** paraphrasing!!!)
9. Failing to put quotation marks around directly quoted material.
10. Placing quotation marks around directly quoted material prematurely (continuing to copy verbatim from the source after inserting quotation marks or a citation.)

Any student(s) caught plagiarizing will receive a zero for the assignment and can face disciplinary action. Please indicate below by signature that you have read and understand the plagiarism policy.

Student’s Name (please print) _____

Students Signature _____ Date _____

Parent’s Signature: _____ Date _____