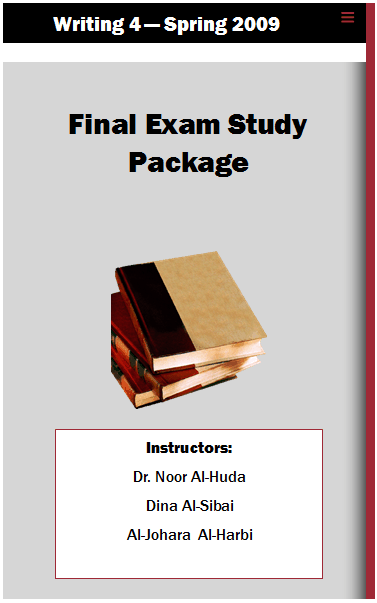
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**Writing 4**

**Supplementary Booklet**

**Spring 2012**

**Instructor:**

**Mrs. Bedoor Al-Abdul Mohsen**

**Punctuating Titles**

It's the big and little trick... **Big** things and things that can stand on their own, like books, are underlined. **Little** things that are dependent or that come as part of a group, like chapters, are put into quotation marks.

**For example:** *The Sweet Escape*, by Gwen Stefani, includes the song "Wind It Up."

**Punctuating Titles of Works of Art**

**Creating a work of art is an enormous task, isn't it? For that reason, you can think of art as a *big* accomplishment. Okay, that might sound corny, but it will help you remember! Individual works of art like paintings and sculptures are underlined or italicized:**

Michelangelo's *David* *Mona Lisa*  *The Last Supper*  *The Pieta*

Note: A photograph, which is much *smaller* than a work of art, is placed in quotation marks!

**Titles to Underline**

A novel A Play A Film A painting A sculpture or statue

A CD A TV Series An encyclopedia A drawing

A magazine A newspaper A Pamphlet

**Titles to Put Into Quotation Marks**

Poem Short story A skit A commercial

An individual show in a TV series (like "The Soup Nazi" on *Seinfeld)*

A commercial A chapter An article A newspaper story A ship

**More Tips on Punctuating Titles**

**Some titles are merely capitalized and not given additional punctuation. These include:**

Religious works, like The Bible or The Quran Buildings Monuments

**Thesis Statements & Parallelism**

**◆ The thesis statement is the most important sentence in the introduction. It states the specific topic of the essay. Examples:**

☞ Native Americans have made many valuable contributions to modern U.S. culture.

**◆ Sometimes a thesis statement lists the subtopics that will be discussed in the body. Examples:**

☞ Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

**◆ A colon (:) is often useful before lists of two, three, or more subtopics in a thesis statement. Examples:**

☞ Young people in my culture have less freedom than young people in the United States in three areas: where they live, whom they marry, and what their job is.

**◆Sometimes a thesis statement also indicates the pattern of organization that the essay will follow. Which of the following thesis statements indicates chronological order? Comparison/Contrast?**

☞ There are several differences between a nurse practitioner and a physician's assistant.

☞ My best friend and I spent an entire summer constructing a tree house in my grandmother's old apple tree.

**Parallelism**

Parallelism is an important element in English writing, especially when you are list­ing and comparing and contrasting items or ideas. Parallelism means that each item in a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a **noun**, write all the following items as nouns also. If the first item is an **-ing** word, make all the others -ing words; if it is an **adverb clause**, make all the others adverb clauses.

**☹ *Not Parallel:*** My English conversation class is made up of Chinese, Spaniards, and some are from Bosnia. **☺ *Parallel:*** My English conversation class is made up of Chinese, Spaniards, and Bosnians. *(all nouns.)*

**☹ *Not Parallel:*** The students who do well attend class, they do their homework, and practice speaking in English.**☺ *Parallel:*** The students who do well attend class, do their homework, and practice speaking in English. *(all verbs* + *complements.)*

**☹ *Not Parallel:*** The teacher wanted to know which country we came from and our future goals.**☺ *Parallel:*** The teacher wanted to know which country we came from and what our future goals were. *(both noun clauses.)*

**☹ *Not Parallel:*** The language skills of the students in the evening classes are the same as the day classes.**☺ *Parallel:*** The language skills of the students in the evening classes are the same as the language skills of the students in the day classes.

Exercise (Thesis Statement)

***Write a well developed thesis statement for the following topics:***

❶ Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer?

❷ Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor?

Exercise (Parallelism)

***Rewrite the following sentences in parallel form. Underline the part of the sentence that is not parallel and correct it.***

1. The disadvantages of using a credit card are overspending and you pay high interest rates.
2. Credit cards are accepted by department stores, airlines, and they can be used in some gas stations.

***Complete the following thesis statements by adding subtopics to them. Be sure to check your sentences for parallel form.***

☞ A computer is necessary for college students for three reasons: .....................

☞ To survive a major disaster such as an earthquake requires.....................

**Introductions & Conclusions**

**🙟 Types of Introductory Paragraphs 🙝**

**1.** **Background Information Introduction** ***Presents background on the topic that slowly leads up to the thesis. For example:***

Over the past fifty years, the concept of success for many Chinese women has changed dramatically. Earlier in this century, a woman was successful if she was a respectful daughter-in-law, a dutiful wife, and a responsible mother. That is, a successful woman was one who did what her mother-in-law wished, kept a clean house, and took very good care of her children. However, success today for a Chinese woman has a different meaning. Now success means working outside the home and achieving a status in society equal to that of men.

**2.** **Quotation Introduction** ***Must be directly related to the main idea of the essay; it can be from reading that you have done to prepare for your essay or it can be from a well-known saying, an appropriate remark from a famous person, or a line from a song or a poem.***

In an effort to create the right environment for students, educators constantly propose new ways to educate students. Some people, such as William O’connor, insist: “we have no inferior education in our schools; what we have been getting is an inferior type of student.” However, it is wrong to say that it is only the student who is inferior, not the school. One system is not appropriate for all students. Problems arise when students’ individual needs are not met. Therefore, the needs of the students must be considered when deciding which system is best. Basically, there are three types of systems that are right for different students; an authoritarian system, a free system, and a combination of the two.

**3.** **Definition Introduction** ***Prepares the reader for applications and examples of the concept or term being defined.***

Success is a term that has many meanings. For students, success can mean getting good grades or getting a good job after graduation. To a businessperson, success is making a lot of money and gaining a position of power. To an artist, however, success is having the stability to express inner feelings and having people recognize the artist’s intentions.

**4**. **Summary Introduction** ***Summarizes a reading selection (or a lecture, speech, or movie) and prepares the reader for an analysis or discussion of what has been summarized.***

In her article “African Art as Nonverbal Communication,” Thelma Newman discusses African art and the inadequacy of European attempts to categorize it. Newman describes several characteristics common to most examples of African art and shows how these characteristics reveal a great deal about African culture. It is clear, therefore, that one can learn about the customs and values of a country by studying its art.

**5. The Funnel Introduction**

***The funnel introduction begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about. Writing a funnel introduction is like focusing a camera. You start with a wide picture and gradually narrow the focus so that just one object appears in the camera’s viewfinder: your thesis statement.***

***Just how general should the introductory paragraph be? One way to avoid beginning too generally or too far back is to have one key word in the first sentence reappear in the thesis statement, or if not the word itself, a synonym of the word or an idea. In the first introduction below, “visit” echoes “traveling” and the word “country” appears in the first and last sentences.***

**Examples:** Traveling to a foreign country is always interesting, especially if it is a country that is completely different from your own. You can delight in tasting new foods, seeing new sights, and learning about different customs, some of which may seem very curious. If you were to visit my country, for instance, you would probably think that my people have some very strange customs, as these three examples will illustrate.

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive. Seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture – tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans’ ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

**6. Dramatic, Interesting, or Funny Story Introduction *A dramatic, humorous, or otherwise interesting opening will generate interest in the reader. It is important, after all, to capture the reader’s attention. For process paper’s it is often useful to begin with a description of a scene that establishes the need for a process explanation. Observe here how one student uses a description to set up a process essay.***

The rain pours down as if running from a faucet, lightning streaks across the dark restless sky, and thunder pounds the roof and walls of the house. All of a sudden the wind kicks up. Trees sway madly back and forth; loose objects are picked up and thrown all around. The house creaks and moans with every gust of wind. Windows are broken by pieces of shingle from a neighbor’s roof or by loose objects picked up by the wind. Power lines snap like thread. The unprepared house and its occupants are in grave danger as the awesome hurricane approaches. Had they prepared for the hurricane, they might not be in such danger. Indeed, careful preparation before a hurricane is essential to life and property.

**7. Surprising Statistics or Facts Introduction**

Got high blood pressure? Try a truffle. Worried about heart disease? Buy a bon-bon. It’s the best news in years! Studies in two prestigious scientific journals say dark chocolate is good for you. It seems that eating a small piece of dark chocolate regularly can reduce the risk of heart disease because dark chocolate – but not milk chocolate or white chocolate – contains high amounts of flavenoids, powerful cholesterol-fighting compounds. What is the next health food going to be? Ice cream? Sugar cookies? There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket.

**8. Historical Background Introduction**

The Pilgrims who arrived in Massachusetts in 1620 came to find religious freedom. In the seventeenth and eighteenth centuries, large numbers of African men and women were brought as slaves to work on large plantations in the South. Immigrants from northern and southern Europe came in the early nineteenth century to escape poor economic conditions at home. Later in the nineteenth century, the first immigrants from China came as contract laborers to build the railroads connecting East and West. In the twentieth century, political and economic refugees arrived from Asia, Eastern Europe, and Latin America. Indeed, the United States has seen immigrants come from many different parts of the world, and they have come for many different reasons. Their ability to adjust to life in their adopted land has depended on several factors.

**9. The Turnabout Introduction**

***This type of introduction opens with a few sentences summarizing a point of view that is actually the opposite of the writer’s own thesis. By the end of the introduction, the writer makes a complete turnabout and presents his or her thesis – the opposite of what he or she started out with. This technique is useful when the writer’s purpose in the essay is to argue a point or to clear up a commonly held misconception.***

**Examples:**

We live in an era where television is the national pastime. Since the invention of the television set, people have been spending more of their free time watching television than doing anything else. Many of the television addicts feel that this particular pastime is not a bad one; indeed, they argue that people can learn a great deal watching television. I am sure that if you look long and hard enough, you can probably find some programs that are educationally motivating. But, for the most part, I say that watching television is a waste of time.

“We are moving to the city!” These are the words of many villagers today. When they are asked to give reasons for their movement, they simply reply that life in the city is more developed than that in the village. In the city, there are communication, transportation, education, and medical services. Also there are more chances for jobs. I positively agree with these people, but have these people thought about their lives and health? Have they thought about the danger that might happen to their children? It might not be during the first six months of living, but in the future when the city becomes more inhabited by different people of different nationalities and when the streets get crowded with cars. Although the village is lacking some of the services mentioned above, it is still the best type of environment for me to live in.

**🙟 Techniques Used to Write Memorable Conclusions 🙝**

Restate the main points of the essay (i.e. paraphrasing your thesis statement) to reassert the importance and validity of your thesis. This is your opportunity to convey a strong, effective message that your reader will remember. In addition, a conclusion should not bring up a new topic.

**Examples:** There are, of course, many more things to visit while you are in Mexico, but the beach at Progreso, the Aztec ruin, and the famous monument represent some of the more significant and beautiful sights to see. When you go to Mexico, visit these sights and you will be guaranteed a fond memory after you go home.

Providing jobs for students, jobs that would help cut the cost of managing the bookstore and providing on-the-job experience – which can only enhance the university’s reputation for graduating knowledgeable students – are excellent reasons for allowing students to manage the bookstore. In fact, it is amazing that such a system is not in practice now.

1. **Make a prediction.** **Examples:**

We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

To sum up, culture shock is a very real phenomenon that has been studied for more than 30 years by psychologists and anthropologists. Its five phases are (1) positive feelings toward the new culture, (2) awareness of small differences, (3) growing discomfort and need for contact with home culture, (4) negative feelings, and (5) acceptance and adjustment. Symptoms may vary, and not all people experience all five phases. In the end, however, people who suffer culture shock are stronger from having overcome the difficulties and frustrations of adapting to life in a new land.

1. **Suggest results or consequences.** **Example:**

To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

1. **Suggest a solution, make a recommendation, or call for action.** **Example:**

It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

In conclusion, nearly everyone moving a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

1. **Quote an authority on the topic.** **Example:**

In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann argued in his *Fifth Annual Report*, a nation’s economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

1. **Ending with a question(s).** **Example:**

The fast demanding life has worked an unpleasant alchemy on our health. As changes in our diets and lifestyles became a must, people were launched into a new reality where fast -and to some degree- harmful solutions rule. Fast food and lack of exercise have made their way into our lives, weaving a sinister web of maladies, and worse, threatening of an epidemic deterioration in public health. And so it goes on; an endless cycle of turmoil. The real question is: When will it stop?

**Process Essays**

A process can be a series of actions, changes, steps, operations, or functions that achieve a particular end or result. A process essay focuses on the “how” rather than the “what.” If the audience is not well informed about the subject, the process will have to be detailed. If the audience is well informed, then the process will have more technical vocabulary and less detail.

Some process essays provide information (=informational), while others provide steps on how to do something (=directional).

Whether the essay provides information or tells someone how to do something, the essay must follow a logical procedure. All items must follow an order, such as what you do first, second, and third.

Since most process essays are generally organized according to time - that is, they begin with the first step in the process and proceed in time until the last step in the process, it's natural, then, that transition words indicate that one step has been completed and a new one will begin. The following signal words can be very useful in chronological descriptions of processes:

|  |  |
| --- | --- |
| ***To list in order, show sequence and time*** | to start with (the)first, second, third (the)next, last, finally after  to start with initially originally now at present currently now that  in the meantime previously at the same time in the meanwhile during  simultaneously at the same time until once as long as as soon as  when(ever) as next when while meanwhile before subsequently  afterwards earlier before formerly in the future next soon after  eventually every time by the time up to the time at last lastly later  last of all in the end last but not least |

**Format of the essay:**

**Introduction**

**(1)** **Lead-in:** Introduce the topic in an interesting way **(2)** **Transition:** Make a transition to the thesis statement **(3)** **Thesis Statement:** Present thesis statement (your view of the process)

**Body Paragraph 1**

**(1)** **Topic Sentence:** Present the first step **(2) Supporting Details:** Present the details of this step, following the sequence of action **(3)** **Closing Remarks:** Explain the function of this step

**Body Paragraph 2**

**(1)** **Topic Sentence:** Present the first step **(2) Supporting Details:** Present the details of this step, following the sequence of action **(3)** **Closing Remarks:** Explain the function of this step

**Body Paragraph 3**

**(1)** **Topic Sentence:** Present the first step **(2) Supporting Details:** Present the details of this step, following the sequence of action **(3)** **Closing Remarks:** Explain the function of this step

**Conclusion**

**(1)** Show the result of the process **(2)** Restate the thesis statement **(3)** Include interesting, humorous or inspiring closing remarks.

Describe a process that you are familiar with. You might consider some of the following:

Preparing a special meal Writing an essay Cleaning your room

Preparing yourself in the morning before coming to the university

Studying for an exam

**A Process Paragraph**

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**Process Analysis Essay Checklist:**

🗹 A process analysis essay either **describes how to do something** (*Directional Process Essay*), or **explains how something happened** (*Informational Process Essay*).

🗹 When you write your essay, you need to be **aware** of your audience, to order the steps of the process **chronologically**, to make sure your explanation of the process is **complete**, and to **define** new or unfamiliar terms. Have you done all these things?

🗹 In your introduction you should **introduce** the topic of your essay. You should also **explain the purpose** of writing the essay. Try to use one of the types of introductions that we have taken.

🗹 In the body paragraphs, you should start describing the steps of the process. You should **include each group of related steps in one paragraph**. However, if you are writing a directional process analysis essay, and the reader must use certain **tools or ingredients**, you must mention these things in a paragraph before starting the steps of your process.

🗹 You should warn your readers of any **difficulties** that may face them, explain the **purpose of a step** where necessary, and make a **persuasive thesis statement**. Did you accomplish these things?

🗹 The conclusion depends on the type of process analysis essay. But it often mentions the **results** of the process.

🗹 Be especially careful of the connections between your sentences in a process essay. There is a temptation to connect each sentence with "And then," "then," "and then." Try for **a variety of transitional tags**. Don't number the steps of your essay, and avoid using words like "secondly," "thirdly," etc. You might want to say "first" and "second," but then let the numbering go. Also, **avoid using abbreviations** — tsp., oz., etc. — in formal academic writing.

SAMPLE THESIS STATEMENTS

...Once those decisions have been made, the difficulty of learning all the steps involved in diaper changing comes: **preparation, procedure, and clean-up**.

...There are many delicious shrimp recipes. However, I enjoy **preparing** a French appetizer called "Shrimp Bordelaise."

...to maintain a healthy, attractive, and happy Shih-Tzu, a **regimen** of weekly grooming is required.

...To make this popular "Y" shaped necklace, **several easy steps** must be followed.

EXAMPLES OF GOOD PROCESS INTRODUCTIONS

The Shih Tzu is an ancient breed of dog dating back to 624 AD, of the Tang Dynasty in China. One of the largest of the toy breeds, the Shih Tzu can weigh anywhere from nine to twenty pounds. They are a friendly and affectionate breed although they are not known for being very bright. In appearance, they have a flat face. Large round eyes, are long bodied, and have short legs. The Shih Tzu is probably best known for its long flowing hair, which drags the ground, and the ponytail on top of its head, to keep the hair out of its eyes. **To maintain a healthy, attractive, and happy Shih Tzu, weekly grooming is required.**

Recently, we accomplished the American dream of owning our own home. Walking through the house for the first time, we knew that there was going to be quite a bit of work involved. Our goal was to own a place where we could put our personality into each room. The room that we picked for our son had faded yellow paint with a baby duck border along the top of the walls, forty year old sash windows that refused to open without a fight, and carpet that smelled like a wet dog had rolled around on it for about three years. For my son's third birthday, his grandparents purchased several matching primary colored bedroom pieces that have a transportation theme. **We converted his dismal bedroom into a delightful and wildly imaginative little boy's room.**

## EXAMPLES OF GOOD PROCESS CONCLUSIONS

**The bathroom story...**

Rebuilding my bathroom is not something I have looked forward to doing. The only reason I chose to do it was because my number one bathroom is feeling its age and needs to be gutted and rebuilt as well. The convenience of having a good bathroom to use while rebuilding another can only be topped by having two fully operational bathrooms. This, and the fill use of my nook, will give my guests and me many years of enjoyment. Refurbishing a bathroom is a big and time consuming job, but with the help of skilled friends and the exchange of knowhow, the cost and time can be kept to a minimum.

**The boy's room...**

Knowing our son is a train fanatic, we gleefully led him into the completed room so that we could see his reaction. His eyes opened wide, and he immediately cried out, "Daddy, it's pretty!" He started to name all the colors, and excitedly pointed out every single train as if we did not realize that they were there. It was definitely worth any sore muscles to see how much he embraced the welcome change. Although it has been several months, he will still drag any visitor by the arm to see his new room, and to the surprise of the individual, he still points out every single train.

**Winning Your A+ Back**

Do you think you are a bad student? Do you think you've been taking a lot of D's lately? Do you believe that your bad marks control your life? Have you ever thought about changing? Well, you are in big trouble and certainly need to change your studying strategies. Luckily, change it's not a hard task anymore. By following some easy magical steps, you will make it to a proud A+!

The first thing you need to do is attend your classes because then you'll have the chance to catch some important clues your professor may mention about the next exam. Take notes; good ones. Try to concentrate on the most important details that are not mentioned in your text book or handout. Also, try to sit in the front row - yes, eating at the back of the class is not helping you! Get into discussions with your professors. Ask them questions - not too challenging- so they get to know you in person; however, never play too smart. Your professor must always be right!

Once you've established regular attendance and participation, attending your classes, doing the extra assignment that professors always mention - but we don't even bother to think about - is the next crucial step. This way you will show them your good will toward the course and they will take your efforts into consideration when they view your final exam paper. Moreover, extra assignments are perfect practice for you. Studying for a final mid-term won't take that much time because you'll be familiar with the information or the procedure in case its a hands-on one. Extra assignments, thus, are not only for weak students; they're for those whom plan to get an A+!

If all else seems not to be working, one step you can do is to meet your professor the day before taking an exam. Talk to them about the subject. Ask them about whatever you couldn't understand. S them how hard you work and how strongly you tend to pass the course. Professors love such students. They will give you some hints about the exam and may tell you which chapters to take a harder look at. Keep in mind they won't say anything directly. So be smart and try to understand the hidden messages behind their words. That's one easy move and your A+ is granted!

Always remember, you can be cool and straight A+'s student at the same time. It's all about acting like a smart. Follow these magical easy steps and you will find your long lost A+ that you always dreamt about winning back!

**Thahab M. Alotaibi - Fall 2009** (420 Words)

**Laundry: A Fruit of a Mother's Wisdom**

Living in luxury is our great desire and having others do our tasks makes it convenient. However, life is very deceiving, for it puts you in a situation where you need all the independence you can get. House chores set the perfect way to acquire independence. In my case, cooking and cleaning were a child's play to me, however, doing the laundry was the last thing I wanted to learn. Being as strict as ever, my mother did not approve this spoiled behavior, thus, I ended up snapping from my slumber and learning this delicate process at my mother's hands. Generally, laundry is a very important task, and it is my duty to pass on this secret legacy to you.

The first step you have to do is gathering your ingredients and categorizing your clothes. Initially, bring the items you need to wash your clothes with such as liquid bleach, laundry detergent, and a stain remover. Next, bring your laundry basket and make sure that you close their zippers to prevent snagging and empty their pockets. After that, start sorting your clothes. In order to keep the original colors of your clothes and prevent them from mixing together, you must group them into four groups: whites, lights, darks and delicates. The labels on your clothes will also help you in determining the method and ingredients you should use while washing.

The next step is washing. Here you are practically in the main point of the entire process, and where you should be very careful. Before you actually start washing, you ought to use the stain remover on heavy stains to ensure an easy wash later. Later on, when filling the washer with water, you should pay attention to its warmth level. Beware; hot temperature shrinks your clothes and fades its color. Therefore, use warm water for lights and darks, and cold for delicates. Next, pour the detergent and let it dissolve in the water by starting the machine-use bleach with whites. Then, put your clothes gently making sure that you don’t overload the washer.

The final step is drying. After finishing the washing part, you must clear your clothes completely from soap. After that, put them gently in the dryer and leave them there for 3o minutes. Take them out as soon as the dryer finishes its cycle, otherwise, they will shrink. Additionally, always remember not to overload the dryer with a huge ball of clothes. As for delicate clothes, they should be treated differently and kept away from the harsh-drying heat by hanging them out in the open air and warm temperature. This way the garments will not be ruined. For detailed instructions, look at your clothes labels.

By following these steps, doing your laundry will be a very simple task, and you will not be annoyed with it anymore. In fact, these steps that my mother taught me kept my precious clothes as splendid as ever. If you care to do so, snap out from your own slumber and learn a little bit of independence. Trust me; your maids will not be as careful with your things as you are.

**Bodoor Al-Zeer - Spring 2008** (Directional Process Essay – 529 Words)

**How to Kick a Bad Habit**

          A bad habit is a practice that is unwanted and often disliked. There are many examples of bad habits : smoking , biting your nails, over-eating , and forgetting things are some of them. Kicking a bad habit will take a little bit of work and patience on your side, but with these tips you will easily get rid of your bad habit.

      It is always better to have a friend with you who wants to get rid of the same bad habit as yours. This way each of you will support each other and it will be easier to face difficulties that you may face. If you don`t find a friend who wants to get rid of the same habit, then join a support group - either in person or online - who could help you achieve your goal. Many people recommend this because it will work better.

Now that you have enough emotional support, kicking a bad habit means that you have to make a few sacrifices. One way to motivate your self is through reward. For example, if you don’t bite your nails for one day, you can have your favorite dessert or if you don`t smoke for three days you can buy your favorite perfume. Additionally, if you don`t chew your food with your mouth open, then you can watch your favorite movie. Also children if they don`t pick their nose for one day, they can have a chocolate.

The last phase that will help you kick your bad habit is to prevent the habit from coming back by first keeping yourself determined. Then, keep in touch with a friend with the same problem. After that comes never letting your guard down. Finally, give yourself more rewards with time and establish a reward calendar.

        By following these steps you can easily kick a bad habit . So follow these steps carefully and inshallah you will be satisfied with the positive results.  A bad habit often is not easy to kick; but with knowledge, determination, and encouragement you will be on the right track. If you fail, try again and if necessary get professional help.

**Noura Al-Migren – Fall 2009** (360 Words)

**Karl Nessler, I Take My Hat Off to You**

I never had a hero, not a real one that is. I guess by the age of nineteen you start to realize that superman or batmen don't count anymore. Nineteen, ah, that’s the age when questions start lining at your door; not your house but own bedroom. They bang very loudly in request for immediate answer. Fortunately, I didn’t have to go through that. My personality settled a long time ago, yet somehow my hair seems to wonder on its own accord. It is curly at the roots, straightens and then waves- no definite form. Disastrous and chaotic are rather a dramatic way of putting it, but if you were in my shoe, you'd see that it's an understatement. I fear every shower, dreading what shape it'll take this time; a daily struggle I'm willing to give up. It was surely the time to take a firm decision and show my hair who is the boss. That tragic pile mounting my head will turn into lovely curly bangs all by the magical effect of perming.

In 1906, the answer to my prayers was invented by the genius efforts of a German hairdresser named Karl Nessler. A permanent wave system. How easy is that? The whole process starts with you understanding your own hair; is it resistant hair, with good elasticity, or does it prefer the other way around which is straightening. Mine was still a raging teenager so I had the priviledge of taking that decision on its behalf.

The second step is more cautionary. After reading and understanding the directions, comb your hair and get all the knots out. Then shampoo it using a rich protein conditioning treatment. It is recommended not to use a heavy conditioner which may prevent the perm from setting. Avoid wraping your hair in a towel and combing it because at this point your hair is vulnerable. Instead, carefully blot hair dry. Perm chemicals are not designed for use on the skin. Always wear gloves that will resist the chemicals and remember to protect the skin around your neck, face and scalp using a petroleum jelly like Vaseline. Then the magic begins.

Split your hair into four equal sections and place the rods which determines the tightness of the curls. Apply the perm solution beginning at the scalp. Carefully massage it into all your hair. Keep the solution at the correct temperature and leave it in for the amount of time needed for your desired effect. After rinsing the perm solution out of your hair completely, apply a professional neutralizer which will re-form the broken proteins in your hair.

Finally, towel dry or blot your hair with extreme care. Hold your head upside down and shake it gently. Be sure not to let the towel damage your new born curls as it will take up to 24 hours for your perm to set. And now, flood your hair with loads of TLC.

To some people, this process may seem too harsh on the hair, but to me it was the perfect solution. That unnatural thing that used to crown my head belonged to the world of nightmares, not the waking world of senses. But not not to worry, it's all water under the bridge now. To every girl out there who is struggling to mannage her hair, I have four words: put your foot down. And to you Karl Nessler, I take my hat off.

**Nourah Al- Eyadhi - Spring 2008** (Directional Process Essay – 580 Words)

**Food In, Then What?**

Believe it or not, the digestive process starts even before you put food in your mouth. It begins when you smell something irresistible or when you see a favorite food you know will taste good. Just by smelling that homemade apple pie or thinking about how delicious that ice cream sundae is going to taste, you begin to salivate — and the digestive process kicks in, preparing for that first scrumptious bite. Groups of organs, such as the mouth, esophagus, stomach, and intestines, work together to perform this complex task. Digestion is the process of breaking down food from large molecules into small ones to make it easier for absorption. The three major steps involved in the digestive process are ingestion, digestion, and absorption.

Ingestion, which occurs in the mouth, is the first step of the digestive process. After food enters the mouth, the teeth chew it. Saliva, which is produced by the salivary glands, plays a major role in breaking down the food into smaller pieces. These small pieces travel to the stomach through the esophagus.

In the stomach, the second step of the digestive process begins. When the chewed food reaches the bottom of the esophagus, a valve lets the food enter the stomach. Contraction of the stomach wall mixes the food. Acidic gastric juices, which are secreted by the gastric glands in the stomach, help in mixing the food and in turning it intoa partial liquid so it will have the ability to move into the small intestine. In the small intestine, enzymes are secreted, and digestion is completed.

The last step in the digestive process is absorption. By the time food is ready to leave the stomach, it has been processed into a thick liquid called **chyme** (pronounced: **kime**), and this is when absorption takes place in the small intestine. The wall of the small intestine is lined with small, finger like projections called villi. Small molecules of food are absorbed by the huge number of villi. Some of these absorbed molecules enter the bloodstream to be distributed throughout the whole body.

If it's been a while since your last meal or if you even think about something tasty, you feel hungry. You eat until you're satisfied and then go about your business. But for the next 20 hours or so, your digestive system is doing its job as the food you ate travels through your body. The kinds and amounts of food a person eats and how the digestive system processes that food play key roles in maintaining good health.

**Anonymous - Internet** (Informational Process Essay - 428 Words)

**🗹 1st Assignment (1 pt.)**

Write a process essay (No less than 400 words). Possible topics:

1. How to lose weight without losing your mind
2. How a particular accident occurred
3. How to end a relationship
4. How to avoid a nervous breakdown during exams
5. How to kick a bad habit

**The Problem- Solution Essay**

**Introductory Paragraph:**

* Choose any type of introduction
* Your thesis statement, by the way, should identify both problem and the solution. For example, “Schools should require uniforms in order to minimize gang violence.”

🗹 **Your thesis could argue for one main solution**

“*Although many disagree, spanking is still a useful tool to use for discipline problems as long as it’s used constructively.”*

🗹 **Your thesis could argue for the urgent need to solve the problem**

“*Even though several attempts have been made to eradicate drunk driving, people still ignore or deny the reality of drunk driving consequences.”*

**Problem Paragraph:**

* Define the nature of the problem.
* Establish its existence by explaining what has caused or led to the problem
* Explain the extent of the problem.
* Explain its effects and why it is an issue that needs to be solved.
* Finally, warn readers about future effects if no solution is offered. Apply prior experiences from other communities to this section.
* explain how others view the topic and the concerns of those people when it comes to trying to solve it. Address opposing arguments, and anticipate your audience’s questions and concerns.
* Before you propose your solution, address other alternatives first. Show you’ve put some thought into your solution by acknowledging and critiquing other possible solutions to your topic. Explain your reasons for rejecting them. Your goal: make your solution appear to be the *best solution*.

**Solution Paragraph:**

* You’ve addressed the problem, sure, but before anyone will accept your solution, you need to show you've taken the concerns of others to heart. To do so, you’ll need to Establish criteria for a good solution that will appease everyone involved.
* **Propose a plan of action.** Make sure it’s clear to your readers not only what you’d do but *how* you would do it. Clearly describe your solution so that your audience can imagine what it will be like. Address the potential arguments your opposition might have to your solution. Let your audience know why they would be satisfied with your approach.

**Conclusion:**

**Conclude with a call to action.** Encourage your audience to accept your views and join the cause. Use projection: show your audience what your community will be like if they do or do not adopt your solution. Or ask them to take simple steps to bring about the change you desire. Help them continue the fight.

**\*\* Revision advice #1: Use visualization whenever possible.** Detailed descriptions evoke strong emotions and help your audience “see” the problem. You can do so with examples from your area or another area with the same problem, or you can create hypothetical scenarios that scare or encourage your audience. Make the problem and solution comes alive.   
  
**\*\* Revision advice #2:** **Make your audience care about your ideas.** As you read over your paper, ask yourself, “Am I connecting with those people affected by the problem?” Address their needs and concerns. Show them why your ideas matter.

**Drug Abuse**

Drug abuse is rife in many countries. Every society, every age and ethnic group, every social class, and every family has been touched by the devastating effects of drug addiction. Billions of dollars are spent regulating drug use, treating addicts and their families, and fighting drug-related crime. Although drugs threaten many homes and societies, their effects can be combated more effectively.

Drug abuse causes multiple problems for families and communities. Addicts are often too sick, physically and mentally, to function as normal, responsible members of a family or of society. For example, they often neglect or abuse their families and strain these relationships and resources, especially if they eventually require expensive treatment or hospitalization. Adult addicts may lose their jobs and, therefore, their means of supporting themselves and any dependents. Children and teens who abuse drugs become more rebellious and distant from their families, who despair over coping with their loved ones’ drug problems. A second problematic effect of drug abuse is the crimes committed by those profiting from selling illegal drugs and by the addicts who look for more and more desperate ways to support their habits. Increased police resources are needed to fight smuggling and dealing illicit drugs and the criminals who profit from them. Communities continue to struggle to find ways to deter drug abuse and to rehabilitate addicts. Combating drug problems strains the police departments as well as the communties’ resources. Since many cities and communities are financially strapped, adding more police protection, mainly through taxes, puts a strain on the citizens.

Despite these problems, the menace of drugs can be fought. Education is the first line of attack. Children need to be taught at home and in school about the dangers of drug abuse. For example, discussions around the dinner table and during family outings and school programs and activities in health classes can give children information to help them deal with temptations and questions about drug use. Families and counselors need to talk to those at risk and help them resist experimenting with illicit drugs. Another approach to the problem of drug abuse is to increase police manpower and resources to stop dealers and to enforce the law. Statistics show the bigger the drug problem in a community, the bigger its crime rate and the bigger its need for police protection. Even though the cost of adding more police may strain a community and its citizens financially, protecting its children from the dangers of drug abuse and cutting down on drug-related crimes are worth the price.

In conclusion, although the problems of drug abuse may seem impossible to eliminate or to even control, there are concrete steps that can be taken to weaken the hold of drugs on families and on society. Parents, teachers, and communities must take steps to educate children about the dangers of drug abuse and must offer safe, appealing alternative for restless, inquisitive young people and programs and for those who are at-risk. In addition, police departments must be provided with more manpower, resources, and community support to combat drug-related crimes. If the war on drugs is to be won, everyone must realize that he or she has a stake in the battle and in its outcome.

**Internet** (537 Words)

**Passion for Fashion**

All of us tend to choose a way to express how we feel inside. Some people choose fashion to be their way to demonstrate their insights. However, most youngsters aren’t aware of the fact that people have observant eyes; thus, they tend to judge everyone and everything. It's what human beings were born to do. Yes, it's bad; however, it's true. Elder folks are eliminated for they tend to be more traditional and they go steady with fashion; in other words, they are stuck in one fashion pattern. Therefore, the spot lights shed on youngsters. Walking down a college hall, a cafeteria, or even a party you get to experience all the fashion appearances you could ever imagine. Punk is back from the 60s! But the question is, "Do they really know what punk is?" Mullet, Mohawk and others are all hair styles and considered fashion trends. But do young people understand what history does it belong to?

Researching, I was trying to find secrets behind fashion fads; however, it wasn't that a pleasant of a job. The unfold stories of fashion give me goose pumps. I wonder about how people elect a look for themselves without knowing what it refers to. Symbols are printed on cloths and worn as necklaces; however, they are logos for atheist groups and their creepy ceremonies. When I first got interested in unfolding the secrets of those trends, I remembered EMOS. It's a group of people whom were drawn to a special kind of music. Its lyrics and rhythms tended to be dramatically sad. They indulged themselves into that type of music and started wearing black as a sign for their grieving and sorrow. They identified themselves by the way they wore their cloths and styled their hair. However, nowadays, emo people are not as they were, hence they only love the style and the way the real emos looked like. They don't really know the history of it. It makes me sad to know people whom are intelligent and well mannered going for those styles not knowing anything about them. Society should be concerned. It is being invaded by weird and unacceptable beliefs. Moreover, young people with their naive and stupid love of attracting attention are the real victims of fraud images.

Thinking of ways to limit the damage of those fashion beliefs, made me find a way to control the major influence on young people. That must be the media, TV and magazines, in specific. Periodicals, academic magazines in colleges and universities should handle those subjects. From time to time teachers and their students should discuss those kinds of fashion trends and their histories. For instance, in seminars, reading clubs, or classes including all the students and their teachers. Therefore, educating people about crazy fashions is what will help them to decide for themselves whether it is an appropriate thing to follow or to put a limit to it. As for people who already know the irrational stories and the freaky facts of fashion, they should post it somewhere for youngsters to see and notice. Maybe post such information on hip gym walls or at an well-known internet forum. There are so many ways to let people know about what they need to know.

All in all, I feel sorry I seeing my dear society running after fashions full of mysterious stories. Legends are behind every trend we see. Shameless stories hopefully will be discovered. Hateful fashion symbols will be understood. And everything has to be in its right place. The final decision is to be made by our bright and extraordinary youth.

**Najla' Al-Ali - Fall 2009** (604 Words)

**No Way Out Before 12 pm**

"Sorry!" the mean female guard supervisor said, "students are not allowed to leave before 12 am." "My car is out there and I have to go home right now." Sarah argued. With a rude tone the female guard replied, "You have to wait till 12 pm and next time, bring your father with you!" Every Sunday, Sarah, a student at COLT, has to go through this situation. She waits two hours at Gate 4 while her driver is waiting for her right outside. Preventing students from leaving the campus when their actual hours are over is one of many problems that we - KSU students - face on a daily basis.

According to female administration rules, students cannot leave the campus before 12 pm even when they finish their hours early except when a very close relative - not including cousins - shows his ID to the male gate guard, who makes a phone call to the female’s office to match his data with the student's one. Only when they match, the student can leave home safely as if she were a 15 year old confused teenager! Isn't it the most restrictive and complicated rule you have ever heard? You would think there must be a convenient reason for that system to be applied and activated. Ironically, no one knows who came up with it in the first place and what made them make such a decision! However, we all know how this law – and so many other similar ones - complicate our lives and make it even more difficult. Wasting time and traffic jams are the two major consequences of this system. Instead of going back home at 10 am and getting some rest to start working on her assignments and projects, Sarah will be waiting at Gate 4 till 12 pm, only to get stuck in the horrible traffic jam, since many students were also waiting just like her. She'll be very lucky if she makes it home by 2 pm! Furthermore, that situation might force many students to skip their classes and in some extreme cases, they may drop the whole semester!

In fact, this situation and its frustrating consequences can be avoided by canceling the entire system and limiting the obligations of the female guards to keeping in contact with the male guards only as an alternative of keeping an eye on the students! This way, students can make use of the wasted time they used to spend at college. For instance, a group of students have a couple of assignments that require some external sources. They can go easily to big libraries for some books or go to places where the Internet is available, since it's inaccessible in our college. Moreover, the small streets of Olaishah won't be congested with cars anymore so commuting between college and our homes will be easier.

No one can deny that "No way out before 12" procedure doesn't suite a university that was selected among the top 200 universities around the globe. This approach or “solution which our university has adopted towards this issue makes no sense to Sarah and many other students. Hopefully, Sarah would be able to leave the campus whenever she wants and might be treated more like an adult rather than a teenager - who knows! Only time will tell!

**Thahab M. Alotaibi - Fall 2009** (540 words)

**Video Game Madness**

Most young people love to play video games especially children and teenagers. They buy a new game almost every week. They keep playing it day and night, and a huge number of parents do not have a clue about what these video games contain. The difficult truth is that the majority of them are harmful for our loved ones. It has a negative impact on their acts, attitudes, and manner. Even though parents always face difficulties to save their kids from these games, it is now possible to attract them to a better educational alternative.

Many video games include content that destroys teenagers' and children’s thinking. Have you ever seen your brother while he plays war games? During one hour, he shot twenty seven people in the heart, exploded ten heads, and ran over two enemy kids. All these guns and blood must have affected the player in one way or another. It makes him feel that it is normal to kill kids if it is a war, like it is OK to point a gun machine at anything and anyone.  Even though parents refuse these kinds of games, such video games find their way to our homes. The lack of creative non-violent games creates difficulty in getting children involved in more beneficial games. Some parents may prevent video games which contain violence, but this may result in children hiding the video games or playing them at a friend's house.

Solving this issue relies on giving the teenagers and children an alternative game. First, we must create interesting games. These games should present high definition pictures and sounds to make the game feel real.  The adventure of the game has to fit the teenagers' or the children's interests. Nevertheless, these games should contain educational aspects, too. For instance, inserting questions about country capitals, historical events or questions about names of chemicals can be one way to produce more challenging games. We can put these questions at the end of every level of the game. In this way we encourage the player to search for the answer in order to continue to the second level. Another option is to encourage our children to play mental games that require intelligence and critical thinking.  All of these positive techniques can help these alternative games become more attractive for teenagers and children and will eliminate the interest in the bad video games.

In conclusion, violence in video games affects teenagers and children in a negative way. It changes their behavior, attitude and manner. Family and video games makers have to cooperate to remedy this unacceptable change. If no one takes this step, violence will increase in our daily life. It will appear clearly in the near future between family members and in schools – something which none of us hope to see, God willing.

**Habeeba Al-Arifi - Fall 2009** (469 words)

**🗹 2nd Assignment (1 pt.)**

Write a problem-solution essay (No less than 400 words)



Research

Writing







1. What is a Research Paper?

A research paper presents the results of your investigations on a selected topic. Based on your own thoughts and the facts and ideas you have gathered from a variety of sources, a research paper is a creation that is uniquely yours, formatted according to a particular research style (e.g. MLA Style – Modern Language Association). There will come a time in most students' careers when they are assigned a research paper. Such an assignment often creates a great deal of unneeded anxiety in the student, which may result in procrastination and a feeling of confusion and inadequacy. Writing a research paper is an essential aspect of academics, and should not be avoided on account of one's anxiety. In fact, the process of writing a research paper can be one of the more rewarding experiences one may encounter in academics. What is more, many students will continue to do research throughout their careers, which is one of the reasons this topic is so important. With diligence, organization, practice, a willingness to learn (and to make mistakes!), and, perhaps most important of all, patience, a student will find that she can achieve great things through her research and writing.

"Research paper" What image comes into mind as you hear those words: working with stacks of articles and books, hunting the "treasure" of others' thoughts? Whatever image you create, it's a sure bet that you're envisioning sources of information--articles, books, people, etc. Yet a research paper is more than the sum of your sources, more than a collection of different pieces of information about a topic, and more than a [review of the literature in a field](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/ddbc866bc537f67e85256a460066ab2d?OpenDocument#review). A research paper [analyzes a perspective](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/ddbc866bc537f67e85256a460066ab2d?OpenDocument#analysis) or [argues a point](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/ddbc866bc537f67e85256a460066ab2d?OpenDocument#argument). Regardless of the type of research paper you are writing, your finished research paper should present your own thinking backed up by others' ideas and information.   
  
A research paper is an expanded [essay](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/ddbc866bc537f67e85256a460066ab2d?OpenDocument#essay) that presents your own interpretation or evaluation or argument. When you write an essay, you use everything that you personally know and have thought about a subject. When you write a research paper you build upon what you know about the subject and make a deliberate attempt to find out what experts know. A research paper involves surveying a field of knowledge in order to find the best possible information in that field. And that survey can be orderly and focused, if you know how to approach it. Don't worry--you won't get lost in a sea of sources.   
  
**Literature Review:**

A review of the literature in a field requires you to research information and then [summarize and paraphrase](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/454076bc9626ae97852569c300696fd0?OpenDocument#writing). The purpose of a review is to show that you can find and understand the important professional literature in a particular field of study. A literature review differs from a research paper. A research paper adds another step to the finding, understanding, and rewording of the information that you do in a literature review. A research paper adds the step of combining the information and developing your own insight or [analysis](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/ddbc866bc537f67e85256a460066ab2d?OpenDocument#analysis) or [argument](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/ddbc866bc537f67e85256a460066ab2d?OpenDocument#argument) on a [topic or issue](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/f87fd7182f0ff21c852569c2005a47b7?OpenDocument#topic) that the information presents.

**Analysis in Research Papers:**  
To analyze means to break a topic or concept down into its parts in order to inspect and understand it, and to restructure those parts in a way that makes sense to you. In an analytical research paper, you do research to become an expert on a topic so that you can restructure and present the parts of the topic from your own perspective. For example, you could analyze the role of the mother in the ancient Egyptian family. You could break down that topic into its parts--the mother's duties in the family, social status, and expected role in the larger society--and research those parts in order to present your general perspective and conclusion about the mother's role.

**Argument in Research Papers:**  
An argumentative research paper needs to support your stand on an [issue](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/f87fd7182f0ff21c852569c2005a47b7?OpenDocument#topic). An argumentative research paper is [analytical](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/ddbc866bc537f67e85256a460066ab2d?OpenDocument#analysis), but it uses information as evidence to support its point, much as a lawyer uses evidence to make his case. For example, you might try to find research to back up the stand that ancient Egyptian women were the first feminists. Notice that this is a very different focus than an analytical focus on the role of the mother in ancient Egyptian society--argument uses evidence to take a stand on an issue whereas analysis uses evidence to support a perspective on a topic.

2. What Does a Research Paper Look Like?

Catlin 1

Beth Catlin

Professor Elaine Bassett

English 106

3 August 2009

Andrew Carnegie: The Father of Middle-Class America

For decades Americans couldn’t help but love the red-headed, fun-loving Little Orphan

Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for

the poor in the 1930s, and her story continues to be a dream of what the future just might hold.

The rags-to-riches phenomenon is the heart of the American Dream. And few other people have

embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s.

His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his

way up to become leader of the capitalist world. Carnegie was born into a poor working-class

family in Scotland. According to the PBS documentary “The Richest Man in the World: Andrew

Carnegie,” the Industrial Revolution was difficult on Carnegie’s father, causing him to lose his

weaving business. The Carnegie family was much opposed to the idea of a privileged class, who

gained their wealth simply by inheritance (“Richest”). This type of upbringing played a large

factor in Andrew Carnegie’s destiny. In order to appease his mother’s desire for material

benefits, and perhaps in an effort to heal his father’s wounds, Carnegie rejected poverty and

cleaved to prosperity.

Carnegie’s character was ideal for gaining wealth. His mother taught him to “look after

the pennies, and the pounds will take care of themselves;” he later turned this proverb into

“watch the costs, and the profits take care of themselves” (“Richest”). Such thrift was integral to

his future success. He also believed that “all is well since all goes better” (“Richest”). His theory

of an “industrial utopia” proves his optimistic outlook of both capitalism and the laboring class.

Catlin 2

Optimism is what pulled him through his difficulties at Homestead and empowered him to

withstand competition.

Carnegie didn’t let the Industrial Revolution, which so damaged his father, destroy him.

As a young boy in Pittsburgh, he began working in a factory. He hated this position, and even

had terrible nightmares, but he still endured. In so doing, he was able to secure a different

position in a telegraph office. From here, he developed a skill that is priceless to capitalist

America—he made connections. Memorizing faces and facts, he was able to win the sympathy

of elite customers. This, in turn, led to his acquaintance with Thomas Scott (“Richest”).

Scott secured Carnegie a job with Pennsylvania Railroad. This position was pivotal in his

career. His ability to take risks enabled him to move ahead in the business. When a Pennsylvania

Railroad train crashed, Carnegie took a risk and boldly ordered the workers to burn the cars.

Such a bold and risky statement later became standard procedure (“Richest”).

Perhaps the most controversial of Andrew Carnegie’s qualities is his belief in Social

Darwinism. The English philosopher Herbert Spencer convinced Carnegie that it wasn’t bad to

be successful. It was “survival of the fittest” in the financial jungle, and Andrew Carnegie need

not feel guilty for obtaining more wealth. Throughout Carnegie’s life, he displayed his firm

belief in the certainty of competition. In fact, he feared competition and did all he could to hinder

it (“Richest”).

Andrew Carnegie’s belief in Social Darwinism also affected his treatment of his laborers.

Perhaps the only negative quality that is placed upon him is that of oppressor of the working

class. Carnegie inspired competition among his workers and fired the managers and work crews

that fell behind. His workers believed that upward mobility wasn’t possible—they were stuck as

laborers and would never rise higher (“Richest”).

Despite his workers’ pessimism, Carnegie still believed in their ability to improve their

situations. Carnegie once said, “To be born to honest poverty and compelled to labor and strive

for a livelihood in youth is the best of all schools for developing latent qualities, strengthening

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character, and making useful men” (McCloskey 233). He firmly believed in the laborers’ right to organize themselves in unions and canonized the commandment “Thou shalt not take thy

neighbor’s job” (“Richest”). Perhaps Carnegie recognized that unions and other societies of

organized laborers develop a cohesiveness that moves them up in society; the emergence of

reform organizations crystallizes middle-class consciousness (Blumin 345).

The idea that former craftsmen, who now were the unskilled laborers in Carnegie’s mills, still demanded codes of conduct, led to their involvement in unions to improve working

conditions in the mills. According to historian Stuart Blumin, “To the extent that they accepted

doctrines of individual upward mobility, . . . many immigrant workers absorbed the acquisitive

and individualistic ethos of the native middle class. Multiple cultural systems offered workers

different strategies for survival and self improvement” (301). Carnegie allowed for this upward

mobility as long as it didn’t impede production.

Carnegie was not a “typical” capitalist of the time. He was more absorbed in the moral

problems of his times than his peers (McCloskey 250). Though Carnegie believed that workers

should be allowed to organize themselves, he feared the threat of violence. This idea was brought

to the forefront with the Homestead crisis in 1892. Carnegie’s associate, Henry Clay Frick,

handled the crisis and was consequently criticized by Carnegie for allowing the violence and the

loss of so many jobs. Carnegie tried to move past this and eventually built a library in Homestead

(“Richest”).

With Carnegie’s quest to develop cheaper and more efficient production, new machinery

replaced many of the jobs that required human labor. In consequence, white-collar workers were

needed for paperwork, and unskilled laborers became a thing of the past. This caused a middle

class to form because of “the emergence of new tasks and the reorganization of old tasks”

(Blumin 316). Carnegie hired clerks, chemists, and others at higher-than-average wages

(“Richest”).

In addition to offering higher wages, Carnegie’s control over the emerging steel market

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also helped form a middle class by providing cheap access to a valuable commodity. Carnegie

predicted the steel revolution and harnessed it from the beginning. His lifelong quest to make

production more efficient and cheaper was perpetuated by his entrance into the steel industry

(“Richest”). The low-cost mass production of steel spurred the growth of the middle class.

Carnegie reduced prices to beat the competition and eventually produced more steel than all of

Great Britain (“Richest”). Carnegie sold steel to manufacturers of buggy springs and railroad-car

axles, farmers’ plows, stovepipe, and roofing gutters (Kent 239). Steel was also used in the mass

production of automobile bodies (Walton 138).

The fact that Carnegie provided low-cost quality steel is perhaps the premiere reason that

he is the father of the middle classes. In providing the means for automobiles among other

durable goods, average citizens, not just the wealthy, had access to luxury items. Credit and the

consumer society of the 1920s can be considered the grandchildren of Andrew Carnegie.

It became clear throughout Andrew Carnegie’s life that capitalism could make an

aristocracy out of the lower classes. Carnegie was truly the richest man in the world, yet he

firmly believed that “the man who dies rich, dies disgraced” (Carnegie). America has often been

ready to blame the men of big business for their more flagrant depredations, yet we must

remember that American has been quick to forgive them as well (McCloskey 267). Through

Carnegie’s philanthropy, he has been forgiven of any wrongdoing in his dealings with the

working class.

Carnegie realized that the difference between a working classman and the white-collar

working is knowledge. He believed that a library “outranks any other one thing that a community

can do to benefit its people” (Kent 378). He built nearly 3,000 libraries throughout the world and

gave millions more dollars to universities and colleges. What better way for a rags-to-riches

success to develop the same success in others?

Carnegie also put aside $4 million to support employees and the families of employees of

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the Carnegie Steel Company who had been injured or killed at work. He did this “as an

acknowledgement of the deep debt I owe to the workmen who have contributed so greatly to my success” (Kent 409). A true man of the people and father to the poor, Carnegie gave away $180 million after which he established the Carnegie Corporation to

promote the advancement . . . of knowledge among the people of the United

States by aiding technical schools, institutions of higher learning, libraries,

scientific research, hero funds, useful publications, and by such other agencies

and means as shall form time to time be found appropriate therefore. (Kent 410)

All in all, Carnegie donated 90 percent of his money—$324,657,399 (411). These gifts to society

are at the heart of the hard-working middle-class American.

Andrew Carnegie’s example of thrift and industry, optimism, realistic Social Darwinism,

and risk taking, are the ingredients needed to be a successful capitalist. His example and life

pursuits have been, and continue to be, an ideal for the poor American and the immigrant trying

to make the American Dream a reality. Andrew Carnegie ordained the happy marriage between

capitalism and humanitarianism. In so doing, he made himself the father of the American middle

class.

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## 3. Choosing a Strong Research Topic: Preliminary Research

**What is a Strong Topic?**

You’ll be spending a lot of time on a research paper, so it is particularly important to select a topic that you really enjoy working with. But alas, it’s not that simple! To make your project a success, you’ll have to ensure that the topic is strong, as well as enjoyable. What does this mean? Unfortunately, you might find a topic that you like a lot, and go on to develop a strong thesis with no trouble at all. Then, you find yourself spending an afternoon at the library and discovering one or two problems.

**What You Can Handle:**

Some topics are hard to handle because they are too large, or *broad.* “The American Revolution” is an example of such a topic. Choosing a topic that is *too* narrow is hard to do. (Most topics—even very narrow ones—seem to get bigger as you start finding outmore about them.) However, some topics can be too limiting. Therefore, you could find that very little research is available on your subject. This is a common hazard that wastes time and disrupts your mental flow and confidence. As much as you may like your topic, you may want to give it up at the start if you know you’re going to run into trouble finding information for your paper.

Another problem that you may face is that you may find that the research doesn’t support your thesis. Oops! This is a common frustration for professors who publish a lot. They often come up with intriguing and exciting new ideas, only to find that all the research points in a different direction. Don’t stick with an idea if you see lots of evidence that refutes it!

To avoid those pitfalls, it is important to select more than one topic from the start. Find three or four topics that interest you, then, go to the library or an Internet-connected computer at home and conduct a preliminary search of each topic.

**Preliminary Research**

Determine which project idea can be supported with plenty of published material. This way, you will be able to select a final topic that is both interesting and feasible. Preliminary searches can be done pretty quickly; there is no need to spend hours in the library.

Choose a topic and do a basic computer search. Take note of the **types** of sources that appear for each topic. For instance, you may come up with fifty web pages that concern your topic, but no books or articles! This is not a good result! Your teacher will be looking for (and perhaps requiring) a variety of sources, to include articles, books, and encyclopedia references. Don’t select a topic that doesn’t appear in books and articles, as well as on web sites.

If you find a topic that’s widely researched and seems to be available in a number of books and journals, make sure those are books and journals that you can use. For instance, you may find several articles—but then you realize later that they're all published in another country or maybe you have to pay for the full text of that article (i.e. the complete article).You could also find books or articles representing your topic, but they’re all published in Spanish! This is absolutely great if you are fluent in Spanish. If you don’t speak Spanish, it’s a big problem!

In short, always, take a few steps in the beginning to make sure that your topic will be relatively easy to research over the days and weeks to come. You don’t want to invest too much time and emotion in a project that will only lead to frustration in the end.

The first step of any research paper is for the student to understand the assignment. If this is not done, the student will often travel down many dead-end roads, wasting a great deal of time along the way. Do not hesitate to approach the instructor with questions if there is any confusion. Choosing the topic that is right for you is crucial. By following these steps for finding a topic, you will be able to find one on which you can gather plenty of information, that you find interesting, and that is neither too broad nor too narrow.

**🗹 3rd Assignment (1 pt.)**

Choose one narrowed-down topic (AFTER MAKING SURE YOU HAVE ENOUGH INFORMATION)

to get your instructor’s approval.

## 4. Sources of Information

**The Library Catalog**:

You could start with a library catalog (found in a library or online) which includes a list of all the books in your library. **You can search the library catalog in three ways:** by subject, title, or author. A subject search shows the titles of books on your topic. To do a subject search, type in your topic. Then click on “subject.” You will get a list of all the books in the library on your topic, including the title, author, and call number for each book. Then the catalog shows the name of the publisher, the place and date the book was published, whether or not the book is available, the call number, and where in the library it is located. KSU Online catalog: <http://catalog.library.ksu.edu.sa/uhtbin/cgisirsi/W4qysEJKRU/CENTRAL/271080041/60/502/X>

**The Periodical Index**:

A periodical is a magazine. It’s called a periodical because it is published *periodically*—every week or every month, for example. You can find a lot of useful information in periodicals. Information in periodicals is often more up-to-date than what you find in many books. To locate articles on your topic, do a subject search in a printed index (in the library) called the *Readers’ Guide to Periodical Literature,* or you can use an online database like EBSCOHost to find full-text articles: <http://search.ebscohost.com/>

**More Sources**:

Other sources can add up-to-the-minute information to your research, including news-paper articles, articles on the Internet, and a variety of non-print sources. You can also use the Internet to find newspaper articles. To get to major newspaper Web sites, type in the name of the newspaper—*The New York Times,* for example—instead of a keyword. Follow the instructions on the site for accessing the newspaper’s **archives**, which are a collection of articles from past issues. For example:

[**MagPortal**](http://magportal.com/) A search engine that will allow you to search for free online magazine articles on a wide range of topics: <http://www.magportal.com/>

**TV and Radio:**

Check television and radio listings for programs about your topic. Educational stations, such as the Public Broadcasting Service (PBS) and National Public Radio (NPR), are your best bet. If you listen to some programs as part of your research, make a note of the name of the program, the station, and the date and time of the broadcast.

**Personal Interviews:**

Perhaps you know someone who is an expert on your topic. Let’s say your topic is “Dog Communication,” your vet or your dog’s obedience-school teacher may very well be an expert. If you plan to do an interview, save it for last. Before you’ve completed your research, you may not know what questions to ask. When you have all the information you can find from print and non-print sources, you can use the interview to answer questions you still have. You also can ask your expert to express an opinion about information you’ve found in other sources.

**Searching with a Search Engine:**

Search engines maintain an incredibly large number of sites in their archives, so you must limit your search terms in order to avoid becoming overwhelmed by an unmanageable number of responses.

Search engines are good for finding sources for well-defined topics. Typing in a general term such as "education" or "Shakespeare" will bring back far too many results, but by narrowing your topic, you can get the kind (and amount) of information that you need. Example:

Go to Google (a search engine) 🡺 Type in a general term ("education") 🡺 Add modifiers to further define and narrow your topic ("rural education Indiana") 🡺 Be as specific as you can ("rural education Indiana elementary school") 🡺 Submit your search.

**Search Engine and Web Directory List (Note: This list is to be read, but not memorized for the exam)**

The following is a list of some of the most powerful search and metasearch engines and most comprehensive web directories.

[**Clusty**](http://websearch.about.com/od/enginesanddirectories/a/clusty.htm): [*Clusty*](http://clusty.com) provides clustered results (hence the name “Clusty”). Clusty is a [metasearch engine](http://websearch.about.com/od/metasearchengines/Meta_Search_EnginesSearch_with_the_Best_Meta_Search_Engines.htm); meaning it grabs results from a variety of different [search engines](http://websearch.about.com/od/enginesanddirectories/a/searchengine.htm) and [search directories](http://websearch.about.com/od/enginesanddirectories/a/subdirectory.htm). Type in any subject into the Clusty search bar and you’ll be returned not only the standard search engine results, but clustered search results as well – these are related “suggestions” that build upon your original query. Clusty is not only a great way to search for general information, but it’s also a superb way to find a topic to research.

[**a9.com**](http://websearch.about.com/od/enginesanddirectories/a/amazona9.htm): [a9.com](http://a9.com) is in part powered by [*Amazon*](http://websearch.about.com/od/dailywebsearchtips/qt/dnt0430.htm) and Microsoft’s [*Windows Live*](http://websearch.about.com/od/bestsitesimagegalleries/ig/Best-Web-Sites-April-2007/Live-Search.htm), and has a lot of interesting features - more clustered results here, much like Clusty’s, except from different types of sources. It’s a super idea generator.

[**Kartoo**](http://websearch.about.com/od/enginesanddirectories/a/kartoo.htm): [Kartoo](http://kartoo.com/) is a “metasearch engine with visual display interfaces.” In other words, your search results are represented visually rather than in textual list form.

[**Infomine**](http://websearch.about.com/od/invisibleweb/a/invisible_web.htm): [Infomine](http://www.infomine.com/) is like a virtual library of information: “a virtual library of Internet resources relevant to faculty, students, and research staff at the university level. It contains useful Internet resources such as databases, electronic journals, electronic books, bulletin boards, mailing lists, online library card catalogs, articles, directories of researchers, and many other types of information.” Just start browsing through the thousands of topics they have covered here, and there’s just no way you won’t be able to come up with a good research topic.

[**Ask.com**](http://websearch.about.com/od/askjeeves/a/ask_jeeves.htm): [Ask](http://ask.com) has a fantastic feature that allows you to narrow or expand any topic you might want to type in. For example, I typed in the word “web”, and under the heading “Narrow Your Results”, I received these suggestions: live Web cams, spider web, world wide web, spider web, etc. For “Expand Your Results”, I got Internet Webshots, Webcrawler, etc., you get the picture. Basically, Ask.com is helping you to start broad and circle in for more details; this is helpful not only when you’re not sure what to research, but also obviously useful when you’re looking for more detailed information and need help finding it. Need even more ideas for research topics? Here's a few sites you might want to try:

* [**All4one**](http://www.all4one.com): One of the first metasearch engines, All4One allows simultaneous searching of 10 major search engines.
* [**Alta Vista**](http://www.altavista.com): Allows you to search for websites, audio, video, and news. It also allows searches by location and language.
* [**Dogpile**](http://www.dogpile.com): A metasearch engine that will search Google, MSN, Yahoo, and Ask.
* [**Environment Web Directory**](http://www.webdirectory.com): A web directory that focuses on environmental and health issues.
* [**Excite**](http://www.excite.com): A search engine that lets you search by language, for video, audio, and mp3, and by relevant date.
* [**Google**](http://www.google.com): Includes a new type of search, "Google Scholar," which allows you to search for more academically-oriented searches.
* [**Lycos**](http://www.lycos.com): A search engine that allows for news searches but does not have many advanced search features.
* [**Metacrawler**](http://www.metacrawler.com): A metasearch engine and will search other search engines.
* [**The Open Directory Project**](http://www.dmoz.org): One of the largest and most comprehensive human-edited directories in the world. Only higher quality websites will be listed here as each site submitted must be approved by a
* directory editor.
* [**People Search**](http://www.people.yahoo.com): People Search has online white-page directories for telephone numbers, addresses, e-mail addresses, etc.
* [**WebCrawler**](http://www.webcrawler.com): Another search engine that allows searching by location, domain name, and for multimedia.
* [**Librarians' Internet Index**](http://lii.org/): Provides librarian-reviewed websites and material on a host of different topics. While this site is not exhaustive, it will provide you quality information on a large variety of topics. Some of this material is invisible-web material.
* [**About.com**](http://www.about.com): Provides practical information on a large variety of topics written by trained professionals.
* [**Wikipedia**](http://www.wikipedia.com): The largest free and open access encyclopedia on the internet.
* [**Refdesk**](http://www.refdesk.com/): A site that provides reviews and a search feature for free reference materials online.

**Resources to Search the Invisible Web**

* The invisible web includes many types of online resources that normally cannot be found using regular search engines. The listings below can help you access these resources:
* [**Alexa:**](http://www.alexa.com) A website that archives older websites that are no longer available on the Internet. For example, Alexa has about 87 million websites from the 2000 election that are for the most part no longer available on the Internet.
* [**Complete Planet**](http://completeplanet.com): Provides an extensive listing of databases that cannot be searched by conventional search engine technology. It provides access to lists of databases which you can then search individually.
* [**The Directory of Open Access Journals**](http://www.doaj.org/): Another full-text journal searchable database.
* [**FindArticles**](http://www.findarticles.com/): Indexes over 10 million articles from a variety of different publications.
* [**Find Law**](http://www.findlaw.com/): A comprehnsive site that provides information on legal issues organized by category.
* [**HighWire**](http://highwire.stanford.edu/): Brought to you by Stanford University, HighWire press provides access to one of the largest databases of free, full-text, scholarly content.
* [**Infomine**](http://infomine.ucr.edu/): A research database created by librarians for use at the university level. It includes both a browsable catalogue and searching capabilities.
* [**Invisible Web Database**](http://www.invisible-web.net/): A database maintained by Chris Sherman and Gary Price, authors of the book Invisible Web, that provides a host of links to invisible web resources in a variety of categories.

**Evaluating Sources:**

The world is full of information to be found--however, not all of it is valid, useful, or accurate. Evaluating sources of information that you are considering using in your writing is an important step in any research activity. Not only is there a huge quantity available but a very uneven level of quality. You don't want to rely on the news in the headlines of sensational tabloids near supermarket checkout counters, and it's just as hard to know how much to accept of what's in all the books, magazines, pamphlets, newspapers, journals, brochures, web sites, and various media reports that are available. People want to convince you to buy their products, agree with their opinions, rely on their data, vote for their candidate, consider their perspective, or accept them as experts. In short, you have to sift and make decisions all the time, and you want to make responsible choices that you won't regret.

When writing research papers, you will also be evaluating sources as you search for information. You will need to make decisions about what to search for, where to look, and once you've found material on your topic, if it is a valid or useful source for your writing. One way to judge a Web site is to look at its address. For example, an address ending in “.edu” means the site is connected to a college, university, or other school. (The letters edu stand for “education.”) Such addresses often contain good information, but not always. Of course, useful sources can end in “.gov,”“.com,” or something else. If you have doubts about the accuracy of a site or want help finding more reliable sources, consult your librarian, teacher, or parent.

**🗹 4th Assignment (2 pts)**

Collect your information from different online or printed sources. Also copy/paste all publication info (i.e. author’s name, title, date of publication, etc.) Download the sample from your instructor’s site and create something similar to it.

**Online Sources: You need at least…**

* 1 online encyclopedia article
* 2 online books
* 3 websites
* 1 online magazine article
* 1 online journal article from EBSCOHost
* 1 online newspaper article

5. Google Book Search + EBSCOHost Tutorials

Google Books lets you search and view entire volumes of scanned fiction and non-fiction texts.

**How to Search Google Books:**

**Step 1** Open the Google Books homepage. From the main Google website, click on the "More" drop-down menu near the top of the page and choose "Books" from the options that appear.

**Step 2** Browse through the collection by selecting one of the genre links to the left of the page. Google offers full-text books from a variety of genres, including literature, poetry, science fiction and political science.

**Step 3** Do a basic book search by entering a title or author into the blank field on the main page. Click "Search books". When you're ready to go and Google will turn up the matching results.

**Step 4** Scan through the search results and see if your book is listed. Many of the books in the database are only available to preview. You'll need to buy them through traditional booksellers like Borders and Barnes and Noble to access the full text.

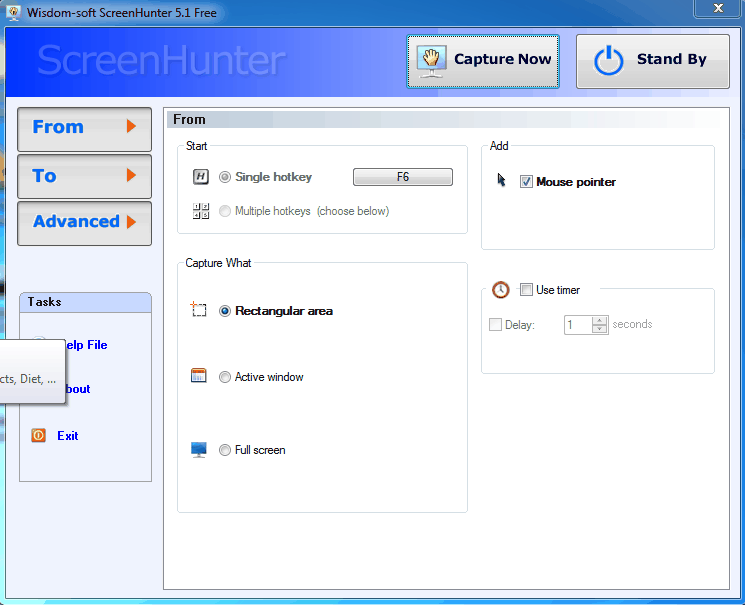
**Step 5** Conduct a more thorough inquiry by clicking on the "Advanced Book Search" link next to the main search field. This allows you to search the database not only by authors and titles, but also by their publication dates, languages, publishers and ISBNs.

**Using ScreenHunter to save any part you need (as an image):**

(**1**) Download and install the program from the following site:

<http://www.wisdom-soft.com/products/screenhunter_free.htm>

(**2**) After double clicking the icon on your desktop , press “Stand by” in the widow that opens up:



(**3**) When you’re ready to cut something out, you press (F6) or (F6 + CTRL), finally press once and drag to capture the image of the area that you need. The image is automatically saved on your desktop.

6. Introduction to MLA Formatting and Style

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. (**Note:** The full MLA guide can be downloaded from your instructor’s site)

**General Format**:

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of **plagiarism**, which is the purposeful or accidental uncredited use of source material by other writers.

If you are asked to use MLA format, be sure to consult the MLA Handbook for Writers of Research Papers (7th edition). The MLA Handbook is available in most writing centers and reference libraries; it is also widely available in bookstores, libraries, and at the MLA web site.

**Paper Format:**

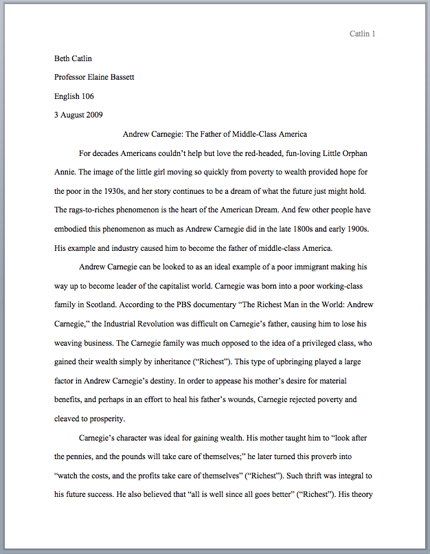
Below are some basic guidelines for formatting a paper in MLA style. General Guidelines…

* Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
* Double-space the text of your paper, and use a legible font (e.g. Times New Roman or Arial).
* The font size should be 12 pt.
* Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
* Set the margins of your document to 1 inch on all sides.
* Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
* Create a header that numbers all pages consecutively in the upper right-hand corner plus your last name.
* Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
* When a quotation is longer than four typed lines of prose or three lines of verse, set it off from the text by indenting the entire quotation one inch from the left margin. Double-space the indented quotation, and don't add extra space above or below it. Quotation marks are not needed when a quotation has been set off from the text by indenting.

**Formatting the First Page of Your Paper:**

* In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
* Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
* Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: Fear and Loathing in Las Vegas as Morality Play; Human Weariness in "After Apple Picking"
* Double space between the title and the first line of the text.
* Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.).

Here is a sample of the first page of a paper in MLA style:



7. Citing Your Sources: MLA Style In-text Citations

MLA in-text citations are made with a combination of signal phrases and parenthetical references. A signal phrase indicates that something taken from a source (a quotation, summary, paraphrase, or fact) is about to be used; usually the signal phrase includes the author's name. The parenthetical reference, which comes after the cited material, normally includes at least a page number.

**🗹 5th Assignment (1 pt.)**

Type correct in-text citations for all sources

**IN-TEXT CITATION Example:**

One driver, Peter Cohen, says that after he was rear-ended, the guilty party emerged from his vehicle still talking on the phone (127).

Readers can look up the author's last name in the alphabetized list of works cited, where they will learn the work's title and other publication information. If readers decide to consult the source, the page number will take them straight to the passage that has been cited.

**Basic Rules for Print and Electronic Sources:**

The MLA system of in-text citations, which depends heavily on authors' names and page numbers, was created in the early 1980s with print sources in mind. Because some of today's electronic sources have unclear authorship and lack page numbers, they present a special challenge. Nevertheless, the basic rules are the same for both print and electronic sources.

1. AUTHOR NAMED IN A SIGNAL PHRASE: Ordinarily, introduce the material being cited with a signal phrase that includes the author's name. In addition to preparing readers for the source, the signal phrase allows you to keep the parenthetical citation brief.

Christine Haughney reports that shortly after Japan made it illegal to use a handheld phone while driving, "accidents caused by using the phones dropped by 75 percent" (A8).

The signal phrase — *Christine Haughney reports that* — names the author; the parenthetical citation gives the page number where the quoted words may be found.

Notice that the period follows the parenthetical citation. When a quotation ends with a question mark or an exclamation point, leave the end punctuation inside the quotation mark and add a period after the parentheses: " . . . ?" (8).

2. AUTHOR NAMED IN PARENTHESES: If a signal phrase does not name the author, put the author's last name in parentheses along with the page number.

Most states do not keep adequate records on the number of times cell phones are a factor in accidents; as of December 2000, only ten states were trying to keep such records (Sundeen 2).

Use no punctuation between the name and the page number.

3. AUTHOR UNKNOWN: Either use the complete title in a signal phrase or use a short form of the title in parentheses. Titles of books are italicized; titles of articles are put in quotation marks.

As of 2001, at least three hundred towns and municipalities had considered legislation regulating use of cell phones while driving ("Lawmakers" 2).

TIP: Before assuming that a Web source has no author, do some detective work. Often the author's name is available but is not easy to find. For example, it may appear at the end of the source, in tiny print. Or it may appear on another page of the site, such as the home page.

NOTE: If a source has no author and is sponsored by a corporate entity, such as an organization or a government agency, name the corporate entity as the author (see [item 9](JavaScript:xreflink('p04_c08_s1_s2_s04'))).

4. PAGE NUMBER UNKNOWN: You may omit the page number if a work lacks page numbers, as is the case with many Web sources. Although printouts from Web sites usually show page numbers, printers don't always provide the same page breaks; for this reason, MLA recommends treating such sources as unpaginated.

The California Highway Patrol opposes restrictions on the use of phones while driving, claiming that distracted drivers can already be prosecuted (Jacobs).

According to Jacobs, the California Highway Patrol opposes restrictions on the use of phones while driving, claiming that distracted drivers can already be prosecuted.

When the pages of a Web source are stable (as in PDF files), however, supply a page number in your in-text citation.

NOTE: If a Web source numbers its paragraphs or screens, give the abbreviation "par." or "pars." or the word "screen" or "screens" in the parentheses: (Smith, par. 4).

5. ONE-PAGE SOURCE: If the source is one page long, MLA allows (but does not require) you to omit the page number. Many instructors will want you to supply the page number because without it readers may not know where your citation ends or, worse, may not realize that you have provided a citation at all.

No page number given

Milo Ippolito reports that the driver who struck and killed a two-year-old while using her cell phone got off with a light sentence even though she left the scene of the accident and failed to call 911 for help. In this and in similar cases, traffic offenders distracted by cell phones have not been sufficiently punished under laws on reckless driving.

Page number given

Milo Ippolito reports that the driver who struck and killed a two-year-old while using her cell phone got off with a light sentence even though she left the scene of the accident and failed to call 911 for help (J1). In this and in similar cases, traffic offenders distracted by cell phones have not been sufficiently punished under laws on reckless driving.

**Variations on the Basic Rules:**

This section describes the MLA guidelines for handling a variety of situations not covered by the basic rules just given. Again, these rules on in-text citations are the same for both traditional print sources and electronic sources.

6. TWO OR MORE WORKS BY THE SAME AUTHOR: If your list of works cited includes two or more works by the same author, mention the title of the work in the signal phrase or include a short version of the title in the parentheses.

On December 6, 2000, reporter Jamie Stockwell wrote that distracted driver Jason Jones had been charged with "two counts of vehicular manslaughter . . . in the deaths of John and Carole Hall" ("Phone" B1). The next day Stockwell reported the judge's ruling: Jones "was convicted of negligent driving and fined $500, the maximum penalty allowed" ("Man" B4).

Titles of articles and other short works are placed in quotation marks, as in the example just given. Titles of books are italicized.

In the rare case when both the author's name and a short title must be given in parentheses, separate them with a comma.

According to police reports, there were no skid marks indicating that the distracted driver who killed John and Carole Hall had even tried to stop (Stockwell, "Man" B4).

7. TWO OR THREE AUTHORS: Name the authors in a signal phrase, as in the following example, or include their last names in the parenthetical reference:

(Redelmeier and Tibshirani 453).

Redelmeier and Tibshirani found that "the risk of a collision when using a cellular telephone was four times higher than the risk when a cellular telephone was not being used" (453).

When three authors are named in the parentheses, separate the names with commas:

(Alton, Davies, and Rice 56).

8. FOUR OR MORE AUTHORS: Name all of the authors or include only the first author's name followed by "et al." (Latin for "and others"). Make sure that your citation matches the entry in the list of works cited.

The study was extended for two years, and only after results were reviewed by an independent panel did the researchers publish their findings (Blaine et al. 35).

9. CORPORATE AUTHOR: When the author is a corporation, an organization, or a government agency, name the corporate author either in the signal phrase or in the parentheses.

Researchers at the Harvard Center for Risk Analysis claim that the risks of driving while phoning are small compared with other driving risks (3-4).

In the list of works cited, the Harvard Center for Risk Analysis is treated as the author and alphabetized under *H.*

10. AUTHORS WITH THE SAME LAST NAME: Include the author's first name in the signal phrase or first initial in the parentheses.

Estimates of the number of accidents caused by distracted drivers vary because little evidence is being collected (D. Smith 7).

11. INDIRECT SOURCE (SOURCE QUOTED IN ANOTHER SOURCE): When a writer's or a speaker's quoted words appear in a source written by someone else, begin the parenthetical citation with the abbreviation "qtd. in."

According to Richard Retting, "As the comforts of home and the efficiency of the office creep into the automobile, it is becoming increasingly attractive as a work space" (qtd. In Kilgannon A23).

12. ENCYCLOPEDIA OR DICTIONARY: Unless an encyclopedia or a dictionary has an author, it will be alphabetized in the list of works cited under the word or entry that you consulted — not under the title of the reference work itself. Either in your text or in your parenthetical reference, mention the word or the entry. No page number is required, since readers can easily look up the word or entry.

The word *crocodile* has a surprisingly complex etymology ("Crocodile").

13. TWO OR MORE WORKS: To cite more than one source in the parentheses, give the citations in alphabetical order and separate them with a semicolon.

The effects of sleep deprivation have been well documented (Cahill 42; Leduc 114; Vasquez 73).

14. AN ENTIRE WORK: Use the author's name in a signal phrase or a parenthetical reference.

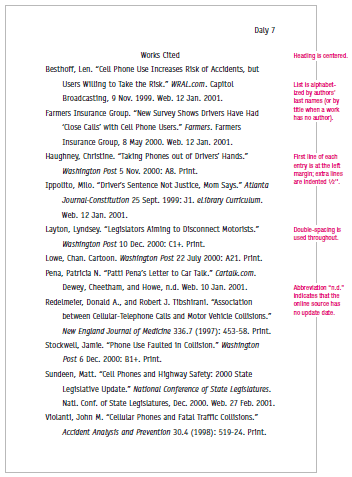
Robinson succinctly describes the status of the mountain lion controversy in California.

15. SACRED TEXTS: For a sacred text such as the Bible or the Qur'an, name the book, chapter, and verse (or their equivalent), separated with periods.

Consider the words of Solomon: "If your enemy is hungry, give him bread to eat; and if he is thirsty, give him water to drink" (*Oxford Annotated Bible*, Prov. 25.21).

8. Citing Your Sources: MLA Style Full Citations

An alphabetized list of works cited, which appears at the end of your research paper, gives publication information for each of the sources you have cited in the paper. **Sample:**



\* Begin the list of works cited on a new page at the end of the paper. Center the title Works Cited about one inch from the top of the page. Double-space throughout.

\* Alphabetize the list by the last names of the authors (or editors); if a work has no author or editor, alphabetize by the first word of the title other than *A, An,* or *The.*

\* If your list includes two or more works by the same author, use the author's name for the first entry only. For subsequent entries use three hyphens followed by a period. List the titles in alphabetical order.

\* Do not indent the first line of each works cited entry, but indent any additional lines one-half inch. This technique highlights the names of the authors, making it easy for readers to scan the alphabetized list.

\* Omit sources not actually cited in the paper, even if you read them.

\* MLA requires the medium of publication in all works cited entries, usually at the end of the entry: for example, "Print," "Web," "Television," "Film," "Lecture."

General Rules for Citing All Sources:

**(1st)** [name of author(s)] or [name of org.] or [title of book or site] or [title of article] – followed by a period

(**2nd**) [title of book or site] or [title of article then title of main work or site]- followed by a period

**(3rd**) [place of publication: publisher] for books - followed by a comma

**(4th)** [date of publication using this format, e.g.24 Jan. 2005] or [n.d.] – followed by a period

**(5th**) [medium, e.g. Print , Web, Television, etc.] – followed by a period

**(6th)** [date of access using this format, e.g.24 Jan. 2005] for online sources – followed by a period

**Examples:**

García, Cristina. *The Agüero Sisters*. New York: Ballantine, 1998. Print.

"Media Giants." PBS Online, 2001. Web. 7 Feb. 2005.

Shiva, Vandana. "Bioethics: A Third World Issue." *NativeWeb*. n.d. Web. 15 Sept. 2004.

General Rules For Citing Names of Authors

1. SINGLE AUTHOR: Tannen, Deborah.

2. MULTIPLE AUTHORS:

Walker, Janice R., and Todd Taylor. Wilmut, Ian, Keith Campbell, and Colin Tudge.

For a work with four or more authors…

Sloan, Frank A., Emily M. Stout, Kat Whetten-Goldstein, and Lan Liang. Sloan, Frank A., et al.

3. Organization AUTHOR: When the author of a print document or Web site is a corporation, a government agency, or some other organization, begin your entry with the name of the group.

First Union. United States. Bureau of the Census. American Automobile Association.

4. UNKNOWN AUTHOR:

Article or other short work: "Media Giants."

Book, entire Web site, or other long work: *Atlas of the World*.

Examples of Full Citations of Online sources

**Website:**

Peterson, Susan Lynn. *The Life of Martin Luther*. 2005. Web. 24 Jan. 2009.

**Website:**

Halsall, Paul, ed. *Internet Modern History Sourcebook*. Fordham U, 22 Sept. 2001. Web. 19 Jan.

2009.

**Website:**

United States. Environmental Protection Agency. *Drinking Water* *Standards*. EPA, 8 July 2004.

Web. 24 Jan. 2005.

**Website:**

*Margaret Sanger Papers Project*. History Dept., New York U, 18 Oct. 2000. Web. 6 Jan. 2009.

**Online Book:**

Milton, John. *Paradise Lost: Book I.* Google Book Search, 2008. Web. 14 Dec. 2008.

**Online Article from a Journal found in a Database (e.g. EBSCOHost):**

Barrera, Rebeca María. "A Case for Bilingual Education." *Scholastic* *Parent and Child* Nov.-Dec. 2004: 72-73. *EBSCOHost*. Web. 1 Feb. 2009.

**Online Article from a Journal:**

Belau, Linda. "Trauma and the Material Signifier." *Postmodern Culture* 11.2 (2001): n. pag. Web.

20 Feb. 2009.

**Article from an Online Magazine:**

Paulson, Steve. "Buddha on the Brain." *Salon.com*. Salon Media Group, 27 Nov. 2006. Web. 18

Jan. 2009.

**Article from an Online Newspaper:**

Rubin, Joel. "Report Faults Charter School." *Los Angeles Times*. 22 Jan. 2005. Web. 24 Jan. 2009.

**Image from an Online Source:**

van Gogh, Vincent. *The Starry Night*. 1889. Museum of Mod. Art, New York. Web. 14 Jan. 2009.

Examples of Full Citations of Printed sources

**Book (by the author):**

Tan, Amy. *The Bonesetter's Daughter*. New York: Putnam, 2001. Print.

**Book (by an editor):**

Craig, Patricia, ed. *The Oxford Book of Travel Stories*. Oxford: Oxford UP, 1996. Print.

**Encyclopedia (author is known):**

Posner, Rebecca. "Romance Languages." *The New Encyclopaedia* *Britannica: Macropaedia*. 15th

ed. 1987. Print.

**Encyclopedia (author is unknown):**

"Sonata." *The American Heritage Dictionary of the English Language*. 4th ed. 2000. Print.

**Sacred Text:**

*The Qur'an: Translation*. Trans. Abdullah Yusuf Ali. Elmhurst: Tahrike, 2000. Print.

**Article in a Magazine:**

Lord, Lewis. "There's Something about Mary Todd." *US News and World* *Report* 19 Feb. 2001: 53.

Print.

**Article in a Newspaper:**

Brummitt, Chris. "Indonesia's Food Needs Expected to Soar." *Boston* *Globe* 1 Feb. 2005: A7. Print.

**🗹 6th Assignment (1 pt.)**

Type correct full citations for all sources

9. Avoiding Plagiarism: Summarizing, Quoting, and Paraphrasing

**What is plagiarism, and why should writers worry about it?**

Deliberate plagiarism is cheating. Deliberate plagiarism is copying the work of others and turning it as your own. Whether you copy from a published essay, an encyclopedia article, or website, you are plagiarizing. If you do so, you run a terrible risk. You could be punished, suspended, or even expelled. But there is also another kind of plagiarism--accidental plagiarism. This happens when a writer does not intend to plagiarize, but fails to cite his or her sources completely and correctly. Careful notetaking and a clear understanding of the rules for quoting, paraphrasing, and summarizing sources can help prevent this.

**Some tips for avoiding accidental plagiarism when you use sources:**

Cite every piece of information that is not a) the result of your own research, or b) common knowledge. This includes opinions, arguments, and speculations as well as facts, details, figures, and statistics.

Use quotation marks every time you use the author's words. (For longer quotes, indenting the whole quotation has the same effect as quotation marks.)

At the **beginning** of the **first sentence** in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else's idea:

According to Smith... Jones says... In his 1987 study, Robinson proved... **Or…**

At the **end** of the **last sentence** containing quoted, paraphrased, or summarized material, insert a **in-text citation** to show where the material came from:

The St. Martin's Handbook defines plagiarism as "the use of someone else's words or ideas as [the writer's] own without crediting the other person" (Lunsford and Connors 602).

(Notice the use of brackets to mark a change in the wording of the original.)

To avoid plagiarism you should start documenting the sources as early as you start doing your research.

In your draft mark the ideas that are your own and those which are drawn from other sources. Underline, italicize someone else’s words in your notes. As you are paraphrasing, try not to peep into the primary source, write form memory. Then you will check and correct the possible inaccuracies.

Limit the general number of direct quotations to the most powerful ones. Your writing will lose its own voice and identity when stuffed with too many direct quotes.

## Quoting, Paraphrasing, and Summarizing:

**- Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author. There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone (called *Block Quotations*). Remember that quoting should be done not too often; be sure that you have a good reason to include a direct quotation when you decide to do so.

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

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

🗹 Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work *On the Interpretation of Dreams*, Sigmund Freud argues that dreams are the "royal road to the unconscious" (16), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream work" (35). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (25).

**How to use quotations, paraphrases, and summaries:**

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

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

There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone. Remember that quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation when you decide to do so.

**7 Steps to Effective Paraphrasing:**

* Reread the original passage until you understand its full meaning.
* Set the original aside, and write your paraphrase.
* Jot down a few words below your paraphrase to remind you later how you envision using this material.
* Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
* Make sure however that you not only have not used the author's words, but that you have not presented the same information in the same order.
* Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
* Record the source (including the page) so that you can credit it easily if you decide to incorporate the material into your paper.

**Some examples to compare:**

**The original passage:**

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

**A legitimate paraphrase:**

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

**An acceptable summary:**

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

**A plagiarized version:**

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

**A plagiarized version (due to a misplaced in-text citation):**

In research papers students often quote excessively, failing to keep quoted material down to a desirable level (Lester 46-47). Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim.

10. Organizing Your Research Paper

**All papers that highlight controversial issues should comprise of…**

**Introduction:** Beginning your paper with an introductory paragraph serves two purposes. It grabs your readers’ attention, and it contains your thesis statement—the main idea of your entire paper. How you do that depends on your topic, but here are some general suggestions that may help:

\_ Relate your topic to your readers’ own experiences. For example: Do you know anyone who is strong, brave, loyal, honest, fair, and always has good manners? Meet a knight from the Middle Ages.

\_ Begin with a fascinating or surprising fact. For example: If you thought Columbus was the first European explorer to cross the Atlantic Ocean, think again. Long before Columbus’s voyages to the New World, bold explorers from the north were sailing the seas.

\_ Let readers know they are going to learn information they will find useful. For example: If you are interested in a career in space exploration, you can start preparing now.

Any of these approaches can help you get your paper off to a good start—with your readers on board!

**A thesis**: A statement that serves as the premise in the argument. Once you have come up with the topic, the thesis should reveal your point of view on the subject and the problem. Your point of view should be supported with reliable evidence. In the process of developing the thesis, timing is one of the most crucial factors- so develop your thesis at the very beginning of the essay writing process. The thesis should guide in the course of writing; certainly you will acquire new information and ideas as you go along but the thesis should serve you as one of the starting points.

Concentrate on the central issue. The thesis is your answer to the main question. Once you have formulated the thesis, convert it into a brief statement. The thesis statement is put into the introduction and it should reveal your point of view on the matter, or position you intend to support in your paper. A well-formulated thesis is vital for your assignment - it is the central part of your paper - all other parts of the paper are built on the basis of a strong thesis. When you write your first draft, try to present that statement in the most interesting and inviting way possible. A good thesis should neither be very long nor too short. For example: The topic: "The Basic healthcare for cats".

**The oversimplification of the thesis:**

"Basic healthcare for cats is vital for these animals".

**The thesis that is too broad:**

"Basic health care for cats should comprise several services". (The writer might wind up with the enumeration of the health care services that should be provided, thus making the paper boring to read).

**More perfected thesis:**

"There is controversy as to whether human medicines are effective in treatment of cats".

**Body Paragraphs:** These are the main part of your writing where you present your thoughts and evidence. Each body paragraph introduces a new idea. You may begin by writing down one of your main ideas in the form of a sentence. Consider you start research on the following topic: "The Current Political Situation in Canada" you may start with the sentence: "The coming elections will undoubtedly come up with the new faces". Your paragraph should include relevant supporting evidence to back up your ideas. In the body of your essay you should show that you have examined, researched your topic and that your arguments are reasonable and reliable. Organize your ideas in a logical order—one that makes sense—and provide enough details—facts and examples— to support the points you want to make.

**Each paragraph should have an identical structure:**

* Open it with a topic sentence bringing in the main idea of the paragraph.
* Write down the supporting points for the idea. They will make your thoughts and assertions as much convincing as possible.
* You may include some conclusive or summary sentence, though it is not obligatory.

**Organizing your information in the research paper:**

Experts have named six basic types of order. One—or a combination of these—may work for you.

* *Chronological, or Time, Order* covers events in the order in which they happened. This kind of order works best for papers that discuss historical events or tell about a person’s life.
* *Spatial Order* organizes your information by its place or position. This kind of order can work for papers about geography or about how to design something—a garden, for example.
* *Cause and Effect* discusses how one event or action leads to another. This kind of organization works well if your paper explains a scientific process or events in history.
* *Problem/Solution* explains a problem and one or more ways in which it can be solved. You might use this type of organization for a paper about an environmental issue, such as global warming.
* *Compare and Contrast* discusses similarities and differences between people, things, events, or ideas.
* *Order of Importance* explains an idea, starting with its most important aspects first and ending with the least important aspects—or the other way around.

**Conclusion:** The conclusion is the final part that summarizes your main points. It is the final part that summarizes your main points. It should emphasize the issue of your discourse and convince your reader that you have made true and right assertions. One of the best ways to present the effective conclusion is to explain how people can apply your solution to the bigger picture. The conclusion imbedded with platitudes and generalities may weaken the final part of your essay. If you want to make your paper even better, try helping your readers answer the question “So what?” In other words, tell them what they can do with the information you’ve given them. You might even end with a question that will keep readers thinking about your paper after they’ve finished reading it. For a conclusion to the dog communication paper, you might write, “Dogs communicate a wide range of feelings, from fear to friendliness, by using sounds, facial expressions, and body language.” That pretty much sums up your paper. In answer to the “So What?” question, you might add, “Knowing about dog communication can be very useful.” Then you’ll need a few examples to prove how useful it can be to understand dogs. If you want to leave readers with a question, you might write something like, “Look and listen to the next dog you meet. What is the dog trying to say?”

**Throughout your paper, pay attention to the following:**

***Relevance***

You presented the main idea of your paper in the thesis statement. In the body, every single paragraph must support that main idea. If any paragraph in your paper does not, in some way, back up the main idea expressed in your thesis statement, it is not relevant, which means it doesn’t have a purpose and shouldn’t be there. Each paragraph also has a main idea of its own. That main idea is stated in a topic sentence, either at the beginning or somewhere else in the paragraph. Just as every paragraph in your paper supports your thesis statement, every sentence in each paragraph supports the main idea of that paragraph by providing facts or examples that back up that main idea. If a sentence does not support the main idea of the paragraph, it is not relevant and should be left out.

***Support***

A paper that makes claims or states ideas without backing them up with facts or clarifying them with examples won’t mean much to readers. Make sure you provide enough supporting details for all your ideas. And remember that a paragraph can’t contain just one sentence. A paragraph needs at least two or more sentences to be complete. If a paragraph has only one or two sentences, you probably haven’t provided enough support for your main idea. Or, if you have trouble finding the main idea, maybe you don’t have one. In that case, you can make the sentences part of another paragraph or leave them out.

***Logical order***

Arrange the parags. in the body of your paper in an order that makes sense, so that each main idea follows logically from the previous one. Likewise, arrange the sentences in each paragraph in a logical order.

***Transitions***

In addition to keeping your ideas in logical order, *transitions* are another way to guide readers from one idea to another. Transitions are words such as *therefore, however, in addition,* and *on the other hand.*

They help readers see the relationships between your ideas. Without transitions, writing is hard to follow, and it sounds choppy. Here is an example of a passage that needs a transition:

When a dog wags its tail, it may be expressing happiness. It may be showing aggression.

Here is the same passage with a transition:

When a dog wags its tail, it may be expressing happiness. On the other hand, it may be showing aggression.

**SOME USEFUL TRANSITIONS…**

**🗹 To show addition:**

again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too

**🗹 To give examples:**

for example, for instance, in fact, specifically, that is, to illustrate

**🗹 To compare:**

also, in the same manner, likewise, similarly

**🗹 To contrast:**

although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet

**🗹 To summarize or conclude:**

all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up

**🗹 To show time:**

after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

**🗹 To show place or direction:**

above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)

**🗹 To indicate logical relationship:**

accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then

**To Cite or Not to Cite**

When you appropriately cite your sources, you show your readers that you are knowledgeable about your topic. How do you know when to cite a certain source? After all, you don’t want to document information that everyone already knows. For example, if you mention in your paper that Washington, D.C., is the capital of the United States, you don’t need to cite a source. The way to know if you need to cite a source is to ask yourself this question: “If I don’t cite a source for this fact or idea, will readers think that I came up with it myself?” If you still aren’t sure of the answer, then follow this basic rule: When in doubt, cite.

**Choose a Title**

The title is the first thing readers see when they look at your paper. So why bring up titles after going over drafting the introduction, body, and conclusion of the paper? The reason is simple:

Drafting your paper may give you ideas for a title. Here are two rules for choosing a title:

**1.** Keep it short. **2.** Make sure it lets readers know what your paper is about.

The title for the paper on dog communication, for example, could simply be “Dog Communication.” If you want to tell a little more, you can add a subtitle, separated from the main title by a colon. For example, your title could be “Dog Communication: Understanding What Dogs Have to Say.” Some students put lots of effort into coming up with a clever title. It’s a bonus if your title can capture your readers’ attention, but it’s a mistake—and a waste of time—to use a title that’s too cute. “Woofs and Wags: Dog Language Made Easy” is not a good title because it creates confusion.

**Avoid Repetition:**

If you find that in your paper you have used the same word over and over, replace the repeated word with another one that has a similar meaning. Too much repetition makes writing sound boring.

Another kind of repetition to avoid is using the same type of sentence too many times in a row. This can make writing sound boring, too. Varying your sentences makes your writing livelier and more interesting to readers.

**Use Your Electronic Thesaurus:**

One way to liven up your writing is to avoid repeating the same word too many times. If you’re writing on a computer, your word processing program probably has its own thesaurus. Use it to find a synonym for a word you’ve been using too often.

**Break Up Paragraphs That Are Too Long:**

If you’ve written a paragraph that seems to go on forever or that is much longer than the other paragraphs in your paper, consider breaking it up into two shorter ones. Overly long paragraphs can lose readers’ attention. If you do break a long paragraphs into two shorter ones, be sure each one has its own main idea and topic sentence.

**Editing and Proofreading:**

The first step in the revising and editing process is to start reading your draft from the beginning and make sure that each part—the introduction, body, and conclusion—does the job it’s supposed to do. For each part of your draft, ask yourself the questions on the following checklist. If your answer to any question is “no,” make the revisions necessary to change your answer to “yes.”

***Check Your Introduction***

\_ Does your introduction capture your readers’ attention?

\_ Does your introduction contain a thesis statement that clearly states the main idea of your paper?

***Check the Body of Your Paper***

\_ Does every paragraph in the body of your paper support your thesis statement?

\_ Does every paragraph state a main idea in a topic sentence?

\_ Does every sentence in each paragraph support the main idea of the paragraph?

\_ Have you taken out any information that is irrelevant, or beside the point?

\_ Do your paragraphs provide enough support for the main idea of your paper as it appears in your thesis statement?

\_ In every paragraph, do you provide enough support for the main idea expressed in its topic sentence?

\_ Do your paragraphs flow in a logical order?

\_ Do the sentences in each paragraph flow in a logical order?

\_ Have you used transitions?

***Check Your Conclusion***

\_ Does your conclusion sum up the main points in your paper?

\_ Does your conclusion help readers answer the question, “So what?”

**Take Pride in Your Works Cited List:**

Your Works Cited list is a list of all the sources you used for your research paper. Creating your Works Cited list is simple because you have all the information you need. You recorded it on the source cards you made when you were just beginning your research. In your Works Cited list, list only those sources that you actually used in your paper. A Works Cited list usually appears at the end of a paper on its own separate page. All Works Cited list entries—books, periodicals, Web sites, and non-text sources such radio broadcasts—are listed together in alphabetical order. Books and articles are alphabetized by the author’s last name. Take pride in your Works Cited list. It represents some of the most important work you’ve done for your research paper—and using proper form shows that you are a serious and careful researcher.

**🗹 8th Assignment (4 pts.)**

Final Paper + CD (contains research paper)

**🗹 7th Assignment (3 pts.)**

Research Paper - First Draft