

Block 10 English
Mini Persuasive Research Paper
Ms. Willey/Ms. Evenson/2009

Topic: social injustice

Directions: Choose a subtopic of social injustice, and gather evidence to support your position that

Global social injustices such as the _____ do/do not impact the United States.
(your subtopic)

SOME broad subtopics (must narrow)

- | | | | |
|----------------|--------------------------|-----------------|--------------------|
| child labor | child soldiers | death penalty | debt |
| discrimination | economic justice | environment | food/hunger issues |
| genocide | poverty | gov. spending | HIV-Aids |
| health care | human rights | immigration | inequality |
| Iraq war | War in Afghanistan | migrant workers | military spending |
| Terrorism | trade | trafficking | U.S. poverty |
| water | worker justice campaigns | | animal rights |

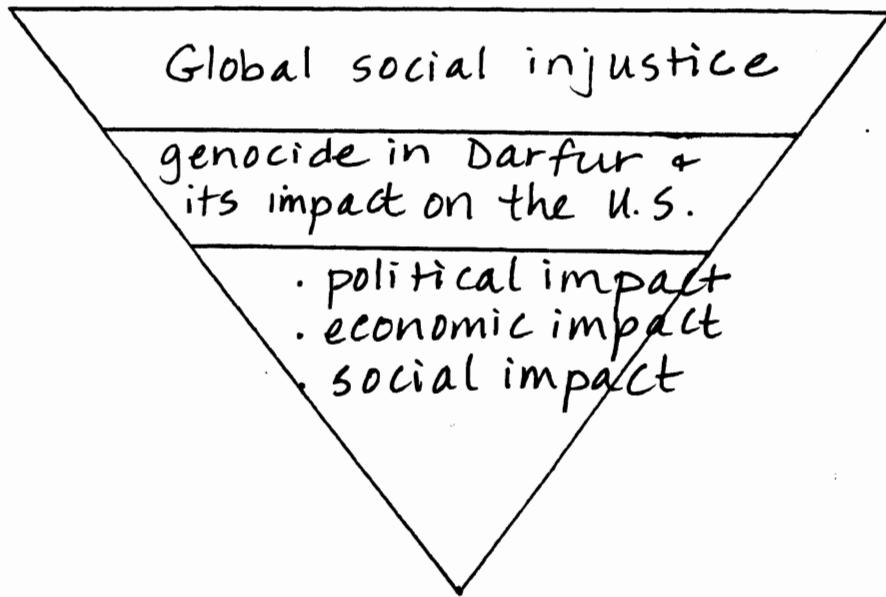
Requirements:

1. Evidence will come from four sources using EPHS print and e-resources.
2. Research will be presented in a **five paragraph research paper** typed in MLA format.
3. Support materials must include the following:
 - formal outline
 - works cited page
 - annotated bibliography
 - examples of these persuasive techniques:
 - facts and statistics
 - expert testimony
 - emotional appeal
 - loaded language

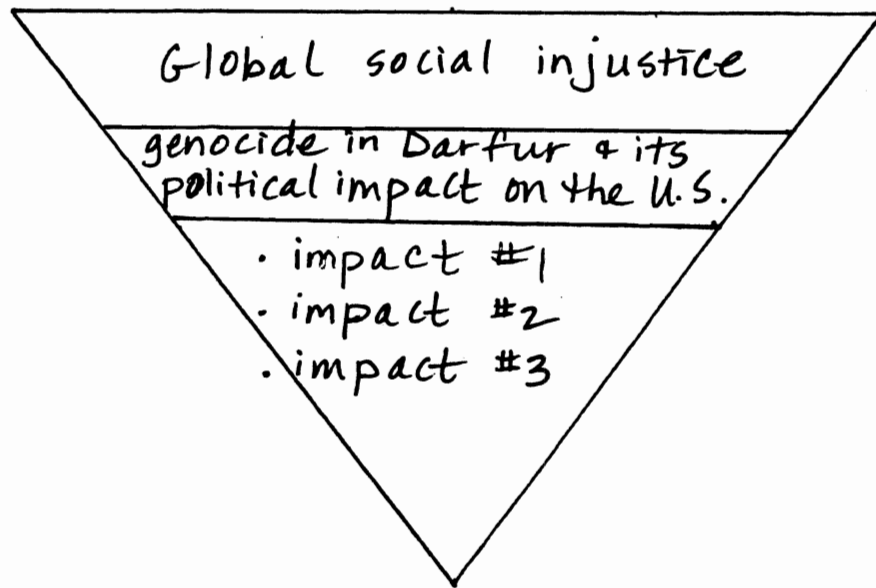
Blood, sweat, & tears — that is all we ask of you!

The following subtopics are well-represented in EPHS print and e-resources.

Child labor
Offshore labor
Industrial pollution
Consumption (economic, resources, debt)
Overpopulation
Energy policy
Fossil fuels
Nuclear energy
Race and unemployment/standard of living
Nuclear nonproliferation
Global health and pandemics
Global security
Biotechnology
Technology and civilization
Organ donations/transplants/theft of
Genetic engineering
Information access (personal info re: medical, banking, family in electronic format)
Medical ethics care of elderly
Religious wars
Weapons of mass destruction
Education (ie: girls in developing countries, rigor/stress Japan, economic status)
Global warming
Militia movements / mercenaries
Energy dependence
Traffic (problems with pollution, congestion, energy use ie: Thailand)
Access to healthy food and clean drinking water – health care



OR



Instead of writing a research paper that focuses, for example, solely on the genocide in Darfur, you are to stay true to the Block's curricular topics – United States History and The American Dream. Therefore, you must tie your research subtopic to the United States. See the examples on this page.

You may NOT use the following as sources, although they might be efficient links to high quality resources:

.com sites (A lot of these are commercial, the information is sometimes biased, and often times they're trying to sell you something.)

Google (may be used as a search engine, not a source)

Wikipedia (wrong on so many levels and banned by colleges and universities)

You MAY use the following because they tend to be more scholarly, scientific, sophisticated, and detailed:

EPHS Destiny and e-resources

- .edu
- .net
- .gov
- .org
- .us
- .mil

DAY 1 in library w/ Ms. Stiever

Destiny

- Login
- sorts
- subject links
- webpath express
- Limiters
- Domains
- Boolean
- Truncation

DAY 2 in library w/ Ms. Stiever

e-resources

- <http://ephs.edenpr.org>
- narrow results
- resource types
- efficient searches
- select databases
- relevance
- limiters
- filters
- visual cues
- related portals
- ILL
- citations
- abstracts

*UPDATED 11/2009

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e-resources

<http://cphs.edenpr.org> (Nov. 2009)

Passwords are not required when using the electronic references within the school but are required from computers outside EPHS. **Username and password are the same unless otherwise indicated.**



Academic Search Premier elm4you elm4you

Biology, chemistry, education, engineering, humanities, physics, psychology, religion, and theology, and sociology for more than 36000 peer-reviewed titles



Advanced Placement Source elm4you

AP Source contains more than 6,100 full text journals, photos, maps and flags.

Alt Health Watch elm4you elm4you

Focuses on the many perspectives of complementary, holistic and integrated approaches to health care and wellness. It offers full-text articles for more than 180 international, and often peer-reviewed, journals and reports. In addition, there are hundreds of pamphlets, booklets, special reports, original research, and book excerpts.



AP Science elm4you elm4you

Full-text scientific, technical, and medical journals.



Beacham's Guide to the Endangered Species of North America elm4you Habitats and ecosystems of more than 1,200 species identified as endangered.

Bloom's Literary Themes – Alienation elm4you elm4you

Bloom's Literary Themes – Grotesque

Bloom's Literary Themes – Hero's Journey

Bloom's Literary Themes – Human Sexuality

Britannica Online Academic Edition elm4you elm4you

In addition to rich encyclopedia content, it features news headlines, safe Web site, engaging multimedia, and a customizable workspace.

Britannica Online School Edition elm4you elm4you

Provides teachers and students access to four encyclopedias that ensure consistency with classroom topics and age-appropriate language. Designed for all levels of learning.



Business Source Premier elm4you elm4you

Full text coverage of business, including marketing, management, finance, and economics.

Consumer Health Complete elm4you elm4you

Designed to support the information needs of patients, and to foster an overall understanding of health-related topics. The database provides consumer-oriented content covering all areas of health and wellness from mainstream medicine to the many perspectives of complementary, holistic, and integrated medicine.



CultureGrams Online elm4you elm4you

Reports on countries include maps, statistics, and in-depth information.



Dictionary of American History elm4you



Discovery Collection elm4you

Reference content for the core curriculum areas of literature, history, biographies, science, and social.



Discovery Education elm4you elm4you

Student edition of video collection formerly known as United Streaming. Execute keyword and subject searches to retrieve video clips from an extensive collection.

GALE

Educator's Reference Complete elm4you

Focuses on educational principles, child development and psychology, and best practices in education.



Encyclopedia of Modern Asia elm4you

Ebook articles of people, places, events and developments that have had a lasting influence on Asia



Encyclopedia of the Modern Middle East and North

Africa elm4you

ERIC Education Resource Information Center elm4you

elm4you Provides access to education literature and resources. ERIC contains more than 1,282,000 records and links to more than 314,000 full-text documents.

Expanded Academic ASAP elm4you

From arts and the humanities to social sciences, science, and technology, this database meets research needs across all academic disciplines. Access scholarly journals, news magazines, and newspapers-many with full text and images.

GALE®

Gale Student Edition Resource (formerly known as InfoTrac) elm4you

Periodicals articles on business, current events, education, environment, health, law, literature and art, politics, science, social science and sports.

General Science Collection elm4you

Contains over 200 journals covering the latest scientific developments in particle physics, advanced mathematics, nanotechnology, geology, and hundreds of other areas.



Global Issues in Context elm4you

Presents topics and controversies from worldwide viewpoints.



Gods, Goddesses, and Mythology elm4you



Great Events from History 20th Century scandals around the world elm4you



Great Lives from History. Prehistory -2000 elm4you

Great Modern Writers: 20th Century elm4you elm4you

Lives and works of the world's most influential twentieth-century writers.

Grove Art Online. elm4you

Comprehensive information on all aspects of world art including articles, image links, and line drawings.



Grove Music Online elm4you

Includes articles, biographies, bibliographies, links, and audio links in comprehensive information on music.



Grzimek's Animal Life Encyclopedia elm4you

Health Source: Consumer Edition elm4you elm4you

A collection of consumer health information. This resource

provides access to nearly 80 full-text, consumer health magazines; full text for current, health-related pamphlets; and more than 130 health reference books. Additionally, the database contains more than 5,100 Clinical Reference Systems reports (in English and Spanish); *Lexi-PAL Drug Guide*, which covers 1,300 generic drug patient education sheets with more than 4,700 brand names; and *Merriam-Webster's Medical Desk Dictionary*.

Health Source: Nursing / Academic Edition elm4you elm4you

This resource provides nearly 550 scholarly full-text journals focusing on many medical disciplines, including strong coverage of nursing and allied health. In addition, this database includes the *Lexi-PAL Drug Guide* which covers 1,300 generic drug patient education sheets with more than 4,700 brand names.



Hennepin County Library

Historic Minneapolis Tribune

This database contains full text and article images from the *Minneapolis Tribune* (1867-1908) and the *Minneapolis Morning Tribune* (1909-1922). Browse these publications by date or keyword search across them for insight into life in Minnesota and the U.S. during this dynamic period in history.



History Resource Center: U. S. elm4you

Themes, events, individuals and periods in U.S. history from pre-Colonial times to the present.



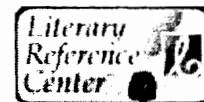
History Resource Center: World elm4you

Reference, full-text articles from leading scholarly publications, primary sources, images, maps and charts provide geographic and chronologic research materials on world history.



Informe! elm4you

Provides text from popular Hispanic magazines and is designed for Spanish speaking users.



Literary Reference Center elm4you

Comprehensive information on thousands of authors and their works across literary disciplines and timeframes.



Magill's Medical Guide elm4you Covers diseases, disorders, treatments, procedures, specialties, anatomy, biology, and issues in A-Z format

MAS Ultra – School Edition elm4you elm4you

This database, designed specifically for high school students, contains full text for more than 500 popular, high school magazines; 85,670 biographies; 105,786 primary source documents; 440,000 photos, maps, and flags; and 360 reference books. All full-text articles are assigned a reading level indicator (Lexiles).



MasterFile Premier elm4you elm4you

General reference, business, health, education, general science, and multicultural issues.

MegaFILE elm4you elm4you

Search all four EBSCO databases at once. The EBSCO MegaFILE is comprised of the complete content and functionality of *Academic Search Premier*, *MasterFILE Premier*, *Business Source Premier*, and *Regional Business News*.



Modern American Literature elm4you

Contains excerpts by critics on 489 of the most significant American authors of the twentieth century.

OECD Factbook 2008

Economic, environmental and social studies statistical information.



Oxford English Dictionary elm4you



Points of View elm4you elm4you

Full-text database designed to provide students with a series of essays that present multiple sides of over 250 current issues.



Professional Collection elm4you

Scholarly (peer-reviewed) journals present articles in arts and humanities; child and adolescent psychology; literature; science and technology; social sciences.



ProQuest Learning Literature elm4you elm4you

A comprehensive literary resource for original full-text works, author biographies, and contemporary criticisms-in one integrated source.



ProQuest Newstand elm4you elm4you

Full-text articles from 350 newspapers including Star Tribune.



Regional Business News elm4you elm4you

A supplemental database for customers of Business Source Premier provides daily updates.



Science of Everyday Things elm4you

Everyday applications

Science Reference Center elm4you elm4you

Contains full text for hundreds of science encyclopedias, reference books, periodicals, and other sources covering the areas of biology, chemistry, environmental and life sciences, and more. Each article is correlated to state and national curriculum standards.



Science Resource Center elm4you

Topic overviews, experiments, biographies, and pictures from magazines and academic journals.



SIRS MANDARIN SIRS elm4you elm4you

Full-text articles on social, scientific health, business, political and global issues from newspapers, magazines, journals, and US government publications.

St. Paul Pioneer Press

Electronic edition



Student Resource Center Gold elm4you

Covering all core curriculum areas, including history, literature, science, social studies, and more. Gold provides a premium selection of reference material, more than 1,100 full-text periodicals and newspapers, primary sources, creative works, and multimedia, including hours of video and audio clips and podcasts.



West's Encyclopedia of American Law elm4you

Information on more than 5,000 legal topics including issues, biographies and definitions of legal terms.



World Book Online elm4you

These educational databases are provided through EPHS Library and Electronic Library for MN funding. Updated 11/06/09. EBSCO Publishing/EBSCOhost is the registered trademark of EBSCO Publishing

Block 10 students are required to prove the reliability, validity, and credibility of ALL sources!

Fill out a source check sheet for each source (available from Ms. Willey or Ms. Evenson).

Refer to www.library.cornell.edu, the Olin and Uris Libraries website from Cornell University. The title of the document is "Critically Analyzing Information Sources." This gives detailed explanations of the categories to fill out on the Source Check Sheet.

Use this info. to create an annotated bibliography for two of your four sources.

Source Check Sheet for Source # _____	Student Name _____
	Animal Group _____
Name of Source: _____	
Search Engine Used: _____	
Web Address: _____	
Author Credentials:	
Date of Publication:	
First Edition or Revision:	
Publisher:	
Title of Journal:	
Intended Audience:	
Objective Reasoning:	
Coverage:	
Writing Style:	
Evaluative Reviews:	

The Reader's Rep

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Can a writer unintentionally plagiarize?



kate parry reader's representative

- A Star Tribune editorial writer picks up phrases from the New Yorker magazine.

A bit of déjà vu hit Norm Carpenter as he read a Star Tribune editorial on Nov. 10 criticizing Congress and the Bush administration. He knew he had read some of it before — not just the ideas, but some clever turns of phrase.

Carpenter, a retired attorney living in Hopkins, was particularly interested in the use of the word "subcontracting" to describe the administration's willingness to let corporations influence policymaking.

He remembered snagging the word in something else he read about the Bush administration recently. Then it hit him: The writer Hendrik Hertzberg had used the word the same way in the Nov. 6 issue of the New Yorker magazine. Carpenter said he doesn't usually agree with Hertzberg, but reads him avidly because he admires his writing.

He dug out that issue, compared the editorial and realized the word "subcontracting" wasn't the only similarity. Several phrases were identical or extremely similar.

"It was plagiarized, let's face it," Carpenter said. He contacted Scott Johnson, his former law partner whose politically conservative Power Line blog

regularly criticizes the Star Tribune. Carpenter said Johnson worked his observation up into a comparison of the editorial and Hertzberg's piece, and posted it on Power Line.

Editorial page editor Susan Albright began investigating what had happened. The results of her probe were described in an editor's note published on the editorial page Wednesday, which read in part: "The writer ... took notes on the Hertzberg piece, intending either to directly quote him or otherwise include some of his views.... Later, in consulting these notes, the writer inadvertently failed to distinguish which parts were direct quotes and which were paraphrased ideas, resulting in the writing of phrases that included an unattributed, improper mix of the two...."

Albright detailed phrases in the Hertzberg piece reproduced almost word-for-word in the editorial. Those phrases were "festival of bribery" and "the subcontracting of

environmental, energy, labor, and health-care policymaking to corporate interests; ... efforts to suppress scientific truth." Hertzberg's phrase "a set of fiscal policies that have slowed growth, spurred inequality, replenished the ranks of the poor and uninsured, and exacerbated the insecurities of the middle class" had been paraphrased in the editorial to "economic policies that exacerbate inequality, heighten middle-class anxiety and expand the ranks of the poor and uninsured."

Beyond that note, she said, her dual role as editor and supervisor prevented her from elaborating on a personnel matter — always a frustration for editors whose first instinct is openness. Albright said the note was intended to explain to readers what happened, make Hertzberg "whole" and still be fair to the employee, whom she did not identify. She said everyone involved in the investigation concluded the misstep had been unintentional.

That meant I couldn't get answers to what would be natural questions in the minds of readers: Was the employee disciplined? Were previous editorials by this writer checked for

signs of plagiarism? Because the editorial page staff develops positions as a group and writes unsigned editorials, I can't check for that without knowing the writer's identity.

Still, this situation deserves broader discussion for readers than that note below the editorials Wednesday. High-profile plagiarism cases have haunted newspapers in recent years, sometimes resulting in firings.

The newsroom and the editorial department are separate by design to prevent the newspaper's editorial views from influencing news coverage. Both the editor and the editorial page editor report directly to the publisher. I work for the editor, in the newsroom, on concerns about news issues. So I'm plowing unfamiliar ground in writing about an editorial page problem.

But this case is exceptional, cutting to the core of the newspaper's credibility. There are really only two reasons plagiarism occurs, one far worse than the other, but neither is good. Intentional plagiarism is a theft. Unintentional plagiarism reveals sloppiness. Neither inspires reader confidence.

Unintentional plagiarism is a specter that haunts even meticulous writers: In the midst of a complex project, will I go back to my aging notes and accidentally pick up a phrase that should have been attributed to another writer? In oth-

er newspaper plagiarism cases, that has been the enduring explanation: It was a mistake, I misread my notes, I was rushing and I'll never do it again. Sometimes that's precisely what happened. But if there's any flair to the writing, it strains credulity to think a writer wouldn't recall someone else wrote it. So much has not been disclosed about this case I can't guess at this particular writer's mind-set.

There is, in this dreary episode, a potential silver lining. Newspapers embarrassed by a plagiarism case often enter a period of reevaluating writing and editing practices. They emerge more exacting and ethical, regaining their readers' trust. Albright started that process with her staff on Wednesday. "We had a discussion ... on the need to be meticulous in note-taking and how to use notes," she said.

That's something every writer should be thinking about right now. To that end, as part of the newsroom's training program, I've been developing a seminar on preventing plagiarism and fabrication for early next year. It's a topic that now seems regrettably more timely than ever.

A NEWSROOM LINK

To learn more about the reader's representative and for links to her favorite websites, visit startribune.com/readerrep

Unintentional plagiarism is a specter that haunts even meticulous writers.

*Theft or sloppiness?
Perhaps it's both!

YOU BETTER READ THESE BEFORE TYPING THE FINAL DRAFT:

You MUST attach to the back of your final draft (use a paperclip) the sources that are parenthetically documented in your research.

PAGINATION

Computers are not all the same. YOU need to figure out how to set a header/footer for correct MLA pagination.

WORKS-CITED CARDS AND NOTE CARDS

You will be keeping an electronic RD of your Works Cited and Annotated Bibliography in lieu of works-cited cards and note cards.

If a source is listed on your Works Cited, it must be parenthetically documented in your research paper!

FORMAL OUTLINE: Manuscript Form

See MSF 6-8 in *EPHS English Department Survival Manual*.

Before typing the formal outline, SET YOUR TABS! The tab selection tool box is located to the left of the ruler on a Word document.

Use the decimal tab to set the first tab at 1/8". This will ensure the alignment of the periods after the Roman numerals.

Now use the default left tab, setting several tabs every 1/4".

DO NOT LINE UP YOUR SUBTOPICS ON THE FORMAL OUTLINE BY SPACES, LINE UP BY TABS ON YOUR COMPUTER'S RULER (see MSF 7: 10 -11 in *EPHS English Department Survival Manual*).

FORMAL ANNOTATED BIBLIOGRAPHY

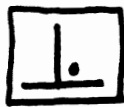
(See p. ^{7 (back)} in this packet)

PARENTHETICAL DOCUMENTATION

See the green section of the *EPHS English Department Survival Manual*.

Using parenthetical documentation in your research paper is NOT enough, you must ensure credibility the first time you cite the author in your research paper by including the

Hyphenate Works Cited when used as an adjective. Do not hyphenate when used as a noun.



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author's credentials (see PDQ 5: Guideline 1 in *EPHS English Department Survival Manual*).

The best parenthetical documentation follows this format: (author last name 34)

If there is no author name, follow this format: ("Title of Article" 34)
(see PDQ 29 E in *EPHS English Department Survival Manual*).

If there is no author name and no page number, follow this format: ("Title of Article")
(see PDQ 43 O in *EPHS English Department Survival Manual*).

WE REQUIRE YOU TO REPEAT THE AUTHOR'S NAME IN THE PARENTHETICAL DOCUMENTATION EVEN IF THE AUTHOR'S NAME IS USED IN THE SENTENCE BEING PARENTHETICALLY DOCUMENTED!

A direct quote is NOT a complete sentence. You MUST lead into the quote (see PDQ 7: Guideline 4 in *EPHS English Department Survival Manual*).

You might need to alter a quote before parenthetically documenting it. (see PDQ 22-26: Guidelines 11-13). Do NOT use [. . .] to begin or end an embedded quote. It is assumed an embedded quote starts or ends mid-sentence. Only use [. . .] if words are removed from the interior of a quote.

The first point of an ellipses does NOT take the place of a period (7th edition of *MLA Handbook for Writers of Research Papers*: p. 101).

No more than three parenthetical documentations per body paragraph are allowed in this research paper.

et al. means "and others." If a source has MORE THAN THREE authors, give either the first author's name only, followed by **et al.** OR list all of the authors' names in the order in which they appear on the title page of the source (even if they are not in alphabetical order). Reverse the name of the first author, add a comma, and give the other name or names in normal form.

See 7th edition of *MLA Handbook for Writers of Research Papers*: sections 5.5.4 for instruction about how to use **et al.** in a Works Cited. See 6.2 of the handbook about how to use **et al.** in parenthetical documentation.

If you find an error in a direct quote, you may NOT fix it. Instead, use [sic] because errors will undermine the credibility of your source. [sic] will also let the reader know that it was not you who made the error.

from the Latin "thus" or "so"

[sic] is to be used within a quote (7th edition of *MLA Handbook for Writers of Research Papers*: p. 101).

(**sic**) is to be used at the end of a quote (see p.101 in *MLA Handbook for Writers of Research Papers*).

DO NOT underline titles of long works; instead, put the titles into italics. This is the same on the Works Cited page and Annotated Bibliography.

Regarding the MLA rule for writing out numbers, spell out numbers that can be written in one or two words. Change those written out numbers back to numerals, however, if the sentence also contains a numeral too long to be written out. This is because all numbers should be expressed in the same format.

Fractions should only be hyphenated when used as adjectives
(ie. a two-thirds majority)
(ie. two thirds of the majority)

(See pp.16 - 17 in *EPHS English Department Survival Manual*).

qtd. means “quoted in.” If you use someone’s published account of another’s spoken words, put **qtd.** before the indirect source you cite in the parenthetical documentation.

ie. Samuel Johnson admitted that Edmund Burke was an “extraordinary man” (qtd. in Boswell 2: 450).

(see PDQ 34-35 in *EPHS English Department Survival Manual*).

COMMON USAGE ERRORS

amount/number

who/that

less/fewer

further/farther

REMEMBER

When listing subtopics in your thesis statement there **MUST** be parallelism!

NO questions are allowed in this research paper (unless in a direct quote)!

DO NOT introduce a new topic/concept/idea into the conclusion of your research paper.

The closing statement of your research paper must be a broader, more global lesson or moral. It must also be a thought-provoking statement.

Body Paragraph Format

A direct quote is NOT a complete sentence! Use your own words to either lead into or lead out of the quote!

1. Topic Sentence	↑
2. YOUR WORDS	
3. Fact (par. doc.)	
4. YOUR WORDS	
5. Statistic (par. doc.)	
6. YOUR WORDS	
7. Quote (par. doc.)	
8. YOUR WORDS	↓
9.	
10. Transition Sentence (transition out of this paragraph and into the next. Do not do this at the end of paragraph #4)	

WORKS CITED

If a source is on your Works Cited it **MUST** be parenthetically documented in your research paper.

Double space everything.

You must alphabetize the works on the Works Cited page.

Alphabetize by author's last name.

If there is no author name, alphabetize by title of article.

If title of article starts with A, AN, or THE, **DO NOT** alphabetize by these. Alphabetize by the first important word in the title.

(ie. "A Tiger in Captivity" should be alphabetized by Tiger.)

Put names of data bases into italics.

You **MUST** remove the hyperlink (blue ink) by highlighting the URL, right clicking on it, and pulling down to "remove hyperlink."

READ WC 4 of "Works Cited: General Information" in the *EPHS English Department Survival Manual*.

ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a list of citations to books, articles, and documents followed by a brief (usually about 150 words) descriptive and evaluative paragraph. This is called the annotation.

The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of **the sources cited** in your research paper.

Locate and record citations to sources that might have useful information on your research subtopic.

Review the items, and choose the works that provide a variety of perspectives on your subtopic.

Cite the source using the MLA style.

Write a concise annotation that summarizes the central theme and scope of the source. State the purpose or intended audience, examine the authority or background of author, comment on timeliness, evaluate the objectivity or bias, compare or contrast this source with another you have cited, or explain how this work illuminates your research subtopic.

You are only required to create annotations for **TWO** of your four sources.

* YOU MUST STAPLE THE TWO ANNOTATIONS TO THE WORKS CITED PAGE. *

EXAMPLE ANNOTATED BIBLIOGRAPHY ENTRY

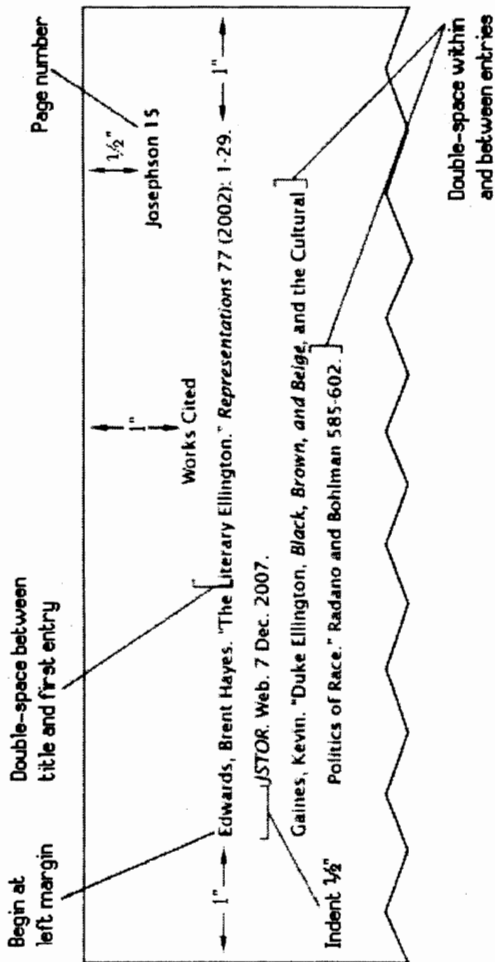
This example uses the MLA format for the journal citation. NOTE: Standard MLA practice requires double spacing within citations.

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." American Sociological Review 51 (1986): 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living. The purpose of the article is to inform the reader, and the authors remain objective. The article provides useful information for the historical section of my paper; however, both studies mentioned are more than 20 years old.

SHORT FORM for THE WORKS CITED

- REMINDERS!**
- ✓ Alphabetize all entries.
 - ✓ Cross check your works-cited page & your parenthetical references. They must match and everything must be referenced.
 - ✓ Double check punctuation.
 - ✓ Include medium of publication: Print, Web, CD, DVD, Photo, Lecture, etc.
 - ✓ Properly capitalize all titles.
 - ✓ Use hanging indentation.
 - ✓ Double space.



Examples of works-cited entries

Schlosser, Eric. *Fast Food Nation*. New York: Perennial-Harper, 2005. Print. _____ medium of pub.

Weintraub, Arlene, and Laura Cohen. "A Thousand-Year Plan for Nuclear Waste." *Business Week* 6 May 2002: 94-96. Print. _____ magazine title / _____ pub. date / _____ inclusive page num. / _____ medium of pub.

"Utah Mine Rescue Funeral." *CNN.com*. Cable News Network, 21 Aug. 2007. Web. 21 Aug. 2007. _____ article title / _____ web site pub. / _____ pub. date / _____ med. of pub. / _____ access date

Thomas, Chandra R. "The Storm Within." *Essence* September 2008: 148+. *Gale Student Edition*. Web. 3 Nov. 2008. _____ author / _____ article title / _____ magazine title / _____ pub. date / _____ inclusive page num. / _____ subscription service / _____ med. of pub. / _____ access date

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Parts of a Citation

- If your source has **no author**, list by title on the works-cited page and in parenthetical references.
- For other **missing information**, you must use the appropriate abbreviation: N.p. for no place of publication, N.p. for no publisher, N.d. for no date, and N. pag. for no page. (Note: if the abbreviation follows a period, the "N." should be capitalized. If it follows any other text or mark of punctuation, the "n." should be written in lower case.)
- Not all sources need **inclusive page numbers**. In general, if the source you are using is contained within a larger work--an article in a magazine, a poem in an anthology--then you need to cite the inclusive page numbers. For a Web source, inclusive page numbers are needed if the source was originally a type of print source requiring inclusive page numbers.

PRINT SOURCES

Author(s). "Title of Article." *Title of Magazine* date of publication. inclusive page numbers. Print.

Author(s). *Title of Book*. City of Publication: Publisher, year of publication. Print.

Author(s). "Title of Chapter or Selection." *Title of Book*. City of Publication: Publisher, year of publication. inclusive page numbers (or N. pag.). Print.

WEB ONLY (NO PREVIOUS PRINT PUBLICATION)

Author(s). "Title of Article or Web Page." *Title of Web Site*. Publisher of Web Site (or N.p.), publication (or posting/copyright) date.
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BLOCK 10th Grade Mini-Research Paper Standards and Criteria

	Exemplary	Adept	Incomplete
I. Style and Form <u> /20</u>	1) Style reveals a variety of complex sentence structures. 2) Mature and thorough content reveals substance of thought.	1) Style includes an adequate balance of simple and complex sentences. 2) Content reveals careful thought and adequate support.	1) Linking verbs, simple sentences, and compound sentences are overused. Little or no attempt at use of complex sentences is made. 2) Content is simplistic.
II. Mechanical Correctness <u> /30</u>	1) No more than three mechanical errors occur per page. One only may be fragment or run-on.	1) No more than five mechanical errors occur per page. One only may be fragment or run-on.	1) More than five mechanical errors occur per page.
III. Format of mini-essay <u> /10</u>	1) Paper is typed (double-spaced). 2) Two or fewer errors in margins, page numbering, or bibliography.	1) The paper is typed (double-spaced) or neatly handwritten in blue or black pen. 2) No more than four minor errors in margins, page numbering, or bibliography.	1) More than four minor errors or any major errors in margins, page numbering or bibliography.
IV. Five-paragraph structure <u> /20</u>	1) Introduction opens with an outstanding attention-getting statement. 2) Controlling purpose clearly indicates the topic to be discussed. 3) Topic is clear and focused throughout. Controlling purpose is clear; body matches introduction; conclusion goes beyond mere summary. A variety of transitions are used between and within paragraphs. 4) All information effectively illustrates and substantiates ideas.	1) Introduction uses an effective opening statement. 2) Topic and controlling purpose are clear; body matches introduction; conclusion summarizes main points. Controlling purpose may be awkward but is accurate; transitions are adequate. 3) Most information illustrates and substantiates ideas.	1) Introduction uses an inappropriate opening statement or lacks one. 2) Essay is unfocused or hard to follow. Body does not match introduction. Conclusion does not meet requirements. Controlling purpose is unclear or unconnected to essay. 3) Information is inadequate or incorrect.
V. Documentation and Substantiation <u> /20</u>	1) One effective quotation incorporated smoothly into each body paragraph. 2) Reference to two additional strong ideas in each body paragraph from the required source. 3) Correct parenthetical documentation (MLS style). 4) No plagiarism concerns. 5) <u>No W.C. or A.Bib. concerns</u>	1) One quotation incorporated into each body paragraph. 2) Reference to two additional ideas in each body paragraph from the required source. 3) Attempt at parenthetical documentation (MLA style). 4) <u>No plagiarism concerns</u> 5) <u>No M.A.B. W.C. or A.Bib. concerns</u>	1) Quotations are missing or ineffective. 2) Reference to additional ideas are missing or limited. 3) Parenthetical documentation is incomplete. 4) Plagiarism exists. 5) <u>W.C. + A. Bib. concerns</u>
VI. Deadlines and Preparatory Work	1) Deadlines are met at all times, and rough drafts are thoroughly completed. 2) Uses class time and resources effectively.	1) Deadlines are met at all times, and rough drafts are completed. 2) Uses class time and resources effectively.	1) Any deadline is missed, or rough draft is not completed. 2) Class time and resources are not used effectively.

TOTAL = /100

