

# Sussex Tech Research Manual

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## *Choosing a Topic and Developing a Thesis*

In order to write successfully, it is extremely important that you choose a topic that you find valuable. If you do not value your subject, your writing will reflect your lack of interest. In addition, you must also be able to narrow your topic to a working thesis statement that will help to organize and focus your efforts. Below are a few hints to keep in mind before choosing a topic and developing a thesis statement.

- I. Choose a topic that will hold your interest for the duration of your assignment. If you are not truly interested in your topic, you will lose interest quickly, and it will be difficult for you to address your subject completely.

Hints:

- choose something that holds a personal interest for you
- choose something that will benefit you in your class of study
- choose something that you find fascinating in your area of study

- II Choose a topic that you will be able to research without extreme difficulty. If you cannot locate sources easily, you will not be able to fully develop your topic.

Hints:

- take some time to check classroom resources, on-line data banks, web sites, and library books to see if you can find information on your topic **before making a final decision**
- if you cannot find information on your topic within a few hours, you may want to shift your focus

- III. Choose a topic that is significant. Do not waste your time researching something that has no value to you. Make your time worthwhile!

- IV. Make sure that your topic is objective. It is extremely important that **you support your thesis with specific facts and data and not opinion.**

Hints:

- avoid choosing a topic that is extremely personal or emotional (i.e. – religion, abortion, political affiliation, upsetting personal situations, etc.)
- avoid topics that are based on theory, opinion, or assumptions – stick with facts and data

- V. The topic must be narrow enough to be treated fully within the parameters of your assignment. If your writing assignment is only 1-2 pages, then your topic must be extremely specific. If your assignment is 5 or 6 pages, you have more time to develop your topic; however, this is still not enough space to address broad topics such as *cancer*, *the Civil War*, or *technology*. Be sure to limit your subject appropriately.

- VI. Once you have selected a broad subject, you must begin to narrow that idea into a specific focus. Decide what specific aspect of your subject you will be covering, and consider your purpose and direction before you write.

## *Narrowing Your Topic:*

Once you have decided on a broad topic, you need to start to **focus on one specific aspect of that topic**. Be sure that you can identify a specific direction that you will be taking with your research. **Without this direction, you cannot write an effective thesis**. This specific direction will prevent a general discussion of an extremely large topic by forcing you to maintain a limited but detailed look at your research topic. Imagine the structure of an inverted triangle to illustrate the process of moving from a general topic to a specific thesis statement. You will funnel your ideas from a broad subject to a narrowed topic, to a restricted topic that will be developed into a thesis.

### **Example:**

If the assignment is: *Discuss how your technical area has made advancements in improving people's lives in the last 20 years*, you need to be very specific with your information and direction.

If you have an interest in how wigs can be used to provide people with hairstyling options, that is a good start, but you need to focus your ideas.

Broad subject: Wigs

Narrowed topic: How wigs help people to diversify their looks

Restricted topic: How wigs help cancer patients alter their looks to improve their self-esteem while going through chemotherapy treatments.

Thesis Statement: The use of natural fiber wigs helps many people improve their self-esteem while suffering through chemotherapy treatment by providing them with a variety of natural looking hairstyles.

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### **Example:**

If your assignment is in history class, and your writing is supposed to focus on Native American culture, you need to narrow your subject to something specific.

Broad subject: Native American culture

Narrowed topic: Native American games

Restricted topic: The importance of games in Native American culture

Thesis Statement: Many Native American tribes used games to improve intellectual abilities, heighten athletic prowess, and determine strength of character among tribe members.

**Funnel your ideas from broad to specific, ending with a clearly written thesis statement that indicates the direction of the paper!**

## *Moving from Topic to Thesis Statement:*

Follow the inverted triangle approach to limit the focus of your topic, allowing you to develop one very specific idea:

Broad subject

Narrowed topic

Restricted topic

Thesis statement.

---

Example A:

Education

Vocational Industrial Clubs of America (VICA)

VICA's role in skill development

**Thesis:** Vocational Industrial Clubs of America plays an important role in developing the leadership skills necessary to be a successful employee.

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Example B:

Personal Health

Weight control

Fad dieting / pills

**Thesis:** Diet pills claim to be a panacea for weight problems; however, designer diet pills often lead to serious health problems.

---

## *Writing a Thesis Statement*

A **THESIS STATEMENT** is frequently the first or the last sentence of the introduction; **many suggest the last sentence of the introduction because it will follow the hook and lead the reader directly into the body of the paper.** In either position, readers are more likely to pay attention to it because it will be the first or last thing that they read in the introduction.

The **THESIS STATEMENT** performs three important functions:

- (1) It states the main point that will be developed in the research paper; it is the focus of the entire paper; it indicates what you will prove through your research.
- (2) It indicates the writer's attitude toward the topic.
- (3) It suggests the organizational pattern that the paper will follow.

To develop an effective thesis statement, keep in mind the **purpose** of the paper and the **audience** for whom you will be writing. Make sure that your thesis statement is a single sentence that **focuses on the main idea** of the paper.

Examples:

**Very Bad:** I will write about how robots will help us in the future.

**Bad:** Robots do a lot of stuff for us and will do more good stuff later.

---

**Better:** The implementation of robotics in automotive factories has increased production without sacrificing the overall quality of products.

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---

**Very Bad:** Magnets are good for injuries.

**Bad:** Magnets help athletes recover from injuries

---

**Better:** The use of magnets to treat muscle injuries increases an athlete's recovery time significantly over traditional rehabilitation methods.

# *Writing a Thesis Statement*

(continued w/ examples)

Before attempting to develop a thesis statement, take a few minutes to look at the examples below. Your thesis statement must be clear, concise, and effective. When writing, please keep in mind that your thesis statement should clearly state the purpose and controlling idea of your paper. **Your thesis statement should attempt to prove something to the reader.** To that end, try to frame your thesis statement by introducing your topic and then **provide your purpose** for writing about that topic.

Look closely at the following examples as you try to formulate your own thesis statement:

1. In the last one hundred years, the population of the cougar has steadily decreased due to several factors including unnecessary hunting, unfit environments, and lack of nourishment.
2. Forensic pathology has lessened the time it takes to investigate homicides while also increasing the success rate.
3. Fetal Alcohol Syndrome causes a number of mental and physical defects; however, with early recognition and proper postnatal treatment, many children can live very normal lives.
4. Nutrition is vital to toddler development, and daycare providers can positively contribute to toddler growth by providing well-balanced meals.
5. Stuttering hinders effective communication and causes issues of self-esteem, but early intervention and speech therapy can help children correct these problems at a young age.
6. While many people use weight training to tone their muscles, a more well-rounded workout program such as Pilates is often more successful, reducing the injuries associated with high-impact weight training.
7. Investigative teams equipped with canines have discovered evidence and tracked criminals with a higher success rate than teams without dogs.
8. During the European Renaissance, architecture of governmental buildings, personal homes, and churches bloomed due to increases in technology.
9. Dyslexia is a learning disorder that often interferes with student learning; however, teachers can increase a child's success rate in school by making a few instructional adjustments in their classrooms.

# *Creating Source Cards*

Source cards list every book, article, website, or other reference that furnishes information or background for your paper. Each source should be recorded on an index card. **Make a source card as soon as you find valuable information** that will assist you in developing your thesis statement. Each source should be recorded on a 3x5 index card.

It is extremely important that you make a card for each source that you use in your paper:

1. You will need all of the information detailed on your source card when you list your works cited at the end of your paper (see *Creating a Works Cited Page*).
  2. If you take notes from a source and then return it, you might realize that you need to retrieve the source to record additional information or to clarify your notes.
  3. **You must be able to produce the source** immediately to clarify any accusations of plagiarism, and without the information on your source card, you may not recall where you originally retrieved the source.
- If you do not create a source card for every source that you use to complete your research assignment, you will encounter additional problems as the research process continues!

**Below are very general examples** of what should be included on your source cards (some sources may not provide all of the information, in which case, you must provide all of the information that you can locate within the source). **For further information, look at the more specific examples on the following pages.**

## **For books:**

- author(s) full name (if no author is listed, you may use the editor's name instead)
- full title including any subtitle
- number of the volume and total volumes if the book is in a multi-volume work
- place (city) of publication (if more than one, choose the city closest to your geographic location)
- publisher's name
- year of publication

## **For magazines:**

- author(s)
- title of article – in quotations
- title of magazine – underlined
- magazine date
- volume (for scholarly journals)
- page numbers

**For sources gathered from UDLIB/Search OR EBSCO**

- author(s)
- title of article – in quotations
- title of journal or magazine – underlined
- volume and year
- retrieval date
- <databank: specific database> (either UD LIB/Search OR Ebsco)

Below are several examples of the most common sources that you will use to complete your research paper. Be sure to complete all of the information for each entry accurately, double space each entry, and punctuate each entry properly.

**I. Books with one author: Using reverse indentation (all but the first line is indented), provide the following information: author (last name first). title (underlined). city of publication: publishing company, copyright.**

Also, list the origin of the source (where you found it) at the bottom of the source card.

Harrington, Michael. <u>The Other America: Poverty in the</u>
<u>United States.</u> New York: Penguin, 1994.
Del. Tech Library

**II. Books with two or three authors: Use the same format as a book with one author, but add the second (or third) author’s name (first name first) connected with an *and*.**

Varrato, Tony and John Sell. <u>Keeping it Real in the</u>
<u>Classroom.</u> Boston: Pendant, 2002.
University of Delaware Library

\* If the source contains more than three authors, simply include the first author’s name, *et al.* This stands for “and others,” indicating additional authors.

- III. Books with no author provided but with an editor's name provided. Same format as a book with one author, but add *ed.* after the editor's name.**

Kramer, Kenny C., ed. <u>The City that Never Sleeps.</u>
New York: Norton, 1999.
Georgetown Public Library

- IV. Magazine articles: Using reverse indentation, provide the following information: author (last name first – if available), title of article (in quotation marks), title of publication (underlined), month of release, year, page numbers.**

← "Save the Children." <u>Ebony.</u> May 2001: 53-59.
Delaware Tech Library

Notice: If no author is provided, use the title as the first piece of information on your source card.

- V. Articles found on Ebsco or UD Library search databanks: provide author(s) last name first (if available), article title (in quotations), journal/magazine title (underlined), volume and year, retrieval date, databank and specific database.**

Flynn, Arnold. "Innovations of the Insulin Pump."
<u>Journal of American Medicine.</u> Vol. 34, 2001.
Retrieved 17 September 2003. <UDLIB/Search:
Expanded Academic>.
Sussex Tech Internet

**VI. World Wide Web Page: name of author or creator (if available). “Title of Article” (if given). Title of page (if named). Name of any institution or organization associated with the site. Latest update (if given) Access date. <URL>.**

- It is important to note that many web pages will not provide all of the information; however, it is important to include all information that is attainable at the web site. Also, **if there is little or no information provided, there is a good chance that the web page is not a credible source to begin with, and you may want to reevaluate your source.**

Anderson, Greg. “Can the Trooper and SLX Stand Up?”
Edmunds.com. Retrieved 12 March 2000. <http://
www.edmunds./rollover.html>.
Sussex Tech Internet Access

**VII. Newspaper Article Online: Author. “Article Title.” Newspaper Title. Date, edition, section: page (if given). Database name (if applicable). Access date <URL>.**

Veterbek, Sam. “The Bottom of the Barrel.” <u>The New</u>
<u>York Times</u> . 1 May 2000. Retrieved 1 May 2001
<http://www.nytimes.com/library/tech/00/02.html
Sussex Tech Internet Access

**VIII. Personal Interview: Name of interviewee, type of interview, and date of interview.**

Rodenbaugh, Samuel. Personal interview. 12 March
2002.

**\*Note: If you spoke to the interviewee by phone, cite the entry as Telephone interview.**

If you do not find an example of a source that you need in this manual, please refer to one of the following websites for the correct format:

http://owl.english.purdue.edu/handouts/research/r\_mla.html  
 http://www.dianahacker.com/resdoc/humanities/manuscript.html

## Creating Note Cards:

Note cards are used to record all information needed to complete a research topic. Note cards allow you to perform two important functions when addressing a research topic. First, note cards allow for flexible organization of information by categorizing cards with specific topic headings. Second, note cards permit rapid location of information once the research is completed.

In order to complete note cards correctly, follow the format rules below:

1. Each card **must have a specific label or topic heading** at the top of the card. This label should specifically identify the topic addressed on each card. You should not have more than a few cards with the same label – try to be specific when labeling cards.
2. Each card **must have the source listed at the bottom of the note card** in parentheses (author and page #). Always use the author’s last name to cite the source; however, if there is no author, use the first piece of information listed on the source card for the source information.
3. Each card **must only contain one topic and one source per card**. If you want to take notes on two different topics from the same source, you must do it on two separate note-cards.
4. If you have more information on one topic than will fit on one card, **simply write more than one card with the same topic heading**; however, **you must still write the author and page number at the bottom of each card**.
5. When taking notes, try to paraphrase and summarize as much as possible. **Avoid over-quoting** right from the beginning while the information is fresh in your mind.
6. Do not write on the backs of the cards.
7. Do not continue information from one card to another.
8. Do not number the cards when taking notes (the order of your cards will eventually change to fit your outline).

Provide source info. & page number in parentheses at the bottom of each card. This is extremely important for providing parenthetical citations. (see #2 above)

Sample Note card:

Label (topic heading)
-write notes, quotes, and paraphrased information on the lines in the middle.
(Author’s last name pg #)

Specific topic addressed on the card. You should have a variety of topic labels to address the supporting information necessary to develop your thesis. (see # 1 above)

## *Sample Note Cards:*

### Example A: Note card in paraphrased form

*Detailed source information located at bottom of each card, including page number (since there was no author for this source, the title is used).*

Importance of education in Asian culture ←
- students view school as a highly competitive job where they strive to perform at their highest level ←
- Asian secondary schools have a collegiate atmosphere where students pressure themselves to earn extremely high marks ←
- students who score below 85% are perceived as failures ←
(“Keeping Pace in the Classroom” 29) ▲

*Each card must have a specific topic/label.*

*Information is paraphrased into “note” format.*

### Example B: Note card in direct quotation form

Cultural differences of Asian students ←
“The cultural foundations of education differ greatly in Asian families. Education is viewed as a privilege that necessitates absolute dedication rather than a right that goes unfulfilled through apathetic disinterest.” ←
(Cormier 32) ▲

*Specific topic / label*

*Notes in the form of a direct quote when information cannot be paraphrased*

*Author’s last name and page number*

Be sure to include a label and the source information on every note card, as you will need this information to organize your note cards before writing and to complete the parenthetical citations within your paper.

## *Guidelines for Writing a Topic Outline*

Use the format below to help guide you when writing your outline. If you do not follow the specified format, you will lose points on your outline.

- Your outline should lay the groundwork for your rough draft by placing your important ideas in a structured format.
- You should **use your specific note card labels for your outline headings**.
- This step **should determine whether or not you have enough information to begin writing**, and it should also give you a specific organizational direction. If your outline is not even one full page, you will probably need to continue researching your topic.
- Be sure to **use only subjects and topics** in words and phrases from your note cards – **DO NOT write complete sentences** on your outline. Follow Roman numerals, letters, etc. with two spaces.
- **Capitalize the first word of each line only**, unless it is a proper noun.
- If you use an A, you must include a B. If you use a 1, you must include a 2, etc. **If you can't support an idea with multiple examples, then it doesn't deserve to be separated by a letter or number.**
- **Do not identify your introduction and conclusion in your outline.** Simply arrange your ideas by the broad subjects and subordinating topics that you will use to develop your thesis. The introduction and conclusion are important components to the paper, but the should be addressed separately.
- **Double-space the entire outline.**

- 
- Use the following information to assist you in organizing your outline:

Sample format:	Roman Numerals (hint: use capital I and V)	
I.	I = 1	IX = 9
A.	II = 2	X = 10
B.	III = 3	XI = 11
1.	IV = 4	XII = 12
2.	V = 5	XIII = 13
a.	VI = 6	XIV = 14
b.	VII = 7	XV = 15
II.	VIII = 8	see teacher for more

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*Sample Topic Outline*

Ima A. Student  
Mrs. Taylor  
English 11  
14 September 2003

Title: Sussex Tech: A School of Excellence

Thesis: Sussex Technical High School possesses qualities that make it a superior American high school.

I. Unique curriculum

- A. Technical programs
- B. Academic classes
- C. Integration of technical and academic content

II. State-of-the-art technology

- A. Computers
  - 1. Classroom resources
  - 2. Portable labs
- B. Other technology
  - 1. Scanners
  - 2. Television / computer display hardware

IV. Qualified staff

- A. Administration
  - 1. Leadership
  - 2. Vision
- B. Support staff
  - 1. Supervision
  - 2. Extracurricular roles

C. Teachers

1. Dedication
2. Creativity

IV. Outstanding student achievement

A. Test data

1. Delaware State Testing Program (DSTP)
  - a. Reading
  - b. Writing
  - c. Math
  - e. Science
2. NAEP scores

B. Awards

1. Blue Ribbon High School
2. National School Change Award
3. Gold Seal Award (SREB)
4. Model Technology High School
5. Super Stars in Education

V. Diverse post-graduate preparation

- A. Career apprenticeship
- B. College preparation
- C. Military opportunities

IV. Appendixes (if any)

V. Works cited

## *From Note Cards to First Draft*

After taking notes on your topic, it is time to begin writing your first draft. The steps are as follows:

1. Separate note cards into piles matching the sections of the outline.
2. Make sure each section has adequate information.
3. Organize each pile in the order that you wish to present the information.
4. Begin writing your information, making sure each paragraph has a topic sentence, relevant information, and a concluding statement.
5. Use transitions where appropriate.
6. **ALWAYS DOCUMENT YOUR INFORMATION BY USING PARENTHETICAL CITATIONS.**
7. Avoid one or two sentence paragraphs.
8. Be sure to define technical terms.

### **Example**

The following note card corresponds to a section of a student's outline labeled "Asian Education" in a paper which compares the importance of education in American and Asian cultures. Following the note card is an example of a structured paragraph that takes the paraphrased information and develops it into prose.

<b>Importance of education in Asian culture</b>
- students view school as a highly competitive job where they strive to perform at their highest level
- Asian secondary schools have a collegiate atmosphere where students pressure themselves to earn extremely high marks
students who score below 85% are perceived as failures
(“Keeping Pace in the Classroom” 29)

### **Sample written paragraph from note card:**

Asian culture places an extraordinarily high value on education, laying the groundwork for future academic success. For instance, students in Asia view school as a highly competitive job where they strive to perform at their highest level. Many American students are satisfied with simply passing a class, whereas Asian students who score below eighty-five percent are perceived as failures. In addition, Asian secondary schools have a collegiate atmosphere where students pressure themselves to earn extremely high marks (“Keeping Pace in the Classroom” 29). The importance placed on education in Asian schools has allowed Asian students to be extremely successful in their post-secondary education.

\* **Notice:** Because all of the information in the paragraph is from the same source, only one parenthetical citation is necessary to cite the information.

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### **Format Reminders When Writing a Formal Paper**

The following is a list of format reminders for writing a formal paper:

1. Use Times New Roman, 12-point font
2. Double space the entire paper
  - Reminder: Do not include extra spaces between paragraphs
3. Provide a header in the upper right-hand corner of each page of text that includes your last name and page number
4. Provide parenthetical citations to credit the original sources for their information
  - Reminder: All direct quotations must be immediately followed by a parenthetical citation, and all paraphrased information must be cited as well
  - Reminder: all parenthetical citations must directly match the first piece of information listed on the works cited page
5. An accurate and up-to-date works cited page must be included, listing all of the sources used to develop the paper.

## *Using Parenthetical Citations*

Parenthetical citations denote where the information within the text of the paper originated by indicating the author and page number in parentheses ( ). These parenthetical citations are located at the end of the direct quote or paraphrased section just before the period. The information within each set of parenthesis refers directly to an entry on the works cited page; consequently, a reader could look at the citation and then find that source on the works cited page within seconds.

Generally, parenthetical citations follow the author-page format. This means that after the quote or paraphrase, the student will include the author's last name and page number. If no author is provided, the citation should include the first piece of information from the works cited entry and the page number.

### **Example:**

“An excellent place to build a workshop is in a basement, garage, seldom-used room, or even a closet or attic. A basement has several advantages. In most homes it is also one of the few areas with a sizable amount of unused space--an important factor if stationary power tools are necessary” (Henderson 22).

**Notice:** The period comes only after the parentheses, not inside the quotation marks.

If the author's name is used in the quote or paraphrase, then the student includes just the page number.

According to Henderson, “An excellent place to build a workshop is in a basement, garage, seldom-used room, or even a closet or attic. A basement has several advantages. In most homes it is also one of the few areas with a sizable amount of unused space--an important factor if stationary power tools are necessary” (22).

When several sentences of information in a row come from the same source, it is not necessary to attribute each sentence. Simply use one citation at the end of the information.

### **Example:**

According to Hans Glotz, a doctor of obstetrics, childbirth is hereditary. In several studies conducted in California, it was found that those adults who had no offspring, in turn had no grandchildren. One hundred percent of their children had no children of their own (105).

**Notice:** Because the author's name is included in the text, the citation includes only a page number. Also, this source could easily be located on the works cited page under Glotz, Hans.

## Special Situations

### No author

If there is no author given, then the first words from the works cited entry are used. Notice that if the title you use is punctuated, you must punctuate it in the same way in the parentheses.

### Works cited page entry:

**“Georgian Recipes.” Britannica Recipe Encyclopedia. Volume 4. Ed. Lagosi, Emiril. Louisiana Press. December 2001: 97.**

Citation example from this source:

“It is essential to begin all authentic Georgian recipes with one basic ingredient: bacon grease” (“Georgian Recipes” 24).

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*If the title is too long, use just enough of the first few words to distinguish it from the other citations.*

Works cited page entry:

“Rhubarb and You: What Everyone Should Know about this Miracle Vegetable, but No One is Saying.” 10 June 2003. Retrieved 3 Feb. 2004. <<http://www.veggiesaregoodforyou.net/rhubarb>>.

Citation Example for this source.

Rhubarb has a special nutrient, vitamin x, which has been known to relieve stress in laboratory rodents (“Rhubarb and You” 18).

### Too Many Authors

Works cited page entry for a book with more than three authors:

Jones, Tom and Englebert Humperdink, Wayne Newton, Barry Manilow.  
We Write the Songs That Make The Whole World Sing. Las Vegas.  
Geriatric Press. 2002: 105-147.

Citation Example for this source—“et al” means “and all the others”

“Many women over fifty think we’re cool” (Jones, et al. 111).

## **Citing Indirect Sources - Quoting One Source Which Is Quoting Another**

To use a quote from Edwin Hubble that was quoted in Leonard Schlock's book, the student must indicate where he obtained this information. (*qtd.* stands for "quoted.")

### ***Example of an Indirect Citation:***

Edwin Hubble once wrote, "We know more about our galaxy than we do about the seas that cover our very planet" (*qtd.* in Schlock 4).

---

Reminders for citing sources within the paper:

1. Citations must be provided immediately following each direct quote.
  2. Citations must be provided for all paraphrased information that was taken from another source.
  3. If all of the information used to develop a paragraph is from the same source and page span, you only need to cite the information once, at the end of the paragraph. If, however, you use multiple sources within the same paragraph, you must document each source separately as the information is used.
  4. If the source is identified within the text, you must only include a page number in the citation.
  5. Be sure to vary your techniques for citing your sources within your paper to enhance readability.
- A good rule of thumb is to include at least one citation per paragraph, unless the entire paragraph is considered common knowledge.
  - Citing sources is extremely important when using other's research to develop a paper. Failure to provide parenthetical citations (even when the information has been paraphrased) is considered plagiarism and could result in serious consequences.

# *Plagiarism*

If an author uses someone else's thoughts or wording and represents them as his own, either intentionally or through carelessness, he has committed plagiarism. There are two main ways to avoid plagiarism: paraphrasing and citing your information.

## **Paraphrasing**

A research paper is not merely a list of ideas from various sources. The author must put these ideas into his own words in order to show how he understood the information. Paraphrasing is rewording the passage, stating it another way. This helps the reader understand, but more importantly, it shows the author understands the material.

### **Example quoted from source:**

“Structures of the limbic cortex form a ring around the brainstem and diencephalon. Limbic structures include (going in a circle) the amygdala, hippocampus and parahippocampal gyrus, cingulate cortex, orbitofrontal, and insular cortex. Limbic regions tend to have a more primitive structure than neocortex, and are highly interconnected with basal forebrain and hypothalamus.”

The reader probably will not understand this. Chances are the author did not understand it either. There are many words here that will need defining before the author can get to the point. Since it is important to include only relevant material in a research paper, the author should choose passages that make sense and relate to the point the author is proving.

Furthermore, this quote is lengthy. In short research papers, those fewer than seven pages, extended quotes should be avoided.

The following quote is more easily understood; however, it does not quite focus on the author's point. Some lines do not make sense out of the context of the book.

Quoted from source:

**“In pure cases, the memory defect is characteristic. Since memory for the information is severely affected but memory of distant events is less so, the patient's previous experience is available to guide his actions; there may be little apparent intellectual loss. Memory of the events after the onset of the illness—and often, for unknown reasons, for weeks or months before it—is severely or totally disturbed; disorientation to time is inevitable” (Johnson 21).**

Paraphrased:

**Karsakoff's psychosis, brought upon by alcohol abuse, affects the memory of the abuser following serious attacks of alcohol related delirium. Memory of recent events, since the initial attack, is totally disturbed causing distortion in the individual's sense of time. However, memories from before the onset of delusional attacks is largely not affected (Johnson 21).**

**Notice how the paraphrased example emphasizes the author's point of the paper. It also cuts out details which are not necessary to the point; however, it still requires parenthetical documentation.**

## *Using A Quote in a Paragraph*

Quotations are not self-explanatory. The author may realize what his point in using a quote is, but the reader may or may not.

Example:

“The senses can do no more than transmit the external in its actual forms, leaving the images in the mind exactly as they found them; whereas the intuitive power rejects or assimilates, indefinitely, until they are resolved into the proper perfect form” (Allston 5).

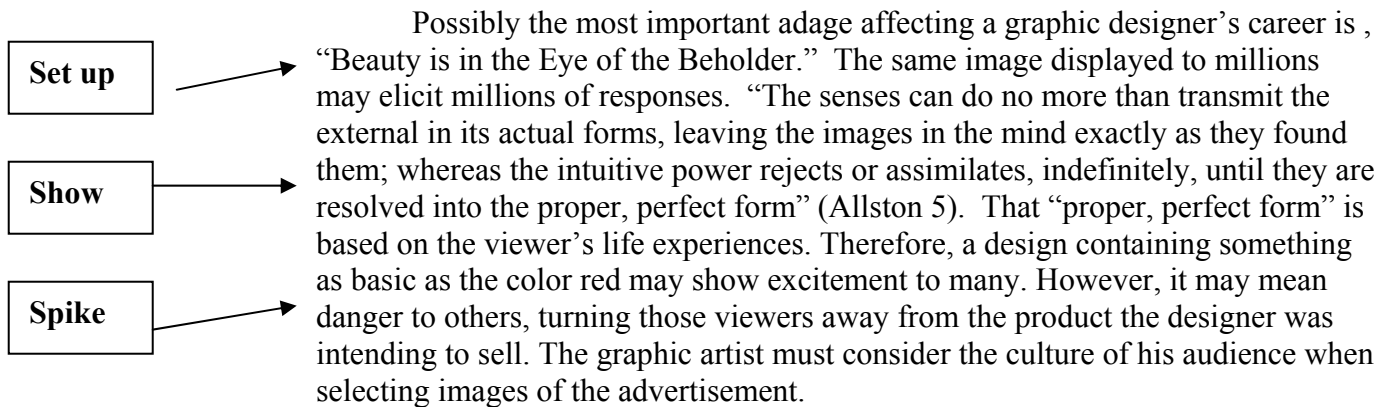
This quote will make little sense to any reader who has not researched this topic to know what the heck Allston is talking about.

To use a quote, the author must write the paragraph almost as if it were a volleyball game: set up the quote, show the quote, and spike the point.

**Set up:** Introduce the quote with an explanation

**Show the quote:** Put the quote or paraphrase here.

**Spike the point:** Take two to three sentences to explain the quote. Reword areas, define words that need rewording, and most importantly, explain how this quote proves the thesis. Remember, the point of a research paper is to prove a point, not just to list information. The effective explanation of quotes is the key to a successful paper.



Notice, it takes a few sentences to explain the quote. The author should not attempt to accomplish these steps in one or two sentences. If the quote is not adequately introduced and explained, the audience will not fully understand the point.

## Extended Quotes

As a rule, avoid extended quotes in papers fewer than seven pages. However, if a long quote is necessary to your research paper, follow these guidelines:

1. An extended quote is one that occupies more than four lines of regular text.
2. Indent the entire quote ten spaces (double indent) from the left margin.
3. Double space, just like the rest of the paper, but without quotation marks at the beginning or end of the quote.
4. The right margin remains the same as the rest of the paper.
5. Use a colon to set off quotation.
6. Place the parenthetical citation after the block's last item of punctuation.
7. Immediately after the quote, return to the left margin to explain it. Do not indent; it is the same paragraph.

### Example:

At the conclusion of the *Lord of the Flies*, Ralph and the other boys realize the horror of their actions:

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other boys began to shake and sob too. And in the middle of them, with filthy body, matted hair, and unwiped nose, Ralph wept for the end of innocence....(186)

Ralph, the symbol of reason in the novel, is appropriately the first to realize the atrocity of the state to which the boys have fallen. As the other boys gain the reason that Ralph stands for, they too understand the error of their ways. They realize they are no longer innocent children, but corrupted adults in a corrupt world.

## Ellipses

Ellipses are the three dots (...) that show the author deleted part of a passage.

Use these in a direct quote where the original text contains information that is not relevant to your paper.

In this example, notice some of the quote is unnecessary to the point and was deleted using an ellipsis.

### **Original:**

Medical thinking, trapped in the theory of astral influences, stressed air as the communicator of the disease, ignoring sanitation of visible carriers (Tuchman 101-102).

### **Quoted with an ellipsis in the middle:**

In seeking causes for plagues in the Middle Ages, Barbara Tuchman writes, “Medical thinking...stressed air as the communicator of disease, ignoring sanitation of visible carriers” (101-102).

### **Warnings when using ellipses:**

1. Make sure the sentence with ellipsis makes grammatical sense.

Bad example from above:

Medical thinking... sanitation of visible carriers (Tuchman 101-102).

2. Make sure that the information remains in sentence form.
3. **Be careful not to change the meaning of the sentence** when deleting words (see example below).

### **Example :**

#### **Original**

“When you have a question during the test, raise your hand. I will see that you are increasing the blood flow to your brain and this new surge will make you smarter and no longer need me to give you the answer” (Forcucci 4).

Erroneously Ellipted Example

“When you have a question during the test, raise your hand. I will ...give you the answer”(Forcucci).

# Writing the Introduction

The introduction of a research paper is an important element to the success of the thesis statement. You must interest the reader, while at the same time providing an organizational pattern to your paper and indicating your position on the topic.

This is the first thing that the reader will use to judge the effectiveness of the paper, and you must work diligently to provide the reader with a good first impression of your work.

## Developing the Introduction:

1. *You should attempt to interest the reader by providing an interesting or creative hook at the beginning of your paper – entice the reader by making him want to continue reading.*
2. Provide transitional information that clearly links the hook to the thesis statement.
3. **End the introduction with a clearly written thesis statement.**

## Techniques to Try:

1. Use a string of interesting or startling facts or statistics. If you have factual information that will easily affect the reader, this is a good technique to use.

Example:

Hook

*It has been estimated that the numbers of abused pre-school aged children in this country are as high as seven hundred and fifty thousand. Recent studies have also revealed that seventy-eight percent of convicted criminals incarcerated for their crimes have been abused as children (Dunhill 7). These shocking statistics indicate the correlation between child abuse and the negative long-term effects associated with mistreatment at a young age. **In order to reduce the numbers of abused children in this country, childcare providers must be able to identify early signs of child abuse, and they must understand their role in reporting suspected cases.***

Transition to thesis

Thesis Statement

2. Write a factual or fictional anecdote that exemplifies the problem or situation addressed in your paper. Your anecdote should be short, focused and appropriate.

Example:

*Helen is a forty-year-old cancer patient who has been undergoing chemotherapy treatment. She gets up in the morning, attends to her daily responsibilities, and as she is about to leave for the day, she looks in the mirror only to see the startling effects of the chemotherapy. Helen has lost her hair as a result of her treatment. She realizes that she cannot face the day, and this realization sends her back into the depression that has been afflicting her since her treatments began.* This situation affects thousands of cancer patients each year, limiting their ability to live happy and fulfilling lives. **The use of wigs, scarves, and turbans can improve the outward appearance of cancer patients, allowing them to cope with the side effects of their treatments and regain their self-esteem.**

3. Use a quotation from a well-known authority or famous individual to introduce your idea.

Example:

*“Fine art is that in which the hand, the head and the heart of man go together.”* This quotation by George Bernard Shaw indicates the importance of art to the creative development of man. Art is an outlet that not only allows for the development of physical skills, but it also enhances the cognitive growth of an individual. **Children’s art activities increase both the physical and cognitive development of children by allowing them to exercise their innate creative abilities.**

4. Simply provide a succinct explanation of the problem that your paper will address through the development of your thesis.

Example:

*The rehabilitation efforts of today’s penal institutions are not producing successful results. Repeat offenders, prison violence, and the mistreatment of both prisoners and personnel only add to the problems associated with criminal incarceration.* Without radical changes in our rehabilitation system, this problem will only increase in the future. **The techniques used in rehabilitating criminals in our current justice system must be drastically improved or the negative results of rehabilitation will continue to increase.**

**Choosing a specific technique for your introduction will depend largely on your topic. Choose a technique that works well with your subject and the intentions of your thesis statement. Try a couple of different techniques to see which one provides the best results.**

## Writing the Conclusion

The final section, or conclusion, of your paper should leave the reader with a clear understanding of the importance of your research. Review the most important points you have made in your paper, and draw any final conclusions as a result of your research. Write a one-paragraph summary of the evidence presented in the body of the paper. **Do not introduce any new information in the conclusion.** Make sure that you restate your thesis, although not in the exact same words. If possible, tie the idea from your opening hook back to your conclusion to provide a sense of closure for the reader. **Remember, the reader should be able to look at the conclusion as an isolated paragraph and have a very good idea what important points were developed in the body of the paper.**

Look at the example of the introduction below, and notice how the conclusion acts as a bookend to the paper, referring back to the opening hook, reviewing the main points of the paper, and restating the thesis statement.

### Introduction:

*It was a hot May night when Ann's soccer career ended. She made a sharp, hard pivot to change directions and get the ball, when she and her opponent heard a "pop." Ann fell to the ground holding her knee and crying. When the trainer got out to the field to examine her injury, she would not let him touch the knee. He noticed swelling and extreme pain on her face.* This serious injury occurs on playing fields all over the country. With the number of female athletes playing sports increasing each year, the occurrence of knee injuries has risen dramatically. Research indicates that it is not just the numbers of women playing sports that has contributed to the increased number of injuries, but also the physical make up of a woman's body as well. **The rate of female athletes suffering anterior cruciate ligament injuries is over two times greater than men due to physiological differences; therefore, prevention techniques need to be considered to reduce ACL injuries in female athletes.**

### Conclusion:

**With the increase of female athletes participating in sports, the number of women suffering anterior cruciate ligament injuries is also on the rise because of the physiological differences between men and women.** The anterior cruciate ligament is important because it helps stabilize the knee. Because of anatomical differences, women suffer more from non-contact injuries than contact injuries. Along with these injuries, women may experience extreme pain and swelling in the knee joint. Women should practice prevention techniques such as strengthening and flexibility exercises. Women should train all year round, and the drills should focus on strengthening the hamstrings, and gastrocnemius to enhance their balance. When an injury does occur, a trainer should immediately assess the problem to confirm whether or not an ACL injury has occurred, and the athlete should work with a trainer to properly rehabilitate the injury. *If female athletes practice these techniques, their careers will not prematurely end like Ann's did on her high school soccer field.*

Restates thesis

Summarizes main points used in developing the body of the paper

Refers back to the opening hook



## *Most Frequently used Transitional Devices*

Always use transitions to connect paragraphs or individual ideas within the same paragraph.

<b>Addition</b>	again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too, as well as
<b>Comparison</b>	also, in the same way, likewise, similarly, like, than, either...or, neither...nor, as
<b>Concession</b>	granted, naturally, of course, because, consequently, accordingly, since, owing to, therefore, as a result, thus, due to, although, so, for, if...then, for this reason, so that
<b>Degree</b>	First, second, mainly, more important(ly), most important, best, less important, least important, worst
<b>Contrast</b>	although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet, unlike, but, on the contrary, however,
<b>Emphasis</b>	certainly, indeed, in fact, of course
<b>Example or illustration</b>	after all, as an illustration, even, for example, for instance, in conclusion, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly, as like, such as, in particular
<b>Space</b>	Behind, in back of, on the left of, to the right of, in front of, above, below, over, under, around, up, on top of, at the bottom of, beneath, here, through, inside, outside, in the center, there, down
<b>Summary</b>	all in all, altogether, as has been said, finally, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize
<b>Time sequence</b>	after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when, after, preceding, Every time, always, at the beginning, first, while, at the same time, the next day, at that time, during

## *Creating a Works Cited Page*

A works cited page is simply a list of all the sources used in the completion of your paper. It is a page dedicated to crediting the works that you used during your research. If you have completed your source cards correctly, you should have no problem completing your works cited page. To complete the works cited page properly, please follow the steps below:

1. Arrange your source cards in alphabetical order by using the author's last name. If there is no author, use the first important word of the title ("The Effects of Global Warming" should be alphabetized as "Effects of Global Warming, The")
2. Type your heading (your last name and page number) in the upper right hand corner.
3. Enter and center the words Works Cited
4. Enter and begin typing your first entry, beginning at the left margin. Make sure that for each entry that extends beyond one line, you use reverse indentation (indent the second line instead of the first; this is the opposite of a paragraph)  
Example of reverse indentation:

West, Rob. "Living With Large Hair: My Afro and Me." National Hair Institute. 15 March 2001. [www.largehair/cosmo.edu.com](http://www.largehair/cosmo.edu.com)

5. Continue typing your sources in alphabetical order. Be sure that the entire page is uniformly double-spaced (see example).
6. Make sure that if you have any questions concerning the works cited page that you ask your teacher well before the due date of the paper so that you can get one-on-one assistance. You may also check the following websites:  
[http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html) or  
<http://www.dianahacker.com/resdoc/humanities/manuscript.html>

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Sample on next page.

Sources are listed in alphabetical order. Notice: they are not numbered

Reverse indentation is used to format citations.

Be sure to include all sources used in writing the paper. Do not include sources that were not directly used.

Center *Works Cited* after header

Works Cited

Johnson 5

Header indicates pg. number

“Believing in Education.” National Education Society. 12 March 2001: 1-6.  
<http://edu.davidsoncollege.mic.nes>.

Donner, Michael and Cynthia Pullman. Students First: Education Under Fire. Boston: University of Yale Press, 1995.

Holton, David. “Educating our Nation.” Time 12 July 1997: 133-148.

“Reclaiming Our Schools.” National Educators Forum. 18 January 1999.  
<http://educ.school.univ.penn//nic.org>.

Zimmelman, Arthur. “Bridging the Education Gap.” Phi Beta Kappan. Vol. 29, 2002.  
 Retrieved 18 September 2003. <Ebscohost: Education Source: Teaching / Academic>.

Zydner, David. Personal Interview. 17 October 2003.

\* Fit as much information on the first line as you can, and then begin reverse indentation..

Parenthetical citations should directly match the first piece of information from the works cited page.

## *Tips for General Writing Problems*

### **1. Research papers are written in the third-person. Do not use any form of the word “you” unless you are quoting a source.**

Incorrect: I think the technician must be careful when preparing the patient for an x-ray. I always make sure the patient has adequate protection before I begin the procedure. (first-person: I)

Incorrect: You must be careful when preparing the patient for an x-ray, and you must be certain that the patient has adequate protection before you begin the procedure. (second-person: you, your)

**Correct:** The technician must be careful when preparing the patient for an x-ray. He must be certain that the patient has adequate protection before beginning the procedure. (third-person: he, she, himself, herself)

### **2. The subject and verb in a sentence must agree in number.**

Incorrect: Six colors of paint is mixed to create a new color for a car.  
**Correct:** Six colors of paint are mixed to create a new color for a car.

### **3. The subject and pronoun must agree in number.**

Incorrect: The doctor must be certain that their instructions are written clearly.  
**Correct:** The doctor must be certain that his/her instructions are written clearly..

Incorrect: A police officer must obey their orders.  
**Correct:** A police officer must obey his/her orders.  
**Correct:** Police officers must obey their orders.

### **4. Do not use contractions in a research paper unless they are in a direct quote.**

Incorrect: When disciplining small children, it's important to be firm, fair, and consistent.  
**Correct:** When disciplining small children, it is important to be firm, fair, and consistent.  
Incorrect: When installing a new light fixture, don't forget to turn off the power.  
**Correct:** When installing a new light fixture, do not forget to turn off the power.

### **5. Type out numbers and percentages from one to one ninety-nine.**

Incorrect: The proficient typist typed 90 words per minute with 95% accuracy.  
**Correct:** The proficient typist typed ninety words per minute with ninety-five percent accuracy.

# *Parallelism*

When the information is gathered, and ideas are organized, the student needs to write the paper in a way that will make sense to the reader. A common problem in relaying several ideas is parallelism—constructing the sentences to be grammatically parallel. This means nouns must be linked to nouns, verbs to verbs, phrases to phrases. This form is crucial because it makes the connected ideas easier to understand, and it adds polish to the writing.

Example from *Julius Caesar*:

I came;  
I saw;  
I conquered.

These ideas are parallel. They each have a subject then a verb. Notice the same idea loses its punch when it is worded in an unparallel form:

I came;  
I looked around awhile;  
I conquered them.

Notice how this example has three ideas, but they are confusingly linked:

Three problems with FDA approval for this miracle medicine are several side effects related to use of the drug, it costs too much, and availability.

It makes more sense written like this:

Three problems with FDA approval for this miracle medicine are side effects, expensive cost, and limited availability.

Again, notice how disruptive the writing is when ideas are not parallel:

It is a daycare provider's job to have a clean area for children, safety is important, including a solid curriculum.

Notice the smooth flow of the sentence when written in parallel structure:

It is a daycare provider's job to prepare a clean area for the children, to establish a safe environment, and to develop a solid curriculum.

## *Revising the Paper*

Once you have completed your first draft, it is extremely important that you take the time to revise your work. Often, you will have to read through your paper several times before it is written clearly, concisely, and correctly.

The first thing to remember when revising your paper is that you are not simply looking for errors (although that is important), but you are looking to improve upon your writing by making sure your ideas are easily understood, your word choice and sentence structure enhance readability, and your format is correct.

Take some time off from your paper once you have completed your first draft to clear your head. Once you can approach your paper objectively, find a nice, quiet area where you can focus on revising your paper.

### **Hints for revising your paper:**

- Be sure to spell check your entire paper. With the advent of computers, blatant spelling errors are unacceptable. Also, look for misused words such as to / too, there / their, etc.
- Make sure that your format is correct. Look at all of the examples and handouts provided by your teacher to insure that your paper follows the conventions of a formal research paper. There is no excuse for not following directions when examples are provided.
- Make sure that you have provided parenthetical citations for all information that you borrowed from your sources, whether quoted or paraphrased.
- Take a closer look at your introduction and conclusion to see if they can be improved before handing in your final draft.
- Look at your thesis statement to make sure that it is located in a functional position (usually the last sentence of the introduction). Also, double check to see that you have truly proved your thesis. If the direction of your paper changed as a result of your research, be sure that your thesis reflects this change.
- Read your paper out loud, word for word; this is often an easy way to catch errors that you might overlook if reading silently.
- Save your work in a number of different locations! It is extremely important that you have your paper in more than one location in case a disc is damaged, a computer isn't working, the network is down, etc.
- Have someone else (whom you feel comfortable with) look at your paper. Often, other readers can tell you if something is confusing, underdeveloped, or incorrect. Take advantage of your peers, parents, and friends.
- Finally, print more than one final draft and put them in two different folders in case something happens to one of them on the way to school. Preparation can save you from a tragic situation!

# Sample - Research Paper Peer Evaluation

Author \_\_\_\_\_ Editor \_\_\_\_\_

1. Copy the thesis.
2. Read through and mark any areas where the author has included information not related to the topic.
3. What areas need more explaining, either so you understand or the author can prove his point?
4. What terms does the author use that need explaining?
5. Mark next to any citations that do not directly match the works cited entry.
6. Mark on the draft any citations that need a set up--an explanation before the reference.
7. Mark next to any citations or quotes that need more explanation.
8. Mark on the draft where the author needs more transitions.
9. Does the conclusion contain a **reworded** thesis? \_\_\_\_\_
10. When you proofread, carefully check for misspelled or misused words (there/their).
11. Check each paragraph for sentence variety.  
Mark in the margins where the author needs to vary the sentence length.
12. What is one thing you liked about this paper?
13. Suggest ways the author can improve this paper.

# Sample - Student Checklist for Research Paper

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Period #: \_\_\_\_\_ Teacher: \_\_\_\_\_

The checklist below will help you on the first draft stage of any research project. Please read it carefully, and check to see that your paper aligns with these requirements. If your answer to any of the following is a “no,” please correct the problem before turning in the rough draft. You should also have a proofreader check your paper.

YES / NO

- \_\_\_\_\_ 1. My entire paper is typed and double spaced.
- \_\_\_\_\_ 2. My title page is in the proper format (see example), it has no decorative additions, and it is stapled once in the upper left hand corner (no plastic covers please).
- \_\_\_\_\_ 3. I have updated my outline, and it clearly matches the organizational pattern of my first draft.
- \_\_\_\_\_ 4. My first page of text begins at the top of the first page, immediately following my title.
- \_\_\_\_\_ 5. Each page of my paper is numbered in the upper right hand corner with my last name, a space, and the page number.
- \_\_\_\_\_ 6. I have a well-organized introduction that clearly introduces my topic, provides an organizational pattern, and ends with a succinct thesis statement.
- \_\_\_\_\_ 7. My thesis statement is clearly supported by the information developed in the body of the paper.
- \_\_\_\_\_ 8. ***I have provided parenthetical documentation for all information used in my paper, whether it is directly quoted or paraphrased.***
- \_\_\_\_\_ 9. ***My paper is a minimum of 3 typed pages of text, not including the title page, outline, appendixes, or works cited page..***
- \_\_\_\_\_ 10. ***I have provided a works cited page that identifies all of the sources used in my paper, and this page is in the proper format (refer to example).***
- \_\_\_\_\_ 11. ***I have proofread and revised my paper so that there are no mistakes in spelling, grammar, or punctuation.***

Student Signature: \_\_\_\_\_

Proof Reader's Signature: \_\_\_\_\_

**Sample - Research Report: Research Rubric**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
<b>Amount of Information</b>	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

**Title Page**

Center the title one-third of the way down the page. Make sure your title does not have underline, bold, or all capital letters. Double-space the title if longer than two lines.

Architecture of Cathedrals

Guy Serman  
Mr. Stewart  
Carpentry  
13 May 2003

**Writer's information**

Center this information 2/3 of the way down. Include:  
Writer's name  
Teacher's name  
Subject  
Date (in military format)

Include a **heading** that mirrors the cover page.

Guy Serman  
Mr. Stewart  
Carpentry  
13 May 2003

The first two parts of your outline are the **title** and **thesis**. Next, you will list the main topics necessary to develop your thesis.

### Outline

Title: Architecture of Cathedrals

Thesis: Through these unique styles, Romanesque, Baroque, Renaissance and Gothic, the designs and techniques used in the construction of cathedrals can be studied to show the advanced architecture of past centuries.

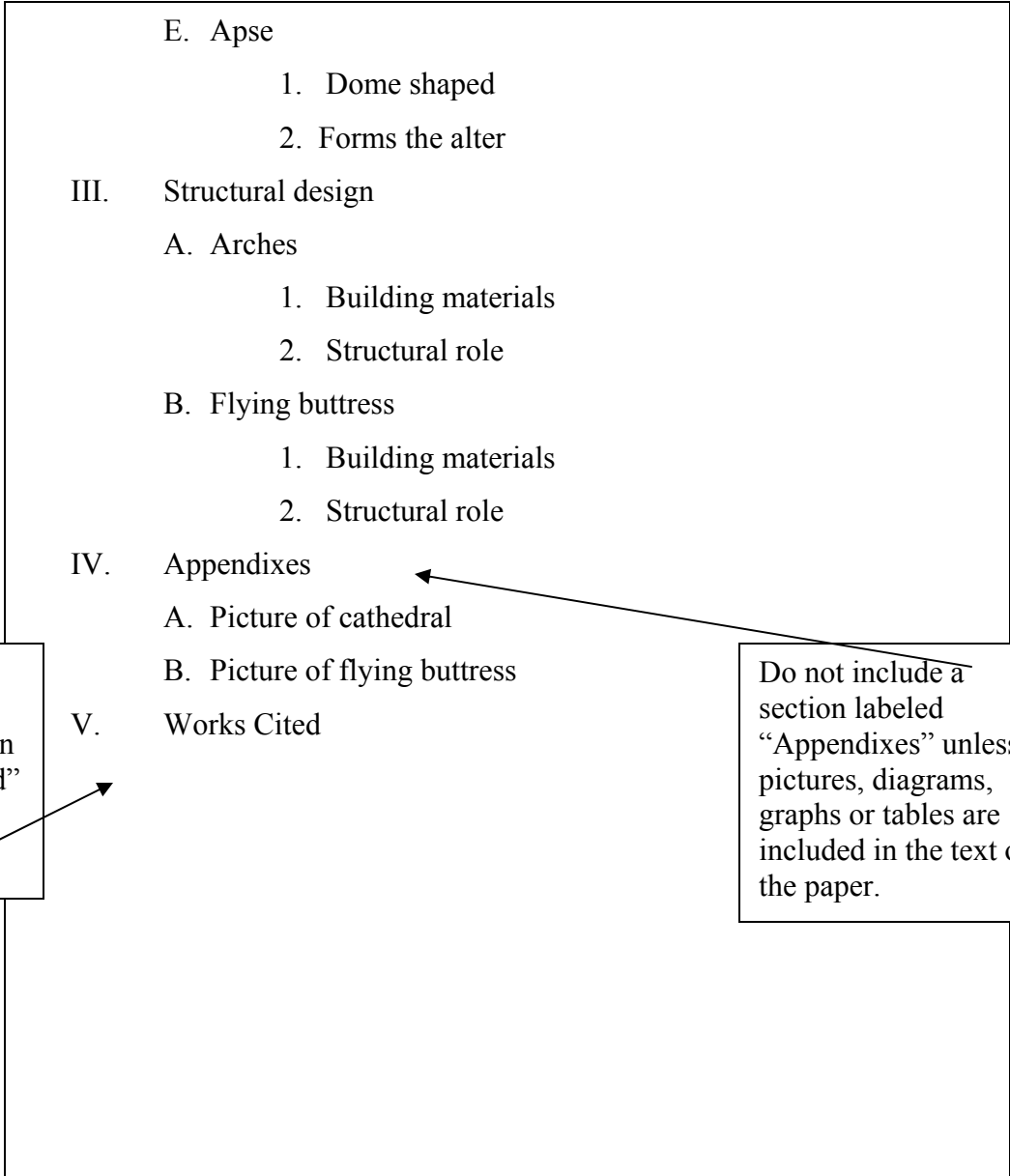
- I. Basic shape and descriptions
  - A. Crucifix
  - B. Cross
  - C. Purpose of shapes
    - 1. Support
    - 2. Religious meaning
      - a. Decorations
      - b. Carvings
      - c. Paintings
- II. Parts of cathedrals
  - A. Nave
  - B. Transepts
    - 1. North
    - 2. South
  - C. Arcade
  - D. Crossing
    - 1. Central space
    - 2. Intersection of the nave, transepts and chancel

Logic requires that there be a **II** to complement a **I**, a **B** to complement an **A**, and so forth.

**NOTE: The introduction is an extremely important component in your paper; however, the information used to develop your introduction will not appear on your outline.**

The descending parts of an outline are normally labeled in the following order:

- I.
    - A.
      - 1.
        - a.
          - (1)
          - (a)
          - (b)
        - (2)
      - b.
    - 2.
  - B.
- II.



# First Page of Text

Starting with the first page of written text, each page from now on will be numbered in the upper right-hand corner with Last name and Page. Use the built-in page numbering feature of Word to place the numbers.

The **title** of the paper is centered. Do not underline, bold or capitalize.

Paper should be typed in Times New Roman, 12-point font. Double spacing is used throughout the paper.

**Parenthetical Citation**—(Riess 2)  
Any information from a source needs to be documented in the body of the paper by giving the author's last name and the page number. If no author is given, write the first bit of information from the source card (usually the title of the article)

Serman 1

Architecture of Cathedrals

According to "Building the Cathedrals," an article written by Alex Lee, the definition of a cathedral is, "a church, which contains a cathedra or a throne for a bishop." Cathedrals from past centuries were built with such detail and so little technology that today we wonder how the people actually built them. Ironically, there were many techniques and ideas used which are actually a reflection of what is used today. For example, builders of the past consisted of a series of handy men specializing in one particular aspect of the job such as architectural blueprinting, carpentry, masonry and laboring. In addition, there are numerous different types of cathedral architecture including: Romanesque, Baroque, Renaissance, and Gothic (Riess 2). Through these unique styles, the designs and techniques used in the construction of cathedrals can be studied to show the advanced architecture of past centuries.

First of all, the general shape of a cathedral is classified as a cross or crucifix. This shape of the building is called a "cruciform" after the cross that Christ was hung ("Floor Plan of an English Gothic Cathedral" 3). In accordance with "Architectural Styles, the

**Parenthetical Citation**—  
"Building the Cathedral".....  
Citations can be used in the paper by giving the author's name or title of article / book within the sentence.

Begin your paper with your **introduction**. Typically, your introduction will end with your thesis statement.

**Transitions** should be used to connect ideas—between sentences, between paragraphs, to introduce examples.....

With **Parenthetical Citations**, make sure the period is placed after the end parenthesis.

Another way to include **Parenthetical Citations** is to mention the title of the article / book within the body of the sentence. The page number should be placed at the end of the sentence. Be sure to use quotes around article title or to underline the title of the book.

A **quotation** reinforces one of the writer's main points.

**Parenthetical Citations**—in this special situation, Johansen wrote several sources listed in the Works Cited. When this occurs, write the author's name, a shortened title of the work and the page number.

Serman 2

Church,” the layout of cathedrals consisted of a lengthwise structure along an east-west axis with the crossing pieces running north and south (4). The size was often determined by how much money the bishop and the town had (Lee 5). In general, cathedrals were strong, tall, light and very decorative (“Building the Cathedrals” 5). During this time, cathedrals were built in which every small detail had a purpose—whether it was for structural support or religious meaning (“Elements of Design” 6). For example, a small flower at the top of an arch would be used to support extra weight in a weak point on the wall, but it could also be a religious symbol of the Christian faith. Finally, most cathedrals were immensely decorated. The multiple varieties of decorations usually included stained glass, a hodgepodge of carvings, and a mixture of paintings (Angreae 4).

Next, there are many different parts and sections that make up cathedral (see Appendix A). Two of the major sections of a cathedral include the nave and the transepts. First of all, the nave is the longer, western arm of the cross. It is constructed of three levels from top to bottom. The upper level is classified as the clerestory. This section is made up of the row of upper window. Next the triforium consists of a windowless gallery overlooking the aisles. Finally, the arcade is constructed of pillars, which give into either the north or the south aisles (“Architectural Styles, the Church” 3). According to Blackford, “The nave is the central area of the western branch of a cathedral and is bordered by the aisles or can be the center of a church or cathedral that is intended for the seating of parishioners” (10). In addition, the transepts are described as the “arms of the cruciform” (Johansen, “Floor Plans...” 5).

Always define technical words that may not be familiar to your audience.

Two other sections that contribute to the design of a cathedral include the crossing and the apse. First the crossing is the central space of a church or cathedral and is also recognized as the intersection of the nave, transepts and chancel. Subsequently, an apse is defined as a vaulted element in a church or cathedral, which serves to terminate a semi-circular aisle or chapel. The apse is generally dome shaped and often forms the alter (Blackford 5).

Longer quotes (over 5 lines ) should be set off by indenting every line 10 spaces. Make sure to use parenthetical citations showing where information was found. NO QUOTATION MARKS are needed for longer quotes. Make sure the information is important enough to quote directly.

Today, researchers are still dumfounded by some aspects of the cathedrals built so many years ago. As written in Jana Riess' article:  
....specialists Josep Rubio I Bellver and Robert Mark have dealt with the equilibrium of the structure of some cathedrals. Both specialists carefully investigated the possible structural role of the upper flying arches and concluded that they did not contribute to the equilibrium. ...Not only the role of the upper flying arches, as intended by the original constructors, is not understood today; also, the actual condition of these elements poses significant paradox to the analyst(4).

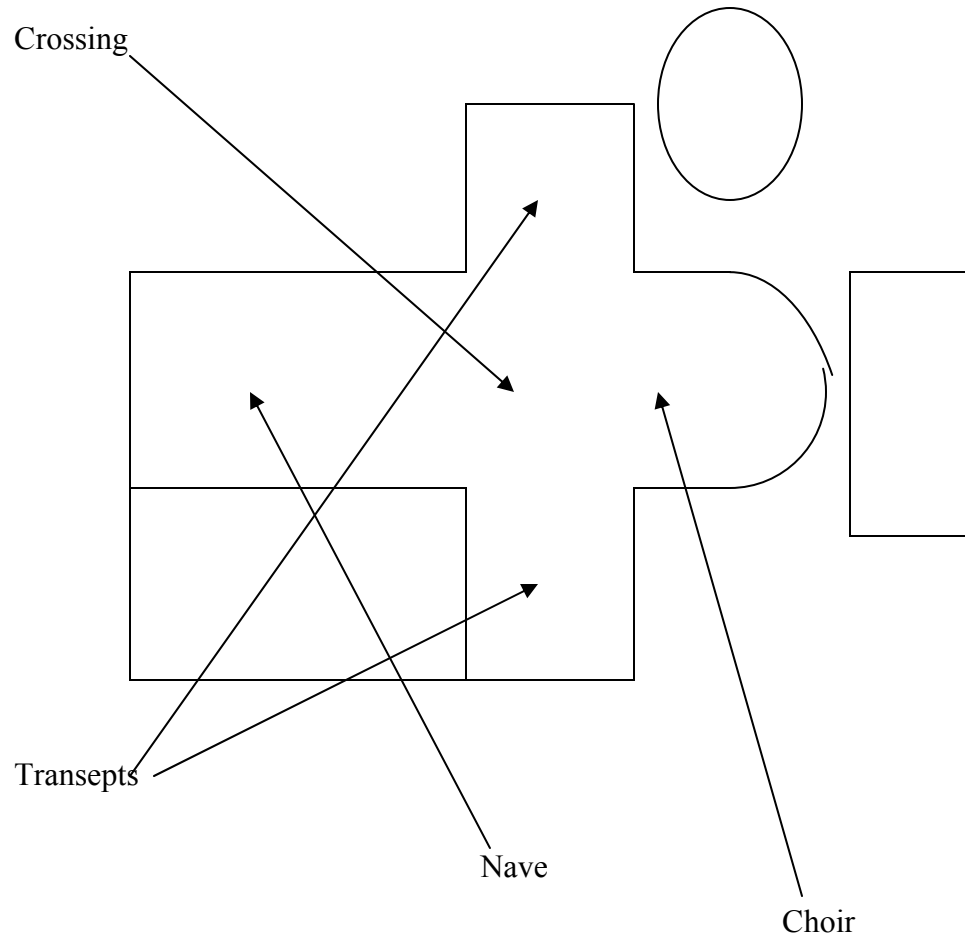
The **conclusion** should echo the introduction. Your conclusion should restate the main idea, generalize the information given, make a prediction, ask a question, make a recommendation or end with the last event.

.....[The author should continue to prove the thesis. All information from the author's introduction will be discussed]

In conclusion, many designs and techniques were used in the construction of cathedrals. A cathedral of the past had various sections, each with its specific purpose and design. Through observing the cathedral's construction, we can determine what was important to the people of the time period. Styles such as Romanesque, Baroque, Renaissance and Gothic helped to determine the architectural design of these massive structures.

Appendix A

Serman 5



Apse

Chapter House

View of the interior of a cathedral. (“Architectural Styles, the Church” 4)

Sources should not be numbered.

Serman 6

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Remember to use reverse indentation when listing sources.

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