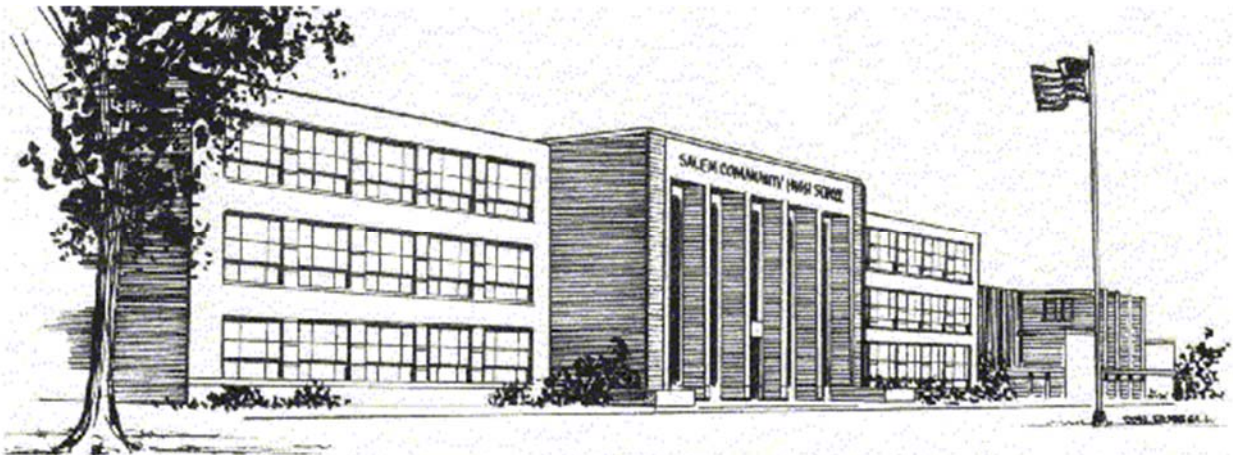


# Style Manual

## Guidelines and Procedures



**Salem Community High School**  
English Department

## **Table of Contents**

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The English Department at SCHS designed this style manual to assist students and teachers across the school wide curriculum.

The manual includes the following helpful information:

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# SCHS ENGLISH DEPARTMENT

## PLAGIARISM POLICY

The English teachers at Salem Community High School strive to teach the importance of original thought and expression especially as these learning skills apply to composition and research.

Our responsibility is to teach both skills and ethics in paraphrasing, summarizing, documenting, and citing sources of reference in writing projects, classwork, and homework. We will do our best to assist our students in understanding effective, ethical, and accurate referencing skills.

The student's responsibility is to apply these skills in a manner that does not breach the ethics implied by composition assignments, presentations, and research projects.

## IMPORTANT NOTE

Students who do not paraphrase, summarize, document, or cite material in an accurate manner should expect significant point deductions up to and including 100% on assignments that require such skills. Plagiarized final compositions will receive a zero.

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I HAVE READ THESE GUIDELINES AND I AGREE TO ABIDE BY THE PLAGIARISM POLICY OUTLINED BY THE SCHS ENGLISH DEPARTMENT.

STUDENT NAME \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_

PARENT SIGNATURE \_\_\_\_\_

## Formatting an MLA paper

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1. BEFORE you start typing, complete the following steps:
  - a. Double-space
  - b. Times New Roman or professional font
  - c. 12 point font size
  - d. Set margins at 1-inch top, bottom, left, and right.
2. Type the following heading in the upper **Left-hand** corner in MLA format:

Jones 1
First and Last Name
Teacher Name
Class Period and Class name
Date (i.e. 5 September 2017)

3. Insert page number in the right-hand corner that includes the student's last name in front of the number with a space separating the last name and the number. Make sure the font matches (i.e. change to Times New Roman).
4. All essay assignments must have a title centered and double-spaced below the heading with the body of the paper double-spaced below the title.
5. The title should be the same font and size as the rest of the paper. DO NOT underline your title, DO NOT put it in quotation marks, and DO NOT type it in all capital letters.
6. Make sure the capitalization in your title is grammatically correct.
7. Essays that are assigned in advance must be turned in before or on the due date.
8. Plagiarism is NOT tolerated and will result in an automatic zero for the assignment. This link will help you in recognizing accidental plagiarism.  
[http://turnitin.com/assets/en\\_us/media/plagiarism-spectrum/](http://turnitin.com/assets/en_us/media/plagiarism-spectrum/)

## The Importance of Introductions and Conclusions

---

### Types of Introductions

1. Use a "Startling Fact"
2. Use a Personal Definition
3. Use a Quotation
4. Tell a Story
5. Opposite Idea
6. Broad to Specific
7. Significant Question

*Examples of Quotation and Definition Introductions:*

**Use of Quotation:** Begin the introduction with a quote that is relevant to the main idea of your paper. Be sure to give as much information about the quote as you can. At the very least explain why it is relevant to your paper.

For example:

“Fish and visitors,” wrote Benjamin Franklin, “begin to smell after three days.” Last summer when my sister and her family came to spend their two-week vacation with us, I became convinced that Franklin was right. After only three days, I was thoroughly sick of my brother-in-law’s corny jokes, my sister’s endless complaints about her boss, and their children’s constant invasions of our privacy.

**Use of Definition:** Begin the introduction with a definition of your own then explain how it connects to the main idea of your paper.

For example:

Self-reliance—the ability to count on oneself in both good times and bad—is a quality few people in today’s society possess. Perhaps this is because we are all basically lazy, but maybe it is because we just do not encounter situations where we have to fend for ourselves. For those who wish to feel that they really are able to solve problems and overcome difficulties, I strongly suggest camping as a way to learn self-reliance.

## **The Importance of Introductions and Conclusions (continued)**

---

### **Tips for Conclusions**

1. Emphasize the main points.
2. Provide a brief summary which brings the main points into final focus.
3. Reword your thesis statement.
4. No new material should be introduced in the conclusion.
5. Leave a good, lasting impression.

*Example of Tell a Story Intro and Conclusion:*

[Introductory Paragraph]

Evelyn was not comfortable with the way the interview for the secretary's job was going. The interviewer looked her over too closely when she sat down, especially when she crossed her legs. His constant grin was lecherous. He gave her a too familiar, exaggerated wink when he said there'd be lots of "evening work." He never even asked about her secretarial skills but offered \$5000 over the normal salary range. If sexual harassment is allowed to continue vulnerability, fear, and rage can tear down a person's self-esteem to the very core and lead to stress related illnesses.

[Body Paragraphs -explain sexual harassment cases, statistics, etc.]

[Concluding Paragraph]

The most important concept to remember is that no one has to take sexual harassment in any form without a fight. A person does not have to succumb to his or her fear, rage, and vulnerability. Instead, a person can use those emotions to "screw his courage to the sticking place" and fight back. Evelyn took Shakespeare's words to heart, found her courage, and went to the employment agency that sent her to that uncomfortable interview. She reported her experience in detail to the referring employment agency and held the agency manager accountable for representing the firm. She asked point blank, "Well, what are you going to do about it?" The agent tore up the client company's file card in front of her. He later sent her to a utility company where she worked for twenty years. She did not let this incident direct her life in a downward spiral but chose to challenge the employment agency's values and won.

## ICE- Introduce, Cite, Explain

---

**Introduce** your information *in your own words*

**Cite** your information (for research, choose to *paraphrase, summarize, or directly quote*. Even when paraphrased or summarized in your own words, include a parenthetical citation)

**Explain** your information *in your own words*.

What's important about it?

Why does it matter?

How does it connect to your main idea?

<b>Your words</b>	If young girls are constantly exposed to pictures of beautiful, thin
<b>Your words</b>	women, they might think that they must conform to this ideal to be
<b>Your words</b>	considered attractive and become unhappy with their bodies. One
<b>Research</b>	study found that exposure to media images decreases body satisfaction in
<b>Research</b>	girls (Wertheim et al, 47). Researcher James Thomas states that this body
<b>Research</b>	dissatisfaction occurs when "the individual accepts societal views of ideal
<b>Research</b>	weight and attractiveness and acts in a certain way to achieve the ideal
<b>Research</b>	body" (93). When girls are not happy with the way they look, they may
<b>Your words</b>	turn to crash diets or other unhealthy eating habits in order to try and
<b>Your words</b>	conform to an unrealistic standard of beauty.

Example © Laura Torres 2011. All rights reserved. [www.lauratorres.com](http://www.lauratorres.com)

Body paragraphs will have one or more I-C-E "research sandwiches." If the ideas are related, several I-C-E sections can follow one another in the same paragraph, as long as there is a smooth transition of ideas.

## Connecting Ideas through Useful Transitions

---

### Transitions which can be used to show location

Above	Away from	By	On top of
Across	Back of	Down	Outside
Against	Behind	In front of	Over
Along	Below	Inside	Throughout
Alongside	Beneath	Into	To the right
Amid	Beside	Near	Under
Among	Between	Off	
Around	Beyond	Onto	

### Transitions which can be used to show time

About	Until	Soon	Next
After	Meanwhile	Later	In the meantime
At	Today	Afterward	As soon as
Before	Tomorrow	Immediately	When
During	Yesterday	Finally	
Prior to	Next week	Then	

### Transitions which can be used to compare two objects, concepts, or ideas

In the same way	Likewise	As
Also	Like	Similarly

### Transitions which can be used to contrast items (show differences)

But	In the meantime	Still	Conversely
However	Nevertheless	On the contrary	Otherwise
Even so	On the other	Although	Counter to
Yet	hand	Even though	As opposed

### Transitions which can be used to emphasize a point

Again	Indeed	For this reason	Truly
To repeat	With this in mind	In fact	To emphasize

### Transitions which can be used to conclude or summarize

As a result	Thus	Due to	All in all
Finally	Therefore	In short	
Consequently	Accordingly	To sum up	



### Transitions which can be used to add information

Again	And	Furthermore	Next
Also	Besides	Likewise	Finally
Additionally	Equally important	Moreover	As well
In addition	For example	Further	Together with
Another	For instance	Furthermore	Along with

### Transitions which can be used to clarify

That is	Put another way	To clarify
In other words	Stated differently	For instance

### Introducing Quotes

---

Quotes should be introduced with strong action words. A quote should never stand alone. Connect the point you are making with the quote. It is also important to include information about the speaker to qualify why the reader should be impressed with this person's thoughts/ideas unless the speaker is well known like Gandhi, Dr. Martin Luther King, Jr, or William Shakespeare.

- In the novel, the author explains . . .
- (The person responsible for the quote) shows/ claims/ reveals/ reports/ writes/ explores/ examines/ explains, . . .
- (The person responsible for the quote) \_\_\_\_\_challenges us to consider . . .
- (The person responsible for the quote) goes beyond the idea of \_\_\_\_ by stating \_\_\_\_.
- In (the person responsible for the quote)'s words, "love" means . . .
- (The person responsible for the quote), speaking at a conference, exclaimed,. . .
- (The person responsible for the quote) in his essay \_\_\_\_\_ challenges the conventional view . . .
- A recent article explained . . .
- (The person responsible for the quote) underscores —'s idea of
- (The person responsible for the quote) characterizes his views on
- From (the person responsible for the quote)'s perspective, she explains . . .
- (The person responsible for the quote) suggests that in his book

## “Says” - Colorful Alternatives

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The immense and descriptive English language is definitely underutilized. One of the words that is exhausted from overuse is the word “Says”. Below you will find a plethora of colorful and formal replacements for it. Don’t choose these words without researching their definitions, however. Some of these words have a specific focus and may not fit your meaning.

Accuses	Exclaims	Queries
Adds	Explains	Questions
Addresses		Quips
Admits	Finishes	Quotes
Advises	Frets	
Agrees		Reasons
Announces	Greets	Reassures
Answers	Guesses	Recalls
Approves		Remarks
Argues	Hints	Remembers
Asks	Hypothesizes	Reminds
Assures		Repeats
	Imitates	Replies
Begins	Implies	Requests
Boasts	Informs	Responds
	Inquires	Retorts
Calls	Insists	
Cautions	Interjects	Speaks
Cheers	Interrupts	Starts
Chides		States
Coaxes	Mimics	Suggests
Commands	Muses	Surmises
Comments		
Complains	Notes	Tests
Concludes		Theorizes
Confesses	Objects	
Confides	Observes	Urges
Congratulates	Offers	
Continues	Orders	Vows
Convinces		
Corrects	Pleads	Warns
	Ponders	Wonders
Decides	Praises	Worries
Declares	Prays	
Demands	Promises	
Denys	Proposes	
Describes	Protests	
Doubts	Puzzles	
Echoes		
Ends		

## Writing Numbers

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Spell out numbers that can be expressed in one or two words. Use figures for other numbers.

### Words

over two pounds  
six million dollars  
after thirty-one years

### Days and Years

December 12, 1965 or 12 December 1965  
A.D. 1066  
in 1900  
in 1971-72 or in 1971-1972  
the eighties, the twentieth century  
the 1980's or the 1980s

### Time of Day

8:00 A.M. (or) a.m. (or)  
eight o'clock in the morning  
4:30 P.M. (or) p.m. (or)  
half-past four in the afternoon

### Addresses

16 Tenth Street  
350 West 114 Street

### Figures

after 126 days  
only \$31.50  
6,381 bushels                      4.78 liters

### Decimals and Percentages

a 2.7 average  
13.25 percent (in nonscientific contexts)  
25% (in scientific contexts)  
.037 metric ton

### Identification Numbers

Room 8  
Channel 18                      Interstate 65  
Henry VIII

### Page and Division of Books and Plays

page 30  
chapter 6  
in act 3, scene 2 (or) in Act III, Scene ii

### Large Round Numbers

four billion dollars (or) \$4 billion  
16,500,000 (or) 16.5 million

## Notes on Usage

### Numbers beginning sentences should always be written out.

Six percent of the group failed.

**NOT:** 6% of the group failed.

### Numbers in series and statistics should be consistent.

two apples, six oranges, and three bananas

**NOT:** two apples, 6 oranges, and 3 bananas

115 feet by 90 feet (or) 115' x 90'

scores of 25-6 (or) scores of 25 to 6

The vote was 9 in favor and 5 opposed

### Use a combination of figures and words for numbers when such a combination will keep your writing clear.

Unclear: The club celebrated the birthdays of 6 90-year-olds who were born in the city. (may cause the reader to read '690' as one number.)

Clearer: The club celebrated the birthdays of six 90-year-olds who were born in the city.

## Taboo Words

---

### Words/Phrases to avoid

- Get, got, gotten, getting
- A lot
- Really
- Very
- So (**at beginning of sentences**)
- There (**at beginning of sentences**)
- Well (**at beginning of sentences**)
- I believe, I think, I feel, in my opinion
- Kid(s)
- Things
- Stuff
- Awesome
- Amazing
- Contractions in formal writing (n't; 'll)
- Good, bad
- Being
- Etc.
- In conclusion
- Using the word "of" instead of "have"
- *Clichés*: "with all my heart", "smooth sailing", "every bone in my body", "rubs me the wrong way", and other overly-used phrases.

In formal 3<sup>rd</sup> person paper, unless in a quote:

- First Person: I, me, my, our, we
- Second person: you, your

## Proofreading Reminders

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Check your essay / research paper for the following common errors

- MLA formatting
  - Heading
  - Running header
  - Indention
  - In-text and parenthetical citations
- Structure
  - Introduction and conclusion
  - Correct placement of thesis statement
  - Thesis is reworded NOT repeated in the conclusion
  - Transitions to connect ideas
  - Paragraphs have a topic sentence that introduces the subject
  - Paragraphs have supportive details, examples, and cite evidence explaining the topic
- Grammar
  - End sentences appropriately (watch out for prepositions at the end)
  - Comma, semi-colon, colon placement
  - No run-on sentences, fragments
- Word Choice
  - Proper capitalization and spelling
  - Taboo words
  - No contractions in formal writing
  - No forms of "you" unless it is in a quote
  - Action verbs
  - Attention to number rules (see previous page)

## **The Three Appeals of Argument**

---

Aristotle postulated three argumentative appeals: logical, ethical, and emotional. Strong arguments have a balance of all of three, though logical (logos) is essential for a strong, valid argument. Appeals, however, can also be misused, creating arguments that are not credible.

### **Logical Appeal (logos)**

Logical appeal is the strategic use of logic, claims, and evidence to convince an audience of a certain point.

*When used correctly, logical appeal contains the following elements...*

- Strong, clear claims
- Reasonable qualifiers for claims
- Warrants that are valid
- Clear reasons for claims
- Strong evidence (facts, statistics, personal experience, expert authority, interviews, observations, anecdotes)
- Acknowledgement of the opposition

*When used poorly, logical appeals may include...*

- Over-generalized claims
- Reasons that are not fully explained or supported
- Logical fallacies
- Evidence misused or ignored
- No recognition of opposing views

### **Ethical Appeal (ethos)**

Ethical appeal is used to establish the writer as fair, open-minded, honest, and knowledgeable about the subject matter. The writer creates a sense of him or herself as trustworthy and credible.

*When used correctly, the writer is seen as...*

- Well-informed about the topic
- Confident in his or her position
- Sincere and honest
- Understanding of the reader's concerns and possible objections
- Humane and considerate

*When used incorrectly, the writer can be viewed as...*

- Unfair or dishonest
- Distorting or misrepresenting information (biased)
- Insulting or dismissive of other viewpoints
- Advocating intolerant ideas

### **Emotional Appeal (pathos)**

Not surprisingly, emotional appeals target the emotions of the reader to create some kind of connection with the writer. Since humans are in many ways emotional creatures, pathos can be a very powerful strategy in argument. For this same reason, however, emotional appeal is often misused...sometimes to intentionally mislead readers or to hide an argument that is weak in logical appeal. A lot of visual appeal is emotional in nature (think of advertisements, with their powerful imagery, colors, fonts, and symbols).

*When done well, emotional appeals...*

- Reinforce logical arguments
- Use diction and imagery to create a bond with the reader in a human way
- Appeal to idealism, beauty, humor, nostalgia, or pity (or other emotions) in a balanced way
- Are presented in a fair manner

*When used improperly, emotional appeals...*

- Become a substitute for logic and reason (TV and magazine advertising often relies heavily on emotional rather than logical appeal)
- Uses stereotypes to pit one group of people against another (propaganda and some political advertising does this)
- Offers a simple, unthinking reaction to a complex problem
- Takes advantage of emotions to manipulate (through fear, hate, pity, prejudice, embarrassment, lust, or other feelings) rather than convince credibly

### **Effectiveness vs. Credibility**

*Credible* (credibility) means an argument is logically sound and well-supported with strong evidence and reasoning.

*Effective* (effectiveness) means an argument works in convincing or persuading its audience. Many arguments that are effective are also credible...but there are also many that aren't.

## Steps of the Research Process

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- Choose a topic
- Develop a research question
- Select and evaluate sources
- Create working bibliography
- Create a working outline
- Engage with information (read, highlight, listen)
- Form a temporary thesis
- Complete notecards
- Prepare a rough draft
- Edit and revise
- Prepare the final draft
- Update outline
- Revise the Works Cited page to include only the sources used in the paper
- Reflect on process and final product

## **Choosing a Reliable Website for Research**

---

### **AUTHOR**

**Who is the author? What qualifications make the author an expert in this field?**

- Check the domain: .org, .edu, .com, .gov, .k12, ~
- Link about the organization? Check home page of web site
- Does the author provide: Name, email, phone, address?
- Author's qualifications described?
- Author's sources listed or linked?
- Search for author or organization name in another tab
- Does information agree with known information (database, encyclopedia)?
- Free of grammar and typing errors?

### **BIAS**

**Why was this web site created? To educate, to influence, to sell, to entertain?**

- Biased content?
- Check links from and to the page

### **COVERAGE**

**Does it contain important facts on your topic?**

- How does information compare with other reliable sources?
- Does it repeat other sources?

### **DATE**

**Is information recent enough for this project?**

- Date created? Date last updated? Copyright date?
- Dead links?



## Highlighting for Close Reading

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**Directions:** Read the article once. Then, go back over it and analyze it. Use at the following marks as you analyze the text.

Highlight in yellow -

main ideas and evidence

Highlight in blue -

Making a connection/This reminds me of \_\_\_\_\_. This is for Paraphrasing, explaining, transitioning, etc.

Highlight in orange -

I have a question or I don't understand.

Highlight in green -

Surprising or Important part--this information could be used for the Attention-getter or Closing Statement.

Your first and last name

Teacher's Name

Title of Class

15 November 2020

Title

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*. David Barbazoa, Pulitzer  
 prize-wining investigative reporter, describes\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\* (Barbazoa). \*\*\*\*\*

← Parenthetical  
 citation

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\* (“Millennium Villages Project”). \*\*\*\*\*

\*\*\*\*\* (Coates 72). \*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*. Barry Coates, Executive Director of Oxfam New Zealand, shows the  
 importance of \*\*\*\*\* (70). \*\*\*\*\*

← In-text  
 citation

\*\*\*\*\* (71). \*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*  
\*\*\*\*\* . According to the information outlined in “Millennium Villages  
Project,” “XX.”\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\* . \*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\* . However, \*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\* (“Uganda,” *Compton’s*). \*\*\*\*\*

\*\*\*\*\*  
\*\*\*\*\* . David Batstone states this fact in his book *Not for Sale: The Return of the  
Global Slave Trade*, “XXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XX” (173).\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*

\*\*\*\*\* . David Barbazoa  
also notes that “XX.”  
\*\*\*\*\*  
\*\*\*\*\* (Barbazoa). \*\*\*\*\*  
\*\*\*\*\* \* \*\*\*\*\* (Epstein and Smith). \*\*\*\*\*

\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\* . “XXXXXXXXXXXXXXXXXXXXXXXXXXXX” (“Africa”).\*\*\*\*\*  
\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*. In Batstone's book *Saving the Corporate Soul*, he strengthens this argument by expressing that \*\*\*\*\*

\*\*\*\*\* (153). \*\*\*\*\*

\*\*\*\*\*. \*\*\*\*\*. \*\*\*\*\*

\*\*\*\*\*

(Mize). \*\*\*\*\*

\*\*\*\*\*. American journalist and author P. J. O'Rourke explains, "XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX." \*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\* ("Africa"). Indeed, the United States Agency for International Development also found that \*\*\*\*\*and "XX" ("Africa"). \*\*\*

\*\*\*\*\*

\*\*\*\*\*("Uganda," *The World Bank*). \*\*\*\*\*

\*\*\*\*\*. \*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

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Two authors

## Thesis Statements

---

An effective MLA paper presents a solid thesis statement.

A thesis statement is a guiding sentence and a road map for the paper. It tells the reader what to expect from the rest of the paper.

It is often an answer to a research question asked of the writer.

It is also an interpretation of the topic of research. It is NOT the topic itself.

This sentence usually appears at the end of the first paragraph of your paper. Use clear, specific language.

### EXAMPLE 1

#### TOPIC

The writings of Edgar Allan Poe

#### THESIS

Although Edgar Allan Poe's writings mirrored the popular gothic stories of Europe, his detective stories established him as a great American author.

### EXAMPLE 2

#### RESEARCH QUESTION

How did the region in Southern Illinois come to be known as Little Egypt?

#### THESIS

The agricultural industry and the agrarian ethic of the earliest Southern Illinois settlers defined the area known as Little Egypt.

### EXAMPLE 3

#### TOPIC

Birth Order

#### THESIS

Siblings will make different life choices based on the order in which each was born.

#### **EXAMPLE 4**

##### TOPIC

The Cotton Industry

##### THESIS

In the early nineteenth century rapid developments in the cotton industry in the South were responsible for broad industrialization across the entire nation.

#### **EXAMPLE 5**

##### RESEARCH QUESTION

Compare and contrast the American novel *The Bell Jar* and the Elizabethan tragedy *MacBeth*.

##### THESIS

The complicated issues brought forth in Plath's novel and Shakespeare's play contain tragic similarities, however, the characters' reactions to the tragedies vary significantly.

#### **EXAMPLE 6**

##### PERSUASIVE THESIS STATEMENTS

Thesis statements for argumentative essays and research papers should state a claim or premise and show one side of the issue which can be debated.

##### **Bad example A**

Guns in the wrong hands can be dangerous.

*This is a bad example because most everyone would agree with this statement.*

##### **Good example A**

Tighter gun control laws will not keep guns out of the hands of criminals; therefore, stricter enforcement of the current laws is needed.

*This is a good example because it narrows the topic to one debatable claim and provides a focus for the reasons you plan to explore in the paper.*

*In this paper the body points might be stricter oversight of FOID card applicants, funding mental health evaluations, and upholding penalties for gun crimes.*

##### **For your thesis in an argumentative paper, include the opposition:**

##### **Good example B-**

Although opponents to upholding the 2<sup>nd</sup> Amendment want increasingly tighter gun control laws, to keep guns out of the hands of criminals, stricter enforcement of the current laws is needed.

YOUR THESIS might change as you explore ideas and develop the paper.

## Working Outline

---

The purpose of a working outline is to organize the main points of the paper. Begin with the title of subject (not necessarily the title of the paper), followed by at least three (3) subject divisions. Use Roman numerals to indicate the divisions.

### Example

William Shakespeare

Thesis statement: William Shakespeare made significant contributions to the development of literature in his tragedy, *Macbeth*.

- I. Plot summary
- II. Author background
- III. Historical connection
- IV. Genre
- V. Literary analysis

---

Using the outline above, the following questions should be addressed when researching:

- I. What is the plot of *Macbeth*?
- II. How does the author's life connect to this plot?
- III. What was happening historically that may have influenced the plot and/or the theme?
- IV. Under which genre would this work be classified and why?
- V. Which literary devices and techniques did the author incorporate in writing this novel?



## Sample Topic Outline

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### Lessons from the Holocaust

Thesis Statement: Although the Holocaust occurred over seventy years ago, it is important to understand what happened so the tragedy of the past will not be repeated.

- I. Define the Holocaust
  - A. Attention-getter (startling fact about those who were killed)
  - B. Significant background information
- II. Third Reich emerges
  - A. *Mein Kampf* directed the Nazi ideology
  - B. Reaction to harsh WWI penalties
  - C. Gained momentum when economy turns around
  - D. German invasion of Poland
- III. Building of camps
  - A. Concentration camps and labor camps
    1. Forced labor on roads and in munitions factories
    2. Elimination of undesirables: Jews, Gypsies, Jehovah's Witnesses
  - B. Death Camps
    1. Dachau was first and longest running
    2. Auschwitz was the largest
- IV. Lessons learned
  - A. Tolerance of others
  - B. Human kindness heals
  - C. The danger of apathy

## **Sample Sentence Outline**

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### The Advantages of Single-Sex Classes

Thesis statement: Research supports the notion that single-sex classes are better for girls and, therefore, should be encouraged.

- I. During the first 200 years in America, women were not allowed in schools.
  - A. Initially, education was only for men.
  - B. In 1972, Congress passed Title IX, a law prohibiting sex-discrimination in educational institutions.
- II. One significant advantage is the elimination of gender bias that occurs in coed classes.
  - A. Teachers pay more attention to boys.
  - B. Favoritism is also an issue in coed classes.
- III. Girls benefit from being free from the gender bias of coed classes.
  - A. They perform better academically.
  - B. Techniques that are disadvantageous to girls are more apparent in certain subject areas.
    1. Girls exhibit more interest in math when taught in single-sex classes.
    2. This phenomenon is also the case in science courses.
- IV. Not only do single-sex classes offer academic advantages but also personal benefits.
  - A. Distractions are eliminated when the sexes are separated.
  - B. All-girl schools offer a nurturing environment.
    1. The single-sex environment makes girls feel more comfortable in class.
    2. In all-girl schools, one is respected for doing well in class instead of being mocked by other students.
  - C. Girls have lower self-esteem than adolescent boys.

## **Argumentative Research Paper Pointers**

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### **I. INTRODUCTION (1<sup>st</sup> paragraph)**

- Create a dynamic opening (Attention-getter).
- Explain the current situation. What is the world like “as is” in relation to your issue? Why is it important? What drew you to this topic?
- Mention misconceptions related to your topic, if any.

### **II. INTRODUCTION (2<sup>nd</sup> paragraph)**

- Provide background information.
- What are the details to your problem? What is the struggle? Why is it a unique and complicated issue?
- CLEARLY establish your claim. Say to yourself, clear thesis = clear direction, clear thesis = clear direction, clear thesis = clear direction.
- Explain the WHY of your thesis in a simple way (i.e. it will solve \_\_\_\_ issue).

### **III. ARGUMENTS/ YOUR SIDE OF THE ISSUE**

- Introduce the first reason that explains your claim to your reader.
- Explain how and why your solution will help the situation.
- Provide evidence for your first reason.
- Include examples to illustrate the struggle or issue.
- You can provide official statistics on the problem, current laws related to the topic, or the position the social majority has. This information should come from your research.

*Repeat Step III as many times as necessary. Keep in mind the length requirements of the essay.*

### **IV. COUNTERCLAIMS**

- Now you need to consider the other side of the issue or the counterclaim.
- After you introduce the counterclaim, distinguish its strengths and limitations.
- Restate your claim and provide reasons to answer the counterclaim.
- Provide specific evidence for your reasons.
- Include examples to illustrate your point vs. the counterclaim.

*Step III & IV can be reversed in order, depending on the flow of your paper. Also, your counterclaim section might be more than one paragraph.*

### **V. CONCLUSION**

- Restate your thesis
- Review the main points.
- Call to action. If you haven't introduced any sort of solution in your essay, perhaps encourage others to become more aware of your topic.
- What does the future look like in relation to your topic?

## **MLA Research Paper Units**

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### **FRESHMEN**

English 13 students will compose a one-to-two-page research paper with multiple sources.

English 11 students will compose a two-page paper with multiple sources.

Hon English I students will compose a two-to-three-page research paper with multiple sources.

### **SOPHOMORES**

English 23 students will compose a two-page research paper with multiple sources.

English 21 students will compose a two-to-three-page research paper with multiple sources.

Hon English II students will compose a three-page research paper with multiple sources.

### **RESEARCH PAPER SKILLS**

- *INFORMATIVE AND PERSUASIVE WRITING STYLES*
  - *WRITING FROM MULTIPLE SOURCES*
  - *INTRODUCE, CITE, AND PROVIDE SUPPORTIVE EVIDENCE*
- *FORMATTING ESSAYS IN MLA STYLE*
- *THESIS STATEMENT*
  - *INTRODUCTION OF THESIS STATEMENT*
  - *DEVELOPING THESIS STATEMENT FROM RESEARCH QUESTION*
- *LOCATING AND UTILIZING MEDIA CENTER RESOURCES*
- *FINDING VALID AND RELIABLE RESOURCES (ABCD)*
- *GATHERING RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, BASED ON FOCUSED QUESTIONS*
- *CLOSE READING SKILLS*
- *OUTLINING*
- *AVOIDING PLAGIARISM*
  - *SUMMARIZING / PARAPHRASING*
  - *BUILDING BASIC CITATIONS*
  - *USING QUOTATIONS*
- *NOODLETOOLS (NOTECARDS, OUTLINE, WORK CITED PAGE)*

## **JUNIORS**

English 33 students will compose a three-to-four-page research paper with multiple sources.

English 31 students will compose a four-to-five-page research paper with multiple sources.

Hon Eng III students will compose a five-to-seven page research paper with multiple sources.

## **SENIORS**

English 43 students will compose a four-to-six-page argumentative research paper with multiple sources.

English 41 students will compose a five-to-seven-page argumentative research paper with multiple sources.

Hon Eng IV students will compose a seven-to-ten-page argumentative research paper with multiple sources.

## **RESEARCH PAPER SKILLS**

- *CONDUCTING IN-DEPTH RESEARCH BASED ON FOCUSED QUESTIONS*
- *GATHERING RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES; ASSESSING THE CREDIBILITY AND ACCURACY OF EACH SOURCE*
- *CONDUCTING SUSTAINED RESEARCH TO ANSWER A QUESTION, NARROWING OR BROADENING THE TOPIC WHEN APPROPRIATE*
- *DEVELOPING AND SUPPORTING PERSUASIVE AND ARGUMENTATIVE THESIS STATEMENTS*
- *CREATING AND REVISING A WORKING OUTLINE*
- *WRITING FOR QUALITY, CLARITY, AND CONTENT*
- *EMPLOYING EFFECTIVE IN-TEXT CITATIONS & PARENTHETICAL REFERENCES*
- *USING QUOTATIONS AND BLOCK QUOTES*
- *DEVELOPING IN-DEPTH MATERIAL TO SUPPORT CLAIMS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE*
- *EMPLOYING THE EDITING AND REVISING PROCESS*
- *PRODUCING CLEAR, CONCISE, AND COHERENT WRITING WITH DEVELOPMENT, ORGANIZATION AND STYLE APPROPRIATE TO PURPOSE AND AUDIENCE*

## **COMMON CORE WRITING STANDARDS**

[English and Language Arts Common Core Learning Standards](#)