

Library Research Project: A Person Who Has Impacted Society

Task:

-For this project, you will be selecting a person who has impacted society, and then writing a 2-3 page MLA research paper proving this point. This is **not** a biographical paper, but you should include some biographical information in your writing. This project will follow the MLA 8 research process and it is separated into different sections. As we go through the project, you will be receiving more information on each individual part. We will begin working together, enabling you to understand what is expected of you. We will be taking some time in class to review the basis of the paper: thesis, works cited, obtaining sources, outlining, etc...Keep all information with you, including new handouts, and have them handy whenever you are in class. I highly recommend keeping a section of your notebook for research only. For in-depth information and help regarding anything throughout this project, please visit the Purdue Online Writing Lab (OWL) and find exactly what you need: <https://goo.gl/CN3zzf> (case sensitive)

-You must use a *minimum* of **three (3) credible sources that have different information** (books, databases, and reputable websites are best). You will then **write a paper** that presents this information using parenthetical citations and includes a works cited page (2-3 pages plus a works cited page). This essay must be typed, double spaced, Times New Roman, with 1" margins and appropriate pagination. Our goal is to learn the rules of MLA 8 and apply them to the research process.

-Be sure to choose someone who will be of interest to you. However, this famous person should have **multiple credible** sources published about them/by them, otherwise finding information will be difficult. You should also find unique information in your sources, otherwise you may have three articles all saying the exact same things.

If you are choosing a musician, you **must** get my prior approval. If your selected musician was born *before* 1990, I will likely approve as long as you can explain how they impacted society. Musicians born after 1990 most like will not be approved.

Important Dates:

-*Library Days:* Weds. April 24th, Thurs. April 25th, Mon. April 29th (Arrive directly, and **promptly** to the library)

-*Chromebooks in classroom:* April 8th-12th, May 6th – May 10th

-*Project Due Dates:* (**Bold-faced** assignments **must** be submitted via **Google Classroom—See pg. 6**)

- Parent/Guardian Slip (10%) _____ → Tuesday, April 23rd
- Approval of Topic / Lottery _____ → Tuesday, April 23rd
- Library Dates _____ → Weds. April 24, Th. 25, Mon. 29
- Typed MLA Works Cited page (10%)** _____ → **Weds. May 1st** (by 3:15pm on GC)
- 3 Source Sheets / Typed Works Cited (30%)** _____ → **Friday, May 3rd** (by 3:15pm on GC)
- Typed Final Draft with Work Cited (50%)** _____ → **On or before Friday, May 17th**
(by 3:15pm on Google Classroom)

*There are **NO EXCEPTIONS** regarding each due date. If the work is not handed in on time, credit on that part of the project will be lost. Write these due dates down everywhere! **Students MAY NOT resubmit any part for a higher grade.** If problems arise, students should see me for help. If students are knowingly going to be absent on due dates (field trips, lessons, vacation, etc.), please turn in the work prior to being absent. If absences on due dates are unplanned or printer issues occur, you are expected to email me or share (via Google Drive) your assignments at or before 3:15pm on the deadline. You are expected to follow directions from **start to finish**. This project counts as one-third of your fourth quarter grade.

Google Accounts: All students have a school-affiliated Google Drive account. Throughout the project students will be using their Google Drives to create documents, complete group work, and submit assignments. All students have logged into their accounts already, and should feel comfortable using their drives at school or at home. The students' Google accounts are not linked to Gmail addresses, and the drives are considered an extension of the classroom.



Step 1: Showing Your Parents/Guardians (10 Percent)—DUE: Tuesday, April 23rd

Because this is such a major project, ten percent (10%) of your overall grade will come from having your parents sign the slip at the end of this packet. This lets me know that your parents understand what is expected of you, and we can establish a clear channel of communication throughout the process. If your parents have any questions about this paper, they can email me at: dlogiurato@acsdny.org

Step 2: Choosing a Person—DUE: Tuesday, April 23rd

You have been given *access* to a list of “People Who Have Impacted Society.” You may choose someone not on the list, but know that I’ve chosen people that will definitely have various credible sources available. On the bottom of the parent slip (the last page) there are three spaces to write your top three choices. Because only one student per class may study any given person, we will be holding a lottery in order to ensure that everyone has a fair chance of getting the person they want.

- ✓ Your three choices are due back to me on or before Tuesday, April 23rd, with the parent slip. If you do not have your list of choices (on parent slip) back to me on this date, you will have to wait until the lottery is over, and then choose your person. Consequently, you will also lose 10% of the final research paper grade if this slip is not turned in by the 23rd. If you are absent, please call or email me with an update, and I’ll give you full credit on the parent slip, but know your class will already have chosen their topics.
-

Step 3: Researching Your Person (40 Percent total)—

Typed Works Cited Page (10%) DUE: Wednesday May 1st (on Google Classroom at or before 3:15pm)

- ✓ We will be heading to the library for three days in late-April. This is your time to do/finish your research. If you do not finish finding *at least* **THREE** (3) credible sources within this time, you must complete the research on your own. Once you find **THREE** credible sources containing unique and relevant information, you will create a formal MLA Works Cited Page (typed). Most databases will automatically create your MLA citations, but some sources may require you to manually input the source information into a citation maker website. We will review the MLA guidelines in class and practice making Works Cited pages together. Ultimately, though, you will need to create and submit your individual Works Cited page to Google Classroom at or before the deadline.

Source Sheets (30%) DUE: Friday, May 3rd (on Google Classroom at or before 3:15pm)

- ✓ Once you have researched, read, and documented information from your three sources, you must hand in **THREE** (3) completed “Source Sheets,” one for each source you have used. If you use more than the required three sources, you must have a completed source sheet for each extra source (only prior to the source sheet deadline). After the deadline, you do not have to submit additional source sheets. Each “Source Sheet” is in digital format and must be submitted on Google Classroom at or before the deadline.
 - ✓ **YOU MAY NOT USE WIKIPEDIA** (or other similar sites) **AS A SOURCE**. However, you may utilize a library database to gather **credible** information from the web. Put down all major information on your source sheets and fill in the appropriate information. I also suggest that you jot down what the source looks like, so that it is easier to retrieve it (red book with blue labeling, etc.). Find more than three (3) sources so that you have some extra information to pick and choose from.
-

Step 4: Outlining / Drafting your paper

- ✓ *Outline*: For this part of the assignment, you will be creating an outline of your paper. It should be typed. I will not be collecting your outline to grade, but it is important to plan your writing before drafting. Be detailed and precise in this outline. Refer to your writing notes as well and be sure to clearly **highlight** your **THESIS STATEMENT**. I will provide you a digital copy of a sample outline; however, you should create an outline that’s best for your writing style and research. The better job you do, the easier it will be to write your actual paper. We will be discussing this part of the project in class.
- ✓ *Rough Draft*: Once you have established your thesis and created an outline, you should begin drafting your paper. I will not be collecting a rough draft to look over—I’ll only collect the final drafts for careful review and grading. If you have questions about a rough draft, or if you have something that you would like for me to look over, you will have the opportunity to do so during the first full week of May. This will be our writing time in class.

Hopefully this is an incentive to finish your outline earlier than the deadline so you can begin your draft during that week.

- Another alternative would be setting up an extra help time after school or during a study hall.
 - There's a Writing Lab here at Arlington, and I can write you a pass to visit the lab during a free period. It will have an ELA teacher present each period of the day.
 - If you need help, don't be afraid to ask.
- ✓ **You will be given in class days to write and edit these drafts, so please always have a copy available during class time. For most (if not all) of you, this will be done on Chromebooks in class while using Google Docs.**

Step 5: The Final Draft with Works Cited Page (50 Percent) —

DUE: Friday, May 17th (No excuses!!)

****Submitted on Google Classroom at or before 3:15pm even if you are absent from class/school)****

No late papers will be considered for grading!

FINAL DRAFT(S): Your final draft must be typed and submitted on Google Classroom! I will not accept any hand-written work. There are no exceptions to this due date and NO LATE PAPERS WILL BE ACCEPTED FOR FOURTH-QUARTER GRADING. If you are absent on the day the paper is due, I need a phone call / email from your parent OR the paper needs to be dropped off in my mailbox (or submitted online) before 3:15pm **Friday, May 17th**.

If one of these two things does not happen, your paper will not be accepted for fourth-quarter grading! Remember, this project counts for one third (1/3) of marking period four. Feel free to submit it earlier to avoid this scenario.

- ✓ Your final draft is to be typed with one-inch margins, size 12 font, and type-font Times New Roman. I will discuss guidelines to the following when typing your paper. If you do not have access to a computer / word processor / typewriter at home, remember that we do have the computer rooms here at school that you can use on your own time. There are very specific instructions concerning the typing of the paper and Works Cited Page (MLA Formatting / Citations). Don't stress out yet—we will be taking time in class to go over MLA format, citations, the order of stapling, headings, etc.

Rubric Overview

Writing the Final Draft 40% — Your paper grade will be based on the following criteria.

- *Format.* The paper must be 2-3 pages in length. It must be a minimum of two pages. No excuses. No getting around it. You must type it! Follow the MLA style guide and follow the rules of MLA formatting. The **MINIMUM** page requirement is **TWO TYPED PAGES**. Anything less than two pages will not receive any credit on this rubric category. **20%**
- *Logical Organization.* The structure and flow of your paper is very important. Remember, each paragraph begins with a topic sentence and the entire content of the paragraph must relate to this topic. Paragraphs must follow a logical sequence. **20%**
- *Clarity of Expression.* Have a friend read your paper before you submit it. If your friend cannot understand the paper, you have not written it clearly. Try reading your paper aloud to yourself. This will also help determine clarity. **20%**
- *Originality.* All researchers read the literature and base their research on what has been done before. In that sense, no research is completely original. Nevertheless, you should be able to come up with a paper that is not just a minor variation on what someone else already did. You're proving that someone impacted society and need various research materials to prove this point. Find at least **THREE** high-quality, credible sources that provided different information. On the contrary, having six sources, saying all of the same things, is not as effective as having two sources with different facts and points of view. **20%**
- *Mechanics and Style.* If you need help with grammar, word usage or composition consult an appropriate reference guide. This includes grammar, spelling, punctuation, etc. **20%**

THIS PROJECT IS DUE ON: FRIDAY, May 17th NO EXCUSES!

Especially the following: My printer doesn't work (no printers needed) / I didn't have enough time / I couldn't get my research done / I sent it to you, it must not have worked / I forgot / I was absent on [insert day] / A dinosaur ate my project / I'm almost done, but don't have it today...

Thinking about Purpose, Audience, and Tone in a Research Project

Purpose:

- 1) _____ - research papers are designed to share hypothesis, facts, supporting details, and _____.
- 2) _____ - it is up to you to convince the audience that your person truly was _____ to **the world**.
- 3) _____ - keeping the audience's attention is crucial to sharing your information completely and effectively.

Audience:

- 1) Teachers/ classmates (peers) / _____ / librarians
- 2) Assume that the audience knows _____ about your topic
- 3) Cover _____ and topics in which the audience will be interested

Tone:

- 1) _____ / Subjective- based on **opinion**; uses "I" and "I think"
- 2) Formal/ _____ - based on **fact**, does not use "I" or "I think"

Developing Research Questions:

- 1) _____ Question- In what ways has someone _____ the world?
- 2) _____ to Answer- History/ Personal Life (Birth, Death, Family, etc.)
 - Accomplishments
 - _____
 - Positive/negative impact?

For Example: A Star Athlete- _____ is he/ she famous?

_____ did he/ she become famous?

_____ did he/ she do before becoming famous?

_____ ways did he/ she have a positive/negative affect on society?

***WHAT OTHER QUESTIONS COULD YOU ADD?

Full Notes / Copy of Notes can be found on Blackboard: goo.gl/mmqcuu



Google Classroom: Google Classroom is an online resource allowing students to create blog-like discussions, take surveys, set up a calendar, answer critical thinking questions, and submit assignments. We will be using Google Classroom at different times throughout this project!

Please visit:

<https://classroom.google.com> or download the app

Each period has a unique invite code in order to register for the class. I have already sent out invitations earlier in the year, but in the event you were unable to join, use the following codes to join your specific class (by period). Please only join with your school @acsdny.org account.

IMPORTANT: *When submitting files on Google Classroom for grading, it's like dropping it off in a mailbox—you no longer can access it. Be sure to "MAKE A COPY" of your file, and then submit it. This will allow you to have a copy of the file in your drive, without it being "locked" during the grading process.*

Period 1: tyohglq

Period 4: 2bpal2

Period 5: xkfd21

Period 6: kfb88h1

Period 8: yw6f1dp



What is MLA Style?

MLA Style establishes _____ of written communication concerning:

- _____ and page layout
- stylistic technicalities (e.g. abbreviations, footnotes, quotations)
- _____ sources
- _____



Why use MLA?

Using MLA Style _____ makes it easier for readers to navigate and comprehend a text by providing _____ cues when referring to sources and _____ information.

Editors and instructors also encourage everyone to use the same format so there is _____ of style within a given field. Abiding by MLA's standards as a writer will allow you to:

- Provide your readers with _____ they can use to follow your ideas more efficiently and to locate information of interest to them
- Allow _____ to focus more on your ideas by not distracting them with unfamiliar or complicated formatting
- Establish your _____ or ethos in the field by demonstrating an awareness of your audience and their needs as fellow researchers (particularly concerning the citing of references)

What is a reputable source?

Not all sources are credible! Be careful. Look at the list below and **explain why** each source is either good or bad for **research**. You will receive more information about evaluating sources during our library trip.

1. Wikipedia _____
2. An article from *Sports Illustrated* _____
3. A podcast from Mr. LoGiurato on brain surgery _____
4. An interview with Mr. LoGiurato about teaching _____
5. A link from Google.com that has no author _____
6. Answers.com _____
7. Biography.com _____
8. Harvard.edu _____
9. NYTimes.com _____
10. Jeanne.Wakatsuki.blogspot.com _____
11. A book about Elvis _____
12. A website found on Google _____
13. A YouTube video _____

What can you conclude?

Establishing a schedule:

Use the calendar below to write down realistic short terms goals for finishing your paper on time. After you've read through the entire packet, you should have a good understanding of what actually needs to be done. Items should include notes, source sheets, research, library time, project deadline, computer lab times, drafts, after school work, etc. Come up with a color code or a key to visually help you focus on dates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 April	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Library	25 Library	26	27
28	29 Library	30	1 May	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1 June
2	3	4	5	6	7	8

Developing and Evaluating Research Questions

1. Developing a Research Question

- It's absolutely _____ to develop a research question that you're interested in or care about in order to focus your research and your paper. For example, researching a broad topic such as "World War II" is difficult since there may be hundreds of _____ on all aspects of such a historical event. On the other hand, a _____ question such as "What were the applications of the Sherman Tank on World War II battlefields?" is easier to research and can be covered more fully and in more _____.
- How do you develop a _____ research question? Choose an appropriate topic or issue for your research, one that actually can be researched. Then list all of the questions that you'd like answered yourself. Choose the _____ question, one that is neither too broad nor too narrow. Sometimes the number of sources you find will help you discover whether your research question is too _____, too narrow, or okay?
- If you know a lot about the topic, you can develop a research question based on _____ . If you feel you don't know much about the topic, think again. For example, if you're assigned a research topic on the _____ Internment, remember, by virtue of your own previous education, you _____ a great deal about WWII and the Japanese Internment.

2. **Choosing a Narrow Question:** If your initial question is too broad, given the length of the paper you plan to write, look for ways to restrict your focus. Here, for example, is how two students narrowed their initial questions.

Too Broad: -Why is Michael Jordan influential?

-What caused Jordan to be so influential?

Narrower: -Why is Michael Jordan considered to be the greatest basketball player of all time?

-How has Jordan's success impacted the sport of basketball?

-In what ways has Jordan's shoe empire positively influenced the fashion industry?

3. **Choosing a Challenging Question:** Your research will be more interesting to both you and your audience if you base it on an intellectually challenging line of inquiry. Avoid bland questions that fail to provoke thought or engage readers in a debate.

Too Bland: -What is an iPhone?

-Where do iPhones have the highest sales?

Challenging: -What role did Steve Jobs have in creating the Apple iPhones?

- In what ways did Steve Jobs impact the personal computer industry?

4. **Choosing a Grounded Question:** Finally, you will need to make sure that your research question is grounded, not too speculative. Although speculative questions- such as those that address philosophical, ethical, or religious issues- are worth asking and may receive attention in research, they are inappropriate central questions. The central argument of your research should be grounded in facts; it should not be based entirely on belief.

Too Speculative: -Should Truman have dropped the Atomic Bombs?

-What would have happened if John Wilkes Booth failed to execute Lincoln?

Grounded: -What steps did JFK take to diffuse the Cold War nuclear weapon standoffs?

- Should the government incorporate more regulations on food labels?

5. Choose a Question that is Neither Too Broad or Too Narrow

- For example, if you choose juvenile delinquency (a topic that can be researched), you might ask the following questions:
 - a) What is the 1994 rate of juvenile delinquency in the U.S.?
 - b) What can we do to reduce juvenile delinquency in the U.S.?
 - c) Does education play a role in reducing juvenile delinquents' return to crime?

6. Practice Exercise 1: Is the Question Too Broad or Too Narrow?

- *Below are five exercises designed to improve your ability to select a good research question. Select what you think is the best research question out of the three (neither too broad nor too narrow). Circle the letter next to the best one.*

Exercise 1A

- A: What marketing strategies does the Coca-Cola Company currently apply?
- B: What is the Coca-Cola Company's future marketing plan?
- C: What marketing strategies has the Coca-Cola Company used in the past?

Exercise 1B

- A: What impact has deregulation had on the airline industry?
- B: What percentage of commercial airline crashes was traced to negligent maintenance during the 10 years immediately preceding and following deregulation?
- C: What impact has deregulation had on commercial airline safety?

Exercise 1C

- A: Do children sent to day care or preschool start kindergarten with more developed skills?
- B: Do children sent to day care or preschool start kindergarten with more highly developed language skills?
- C: Do children sent to day care or preschool start kindergarten with larger vocabularies?

Exercise 1D

- A: What are the 14 different disease-causing genes that were discovered in 1994?
- B: What is the importance of genetic research in our lives?
- C: How might the discovery of a genetic basis for obesity change the way in which we treat obese persons, both medically and socially?

Exercise 1E

- A: How can adult children of alcoholics interact most positively with their alcoholic parents?
- B: How do adult children of alcoholics interact with their alcoholic parents?
- C: What is the major emotional reaction of adult children of alcoholics to their alcoholic parents?

Research Paper Question Sheet Due: _____

Now that you have the main question for your research paper topic selected, it is time to try to come up with some sub-questions. You will undoubtedly come up with some sub-questions as you begin to research your topic, but the more sub-questions you can come up with before you begin your research, the more productive your research will be. Instead of just looking for anything about your topic, you will have some specific goals in mind for your research already when we get to the library. *Each question should be grounded, narrow enough, and/or challenging. These questions should not have fact based answers ideally because you want each to lead you to more topics of inquiry. Research the questions once you feel confident that they will help you prove your person was impactful.*

List your main Research Question here:

*This question should be some derivative of—"In what ways has [insert person] influenced society?"

_____?

Now, try to come up with some sub-questions after conducting some research. Try to come up with at least one more question about your topic beginning with the following interrogative words: (who, what, when, where, how, why)

Who _____?

Who _____?

What _____?

What _____?

When _____?

When _____?

Where _____?

Where _____?

How _____?

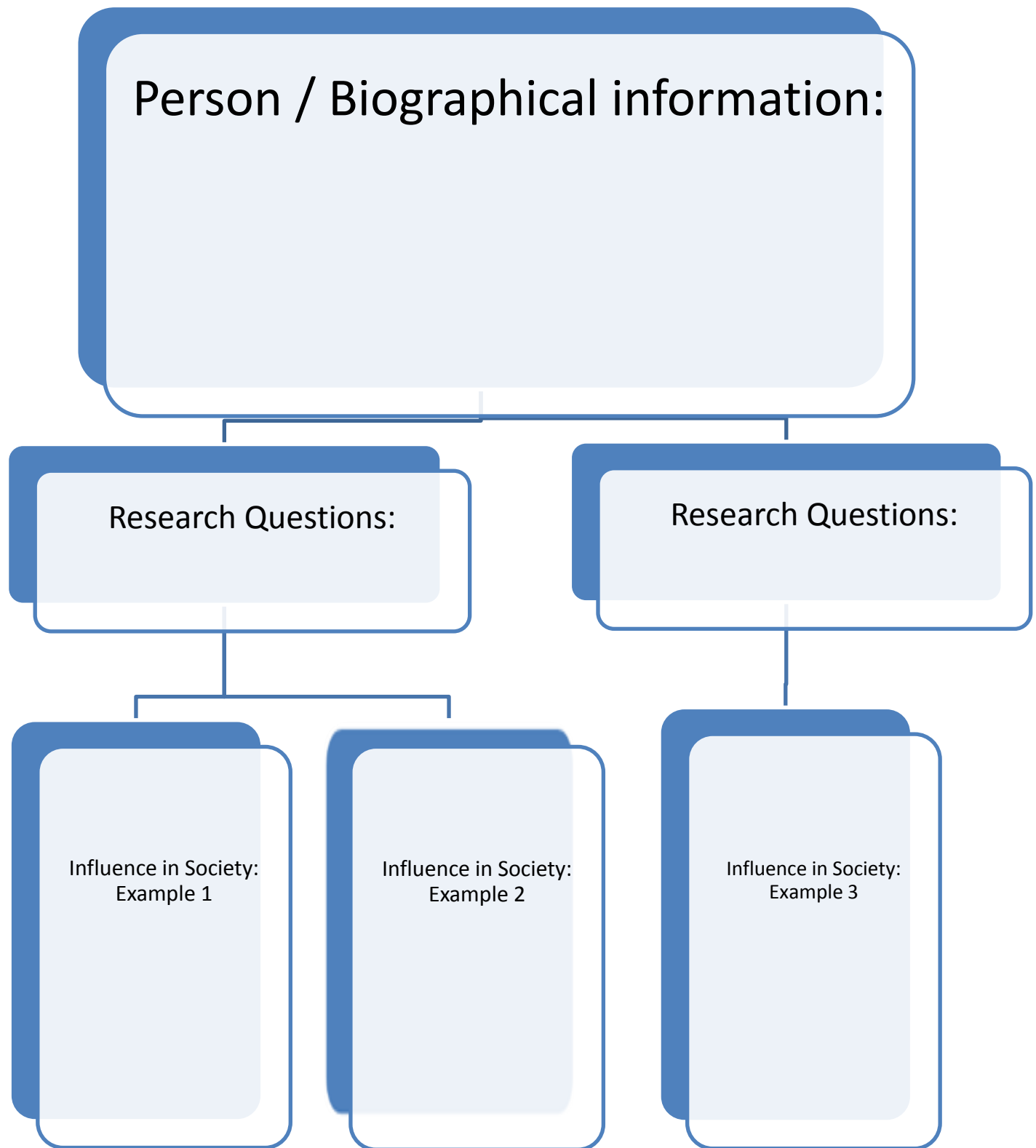
How _____?

Why _____?

Why _____?

Pages 11 and 12 will help you track your ideas while at the library. These are not graded, but certainly can help.

Graphic Organizer: Narrowing your scope and creating a visual representation of your research



*Each of the boxes above should help you prove that your person has had an impact on society. Jot down some bullet points in each section. This will help you create an outline for your paper.

Research Project Overview Sheet

Fill this sheet out after finalizing your person and doing some research. This will help organize your ideas and reassure that you're on track to meet all guidelines.

Person Chosen for Research: _____

Information about Topic (based on informal research):

- What are some reasons why you chose this person?

- What types of information do you hope to find?

- Who is affected or influenced by this person? Why/how?

- What needs to be learned to understand how this person impacted society?

- What do you hope to prove by researching this person?

Write down three possible Sub-Topics / Sub-Questions (or Supporting Points) for your paper:

1. _____ (Body ¶ 1)

2. _____ (Body ¶ 2)

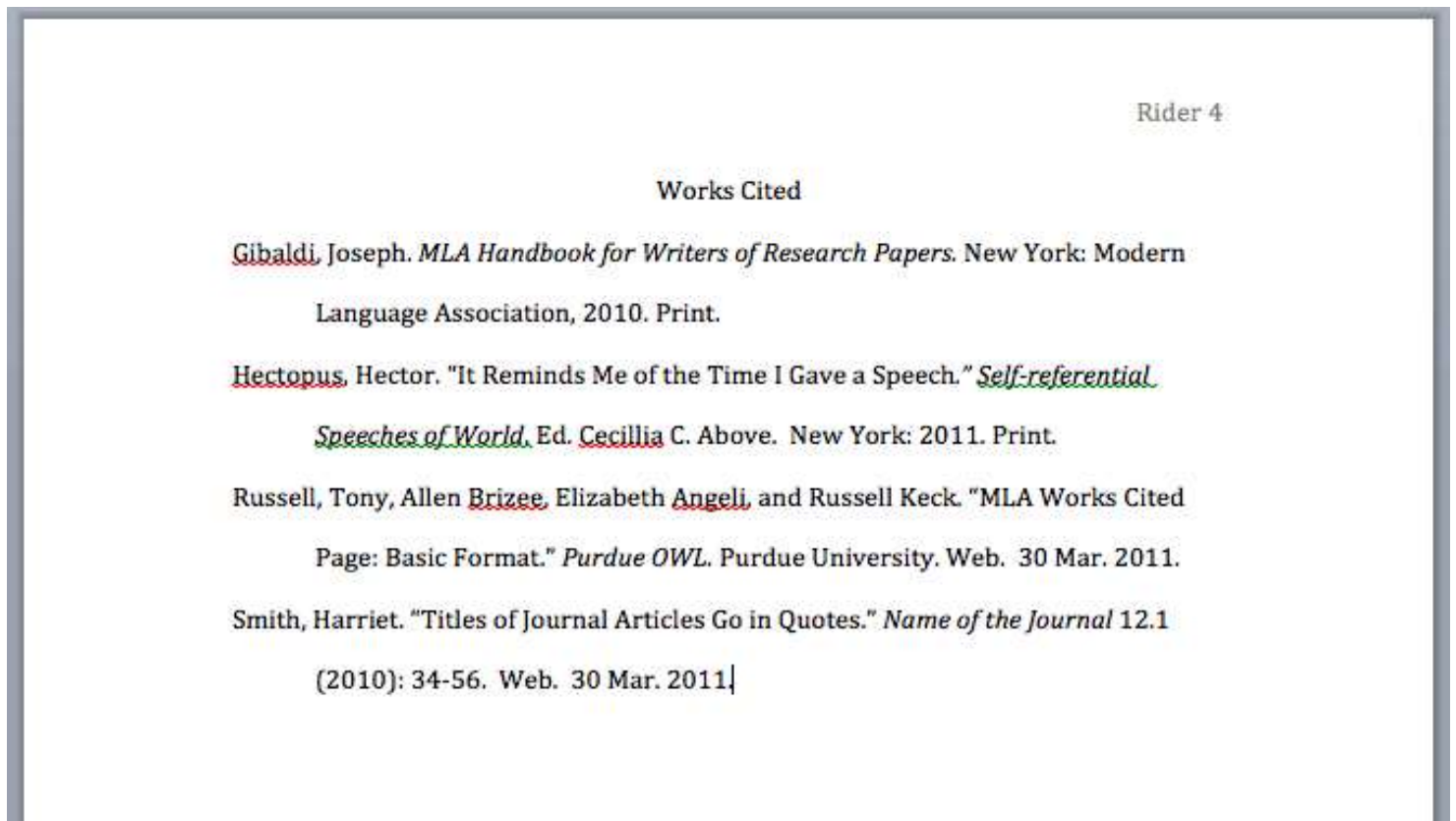
3. _____ (Body ¶ 3)

Source #	Title of Source	From where / by whom? (i.e. NY Times)	Type of Source: -Is it a database, real book, or online?	Is the content in this source <u>significantly</u> different than your other sources' information?
1				
2				
3				
4 (if needed)				

Approved _____ Not Approved _____ Improvement needed:

MLA Works Cited Page(s):

Creating a Works Cited page for research is simple. With today's technology and internet resources, making this page should be one of the first things you accomplish while researching, and definitely before you begin writing your paper. All research papers MUST have a separate references page titled: Works Cited. For online sources, you can use tools such as easybib.com, owl.english.purdue.edu, citationmachine.net, or any other site you find. For print, video, and audio sources, you may need to refer to an MLA guide to determine the appropriate criteria for creating a citation. For books especially, you will need to manually find the citation information inside the book, such as the editors, authors, cities, dates, etc. before inputting its information into a citation maker. The library has plenty of material to help you correctly create your citations. Once you've found a reputable source that will help you conduct your research, you will then create a formal citation for that source. This citation follows specific guidelines in the MLA Handbook, and will be inserted alphabetically into your works cited page. Here's an example of a Works Cited page with correct citations:



Once you've created your Works Cited page, you will use it to help create in-text citations for use within your actual paper. You have probably done this before, especially if you have used parentheses to indicate page numbers and authors. The in-text, parenthetical citations will allow you to cite your sources within your actual research paper, and thus avoid **plagiarizing**.

USING YOUR RESEARCH—MLA Continued

Now that you have started your research and are about to begin writing your research paper, you must first learn how to correctly use your research in your paper. From now on (in high school, college, and beyond), **any information you use that comes from another source must be cited both in and after the paper.** This means *only* including a works cited page at the end of the paper is not sufficient. You must *also* **include parenthetical, or in-text, citations after each piece of information you reference.**

MLA Parenthetical (In-text) Citation Cheat-Sheet

Source	Parenthetical Citation	
	HARD COPY PRINT SOURCE	ONLINE SOURCE
No Author	(<i>Book Title</i> 123) or ("Article Title" 123)	("Title of Webpage") or ("Title of Database Article")
1 Author	(Smith 123)	(Smith)
2 Authors	(Smith and Jones 123)	(Smith and Jones)
3 Authors	(Smith, Jones, and Garcia 123)	(Smith, Jones, and Garcia)
4+ Authors	(Smith et al. 123)	(Smith et al.)
Corporation or Organization	(United States Department of Education 554)	(United States Department of Education)
Multiple Sources	(Adams 11; Baker 21; Chavez 123)	(Adams; Baker; Chavez)
Two Works by the Same Author	(Adams, "Darfur" 8) (Adams, "Africa" 9)	(Adams, "Darfur") (Adams, "Africa")
Encyclopedia (with no author)	("Global Warming" 559)	("Global Warming")
Indirect Quote (a quote that is in a source)	(qtd. in Smith 92)	(qtd. in Smith)

**PERIODS ALWAYS COME
AFTER THE CITATION!!!**

HOW TO CITE IN YOUR PAPER

At the end of a sentence that uses information from a source (whether the information is a direct quote or a paraphrase), you must cite the source in parentheses.

PRINT SOURCE (Books, magazines, newspapers in their traditional form)

If You Have an Author's Name

- (Author's Last Name Page #)
 - In a recent study, "40% of teenagers admitted to binge drinking" (Smith 4).

If You Have Two Authors' Names

- (Author's Last Name and Author's Last Name Page #)
 - Many studies have demonstrated that teenagers drink heavily. In fact, two out of five teens binge drink (Smith and Williams 4).

If Your Author is an Organization

- (Organization Name Page #)
 - According to Mother's Against Drunk Driving, almost half of all teens binge drink (Mothers Against Drunk Driving 4).

If You DO NOT Have an Author's Name

- ("Shortened Article Title" Page #)
 - A lot of teen participate in binge drinking. In fact, 40% have confessed to doing it. ("Drinking and Teens" 4).

ELECTRONIC SOURCE (Anything from the computer)

If You Have an Author's Name

- (Author's Last Name)
 - In a recent study, "40% of teenagers admitted to binge drinking" (Smith).

If You Have Two Authors' Names

- (Author's Last Name and Author's Last Name Page #)
 - Many studies have demonstrated that teenagers drink heavily. In fact, two out of five teens binge drink (Smith and Williams).

If Your Author is an Organization

- (Organization Name)
 - According to Mother's Against Drunk Driving, almost half of all teens binge drink (Mothers Against Drunk Driving).

If You DO NOT Have an Author's Name

- ("Shortened Article Title")
 - A lot of teen participate in binge drinking. In fact, 40% have confessed to doing it. ("Drinking and Teens").

Get ready to practice!!!

Practice-How would you cite each of the below MLA citations in your paper?

Use the chart on pages 15 and 16

1

"At Issue: Mental Health Insurance." *ProQuest LLC*. N.p.: n.p., 2011. N. pag. *SIRS Issues Researcher*. Web. 21 Nov. 2011.

2

Balassone, Merrill. "Jails, Prisons Increasingly Taking Care of Mentally Ill." *Modesto Bee* 6 Dec. 2010: n. pag. *SIRS Issues Researcher*. Web. 21 Nov. 2011.

3

Barrett, Karen E., et al. "The Right to Refuse Medication: Navigating The Ambiguity." *Psychiatric Rehabilitation Journal* Winter 1998: 241-254. Print. 21 Nov. 2011. **(Fact from page 242)**

4

"The Department of Health and Human Services on Mental Health Issues." *HHS Fact Sheet* 13 Dec. 1999: n. pag. *SIRS Issues Researcher*. Web. 21 Nov. 2011.

5

Frolander-Ulf, Monica, and Michael Yates. "Teaching In Prison." *Monthly Review* July-Aug. 2001: 114-127. *SIRS Issues Researcher*. Web. 21 Nov. 2011. **(Fact from page 115)**

6

World Health Association. "Mentally Ill Suffer Medieval Treatment Worldwide." *Global Information Network* 22 July 2011: n. pag. *SIRS Issues Researcher*. Web. 21 Nov. 2011.

Quoting, Paraphrasing, and Summarizing

What are the differences among quoting, paraphrasing, and summarizing?

- 1) _____: must be _____ to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
- 2) _____: involves putting a passage from source material into _____. Paraphrased material is usually _____ than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
- 3) _____: involves putting the _____ idea(s) into your own words, including only the main point(s). Summaries are significantly _____ than the original and take a broad overview of the source material.

Why Use Quotations, Paraphrases, and Summaries?

1. Provide _____ for claims or add _____ to your writing
2. _____ to work that leads up to the work you are now doing
3. Give _____ of several points of view on a subject
4. Highlight a particularly striking phrase, sentence, or passage by _____ the original
5. Distance yourself from the original by quoting it in order to cue readers that the _____ are _____ your own
6. Expand the depth and _____ of your writing

How to use Quotations, Paraphrases, and Summaries:

1. Read the _____ text, noting the key points and _____ ideas in the margin
2. _____ in your own words what the single main idea of the essay is
3. Go back to margin notes, reread and highlight key points and _____ ideas
4. _____ important supporting points that come up in the essay on note cards
5. Consider any words, phrases, or brief passages that you believe should be quoted directly, and write quotes on note cards.

Strategies for Avoiding Plagiarism

1. **Paraphrase**, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
2. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Deciding if something is "Common Knowledge"

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.

Plagiarized or not? –Plagiarism Practice Sheet

Directions: With your group, complete each of the following segments on plagiarism and paraphrasing. If you need more room, please work on loose-leaf, and be ready to justify your response to the class.

Use the ORIGINAL text from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al. below to determine whether Paraphrases #1 and #2 are acceptable:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Paraphrase #1:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

Answer the questions about the paraphrase above and discuss it with a partner. Is the paraphrase above plagiarized? Why or why not? Give specific details to support your answer.

Paraphrase #2:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams et al., 1890).

Answer the questions about the paraphrase above and discuss it with a partner. Is the paraphrase above plagiarized? Why or why not? Give specific details to support your answer.

Use the ORIGINAL text taken from the book *The Origins of Totalitarianism* by Hannah Arendt, (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.) below to determine whether Paraphrases #3 and #4 are acceptable:

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. It was written out of the conviction that it should be possible to discover the hidden mechanics by which all traditional elements of our political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and has become unrecognizable for human comprehension, unusable for human purpose.

Paraphrase #3:

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. Interestingly enough, Arendt avoids much of the debates found in some of the less philosophical literature about totalitarianism.

Answer the questions about the paraphrase above and discuss it with a partner. Is the paraphrase above plagiarized? Why or why not? Give specific details to support your answer.

Paraphrase #4:

Arendt's (1973) book, *The Origins of Totalitarianism*, was written in the light of both excessive hope and excessive pessimism. Her thesis is that both Advancement and Ruin are merely different sides of the same coin. Her book was produced out of a belief that one can understand the method in which the more conventional aspects of politics and philosophy were mixed together so that they lose their distinctiveness and become worthless for human uses.

Answer the questions about the paraphrase above and discuss it with a partner. Is the paraphrase above plagiarized? Why or why not? Give specific details to support your answer.

Paraphrasing Practice

Directions: In the spaces provided, write a paraphrase of each of the following passages. Please include the correct citation information. Try not to look back at the original passage except for the citation information. Use the citation cheat sheet page in your packet for help.

1. “Three-quarters of all Americans recycle at home, making recycling one of the nation's most popular environmental activities. Skeptics argue that recycling does little to help the environment and often costs more than burying waste in landfills, but rising energy prices and concerns about climate change are strengthening the supporters' case. Making new goods from scrap metal, glass or paper uses less energy and generates fewer greenhouse gases than extracting and processing virgin materials. Today the U.S. recycles more than 30 percent of its municipal solid waste, and advocates say that figure could be much higher.” (from page 1033)

- Source: Weeks, John. “Future of Recycling.” *CQ Researcher* 17 Dec. 2007: 1033-1060. Print.

2. “The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past.” (from page 25)

- Source: Yancey, Kathleen. *English 102 Supplemental Guide*. Minneapolis: U of Minnesota P, 1999. Print.

3. “Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head.”

- Source: “Bike Helmets: Unused Lifesavers.” *Consumer Reports* May 1990: 348. *SIRS Issues Researcher*. Web. 29 Mar. 2011.

4. “More teenage drivers are involved in car crashes every year — and more are killed — than any other age group. And the number of deaths is rising, even though overall fatalities of teen drivers and passengers have decreased substantially in the last 25 years. Still, some 6,000 teens die in accidents annually — more than 15 a day. Teens are the least likely age group to use seat belts and the most likely to drink and drive.”

- Source: Schuster, George, and Melanie Bowen. “Teen Driving.” *Teenage Issues*. 2009. *Gale Opposing Viewpoints in Context*. Web. 29 Mar. 2011.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
- quotations of another person's actual spoken or written words

Read the information below and follow the directions to cite important facts:

States Should Try to Curb Teen Texting and Driving

Bret Schulte, "Outlawing Text Messaging While Driving: Legislators in Several States Respond to Safety Concerns," *U.S. News & World Report*, February 11, 2008. Copyright 2008 U.S. News & World Report, L.P.

Suddenly, those drivers talking on their cellphones seem relatively harmless, at least when compared to drivers who are staring at their cellphones, texting. An estimated 20 percent of drivers are sending or receiving text messages while behind the wheel, according to a Nationwide Insurance study. And, according to another poll, that number skyrockets to 66 percent when drivers 18 to 24 are isolated. The practice, especially popular among young people, is exacting a deadly toll.

No one knows how many vehicular crashes are related to drivers distracted by text messaging, but anecdotal evidence is mounting. A fiery crash made headlines in June when five female friends died in a collision with a tractor trailer just a week after graduating from their suburban Rochester, N.Y., high school. Police discovered the teenage driver had been texting moments before the crash. Similar accidents are happening with increasing regularity nationwide.

Now, at least 16 states are considering legislation that would outlaw or restrict the practice. "Certainly, texting is the issue du jour this year in the legislatures," says Matt Sundeen of the National Conference of State Legislatures. That means another fight over the role of government in regulating cellphone use, but it's one that proponents of new laws expect to win. Indeed, a Harris Interactive Poll from August shows 9 out of 10 American adults believe that sending text messages or E-mails while driving is "distracting, dangerous, and should be outlawed."

Citing Facts:

1. Using quotation marks, quote one important fact from the information above and use it in a complete sentence. Use the correct citation.

2. Paraphrase (rewrite) one important fact from the information below stating where you found the information at the end of a complete sentence and then cite the information at the end.

*This activity is for you to get a sense of what information is available on your person, and to determine if indeed they impacted society. You will need to eventually find sources that have **different** information on your person. A good way to get started is to think of a large issue/event in the world (past, present, or future), and determine who is the most influential person within that topic. Another tip for making a good selection is finding someone who is “older” or someone who has died. Logically, they generally have more information published about their lives when compared to someone “younger.”*

Person 1: _____ (Top Choice) **Person 2:** _____ (2nd Choice)

Done before any research

Done after some informal research

Already know... <i>Write as much information about your current knowledge on your chosen people.</i>	Want to know... <i>Write specific questions that you would like to find answers to throughout this process.</i> Use Question Marks.	What you researched and learned... <i>After conducting some informal browsing, write down any facts that you’ve now learned. Also, consider what new questions you may now have.</i>	How can we learn more? <i>Write down more questions that you came up with after learning from your research.</i>
Person: _____		1st source name: _____	
Person: _____		1st source name: _____	
Person: _____		2nd source name: _____	
Person: _____		2nd source name: _____	

Fill in each square for at least your “first-choice person” to receive full credit. If you can’t fill the spaces, perhaps you need to find a person with more information. Use at **LEAST TWO sources to vary your focus. *Caveat* Understand that until the lottery is official, you may or may not get this person.**

Parent/Guardian Slip (10% of Final Paper Grade- Due in class on or before Tuesday, April 23rd)

Dear Parents/Guardians:

In our English 9R classes, we will be working on a formal research project over the next month. The following is a list of the due dates for each graded component. We will be going over this project together in class, step by step. However, students will have to find time on their own to finalize each graded section. We will spend **three** days in the library and many in-class periods working on the research process with Google Chromebooks. A majority of students' work will be submitted electronically on Google Classroom.

Please sign the bottom of this letter after you have read the guidelines, and return the bottom part of the sheet to me. This allows me to know that you are aware of this project and all of the due dates. If any questions arise, please do not hesitate to contact me at dlogiurato@acsdny.org or 486-4860 x70323. You can navigate to my Blackboard page via the staff directory on the AHS website, or simply go to: goo.gl/mmqcuu

***I am after school for extra help on Tuesdays and Wednesdays**

If you would like email/text notifications, please visit →

<https://www.remind.com/join/ahseng9r>

Respectfully,

Mr. LoGiurato

Important Dates:

-Library Days: Weds. April 24th, Thurs. April 25th, Mon. April 29th (Arrive directly, and **promptly** to the library)

-Chromebooks in classroom: April 8th-12th, May 6th – May 10th

-Project Due Dates: (**Bold-faced** assignments **must** be submitted via **Google Classroom—See pg. 6**)

- Parent/Guardian Slip (10%) → Tuesday, April 23rd
- Approval of Topic / Lottery → Tuesday, April 23rd
- Library Dates → Weds. April 24, Th. 25, Mon. 29
- Typed MLA Works Cited page (10%)** → **Weds. May 1st** (by 3:15pm on GC)
- 3 Source Sheets / Typed Works Cited (30%)** → **Friday, May 3rd** (by 3:15pm on GC)
- Typed Final Draft with Work Cited (50%)** → **On or before Friday, May 17th** (by 3:15pm on Google Classroom)

*There are **NO EXCEPTIONS** regarding each due date. If the work is not handed in on time, credit on that part of the project will be lost. Write these due dates down everywhere! Students **MAY NOT** resubmit any part for a higher grade. If problems arise, students should see me for help. If students are knowingly going to be absent on due dates (field trips, lessons, vacation, etc.), please turn in the work prior to being absent. If absences on due dates are unplanned or printer issues occur, you are expected to email me or share (via Google Drive) your assignments at or before 3:15pm on the deadline. You are expected to follow directions from **start to finish**. This project counts as one-third of your fourth quarter grade.

Please sign below and detach the bottom slip. **Keep the above deadline list for your own record.**

I have read the 9th Grade Research Paper explanation. I am aware of the project and its due dates/grading policies.

Student's Name: _____ Period: _____

Parent/Guardian's Name (Please Print): _____

Parent/Guardian's Signature: _____

Parent/Guardian's Email (if available): _____@_____

*** PERSON WHO HAS IMPACTED SOCIETY TICKET***

Choices in order of **interest**:

1. ** _____, 2. _____, 3. _____