Research Paper Format

Your essay should include the following (in the order they are listed) on separate pages of paper stapled together: Thesis, Outline, Research Paper, Works Cited, Appendix.

Only the first page (the thesis page) should have a heading flush with the left margin 1 inch from the top of the page (see sample thesis page).

Every page should have your last name and the page number ½ inch from the top of the page (in the header) flush with the right margin.

All the text in the essay, including the heading, should be double-spaced in 12 point Times New Roman font or an equivalent.

.

Shelley 1	Shelley 2
Mary Shelley	Outline
Mr. Helpful	I. Introduction
English II 7	A. Attention-getter.
March 6, 2008	B. Background info.
Thesis	C. Thesis.
This is where the text of your thesis statement will go.	II. 1st Division of Proof.
	A. Supporting detail # 1 and commentary.
	B. Supporting detail # 2 and commentary.
	C. Supporting detail # 3 and commentary.
	III. 2nd Division of Proof.
	A. Supporting detail # 1 and commentary.
	B. Supporting detail # 2 and commentary.
	C. Supporting detail # 3 and commentary.
	IV. 3rd Division of Proof.
	A. Supporting detail # 1 and commentary.
	B. Supporting detail # 2 and commentary.
	C. Supporting detail # 3 and commentary.
	V. Concluding paragraph.

Research Paper Format continued...

Title of Research Paper

This is where the text of your actual essay will go.

Your actual essay will be multiple pages. When in the

course of human events....

Works Cited

Boynton, Sandra. Palama Time. Chicago: United

Press, 1988.

Hirsch, E.D., Joseph F. Kett, and James Tefril. The

Dictionary of Cultural Literacy. Boston:

Houghton and Mifflin, 1988.

"United States Map." Map. United States Maps of

Counties. 2005. Digital-Topo-Maps.com 5

December 2007 <http://county-map.digital-

topo-maps.com/>.

Appendix

Map of The United States of America

("United States Map")

8

Outline Format

I. Introduction

    A. An attention-getter related to your topic goes here.

    B. The necessary background information for an educated adult to understand your topic goes here.

    C. Your thesis goes here.

II. Your first division of proof should be written here.

    A. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

    B. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

    C. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

III. Your second division of proof should be written here.

    A. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

    B. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

    C. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

IV. Your third division of proof should be written here.

    A. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

B. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

C. Your supporting detail* and a brief explanation of how this detail will support your thesis should be here.

V. Your concluding paragraph ends the essay.

A. Restate your thesis in different words here.

B. Add any additional commentary that relates to your topic here.

C. End your essay with a final thought that connects back to your attention-getter, if possible.

Supporting Details include an introduction of the detail/example, specific evidence in the form of a quotation, paraphrase or summary, commentary explaining how this evidence proves/supports the thesis, and a transition to the next supporting detail.

MLA Format for In-text Citations
(How to cite sources in the text of your essay)

As you prepare your paper, seek to build on the work of previous writers and researchers. Whenever you draw on another's work, you must also document your sources by indicating what you borrowed—whether facts, opinions, ideas or quotations—and where you borrowed the material from. Failure to document ideas or words one takes from another source is known as plagiarism and is a violation of Westmont's academic code of conduct.

Using MLA (Modern Language Association) documentation style, acknowledge sources with a brief parenthetical citation that concludes the sentence.

An in-text citation contains only enough information to enable readers to find the source in the works-cited list. An alphabetical list of all works cited should appear as the last page of your research paper.

A typical in-text citation (book, magazine, newspaper) includes the author's last name and the page number.
> **Example:** Ancient writers attributed the invention of the monochord to Pythagoras, who lived in the sixth century BCE (Marcuse 197).

Other situations:

- **Citing a work when you mention the author's name in the sentence you are citing**: Use only the page number in the citation at the end of the sentence.
  - **Example:** Marcuse argues that ancient writers attributed the invention of the monochord to Pythagoras, who lived in the sixth century BCE (197).

- **Citing a book that has more than one author**: Use the last name of the first author listed in the works cited entry.
  - **Example:** (Smith 2).

- **Citing two or more works by the same author**: Give a shortened version of the title in addition to the author's name.
  - **Example:** (Marcuse, <u>Survey</u> 197).

- **Citing a work with NO author**: Use just the first few words of the article or book title in place of the author's last name.
  - **Examples:** Book: (<u>Survey</u> 197). Article: ("U.S. – Mexico" 20).

- **Citing an Interview**: Use the last name of the person interviewed.
  - **Example:** (Wiggins).

- **Citing a Website**: Use the author's last name if the author is known. Use the first few words of the title of the article (in quotation marks), if the author is unknown. If the title of the article <u>and</u> the author are known, use the title of the website (underlined).
  - **Examples:** Author: (Jenkins). Title of Article: ("Selected Seventeenth-Century").

- **Citing information or quotations that come from more than one page:** You might have a quotation that begins at the bottom of page 77 and finishes at the top of page 78. Use the author's last name and the pages separated by a hyphen.
    - **Example:** (Reilly 77-78). (Churchill 125, 127).

- **Citing an Indirect Source:** Put qtd. in (quoted in) before the author's last name to indicate that the preceding quotation or paraphrase is itself a quotation from another source.
    - **Example:** (qtd. in Marcuse 197).

- **Citing more than one work in a single parenthetical reference:** Cite each work as you normally would and use semicolons to separate the citations.
    - **Example:** (Marcuse 197; McRae 101-2).

- **Citing a map:** Use the title of the map in place of the author's last name.
    - **Example:** (Michigan). ("Phoenix").

- **Prior Knowledge…is NOT a research source you can cite in an essay!** If you know something from prior experience, you must be able to back it up with research.

- **When all else fails,** in parentheses, place the first thing that you have on your Works Cited list and then the page number.

VERY IMPORTANT: Citation is placed after the sentence in which source material is quoted, paraphrased, or summarized. Remember, even if you paraphrase or summarize (i.e. use your own words) you STILL MUST CITE YOUR SOURCE!

VERY VERY IMPORTANT: Remember, if you have any questions about citing a source that is more complex than the examples above, check the MLA handbook or ask your English teacher.

Using Quotations (Cited Passages) MLA Style

Quotations that stand alone. Period is after the parentheses.

   Example: "Westmont High Sophomores are the best" (Hege 12).

Quotations that are used as part of a sentence. When appropriate, use commas.

   Examples:
   Pip displays his love for Estella when he says, "Have I missed you" (Dickens 86).

   "It was the best of times, it was the worst of times," wrote Charles Dickens in the 18th century (Dickens 2).

Exclamation points and question marks appear inside quotation marks.

> **Example:** Stephanie shows that she is puzzled when she asks, "Ms. Holden, what do you mean on question 12?" (Sredanovich 19).

Dialogue within a cited passage. Use double quotation marks around entire cited passage. Single quotation marks around the dialogue.

> **Example:** In his autobiography, Mr. Samson says, "Then I looked at my students and announced, 'All of you are going to ace this project'" (Samson 99).

If a quotation runs longer than four lines (that is five or more), then set it off from the text by indenting the entire quote one inch from the left margin. The punctuation that precedes it should be a colon. Quotation marks are not needed. In the quotation, the period ends the sentence. The page number follows in parentheses without a period. The entire text is double-spaced. These long quotations refer to more than four lines in your report...not the length in the book.

> **Example:** Barry Bonds, the home run king, reveals his respect for the San Diego Padres
>
> future hall of famer, Tony Gwynn, when he says:
>
>> I tell you what, one of the most unheralded players of all time was Tony.
>>
>> That guy could hit. He played for the Padres for 18 seasons and every year
>>
>> he hit over .300 with 200 hits. I remember one time we had a double-header
>>
>> at the Stock. He told me had the flu or something and that he might miss two
>>
>> of the games. Nope. Went 5 for 5 in the opener with two doubles then he
>>
>> went 4 for 5 in the night-cap. (Mitchell 566)

VERY IMPORTANT: With all cited passages, if you use direct quotations, you must use the author's exact words in quotation marks. If you paraphrase, do not use quotation marks.

VERY VERY IMPORTANT: Remember, if you have any questions about citing a source that is more complex than the examples above, check the MLA handbook

MLA Format for List of Works Cited

What it is: As the heading *Works Cited* indicates, this list contains all the works that you cite in your text.

The format: The list appears at the end of your paper, on a new page, continuing from the page numbers of the essay. For example, if the text of your research paper ends on page 10, the works cited list begins on page 11. Center the title, Works Cited, an inch from the top of the page. Double-space between the title and first entry. Begin each entry flush with the left margin; **if an entry runs more than one line, indent the subsequent line or lines one-half inch from the left margin (called hanging indentation).** You can set up your word processing program to do this automatically. This format makes it easier to read the alphabetical list and find a source on it. **Double-space the entire list, both between and within entries.**

Alphabetize entries in the list by the author's last name. If no author is known, alphabetize by the title, ignoring any initial *A, An,* or *The.* For example, the title *An Encyclopedia of SHARP Knowledge* would be alphabetized under *E.*

All entries generally include the same information, although some require more specific detail.

A basic entry includes:

Author's last name, author's first name. <u>Title of the publication</u>. City of Publication: Publisher, Year of

       Copyright.

Books:
1. Author (last name, first; if more than one author list in the same order on title page and only the first author has his/her last name first).
2. Title of book (underlined).
3. Publication information (City: Publisher, Year of Copyright.)

Example of book by one author:

Kuralt, Charles. <u>Charles Kuralt's America</u>. New York: Putnam, 1995.

Example of book with two or more authors:

Hirsch, E.D., Joseph F. Kett, and James Tefril. <u>The Dictionary of Cultural Literacy</u>. Boston: Houghton
       and Mifflin, 1988.

Web Sources
1. Author (last name, first; if more than one author list in the same order on title page and only the first author has his/her last name first).
2. Title of article in quotation marks (if any).
3. Information about print publication (if published in print in addition to internet).
4. Title of web page (underlined).
5. Date of electronic publication or latest update (in addition to date of print publication above)

6. Name of institution or organization that sponsors the site (usually at bottom of home page).
7. Date you accessed the site
8. URL (complete and accurate)in angle brackets: <http://www.historymaster.com>

Examples (not all entries will include all of the above, but you must include all info that is available):

Stowe, Harriet Beecher. "Sojourner Truth, the Libyan Sibyl." Atlantic Monthly Apr. 1863: 473-81.

    Electronic Text Center. Ed. David Seaman. 2002. Alderman Lib., U of Virginia. 19 June 2002

    <http://extext.lib.virginia.edu/toc/modeng/public/StoSojo.html>.

"Selected Seventeenth-Century Events." Romantic Chronology. Ed. Laura Mandell and Alan Liu.

    1999. U of California, Santa Barbara. 22 June 2002 <http://english.ucsb.edu:591/rchrono/>.

Encyclopedias
1. Author of article (last name, first).
2. "Title of article" (in quotation marks)
3. Title of book (underlined).
4. Publication information includes City: Publisher, Year of Copyright Edition.

Example
:

Currie, Cecil. "Historicism." Collier's Encyclopedia. New York: Scholastic, 1998.

Magazine or Newspaper (periodicals)
1. Author of article (last name, first).
2. "Title of article" (in quotation marks)
3. Periodical title (underlined).
4. Date: month day year, or day month year.
5. Page numbers.

Examples:

Andreas, Peter. "U.S.-Mexico: Open Markets, Closed Border." Foreign Policy. June 1996: 51-69.

McGrath, Peter. "The Web: Infotopia or Marketplace?" Newsweek. January 27, 1997: 82-84.

Map found in a print source:
1. Title of the map underlined.
2. Map.
3. City of publication.
4. Publisher.
5. Date of Publication.

Example:

Michigan. Map. Chicago: Rand, 2000.

Map found on-line:
1. Title of the map in quotation marks.
2. Map.
3. Information about print publication (if published in print in addition to internet).
4. Title of web page (underlined).
5. Date of electronic publication or latest update (in addition to date of print publication above)
6. Name of institution or organization that sponsors the site (usually at bottom of home page).
7. Date you accessed the site
8. URL (complete and accurate) in angle brackets: <http://www.historymaster.com>

Example:

"Phoenix, Arizona." Map. U.S. Gazetteer. U.S. Census Bureau. 24 Sept. 2002.

<http://factfinder.census.gov/servlet/ReferenceMapFramsetServlet?_lang_en>.

Other Various Sources
1. Author (last name, first).
2. "Title of article" (in quotation marks)
3. Title of source (underlined).
4. Publication medium
5. Publication information

What if there are several copyright dates and several publishers?

Find the most recent copyright date. That's the one for the book you're holding. Then find the corresponding publisher. Both are usually listed next to the copyright symbol ©.

VERY VERY IMPORTANT: Remember, if you have any questions about citing a source that is more complex than the examples above, check the MLA handbook or ask your English teacher.

English Department Writing Errors and Tips

Errors:

*1.   Title Problem: underline or italicize published works / use quotation marks when appropriate.

*2.   Do not use slang.

*3.   Tense agreement problem - write about literature in the present tense.

*4.   Format problem: heading, spacing, margins, pagination, paper choice.

5.   Word usage problem.

6.   Do not use abbreviations.

7.   Off topic - going off on a tangent.

8.   Capitalization error.

9.   Spelling error.

10.   Punctuation error.

11.   Agreement. (subject/verb, parallel structure, participle/ verb).

*12.   Citation error.

13.   Wrong pronoun reference (the child says that they will love English).

14.   Unclear antecedent/pronoun (Hamlet tells Horatio that he is smart).

*15.   Font size / style problem.

16.   Sense / clarity problem.

17.   Sentence ends with a preposition.

*18.   Formal, third person (no I, we, **you**, us, me...unless in quotes).

19.   Do not use unnecessary generalizations / judgments.

20.   Run-on sentence.

21.   Fragment. Incomplete sentence.

22.   Repetitive, redundant.

23.   Too much plot! - not enough analysis - need to analyze not summarize.

24.   Missing divisions of proof (normally three elements that will support your claim in an essay).

25.   Do not use quotes as claims - state your own idea.

26.   Missing word(s).

27.   Missing complete introduction to quote.

28.   Missing clarification of quote.

*29.   Using names. (use the full name first [John Lennon, Barry Bonds, Rosa Parks]
        only use the last name thereafter [Lennon, Bonds, Parks]).

30.   Sentence structure/syntax.

31.   Do not make assumptions. The reader of your paper could be anyone.

*   indicates MLA error = 10% grade reduction

Tips:

50.   Support argument with examples, evidence, details, data, quotes. Be specific. Every paragraph needs quotes.

51.   Proofread. Writer proofreads. Someone else proofreads.

52.   Commentary must prove thesis. Link to the thesis.

53.   Need a conclusion.

54.   Need a transition.

55.   Vague. Avoid this, that, it.

56.   Increase vocabulary.

57.   Add an attention-getter or "hook".

58.   Avoid using passive voice.

59.   Avoid using forms of to be (is, are, was, am). Find stronger verbs.

60.   Need a creative title.

61.   Awkward wording or sentence structure.

62.   Use a wider variety of sentence patterns.

63.   Avoid contractions.

64.   Avoid starting sentences with conjunctions.

65.   Avoid split-infinitives.

66.   Avoid using clichés and over-used expressions.

17

Appropriately Using Summary, Paraphrase and Direct Quotation in a Research Paper

Adapted from Bean, John C., Virginia A. Chappell, and Alice M. Gilliam. "Chapter 8: Making Knowledge: Incorporating Reading into Writing" Reading Rhetorically. New York: Pearson Longman, 2004. 123-144.

Summary

Definition: Presenting in your own words a condensed version of another writer's points. Summary is always shorter than the original text.

Use summary when:
- The source directly supports your thesis, or alternatively, when the source offers a position you wish to argue against or analyze.
- The source offers important background information for your ideas.
- You need to provide readers with an overview of the source's whole argument before analyzing particular ideas from that argument.

How to Summarize
- Delete trivial material.
- Delete redundant or repetitive material.
- Replace lists with general terms.
- Pick or create a topic sentence.

Example of Summary:

Although not a romance fiction reader herself, Carol Ricker-Wilson, a high school English teacher, offers an interesting perspective on the potential educational value of romance novels in "Busting Textual Bodices: Gender, Reading, and the Popular Romance." Writing in the English Journal for teachers who think of romance fiction as "escapist trash" (58), Ricker-Wilson argues that this widespread belief blinds teachers from seeing its personal value to their students and its possibilities for classroom use.

Cautions:
- Make sure to condense the summary to only the ideas essential to your purpose
- Make sure your summary fairly and accurately represents the author's original meaning (If you don't understand it – don't summarize it!)

Paraphrase:

Definition: Restating in your own words all the original passage's points. Paraphrases are as long or longer than the original text.

Use paraphrase when:
- You want to emphasize especially significant ideas by retaining all of the points or details from the original.
- You want to clarify ideas that are complex or language that is dense, technical, or hard to understand.

How to Paraphrase:
- Avoid mirroring the sentence structure or organization of the original.
- Simplify complex ideas by pulling them apart and explaining each smaller component of the larger idea.
- Use synonyms for key words in the original and replace unfamiliar or technical vocabulary with more familiar terms.
- As a check, try paraphrasing the passage twice, the second time paraphrasing your own paraphrase; then compare your second paraphrase with the original to make sure that you have sufficiently recast it into your own language.

Example of Paraphrase:

Ricker-Wilson's Original Passage:

But while a number of researchers such as Radway and Christian-Smith have maintained that romance reading operates primarily as an unfortunate but justifiable effort to escape from the adversities of real heterosexual relations, it may also offer an escape from what its readers construe to be even less favorable depictions of women in other genres. Fundamentally, I would argue, romance readers *really like to read*, they like to read about women, and they don't want to read about their unmitigated despoliation and dispatch. But once readers venture out of the formulaic romance genre, fiction is a wild card and identification with female protagonists an emotional risk.

Jenny's Paraphrase:

Ricker-Wilson acknowledges that some researchers claim that romance fiction provides women readers with escape from their difficult relationships with men in their lives. She counters this negative view by proposing that romance fiction permits readers to escape something even worse: the negative images of women in other literature. She argues that readers who enjoy romance novels do so because they enjoy reading about women but do not like to read about women who are victimized or killed off, as they often are in other forms of fiction (58).

Cautions:
- Be sure you fully understand the passage you are paraphrasing (otherwise, you will inaccurately present ideas). If you can't put the whole selection into your own words – you don't understand it well enough to paraphrase it.
- Paraphrase from the original only what you need to develop your points. Your argument should take center-stage – not the paraphrase!
- Take care NOT to give the impression that these are your ideas. Putting someone else's ideas into your own words does not make these ideas your own! To paraphrase effectively and ethically, you MUST translate the writer's wording entirely into your own words and acknowledge the source with an attributive tag and a citation.

Direct Quotation:

Definition: Inserting the words of someone else into your own text.

Use direct quotations when:
- The language of the source is vivid, distinctive, or memorable.
- The quotation directly supports a key point in your paper
- The person quoted is such a well-known authority on the matter that even a few well-chosen words carry considerable weight.

How to Use Quotations:
- Prefer short quotations. Use long quotations only rarely because they will distract from the focus on your own discussion.
- Whenever possible, instead of quoting whole sentences, work quotations of key phrases into your own sentences.
- Make sure you are absolutely accurate in the wording of direct quotations.
- Punctuate your quotations exactly as the original.
- Make sure your use of quotations fairly and accurately represents the original source.
- Make sure you fully understand the ideas that you quote directly. While the words in the quotation may sound impressive, if you cannot explain them and relate them to your own ideas, incorporating the quotation will detract from your credibility instead of enhancing it.

Examples:

Ineffective Long Quotation from Jenny's First Draft:
She says that romance writers are "producing mass-market entertainment that appeals to its consumers for much the same reason as McDonald's and Burger King appeal to theirs: It's easy, it makes you feel good, and it's the same every time. The point of a romance novel is not to dazzle its reader with originality, but to stimulate predictable emotions by means of familiar cultural symbols."*

When she reread her first draft, Jenny decided that the quotation was too long for what she wanted to accomplish at this point in her text... She was using the MacFarquhar quote to indicate typical criticisms of romance fiction that the paper would counter. But the long quotation unduly shifted the reader's focus to negative opinions about romance novels... She decided to pare down her use of MacFarquhar by using paraphrase with a few direct quotations, a decision that shifts the focus to her own argument:

Jenny's Revised Use of Quotation:
She describes romance fiction as "mass-market entertainment" that appeals to people because "it's easy, it makes you feel good, and it's the same every time." Its purpose, she says, is not to stimulate thinking and the imagination, "but to stimulate predictable emotions by means of familiar cultural symbols."*

*Please note – because the MacFarquhar article was taken from the internet, there were no page numbers for Jenny to cite. She avoids plagiarism by using an attributive tag instead.

Caution:
- Overreliance on direct quotations weakens your authority and suggests that you have no ideas of your own to contribute to the conversation.

Avoiding Plagiarism

Three most common forms of plagiarism:
- Failure to use quotation marks to indicate borrowed language
- Failure to acknowledge borrowed ideas and information
- Failure to change the language of the source text sufficiently in a paraphrase

How to avoid plagiarism due to failure to use quotation marks to indicate borrowed language and failure to acknowledge borrowed ideas and information:
- Include correct in-text citations
- Use attributive tags (see below)
- Take careful notes so that when the time comes to write your paper, you know what source you got your information from (including the page number) and what information is a direct quotation vs. what information is a summary.
   - Write down all bibliographic information before you start reading a source and taking notes
   - In your notes, use color highlighting or a different font for directly quoted language
   - Make sure you write down the page number information comes from (even if it is not directly quoted).
   - You MUST cite where all the information in your paper comes from. The ONLY exception is common knowledge. Information that can be found in general information sources such as encyclopedias is considered common knowledge. If you are not sure if information is considered common knowledge, cite it!

How to avoid plagiarism through failure to change the language of the source text sufficiently in a paraphrase:
Compare the following acceptable and unacceptable paraphrases:

Original
Other genres – mystery, thriller, horror, sci-fi – attract no cultural stigma, but those categories also appeal heavily to male readers. Romances do not, and therein, some of the genre's champions argue, lies the problem.

Plagiarism
According to Gray and Sachs, other types of books – horror, mystery, sci-fi – experience no cultural stigma, but these types of books are those that appeal mainly to male readers. Romances, by contrast, do not, and that, some of its champions argue, is the problem (76).

Acceptable Paraphrase
According to Gray and Sachs, popular books that attract mostly male readers, such as science fiction and thriller novels, do not suffer the same public condemnation as romance novels. Some

fans of romance fiction believe that this is no coincidence and that condemnation of it is due to the fact most of its readers are female (76).

Attributive Tags

Definition: Short phrases that signal that you are borrowing outside material and indicate the source of that material (For example: "Stephen Jones says" or "According to Stephen Jones" "Stephen Jones, an independent pollster, says").

How to Include Attributive Tags:
- Your first attributive tag about a source is likely to be longer than subsequent ones, as illustrated by these contrasting examples from Jenny's paper:
    - Although not a romance fiction reader herself, Carol Ricker-Wilson, a high school English teacher, offers...
    - According to Ricker-Wilson...
    - Ricker-Wilson argues...
- In some instances, an author's name may not be as interesting or important to your readers as the place where an article appeared.
- Attributive tags can appear at any natural break within a sentence.
- Possible elements for attributive tags, which can be used alone or in combination, include:
    - Author's name
    - Title of the work
    - Publisher of the work
    - Author's or expert's credentials or relevant specialty (e.g., "a lawyer who has defended spies in the past")
    - A quick statement of the work's purpose or reputation (e.g., "A review of Victoria M. Johnson's book")
    - An indication of the work's context and the conversation it is a part of (e.g., "a scathing letter to the editor published online")
- Make the tag part of your own sentence
- The first time you bring in a particular source, put the tag before the quotation or summary so that readers will have the background they need when they reach the borrowed source material.
- Vary the format and vocabulary of your tags. You want to avoid a long string of phrases that repeat "according to" or "he says."
- Provide just enough background to help readers understand the significance of the material you are bringing in, not everything there is to say about the source.
- Base your decisions about attributive tags on what you are confident readers will recognize and what will help them recognize the relevance of the source you are using.

Examples of Attributive Tags:

Published in 1997 in the online journal Slate, MacFarquhar's essay offers...

At the end of her essay, MacFarquhar challenges readers...

Its purpose, she says, is not to stimulate thinking and the imagination, but...

Predictable plots, so the argument goes, offer escape...

Periodical Title Used as Attributive Tag
A <u>Time</u> magazine article published in July 2000 verifies this claim and reports that over 50% of all paperbacks sold in the U.S. each year are romance novels (Gray and Sachs 76).

Confusion Caused by Lack of Attributive Tag
Romance readers insist on formulaic plots of "childlike restrictions and simplicity" and as a result, these books lack "moral ambiguity" (Gray and Sachs 76).

As the first sentence begins, readers have every reason to think that is states Jenny's ideas. Matters become confusing when the quotation marks signal that another voice has entered the text, but we don't know its source and the authors' names in the citation are not particularly informative.

Sentence Revised with Attributive Tag
The Time article mentioned earlier claims that romance readers insist on formulaic plots of "childlike restrictions and simplicity," and says that as a result, these books lack "moral ambiguity" (Gray and Sachs 76).

The attributive tag in this revised sentence not only makes clear the source of the idea, but specifically refers back to earlier discussion of material from the same source.

Rubric for Historical Analysis Research Paper

	Exceptional (4)	Capable (3)	Limited (2)	Minimal (1)
Content	Demonstrates *exceptional* understanding of historical concepts and terminology throughout the paper.	Demonstrates *considerable* understanding of historical concepts and terminology throughout the paper.	Demonstrates *limited but sufficient* understanding of historical concepts and terminology throughout the paper.	*Inefficient* use of historical concepts and terminology throughout the paper.
Coherence and Organization	*Meaningful* thesis is clearly stated and developed; *authoritatively and thoroughly* defends thesis with *precise and relevant* evidence; *thoroughly and clearly* develops thesis and main ideas when appropriate, *specific* details and examples; *convincingly* addresses the reader's concerns, biases, and expectations; shows *control* of tone and focus; conclusion is *clear*, flows together well; good transitions; *succinct* but not choppy; *very* well organized.	Thesis is *responsive* to writing task; *generally* supports thesis with *precise and relevant* evidence; supports thesis and main ideas with *specific* details and examples; addresses the reader's concerns, biases, and expectations; most information is presented in logical sequence; demonstrates a *consistent* tone and focus; illustrates a control of organization; generally very well organized but better transitions from idea to idea and medium to medium are needed.	Provides a thesis or main idea that is *related* to the writing task; defends a position with *little* evidence; supports the thesis or main idea (s) with *limited* details and/or examples; *may* address the reader's concerns, biases, and expectations; demonstrates an *inconsistent* tone and focus; and illustrates *little, if any,* control of organization; concept and ideas are loosely connected; lacks clear transitions; flow and organization is choppy.	*May* provide a *vague or weak* thesis or main idea that is related to the writing task; *fails* to support the thesis sor main idea (S) with details, examples, or evidence; fails to address the reader's concerns; biases, and expectations; demonstrates a *lack of* tone and focus; and illustrates *no* control o organization; presentation is choppy and disjointed; does not flow; no apparent logical order of presentation.
Critical Thinking	Very original presentation of material; uses original thought and interpretation; uses the unexpected to full advantage; captures the reader's interest and attention. Clear analysis.	Some originality apparent; good variety and blending of materials and media. Some analysis of the topic.	Little or no variation; material presented with little originality or interpretation. Mostly factual. Little analysis.	Repetitive with little or no variety. No original thought or analysis. Predominately fact-filled.
Tone/Consideration of the Audience	Demonstrates a *clear* sense of audience.	Demonstrates a *general* sense of audience.	Demonstrates little or **no** *sense* of audience.	May demonstrate **no** sense of audience.
Diction and Description	Provides a *variety* of sentence types and uses *precise and descriptive* language.	Provides a *variety* of sentence types and uses *some descriptive* language.	Provides few, if any, sentence types and uses *basic and predictable* language.	May provide no sentence variety and uses limited vocabulary
Conventions* of English (* = Grammar, punctuation, spelling, capitalization, and usage. Errors in MLA format)	Contains *few, if any, errors* in the conventions* of the English language. Errors are generally first draft in nature.	May contain *some errors* in the conventions* of the English language. Errors do not interfere with the reader's understanding of the paper.	May contain *several* errors in the conventions* of the English language. Errors *may* interfere with the reader's understanding of the paper.	May contain *serious errors* in the conventions* of the English language. Errors interfere with the reader's understanding of the paper.