

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

Miss Skirtich

English 12: British Literature

5 March 2019

### Senior Research Paper Guidelines

*In your research paper, you will delve deeply into one of the controversial topics that you selected from your list and conduct thorough research to become an expert about one of those topics. Your paper will be graded on by the following standards and guidelines:*

1. Following this order in your paper:
  - a. Cover page (Example to follow)
  - b. Introduction to controversial topic
  - c. PRO argument for controversial topic
  - d. CON argument for controversial topic
  - e. The Catholic Church's stance of controversial topic
  - f. Your own stance of controversial topic
  - g. Conclusion to controversial topic
  - h. Works Cited page
  
2. Cover Page
  - a. Last name and page number in the upper right hand corner
  - b. Title of Paper Centered in middle of page
  - c. Student's full name (First Middle Initial Last) underneath title
  - d. Due date (25 March 2019)
  - e. Course title (English 12: British Literature)
  
3. Works Cited Page
  - a. Title centered (Works Cited)
  - b. Last name and page number in the upper right hand corner
  - c. Citations in alphabetical order according to author's last name or first major word of article—Do not alphabetize according to articles *a, an, the*. Go to first major word.
  - d. Hanging indentation for each entry
  - e. Single spaced throughout
  - f. Proper format for each entry (Purdue OWL)
  - g. Only sources cited in paper
  - h. At least six (6) different sources are cited
  
4. Sources
  - a. Students will use at least 3 different types of sources for their research including, but not limited to, the following when conducting and citing their research:
    - Books
    - Websites
    - Interviews
    - Educational Publications
    - Magazines
    - Newspapers
    - Documentaries
    - Encyclopedias
    - Pamphlets
    - Videos/Movies
    - EBSCO/JSTOR/Google Scholar

- b. Source Quality Check-Every book, periodical article, or other resource should be evaluated to determine its quality and its relevance to your topic and the nature of your assignment. Use the criteria below to help you evaluate resources:
- What are the author's education and experience? Look for information about the author in the publication itself.
  - Who is the audience for the publication (scholarly or general)?
  - Is the publication primary or secondary in nature?
  - Does it provide general background information or in-depth information on a specific topic? Which do you need?
  - How extensive is the bibliography? Can you use these references to find more information? • What is the publication date?
  - How up-to-date are the citations in the bibliography?
  - How current do you need for your topic? Determine whether the information is fact, opinion or propaganda.
  - Are there footnotes to show the source of the facts or quotes?
  - Does the publisher have a particular bias?
  - Are opinions or propaganda easy to recognize?
  - Do the words and phrases play to your emotions or bias the content?

5. Due Dates

- a. Topic selection due Monday, March 4
- b. Outline due Monday, March 11
- c. Rough draft including Works Cited due Thursday, March 14
- d. Peer edit checklist due Monday, March 18
- e. 2<sup>nd</sup> rough draft including Works Cited due Thursday, March 21
- f. Final draft including Works Cited due Monday, March 25

6. Thesis Paper Guidelines

- a. Never use contractions. When you write formally, avoid all contractions that appear as slang in writing.
- b. Only use 3<sup>rd</sup> person voice when speaking unless in PERSONAL OPINION PART OF PAPER! This means to never use 1<sup>st</sup> person or 2<sup>nd</sup> person POV. That means no I, you, we, us. Use he, she, it, they, the reader instead.
- c. Limit your use of TO BE verbs. These verbs are helping verbs that attach themselves to other active verbs and water down the meaning of your sentences. Make your verbs more active and help to illustrate your point by eliminating these pesky words.
- d. **Caution:** NEVER change words inside of quotes. As soon as you do that, it's no longer a quote.
- e. Use only 25 of them in your paper to make your writing awesome!

<b>Am</b>	<b>Is</b>	<b>Are</b>	<b>Was</b>	<b>Were</b>
<b>Be</b>	<b>Being</b>	<b>Been</b>	<b>Have</b>	<b>Has</b>
<b>Had</b>	<b>Could</b>	<b>Would</b>	<b>Should</b>	<b>May</b>
<b>Might</b>	<b>Must</b>	<b>Do</b>	<b>Does</b>	<b>Did</b>
	<b>Will</b>	<b>Shall</b>	<b>Can</b>	

- f. Use 12pt. Times New Roman font, 1" margins throughout the entire document, double space the body of your paper, excluding Works Cited page.

7. Rubric

Senior Project Research Paper Rubric

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

Score \_\_\_\_\_

Element	Advanced	Proficient	Basic	Below Basic	Comments
M L A  F O R M A T	<b>Margins, Font, Structure, Outline, etc.</b> <ul style="list-style-type: none"> <li>Correct format</li> <li>All elements present: Margins, Page Numbering, Spacing, Font, Thesis bolded</li> <li>Length exceeds minimum page requirements</li> </ul>	<ul style="list-style-type: none"> <li>Correct format</li> <li>Few errors (2-3)</li> </ul>	<ul style="list-style-type: none"> <li>Minor format errors</li> <li>Missing one element</li> <li>Length meets minimum page requirements</li> </ul>	<ul style="list-style-type: none"> <li>Many and/or severe format errors</li> <li>Missing, incomplete and/or incorrect more than one of the elements</li> <li>Insufficient length</li> </ul>	
	<b>In-Text/Parenthetical Citations</b> <ul style="list-style-type: none"> <li>Correct format</li> <li>Few or no errors (0-1)</li> <li>Effective and varied use of parenthetical citations</li> </ul>	<ul style="list-style-type: none"> <li>Correct format</li> <li>Few errors (2-3)</li> </ul>	<ul style="list-style-type: none"> <li>Correct format</li> <li>At least 3 sources cited in document</li> <li>Knows when to cite</li> <li>Some errors but not distracting to reader (4 or less)</li> <li>Sufficient citation of facts</li> </ul>	<ul style="list-style-type: none"> <li>Incorrect format</li> <li>Does not use all documents from Works Cited page</li> <li>Insufficient citations of facts and/or not citing paraphrased quotes</li> <li>Many errors (5+)</li> <li>No citations used</li> </ul>	
	<b>Works Cited</b> <ul style="list-style-type: none"> <li>No format errors</li> <li>Uses 3+ types of sources</li> <li>Uses 6+ sources</li> </ul>	<ul style="list-style-type: none"> <li>No format errors</li> <li>Uses 3+ types of sources</li> <li>Uses 4+ sources</li> </ul>	<ul style="list-style-type: none"> <li>Correct format with some minor errors (less than 2)</li> <li>Uses 3 types of sources</li> <li>Sources alphabetized</li> </ul>	<ul style="list-style-type: none"> <li>Uses less than 3 types of sources</li> <li>Sources not alphabetized</li> <li>Incorrect format</li> <li>Too many errors (3+)</li> <li>No Works Cited page</li> </ul>	
C  O  N T  E N T	<b>Opening/Thesis Statement</b> <ul style="list-style-type: none"> <li>Engaging vehicular opening</li> <li>Compelling position</li> </ul>	<ul style="list-style-type: none"> <li>Vehicular opening strong</li> <li>Strong position</li> </ul>	<ul style="list-style-type: none"> <li>Vehicular opening present</li> <li>Topic is evident</li> <li>Position is apparent</li> </ul>	<ul style="list-style-type: none"> <li>Vehicular opening missing</li> <li>Topic, thesis and/or position is not present or unclear</li> <li>Thesis is not arguable or is a statement of fact</li> </ul>	
	<b>Organization</b> <ul style="list-style-type: none"> <li>Strong use of topic sentences</li> <li>Organization is clear and effective</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of topic sentences</li> <li>Organization is well-defined</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentences used</li> <li>Some organization evident</li> </ul>	<ul style="list-style-type: none"> <li>Weak or no topic sentences used</li> <li>Little organization evident</li> </ul>	
	<b>Concrete Detail: Quality/Quantity</b> <ul style="list-style-type: none"> <li>Concrete detail engaging and compelling</li> <li>Concrete detail used consistently to form a cohesive argument</li> </ul>	<ul style="list-style-type: none"> <li>Concrete detail systematically builds argument</li> </ul>	<ul style="list-style-type: none"> <li>Concrete detail supports thesis</li> <li>Concrete detail is relevant to position</li> <li>Sufficient data to prove thesis</li> </ul>	<ul style="list-style-type: none"> <li>Some concrete detail does not support thesis</li> <li>Weak data</li> <li>Incorrect use of concrete detail</li> <li>Too much factual data – reads like a report</li> </ul>	
	<b>Commentary: Quality/Quantity</b> <ul style="list-style-type: none"> <li>Consistently weaves commentary and concrete detail</li> <li>Draws reader to position</li> <li>Ideas clearly presented</li> <li>Compelling</li> <li>Ratio of facts to opinion is effectively balanced and appropriate to topic</li> </ul>	<ul style="list-style-type: none"> <li>Commentary helps develop argument</li> <li>Persuades reader</li> <li>Develops clear ties between commentary and thesis</li> <li>Ratio of facts to opinion well balanced and appropriate to topic</li> </ul>	<ul style="list-style-type: none"> <li>Some links between commentary, facts, and thesis</li> <li>Convincing</li> <li>Appropriate to topic</li> <li>Holds reader's interest</li> <li>Adequate balance between fact and commentary</li> </ul>	<ul style="list-style-type: none"> <li>Commentary may be present but not tied to factual data</li> <li>Insufficient use of commentary or too much commentary (essay like)</li> <li>Not engaging</li> <li>Repetitive commentary</li> </ul>	
<b>Conclusion</b> <ul style="list-style-type: none"> <li>Synthesis of information</li> <li>Raises issues to greater whole</li> <li>Smooth and logical</li> </ul>	<ul style="list-style-type: none"> <li>Compelling</li> <li>Clearly goes beyond thesis</li> <li>Raises new or related issue for future discussion</li> </ul>	<ul style="list-style-type: none"> <li>Effective</li> <li>Sense of completion</li> <li>Attempts to go beyond thesis</li> <li>Attempts to look at big picture</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion repeats opening or thesis</li> <li>Weak or lacking conclusion</li> <li>Leaves reader hanging</li> </ul>		
S T Y L E	<b>Readability</b> <ul style="list-style-type: none"> <li>Demonstrates original style using sophisticated academic diction</li> <li>Paper is interesting to read</li> <li>Consistently varies sentence structure and length</li> <li>Transitions are varied</li> </ul>	<ul style="list-style-type: none"> <li>Develops style using appropriate academic diction</li> <li>Some sentence variety</li> <li>Consistent use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>Paper reads smoothly; basic academic diction</li> <li>Clear progression of argument</li> <li>Attempts originality and sentence variety</li> </ul>	<ul style="list-style-type: none"> <li>Progression inconsistent; choppy</li> <li>Casual, informal in style</li> <li>Sentences lack variety or originality</li> <li>Errors distract reader</li> <li>Reader not engaged</li> </ul>	
	<b>Mechanics (Grammar, punctuation, etc)</b> <ul style="list-style-type: none"> <li>Demonstrates excellence in grammar, syntax, and mechanics of writing throughout the paper</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of careful editing and revising</li> <li>Few errors throughout the paper</li> <li>Syntax is good throughout paper</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of editing and revising</li> <li>Some mechanical errors, but do not interfere with readability</li> <li>Minor problems with grammar or syntax</li> </ul>	<ul style="list-style-type: none"> <li>Little or no evidence of editing or revising</li> <li>Many grammar errors</li> <li>Many mechanical errors</li> <li>Poor syntax</li> </ul>	

MINIMUM REQUIREMENTS: Thesis Statement, Parenthetical Citations, Works Cited page and

Notes: