

ENGLISH 1302 RESEARCH ESSAY

Introduction

We will not write the research paper all at once; rather we will follow a sequential progress that includes my responses to you. In order to keep the process on track, timeliness is essential. It is *imperative* that you note the due date of each assignment as listed on the schedule.

Assignments have termination dates after which you cannot turn them in. ***Again, check your schedule.***

Overview

The aim of the extended research paper is to allow you to explore an issue or question related to a specific topic that interests you by researching primary and secondary sources to advance your own interpretation. Your final essay will be a 5-8 page paper, exclusive of the title page/ references page(s)/graphics/appendices. (That means a minimum of 5 pages of writing, plus the title and references pages.)

Consult with me during the process of choosing a topic to make sure that it will be viable and to get help finding suitable resources. In addition to my office hours, I am most available via email (kwood@epcc.edu), and you can email with questions. I will *generally* get back to you with a quick answer in a few hours, excluding weekends. Remember, I do have other classes and responsibilities for the college.

The process will include the following assignments:

- [Topic Questions](#) (only accepted 2 days late)
 - [Sample](#)
- [Annotated Bibliography](#)
 - [Sample](#)
- [Research Essay Draft](#)
 - [Basic Outline](#)
- [Final Researched Essay & Grade Criteria](#)

We will write the paper step-by-step. The information below outlines the general overview of the paper, so read it to get an understanding of where you're going with it. After that overview, the individual assignments are listed. You will need to review them for a basic understanding of each step, and will also need to come back to them and re-read the section as we begin to work on it.

Sources: Your paper does not have a chance to be substantive unless you have solid, credible sources. You must use at least **6 VARIED, COLLEGE-LEVEL** sources. They must meet these criteria:

- All sources must be college-level sources; that is they should be written for an adult audience and have authors who are involved in the field and have education and/or experience that illustrates a depth of knowledge in the field.
 - **At least 3 of these sources must be professional journal articles or professional publications.** Others may be Internet sources, and possibly (but not required) an interview
 - **Any websites must be** professional organizations, governmental departments or agencies, or non-profit organizations that carry on research in the area.
 - **All sources should have a research and scholarly focus** and back their claims and arguments with clear citation and sources unless they are examples of your topic or otherwise relevant. You should consult me about these.

If you use multiple pages from a specific website, the website only counts as one source. For example, if you use information from the Center for Disease Control's website, then that counts as one source, even if you use multiple pages from it.

DO NOT USE sources from *Cliff Notes*, *Spark Notes*, *Wikipedia*, *Grade Saver*, *e-Notes*, *Monarch Notes*, *History Channel*, *Biography Channel*, or *A&E*. Also, avoid content farm websites like *About.com*, *Yahoo Voices*, *Suite 101*, *Articlesbase*, *Answers.com*, *Helium.com*, *Buzzle.com*, and anything from Demand Media. You may use *Huffington Post* articles *with my permission*. In all of these cases, you will be able to find better sources for the information posted. These may lead you to good sources, but should not be the source you cite.

You **may not** use textbooks or encyclopedias unless they are specialized encyclopedias in your field of study and you are using them for definitions of concepts—you must clear them with me. Reference sources (dictionaries, textbooks, specialized encyclopedias, and the like) should be in **addition** to the minimum sources.

Trade magazines or special interest group sources have built in biases, but can have some valuable information. However, if you were writing about the value of advertising on the internet, a company whose product is internet advertisements would probably not be an objective source, but might be a good source for showing what is being done with internet advertising (a primary source).

Check the source of all information for reliability. Is the internet site sanctioned by a reputable institution or organization? What biases of your own might you have to be aware of to produce a scholarly look at this subject? We will study credibility in more depth as we go through the course. If you're not sure about something, ask me.

In this paper, do not feel like you must solve a problem or necessarily reach a conclusion. What I am looking for is evidence that you can gather a body of knowledge on a particular subject, narrow it down to a particular focus, and show that you can synthesize the information and make some intelligent, insightful observations about the subject. What I don't want is just a regurgitation of information strung together. A significant part of the paper should be your

interpretation of the information and discussion of your point of view after having studied your research.

Documentation: Follow the **APA** Style Guide (latest version) for documenting the sources in your text and on your References page. If you are unsure about a particular source, bring it to me so that I can help you with it.

Final advice - try to relax and consult me when needed throughout the process—I'm here to help. Remember that you want to turn in the best essay you can to me, but also keep in mind that you'll be able to revise the paper.

Please make use of my office hours to come by and get my help with research, documentation, and ideas. Also, remember that the writing center tutors are well practiced with this too, and going to get their help will not only make the practice easier for you, but also provide you with extra credit for the part of the assignment you're working on.

Writing Center Extra Credit: Remember, for all steps from the ½ Annotated Bibliography on, you can get extra credit by going to the writing center. For more information on the online writing center, [check out this link](#).

Point Distribution

Under the directives in the official course syllabus, the research portion of the class constitutes 50% of your grade. Of that 50% percentages are distributed like this:

- 5%: Topic Question
- 10%: ½ Annotated Bibliography
- 25%: Annotated Bibliography
- 10%: Draft Workshop
- 30%: Research Essay Draft
- 10%: Coursework during the research portion of the class
- 10%: Attendance and Participation during the research portion of the class

SEQUENTIAL ASSIGNMENTS

Topic Questions

Why take this step?

- Taking time to think through questions you have about a topic will help you to go beyond just finding information for a report and focus on deeper issues required for college-level writing.
- Questions also help you think about different parts, points, and paths you might take in doing your research.
- This lets me give you advice and tips on researching your topic and helps make sure you are choosing a topic that is both acceptable and researchable in the time we have.

You will begin by finding a topic that will give you a wide range of issues to explore. While there are numerous topics you can write about, there are some that are forbidden. **I will NOT read essays on the following topics:**

- Abortion
- Body Modification
- Capital Punishment
- Child Abuse
- College Athlete Salaries
- Gun Control
- Happiness/Positive Thinking
- Media/Video Game Influence on Violence
- Obesity
- Parenting Styles
- Politics
- Professional Athlete Salaries
- Religion/Religious Issues
- Same-Sex Marriage
- Serial Killers

The topic you choose may require some discussion of the issues above, but your paper should not focus on them. Discuss this with me if your topic veers toward these issues. If you have an idea that you think takes a *very unique* perspective on one of the topics above, ask me about it. The worst I could say is no, and I might say yes.

Here is a list of topics to give you ideas. *You can come up with a topic that is not on this list; this should just get you thinking.* I really want you to choose something you want to know about. What's something you've always wanted to learn more about, or something that some research would help you with?

- Advertising's methods or effects
- Appropriate Conduct/Manners
- Beauty
- Body image
- An ethical dilemma in your Career or Major
- Conformity/Rebellion
- Copyright/Universal Access
- Cultural Traditions—birthday parties, proms, backyard barbeques, etc.
- Death and Dying
- Diversity at school or work
- Education
- Fashion
- Food
- Games
- Individual and Society
- Literary Era or Figure
- Music—a particular genre or
- Popular Culture Trends
- Race/Ethnicity/Nationality
- Rites of Passage
- Technology
- Teen/Adult/Elderly Culture
- TV/Film
- War
- Writing/Story genres (i.e.: crime, comedy, action, chick flicks, etc.)
- Workplace Ethics

*These are topics to give you ideas. Remember, you must be looking at a **deeper issue**, so have to develop your question. We are not writing an informative report. Review the reading [how to write a research question](#), and make sure you are developing a complex question.*

Resources: Getting Started

- [Thoughts from a Ninja: Research Assignment Overview](#) (Video)
- [Sample essays](#), especially the videos where I go through and explain the parts and elements as well as tone and voice required in the essay and how research and citations are integrated.
- [How to Write a Research Question](#)
- [Starting with a Question: Staying Curious](#) (Video)
- Formal Writing and Voice: [Writing down the Basics](#), pp. 59-60
- [APA Citation Basics 7th ed.](#)
- [The Research Webpage](#)—scroll down to the bottom to find the samples of various parts.

Annotated Bibliography

Why take this step?

- Your annotated bibliography makes you think really carefully about the research you have gathered and gets you ready for the next step in writing the paper: combining the research you've found with your view and points about it—the essay itself.
- It enhances your skill in formal writing through explaining basic facts about a source.
- It also requires you to cite your sources so that you make sure you have all information you need for your citations.

An Annotated Bibliography is an assignment often required in college that collects your research, provides a citation for each source with an annotation paragraph about it. Your teachers will have different requirements for what goes in the annotation, so you'll need to attend to that with each course. I'm doing this a little differently. You realize by now, you have a teacher who's just a little different.

To do your annotated bibliography, you will need to find and read your sources.

For *each* source you will provide the following:

- **Citation:** Cite the source for Reference page
- **Credibility:** Provide a sentence or two explaining the author(s) credibility—or the sources. Go with the author first.

NOTE: In your paper when you give **credibility for sources with multiple authors**, you shouldn't list each one and their credibility separately. You can either talk about them in terms of having the same background (I.e.: "Smith and his colleagues who are all researchers in the field of communication . . . " or "Smith and his colleagues, who teach and research at Columbia University. . ."), or if they come from different places and backgrounds, you can talk about the first author (lead author), (I.e.: "Smith, a researcher at Columbia University, and his colleagues examined how we text. . .")

See this link for how to treat [multiple authors in the in-text citations](#), and this one for how to treat them in the [References page citations](#).

- **Usable Information:** Bulleted list of quotes, stats, facts, etc. with in-text citation.
- **Where it fits:** Where it fits in your paper *as you see it right now*.
- **At the end,** give a basic outline or just a general list of topic/subtopics you imagine you'll cover in your essay. At this point, it's just what you're thinking now, so don't worry about changing your mind—that's fine!

It should be in APA Format and Citation style

- 3 sources for the ½ Annotated Bibliography
- Then add 3 more to come to 6 sources for the Final Annotated Bibliography.

Here's a sample: <https://kelli.ninja/1302/research/Italie A New Ann Bib.pdf>

The final version should

- Be formatted in APA format
- List the sources alphabetically. [See this link for any questions you have about APA alphabetizing.](#)
- Include an annotation with each citation that includes
 1. **Citation:** Cite the source for Reference page
 2. **Credibility:** Provide a sentence or two explaining the author(s) credibility—or the sources. Go with the author first.
 3. **Usable Information:** Bulleted list of quotes, stats, facts, etc. with in-text citation.
 4. **Where it fits:** Where it fits in your paper *as you see it right now*.
- Use spell and grammar check in your word processor as well as Grammarly.
- Optional: Writing Center. Don't forget that with this assignment, I will give you up to 10 points for visiting the writing center instead of the usual 5.) If you go to the writing center, include a picture of the draft with the verification (stamp or form), or if you go to the online writing center, include the response from them, a screenshot of the confirmation email you received, or other screenshot showing you working with them when you upload your work. ([Online Writing Center information](#))

Draft: ½ Annotated Bibliography

******I will only accept this late for two (2) days.******

You will turn in half of your annotated bibliography for feedback from me. As long as you have cited at least 3 sources and done annotations for them, it will get full credit.

If you like you may cite all six sources to get my advice on the citation and whether all are acceptable college-level sources. In the interest of time and managing my workload, I will only comment on 3 annotations.

I will give you quick feedback, that way you can fix any citations and work on any of the writing/wording. When I give you initial feedback, I may tell you a source is not acceptable and that you need to find a different one. This is why it's very important to verify credibility as you go along.

Final Annotated Bibliography

When you get my comments back, look through them and apply them as you work on the final Annotated Bibliography. Remember, this is all about you're showing you have a good understanding of what your research says.

Grading Criteria

Professionalism

- Laid out in current APA format
- Completeness (required number citations and annotations)

- Organization—sources arranged in alphabetical order

Content

- Sources meet standards described in the assignment and other texts/videos
- Citation is correct (In-text and Reference citation)
- Credibility is established for each author/source.
- Annotations are well developed show you've read and analyzed the source for main ideas and usable information.
- Annotation ends with ideas about where the source can be used in the essay.

Style

- The tone and voice in the document fit the level of formality and are clearly aimed at the intended audience. No use of personal pronouns (I/me/my/you) unless in quotes from the source or in the final sentence about usage in the essay.

Grammar and Mechanics

- The document is free of error and represents professional attention to detail.

Resources: Finding, Using, and Citing Sources

- [What Kind of Source is This?](#) Making sure you have quality sources and the basics for citing those.
- Jump to
 - [03:25](#) Navigating the Purdue OWL's APA section
 - [05:50](#) Basic steps to citation
 - [07:46](#) General Citation Rules
 - [11:01](#) In-Text Citation Steps
 - [14:38](#) Books
 - [22:33](#) Anthology
 - [33:35](#) eBooks
 - [42:31](#) Journals
 - [57:51](#) Websites
 - [01:11:15](#) Indirect Citations

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Developing a Draft

Not accepted more than two days past the due date.

Why do this step?

- Developing a version you think of as your draft gives you space to just get ideas out without worrying about any type of perfection.
- Understanding a version is a draft allows you to experiment with things and work on ideas primarily, letting you focus on the technical details in later stages.

Now that you have done your Annotated Bibliography, you are familiar with your research. Next, it's time to think about the paper as a whole. Begin by going back to one of our samples on the English 1302 Research page and reading it through. Think about how the writer there interweaves both the research and their thoughts and ideas. That's what we're going for. In essence, there are 3 basic parts to the final research paper.

- **Your main point** should be the answer to the question(s) you started with (or what that question/those questions have become as you researched).
 - What do you think now that you know what you know?
- **Your evidence** for that belief is your research.
 - Share what you know. Much of your annotated bibliography can be used for this.
- **Your points and explanation** of how that research shows or illustrates that answer you arrived at.
 - So what? Why is this important? What does it show us about this topic? How does it help us deal with it? (There are lots of possibilities here depending on your question/topic.)

Basically, the missing ingredient you will develop in drafting is your point of view—your discussion and explanation of what the research shows—your “so what?”

You will turn in your draft to me. Here are some tips on getting started.

If you feel like you know where you're going with this and just want to get to write the essay, do that. This should be typed and correctly formatted and represent a solid start on the essay even though it is a *draft*. In essence, it should be near the final stage.

If you're not quite sure where to go, [you can use this Outlining Form](#) to get started and generate some ideas. If you really do feel lost, open it up and start filling in parts you have ideas for. You don't need to start at the beginning—and this is true of writing the paper without the form too—begin where you have ideas.

If you're not sure which to do, start with the form, and if you feel like it's holding you back, just focus on writing the paper. Share the research you've found and explain what it means or shows. This is the point where you add in your point of view on it.

You can even just sit back and write an essay that answers your question(s) without any research in it, then as you go back through it, think about what you found that made you see things the way you see it now and add that research in.

No matter what way you do it, just write it down. It's okay if it's not great. It's even okay if it's very bad. Of course, it's okay if it's better than that too! Until you write something down, we can't decide which way to go with things. Just writing ideas down is a win!

I will give you feedback and advice to help you finish it before it gets a final grade. You will get a 100 for turning in the draft, and conferencing with me if we're meeting. You may go to the writing center with this and get extra credit on the draft grade.

Once I get the feedback done and return the draft to you, read my feedback, ask me questions, work on finalizing your paper, and go to the writing center before turning in the final version.

Here are final reminders:

Use quotes judiciously: Use them when paraphrasing will make the statement unclear or a kernel of an idea is so perfectly stated that trying to paraphrase in your own words will ruin the impact of the statement. See the **APA Style Guides** for how to handle long quotes. Consult the [Writer's Reference](#) and the [Purdue OWL](#) for more information. Also, read this: [Failures in Evidence: When Even "Lots of Quotes" Can't Save a Paper](#)

It is poor form to begin a paragraph with a quotation—letting the source speak for you instead of incorporating the source into your text. Additionally, it is poor form to end a paragraph with a quote or paraphrase instead of interpreting the idea and putting it in context of your argument. DO NOT DO THIS!

Use correct in-text citation: Make sure to use in-text citations for all quotes and specific paraphrases. Specific paraphrases come from 1-2 pages. Remember, when you give a source's name, put the publication year in parenthesis right after it (unless you've used it in your sentence).

Using Tables, Figures, and Examples: These should only be used if absolutely necessary in your essay. The better option is to put them in an appendix. If, however, you need to place one in your paper, remember that it does not count toward the page length. [Consult this source](#) as a starting point, but also discuss it with me if you think you need these in your paper.

Appendices: Graphics or charts should **only** be used if they can clarify some concept in your paper. Don't use them just for a flashy effect or for "wow" value. If you include large graphics or charts, include each on a separate appendix page and label each one A, B, and so on. Refer to

such appendices in the text where you discuss that issue. Graphs, charts, and appendices are not included as pages of text. They must be **in addition** to the 5 pages. See your *Writer's Reference* or the [Purdue OWL](#) for more on this, and **consult with me** about doing this in your paper.

Resources: Integrating Your Ideas in this Essay

Here's a basic outline of what should be going on in your research paper with resources to help you out.

- [Argumentative Paper Format](#)
- [Writing a Paper: Organizing Your Thoughts](#)

- ❖ Your **introduction** paragraph should
 - Introduce the audience to the issue being addressed through discussion of the overall topic, history, major issues, etc. Basically, get readers into the subject matter.
 - Provide your thesis. (Now that you've read all of this research, what's the answer to your question, and what's the significance of understanding this? Write that out in one clear sentence. NO QUESTIONS—your paper is the answer.)
 - [Introduction and Thesis](#), page 48
 - Review the sample introductions on the [Research page](#)
 - [Developing a thesis](#),
 - [Creating a Thesis Statement](#),
 - [How to Write a Thesis Statement](#) (text and video)
 - [Claims, Claims, Claims](#)

- ❖ The **body** of your paper should
 - Provide a clear topic sentence for each section of the body. What is the main point you're making?
 - Provide relevant research to follow up on each topic sentence. Make sure to include proper attribution and in-text citations.
 - Interpret your evidence. What does it show or illustrate about the point you're making at the moment, or how does it show something about your point the paper?
 - Repeat the process above as needed for each point or subtopic in your essay.
 - [Concessions & Counterarguments](#)
 - **Integrating Sources, Signal Phrases**
 - [Failures in Evidence: When Even "Lots of Quotes" Can't Save a Paper](#)
 - University of Arizona Writing Center: [Integrating Research](#) and their [Video Tutorial](#)
 - [Integrating a Quotation into an Essay](#) (though at this level you should usually skip step 3).
 - [Signal Phrases and How to Use Them](#)
 - [A Guide to Rhetoric, Genre, and Success: Signal Phrases](#)
 - [Capella University: Signal Phrases](#)
 - [Purdue OWL guide to signal phrase differences in MLA vs APA and verb tense](#)
 - [Avoiding Dropped Quotations](#)
 - [Writing down the Basics](#), "Punctuating he/she/they said Quotes" and the APA In-Text Citation pages

- Avoiding Patchwriting—a type of plagiarism where you just patch in a few of your words here and there: “[Paraphrase: Write it in your Own Words](#)” and “[Patchwriting Is Plagiarism](#)”
 - **In-text citation**
 - [APA Citation Basics 7th ed.](#)
 - University of Arizona Writing Center: [Integrating Research](#) and their [Video Tutorial](#)
 - [In-text citations](#), pp. 98-105
 - In-text citation: [the basics](#)
 - In-text citation: [multiple authors and organizations](#)
 - [01:11:15](#) Indirect Citations
 - [11:01](#) In-Text Citation Steps
- ❖ The **conclusion** should
 - Bring together all information and interpretation discussed, explaining how all of the parts come together to illustrate the bigger point made in the thesis. You should not simply summarize what you said in your essay. Now that you’ve gathered all of this research and you’ve thought about it, what’s the big deal? How does this all come together and what does it show, mean, or suggest? I suggest that you set everything else aside and draft this by just beginning with “after researching and reading about this, I think. . .” Just let yourself write, then once you’ve done that, come back to it and shape it up to college-level writing.
 - [Think about the advice on page 52](#)
 - [Writing Conclusions and Examples](#)
 - [Organizing Academic Research Papers: 9. The Conclusion](#)
- ❖ **References** page
 - A References page for all sources you have used in your paper. Your final paper must use at least 6 sources, but can use more. Remember that definitions don’t count toward the base 6 sources.
 - [Writing down the Basics](#), pp. 106-111
 - [Purdue Owl: Basics page](#) (see the links on the left side of the page—menu—for other specifics.
 - Make sure and [review this page](#) for more information on how to deal with multiple authors and groups/organizations as an author.
 - [What Kind of Source is This?](#) Making sure you have quality sources and the basics for citing those.
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 - [14:38](#) Books
 - [22:33](#) Anthology
 - [33:35](#) eBooks
 - [42:31](#) Journals
 - [57:51](#) Websites
 - [01:11:15](#) Indirect Citations

You will receive a 100 for turning the draft in on time and meeting with me during conference if we're having conferences. I will return it to you with a tentative grade to let you know what it would get if it were submitted as the final draft.

If you are happy with that grade, you can turn in the feedback version I gave you in my response to your draft as your final.

If you are not happy with that grade, use my comments and advice as you finish it up, and make sure and submit it by the date I announce.

Review samples of the final essay at the bottom of the [Research webpage](#).

Turning in Your Draft

Make sure to include

- Essay Draft
- Grammarly Report
- (Optional) [Writing Center](#) documentation
 - For a visit to the online writing center make sure you provide a [screenshot](#) of work with the tutor online—it should show your work and you and the tutor—have the chat open.
 - For on-campus writing centers take a picture of the first page with the stamp or form so that I can see it's this essay.

Due on Blackboard

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Final Researched Essay

Why do this step?

- If you've written a draft and then taken a break from it for a while, you will see the final version much more clearly and be able to clarify any confusing points that may be in the draft because you were trying to get words on the page.
- Another benefit to having done a draft and then moving to a final version is that taking a break between the drafts allows you to find simple mistakes you may have read over many times like having *they* when you meant *the* or other simple things like that.

Essay Grading Criteria

Your paper must use the conventions of standard written English (appropriate diction, no omitted words, grammar, punctuation, and spelling). The omission of running spell check and proofreading your essay (using [Grammarly](#)) will adversely affect your grade in a very significant way. **Not including a references page will result in a grade no higher than a 50.** The same is true of not including in-text citations.

I grade based on the following questions. You should make sure that you can answer *yes* to these questions when you read your final draft of your essay.

- **Document design and requisites**
 - Is the essay correctly formatted?
 - Does the essay include a References page?
 - Is the essay developed to the required minimum length? (5 pages)
- **Introduction**
 - Does the introduction work to move the audience into the issue being addressed though discussion of the overall topic, history, major issues, etc.?
 - Is the thesis clearly articulated at the end of the introduction in a concise declarative statement? (No questions—just the answers.)
- **Body**
 - Is there solid, college-level evidence to support the thesis?
 - Is the evidence clearly interpreted and explained in light of the thesis?
 - Is the evidence integrated into the writing, using signal phrases and correct in-text citations?
 - Is it organized in a coherent, logical manner?
- **Development**
 - Is the paper developed with a depth that represents college-level thinking?
 - If appropriate, does it examine various sides of the issue?

- **Conclusion**
 - Does the conclusion bring together all information and interpretation, explaining how all of the parts come together to illustrate the bigger point made in the thesis?
- **Overall Essay Focus**
 - Does the paper as a whole work together to explain and support the thesis throughout?
- **References Page**
 - Is the page titled correctly?
 - Are the entries formatted and arranged correctly?
 - Are the entries cited correctly?
 - Are sources used varied and appropriate for college level writing?
 - Are all sources listed used in the essay? Are all sources used in the essay listed?
- **Style and Grammar**
 - Is the grammar representative of college-level writing?
 - Do the style and voice reflect the tone of the academic conversation?
- **Late points and extra credit**
 - Is the paper turned in on time?
 - Writing Center extra credit?

Turning in Your Final Essay

Consult your [daily schedule](#) for where and when to turn in the final researched essay. Unless otherwise noted, make sure to include

- Final Essay
- Final Grammarly Report
- (Optional) [Writing Center](#) documentation
 - For a visit to the online writing center make sure you provide a [screenshot](#) of work with the tutor online—it should show your work and you and the tutor—have the chat open.
 - For on-campus writing centers take a picture of the first page with the stamp or form so that I can see it's this essay.

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