

Weeks 10-16

Report IV

Topic of Choice

Week 10: Report IV--Topic of Choice

Week 1 of 7: Choose Topic, Research, and Write Thesis Statement

Overview of Final Research Report

(Overview Box**--Read Only)

You will be writing an informative report over the next several weeks. **An informative report is a report that informs a reader.** It has factual information in it about a topic. It basically teaches a reader about a subject.

To write an informative research report, you will need to research to get information. Remember, you are going to inform your reader, so **you want to find information from a book or online source to put in your report.** At this level, you will learn how to **use multiple sources, make Outlining Cards, divide material into sections, cite sources for quotations, cite paraphrased information, create a list of Works Cited at the end** (that tells the reader the sources from which you got the information for your report), and **create a formal outline and cover page.**

I. TOPIC OF REPORT

You will be writing a report **about whatever topic you desire.** You may choose from one of the topics given throughout this book, or you may choose a different one according to your teacher's instructions.

You should **choose one major topic (one animal, one plant, one authority, one person, or other) for this level of research writing** (as opposed to one paragraph each about four plants like you did earlier in this book).

II. NUMBER OF PARAGRAPHS OF THE BODY OF YOUR REPORT

- A. **Basic** students will write **16+** paragraphs of the body (P'soB).
- B. **Extension** students will write **20+** paragraphs of the body (P'soB).

Note: Students will have **four to six sections** with **three to five paragraphs** in each section.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **7-9 sentences*** per paragraph.
- B. **Extension** students will write **8-10 sentences*** per paragraph.

***Note:** You may always choose to write fewer sentences per paragraph but more total paragraphs in any CI writing assignment, with your teacher's permission.

IV. OPENING PARAGRAPH

All students **will** write an **Opening Paragraph.**

V. CLOSING PARAGRAPH

All students **will** write a **Closing Paragraph.**

VI. SOURCES

- A. **Basic** students will use **6-7 sources.** You will be told in the writing instructions what types of sources to use.

- B. **Extension** students will use **8-9 sources.** You will be told in the writing instructions what types of sources to use.

VII. QUOTATIONS AND PARAPHRASED CITATIONS IN YOUR REPORT

All students **will** include **direct quotations (with citations) and citations for paraphrased material.** You will be given instructions on how to do this within the writing lesson this week and next week. ***Each paragraph of your report will include a citation for either quoted material or paraphrased material.*** You will be given instructions on how to do this within the writing lesson.

VIII. SOURCE CITATION AT THE END OF YOUR REPORT (LIST OF WORKS CITED)

All students **will** cite sources at the end of your report i.e. create a list of **Works Cited**. You will be given instructions on how to do this within the writing lesson.

IX. FORMAL OUTLINE

All students **will** include a formal outline just before their report in their final copy assignment.

X. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Section-Paragraph-Sentence** approach
- B. **MLA-Type** of Quotation Citation
- C. **MLA-Type** of Paraphrased Citation
- D. **Plagiarizing** Instruction
- E. **Opening Sentence vs. Transition Sentence** for Paragraph Introductions
- F. **First, Third, Second Person Writing**
- G. **Color-Coded Research**

****Note:** This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Lesson A. Research and Study Skills: Choose Your Topic and Locate an Overview Source

You have been given a list of topics from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

<> **A-1.** Read the sample Research Report and Works Cited provided at the end of Report V's lessons. (See Report V's Back Matter.)

<> **A-2.** Think about these aspects of topic choosing:

(1) You will be **breaking your report down into sections and then paragraphs.**

Consider this when you choose your topic too.

a. People, events, and things

i. If you write about a person, **you will make each "portion" of the person's life a "section" of your report (a Roman numeral in your Outlining cards).**

ii. If you are writing about an event, you will make each major chronology one "section."

iii. If you are writing about a thing (a plant, animal, invention, etc.), you will want to divide each major aspect into a "section."

b. Then you will make **each aspect about that portion of that person's life (or that aspect of a thing) into a paragraph (a capital letter in your outlining cards).**

c. **Sentence lines will still be Arabic numbers.**

d. For example

I. Birth, Family, Education

A. Birth and Family

1. Sentence

2. Sentence (etc.)

B. Education

1. Sentence

2. Sentence (etc.)

(2) **In the section-then-paragraph approach, it is like each section of your report is its own mini-report.**

Note: If you get into the habit of thinking of each section of a longer report as its own smaller report, you will have no trouble advancing to even twenty to thirty page research reports.

For example, if you divide your person's life into sections and write three to five paragraphs per section, it is easy to think about writing four separate three to four paragraph reports:

Section I: Birth, Family, Education

(One "mini report" with three paragraphs--PoB-A, PoB-B, & PoB-C)

Section II: Young Adulthood

(One "mini report" with four paragraphs--PoB-A, PoB-B, PoB-C, & PoB-D)

Section III: Later Years

(One “mini report” with four paragraphs--PoB-A, PoB-B, & PoB-C, & PoB-D)

Section IV: Writings, Death, and Posthumous

(One “mini report” with four paragraphs--PoB-A, PoB-B, & PoB-C, & PoB-D)

- (3) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about the topic.
- (4) You want to choose a topic that you know you can find information about easily. For example, if you know you have a non-fiction book entitled *Presidents of the 20th Century* with thirty pages devoted to each president, and you have enjoyed reading it and learning from it, you might consider writing a biography of a president. If you have a lengthy article about France (and you enjoy learning about it), you may choose to write about the country of France.

<> A-3. Write the topic you have chosen on the topic line below. (If you are not ready to commit to your exact topic yet, you may skip this now and come back to it later.)

Topic: _____

<> A-4. Study the “Choosing Sources” box provided.

Choosing Sources

Specifically, you might like a source book that contains any or all of the following:

1. **Sidebars** with further explanations of the material
2. **Section headings** that indicate what the next section is about
3. **Pictures, graphs, and drawings** that help to explain difficult information
4. **Short chapters**, but more chapters, that begin anew with each aspect of your topic
5. **Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere**--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
6. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible
7. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
8. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain.

Box A-4

<> A-5. Study the “Looking Ahead at the Overview Source Method and Color-Coded Research” box provided to see the “big picture” of the research method you will be using in this project.

Looking Ahead...at the “Overview Source Method” and “Color-Coded Research”
With Sections and Paragraphs
(Read Only Box**)

**These abbreviated instructions/this “Looking Ahead” box explains the “Overview Source Method” and “Color-Coded Research” in a shortened fashion. These steps are all detailed within the assignments in this lesson.

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that will help you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the research process, you will know where to plug in the information from that source(s) easily.

In a nutshell, you will do the following steps with your Overview Source.* **Detailed steps will follow during the outlining assignment.** This box is for reading only--before you get into each step.

- (1) Find a source based on the criteria given--the “Overview Source.”

Example: *Lives of Great Missionaries*

- (2) Read that source (or section about your topic in that source) thoroughly.

- (3) As you read through your Overview Source, decide how you will divide up the information into sections and paragraphs for your report and begin by writing the section topics on the Topic of Section lines provided in your worktext:

Example Historical Figure:

Topic of Section I: Birth and Childhood

Topic of Section II: Youth and Education

Topic of Section III: Early Adult (or Early Ministry Years)

Topic of Section IV: Later Adult (or Later Ministry Years)

Topic of Section V: Dying Years, Books, and Posthumous

Example Policemen & Women:

Topic of Section I: History of Police Work

Topic of Section II: Becoming a Policeman

Topic of Section III: Jobs in the Police Force

Topic of Section IV: Dangers and Benefits

Topic of Section V: Policemen in this Century

Topic of Section VI: Awards, Honors, and More

Box A-5 (continued on next page)

Looking Ahead--Overview & Color-Coded (continued)

- (4) Highlight the Overview Source with “Color-Coded Research” (highlighters, pens, pencils, or sticky notes) for possible section information--**one color per section.**⁺ The detailed instructions for this will be given in the lesson text.

Example: Four to six aspects for four to six sections—**I. Birth and Childhood; II Youth and Education; III. Early Adult; IV. Later Adult; V. Dying Years, Books, and Posthumous**—use one color per section.

All students will have four to six sections. Each section will have three to five paragraphs.

- (5) Highlight each of the topic of section lines in this worktext with the same color that you used in your Overview Source for each section of information. (Thus, if the Birth and Childhood information in your Overview Source is highlighted in pink, the Section I: Birth and Childhood line in this worktext will also be highlighted in pink.)
- (6) Mark directly on the Overview Source that contains the color-coded highlighting of the sections to indicate your possible paragraph breaks and information. For example, for Section I (pink) in your Overview Source:

- i. Underline possible PoB-A information with a pen (of the information that you highlighted in pink).
- ii. Circle the PoB-B information with a pen (of the information that you highlighted in pink).

- (7) Continue using your Overview Source to find paragraph information, mark this information and write the Paragraph Topics on the space provided, coding those lines too (i.e. underline PoB-A line, circle PoB-B line, etc.).

Section I: Birth and Childhood (Example: Pink highlighter)

PoB-A: Birth and family members (Example: pink highlighted information underlined)

PoB-B: Childhood (Example: pink highlighted information circled)

PoB-C: Education (Example: pink highlighted information with box around it)

- (8) Choose other sources that contain information specifically about your paragraph topics, as assigned.

Examples: (1) *Mueller, the Man*; (2) *Heroes of the Faith*; and (3) *George Mueller, Keeper of the Children*

- (9) Color-code sections and mark paragraph information in your additional sources like you did in your Overview Source.

- (10) Write information from all of your sources beneath your paragraph note headers (i.e. for the sentences of your report) on the Outlining Cards provided.

Section I: Mueller's Birth & Childhood

PoB-A: Birth & Family Members

Opening/Transition Sentence: _____

Support Sentence (SS) 1: _____

SS 2: _____

Box A-5 (continued from previous page)

Looking Ahead--Overview & Color-Coded (continued)

PoB-B: Childhood

Opening/Transition Sentence: _____

SS 1: _____

SS 2: _____

PoB-C: Education

Opening/Transition Sentence: _____

SS 1: _____

SS 2: _____

+ You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes that you label.

***Note: Your Overview Source will help you determine what your Section and Paragraph of Body Topics will be. All of your sources will be used to get the content for your outline and report.**

<> **A-6.** Study the “Looking Ahead at the **Section-Paragraph-Sentence** Method” box.

Looking Ahead...at the “Section-Paragraph-Sentence” Method

(Read Only Box)

You will be learning a more advanced outlining method in this report--one that is especially useful for lengthy reports. An overview of this will be explained in this box so that when you start your research and find information, you will know where to plug in each piece. Detailed steps will follow during the outlining assignment. (This box is for reading ahead of time only--not for assigning.)

- (1) This method is **just like the Paragraph-by-Paragraph/Sentence-by-Sentence method that you have been using in CI writing books except it will add one other element: the section of report.**
 - a. You will think of the **major topics of your report as “sections.”** These sections will be noted in your outlining by Roman numerals (I., II., III. etc.).
 - b. **Beneath these “sections,” you will put your paragraphs** (just like your earlier paragraph method) that will be noted by capital letters.
 - c. **Beneath those paragraphs (A, B, C, etc.), you will put your sentence information** (again, just like you have previously done) that will be noted by Arabic numerals (1,2,3).
- (2) The reason for this “Section-Paragraph-Sentence” method is that you are writing more and more paragraphs--and each paragraph will no longer just be one simple topic (i.e. one animal or one agriculture product). **Now, each section will be one part of your character’s life or one aspect of police work, etc.--and each paragraph beneath each section will be about a part of that section.**
- (3) Thus, in this report, your breakdown will be:
 - a. **A section will be one aspect of your topic** (I. Birth and Childhood; II. Education and Young Adult Years; III. Early Ministry; IV. Later Ministry).
 - b. **Each aspect of your topic will have at least three paragraphs beneath it**, though you may have more (A, B, C, D, etc.).
 - c. Each paragraph will have sentences (Support Sentence 1, etc.) beneath it.
- (4) This is the beginning of “formal outlining” and will ease you into this practice in a pain-free, organized manner (honest!).

Box A-6

<> A-7. Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the researching, outlining, and writing process for research-based reports if you use Character Ink’s “Overview Source” Method when you first begin a research-based writing project.

Consider **how this source will be used** when choosing your “Overview Source” for this writing project.

- (1) The first purpose of the “Overview Source” is to determine what information (paragraph topics) you want to include in your paper--and **to give you a “big picture” look at your topic.**
 - a. When you have a strong Overview Source, it is simple to decide what your paragraph topics will be.
 - b. While your “Overview Source” will be excellent for giving you your paragraph topics, you will not be permitted to get more than **25%** of your report’s information (notes on your Outlining Cards) from that source.

- (2) You want to choose an **“Overview Source”** for this that contains information about all **aspects of your topic**. For example, if you are writing about George Mueller, your “Overview Source” needs to contain information about all aspects of his life.
- (3) You want this source (or at least your sections of that source) to be **one that you can read in one sitting**--not a lengthy book about the topic.
- (4) You want your section of your first **source to be short enough that you can write the length** of your report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.

Note: A good rule of thumb for your Overview Source is that it be at least four times as long as your assigned text. Thus, if you are assigned twenty total paragraphs, you do not want your Overview Source to be shorter than eighty paragraphs--though it may be longer. If your source is the same length as your paper will be, you are back to middle school writing. You want to have a lot of material to choose from then you pick the portions you want to include in your report. When you begin this merging of multiple sources, you are truly starting to write at an upper level.

- (5) You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard. For example, if you had one book of three hundred pages about Ronald Reagan, you would be wading through way too much information to see his life at a glance and plan your sections and paragraphs.
- (6) Generally speaking, online encyclopedias, books with long chapters that are each about a different person or topic, etc., are good “Overview Sources.”

Wikipedia

Some things to consider about using *Wikipedia* in high school or college level research writing:

1. For this book’s projects, you should not use *Wikipedia* as one of the sources you take notes from and cite.
 - a. At this level, it is a good idea to get out of the habit of using *Wikipedia* since colleges do not usually permit its use.
 - b. An acceptable alternative to *Wikipedia* is a cd-rom encyclopedia, such as *Encyclopedia Britannica*, *World Book*, etc.
2. *Wikipedia* is a wealth of information to skim and familiarize yourself with unknown topics--though it is not regulated enough to be cited in formal writing.
 - a. It is said that approximately ninety percent of *Wikipedia*’s information is reliable and accurate. It is also said that *Wikipedia*’s content is similar to *Encyclopedia Britannica*’s.
 - b. The lack of regulation causes most colleges to frown upon its use in research report writing.
 - c. There is no doubt of *Wikipedia*’s helpfulness, vast depth of information, and usefulness in learning about many, many topics.
 - d. We recommend that you read about your report topics first in *Wikipedia* in order to familiarize yourself with your topic in a convenient and quick manner. Then move into your more reliable sources to get the information for your Outlining Cards.
 - e. The bibliographies (or Work Cited) of *Wikipedia* essays (or of any source) can be a wealth of information for a research report writer! The bibliographies (or Works Cited) can lead you to many other outstanding sources.

<> **A-8.** Study the “Sample **Sections-Paragraphs-Sentences**” Box.

Sample
“Sections-Paragraphs-Sentences”

You will choose one aspect of your topic for each section. Each section will contain 3 to 5 paragraphs (depending on your level)--or more, if desired. Each paragraph will be 7-10 sentences in length. You will only be able to include part of your topic in that short space---not like writing an entire book! Consider this:

*One topic--Example: George W. Bush

***Four to six major aspects of this topic (i.e. section):**

I. Birth, Childhood, and Education (first section)

II. College (second section)

III. Early Career (third section)

IV. Middle Career (fourth section)

V. Becoming President (fourth section)

*3-5 paragraphs per section:

V. Becoming President

A. Background/prerequisites of Bush (1st paragraph of Section I)

B. Next Steps (2nd paragraph of Section I)

C. The Election (3rd paragraph of Section I)

*7-10 *sentences* per paragraph:

V. **Becoming President**

A. Background/prerequisites of Bush

1. *Started in smaller office (1st sentence of Paragraph A of Section V)*

2. *Became governor of Texas in 1994 (2nd sentence of Paragraph A of Section V)*

3. *Brother governor of FL, father former president (3rd sentence of Paragraph A of Section V)*

4. *Bush won 53% of vote (4th sentence of Paragraph A of Section V)*

5. *Next election for governor 1998 (5th sentence of Paragraph A of Section V)*

6. *Bush won with record 69% of vote (6th sentence of Paragraph A of Section V)*

Box A-8

<> **A-9.** Read the information in your Overview Source(s) that pertains to your topic.

Using Multiple Sources in Research Report Writing

When using multiple sources for report writing, follow these steps with your sources:

1. **Begin with “Best” Source:** Always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source).
2. **Move to “Next Best” Source:** Then move on to the source that contains the next greatest amount of information you will need.
3. **Continue With Other Sources:** Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.

Lesson B. Research and Study Skills: Write “Working” Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

By now you should have found your sources, read your “Overview Source,” and chosen your topic. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include too much in your notes that you will not need for your report or leave out information that you will need in order to write a strong report.

One way that you can be helped in this process is to write what is known as a **Thesis Statement--a statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence (Topic Sentence) of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a Thesis Statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

For instance, if you were writing an opening sentence about **one** of the paragraphs in your report about Abraham Lincoln, you might write, *Abraham Lincoln was born on February 12, 1809 in a little cabin in the woods*. This would tell your reader that your **paragraph is going to be about Abraham Lincoln’s birth**.

However, you cannot use that sentence for the Thesis Statement for your **entire report** because it only tells what that **one** section is about--the section about his birth. **The Thesis Statement must tell what the entire report is about**.

A Thesis Statement is a commitment of sorts. You are committing to the topic(s) you are going to write about. Of course, you may always change your mind and start back at Step One in any writing project, but your “Working” Thesis Statement gets you moving immediately.

Your Thesis Statement for the Abraham Lincoln report might be, ***Abraham Lincoln, sixteenth President of our country, gave up his own time and pleasures to serve his fellow man***.

Since you have read your Overview Source and at least skimmed your additional source(s), you will probably be ready to come up with a Thesis Statement.

<> **B-1.** Follow these tips to write the Thesis Statement for your report.*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects of your report.
- (3) Tell your reader what you plan to include in your report (to a small extent, list the items your report is about).

(4) Do not say, *In this report, you will read about...*

Examples of Thesis Statements

- Firefighters are public servants who sacrifice their lives everyday for their fellow men.
- Abraham Lincoln, sixteenth President of our country, gave up his own time and pleasures to serve his fellow man.

***Note:** If your report will be about a certain number of items, list these in your Thesis Statement in the same order you will include them in your report. It is usually not recommended in a biography. A Thesis Statement for a biographical report will usually consist of the report's focus (i.e. giving up life, inventing, etc.).

Student Box B-1

Your "Working" Thesis Statement

My "Working" Thesis Statement for This Report: _____

Student Box B-1

***Note:** If you do not feel prepared to write your "Working" Thesis Statement at this time, you may skip this assignment and come back to it after you complete the next assignment.

<> **B-2.** Re-read and mark through your Overview Source for possible aspects that you want to include in your report.

- (1) Skim through the text of your source to get an idea of the various aspects of the topic.
 - (a) As you skim through your source, consider that you will write about sixteen to twenty-two paragraphs total about —and your book or source contains many paragraphs!
 - (b) You will need to decide which parts of your topic from your Overview Source that you want to include in your report (since you cannot include all of the information from your source in just a short report).

(2) Read the sections of your Overview Source that pertain to your topic.

- (3) Now that you have skimmed and read your Overview Source, determine what your Section Topics will be. Once you have determined what your Section Topics are, list them on the Topic of Section lines provided in the Student Box B-2 in the order you will include them in your report.

Note: These should be the same aspects in the same order as what you have listed in your “Working” Thesis Statement above. If they are not, tweak them in one place or the other as needed.

Topic of Sections Box	
Topic of Section I:	_____
Topic of Section II:	_____
Topic of Section III:	_____
Topic of Section IV:	_____
Optional--Topic of Section V:	_____
Optional--Topic of Section VI:	_____

Student Box B-2

- (4) Now begin the “Color-Coded Research” process as follows:

- a. Choose **four or six different colors of highlighters**⁺--one color for each section that you will write about in your report.
- b. Highlight the first Topic of Section line (Section I) in the Student Box B-2 with one color of highlighter.
- c. Go through your Overview Source* and highlight information that will fit in that Section (Section I) with the same color of highlighter that you highlighted the Section I line above.

For example, after you highlight the Topic of Section I line in Student Box B-2 (about Birth, Childhood, and School Years, for instance) with a pink highlighter, highlight all of the Birth, Childhood, and School Years information in your Overview Source (that you **think** you might want to use) with that same pink highlighter.

- d. Continue in this manner, using the “Color-Coded Research” approach to highlight your Section Topic lines in Student Box B-2 (above)* and the material in your Overview Source until you have color coded all of your Section Topic lines and any of the information in your Overview Source that you think you might use.

⁺You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements' shading will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes that you label.

*Only use information on your Outlining Cards from your Overview Source that you feel is especially strong (and not exceeding 25% of your paper's total content—see note below). Remember, you will get at least 75% of your information from your other source(s).

Note: You may not get more than 25% of the information for your report from this “Overview Source” (or all of your “Overview Sources” combined if each aspect has its own). The purpose of the “Overview Source Method” is to help the student see how to break the information for his report down into paragraphs.

Using Your Sources

Since you will be using five or six sources, you will have ample material to get information for all 16-20 PoB's. Remember, you may only get 25% of your information from any one source--and you will want to use your sources in the order in which you will get the most information. By your last source, you might only get a quote or a sentence or two of information.

For example, as you work through your sources, you might get information (percent of information) something like this:

Overview Source	25%
2nd Source	20%
3rd Source	15%
4th Source	15%
5th Source	10%
6th Source	5%

<> **B-3.** Determine and mark your PoB Topics following these steps:

- (1) Now skim your Overview Source again to determine Paragraph Topics for each section.
- (2) As you skim through your source, consider that you are writing three to five paragraphs about each aspect—and your book or source contains many paragraphs! You will need to decide which parts of your topic you want to include in your report (since you can not include all of the information from your source in just a short report).

- (3) After doing this skimming, you will see various aspects of each topic emerge. These sub-aspects will be paragraphs. Consider which of these aspects you want to include in your report, following these tips:
- a. Choose four (or five or six if you desire to do fewer paragraphs per section) aspects of each topic that you see you can find a lot of information about—and that would interest your readers.
 - b. Write all of your Section Topics and Paragraph Topics on the lines provided in Student Box B-3. (Use the Section Topic information you wrote earlier in Student Box B-3.
 - c. Color-code the Topic of Section lines given (in Student Box B-3) in the same way you did for those lines in the Topic of Sections Box earlier.
 - d. **You may or may not use all of the given Section and Paragraph lines.**

Topic of Section and Topic of Paragraph Box

All—Topic of Section I: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Topic of PoB-C: _____
Opt/Ext—Topic of PoB-D: _____
Opt/Ext—Topic of PoB-E: _____

All—Topic of Section II: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Topic of PoB-C: _____
Opt/Ext—Topic of PoB-D: _____
Opt/Ext—Topic of PoB-E: _____

All—Topic of Section III: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Topic of PoB-C: _____
Opt/Ext—Topic of PoB-D: _____
Opt/Ext—Topic of PoB-E: _____

All—Topic of Section IV: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Topic of PoB-C: _____
Opt/Ext—Topic of PoB-D: _____
Opt/Ext—Topic of PoB-E: _____

Optional—Topic of Section V: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Topic of PoB-C: _____
Opt/Ext—Topic of PoB-D: _____
Opt/Ext—Topic of PoB-E: _____

Student Box B-2

<> **B-4.** Mark your paragraph information in your Overview Source and your Sections, Topics, and Paragraph Topics Box (Student Box B-3) you listed following these steps:

- (1) Start marking your source for possible paragraph breaks. For example, in your Pink Birth, Childhood, and Education information in your sources, underline all aspects about your person's birth (or whatever the information is about) that you will put in PoB-A.
- (2) As you mark your Paragraph Information in your Overview Source, also mark up the Paragraph Topics that you listed in Student Box B-3.
- (3) Your PoB lines will be marked in the same way as your source is—thus, the information in your source for PoB-A will be coded with the same mark as the PoB-A line in Student Box B-3 and so on.
 - a. If Birth, Childhood, and Education information in your source is all highlighted in pink, all of your information for that section will be highlighted in pink in Student Box B-3.
 - b. Then you will choose how to differentiate the three or five paragraphs within that pink information. For example:
 - i. All Birth, Family, and Childhood underlined.
 - ii. All Early Education circled.
 - iii. All High School and College boxed.
 - c. This will help you later when you create your Outlining Cards.

******Only use information from your Overview Source that you feel is especially strong (and not exceeding 25% of your paper's total content—see note below). Remember, you will get at least 75% of your information from your other source(s).

<> **B-5.** Choose five to eight other sources (based on your assigned number of sources) that contain information about your topic and that you think will help you write your report—and continue with the “Color Coded Research”:

- (1) You will need to secure six to nine total sources for your report (including your Overview Source), depending on your level and your teacher's wishes
- (2) Your Overview Source should have helped you determine your Section and Paragraph of Body Topics clearly (as listed in Student Box B-3). Now you will continue marking/coding information in your other sources following these tips:
 - a. Continue with the same method—if the Birth, Family, and Childhood is all highlighted in Pink for Section I in your Overview Source, use that same color in your additional sources.

- b. If PoB-A for Birth, Family, and Childhood is highlighted in pink then underlined in pen, continue that same coding in your additional sources.
- c. Thus, when you are ready to create your Outlining Cards (later), you will lay all of your sources out in front of you and find all of the info you highlighted in pink and underlined in pen (from all sources) to take notes for PoB-A for section I, etc.

Note: All of the information in your sources should be Color-Coded (and underlined, boxed, etc.) the same way in Student Box C-4, so creating Outlining Cards is easier.

Week 11: Report IV--Topic of Choice (continued)

Week 2 of 7: Outline and Create Works Cited

Lesson C. Study Skills/Research: Create Bibliography Cards

<> C-1. Study the “Major Works and Minor Works” box provided in this lesson, if needed.

Major Works and Minor Works

Major Works/Minor Works Overview

- **Major works** are the **names of big works**, like books, magazines, movies, CD's, etc.
- **Minor works** are the **sub-works within major works**.
- **Words of three letters or fewer** not found at the beginning or end of the title and not verbs are **not capitalized** if they are not important to the title. Example:
“Home **on the** Range” but “Climb, Climb **Up** Sunshine Mountain”
- Usually **when a preposition is used as an adverb** (up, down, etc.) in a title, **it is capitalized** even if it is a short word (“Climb, Climb **Up** Sunshine Mountain”).

Minor works are found within major works:

- (1) The article title is the minor work; the magazine title is the major work.
- (2) The chapter title is the minor work; the book title is the major work.
- (3) The song title is the minor work; the cd title is the major work, etc.

If you always think of the “minor” being within the “major,” you will grasp these concepts better.

- **Minor works** are names of any of the following and are written **surrounded by quotation marks**:
 - Chapters of books**: “Overcoming Anger”
 - Magazine articles**: “Speech and Debate in Indiana”
 - Encyclopedia entries**: “Mammals”
 - Song titles**: “My Country Tis of Thee”

☞ Ask yourself if it is within a bigger work. If so, it is probably a minor work.

- **Major works** are names of any of the following and are **italicized** when keyed and **underlined** when written by hand:

- Books**: *The Well-Trained Heart*
- Magazines**: *Taste of Home*
- Encyclopedias**: *World Book*
- Movie titles**: *Treasures in the Snow*
- Music collection titles***: *America, the Beautiful*

* Music collection titles may be the names of CD's, cassettes, DVD's, song books, instrumental music books, hymnals, etc.

☞ Ask yourself if your source has smaller works within it. If it does, your source is probably a major work.

☞ Ask yourself if your source is found inside another (bigger) work. If it is, your source is probably a minor work.

Box C-1

<> **C-2. Fill out a Bibliography Card** (provided in Report V's Back Matter) **for each source** that you will use when you outline this week's writing assignment. (You may or may not use all of the Bibliography Cards provided and you may or may not **desire to cut out the cards** for portability.)

- (1) Get as much information about your sources as you can.
- (2) Leave out any information that you are unable to find (i.e. leave that line blank).
- (3) Be as thorough and as careful as you can be since these cards will be used to create your list of Works Cited later.
- (4) If you add other sources later, create Bibliography Cards for those as well.
- (5) Be sure that you create a Bibliography Card for each source you get information from-- **not just the sources that you take quotes from**. If you take any notes from a source, it should be listed in your Works Cited (and have a Bibliography Card made with the information).

Note: If your source is none of the types given on the Bibliography Cards, write the entry for that source on the back of the card, or fit it onto the card it most resembles. For example, for cd-rom encyclopedia put it on encyclopedia, but replace the word *Print* with the word *Video*.

<> **C-3.** Study the Sample Bibliography Card and Correlating Sample Works Cited Entry provided to see how these cards will be used to create your Works Cited later.

Sample Bibliography Card
<p>Online Source</p> <p>[Author of Article (if given)] _____ <i>Witchel</i> _____, _____ <i>Leigh</i> _____ . [last name] [first name (and middle initial, if given)]</p> <p>[Title of Article (in quotation marks since it is a minor work)] " _____ <i>A Knitting Timeline</i> _____ ."</p> <p>[Name of site (underlined since it is a major work; you will italicize if you type this information)] _____ <i>Knit 1</i> _____ .</p> <p>[Publisher or sponsor of site (if given)] _____ <i>Knit Culture</i> _____ ,</p> <p>[Date article or item was uplinked--in this form: Date Month Year (if given; or n.d. if not given)] _____ <i>n.d.</i> _____ . Web.</p> <p>[Date you accessed it--in this form: Date Month Year] _____ <i>5 Oct. 2008</i> _____ .</p>
Correlating Sample Works Cited Entry
<p>Witchel, Leigh. "A Knitting Timeline." <i>Knit 1</i>. Knit Culture, n.d. Web. 5 Oct. 2008.</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">Sample Box C-3</div>

Lesson D. Study Skills/Research: Create Outlining Cards for Informative Research Report

<> D. Create Outlining Cards (notes) that you will write your report from using the source(s) that you have chosen and marked, following these steps:

- (1) Turn to the Outlining Cards in Report V's Back Matter.
- (2) Start with the first Paragraph of the Body of your report (PoB-A) that you listed in Student Box B-2, and complete the following steps using your sources and the Outlining Cards:
 - a. **Write the topic of that paragraph on the Topic of Paragraph line on your Section I Outlining Card that you recorded in Student Box B-3.**
 - b. Open your "Overview Source," and find the information you highlighted or marked with sticky notes for that topic/section.
 - c. **Fill in the paragraph lines on the Outlining Cards with the information about that topic from your "Overview Source."**
 - d. **Begin writing down sentence information** (sentence numbers, just like always) until you have some information for some of the sentences (but not more than 25% of the sentence lines filled in). These will be your Support Sentences (SS)--the sentences that tell about what you introduced in your opening sentence.
 - e. If you know the opening or transition sentence you want to use, **you may outline that sentence for each paragraph too.**
 - f. Be sure to **use information from at least two sources for each section.**
- (3) Fill in the rest of the sentence lines with notes about that aspect using your other source(s).*

Note: You may or may not use all of the provided Outlining Cards.

Example of Outlining Format

I. *Birth, Childhood, & Education*

Paragraph of Body (PoB) A: *Birth & Birth Family*

Opening/Transition Sentence: _____

Support Sentence (SS) 1: _____

SS 2: _____

PoB-B: *Childhood & Education*

Opening/Transition Sentence: _____

SS 1: _____

SS 2: _____

- (4) **You may cut out the cards or leave them all on the pages.** If you cut the cards out, paper clip or rubber band each of your paragraphs that go in a section together (i.e. all of the Section I cards together; all of the Section II cards together, etc.).

A Strong Outline

There are **two primary benchmarks** you may use to determine whether or not your outline is adequate--for any type of writing:

- (1) You can **write directly from it** without looking back in your source.
- (2) **You like it!** If you can write from it, but you don't like it or it is extremely difficult for you to create/write from or it is not your "style," that outlining method might not be the best for you.

Box D (1), (2), & (3)

- (5) Keep these tips in mind:

- a. A paragraph is a unit of thought within each section.
 - i. Each paragraph section should only contain information about one major topic.
 - ii. Do not put information about birth, family, and childhood and early education on the same paragraph space. **Each of your aspects will be a separate paragraph.**
 - iii. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note taking cards and do extra paragraphs.
- b. **Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**
- c. You will be using the "Sentence-by-Sentence" (S-by-S) approach to notetaking for this report. That means that **you will write key words on each "sentence" line that you will later use to create a complete sentence when you write your report.**
- d. Outline the number of paragraphs assigned for each section at your level--or more. Do not do fewer paragraphs than what is assigned for you. (You may or may not use all of the outlining pages, cards, or lines.)
- e. Be sure to include anything that is detailed, technical in nature, or difficult to spell. **Remember, you want to be able to write directly from your outline without looking back in your sources.**
- f. **Be sure to include a quotation or a citation for paraphrased information in each paragraph (as shown in the forthcoming instructions).**
- g. Study the sample Outlining Card provided.

Sentence-by-Sentence Outlining

The Sentence-by-Sentence (S-by-S) Outlining Method is one in which you outline each Sentence of each Paragraph (using key words, symbols, phrases, or sentences--whatever works for you). This method helps you know ahead of time what each paragraph will contain, where you are short on information, when another paragraph needs started, etc.

- (6) **Do not create cards until you have studied and understand the information about how to include quotations in your outline (next step).**

Lesson E. Study Skills/Research: Quotation Inclusion

↔ E-1. Learn how to include quotations in your outline following these tips:

- (1) You will learn how to include quotations in the outline of your report in this section. **You are assigned the addition of either a quote with MLA citation or cited paraphrased information in each paragraph.** (You will learn how to include paraphrased information in the next assignment.)
- (2) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), **record that quote on the lines provided in the outlining cards** for the paragraph that will contain that quote.

***Note:** Your quotes may be either of the following:

- (1) **Quoted words**--words that were already quoted in your source--a quote that a person said, such as words spoken by a famous person or presidential expert, etc., that you got from a source that had already quoted it. (These words will have quotation marks around them in your source.)
- (2) **Lifted text**--words that you lift from your source and include word-for-word with a speech tag that indicates the book, encyclopedia, or article from which you obtained the information (According to Presidents One Through Twenty...). (These words will not have quotation marks around them in your source. You are creating a quote from your source.)

- (3) At this level, It is recommended that you **include your quotation word-for-word in your notes**. If you do this, you will not have to look up the quote while you are writing your report.
- (4) **You will be writing an Opening Paragraph and Closing Paragraph and may choose to put quotes in those paragraphs as well.**
- Opening and Closing Paragraphs are good places to include interesting, attention-grabbing quotes.
 - If you find a good quote for your Opening or Closing Paragraph while you are researching for the body of your report, **flip over to the Opening or Closing Paragraph assignments and write it there.**
 - Each PoB must have one citation--putting quotes or paraphrased citations in your Opening and Closing Paragraphs is optional.
- (5) Follow these steps to record your quotes in your outline (which will be similar to the steps you will use to include your quotes within your report):
- Write your quote neatly on the Outlining Card** at the spot in your paragraph in which it will be added--word-for-word as it appears in your source.
 - Be sure you **use the exact wording, punctuation, and spelling of the original quote**. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
 - You will put quotation marks around your quote**, with the first one coming before the first word of the quote and the last one coming after the last word of your quote.
 - You will **put the name of the book or the person who said it on the parenthetical line beneath the quote** (like the examples given).
 - Additionally, put the author of the source (or title of the source if no author is given) and the page number** from which the information came directly following the quote. (The remainder of vital information will be on your Bibliography Cards.)
 - See examples provided in box.

Quoting a Person or Book in Your Outline

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
4. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.
5. Regardless of what "extra citation" information you might want to include in your outline, be sure you include the first word of your Works Cited for that source (first word from that Bibliography Card) and the page number from which you obtained the quote (if your source has a page number).

"People" Quotes

Already a Quote in Your Source

- a. If your quote is by a person--and was already quoted in your source--you must include that person's name, as well as the source from which you got the quote.

Example on Outlining Lines:

Sentence: "Peace, like charity, begins at home." Franklin D. Roosevelt
(Franklin D. Roosevelt--World Book* R p. 89) +

- b. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

Example on Outlining Lines:

Sentence: "I will prepare and some day my chance will come." Abraham Lincoln
(Abraham Lincoln, sixteenth U. S. President--Smith--Lincoln the
Man* p. 16) +

+ Note: You will create Bibliography Cards for each source with detailed citation information. You need information on your Outlining Cards in parentheses beneath the quote for you--the source, page number, and person--to use in your speech tag as desired--and to remind you which Works Cited entry to refer to when creating citation (in parentheses or in speech tag) if assigned.

Box E-1 (continued on next page)

Box E-1 (continued from previous page)

Quotes in Outline (continued)

“Lifted Text” Quotes

Words Not Already Quoted in Your Source

When you quote a book, you will just lift words from a book or other source and put them in your essay or report, along with quotation marks and the name of the source. (Again, put as much information as you can, so you will have it when you write your report. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

Example on Outlining Lines:

*“Wolves are related to dogs. Their scientific classification is *Canis Lupus*.”*⁺⁺
(Wolf Pack by John Smith p. 89)*

++Note: These words (“lifted text”) were not quoted in your source, but any time you use words word-for-word, they must be quoted with quotation marks since they belong to someone else.)

***Note:** The major works are underlined here; you will need to underline major works when you write them out by hand and italicize them when you key them on the computer.

Note: These samples are for the outline. In your text, you will use the author’s name in the speech tag. This process is described in detail in the Mandatory Information for In-Text Citation information following. These samples also show major works with underlines since you are not able to italicize if you hand-write your notes.

<> **E-2.** Follow the steps given in the examples below to learn how to include quotes in your report. (You will do this later when you write your report, but the instructions are given here with the “Quote in Outline” section.)

Mandatory Information for In-Text Citations of Quotes

When citing sources for quoted or paraphrased material, there are **two mandatory pieces of information that must be included in an in-text citation** (in the body of your report) according to the Modern Language Association (MLA) documentation style:

1. The first word of the Works Cited entry that correlates with your source.

- a. If the source from which you obtained the quote or paraphrased material is a book or journal article, the citation will usually have the author’s last name listed first in your Works Cited. This **last name is the first piece of mandatory information for an in-text citation.**
- b. **If your source does not have an author** (i.e. it is an encyclopedia or web page with no author given), you will still use the first word of your Works Cited entry; however, this **will usually be the first word of the book or article’s title or the web page’s first word** (excluding *a*, *an*, and *the*). Again, this necessary piece of information is the first word from your Bibliography Card.
- c. Thus, the first piece of mandatory information needed for an MLA citation is the first word of the Works Cited entry that represents that source.

Note: If you follow the instructions on the Bibliography Cards and in the Works Cited section when creating your Works Cited, your parenthetical in-text citations will be accurate (assuming you always use the first word of your Bibliography Card/Work Cited entry as the first word of your parenthetical citation).

2. Page number from where you got the quote or information.
 - a. **The second piece of “mandatory” information is only mandatory if it is available: it is the page number** from which you got the quote or information.
 - c. If you are citing a book, you will usually have a page number. Other sources may also have page numbers.
 - d. **If you have a page number, it should be included in your in-text citation** as well (in parentheses) as it is one of the two pieces of mandatory citation information.

Two “Mandatory” Pieces of Information

You may have other information within your sentence, but in the MLA citation method, you must have two pieces of information[†] for each quote:

- (1) The first word of the Works Cited entry that correlates with your source (first word on Bibliography Card).
- (2) The page number from where you got the quote or information (if your source has page numbers).

[†]These two pieces of information are for “technical attributions.” See the “Content vs. Technical Attributions” box for including content information in addition to the MLA parenthetical citations.

Box E-2

Other Citation Tips

1. A direct quote is one in which the words are taken directly from the source, word for word. It may or may not be quoted already in the text; however, you must **include it in your text as a quote in order to use the wording as it is given in the source.**
 - a. If your quote is a **quote within the source’s text** (i.e. you are including a quote from a source—quoted material that the author of your source had quoted in his writing), you will need to **include the abbreviation *qtd. in* within the parenthetical citation** to indicate that you are quoting a quote. (See example below for this.)
 - b. If your quote is lifted text from your source, you will just write it word for word, include quotation marks around it, and cite according to rules presented here.
2. In the MLA format, you must give the **first word that is found in your Works Cited** and the page number from which you got the information you are citing (if your source contains page numbers). This will **direct your reader to the complete citation provided in your Works Cited.** If he or she desires to find or read more from that source, the full citation is available in the Works Cited.
3. In the MLA format, **the first word in your Works Cited will either be the book author’s last name or the article author’s last name--or the first word of an article title or website title** excluding *a*, *an*, or *the* (the latter is only when no author is available).

(continued on next page)

4. When you include a parenthetical citation following your quote, the **period for the entire sentence goes after the ending parenthesis**. No punctuation is put inside the ending quotation mark unless the quote already contained an exclamation mark or question mark. In that instance, your quote will end with its punctuation (exclamation or question mark), and the entire sentence will end with a period following the parenthetical citation: The famous saying by Armstrong says, “One small step for man” (Reish 42).
5. Besides the first word of your Works Cited entry and the page number from which your information came (when page numbers are given), **you may desire to put other citation information in your sentence**. This is optional and will be based on many factors:
 - a. If the **author is an impressive or prestigious person** or it makes a difference in the “evidence” or “impact” of the quoted material to know the author’s name, include that in your speech tag.
 - b. If the **title is impressive or prestigious** or it makes a difference in the “evidence” or “impact” of the quoted material to know the book’s title (or the journal’s title), include that in your speech tag.
 - c. If the **“speaker” of the quote is different than the author of the book** from which you got the quote, include the “speaker’s” name.
 - d. If the **article’s title is impressive or important**, include that in your speech tag.
 - e. If the date of the article is needed in the text in order to help the reader determine chronology, include that somewhere in your sentence (for example, in your speech tag).
6. Remember, in MLA, **you only have to have the first word of your Works Cited entry and the page number** of the material (if one is given). Thus, if you have these two pieces of information anywhere in your sentence, you do not need to repeat those two pieces of information in your parenthetical citation (as far as MLA citation goes).
 - a. If you include your book’s author in your speech tag, you may just put the page number from which you obtained the information in your parenthetical citation.
 - b. If you include the page number and the author in your speech tag (not recommended as the page number within the text can make your sentence sound stilted and busy), you do not need a parenthetical citation at all.
 - c. If you include the title of the encyclopedia entry or journal article in your speech tag and you do not have a page number, you do not need a parenthetical citation at all.
7. **If you desire to include any additional information (besides the two mandatory pieces), that information should be elsewhere in your sentence--not in your parenthetical citation.** You will do this when you want more content-driven information in your speech tag. (For example, you might include who said the quote or the source’s or author’s credentials in the speech tag introducing your quote. See examples in boxes.)
8. If you have two WC entries with the same first word (i.e. Lincoln), you will need to use two words to signify which entry your parenthetical citation refers back to.
 - a. For example, if you have two entries that begin with Lincoln:
 - i. Lincoln, Abraham
 - ii. Lincoln, Sixteenth
 - b. Your parenthetical citations will look like this:
 - i. (Lincoln, Abraham 9)
 - ii. (Lincoln, Sixteenth 12)

Note: While you should not abbreviate dates and places within the text of a formal paper, it is acceptable (and even recommended) in parenthetical citations and Works Cited entries. The goal is to keep parenthetical citations as succinct as possible while still providing the reader with needed information.

Content-Driven Vs. Technical-Driven Attributions

In citing sources, a writer will often become technical-driven rather than content-driven (in an effort to create correct attributions in all MLA-style citations). To ensure that the citation you use is technically-correct **and** content-filled, you must focus on both aspects of writing when doing any citations:

1. **Content**--regardless of whether you use the formal parenthetical citation or not (depending on your assignment or text book), you must always be sure that you have the "content" information.
 - a. This "content" information includes anything that your reader might need in order to fully comprehend (and enjoy) your writing, such as author of quote, dates and places where quoted words were spoken, additional information about the author of the source, etc.
 - b. While these pieces of information might not be "mandatory" for MLA citations, they are needed for strong content/comprehension.
 - c. The content attribution of your report may be in a speech tag introducing a quote or may be a sentence or two before or after the quote.
2. **Technical**--Formal citation
 - a. The MLA method of citing enough information (usually in a parenthetical citation) for your reader to be able to find the complete entry in your Works Cited is what drives the "technical" aspect of attribution.
 - b. This parenthetical citation contains the one or two pieces of mandatory information that refer the reader back to the WC in order to find the complete citation.

<> **E-3.** Study the Quotation Citation Examples provided.

- (1) Pay close attention to how the sample report text (in first white box within each shaded box) takes a reader back to the correlating Sample Works Cited entry (second white box within each shaded box).
- (2) You should spend sixty minutes studying all the intricacies of the citations--preferably with your teacher.

Quote Citation Examples

Direct Quote Inclusion From Journal or Magazine in MLA Format--Lifted Text

On July 21, 1940, *Time* magazine said, "The men hardly have time to grab their guns before their wives and sweethearts grab their needles and yarns" (Jones 92).

Details of Citation:

1. Since this work has an author, the author's name will appear first in the Works Cited. **Thus, the author's name is one of the two pieces of information that are potentially mandatory in the citation.**
2. The last name is given first, followed by the page number. **No punctuation is placed between the two pieces of citation.** No p. or pg. is given; just the number.
3. The period follows the entire sentence. The quote and the author's last name are all part of the sentence, so they are both inside the period.
4. No period is placed after the word *yarns* because you may only have one period used as an end mark per sentence—and **you need the period for the entire sentence.**
5. It is optional to put the date and publication title. However, to add credence to the citation, it is suggested when an author is unknown to the reader, especially if the journal name is noteworthy or the date is helpful in understanding the material.
6. This is "lifted text"--it was not quoted in the source. The author of the article wrote these words himself. (He was not quoting someone else.) Thus, you do not write qtd. in, in your parenthetical citation.

Works Cited entry for this source would look like this:

Jones, John. "The Women Who Helped." *Time* Nov. 2006. Print.

Citation of Material From a Web Article--Lifted Text

"Lincoln was known as a peaceable, charitable man with a deep abiding love for his country" (Sixteenth).

Details of Citation:

- Lincoln: --This sentence was lifted from a web site article and is a complete sentence, so it begins with a capital letter.
- country --Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence).
- (Sixteenth).---The first word from this source's Works Cited entry is the word in the parenthetical citation.
- These words were written by the author of your source, so the words qtd. in are not needed.

Works Cited entry for this source would look like this:

"Sixteenth President." *Abraham Lincoln's World*. Lincoln World, n.d. Web. 2 Feb. 2012.

Direct Quote Inclusion From a Book With an Author in MLA Format--Lifted Text

“The name *sweater* is not a nice one, and the garment is not used to induce perspiration”
(Macdonald 259).

Details of Citation:

1. Since this source is a book with an author, **the author’s last name will be the first word to appear in the Works Cited**. Thus, it is a mandatory piece of information for the citation.
2. Since this source is a book with page numbers, **the page number from which the information is quoted must be included in the citation** as well (the other mandatory piece of citation information in MLA format).
3. Since no speech tag is used, the author’s last name and the book’s page number are given in the parenthetical citation.
4. The last name is given first, followed by the page number. **No punctuation is placed between the two pieces of citation**. No p. or pg. is given; just the number.
5. The period follows the entire sentence. The quote and the citation are all part of the sentence, so they are both inside the period.
6. No period is placed after the word *perspiration* because you may only have one period used as an end mark per sentence—and you need the period for the entire sentence.
7. This citation has limited “content” information because the source was already cited earlier--and a complete citation-plus was given there. (The book was introduced and discussed in an earlier speech tag.)
8. This is “lifted text”--it was not quoted in the source. The author of the book wrote these words himself. (She was not quoting someone else.) Thus, you do not write qtd. in, in your parenthetical citation.

Works Cited entry for this source would look like this:

Macdonald, Anne L. *No Idle Hands: The Social History of American Knitting*. New York: Oxford
UP, 2001. Print.

Note: If a WC entry continues onto a second (or third) line (like the example above), continue with the double spacing of your entire paper -- and indent the second (and third) line of the entry over five spaces to indicate it is not a new entry but a continuation of the previous one.

Citation With No Author But Page Numbers Given in MLA Format--Lifted Text

According to *Webster's New Collegiate Dictionary*, "...to knit is to form by interlacing yarn or thread in a series of connected loops with needles" (87).

Details of Citation:

1. **Webster's** is the first word of the entry in the Works Cited. This and the page number are all citations that are absolutely required. (If your sentence contains the first word of your Works Cited entry [Webster's], you do not need that word in parentheses too.)
2. The page number is in parentheses following the quoted material. No p. or pg. is given; just the number.
3. The period follows the entire sentence. **The quote and the page number are all part of the sentence, so they are both inside the period.**
4. No period is placed after the word *needles* because you may only have one period used as an end mark per sentence—and you need the period for the entire sentence.
5. This is "lifted text"--it was not quoted in the source. Thus, you do not write qtd. in, in your parenthetical citation.
6. No other "content" information was given because everybody knows what *Webster's* is.

Work Cited entry for this source would look like this:

Webster's New Collegiate Dictionary. Springfield, IL: G & C Merriam Company, 1973. Print.

Quote Inclusion With No Parenthetical Citation (All Citation Information Is Within Text)--Lifted Text

Becker spoke about the knitters in "Knitters for Victory": "The men hardly have time to grab their guns before their wives and sweethearts grab their needles and yarns."

Details of Citation:

1. Since this source does **not have page numbers** (online article), **the only citation needed is the author's last name** (since it is the first word of the Works Cited entry).
2. Since **the author's last name is part of the speech tag, no parenthetical citation is required.** (Only one mandatory item is needed with a source that does not contain page numbers. That is the first word of the entry.)
3. This is "lifted text"--it was not quoted in the source. Thus, you do not write qtd. in, in your parenthetical citation.
4. Since the "speech tag" is a complete sentence (that could actually end with a period), a colon may follow the final word (rather than a comma).

Works Cited entry for this source would look like this:

Becker, Paula "Knitting for Victory -- World War II." *History Line*. n.p. 28 Oct. 2006.

Web 20 Sept. 2008.

Direct Quote Inclusion From a Book When the Author Is Not the Person Being Quoted--When Your Source Contains a Quote (You Are Quoting a Quote!)--Already a Quote

Lincoln echoed these **sentiments**: “With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all **nations**” (qtd. in Smith 43).*

Details of Citation of Special Quote (i.e. colon, qtd. in, etc.):

- **sentiments**: --Only use a colon to introduce a quote if your “speech tag” (words before the quote) is a complete sentence that could stand all by itself (otherwise use a comma following the speech tag).
- “With--Most of the time a quote begins with a capital letter.
- **nations**” --Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence).
- (qtd. in Smith 43).---Since you will have a list of Works Cited at the end of your paper that your reader can refer to, just use this simple citation of the words qtd. in then the author’s last name then page number on which your quote is found (or whatever that first word of the entry is). Put a period following the ending parenthesis (not inside the ending parenthesis).
- This quote is already quoted in the source--the words are quoted words (not lifted text).

*Note: If your sentence is a quote from somebody other than your source’s author, put the abbreviation **qtd. in**, then the author’s last name (and page number) or the article title--the first word of your WC entry. If your quote is simply text lifted from a source, just include the first word of your Works Cited entry -- not qtd. in.

Works Cited entry for this source would look like this:

Smith, John. *Lincoln*. New York: Holt Books, 2000. Print.

Quote Inclusion With a Line (or More) of Poetry or Phrase--Already Quoted in Your Source--Already Quoted

Poet Richard Beamish wrote in "The Sinking of the Titanic," "And most who drowned were men" (qtd. in Eaton 8).

Details of Citation:

1. Since this work has an author, **the author's name will appear first in the Works Cited**. Thus, the author's name is one of the pieces of information that are mandatory in the parenthetical citation (along with the page number on which the poem can be found).
2. Notice how the writer included the poem's author's name in the speech tag to further clarify that the book's author (of the book in which the poem was found) did *not* write the poem.
3. The writer could not just include the poem's author and/or poem's title because that information would not take the reader back to the book in which the poem is found in the writer's Works Cited.
4. This is a line of text that was quoted in the source already. This is indicated in the citation with the words **qtd. in**. Notice that the author of the words (Beamish) must be included in the speech tag since he said the word (he wrote the poem), not Eaton, the author of the book source being used. The poem was found already quoted in that book.

Works Cited entry for this source would look like this:

Eaton, John P. *Titanic: Women and Children First*. New York: W.W. Norton and Company, Inc.
1998. 8-9. Print.

Another Line Sample--Lifted Text

This is clearly established by Paul: "And we know that all things work together for good to them that love God, to them who are the called according to his purpose" (Holy Bible Romans 8:28).

Details of Citation:

1. Since this work has no author, the first (non-*the*) word is used--*Holy*.
2. Since lined poetry or prose often does not have a page number (and page numbers differ from book to book), the line number or verse number is used instead. Do not put any punctuation mark between the first word(s) of the Works Cited (Holy Bible) and the reference (Romans 8:28)--just like there is no punctuation mark between the first word of the WC and the page number.
3. The writer could not just include the poem's author and/or poem's title because that information would not take the reader back to the book in which the poem is found in the writer's Works Cited.
4. This is "lifted text"--it was not quoted in the source. Thus, you do not write qtd. in, in your parenthetical citation.

Works Cited entry for this source would look like this:

The Holy Bible: King James Version. Iowa Falls, Iowa: World Publishers, 1991. Print.

A Note About Plagiarizing

Plagiarizing is when a writer steals another writer's words as his own. This often happens when a student does not understand how to take notes properly. You will need to read information, write notes that will help you remember what the source said, then rewrite that material in your own words. (This is another reason why you are using multiple sources rather than just one--and why should not get more than 25% of your information (or whatever percentage is permitted for that paper) from any one source. You want to gather information from multiple sources, put it all together, write it in your own words, and have an original report.)

Be careful to take thorough notes that you can use later, but also be careful to only include the basics (subject-verb-object, for example). You can add your own sentence openers, descriptors, etc., when you write. You want to get the general knowledge from your source, but you do not want to steal another writer's phrases and sentences word-for-word.

Lesson F. Study Skills/Research: Citing Paraphrased Material

<> F-1. Learn how to include paraphrased information in your outline following these tips:

MLA Citation for Paraphrased Material for Research-Based Reports

Citations for paraphrased material are those in which you tell your reader where you got some of the non-quoted information that you have included in your report.

You probably remember that **paraphrased information is information that you have obtained from a source then re-wrote in your own words**. It is how you have probably written all of your "information-based" reports in CI writing courses. The difference this time is that you will have to tell, occasionally, where you got that information (like you did for quotes in earlier assignments).

You will need to give citations for paraphrased material in your report according to your teacher's instructions:

You are assigned the addition of either a quote or a citation for paraphrased information in each paragraph of your report.

When you are older and you write a full-term research paper of twenty to thirty pages (or when you are in college and write research-based papers), you will be told to cite every piece of information you include in your report. This means that you will tell after each information addition where that information came from (since the last source you cited).

This might sound confusing at first, but it essentially means that you will write some of your paper (a sentence or two or three--assuming all of that information came from the same source), then tell what the source of that material was (from where the previous information was obtained).

Then you will write more (until you come to information from a different source) and tell where that information came from. You will do this throughout your entire paper--all twenty-plus pages of it! Every time you write something, you will have to tell where it came from--what source you used to get that information.

At this level, you do not have to tell where every drop of material came from. However, you do have to tell where some information came from--and you do have to learn the proper technique for doing so.

In citing sources within the text (telling where you got the information), there are multiple ways of coding, marking, and laying out the author, book title, etc. You will learn a modified MLA (Modern Language Association) for this paper, which is used in most college English writing today.

So far, you have shown where quotes came from by giving some information in the speech tag and following the entire quote with a parenthetical statement of the source title or author and page number from which the material was taken. You will do something very similar for paraphrased information.

<> F-2. Follow these steps for including paraphrased information in your outline:

1. For this assignment, you have to include a citation for either a quote or for paraphrased information (with some of each--not all of one kind throughout your paper) in each paragraph. Thus, as you are taking notes for your report, if you see that you are not going to have a quote in a certain paragraph or that **you are going to include some uncommonly or little known information, you should cite the source for that piece of paraphrased info:**
 - a. No quote--if your paragraph will not include a quotation, then plan to cite another piece of information (a paraphrased sentence or sentences).
 - b. Little known info--information that is not commonly known by people is the best kind of material to cite. **This parenthetical citation that you obtained that information from a credible source.**

***Note: In college research writing (as well as CI's *Meaningful Composition 12 II: The BIG Research Paper*), you must cite every piece of information you include in your research paper.**

2. To cite the source for this paraphrased piece of information in your outline, **you will want to include anything in your outline that you will need in order to write the citation in your report.**
 - a. On the Support Sentence (SS) line (above the parenthetical citation line), write key words for that sentence just like you would if you were not citing sources.
 - b. Following any line of notes that you will cite the source of (on the parenthetical line provided for source citation), put the page number, then the author and title of the source (or the author and name of the web site).
 - i. You may not desire to write the author and the title both when you make your notes into sentences within your report. However, include both of them in case you need them later.)
 - ii. It is always better to have too much information in your outline than it is to have too little and have to “re-research” as you are writing.

<> **F-3. Study the examples given below to learn how to cite sources for paraphrased information in your report.**

Examples of How to Include Citation for Paraphrased Information in Your Outline

SS2: Born 1 rm log → 2/12/1809 → Thomas Lincoln & Mary Hanks

(13 Abe Lincoln--the Man, Smith)

Sample Box F-3

When you are writing your report, any time your outline shows a quote or source citation for paraphrased information, you will include this directly in your text, just like you were instructed in the “how to include quotations” instruction.

Mandatory Information for In-Text Citations

When citing sources for paraphrased or quoted material, there are two mandatory pieces of information that must be included in a citation:

1. **The first word of the Works Cited entry that correlates with your source.**
 - a. If the source from which you obtained the quote or paraphrased material is a book or journal article, the citation will usually have the author’s last name listed first in your Works Cited. This **last name is the first piece of mandatory information for an in-text citation.**
 - b. If your source does not have an author (i.e. it is an encyclopedia or web page with no author given), you will still use the first word of your Works Cited entry; however, it **will usually be the first word of the book or article’s title** or the web page’s first word (excluding *a*, *an*, and *the*).

- c. Thus, the first piece of mandatory information needed for an MLA citation is the first word of the Works Cited entry that represents that source.

Note: If you follow the instructions on the Bibliography Cards and in the works Cited section when creating your Works Cited, your parenthetical in-text citations will be accurate.

2. **The second piece of “mandatory” information is only mandatory if it is available.**
 - a. It is the page number from which you got the quote or information.
 - b. If you are citing a book, you will usually have a page number. Other sources may also have page numbers.
 - c. If you have a page number, it should be included in your citation as well (usually in parentheses) as it is one of the two pieces of mandatory citation information.
3. In a nutshell, your MLA citation in your text contains the first word from your Works Cited entry from which you obtained that information. Thus, your reader can find the entire citation easily by just looking at the first word of the entry.

Tips:

1. When you include a parenthetical citation following your paraphrased material, the **period for the entire sentence goes after the ending parenthesis.**
2. Besides the first word of your Works Cited entry and the page number from which your information came (when page numbers are given), **you may desire to put other information in your sentence.** This is optional and will be based on many factors:
 - a. If the **author is an impressive or prestigious person** or it makes a difference in the “evidence” or “impact” of the paraphrased material to know the author’s name, include that in your sentence.
 - b. If the **title is impressive or prestigious or it makes a difference in the “evidence” or “impact”** of the paraphrased material to know the book’s title, include that in your speech tag.
 - c. If the **article’s title is impressive or important**, include that in your speech tag.
 - d. If the date of the article is needed in the text in order to help the reader determine chronology, include that.
3. Remember, in MLA, you only have to have the first word of your Work Cited entry and the page number of the material (if one is given). Thus, if you have these two pieces of information anywhere in your sentence, you do not need to repeat those two pieces of information in your parenthetical citation.
4. If you desire to include any additional information (besides the two mandatory pieces), that information should be elsewhere in your sentence--not in your parenthetical citation.
5. All in-text citations and Works Cited entries are handled exactly the same for quotes as they are for paraphrased material that you desire to cite.

Note: While you should not abbreviate dates and places in a formal paper, it is acceptable (and even recommended) in parenthetical citations and Works Cited entries. The goal is to keep citations as succinct as possible while still providing the reader with needed information.

Examples of How to Cite Sources for Paraphrased Information in Your Report

According to *Abe Lincoln--the Man*, Lincoln was born in a one-room log cabin on February 12, 1809, to Thomas Lincoln and Nancy Hanks (Smith 13).

Works Cited entry for this source would look like this:

Smith, Ray. *Abe Lincoln--the Man*. New York: Brookshire Books, 1998. Print.

Note: Since the sentence does **not** contain the two mandatory pieces of citation information (first word of Works Cited and page number if the source has them), the parenthetical citation must contain both of these pieces of information (Smith 13).

Myers, an authority on the life of Lincoln, reported that Lincoln was the first president to be born outside of the original Thirteen Colonies since his birth took place in southeast Hardin County, Kentucky (25).

Works Cited entry for this source would look like this:

Myers, Larry. *Presidents and Their Families*. Chicago: Rose Publishing, 2002. Print.

Note: Since the sentence **does** contain one piece of the two mandatory pieces of citation information (Myers...reported), the parenthetical citation only needs the second potentially-necessary piece of information (page number [25]).

The young Abe's parents were Thomas Lincoln and Nancy Hanks (Lincoln, World 23). (Just include the first word of the book title [*World* for *World Book Encyclopedia*] when no author is given.)*

Works Cited entry for this source would look like this:

"Lincoln." *World Book Encyclopedia*. 3rd ed. Volume L. 2008. Print.

Note: Since the speech tag does **not** contain the two mandatory pieces of citation information (first word of Works Cited and page number if the source has them), the parenthetical citation must contain both of these pieces of information (Lincoln 23).

***Note:** Since the Works Cited has two entries whose first word is Lincoln, the writer must add another word to direct the reader to this entry. In this case, the writer would add *World* to indicate that it is the entry that begins with the word Lincoln and is found in the source from *World Book Encyclopedia*. When an additional word is needed for clarity in the parenthetical citation, a comma is used to separate the first word of the Works Cited and the additional word (Lincoln, World).

Lesson G. Study Skills/Research: Create a List of Works Cited

<> **G-1. Create a list of Works Cited (WC)** following these steps:

- (1) Gather the Bibliography Cards that you created earlier and number them in alphabetical order by the authors' last names (for books and articles) or by the title's first word--- excluding a, an, or the (for encyclopedias and sources with no author).
 - a. In a nutshell, the order of the entries in your Works Cited will be based on the author's last name (if your source has an author) or the first word of the article title or book's title (if your source does not have an author).
 - b. Thus, your sources will be in alphabetical order based on the first word that you wrote on each card.**
- (2) Create a list of **Works Cited like the one written in the sample box provided**, using the information as it appeared on your Bibliography Card(s) earlier. This will be a page of its own (not just at the bottom of your report).
- (3) In your list of Works Cited, **put your sources in alphabetical order according to the last name of the author (if the author's name is given) or according to the title (if no author is given).**

- a. Either way it will be in alphabetical order according to the first word of each entry (the first word of each Bibliography Card). (That is, the first word after ignoring the article *a*, *an*, or *the*.)
 - b. Punctuate and capitalize according to the sample provided.
 - c. Also, capitalize in the same way the words are capitalized in the front of your book or on the footers of your online source.
- (4) Follow these steps for punctuating each entry:
- a. Think of each source in three main aspects (shading and boxing are provided to delineate three parts in (5) below):
 1. Author information
 2. Title information
 3. Publisher information (publisher, city of publication, date of publication and date you accessed the information [in the case of a web site]).
 - b. Place a period between each major aspect.
 - c. Place commas and periods within each aspect as shown in the samples.
 - d. Place a period following each entry.
- (5) Notice how **each source listed below is broken down into three “parts.”** Note that **internal punctuation is included** as given in the source *and* a period is included following each of the three “parts.”

Becker, Paula. "Knitting for Victory--World War II." *History Link*. n.p., 28 Oct. 2006. Web. 20 Sept. 2008.

Soanes, Catherine. *The Oxford Dictionary of Current English*. New York: Oxford UP, 2001. Print.

Theaker, Julie. "Easy Knitting Patterns and Yarn Discount." *Knitting.com*. n.p., n.d. Web. 10 Oct. 2008.

- (6) Online sources will often have an additional aspect or two (including two dates--the date the site was updated and the date you accessed it). **Continue to place periods between aspects and following each abbreviation.** (See samples in Works Cited box and the notes at the bottom of the Bibliography Cards.)

Note: It is acceptable to write major works in italics or underlined. It looks nicer to italicize than it does to underline, so when keying your WC on the computer, italicize major works.

- (7) Double space the entire Works Cited page. (See the sample Works Cited provided.)
- a. The beginning of each entry should be left justified (i.e. start all the way to the left).
 - b. If an entry continues down for a second or third line, indent the continuing line five spaces to show that it is not a new entry. (However, you should continue to double space throughout.)
- (8) **Follow the notes at the bottom of the Bibliography Cards** for additional help as you write your Works Cited.

<> **G-2. Later:** If you write Opening and Closing Paragraphs and you use a new source(s) for either or both, you will make a Bibliography Card for that source(s) as well. Then you will add that source to your Works Cited in alphabetical order too.

Sample WC	Various Entry Types
Works Cited	
Becker, Paula. "Knitting for Victory--World War II." <i>History Link</i> . n.p. 28 Oct. 2006. Web. 20 Sept. 2008.	
Cornell, Kari A. <i>For the Love of Knitting: A Celebration of the Knitter's Art</i> . Stillwater, MN: Voyager, 2004. Print.	
Franklin, Benjamin. Quote. Brainy Quote. n.d. Web. 25 April 2011.	
"History of Knitting." <i>World Book Encyclopedia</i> . 2nd ed. Vol. K. 2004. Print.	
<i>The Holy Bible: King James Version</i> . Iowa Falls, Iowa: World Publishers, 1991. Print.	
Jones, John. "The Women Who Helped." <i>Time</i> Nov. 2006. Print.	
Macdonald, Anne L. <i>No Idle Hands: the Social History of American Knitting</i> . New York: Random House, 1988. Print.	
<i>The New Jerusalem Bible</i> . Susan Jones, gen. ed. New York: Doubleday, 1985. Print.	
"Sixteenth President." <i>Abraham Lincoln's World</i> . Lincoln World, n.d. Web. 2 Feb. 2012.	
Smith, John. <i>Lincoln</i> . New York: Holt Books, 2000. Print.	
Soanes, Catherine. <i>The Oxford Dictionary of Current English</i> . New York: Oxford UP, 2001. Print.	
Strawn, Susan M. <i>Knitting America: A Glorious Heritage From Warm Socks to High Art</i> . St Paul, MN: MBI Publishing Company LLC, 2007. Print.	
Theaker, Julie. "Easy Knitting Patterns and Yarn Discount." <i>Knitting.com</i> . n.p., n.d. Web. 10 Oct. 2008.	
<i>Webster's New Collegiate Dictionary</i> . Springfield, IL. G & C Merriam Company, 1973. Print.	
Witchel, Leigh. "A Knitting Timeline." <i>Knit 1</i> . n.p., n.d. Web. 5 Oct. 2008.	
Zimmermann, Elizabeth. <i>Knitting Without Tears; Basic Techniques and Easy-to-Follow Directions for Garments to Fit All Sizes</i> . New York: Fireside, 1971. Print.	
Zonn, Meredith. "Knitting Without Tears." <i>Woman's Day</i> May 2001: 70-71. Print.	
*Note: If any aspect of your entry already contains a punctuation mark (i.e. dash, colon, period, comma, etc.), keep that internal punctuation mark in your entry as well.	
Box G-1	

Weeks 12 & 13: Report IV--Topic of Choice (continued)

Weeks 3 & 4 of 7: Write Rough Draft Research Report

Lesson H. Composition: Write Rough Draft of Informative Research Report

<> H-1. Before you begin writing your rough draft, study the details in the “Opening Sentence or Transition Sentence?” box provided below.

Opening Sentence or Transition Sentence?

Well-formulated writing has clear paragraph breaks—**each paragraph supports the topic of the overall paper**. Each paragraph is a unit of thought that further develops the paper’s topic. Eighty percent of opening sentences/phrases (sometimes called topic sentences when learning paragraph writing) are found within the first two sentences of a paragraph. Keep this in mind when you are completing standardized testing in which you are asked to find the main idea, etc. For our purposes here, this means that it is advantageous to write the topic of your entire paragraph right off the bat—within the first two sentences of your paragraph.

Now, **each paragraph of your paper should either have an opening sentence or a transition sentence**. Sometimes, you will write an opening sentence that tells what that entire paragraph is going to be about. This is especially true when you are writing one paragraph only, or when you are writing an Opening Paragraph or a Closing Paragraph.

Oftentimes, however, you will not just have an “opening sentence” that tells what that entire paragraph is going to be about. **You will find many times in which you want to move from one paragraph to another in an organized, seamless manner**--and connect paragraphs that are about the same topics. This is where the transition sentence comes in.

Box H-1 (continued on next page)

Opening or Transition (continued)

There are many times in which you might use a transition sentence. Two of those times are when you are writing multi-paragraph reports and essays. You will probably want to use a transition sentence in the following two instances:

1. **When you are moving from one topic to another**---like when you go from one section (aspect) of your report to another. For example:
 - a. When you leave the section of a biographical report that tells about your character's early life and move into his adult life: *After being plunged into financial insecurity due to the death of her wealthy father, Amy was influenced greatly by the Keswick Convention sweeping Europe and was moved when she heard the need for missionaries.*
 - b. When you leave one section (aspect) of your topic in an informative report and move into another: *In addition to potted tomato plants, many small-spaced gardeners enjoy growing pole beans.*

2. **When you are moving from one paragraph to another within a section/aspect.** For example:
 - a. When you are still discussing the person's childhood in a biography, but your previous paragraph was about his baby years, and the next one will be about his elementary school years: *The contented baby soon found himself in elementary school learning his ABC's and numbers right along with his older siblings.*
 - b. When you are still describing the same section (aspect/item) of your report, but to continue in the same paragraph would be too laborious—or you want to give more information about that item.

So...when you have a continuing thought that goes into the next paragraph, do not use an opening sentence, so to speak, but rather **use a transition sentence—a sentence that takes the reader from the previous paragraph into the next one and links the two paragraphs together** (or the few paragraphs together, in the case of many paragraphs about the same aspect/topic).

Even within paragraphs, you might need transition words and sentences. Anytime you want to show time, order, addition, subtraction, space, direction, examples, contrasts, comparisons, similarities exceptions, summaries, illustrations, challenges and/or consequences, transition words and phrases may be employed.

- ↔ **H-2.** Read through the “Transition Words and Phrases” box provided to help you
- (1) write with logical, seamless transitions based on your report's needs
 - (2) transition from one paragraph to another; and
 - (3) show examples, comparisons, and contrasts.

Transition Words and Phrases

For transition sentences, you will often use transition words. Consider the following words and phrases for introducing continuing paragraphs--as well as for showing chronology, comparisons, contrasts, cause/effect, and more in sentences within a paragraph.

To Indicate Time or Order

- after
- next
- second, etc.,
- another
- for a minute
- to begin with
- previously
- simultaneously
- afterward
- last
- at first
- finally
- during the morning
- afterwards
- in the meantime
- before
- at last
- formerly
- soon
- most important
- generally
- immediately
- then
- at length
- rarely
- meanwhile
- later
- in order to
- eventually
- once
- first
- usually
- at the same time
- ordinarily
- subsequently
- concurrently

To Show Addition or More

- and
- than
- equally important
- last
- next
- consequently
- thus
- in addition to
- too
- first
- finally
- likewise
- in the same way
- therefore
- furthermore
- also
- second, etc.,
- not only-but also
- similarly
- for example
- otherwise
- moreover
- both-and
- again
- as well as
- in fact
- for instance
- besides
- another
- further
- in the second place
- as a result
- however

To Indicate Space or Directions

- at the left
- on top
- above
- surrounding
- beside
- beyond
- across
- at the right
- below
- over
- opposite
- behind
- in the forefront
- under
- in the center
- beneath
- straight ahead
- at the rear
- next to
- in the foreground
- nearer
- on the side
- under
- at the top
- at the front
- nearby
- within sight
- adjacent
- along the edge
- around
- at the bottom
- in front of
- in the distance
- out of sight
- in the background

To Introduce an Illustration or Example

- thus
- in other words
- for example
- in particular
- for instance
- specifically
- namely
- such as
- to illustrate

To Contrast

- on the contrary
- nevertheless
- on the other hand
- at the same time
- contrarily
- in spite of
- rather
- while this may be true
- notwithstanding
- in contrast
- or
- but
- yet
- nor
- however
- on one hand
- conversely

Box H-2 (continued on next page)

Box H-2 (continued from previous page)

Transition Words and Phrases (continued)

To Compare or Show Similarities

- similarly
- likewise
- in like fashion
- in like manner
- analogous to

To Show Concession or Exceptions

- although
- at any rate
- at least
- still
- thought
- even though
- granted that
- while it may be true
- in spite of
- of course

To Emphasize

- above all
- indeed
- truly
- of course
- certainly
- surely
- in fact
- in truth
- again
- besides
- also
- furthermore
- in addition

To Give an Example or Illustration

- for example
- for instance
- to illustrate
- thus
- in other words
- as an illustration
- in particular

To Give Details or Specific Example(s)

- specifically
- especially
- in particular
- to explain
- to list
- to enumerate
- in detail
- namely
- including

To Summarize

- therefore
- finally
- consequently
- thus
- in short
- in conclusion
- in brief
- as a result
- accordingly

To Give Suggestions or Challenges

- for this purpose
- to this end
- with this in mind
- with this purpose in mind
- therefore

To Show the Results of or Consequences of Something

- so that
- with the result that
- thus
- consequently
- hence
- accordingly
- for this reason
- therefore
- so
- because
- since
- due to
- as a result
- in other words
- then

↔ **H-3.** Before you begin writing your rough draft, study the details in the “Third, First, and Second Person Writing” box provided. Be sure the body of your paper is written in the third person with a formal tone.

Third Person vs First Person and Second Person Writing

When you write a formal report, you need to write in the third person.

Third person writing has the following characteristics:

1. It is writing that is **done by an outsider of the report** (you, as the writer, will not be part of the report or in the report).
2. It is writing that **uses the pronouns *he, she, and they***.
3. It is writing that **does not use the pronoun *I*** (which is first person and is reserved for personal writing).*
4. It is writing that **does not use the pronoun *you*** (which is second person and is reserved for instructions and commands).**
5. It is writing that **uses words like *the person, the individual, the man, the woman, the officer, people***, etc.
6. It is **fairly formal** writing.

***Note about *I* in formal reports:** In the body of your report, you will not use the word *I*. However, if you have an Opening and/or Closing Paragraph in which you include a story that happened to you, you may use the word *I*. This would be an interesting way to open your report. For example, you might open and close your report about the country of France with a journal entry of you first arriving in France and first leaving France . You might write, *I knew France would be beautiful, but what I viewed from the window of my plane as we descended into that country nearly took my breath away*. Then, the body of your report would be formal writing and use the third person tense. This switching of tenses is acceptable when it is purposeful.

****Note about *you* in formal reports:** In the body of your report, you will not use the word *you*. However, if you have an Opening and/or Closing Paragraph in which you include a challenge or series of steps that you hope your reader will take as a result of reading your report, you may use the word *you*. For example, in a persuasive report about second hand smoke, you might open your report with questions directed to the reader to make him or her pause and think: *Do you ever find yourself gasping for breath in a public building? Do your eyes ever burn as you wait in line at a baseball game's concession stand?* Then you might close that same report with a challenge, also using the pronoun *you*: *You do not have to be the victim of second hand smoke. States all over this grand country are making laws against smoking in public places. You can be a vehicle for change in your state by writing or phone your congressmen and women.*

Box H-3 (continued on next page)

Box H-3 (continued from previous page)

Third Person vs First Person and Second Person Writing (continued)

Tips for Third Person Writing in the Formal Report

1. **Throughout the body of your report, stay in third person**, using the pronouns *he*, *she*, and *they* and the terms *one*, *individual*, *person*, *the man*, etc.
2. **Do not change persons within the body of your report.** For example, do not write about the duties of a police man in the third person (*the policeman*, *an officer*, *he*, *she*, *the person*, etc.). Then change to second person when describing how to become a police officer: *If **you** want to be a police officer, you first have to*. Instead, write the following: *In order to become a police officer, **a person** must....*
3. **Try to think of synonyms** to use in third person writing, so your writing does not become redundant: *he*, *she*, *they*, *the man*, *the woman*, *the policeman*, *the officer*, *the candidate*, *the trainee*, *the recruit*, etc.

***Note:** This rule may be broken in various scenarios, such as when using a personal opening and closing with an informative report and other situations in which you will be instructed.

<> **H-4.** Study the “Avoiding Redundancy” box provided to learn some tips about writing about one topic without being redundant.

Avoiding Redundancy

Redundancy occurs when a report, essay, or story uses the same word or phrase too many times. It might be that this word or phrase is used two times in a row, like in the case of *The bear stood on his hind paws. The bear attacked the man violently.* Or it might be that this word or phrase is used too many times over a period of a few paragraphs (i.e. the word **bear** dozen of times throughout the report without a strong, appropriate use of pronouns).

The problem that you will likely encounter in trying to reduce redundancy is that it can be difficult to find words that are good substitutes for certain words. For example, in the case of the word *bear*, how many ways can you say *bear* without saying *bear*? How many words are true synonyms for the word *bear*?

It is in these times that you must become creative! Maybe there will not be the perfect synonym for the word *bear* (or other word you are using). Here are some ideas for reducing redundancy:

1. **Use pronouns expertly.** You may use the pronoun *he*, *she*, or *it** for the bear—but you must be careful when doing so.

- a. Do not use *he* if the previous sentence contained the *bear* and the *hunter*. Who is *he* in this case?
- b. Do not use *he* if you just used *he* several times (then *he* will become redundant!).
- c. Do not use *he* if you have not used the noun that *he* replaces fairly recently.

***Note: You may call an animal *he*, *she*, or *it*—whichever you prefer. However, whatever you begin to call him/her/it must be what you use throughout your entire paper. You should not call the *bear* an *it* in the first paragraph, then later call it a *he*. Likewise, if you call the animal an *it*, then you would use *that* (It was the animal *that* was hiding in the brush); if you call the animal a *he*, then you would use *who* (He was the animal *who* was hiding in the brush).**

2. **Use obvious synonyms.** *Bruin*, *bear*, *grizzly*, etc., might all be obvious substitutions for the bear.

3. **Use less-than-obvious synonyms:** “Gentle Ben” (from the book by the same name), fuzzy wuzzy (from the song), grand grizzly, mighty bruin, etc. are some less-than obvious synonyms for bear.

4. **Use extra-creative synonyms:** These words would not actually be considered synonyms, but would definitely help with the redundancy issue (and make your report more creative and friendly sounding):

- | | | |
|--------------------------|-----------------|------------------------|
| a. hibernating fuzz ball | b. mighty beast | c. four pawed friend |
| d. cave-dwelling grizzle | e. gentle giant | f. not-so-gentle giant |

Box H-4

<> **H-6.** Follow these steps to write your report.

- (1) **Read your original Thesis Statement** to remind yourself of what your report is about.
- (2) **Read the topic of the first paragraph** of the body on your Outlining Card **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph card that you desire**, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

Note about the Thesis Statement: Since you are going to be writing an Opening Paragraph and a Closing Paragraph later, you do not need to include your Thesis Statement in your report yet. You will tweak the “Working” Thesis Statement you wrote earlier and include it in the Opening Paragraph of your report (at the time of that writing). For now, you will just write the 6-8 Paragraphs of the Body (P’soB) of your report.

- (4) **Write the first paragraph of the body** of your report (PoB-A from Section I of your Outlining Cards) in your notebook (on every other line) or key it on the computer (double spaced).
- (5) Insert any quotations you have indicated in your outline word-for-word and with the proper citation as directed in this project’s outlining instructions.
- (6) **Continue the steps above** for the rest of your report.

Week 14: Report IV--Topic of Choice (continued)

Week 5 of 7: Write Opening and Closing Paragraphs and Complete Checklist Challenge

Lesson I. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> I-1. Now that you have written the body of your report, you are ready to **write notes for an original Opening Paragraph**. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. Scripture passage
 - b. Song
 - c. Story
 - d. Definition
 - e. Statistic
 - f. Something informative
 - g. Quote
 - h. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)

Note: Be sure that the opening you choose has a link or transition from it to the body of your paper. Do not just write a quote or verse without linking it.

- (2) **In your notes, plan on what you will include in your Thesis Statement.*** (You may tweak your “Working” Thesis Statement to go in your Opening Paragraph however you see fit.)
 - a. Remember, a Thesis Statement is a statement that **tells the “thesis” of your paper-- what your entire paper is about.**
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It may be at the very beginning of your Opening Paragraph or at the end of your Opening Paragraph.
 - d. It should bridge the gap between your catchy Opening Paragraph and the body of your report--it will be the **link** that makes your creative Opening Paragraph fit with the body of your paper in a seamless manner.
- (3) Write enough notes for **7-10 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc. for your Opening Paragraph notes, or you may create a “Sentence-by-Sentence” (S-by-S) outline like you did for the body of your report.

(5) **You may plan to write your Opening Paragraph in a different “person”** (first person, second person, etc.) **if the content warrants it.**

- a. For example, if you are using an opening story, you may tell it in first person (if needed).
- b. If you are using an opening challenge, you may tell it in second person, etc.
- c. Note that Opening and Closing Paragraphs are times during informative writing when it is acceptable to write less formally and to change persons and/or tenses as the type of Opening Paragraph you are writing determines.

(6) See the sample Opening Paragraph provided in the Sample Report.

***Note: If you are used to writing Thesis Statements and Opening Paragraphs, you may experiment with putting your Thesis Statement later in your Opening Paragraph--even at the very end of your Opening Paragraph, if desired. Sometimes this helps the flow of your Opening Paragraph when you are using a story, poem, definition, or other information in your Opening Paragraph that you want to keep all together--then follow this with the Thesis Statement.**

Opening Paragraph Type

At your level, you should be very deliberate in the types of Opening Paragraphs and Closing Paragraphs you write. In other words, you should plan each Opening Paragraph and Closing Paragraph specifically to your report. You should not just ramble about your topic. Think critically about this report and determine how you will open it. Write the type of Opening Paragraph (song, biography, definition, statistic, informative, etc.) you will use on the line provided.

Type of Opening Paragraph: _____

Notes for Opening Paragraph

Lesson J. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

↔ J-1. Now that you have written the body and Opening Paragraph of your report, you are ready to write a Closing Paragraph.

(1) **Your Closing Paragraph will include a Thesis Statement “Reloaded.”**

- a. Remember, a **Thesis Statement “Reloaded”** is a statement that **“closes” your paper--sums up what your entire paper is about.**
- b. It should be a sentence or two in length and should close your report.
- c. It may be at the very beginning of your Closing Paragraph or at the end of your Closing Paragraph.
- d. It should bridge the gap between the body of your report and your catchy Closing Paragraph.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may **repeat something catchy from your opening or may repeat the title** of your report, if desired.
- g. Be sure your **Thesis Statement “Reloaded”** is not identical to your Thesis Statement--it may be “reloaded” with the Thesis Statement’s key words still in it--but not identical to it.
- h. Just like the Thesis Statement in the Opening Paragraph, the Thesis Statement “Reloaded” also provides a **link**--the bridge between the body of your paper and the creative Closing Paragraph.

(2) Write enough notes for **6-10 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(3) You may just jot down some thoughts, references, etc. for your Closing Paragraph notes, or you may create a “Sentence-by-Sentence” (S-by-S) outline like you did for the body of your report.

(4) **You may plan to write your Closing Paragraph in a different “person”** (first person, second person, etc.) if the content warrants it.

- a. For example, if you are using a closing story, you may tell it in first person (if needed).
- b. If you are using a closing challenge, you may tell it in second person etc.
- c. Note that Opening and Closing Paragraphs are times during informative writing when it is acceptable to write less formally and to change persons and/or tenses as the type of Closing Paragraph you are writing determines.

Note: If you are used to writing Thesis Statements “Reloaded” and Closing Paragraphs, you may experiment with putting your “reworded Thesis Statement” later in your Closing Paragraph--even at the very end of your Closing Paragraph, if desired. Sometimes this helps the flow of your Closing Paragraph when you are writing a story or other information in your Closing Paragraph that you want to keep all together--then follow all of this with the Thesis Statement “Reloaded.”

Closing Paragraph Type

At your level, you should be very deliberate in the types of Opening Paragraphs and Closing Paragraphs you write. In other words, you should plan each Opening Paragraph and Closing Paragraph specifically to your report. You should not just ramble about your topic. Think critically about this report and determine how you will close it. Write the type of Closing Paragraph (song, biography, definition, statistic, informative, etc.) you will use on the line provided.

Type of Closing Paragraph: _____

Notes for Closing Paragraph

<> J-2. Follow these steps for writing your Closing Paragraph:

- (1) Write an **opening sentence (Thesis Statement “Reloaded”)** at the beginning of your **Closing Paragraph** that tells what your report was about. (Or plan to put your Thesis Statement “Reloaded” later, if desired.)
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**

- (3) Using each set of notes for one sentence:
- Read a line of notes.
 - Think about what you want to say about those notes.
 - Say a sentence aloud that you want to use.
 - Write that sentence down.
 - Repeat these steps for all of your notes.
 - You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

Lesson K. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> K. Use the Checklist Challenge located after this week's lesson to edit your report.

- Complete **each revision for each paragraph, as indicated.**
- Insert revisions with pen or pencil into your rough draft paper or key them into the computer.
- Highlight (or code) each revision on your rough draft paper** as directed by your teacher.
- Check off (or code) each item's check box on the Checklist Challenge** for this week.
(Be sure you still code the CC chart and your revisions if you do the CC on the electronic document rather than on the paper document.⁺)

Note: Notice that after several tasks of the Checklist Challenge, the items start to contain words like "If you have already done this, highlight the word or sentence in your paper and highlight the check box(es) as directed by your teacher." When you start to see these words, you may just locate the items in your paper and code them for your teacher rather than adding more of them. Be sure you code the items in your paper and in the task list of the CC Chart.

Checklist Challenge Coding

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher. For more help on this, see the Suggested CC Coding Chart in the back of this *Meaningful Composition* book.

1. Use **colored pencil** or **colored pens** or **highlighters**.
2. Print off your double spaced rough draft report or essay (or use your handwritten rough draft).
3. With your CC on one side and your paper on your dominant side (right hand side for right handed students), complete the first CC task.
4. Place a check mark in the check boxes for the items that say "read" or "look for errors," etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
 - a. Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper in a distinguishing way--highlight the addition with an orange highlighter, circle the change with blue highlighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking). **OR**
 - b. Insert the change or addition with a colored pencil or colored pen (choosing whatever colors you desire without repeating the exact same marking). (In this method, you will eventually need to add the change AND circle it or underline it so that your exact same marking is not repeated. For example, you might add verbs with a blue pen but add the title with a blue pen and underline the title with that same blue pen--two different markings, one written in blue pen and one written in blue pen *and* underlined with the blue pen.)
6. Whatever you do to the insertion on your paper should be done to the CC check **boxes** for that item.
 - a. For example, if you highlight your new verbs with an orange highlighter in your paper, you will color in the check box with orange highlighter.
 - b. If you underline your title with purple highlighter in your paper, you should underline the check box with purple highlighter.
 - c. If you write your new verbs in green colored pencil in your paper, make a check mark in the check box with that same green colored pencil.
7. If your teacher gives you permission to skip a CC task (or you and she do not think a change will improve a paragraph), place an NC (no change) in the check box for that paragraph, so your teacher will not look for it.
8. If you skip a task altogether (without your teacher's permission), place an X in the task box(es), so your teacher will know not to search for the revisions. Obviously, it is always preferred that you do all of your assignments, but it would be better to indicate that you skipped something than to leave the box(es) blank.

The point is that the coding you put into the paper copy of your composition should be identical to what you do to (or above, beneath, around, etc.) the CC check boxes for that task. This method will allow your teacher to have your CC chart on one side and your "colorful paper" (with the CC revisions inserted with colors) on the other. She can check at a glance to find your new insertions, title, Thesis Statement, and more.

Note: Some students prefer to do the CC on their paper on the electronic document on the computer with the colored shading tool provided in word processing programs. This is fine, too, but the student should still do the same marking/coding on the CC chart as he did on the electronic document--or write beside the tasks what color each task is. For example, if the student shades the verbs he replaced in pink shading, he should write PINK beside the CC task for the verbs on the chart. Then when he prints this "colorful" version, the teacher can still check his revisions easily.

Box K

Week 15: Report IV--Topic of Choice (continued)

Week 6 of 7: Create Formal Outline

Lesson L. Study Skills/Composition: Prepare a Formal Outline

↔ L. Write a formal outline from all of your Outlining Cards and notes following these steps:

- (1) Gather your Outlining Cards, Opening Paragraph notes, and Closing Paragraph notes.
- (2) **Begin with Section I. Write the title of Section I.**
- (3) **Then put your Opening Paragraph notes** (just “header” or “topic”) **and label as shown** in the sample box. Since the Opening Paragraph is not an entire Section, it will become A in Section I.
- (4) **Then move to the rest of Section I of Body Outlining Cards.** Write the header or title out (or key it on the computer) for your Paragraph A card and call it Paragraph B of the Body as shown in the example below. Make PoB-A from your cards into PoB-B on the formal outline and so on (since your Opening Paragraph has become A for the formal outline).
- (5) **Continue this for all aspects of the body of your report’s outline**, considering these tips:
 - a. Either include complete quotations or references to the quotes all the way through (see samples).
 - b. Omit citation information that you have in your outline except for the parenthetical phrase that you included in the body of your report. (For example, instead of *According to Mueller, the Man*--just put (Smith 93) at the end of the line in your formal outline--like you did in the body of your report).
 - c. Lay it out in a formal outline format as shown in the sample.
 - d. Either use bullet points/phrases all throughout your outline or use complete sentences. (Do not use both of these interchangeably.)

Note: You may or may not choose to write your formal outline word-for-word from Outlining Cards, depending on the format (i.e. bullet points, phrases, sentences, etc.) that you used on your cards and the format you would use in your formal outline. Remember, your Outlining Cards are for you--and should always be made with your style in mind. The formal outline, however, is for your reader and should be formal in tone and consistent in style.

- e. Your PoB letters will change a little for your first and last sections only--due to inserting Opening and Closing Paragraphs into the outline. Other sections' PoB letters will be just as they are on your Outlining Cards.

 - f. **Capitalize the words as though they were titles** (i.e. major or minor works capitalization but without italics, underline, or quotation marks) for the following:
 - i. **Section titles (Section I line, etc.)**
 - ii. **Capital letter titles (PoB-A line, etc.)**
 - g. **Only capitalize the first word and all proper nouns in numbered lines** (sentence lines)
- (6) Your final section will include your Closing Paragraph. Do it just as you did the Opening Paragraph (and as shown in the sample)--make it whatever letter you left off with at the end of body.
- (7) When preparing your final paper, you will put your cover page first (that you will create as you prepare the final copy of your report), then the formal outline, then the report, then the list of Works Cited.

Note: You will remove PoB, SS, etc. to create a crisp, formal outline like the one provided in the "Sample Formal Outline" box.

Sample Formal Outline
(Partial One Given)

I. Birth, Childhood, and Education⁺

A. Opening Paragraph: Mueller Quote (Reish 3)⁺

1. Opening/Transition Sentence: *Quote--The children most important (Reish 3)*

2. *Quote (Reish 3) cont.*

3. *Still same today**

(etc.)

B. Birth and Childhood

1. Opening/Transition Sentence: _____

2. *Born Bristol, England (Smith 93)*

3. _____

4. _____

(etc.)

C. Education

1. Opening/Transition Sentence: _____

2. _____

3. _____

(etc.)

Box L (continued on next page)

II. High School and Young Adult Years (Before Ministry)

A. High School

1. Opening/Transition Sentence: _____

2. _____

3. _____

(etc.)

B. Young Adult Years

III. Early Ministry Years

A.

1.

2.

(etc.)

B.

1.

2.

(etc.)

C.

1.

2.

(etc.)

Box I (continued on next page)

IV. Later Ministry Years

A.

1.

2.

(etc.)

B.

1.

2.

(etc.)

C.

1.

2.

(etc.)

D.

1.

2.

(etc.)

Box L (continued on next page)

V. Death, Books, and Posthumous

A.

B.

C.

D. Closing Paragraph: _____

1. Opening Sentence: _____

2. _____

3. _____

(etc.)

+ Capitalize the Section and Paragraph lines in the same way a title of a book or other "header" is capitalized (but without Italics or quotation marks).

* Capitalize only the first word of each Sentence line (other than proper nouns, of course).

Note: Be consistent in the capitalization and punctuation of each "type"--all Sections done in the same way as the other Sections, all Paragraphs done the same way as the other Paragraphs, all Sentences done the same way as the other Sentences.

Box L (continued from previous page)

Week 16: Report IV--Topic of Choice (continued)

Week 7 of 7: Write Final Copy

Lesson M. Composition: Final Copy Research Report

- <> **M-1. Write the final copy of your report** in your notebook (on every line), or key it on the computer (double spaced).
- <> **M-2.** Write or key the final copy of your list of Works Cited.
- <> **M-3.** Create a cover page for your research report as modeled below.
- <> **M-4. Read your final copy aloud.** Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

Sample Cover Page

Research Report:
"Hawaii--An American Paradise"

Prepared for
Mrs. Reish
by
Sarah Prater

Fall 2012

Eleventh Grade

Sample Box M-3

Report IV Back Matter

Samples and Cards, Checklist Challenge, etc., Needed by Student

- Report IV Sample Outline
- Report IV Sample Report
- Bibliography Cards
- Outlining Cards
- Checklist Challenge

Sample Outlining Cards (P'soB A & B)

The sample Outlining Cards and sample reports are provided in this book to show students and teachers what a quality final product (and what a useable outline) looks like.

Section II: History & Tradition

PoB-A: History
(3rd aspect)

Opening/Transition Sentence: _____

(_____)

SS1: Polynesians came to Islands by canoes in 300 AD - 100 passengers

(_____)

SS2: Develop. very close-knit family commun. based on coop. work. & resp. the land

(_____)

SS3: During 12/13 cen. raiders took islands ruling harshly - human sacrifices

(Hawaii Infoplease)

SS4: Cap. James Cook discov. island 1778 or Portuguese discov. first

(_____)

SS5: 1809 - King Kamehameha I united islands into 1 kingdom through gory battles

(_____)

SS6: Decedents became peaceful Christ. rulers then U.S. Bus. overthrew Queen Lili'okalani

(_____)

SS7: Labor immigrants from Asia, Philippines Germany, Puerto Rican = most diverse state

(_____)

SS8: Joined US - 1959 - 50th state / WWII began 12/07/41 at Pearl Harbor

(_____)

SS9: _____

(_____)

Section II: History & Tradition

PoB-B: Tradition
(4th aspect)

Opening/Transition Sentence: _____

(_____)

SS1: Today = modern day mirror image → paradise = higher level

(_____)

SS2: values → cooperation, kindheartedness, love land, support arts

(_____)

SS3: Natures → "spirit of aloha" Abraham Akaka (pastor) = quote: From true good ppl/sense kinship

(Hawaiian)

SS4: Cultural renaissance + reinstating cult. arts → weaving, hula, lei, canoe, navi.

(_____)

SS5: State Festivals = Lei Day, Aloha Festival, Merie Monarch Celebration

(_____)

SS6: Today tales Pele (Volcano goddess); Maui (demigod)

(_____)

SS7: → years = dozens ethnic culture blend = modern Hawaii

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

Hawaii – An American Paradise

As you drive atop dizzying cliffs that plunge into crystal blue waters, waves first crash with all their might against the immovable stone, then timidly pull back, only to try once again to leave a mark on those timeless cliffs. On the roadside to Kalaupapa, Hawaii, a large stone stands with a comic reminder carved into its face: "Smile – it no broke your face!" (Hawaii, Columbia). Long ago, a resident of Kalaupapa etched those words, not realizing that he or she had captured the entire ideology of the islands: quiet happiness. Hawaii's peaceful "island vibes" are grounded in the belief that kindness, compassion, and respect—both for the land and for humanity—are the most important things in life (Hawaiian). To the people who live in this tropical paradise, Hawaii has a soul. The land itself is a living, breathing, beautiful creature that must be protected; every sigh from ocean breakers and every hiss from molten lava is the earth speaking to its people. Many other factors, such as location, ecology, history, economy, culture, attractions, social policy, and even dangers, contribute to create Hawaii—the paradise of America.

Detached from the strife and busyness of mainland America, and thousands of miles from any other nation, Hawaii is preserved and protected in its beauty. When traveling from the West Coast, it takes five hours in an airliner to skim over twenty-five hundred miles of the fathomless Pacific to reach this state—the most isolated archipelago on the globe. Yet Hawaii is a paradise stationed on peril: the eight islands that form the chain—Maui, Kaho'olawe, Lana'i, Moloka'i, O'ahu, Kaua'i, Ni'ihau, and the "Big Island" of Hawai'i itself—are simply the unsubmerged tips of planet earth's largest volcanoes. The "Big Island" is formed from the peak of Mauna Loa, a massive shield volcano that rises fifty-six thousand feet from the ocean floor, utterly dwarfing Mount Everest (Carr 79).

The land itself is a mosaic of soaring mountains, towering waves, and lush tropical forests that are insulated from the rest of the planet. On its volcanic peaks, Hawaii manages to combine chunks of every climate zone in the world (minus the freezing, barren Arctic environments). While the region is labeled as part of the tropics, the term is too confining to do justice to the delicate, fragile island ecosystem. This geographic center of the Pacific is home to more endangered marine species than anywhere else, with a shocking amount of diversity. Undisturbed reefs provide a home to over seven-thousand types of ocean animals, such as monk seals, sea turtles, and hundreds of kinds of tropical fish, as well as serving as a sanctuary for whales (Hawaii Columbia). Nearly ninety percent of all the vibrant, luscious flowers and plants that these islands are famous for are found nowhere else; hibiscus, tree ferns, and orchids are among the most well-known. Hawaii is a flawless sample of one of the most beautiful biospheres the earth has to offer, but if even one creature foreign to the islands happens to be introduced, the balance of the ecosystem will be annihilated. Amazingly, all this diversity is packed into an area no larger than the state of New Jersey.

The islands' history is as varied as their natural assets and drastically contrasts with its beautiful setting. The first humans to set foot on the chain were Polynesian adventurers in 300 A.D. These famous navigators emigrated all the way from the Marquesas Islands in one-hundred passenger canoes; once they settled, these benevolent people developed close-knit communities centered on family ties, cooperation, hard work, and love for the land they inhabited. But in the twelfth century, harsh, blood-hungry raiders invaded, taking over the formerly peaceful islands and transfiguring them into a land of death, war, and human sacrifices (Hawaii, Infoplease). A system of feudal lordships that enforced the strict Kapu code of conduct ruled for centuries; these practices were first "discovered" by Captain James Cook in 1778 while his crew were exploring the South Pacific; Cook was the first to refer to this archipelago as the Sandwich Islands. A few years later, in 1790, the first formal ruler of Hawaii—King Kamehameha the Great—united the islands into one empire. Yet due to the influence of Protestant missionaries, the Hawaiian monarchs eventually became peaceful Christian rulers. The islands remained a unified kingdom until the last of the royals, Queen Lili'uokalani, was overthrown in 1893 by covetous American businessmen who were planning to recreate the islands into an agricultural dynasty. These usurpers demanded Hawaii be annexed to the United States, an appeal that was firmly denied until 1959, when Hawaii finally became the fiftieth state to join the union.

Today's island culture reflects a modern-day mirror image of the original society, advancing Hawaii's image as a paradise to an even higher level. Values such as cooperation, kindheartedness, love for the land, and support for artistic expression saturate this laid-back society. Some natives identify this as the "spirit of aloha," which Abraham Akaka (a native Hawaiian pastor) defined as, "The unconditional desire to promote the true good of other people in a friendly spirit out of a sense of kinship" (qtd. in Hawaiian). This island "good-feeling" is partially owing to the cultural renaissances, which reawakened these principles in the native population, along with reinstating beautiful cultural arts such as complex weaving, hula dancing, lei creation, canoeing and navigation. Flamboyant, state-wide festivals celebrate these social assets: Lei Day, the Aloha Festival, and the Merrie Monarch celebration bring visitors from far and wide to experience special "island vibes." Music also plays an important role in Hawaii; the original people told all their stories through intricate music, dance, and oral tradition. Today, the tales retold of Pele, the volcano goddess, and Maui, a demigod who fished the islands from the sea, heightens the mystical, magical aura of this tropical paradise. Over the years, the influence of dozens of different ethnic cultures has blended to make a modern Hawaiian culture with many contrasting facets; for instance, snorkeling and surfing are the iconic images of the islands, while the paniola, or "island cowboy," culture is not as well known.

From the paniola horse ranches to the blooming tourism industry, this last state's economy utilizes the natural assets of beauty, location, and diversity. With over seven million travelers every year, tourism is by far Hawaii's greatest industry. Hawaii seems to hold a bewitching, somewhat mesmerizing, appeal in the minds of globe-trotters; award-winning author and journalist Sharon Linnea summarized the apparent reason for this occurrence: "Hawaii is the land of big dreams, for both islanders and guests. Those dreams born in Paradise can, indeed, come true" (qtd. in Hawaiian). The center of this "Hawaiian dreamland" is Honolulu; as the state capital, Honolulu developed most of the islands' high-rise hotels, chic restaurants, artsy boutiques, and popular nightclubs; luxurious Waikiki is the city's most popular and famous suburb. Strangely, military institutions are the next greatest form of income for these peaceful islands; there lie over a dozen military bases on the islands, not to mention it is the site of the Pearl Harbor attack and museum. Hawaiian exports include tropical fruits (such as pineapples, bananas, and papayas), cane sugar, exotic flowers, cattle, and fish. High-Tec businesses vie for prime property on the Big Island so that they can have a central location for their company that is situated between Asia and the Americas, and television shows such as "Hawaii Five-O" and "Magnum P.I." have based their production there as well.

This state has many different attractions that draw visitors to its sparkling shores and misty mountains. Outside of Waikiki's pull, the excitement of state-wide festivals, and the fascination of the Pearl Harbor museum, Hawaii has world-renowned beaches that draw sunbathers and swimmers from all over. Towering waves inspired the sport of surfing, and Hawaii's surfing Triple Crown is a three-week-long competition for the chief sportsmen in the field. Another aspect crucial to the world of athletes, the Ironman Championship Triathlon, is held yearly in Oahu. Furthermore, the power of nature can be observed in the Volcanoes National Park, which contains Mauna Kea—the most active “fire-mountain” on earth. More adventurous individuals explore the island's wild, rugged splendor on all-terrain vehicles or by the more environment-friendly mode—on horseback. One attraction that captures imaginations and inspires is America's only royal palace: Iolani; similarly, the statue of King Kamehameha draws curious travelers to envision the Islands' first monarch (Theroux).

After Hawaii became a state, its isolation aided it as it developed demographically, socially, and governmentally independent of many of the issues facing mainland America. This is the most diverse state in the nation, with a population formed of people from Filipino, European, Japanese, Korean, Puerto Rican, African, and Native Hawaiian descent; there are no majorities in the islands, and Hawaii has never had to deal with the scars of racial prejudice or slavery. Healthcare is state-mandated, but the native population has shown the benefits of a laid-back culture on both wellness and on the political side of medicine. According to a New York Times article on Hawaiian healthcare, journalist Gardiner Harris believes he found the key to how native islanders live healthy lives well into their eighties: “In interviews, leaders and employers in Hawaii referred with surprising earnestness to an ‘aloha spirit’ and a sense of familial obligation known as ‘ohana’ to justify providing care to nearly everyone.” Education is state funded to provide equal opportunities for Hawaiian students on all the islands; higher education centers on the island chain include the University of Hawaii, Chaminade University, and Hawaiian Pacific University. The state government is supposedly based on a “constitutional monarchy” method of governance. On an interesting side note, Hawaii has two official languages—English, and Hawaiian. The Hawaiian language is consists of only twelve letters, but even this minimalist language as a slang form, which is known as Pidgin.

The same powers of nature that carved out and shaped this “paradise” possess the power to destroy it; even in a seeming utopia like Hawaii there are dangers. Life at the center of the Ring of Fire can be precarious at best, because any volcanic eruption or coastal earthquake can send a tsunami wave crashing down on the fragile archipelago. Luckily, earthquakes in the core of Hawaii itself are usually mild, though they do occasionally cause damage. Unsurprisingly, making a home at the base of a live volcano may appear suicidal to some observers. “Mauna Loa is one of the Earth's most active volcanoes, with 33 well-documented eruptions in historic times since 1843. Its last eruption was in 1984 and since 2004, Mauna Loa is showing increasing signs of a possible awakening in a not-too-distant future” (Which). Every time this volcano erupts, lava flow destroys property, yet also creates new land, increasing the size of Hawaii. While the temperature usually hovers at a faultless seventy degrees all year round, heavy rains in the winter can cause flashfloods and rock-slides. Another danger posed by water is the Pacific Ocean's winter surf—the same waves that give a ride to hitch-hiking surfers can drag inexperienced swimmers into danger.

Dozens of great American writers of the twentieth century visited Hawaii to submerge themselves in the new segment of culture. Mark Twain, Herman Melville, Robert Lewis Stevenson, and Jack London all explored "America's delight" and had many beautiful thoughts on the new state, but none summed up the iconic Hawaiian soul quite as well as a prolific English writer, W. Somerset Maugham, who visited the islands in 1921:

It is the meeting place of East and West. The very new rubs shoulders with the immeasurably old... All these strange people live close to each other, with different languages and different thoughts; they believe in different gods and they have different values; two passions alone they share, love and hunger. And somehow as you watch them you have an impression of extraordinary vitality. Though the air is so soft and the sky so blue, you have, I know not why, a feeling of something hotly passionate that beats like a throbbing pulse through the crowds (qtd. in Hawaiian).

Hawaii continues to thrive due to the people who live there; they both protect and promote its many unique characteristics, so that it may continue reminding the world of paradise.

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Book

[Author] _____ (+), _____ .
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Section I: Outlining Cards

Section I: _____
PoB-A: _____
Opening/Transition Sentence: _____

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SS1: _____

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Section I: _____
PoB-B: _____
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Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Section I: _____
 PoB-C: _____
 Opening/Transition Sentence: _____

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 SS1: _____

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Section I: _____
 Optional PoB-D: _____
 Opening/Transition Sentence: _____

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Section I: _____

Optional PoB-E: _____

Opening/Transition Sentence: _____

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Section II: Outlining Cards

Section II: _____
PoB-A: _____
Opening/Transition Sentence: _____

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SS1: _____

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Section II: _____
PoB-B: _____
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Section II: _____

Optional PoB-D: _____

Opening/Transition Sentence: _____

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Section II: _____

Optional PoB-E: _____

Opening/Transition Sentence: _____

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Section III: Outlining Cards

Section III: _____
PoB-A: _____
Opening/Transition Sentence: _____

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SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)
SS9: _____

(_____)
SS10: _____

(_____)

Section III: _____
PoB-B: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)
SS9: _____

(_____)
SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Section III: _____

PoB-C: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Section III: _____

Optional PoB-D: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Section III: _____

Optional PoB-E: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Section IV: Outlining Cards

Section IV: _____
PoB-A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)
SS9: _____

(_____)
SS10: _____

(_____)

Section IV: _____
PoB-B: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

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SS8: _____

(_____)
SS9: _____

(_____)
SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Section IV: _____

PoB-C: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Section IV: _____

Optional PoB-D: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Section IV: _____

Optional PoB-E: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Extension--Section V: Outlining Cards

Section V: _____
PoB-A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

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SS5: _____

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SS6: _____

(_____)
SS7: _____

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SS8: _____

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SS9: _____

(_____)
SS10: _____

(_____)

Section V: _____
PoB-B: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

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SS2: _____

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SS3: _____

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SS4: _____

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SS5: _____

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SS6: _____

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SS7: _____

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SS8: _____

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SS9: _____

(_____)
SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Section V: _____

PoB-C: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Section V: _____

Optional PoB-D: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Section V: _____

Optional PoB-E: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Extension--Section VI: Outlining Cards

Extension--Section VI: _____
PoB-A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)
SS9: _____

(_____)
SS10: _____

(_____)

Extension--Section VI: _____
PoB-B: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)
SS9: _____

(_____)
SS10: _____

(_____)

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Extension--Section VI: _____

PoB-C: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Extension--Section VI: _____

Optional PoB-D: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

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Extension--Section VI: _____

Optional PoB-E: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Optional--Section VII: Outlining Cards

Optional--Section VII: _____

PoB-A: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Optional--Section VII: _____

PoB-B: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Optional--Section VII: _____
 PoB-C: _____
 Opening/Transition Sentence: _____

 (_____)
 SS1: _____

 (_____)
 SS2: _____

 (_____)
 SS3: _____

 (_____)
 SS4: _____

 (_____)
 SS5: _____

 (_____)
 SS6: _____

 (_____)
 SS7: _____

 (_____)
 SS8: _____

 (_____)
 SS9: _____

 (_____)
 SS10: _____

 (_____)

Optional--Section VII: _____
 Optional PoB-D: _____
 Opening/Transition Sentence: _____

 (_____)
 SS1: _____

 (_____)
 SS2: _____

 (_____)
 SS3: _____

 (_____)
 SS4: _____

 (_____)
 SS5: _____

 (_____)
 SS6: _____

 (_____)
 SS7: _____

 (_____)
 SS8: _____

 (_____)
 SS9: _____

 (_____)
 SS10: _____

 (_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Optional--Section VII: _____

Optional PoB-E: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

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SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

SS9: _____

(_____)

SS10: _____

(_____)

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.

Report IV: Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

All ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

Optional OPTIONAL -- Your teacher will decide whether you should complete this task or not, based on your grammar/usage level.

Note: You might have more paragraphs than there are boxes. Just complete each task however many times are indicated by check boxes.

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

☞ **Focus on content errors at this time.**

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. **“Code” the CC boxes in the same way that you coded your located verbs in your paper.**

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added verbs in your paper.**

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added adverbs in your paper.**

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added adjectives in your paper.**

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind.* You should add descriptive adjectives--those that tell *what kind.***

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, but stronger, word. ***If you do not have any Banned Words, just “code” the CC check box(es) as directed by your teacher (or place a check mark in each one that represents a paragraph with no Banned Words).***

Banned Word List

very	big	really	good	great	fine	slow
say	bad	little	want	see	look	such
ask	lot	find	walk	said	go	become
sit	think	soft	fast	many	find	

*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

All

Create a **title**, and put it at the top of the your paper. ***If you have already done this, you should still “code” the CC check box and the title in your paper as directed by your teacher.***

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Something informative
- Other

☞ **Tips:**

- **Center your title at the top of the first page of your composition.**
- **Capitalize the first letter of the first and last word.**
- **Capitalize all the words within the title that are important--but not three-letter-or-fewer articles, pronouns, or prepositions.**
- **Do not italicize your title, though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.**

All

Add a sentence to the beginning of your paper that describes the whole piece. This is called the **Thesis Statement**. ***If you have already done this, you should still “code” the CC check box and the Thesis Statement in your paper as directed by your teacher.***

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips**

- **Write a sentence that describes your paper without telling the reader exactly what it is about.**
- **Do not say: *In this paper you will learn about . . .***
- **Be sure this Thesis Statement is truly representative of the content of your *entire* composition.**
- **Your Thesis Statement is your commitment to write about that topic. It should cleverly introduce your composition’s subject.**
- **If your paper does not have a separate Opening Paragraph, you will want to add an Opening Thesis Statement-Plus--a sentence or two introducing your topic that contains the Thesis Statement--to the beginning of your paper.**

All

Add a sentence to the very end of your writing that **restates your Thesis Statement** in some way. This is called the **Thesis Statement “Reloaded”** and should conclude your paper. ***If you have already done this, you should still “code” the CC check box and the Thesis Statement “Reloaded” as directed by your teacher.***

☞ You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement.

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. ***If you have already done this, you should still “code” the CC check box(es) and these words in your paper as directed by your teacher.***

☞ A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words (or ask your teacher for spelling help).

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. **If your transition sentences are adequate, you should still “code” the CC check box(es) and the transition sentence(s) in your paper as directed by your teacher.**

☞ Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph’s topic) or at the beginning of a paragraph (telling that new paragraph’s topic).

All

Add one **SSS5—Super Short Sentence** of five words or fewer. **If you have already done this, you should still “code” the CC check box and the SSS5 in your paper as directed by your teacher.**

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in a **row** for emphasis. **If you have already done this, you should still “code” the CC check box(es) and the SSS5 x 3 in your paper as directed by your teacher.**

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. **If you and your teacher feel that your vocabulary is advanced enough, you should still “code” the CC check box(es) and the advanced words in your paper as directed by your teacher.**

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. **If you do not have any redundancy, just “code” the CC check box(es) as directed by your teacher.**

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

Note: Advanced level students should omit as much redundancy as possible throughout all paragraphs.

☞ Do not change insignificant words such as *was, it, and, etc.*

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Add different sentence openers (also known as **introductory material or non-essential information**). *If you have already done these*, you should still “code” the CC check boxes and the sentence openers in your paper as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, those critters are dinner for sure! (Sub Clause + Subordinator + subject + verb)
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, spiders trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, the spider designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, the spider produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, the victim cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **Once there**, the “dinner” has no way of escape.

☞ **Upper level students should choose various ones -- preferably without much repeating.**

All

Add one set (or more according to check boxes) of **descriptive double adjectives** separated with *and* or a comma. *If you have already done this*, you should still “code” the CC check box(es) and the double adjectives in your paper as directed by your teacher.

Examples:

- Joined by *and*: The **crafty and ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*; *crafty, ingenious* or *ingenious, crafty*) Another benchmark for comma use with two adjectives is if you could place an *and* instead of a comma--and your adjectives still sound correct--use a comma.**

All

Include one **simile or metaphor** (or more than one, according to your level). *If you have already done this*, you should still “code” the CC check box(es) and the simile or metaphor in your paper as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus’ fly trap is as insidious as the steel jaws of a hunter’s snare.
- Metaphor--Comparison *without* using like or as: The Venus’ fly trap is a hinged prison.

E

Add one **conjunctive adverb**, also known as an interrupter (or more than one, according to your level). **If you hear a pause, place punctuation on both sides of it. If you have already done this, you should still “code” the CC check box(es) and the conjunctive adverb in your paper as directed by your teacher.**

Examples:

however	moreover	henceforth	for example	nonetheless
likewise	whatsoever	for instance	wherefore	hence
however	in addition to	similarly	consequently	in fact
therefore	in spite of	alas	nevertheless	thus
in comparison	furthermore			

☞ **Three ways:**

- **In the middle of one sentence:**
 - The Venus' flytrap, however, is actually a plant.
- **In the middle of two sentences with a semicolon just before the conjunctive adverb:**
 - The Venus' flytrap is a plant; however, it actually catches and eats bugs and flies. (CS ; CA , CS.)
- **At the beginning of a sentence:**
 - However, the plant actually catches and eats bugs and flies. (CA , CS)

E

Add one **list of three or more items** (or more than one, according to your level). **If you have already done this, you should still “code” the CC check box(es) and the list of three or more items in your paper as directed by your teacher.**

Examples:

1. **Nouns:** Venus' flytraps eat **bugs, flies**, and small **spiders**.
2. **Verbs:** Spiders **build** a web, **trap** their prey, and **eat** their dinner.
3. **Adverbs:** Spiders catch their prey **sneakily, stealthily**, and **craftily**.
4. **Adjectives:** A web is **intricate, sticky**, and **silky**.
5. **Clauses:** Spiders are insects **that are creative, that capture other insects**, and **that never miss their meals!**
6. **Prepositional phrases:** The spider is clever **in its hunting, for its abilities**, and **from much practice**.
7. **Infinitives** (to + a verb): The spider likes **to spin, to catch**, and **to eat**.

☞ **Make sure your list is parallel (all three + the same type of word(s)) and punctuated properly.**

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. ***If you have already done this, you should still “code” the CC check box(es) and the sentence in your paper as directed by your teacher.***

Examples:

• **Appositive:**

Two sentences: A spider’s web is an intricate trap. It seldom releases its victims.

One sentence: A spider’s web, **an intricate trap**, seldom releases its victims.

☞ **An appositive is a phrase dropped into a sentence--and surrounded by commas--that renames or restates the words before it.**

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.

One sentence: It **traps and ensnares** its victims.

☞ **Subject + verb + verb**

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.

Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

☞ **Sub Clause opener (subordinator + sub + verb) + CS**

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

☞ **Phrase + CS**

• **Subordinate clause placement mid sentence:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

☞ **A subordinate clause (subordinator + Sub + verb) dropped into a sentence--and surrounded by commas--that gives more information.**

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

☞ **CS; CA, CS**

• **Conjunctive adverb within a sentence:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **They are far more subtle, however, acting via traps and snares**

☞ **CS, CA, CS**

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

☞ **CS--CS**

• **Coordinating conjunction (cc) between two complete sentences (CS):**

Two sentences: Each of the twenty-five families of spiders has its own design for a web.
Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web,
but orb webs are the ones most often seen by people.

☞ **CS , cc CS**

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

☞ **CS ; CS**

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

☞ **CS : CS**

☞ **Upper level students should choose various ones -- preferably without much repeating.**

All	All	All	All	All	All
All	All	All	All	All	All
All	All	All	All	All	All
E	E	E	E		

Edit each paragraph with your teacher, and correct any usage or spelling errors. Place a check mark in each CC box with a pen or pencil when this step is completed.