

Week 1: Report I--Five or Six Agriculture Products

Week 1 of 2: Choose Topic, Research, Outline, Create Works Cited, and Write

Overview of Five or Six Agriculture Products that Are Sown and Reaped Research Report

(Overview Box**--Read Only)

You will be writing an informative report over the next two 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 report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from books or online sources to put in your report. At this level, you will learn how **to use multiple sources, insert and cite quotations, make outlining cards, and create a list of Works Cited** at the end (that tells the reader the sources from which you got the information for your report).

I. TOPIC OF REPORT

You will be writing an informative report **about a category of agriculture products in which you reap what you sow**. You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

- A. **Grains grown by large farmers:** field corn, wheat, soy beans, etc.
- B. **Root vegetables grown by a home gardener:** turnips, radishes, potatoes, carrots, sweet potatoes, etc.
- C. **Vegetables grown by gardeners for sale** in produce stands: tomatoes, peppers, sweet corn, green beans, etc.
- D. **Salad items** grown by gardeners: lettuce, peppers, onions, tomatoes, etc.
- E. **Garden foods most enjoyed by children:** watermelon, musk melon, potatoes, honey dew melon, etc.
- F. Other*

*Note: You may choose any category of grown items in which the planter reaps what he sows--the categories above are just some simple ways to divide up the items in your report. You will be directed to write one paragraph per item, so choose a category of which you can find enough items to equal the number of paragraphs you are assigned for the body of your report (i.e. if you are assigned a five paragraph body, you will write about five different products).

II. NUMBER OF PARAGRAPHS OF THE BODY OF YOUR REPORT

- A. **Basic** students will write **5 paragraphs** of the body (P'soB) one item per paragraph.
- B. **Extension** students will write **6 paragraphs** of the body (P'soB) one item per paragraph.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **6-8 sentences*** per paragraph.
- B. **Extension** students will write **7-9 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.

**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).

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 **2 sources**. You will be told in the writing instructions what types of sources to use.
- B. **Extension** students will use **3 sources**. You will be told in the writing instructions what types of sources to use.

+You may choose any types of sources you desire, but the easiest sources to find information about **produce** are often agriculture encyclopedias or almanacs; online sources; gardeners' encyclopedias; or factual, user-friendly books, such as Usborne, Dorling Kindersley, or Eye Witness. These are especially good sources for your "Overview Source."

VII. QUOTATIONS IN YOUR REPORT

All students will include **4 direct quotations**. 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. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Overview Source Outlining Method**
- B. **"Color-Coded Research"**
- C. **Outlining Cards**
- D. **One-Topic-Per-Paragraph Method**
- E. **MLA - Type Quotation Citation**
- F. **Major Works/Minor Works**
- G. **Redundancy Box**
- H. **Checklist Challenge Coding**
- I. **Thesis Statement and Thesis Statement "Reloaded"**

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 I's lessons. (See Report I's Back Matter.)

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

- (1) You will be breaking your report down into paragraphs. Consider this when you choose your topic too.
 - a. For example, some topics are easy to break down, like in the case of the topic grains grown by large farmers, you can easily choose five different large field grains for the body of your report.
 - b. In this report's case, **you would spend one paragraph on each agriculture product.**
- (2) 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 it.
- (3) You want to choose a topic that you know you can find information about easily. For example, if you know you have a gardeners' encyclopedia that has information about various types of home-grown and sold produce in it (that would make a good "Overview Source"), you might want to write about the produce items that are sold at farmers' markets, roadside produce stands, etc.

<> **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 below.

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”
(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: *The Miracle of Small-Space Gardening* (gardening handbook)

- (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 paragraphs for your report and write those paragraph topics on the Topic of Paragraph of Body lines provided in your worktext:

Example:

Topic of Paragraph of Body A (PoB-A): Potted Tomatoes

Topic of Paragraph of Body B (PoB-B): Vine Beans

Topic of Paragraph of Body C (PoB-C): “Flower Bed” Peppers

Topic of Paragraph of Body D (PoB-D): Window-Sill Herbs

Topic of Paragraph of Body E (PoB-E): Flower Pot Cucumbers

Box A-5 (continued on next page)

Box A-5 (continued from previous page)

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

- (4) Highlight your Paragraph of Body (PoB) lines in this worktext and your Overview Source with “Color Coded Research” following these steps:
- Choose the same number of colors of highlighters⁺ as your assigned paragraphs for the body of your paper.
 - Highlight the first Topic of Paragraph line (PoB-A) in your worktext with one color of highlighter.
 - Then go through your Overview Source and highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line in step b. above.
 - Continue in this manner, using the “Color-Coded Research” approach to highlight your PoB lines in this worktext and your Overview Source until you have color coded all of your PoB lines and the information in your Overview Source.

Note: Thus, if the potted tomatoes information (information for your first paragraph) in your Overview Source is highlighted in blue, the Topic of PoB-A (potted tomatoes) line in this worktext will be highlighted in the same blue. This is the basic step of CI’s “Color-Coded Research.”

- (5) Choose another source (or sources) that contains information specifically about the paragraph topics that you have chosen from your Overview Source to include in your report. “Color-code” this source in the same way that you did your Overview Source (using the same colors in your additional sources for each PoB that you used in your Overview Source and that you used on your Topic of PoB lines in this worktext).

Examples: (1) G Encyclopedia and (2) The Small Garden Book

- (6) Write information from all of your source(s) beneath your PoB note headers (for the sentences of your report) on the Outlining Cards provided.

PoB-A: Potted Tomatoes

Support Sentence (SS) 1: One plant per pot

SS 2: Needs steady moisture and fertilizer

SS 3: Grow +++ tall

⁺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 Paragraph Topics will be. All of your sources will be used to get the content for your outline and report.

<> A-6. Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the research, outlining, and writing process for research-based reports if you use Character Ink's "Overview Source" 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 **50%** (Extension--**33%**) 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 five different large field grains (one paragraph per grain), your "Overview Source" needs to contain information about all five grains, as well as some other information that you might desire to put in your Opening or Closing Paragraph, if possible. (See *Note below.)
- (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 the section of your first source to be **short enough that you can write the assigned number of paragraphs** 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 eight total paragraphs, you do not want your Overview Source to be shorter than thirty-two 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 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.

Note: For example, if you had one book of three hundred pages about potted tomato plants, you would not have the information for your other plants, and you would be wading through way too much information for one paragraph about potted tomato plants.

- *Note: With a varied topic such as this one, you may need more than one “Overview Source”--such as one encyclopedia entry for each product. In that case, consider all of these “Overview Sources” together as one source in your total number of sources assigned but detail each one separately in your list of Works Cited. For example:
- Four encyclopedia entries about potted tomatoes, vine beans, “flower bed” peppers, and window-sill herbs will equal one of your two (or three sources)--but will be listed as four individual entries in your Works Cited.
 - One chapter book containing all four products (*The Miracle of Small-Space Gardening*) will be one source and one entry in your Works Cited.

(6) Online encyclopedias, books with long chapters that are each about a different produce item, etc., are good “Overview Sources.”

Wikipedia

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

- For this book’s projects, you should not use *Wikipedia* as one of the sources you take notes from and cite.
 - 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.
 - An acceptable alternative to *Wikipedia* is a cd-rom encyclopedia, such as *Encyclopedia Britannica*, *World Book*, etc.
- 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.
 - 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.
 - The lack of regulation causes most colleges to frown upon its use in research report writing.
 - There is no doubt of *Wikipedia*’s helpfulness, vast depth of information, and usefulness in learning about many, many topics.
 - 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.

Note: While *Wikipedia* is not completely regulated, its “References” section (the bibliography for each entry) is an ideal place to look for sources that you might wish to use. Also, the breakdown/layout of a *Wikipedia* entry might help you determine your sections and paragraphs if you are ever stuck trying to divide up information for a report.

<> **A-7.** 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:

- Begin with “Best” Source:** Always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source).
- Move to “Next Best” Source:** Then move on to the source that contains the next greatest amount of information you will need.
- 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 window sill herbs, you might write, *Cooks everywhere enjoy the freshness and convenience of window sill herbs*. This would tell your reader that **your paragraph is going to be about window sill herbs**.

However, you cannot use that sentence for the Thesis Statement for your entire report because it only tells what that one paragraph is about--**the paragraph about the herbs**. **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 small spaced gardening report might be ***Apartment dwellers, city folks, and others with limited outside space enjoy the benefits of small-spaced gardening including the growing of potted tomato plants, window-sill herbs, flower bed peppers, flower pot cucumbers, and backyard pole beans***.

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 “Working” Thesis Statement--one that you may tweak later when you write your Opening Paragraph.

<> **B-1.** Follow these tips to write the “Working” 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 (i.e. all the products in your small-spaced gardening, not just about window-sill herbs).
- (3) Tell your reader what you plan to include in your report (to a small extent, list the products your report is about).
- (4) Do not say, *In this report, you will read about...*
- (5) Include the five or six agriculture products in your “Working” Thesis Statement--in the order you will include them in your paper.

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.

Examples of Thesis Statements

**Apartment dwellers, city folks, and others with limited outside space enjoy the benefits of small-spaced gardening including the growing of potted tomato plants, window-sill herbs, flower bed peppers, flower pot cucumbers, and back-yard pole beans.*

**Farmers in the mid-west sow and reap many products enjoyed by people everywhere, including wheat, soy beans, field corn, field beans, and popcorn.*

***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. For example, in the second sample Thesis Statement above, the PoB-A will be about wheat; PoB-B will be about soy beans; PoB-C will be about field corn, etc. (After four or six topics or aspects, a list in the Thesis Statement can become overwhelming to readers. When you feel you are at that point, you will want to omit the list or give a partial list, such as the following: *France is a beautiful, interesting country with an unusual history, gorgeous sites, and much more.*)

Sample Box B-1

Your “Working” Thesis Statement

My “Working” Thesis Statement for This Report: _____

Student Box B-1

<> **B-2.** Re-read and mark 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 your topic.

(a) As you skim through your source, consider that you are writing five or six paragraphs about your topic--and your source contains many paragraphs!

(b) You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

Note: You will choose one agriculture product for each paragraph. Each paragraph will be 6-10 sentences in length. You will only be able to include highlights about each product in that short space.

(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 paragraph breaks will be. Once you have determined what your PoB Topics are, list them on the Topic of PoB lines provided below (Student Box B-2) in the order you will include them in your report.

Note: These should be the same products 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 PoB-A: _____
Topic of PoB-B: _____
Topic of PoB-C: _____
Topic of PoB-D: _____
Topic of PoB-E: _____
Extension--Topic of PoB-F: _____

Student Box B-2

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

(a) Choose five or six different colors of highlighters⁺--one color for each product you will write about in your report.

(b) Highlight the first Topic of Paragraph of Body line (PoB-A) in Student Box B-2 with one color of highlighter.

- (c) Go through your Overview Source* (hopefully printed or photocopied pages) and highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line above.

For example, after you highlight the Topic of PoB-A line in Student Box B-2 (about the flower bed peppers, for instance) with a pink highlighter, highlight all of the flower bed peppers information in your Overview Source pages (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 PoB lines in Student Box B-2 and the material in your Overview Source until you have color coded all of your PoB 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 (on the edges of the source’s pages).

*Only use information on your Outlining Cards from your Overview Source that you feel is especially strong (and not exceeding 50% [Extension--33%] of your paper’s total content—see note below). Remember, you will get at least 50% [Extension--33%] of your information from your other source(s).

Note: You may not get more than 50% (Extension--33%) of the information for your report from this “Overview Source” (or all of your “Overview Sources” combined if each product 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. Since each paragraph in this report is about a different product, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the “Overview Source”) to get the “big picture” (and a few details), then using your other source(s) to get more of the details.

<> **B-3.** Choose one or two 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 two or three total sources for your report (including your Overview Source), depending on your level and your teacher’s wishes. (Remember that you might need more than two or three sources if you use one encyclopedia entry for each product and your many encyclopedia entries count as one source in your total number of sources.)

(2) Your Overview Source should have helped you determine your Paragraph of Body Topics clearly. Now you will continue highlighting/coding information in your other sources following these tips:

- a. Use the same color coding in your additional sources as you did in your Overview Source.
 - i. In other words, if your tomato information in your Overview Source is highlighted in pink (as is your Topic of PoB-A line in Student Box B-2, for example), continue using pink on your other sources for the tomato information.
 - ii. Thus, when you are ready to create your Outlining Cards, you will lay all of your sources out in front of you and find all of the info you highlighted in pink (from all sources) to take notes for PoB-A, etc.
- b. Use your sources wisely.
 - i. Your Overview Source might have strong information about tomatoes but just a small amount of information about green peppers while your second source (or others) might be stronger on the green beans.
 - ii. Mark (via “color coding”) all information from all source(s) that you think you will be able to use in your report.

Note: If research is new to you, you might desire (with your teacher’s permission) to use a simplified multi-source research method in which you get your topics from your Overview Source then get information for each product from a different source (e.g., a different encyclopedia entry for each product). This is a gentle introduction to research writing and should be used only in the very beginning stages of research report writing. (Students who have used a CI book prior to this one should not use this simplified method.) The goal is to learn to merge multiple sources into one paper (after the Overview Source helps you determine what information you need to search for).

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 I'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)] <u>Witchel</u>, <u>Leigh</u> . <div style="text-align: center; margin-left: 150px; margin-right: 150px;">[last name] [first name (and middle initial, if given)]</div> </p> <p>[Title of Article (in quotation marks since it is a minor work)] “ <u>A Knitting Timeline</u> . ”</p> <p>[Name of site (underlined since it is a major work; you will italicize if you type this information)] <u>Knit 1</u> .</p> <p>[Publisher or sponsor of site (if given)] <u>Knit Culture</u> ,</p> <p>[Date article or item was uplinked--in this form: Date Month Year (if given; or n.d. if not given)] <u>n.d.</u> . Web.</p> <p>[Date you accessed it--in this form: Date Month Year] <u>5 Oct. 2008</u> .</p>
<p>Correlating Sample Works Cited Entry</p> <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 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 I'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 Paragraph of Body line** (i.e. PoB-A, PoB-B, etc.) on your PoB-A Outlining Card that you recorded in Student Box B-2.
- b. Open your "Overview Source," and find the information you "color-coded" for that topic paragraph.
- c. **Fill in the sentence lines on the Outlining Card with the information about that produce item from your "Overview Source" until you have some information for some of the sentences** (but not more than 50% [Extension--33%] 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.
- d. Move to your other source(s), one at a time, and **fill in the rest of the sentence lines on the Outlining Card with notes about that item using the color-coded information**.
- e. Do this for each of your five or six items.
- f. If you know the opening or transition sentence you want to use, **you may outline that sentence for each paragraph too**.

Outlining Format Sample

For example:

Opening Sentence: 1 + + + popular small spaced gardening = potted tomatoes

In your report, it might say: One of the most popular small-spaced gardening products grown is the potted tomato plant.

Box D (1) & (2)

(3) **You may cut out the cards or leave them all on the pages.** (Cutting them out and clip-ping them together makes them more portable for the research process.)

(4) Keep these tips in mind:

- a. **A paragraph is a unit of thought.**
 - i. Each paragraph should only contain information about one product.

- ii. Do not put information about the flower bed peppers and the pole beans on the same paragraph space.
- iii. Each of your items will be a separate paragraph.
- iv. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note cards and do extra paragraphs. For example, you may do more paragraphs--with more plants or you may do two paragraphs over each plant, if desired.
- 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.**

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.

- d. Study the sample Outlining Card provided.

***Teacher Tip:** This first report will likely be relatively easy for students who have done any CI books in middle school/junior high. It is included here to lay the foundation for research writing. If your student is advanced for the simple “one-topic-per-paragraph” writing in this project, consider having him or her write four paragraphs all about one product--with each paragraph containing a different aspect of that product. (For example: PoB-A: History; PoB-B: Uses for food; PoB-C: Location; PoB-D: Season.) The instructions for this are laid out in Report II. If you do Report II's one-product-for-report method (instead of one-topic-per-paragraph), when you get to Report II, write about a different topic entirely, such as one invention or one country.

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.

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

Lesson E. Study Skills/Research: Quotation Inclusion

<> E-1. Learn how to include quotations in your outline following these steps:

- (1) You will learn how to include quotations in the outline of your report in this section. You are **assigned the addition of four quotations** for this project.
- (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 Card** for the paragraph that will contain that quote--on the "sentence line" that coincides with where your quote will fall in your report.

***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 chef or home and garden 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 Tomatoes and Their Cousins...). (These words will not have quotation marks around them in your source. You are creating a quote from your source.)
- (3) If you desire to have more quotations in your report than the number assigned, you may do so.
- (4) 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.