Name:

Haflin

Humanities

Date:

*To Kill a Mockingbird* Research Paper Review Guide

**Background:** Congratulations on writing your first high school level research paper. You’ll be writing several more throughout your career in History, English, and even Biology! Writing a research paper is quite difficult; it requires time, patience, an unwillingness to settle for second-rate evidence, and most importantly, the ability to **revise**. You’ve written a research paper, but no one writes a perfect first research paper (when Mr. Haflin was in 9th grade, his first research paper earned a “B+”; not bad, but not perfect!)

**Objective:** This Review Guide will help us start to revise and edit our research papers. It tackles many of the key mistakes that students make on the first draft—mistakes easily remedied with a little mental elbow grease.

The Mistakes

1. MLA Header
2. Blacklisted Words
3. Topic Sentences and Concluding Sentences (Developing Paragraph Organization)
4. Quote Integration and Lead-Ins
5. Connecting Details to Developing Ideas and the Main Idea (effective Analysis)
6. Works Cited Page
7. MLA Header

So, you want to create an MLA header? Good idea; it’s required for all English papers from this point forward. What an easy way to start off the paper with an “A”. A proper MLA Header looks like this:

 Your Name 1

Notice what it takes for a proper header:

1. The correct order and content in the top-left hand side of the page
2. Page number
	1. On Word, hit Insert🡪Page Number
	2. On Google Docs, go to the Insert menu🡪Page Number
3. A title which is not underlined, **bolded**, or *italicized*
	1. If a book title appears, please do italicize!

Your Name

Mr. Haflin

Humanities (3)

13 November 2015

Title

In the box below, please create a header for your own research paper using the guidelines on the previous page:

|  |
| --- |
|  |

1. Blacklisted Words

This list of words should **never** (or rarely, at least) appear in your academic essays. These words create uncertainty in meaning, wordiness, and an ineffective paper. From this point forward, **all thesis essays will include a section of the rubric assessing BLW usage** However, because these words are sometimes necessary, you may use **three (3)** per page at no penalty.

1. Get (got, gotten)
2. Shows/ Shows that
3. So /So that
4. First person pronouns (I, me, my, mine, us, we, ours, our)🡪exception is personal writing
5. You, your🡪exception is personal writing
6. Any form of “to be and “to have”🡪is, am, are, were, was, be, being, been, has, have, has been, had been, have been, become
7. Great, greatly
8. Blatantly
9. A lot
10. Basically
11. Quote (unless used as a verb)
12. First, firstly, second, secondly, etc.
13. Ends up
14. All in all
15. Slang of any kind (wicked, awesome, dude, sweet, ill, etc.)
16. Swears of any kind
17. Totally
18. Like
19. Major
20. “is when”, “is how”, “is who”, “is what”, “is where”, “is why”
21. Thing
22. Make
23. Forms of “Do” (do, did, done)

**Tips for fixing:**

1. Omit the word. “He **is** hoping to find…” changes to “He hopes to find…”
2. Improve your diction. “He is able to” changes to “He can.”
3. Change your syntax from passive voice to active voice by asking yourself who or what exerts the action (verb) in the sentence. Example: “The people **were** forced **to be** segregated from each other.” Word Count: 10/2 BL words. **Ask yourself:** Who are what is DOING the forcing? **Answer:** The government/laws. **New sentence**: “The Jim Crow laws forced segregation between the races.” Word Count; 8/0 BL words.

**Mature writing should be clean, concise, and clear.**

**Now that you know the rules, please CIRCLE every blacklisted word in your essay**

In the boxes below, please revise three (3) of your sentences that include a blacklisted word(s)

|  |  |
| --- | --- |
| Original | Revised |
|  |  |
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1. Topic Sentences and Concluding Sentences (DP Organization)

Topic sentences and effective concluding sentences are critical to effective organization in any paper, especially a research paper. In order to carefully construct these sentences, it’s important to consider your Main Idea and Developing Ideas. For example:

Main Idea: **Desegregation positively impacted the United States’ culture and politics.**

The entire purpose of the paper is to prove the positive effects of desegregation in two distinct categories, or Developing Ideas: **Culture and Politics**. Therefore, topic sentences should reflect each DI.

|  |  |
| --- | --- |
| DI #1 Topic Sentence: Desegregation positively affected the United States’ culture. | DI #2 Topic Sentence: Desegregation also positively impacted United States politics. |

Notice that each Topic Sentence thoroughly addresses the Main Idea (positive impacts), and also slightly varies in word choice. This variation keeps the reader engaged.

Concluding Sentences in each developing paragraph should sum up the paragraph’s purpose and also transition into the next paragraph.

|  |  |
| --- | --- |
| DP #1 Concluding Sentence: While desegregation positively impacted United States culture, it also impacted politics. | DP #2 Concluding Sentence: Desegregation positively affected the United States’ political system. |

Again, notice the difference in word choice—also, DP #1’s CS includes a transition device, because the next paragraph will discuss political effects.

Please rewrite your Topic Sentences and Concluding Sentences for each Developing Paragraph

|  |  |
| --- | --- |
| Topic Sentences | Concluding Sentences |
| DP #1 | DP #1 |
| DP #2 | DP #2 |

1. Quote Integration and Lead-Ins

Some of us are still struggling with effectively leading into what would be effective evidence. Remember that each lead-in requires the **Who, When, and Where.**

Example: In his 2010 article submitted to the Gale Database, Mr. Haflin, an expert in southern race relations, wrote: “[BRILLIANT QUOTATION] “(Haflin).

Important Points:

1. Who, When, Where are all included
2. Mr. Haflin’s expertise is discussed—why should we listen to him? Oh, he’s an expert
3. **PROPER PUNCTUATION. Each DQ must be preceded by either a comma, semi-colon, or colon!!!**

Please re-write two of your lead-ins so that they effectively follow the guidelines listed on the previous page

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| --- | --- |
| Original | Revised |
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5) Effective Analysis: Tying Evidence to the DI and MI

The most important part of the essay is the Analysis, because it effectively proves your Main Idea. It’s imperative that each effective example adequately connects to both the Developing Idea and the Main Idea in order to fully convince the audience of your opinion or paper’s purpose. **Remember, effective Analysis always includes at least two sentences and doesn’t fall into the A/I pitfalls (located in the Writing Survival Guide)**.

Ex: The main idea is **Desegregation positively impacted United States culture and politics.**

“[Brilliant quotation which discusses cultural impacts after desegregation in SCHOOLS]” (Author). **The author illustrates desegregation’s positive effects on the United States’ culture. Desegregation in schools uplifts every community because diversity in schools leads to developing thought and ideas.**

Important Points:

1. There are two (2) sentences!
2. The A/I relates to the MI (positive impacts) and DI (culture)
3. The A/I addresses the quotation’s content regarding schools

Revise two of your own Analysis/Interpretation that failed to adequately connect to the MI/DI using the guidelines above.

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| --- | --- |
| Original | Revised |
|  |  |
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6)Works Cited Page

The Works Cited page is integral (very important) to the paper because it’s a collection of your sources, AKA where you found your quotes. Without this mandatory page, your paper must be considered **plagiarized**.

Look at the sample works cited page and notice the following components:

1. All sources are in proper MLA format (using EasyBib or some other service)
2. Works Cited appears in 12 point font with no underlineor *italics.*
3. All sources are listed in alphabetical order.
4. All sources which are multiple lines have the first line spaced normally, but each subsequent line is indented! This helps the reader distinguish between each source. Use the ruler on both Word and Google Docs in order to create this indentation.

**Now create a sample Works Cited Page on your own and attach it to this packet.**

**Final Note:** That’s it! Congratulations on finishing the editing packet. Hopefully your refined skills will help to write a more effective second draft, thus earning your efforts a much higher grade. -Mr. Haflin

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