**Research Resources Compilation**

**Paragraph #1** = Introduction that welcomes the reader to the topics, makes the thesis (purpose of the essay) clear and lists the aspects of the topic that will be addressed.

1. Grabber/hook/fluff = grabs the reader’s attention, broadly introduces the reader to the topic, universally connects the reader to the topic. Different strategies include making a bold statement, starting with a one word sentence, using an intriguing statistic, asking/answering a question, or stating a universal truth. Example = *Motherhood. Most women link this crucial element of society to their own identity. However, what happens when this blessing is encountered in a manner which the mother did not intend? A few options exist: raise the child, give the child up for adoption, or have an abortion. This third option is a controversial topic.*
2. Thesis = A clear statement of the author’s position that states the entire paper’s purpose and function. Each paragraph in the paper serves (in some way) to prove this statement true. At the end of the essay, the reader should be certain that the thesis is true. Example = *Abortion is a viable option when dealing with pregnancy and should be a legal choice for any woman.*
3. List arguments = Mentions, but does not explain, the ways that the thesis will be discussed. Example = *While adoption is an option and instances of rape are special cases, having abortion as a legal option allows a woman to be in control of her own body and prevents additional burdens to society.*

**Paragraph #2** = Expository paragraph(s) that **defines** the topic for the reader. Specifically, explains what the topic is, the legality of the topic, the history of how the topic came to be, and the frequency of the topic. This paragraph is void of opinion and is neutral on the issue. This may be more than one paragraph; divide the history of the topic into a separate paragraph is an option. Example = *An abortion is a complex process. Certain ways to get abortions are…Abortion is currently legal in the United Sates if…Abortion clinics provide…There are X abortions performed each year…*

**Paragraph #3** = Pro paragraph #1 that explains one reason why the thesis is true. This paragraph has at least one specific source that addresses a particular argumentative approach (logos, pathos, ethos). This paragraph follows the format of the “Research quote in body paragraph” handout.

**Paragraph #4** = Counter Argument paragraph that explains one reason why the thesis MAY be false. This paragraph has at least one specific source that addresses a **different** argumentative approach (logos, pathos, ethos) than pro paragraph #1. This paragraph follows the format of the “Research quote in body paragraph” handout.

**Paragraph #5** = Rebuttal paragraph that explains why the counter argument is false. This paragraph has at least one specific source that is stronger than the source used in the counter argument. This paragraph follows the format of the “Research quote in body paragraph” handout.

**Paragraph #6** = Pro paragraph #2 that explains the **strongest** reason why the thesis is true. This paragraph has at least one specific source that addresses a **different** argumentative approach (logos, pathos, ethos) that pro paragraph #1 or the counter argument-rebuttal. This paragraph follows the format of the “Research quote in body paragraph” handout.

**Paragraph #7** = Conclusion paragraph #1 that follows the following structure: Unique summative transitional phrase, topic sentence that states that the paragraph will be about consequences of the thesis being true and false. “Counter Argument” sentence(s) that explain what will happen if the thesis is false. This sentence is a “complex sentence” and uses a colon before a list. Contradictory transitional phrase, then a “Pro” sentence(s) that explain what will happen if the thesis is true. This sentence is a “complex sentence” and uses a colon before a list. Unique summative transitional phrase, thesis reworded. Example: *Furthermore, depending on how it is handled, this crucial issue of abortion will produce multiple long-term consequences. If abortion is outlawed throughout the United States, several problems will occur: women will have to break the law to make a choice about their body, they will engage in more unsafe “back alley” abortions, rape victims will face additional, unneeded stress in their lives, additional strains will be put upon society, and all employees at abortion clinics will be out of work. On the other hand, if abortion is legalized across the country, a multitude of positive consequences will arise: potential mothers will have clear, legal choices about their pregnancy, health advocates will stay employed and harmful side effects of illegal abortions won’t damage women’s reproductive systems. Clearly, have abortion as a legal, safe choice for women is the best avenue for society to pursue.*

**Research Sources Organizer**

Student: Thesis:

Expository Question: “How is my topic legal/illegal?” “Where is it illegal?” “What are the consequences for breaking my topic’s laws?”

Type of information to search for:

Quote I found that directly answers the expository question:

Website URL:

Expository Question: “What is the history of my topic?” “How did it get this way?”

Type of information to search for:

Quote I found that directly answers the expository question:

Website URL:

Expository Question: “How often does my topic occur?” “What are the costs?”

Type of information to search for:

Quote I found that directly answers the expository question:

Website URL:

Pro #1 Topic Sentence:

Argumentative approach:

Type of information to search for:

Quote I found that directly answers the expository question:

Website URL:

Counter Argument Topic Sentence:

Argumentative approach:

Type of information to search for:

Quote I found that directly answers the expository question:

Website URL:

Rebuttal Topic Sentence:

Argumentative approach:

Type of information to search for:

Quote I found that directly answers the expository question:

Website URL:

Pro #2 Topic Sentence:

Argumentative approach:

Type of information to search for:

Quote I found that directly answers the expository question:

Website URL:

**Target Practice-Author’s Craft**

**Previous feedback**:

**Task directions**: Use MLK’s Birmingham speech to demonstrate your proficiency in understanding argumentative approaches that authors use.

The good Reverend’s speech can be found at: <http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>

In order to at least earn a 1.0, complete the following, “Define *logos, pathos, ethos*.”

|  |  |  |
| --- | --- | --- |
| **Argumentative Approaches** | | |
| Define Logos | Define Pathos | Define Ethos |
|  |  |  |

In order to earn at least a 2.0, identify at least one example each of logos, pathos, ethos from MLK’s Birmingham speech:

|  |  |  |
| --- | --- | --- |
| **Argumentative Approaches** | | |
| Words from MLK speech that depict Logos | Words from MLK speech that depict Pathos | Words from MLK speech that depict Ethos |
|  |  |  |

In order to earn at least a 3.0, identify an addition example each of logos, pathos, ethos MLK’s Birmingham speech:

|  |  |  |
| --- | --- | --- |
| **Argumentative Approaches** | | |
| Words from MLK speech that depict Logos | Words from MLK speech that depict Pathos | Words from MLK speech that depict Ethos |
|  |  |  |

You may use the space below to augment/amend/extrapolate your responses in an attempt at earning a 4.0.

|  |  |
| --- | --- |
| **Learning Target**: Author’s Craft | |
| Student name: | Hour: |

Grade yourself on the rubric below AFTER completing this target practice. Mr. Foster will assess you on this rubric too.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEARNING TARGET** | 4.0 | 3.0 | 2.0 | 1.0 |
| Determine the **author’s craft of narratives, informational and persuasive texts.** | **I can insightfully**  **explain** **abundant**  **examples** of author’s craft **accurately** | **I can plainly explain**  **several examples** of  author’s craft **relatively** **accurately** | **I can mention some**  **examples** of author’s craft  **somewhat** **accurately** | **I can partially identify**  **a few examples** of  author’s craft with  **some inaccuracies** |

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**Target Practice**

This is a FORMATIVE assessment for **compiling research in a meaningful way**. Predict how well you will perform on this target practice before even reading the directions for the task-ass your current proficiency in this learning target.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEARNING TARGET** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Research**: Did I gather, organize and implement resources effectively to accomplish my task? | **I can effectively** implement **effective** resources that **professionally and precisely** accomplish my task. | **I can** choose and use **clear** resources that **adequately and accurately** accomplish my task. | **I can se**l**ect** and show **partially useful** resources that **somewhat** accomplish my task. | **I struggle to effectively** implement **effective** resources that **professionally and accurately** accomplish my task. |

**Task directions**: After conducting research, to avoid plagiarism, and to practice proper MLA documentation, you need to make a Works Cited page. Follow the steps of the model below to see if you can get the same information by following the same steps. Then, repeat the process for your own Works Cited page.

|  |  |
| --- | --- |
| **Direction to follow** | **Information you should have found** |
| Google the phrase “cloning is unnatural” | About 337,000 results |
| Click on the first entry (as it is respectable and probably reliable) | This website was created around February, 2001 and was authored by Glenn McGee |
| Find the most useful quote to cite | “societies around the world have indicated that they believe that the early cloning experiments will breach a natural barrier that is moral in character” |
| Open a new tab (without closing the Actionbioscience tab) and go to owl.english.purdue.edu | An awesome, useful website |
| Click on the right where it says “MLA 2009 Formatting and Style Guide” | A page explaining what MLA is and how it works |
| Click on “Works Cited Page Basic Format” and make the start of a sample Works Cited page | An explanation of how to make a document look like the sample Works Cited page in your research packet. |
| Review what kind of text the McGee article is and click on that MLA formatting choice from the left tab | You should have clicked “MLA Works Cited: Electronic Sources” |
| Read the first six paragraphs and find the type of electronic source the McGee article is | You should have scrolled to “Page on a website” |
| Make the McGee article the first entry on your sample Works Cited page | Foster 8  Works Cited  McGee, Glenn. “Primer on Ethics and Human Cloning.”  *Actiobioscience*. Bioscience, Feb. 2001. Web. 23 Mar 2014 |
| Repeat these steps to make your own Works Cited page for your research paper. Print it, staple it to this document, and turn it in. | A high five from the bald man and/or a score and feedback on the rubric below. |

|  |  |
| --- | --- |
| **Learning Target**: Research | |
| Student name: | Hour: |

Grade yourself on the rubric below AFTER completing this target practice. Mr. Foster will assess you on this rubric too.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEARNING TARGET** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Research**: Did I gather, organize and implement resources effectively to accomplish my task? | **I can effectively** implement **effective** resources that **professionally and precisely** accomplish my task. | **I can** choose and use **clear** resources that **adequately and accurately** accomplish my task. | **I can se**l**ect** and show **partially useful** resources that **somewhat** accomplish my task. | **I struggle to effectively** implement **effective** resources that **professionally and accurately** accomplish my task. |

Works Cited

Braddock, Clarence. "Physician-Assisted Suicide." Ethics In Medicine. Apr 11, 2008. University of Washington. 25 Feb 2009 <http://depts.washington.edu/bioethx/topics/pas.html>.

McWilliams, Peter. "Ain't Nobody's Business If You Do." McWilliams. 30 Sep 1999. 28 Jan 2009 <http://www.mcwilliams.com/books/aint/312.htm>.

Messeili, Joe. "Should an incurably-ill patient be able to commit physician-assisted suicide?." Balanced Politics. Mar 4, 2007. 25 Feb 2009 <http://www.balancedpolitics.org/assisted\_suicide.htm>.

Various Authors, "Top 10 Pros and Cons: Euthanasia." ProCon. Nov 5, 2008. 27 Feb 2009 <http://euthanasia.procon.org/?resourceID=000126#10>.

How to work a quote into a body paragraph

Topic (bread) sentence. Restate the topic sentence idea. Explain how this example proves the thesis. Connect the quote to the example; let the reader know that the following quote will be a word for word testimony of the example. Blend the quote to make it sound as if it is your words. “Quote” (www.procon.org). Directly refer to and explain the quote. Describe/explain how this quote is an example of the thesis; connect to the thesis; “HOW.” Reminding (bread) sentence.

Example

Throughout literature, climbing hills is a dangerous practice that leads to disastrous circumstances. **(topic sentence)** Hill climbing facilitates many pitfalls for adventurers and does so in Goose’s tragedy, “Jack and Jill.” **(restate topic sentence)**. In “Jack and Jill,” Jack stumbled and collapsed as a result of climbing up this hill. This was a painful result of a character in a text attempting to reach lofty heights. If Jack were to travel a flat prairie country side, he would not have encountered such perilous topography. (**explain how example proves the thesis**) With her own words, Goose’s simplistic diction makes these dangers clear in the climax of her tale. **(connect the quote to the example)** “Jack fell down and broke his crown” (Goose 12). **(quote)** Clearly, breaking one’s crown is a disastrous circumstance. **(directly explain the quote)** As Jack injured his head, he faced a less than desirable situation. The pain in Jack’s head, the tormenting ridicule of his peers that followed and the guilt from seeing his partner fall as well, all were pejorative consequences of Jack climbing his hill. **(connect to thesis)** Therefore, as seen by Jack in “Jack and Jill,” attempting to surmount a hill leads to catastrophic circumstances. **(concluding sentence)**

**Use** [**www.owl.english.purdue.edu**](http://www.owl.english.purdue.edu) **to help with**

**MLA documentation and a Works Cited page.**

Google drive/searching help:

<http://www.educatorstechnology.com/2014/03/9-things-every-student-should-be-able.html>

**Example of “Exposition” or “Definition” Paragraph for cell phone blockers.**

There are many different aspects to the electronic cell phone ban. First, the devices used to jam the signals are actually called, “cellphone jammers” (celljam.net). These jammers can be located in a building or in a car. They all vary in cost and range of signal. For example, “the XQR 500 model is priced at $389.99 and is guaranteed to block all cellular reception within a one mile radius of the apparatus” (phonesarethedevil.com). These devices are used in some schools and by the military to disrupt cell phone signals. Some facilities use them to control signals from leaving the buildings, others try to keep wireless signals in their buildings. Most devices can serve both purposes (ETphonehome.net). While the devices are legal throughout most of the United States, their use is “prohibited by private individuals in Montana and Colorado” (forgivemycellphonesins.org).

**Example of “Exposition” or Paragraph for MMA-with Works Cited page.**

Mixed martial arts is an interesting, intriguing sport. Often called MMA, the sport is a combination of boxing, kick boxing, wrestling, and jiu-jitsu. Two fighters enter a ring or cage and use all of these methods to win a fight. A fight can be won by knocking an opponent out, making an opponent submit to a submission, forcing the referee or doctor to stop the fight due to safety concerns or by earning more points on the judge’s score cards. Specifically, “judges are required to determine the winner of a bout that goes to its full time limit based upon the following criteria: clean strikes, effective grappling, [cage] control, and effective aggressiveness” (Breen). Despite the often common view that it is a “barbaric, no rules, fighting-to-the-death” sport, there are many regulations (New Jersey State Athletic Control Board). In fact, “the rules and regulations instituted are designed to keep fighters as safe as possible, while avoiding cheap moves and unfair advantages that fighters may have otherwise been able to exploit: hair pulling, groin strikes, and strikes [to the head of a downed opponent]” (Mixed Martial Arts). Perhaps most importantly to popular culture, it is important to remember that the name of the sport is mixed martial arts and the Ultimate Fighting Championship is one company that promotes the sport. Other promotions include Bellator and World Series of Fighting. It is erroneous to say that one competes in “UFC” as that is the equivalent to saying that someone plays “NFL.” Summarily, mixed martial arts is a complex sport rising in popularity across the world.

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Works Cited

Breen, Jordan. "MMA Judging Criteria." *Sherdog*. 05 Jul 2007. Sherdog, Web. 5 Jan

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"Mixed Martial Arts Unified Rules of Conduct." *state.nj.us*. New Jersey State Athletic

Control Board. January 2007 [<http://www.state.nj.us/lps/sacb/](<http://www.state.nj.us/lps/sacb/docs/martial.html>)

"UFC Rules, Regulations and General Information." *Emixedmartialarts.com*. Ed.

Steven Quadros. Mixed Martial Arts, 22 Dec. 2007. Web. 05 Jan. 2010.

**Example of second “pro” paragraph for thesis “Abortion = bad because expensive”**

Another valid reason that abortions should be illegal is because they are disproportionately expensive. The costs of abortion are ludicrous. Most women cannot afford the outrageous costs of abortion. Specifically, abortions cost approximately, “$50,000 with a physician and $40,000 at most abortion clinics” (Dudley). This price is not in the price range of most women seeking abortions. In fact, some women that chose to get an abortion do so because they cannot afford a child. With this in mind, it is ironic and tragic that the solution to an exorbitantly high cost is something that costs an painful amount of money. While this is not the case with every abortion, it is certainly a significant factor women contemplate when choosing an abortion. With this in mind, it is ridiculous to even have abortions be a legal option if the people who can’t afford them need them the most. Therefore, abortions should not be legal.

**Research Paper Rubric**

**The essay will not be graded if there is no research, MLA, and/or Works Cited**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = I can produce writing to accomplish a specific purpose: to persuade, to inform and/or to entertain. | **I can make my** purpose very clear beyond teacher expectations. My reader is completely convinced my purpose is true in a profound way. | **I can make my** purpose clear consistently. My reader is pretty certain my position is true. My purpose is apparent and believable. | I can make my purpose fairly clear. My reader is partially convinced my purpose is true. Some aspects of my purpose are confusing or unclear. | **I struggle to make my**  **purpose** **obvious.** My reader is not convinced my purpose is true. I require teacher assistance to provide a purpose. |
| Common Core Standards: | | Writing: W1a, W1b, W1e, W2a, W2b, W2c, W2f, W3e | | |
| Cite and explain accurate and relevant **evidence** to **support** claims and/or counter claims | I can use an **abundance** of  evidence that is **reliable,**  **specific, relevant,**  **unbiased** & directly proves  my thesis beyond teacher  expectations. | I can use a supply of  evidence that is **respectable,**  **specific, useful, unbiased**  and proves the thesis. I do  this consistently for every  argument/reason. | Some evidence I used is  **helpful, relevant, unbiased**  and works to prove the  thesis. I am sometimes  inconsistent or inaccurate  with my argument support | I used little to no evidence;  it is **unreliable, vague,**  **irrelevant, biased**,  plagiarized and/or doesn’t  directly prove the thesis. I  require teacher help to show  evidence for arguments |
| Common Core Standards: | | Writing: W1b, W2b, W7, W8, W9 | | |
| **Research**: Did I gather, organize and implement resources effectively to accomplish my task? | **I can effectively** implement  **effective** resources that  **professionally & precisely**  accomplish my task  **beyond teacher’s expectations.** | **I can** choose and use **clear** resources that **adequately and accurately** accomplish my task **consistently.** | **I can se**l**ect** and show **partially useful** resources that **somewhat** accomplish my task and do so **somewhat consistently**. | **I struggle to effectively** implement **effective** resources that **professionally and accurately** accomplish my task. I require **teacher help** to have success. |
| Common Core Standards: | | Writing: W7, W8, W9 | | |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to  make my thesis **obviously**  true beyond teacher  expectations; my  transitions are **smooth,**  **mature, varied &artistic.** | I can structure ideas to  **make my** thesis true  consistently; my transitions  are **clear, obvious and**  **useful** on a consistent  basis | My structure **implies** that  my thesis true; **some of my**  transitions help move  between ideas.My reader  has to infer my flow of  ideas. | My structure is **confusing**  and/or **misleading; my**  transitions are **lacking or**  **ineffective**. I require  teacher assistance to  organize my thoughts. |
| Common Core Standards: | | Writing: W2a-e | | |
| **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax** | **I can** use **artistic** &  **accurate** authorship  through **specific, mature**  word choice and syntax. | **I can** use **satisfactory** &  **consistent** authorship by  using **specific** words &  syntax. | **I can only** use  **inconsistent** authorship  by using **vague** words and  **basic, predictable** syntax. | **I can only** use **poor**  authorship by using  **inaccurate, immature,**  **weak** words & syntax. |
| Common Core Standards: | | Writing: W1c, W2d Language: L6 | | |
| **Produce writing** that  follows convention:  accurate **grammar**,  punctuation, & mechanics | **I can** display an a**dvanced**  use of Standard American  English grammar,  punctuation & mechanics. | **I can** display a s**ufficient**  control over Standard  American English grammar,  punctuation & mechanics. | **I can only** display an  **inconsistent or partial**  control over grammar,  punctuation & mechanics. | **I have** multiple miscues  in grammar, punctuation  & mechanics; my **errors**  **distracted from meaning** |
| Common Core Standards: | | Writing: W1d, W2e Language: L1a, L1b, L2, L3 | | |

* After you write your final draft, use the checklist (it is how Mr. Foster USED TO design rubrics) on the back of this rubric during peer editing to complete all of that is asked of you on this assignment.
* Staple this rubric and checklist as the last page of your essay.
* Score yourself by shading in the boxes. Mr. Foster will score it as well.
* This is a summative assessment of all writing learning targets. This is the final time that you will be formally assessed on “Research”; your final score for “Research” will be your final score that is used to calculate your final grade for third trimester. After you submit and revise this essay, there will be no more formal in-class assessments of “Research” in this trimester.
* **This is a long process that can be done successfully if you work in small increments. Use your resources, stay on track, manage your time, ask questions when you are confused.**
* [**afoster@armadaschools.org**](mailto:afoster@armadaschools.org) **AND armadafoster.weebly.com 🡺 Resources 🡺 Research Help**

**Peer Editing Checklist**

Score each section below and label with your initials below the score you give.

\_\_\_\_\_\_/4.0 Introduction is first paragraph with fluff/hook, thesis, and lists the pro/con arguments that will be made throughout the paper. The conclusion follows the format discussed in class and compels the reader to investigate the topic further.

\_\_\_\_\_\_/4.0 The “definition” (or expository) paragraph(s) is/are second (and/or third). It/they clearly explain(s) the specifics of the given topic (scientific findings, history, laws, frequency, etc.) It is neutral and void of opinions.

\_\_\_\_\_\_/4.0 The topic sentences of each body paragraph sound like “Thesis because reason.” They are clear guidelines for the topics discussed in the paragraph. Each body topic sentence contains an appropriate transition (Therefore, However, Also,).

\_\_\_\_\_\_/4.0 The “final bread sentences” sound like the topic sentences and **CLEARLY CONNECT THE REASONS BACK TO THE THESIS**. They reinforce the connection to the thesis and remind the reader what they read in each paragraph.

\_\_\_\_\_\_/4.0 The arguments are logical and thorough. They appear in this order: pro A argument (how the thesis is true), counter argument (how thesis might be false), rebuttal (how counter argument is false), and pro B argument (how the thesis is true). Each argument is a unique argument. Each argument is its own paragraph; this makes four “body” “argument” paragraphs.

\_\_\_\_\_\_/4.0 All three of the argumentative approaches are addressed: logos (logic), ethos

(ethics), and pathos (emotions). Different kinds of sources are used to highlight each kind of argumentative approach. For example, a case-study for pathos, statistics for logos and laws or surveys for ethos.

\_\_\_\_\_\_/4.0 The research is balanced and not biased; each argument section has at least one appropriate and supportive citation from a unique source. **ALL “BORROWED DATA” IS CITED**. The author’s words explain and blend learned data. This means there are at least five unique, useful sources.

\_\_\_\_\_\_/4.0 All MLA specifics are correct parenthetical references within paper = “Learned data” (Foster 25). The “Works Cited” page follows the format practiced in class, shows use of citationmachine.net or easybib.com and follows the example from <http://owl.english.purdue.edu/owl/resource/747/12/>

\_\_\_\_\_\_/4.0 The format is appropriate. It follows the MLA example from <http://owl.english.purdue.edu/owl/resource/747/01/> It is double spaced, in 12 pt font, has no added spaces between paragraphs, and has the author’s last name and page # in upper right corner of every page.

\_\_\_\_\_\_/4.0The authorship doesn’t distract from meaning. The writer has zero or minimal grammatical errors, especially as it concerns mechanics practiced this school year.

\_\_\_\_\_\_/4.0 Diction is mature and complex; there are no “grave yard” words. Syntax (sentence structure) is varied and not predictable; all of the sentences don’t “sound the same.”

\_\_\_\_\_\_/4.0 The author successfully used at least five “English 11” vocabulary words in context. 1 = Author used between 0-4 words with inconsistent accuracy. 2 = 5 words that do not interrupt the flow of the paper. 3 = 5 words that enhance the meaning of the text. 4 = more than 5 words that enhance the meaning of the text.

\_\_\_\_\_\_\_/4.0 **Total**