“I not only use all the brains that I have, but all that I can borrow.” — Woodrow Wilson

SPRING 2017 ENGLISH 102 RESEARCH PACKET

TABLE OF CONTENTS

Overview 1 Argument Aims 8
Helpful Sources 2 Plagiarism 9
FAQ’s 3 Style Checklist 13
Annotated Bibliographies 5 Content Checklist 15
Common Pitfalls 6 Research Proposal 17

NOTE: This packet is primarily a resource for the research essays, not the critiques, which do not require research.

“NATIONAL IDENTITY” is your research theme. Everyone will write Essay 1, an inquiry into American National Identity. You’ll use that as a foundation to build upon. Then, for Essays 2-4, you’ll be addressing those findings from Essay 1 in relation to some force or event (see below for examples). There will be a detailed handout for each assignment. NOTE: the sample subtopics below are broad and need narrowing (e.g., for the last example, focusing on 9-11 as the event). You’ll submit a Research Proposal (Page 17) with your chosen specific subtopic.

SAMPLE SUBTOPICS + ISSUES (you need not select your subtopic from one below):

- Do extremist movements shape national identity?
- How does immigration shape national identity?
- How does a national’s global politics affect national identity?
- How did a major historic event affect national identity?

OFF-LIMIT TOPICS: abortion, steroids, euthanasia, gun control, death penalty, marijuana

You’ll have 4 research essay assignments—a detailed tip sheet for each will be emailed a couple of weeks prior to the deadline—all of which require research and carry the same weight, though each successive assignment will be graded with higher expectations. Two essays are required (#1 is required for all); if you write more than two, the top two grades will be kept (even if one of the top grades is not for Essay 1). NO CREDIT FOR LATE WORK.

RECAP: You’ll submit for approval a Research Proposal (last page of this packet) at the start of class 4/12 indicating which of the subtopics you’ve chosen and what your issue will be. Please stick to the same subtopic (though writing prompts will differ) for Essays 2-4 so that you can delve into greater depth by writing multiple arguments with different aims.

ESSAY 1: INQUIRING (300 pts). Due at the start of class on 4/24. 4-6 pgs. At least 5 authoritative sources required. MLA or APA. No late work accepted for credit. This first essay is required for everyone.

ESSAY 2: CONVINCING (300 pts). Due at the start of class on 5/2. 4-6 pgs. At least 5 authoritative sources required (okay to include previous research, but you also need at least three fresh sources). MLA or APA. No late work accepted for credit.

ESSAY 3: PERSUADING (300 pts). Due at the start of class on 5/15. 4-6 pgs. At least 5 authoritative sources required (okay to include previous research, but you also need at least three fresh sources). MLA or APA. No late work accepted for credit.

ESSAY 4: MEDIATING or NEGOTIATING (300 pts). Due at the start of class on 5/25. 4-6 pgs. At least 5 authoritative sources required (okay to include previous research, but you also need at least three fresh sources). MLA or APA. No late work accepted for credit.

General encyclopedias, general dictionaries, wikis, and blogs may be used but do not count toward your minimum number of authoritative sources. Use with caution since their authority is questionable.

Sources must be authoritative (librarians will help if you’re uncertain; “authoritative” does not mean “infallible”). Sample authoritative sources: TCC’s research databases, .gov and .edu (except posted student work) sites, sometimes .org sites (use caution), books, and interviews with experts in the field. Online sources other than those from TCC’s research databases should be printed out and attached to the paper. For long sources, you need print out only the section you used. If you fail to do this and I can’t find the source, the source doesn’t count.
For all your essays, you will be required to use resources from both ends of the political spectrum. Specifically, for Essay 1, use at least two authoritative sources from each side and aim to supplement with scholarly data. This page provides a sampling of varied sources. Remember: “authoritative” does not mean “infallible”

Reference librarian Sherry Cmiel will lead your research orientation 4/10. In the meantime, review this information from another librarian, Jennifer Snoek-Brown, who created this helpful general library guide, “How to Evaluate News Sources”: [http://tacomace.libguides.com/c.php?g=599051&p=4216743](http://tacomace.libguides.com/c.php?g=599051&p=4216743). She also put together the brief lists below to help identify conservative and liberal sources that are generally authoritative.

(More) Trustworthy and Conservative:
- Wall Street Journal
- The Economist
- New York Post
- American Conservative
- New Criterion

(More) Trustworthy and Liberal:
- The Atlantic
- New Yorker
- New York Times
- The Guardian
- L.A. Times
- Washington Post

(More) Trustworthy and Centrist:
- NPR (some argue this skews slightly left, but I think it’s pretty centrist)
- BBC
- Politico
- Real Clear Politics

Finally, she also recommends the following site to help you gauge media bias: [http://www.allsides.com/](http://www.allsides.com/).
FAQ’s ABOUT ARGUMENT RESEARCH PAPERS

Q1: What if I the assignment is to mediate but I am also persuading?

Worry not. It’s common for an argument to have multiple aims. For instance, since inquiring should be the foundation for all arguments, that aim will be at least a part of all your essays. So long as your primary aim is the one assigned, you are fine.

Q2: What if I don’t know much about my target audience?

Research.

Q3: What if I cannot find enough authoritative information?

Your initial research prior to submitting a proposal and feedback about your proposals will reduce the risk of this happening. However, if you still end up with insufficient sources, consider enlarging the scope of your research: use the Internet (start with the sites that the reference librarians recommended; beware of junk sites), interview experts, call relevant organizations, ask a reference librarian, ask classmates, use the bibliography of sources you’ve found, use a different library. Key: plan ahead. Start on research immediately, so if you run into problems, you have time to seek help. Difficulty finding resources may also suggest that you need to select an alternate topic.

Q4: What if my research yields little useful information?

Dead ends are part of the process. Finding useless information is common, but consider if the information is truly useless (it may provide context or provide a bibliography). If it is, discard it. If dead ends are proving to be the rule rather than the exception, try a new approach (see above). As a last resort, you may need to revise your topic.

Q5: What if the information I am finding is repetitive?

Redundancy may indicate a consensus of opinion. However, it may also be that numerous sources are citing from one source. Consider approaching your research from a different angle (e.g., different search words). Avoid falling into the trap of confirmation bias, intentionally or otherwise. Consider also working from a different computer to see whether that yields different sources.

Q6: What if some of the research contradict?

That’s a common part of the research process.
- Consider whether all the articles in question are credible ones. Accord greater weight (generally) to scholarly ones.
- Scrutinize the background of the authors: are there any biases? Accord lesser weight (generally) to polarized authors.
- Be sure the articles are addressing the same specific point. They may initially appear to contradict, but upon closer examination, you may realize they are actually addressing different things.
- EX: “Privacy of Personal Data and the Internet”
  “Personal versus Public Computers: Privacy Differentials”
- What is the conventional wisdom on the issue? That is, what do most of the experts argue?

Q7: What if I don’t understand the research?

You may encounter unfamiliar language, theories, or history—research is meant to expand your field of knowledge. Some of the specialized encyclopedias in the reference section are helpful in providing concise background information to provide you with a foundation for understanding. So, use your dictionary. Ask a librarian. Educate yourself until you understand. If you don’t understand the research, don’t use it.

Q8: How do I cite internet sources?

Refer to A Writer’s Reference and to the TCC Library’s homepage. Essentially, you include all the same information as you would for non-electronic sources, but you also include creation date (when available), retrieval date, and the URL.
Q9: What if someone else in class is writing about the same topic?

It doesn’t matter unless the other person is hoarding hard copy sources. Focus on your paper. Topics may be the same, but interpretations may be different. If you’re having trouble finding material, consider asking others for tips. This is not the same as taking a mental trip to Aruba while others do the sleuthing for you. Also, remember that sharing resources is not the same as sharing writing.

Q10: Do I have to offset all my quotations?

No. Offset (indented and justified on the left) quotations four or more lines long for MLA and forty words or more for APA. Also, unlike other in-text citations, the period comes before the citation for block quotations.

Q11: If I offset my quotation, do I still need quotation marks?

No, generally. Offsetting indicates an exact quotation (don’t use block quotations for paraphrases). When not offsetting quotations, however, you must use quotation marks. If there were quotation marks in the original (e.g., dialogue), retain them whether you offset or not.

Q12: How do I distinguish credible from non-credible Internet sources?

Sometimes, it is difficult. When you research on the Internet, be skeptically savvy, so you can limit your risk. Look for clues: sound writing, affiliations, and organizational objectives (though these are not definitive markers). Anyone can post information, accurate or otherwise, and can pose as experts. Many academics recommend relying on .edu and .gov sites, and on information that is also available in print. Org. cites are also often helpful. Consider using the Internet to supplement primary research rather than using it as the sole research tool. Also, keep your eyes open for bias, though the presence of bias doesn’t necessarily mean the information is useless.

Q13: What if I need to use only part of a quotation?

Use what you need so long as taking part of a quotation does not skew the original meaning. Also, remember to incorporate all quotations into your sentences (even if you use a simple signal phrase like, “According to Wally Writer”); avoid dropping quotations (i.e., having a quotation alone as a sentence even if, grammatically, it could do so). In all cases, cite.

Q14: What if the quotation does not grammatically fit into my sentence?

Should you need to make a slight alteration for grammatical purposes (e.g., verb tense agreement), you must indicate your change with the use of brackets. Brackets inside quotations indicate to the reader that there has been some change (e.g., word added for clarity, word form altered for consistency). However, only make slight alterations as needed. If you need to make major changes, paraphrase.

ORIGINAL: “Firewalls are China’s attempt to safeguard national privacy, or so it claims. This the U.S. disputes.”

EX: The United States has criticized China for its use of “[f]irewalls . . . to safeguard national privacy,” (Chu 3).

Q15: What if the author I am citing has made an error?

Do not arbitrarily make corrections. Indicate the error with “[sic]” so the reader knows that the error was the author’s, not yours. “Sic” means “thus” or “so” and simply is a way to keep the quotation accurate while maintaining your writing integrity. NOTE: Sources that are fundamentally flawed may be suspect.

EX: Times are different from the “idyllic days of George Washington [sic]” (Willard 9).

Q16: What if I repeatedly refer to the same source? Do I have to cite every time?

Technically, yes. When quoting, always cite. However, if you’re paraphrasing and (a) all your paraphrasing comes from the same page, (b) all this paraphrasing is uninterrupted (i.e., you’re not using information from another page or another source in the midst of the information) and (c) all this paraphrasing is in the same brief (e.g., within ten lines) paragraph on the same page you write, you can cite once at the end of the paragraph. Note: all three factors must hold true.
ANNOTATED BIBLIOGRAPHIES

For this course, annotated bibliographies are not required but strongly encouraged. They are useful tools—short additions to your bibliographies—to test your understanding, to help organize your notes, to prompt your memory, and to determine whether you want to use the source at all. Unless assigned for a course, make your annotation as long as it needs to be for your purposes. Typically, one to three paragraphs suffice. If too long, the annotations lose their function of being a quick reference.

While some annotations provide only summary, including evaluation will make your annotations more helpful as a writer’s tool. That is, indicate the data’s worth for your research purposes as well as encapsulating the data’s content. Avoid confusing usefulness with confirmation bias, when you seek out only information aligned with your existing views. Aim to use information from a variety of perspectives.

Summarizing requires you to succinctly paraphrase. In doing so, you test your understanding of the source and test your ability to articulate that understanding. You’ll be using this skill in the writing of the research paper itself, so annotating is useful practice.

Evaluating personalizes the information for you, the writer. Considering your assignment, what aspects of the source are useful to you? For instance, consider characteristics such as viewpoint (e.g., Republican, Democratic, Libertarian, scientific, economic, etc.), authority (how weighty is the data), and relevance (e.g., if you are focusing on the legal angle, a sociological perspective may have limited value).

Creating annotations will help you synthesize information as well. Since you will be reading multiple sources, going through the process of annotating will help you sort material as well as have better command of data in order to make sense of all the research together.

Essentially, you will have your Works Cited (MLA) or References (APA) plus the annotations. So, you would still follow stylistic conventions. Then, you would include the annotation after that source’s bibliographic information.

MLA EXAMPLE:


This provides views from a psychiatrist/mother about the consequences, good and bad, of children allowed free rein on the internet. This small book is broken into five chapters: Retail, Social, News, Science, and Politics. Though none of the chapters focuses exclusively on privacy, matters of privacy are interwoven throughout all chapters. The Science chapter especially explores implications of Big Data about children and CDC recommendations for vaccinations.


This market researcher considers modern fears about privacy loss to be exaggerated and outweighed by the myriad benefits of having access to mass data. She asserts that such fears are encouraged by the tech industry to fuel the tech industry: cyber security experts and cyber security companies gain financially from such fears. Much of her argument is based on numbers (Big Data!), contrasting the small, albeit growing, percentage of those who have suffered measurable privacy losses to the contrasting measured benefits.
COMMON PITFALLS

WILLFUL IGNORANCE

- What is the assignment? Always start with being able to answer that question. Assignment handouts are emailed to your TCC Outlook account at least two weeks prior to the deadline. Look for it. If you don’t see it, email me to resend.

- We will go over each assignment in class. If you are unclear about expectations, ask before starting work.

PROCRASITATION

- It is possible to write a research paper overnight. It is nearly impossible to write a strong research paper overnight. The process requires time: making sense of data, making sense of data as it relates to your research issue, and considering how to apply data for your audience and purpose, for examples.

- Consider the possibility of unexpected emergencies (printer running out of ink or computer dying). Plan ahead and have safeguards in place (e.g., saving a spare copy on a flash drive). Remember: no credit for late work.

- Getting help?! Although you have the “Ask a Librarian” option on the library homepage available 24/7, other sources such as the Writing Tutoring Center (WTC) and me are unavailable 24/7. Check for WTC hours: http://www.tacomacc.edu/resourcesandservices/writingandtutoringcenter/. Please remember that I generally am away from email over weekends. If you seek help during office hours, making an appointment is best. Otherwise, it may take longer to get feedback since I may be working with other students or on other projects. So, plan ahead if you want help from local sources; you need to work ahead to know whether you need help at all.

BREADTH

- Remember to get specific. How specific depends on assignment, audience, aim, and other variables. Understand the difference between a position and a claim. A position is broad; a claim is a specific statement derived from the position. When you start researching, you’ll likely begin with a position and narrow to a claim (then a thesis, which is tailored for your audience and purpose) once you have sufficient information.

- Another way to visualize this: Position/Stance > Claim > Thesis. Claim is required for an argument, but since you are writing for an English class, thesis is required for all assignments.

- HOWEVER, having a strong, specific thesis is a process. As you research, you’ll continually refine and refocus. So, don’t worry about creating a definitive thesis from the start; it’ll likely be refined multiple times.
Here’s an example and visual recap of what is broad (at top) and what is specific (at bottom):

**TOPIC** (e.g., The National Identity)

**SUBTOPIC** (e.g., Presidential Debates)

**ISSUE**: question about the subtopic (e.g., Does the debate format impact public perception? If so, how?)

**STANCE/POSITION**: broad answer to the issue (e.g., yes or no)

**CLAIM**: a further narrowed answer to the issue (e.g., Debate format matters as much as debate substance.)

**THESIS**: an even narrower answer to the issue; answer that is strategic and specific to the audience, aim, and occasion (e.g., if the audience were political strategists: Debate formats that accentuate a candidate’s appeal while obscuring weaknesses may sway voters more than what the candidate says.)  

*[This is still broad, but it’s a draft, so I can refine later.]*

*As noted in class, the Aims of Argument defines claim generally as thesis; however, for practical purposes (i.e., as a writing strategy tool), I am referring to thesis as more tailored than claim.*

**ABUSE of RESEARCH**

- Research is *not* meant to replace your thinking. Rather, you reach a conclusion based upon all the research you do. So, the focus is not gathering information; the focus is on inquiring into the information and developing your ideas about the information or going beyond the available information. Avoid simply parroting existing arguments.

- The bulk of the writing should be *yours*. Avoid simply stringing together long quotations.

- If you do not understand the research, do not use it. Rather, gather more information until you understand the information. Rule of thumb: if you cannot paraphrase the research, you may not understand it.
ARGUMENT AIMS: RECAP

Remember: arguments may have multiple aims.

Remember: ethos (ethical or character appeal), pathos (emotional appeal), logos (logical appeal) are often referred to as “persuasive appeals,” but they are not restricted to persuasion.

Arguments to Inquire. These are—or should be—the foundation for all aims of arguments. These arguments weigh perspectives in order to reach the best conclusion.

Audience: The writer or people like the writer

Appeals: This depends on what would most appeal to the writer. For instance, if the writer were a scientist, she likely would expect heavy doses of logos.

Arguments to Convince. These arguments aim to change the mind of the audience.

Audience: Person, group, or organization that disagrees or is undecided

Appeals: Typically, heaviest on logos

Arguments to Persuade. These arguments aim to have the audience act.

Audience: Person, group, or organization that disagrees or is undecided and have the power to act

Appeals: Typically, appeal to the whole person (ethos, logos, pathos, style)

Arguments to Mediate. These arguments aim to have disputing parties act on a compromise.

Audience: Disputing parties (mediator is a third party)

Appeals: Typically, appeal to the whole person (ethos, logos, pathos, style) with special attention to ethos

Arguments to Negotiate. These arguments also aim to have disputing parties act on a compromise, but they are presented from the POV of one of the disputants.

Audience: Other disputing party

Appeals: Typically, appeal to the whole person (ethos, logos, pathos, style) with special attention to ethos
Plagiarism Policy

Plagiarism is cheating. It is grounds for failing the course and for initiating disciplinary action. See http://www.tacomacc.edu/upload/files/accreditation/Standard%20Two-Evidence%202-9-12/Governance/Policies%20and%20Procedures/Institutional%20Integrity/Code%20of%20Student%20Conduct,%20132V-121%20WAC.pdf for details.

You are expected to write new essays: not recycle previous work (no credit), not submit one essay for two different classes (no credit), and not use someone else’s work without documentation (plagiarism). Also, most language must be yours; as needed, quote with proper citations, but avoid substituting quotations for your writing.

General Concepts. Also see your texts for specifics. Ask me for clarification as needed.

- For English and Humanities papers, references must be cited. For this course, follow M.L.A. citing rules (provide both parenthetical citations and a Works Cited). Failure to cite references is plagiarism.

Plagiarism: In 2005, Phat Rags, Inc. grossed $3 billion in revenues, a 76% increase since 2003. However, workers in their Thailand plant continued to be paid the equivalent of $43 per month during that same period. When specific data such as numbers are used, you must cite.

Acceptable w/Citations: In 2005, Phat Rags, Inc. grossed $3 billion in revenues, a 76% increase since 2003 (Doe 2). However, workers in their Thailand plant continued to be paid the equivalent of $43 per month during that same period (Gou 23).

- You must always differentiate between your ideas and others’ ideas. Failure to do so and passing off others’ ideas as your own plagiarizes.

Improper: However, workers in their Thailand plant continued to be paid the equivalent of $43 per month during that same period, which is the same as stealing the workers’ labor (Gou 23). This is improper because it is the student’s conclusion that such treatment is stealing, but the citation’s coming at the end of the sentence suggests that it is part of the Gou source.

Proper: However, workers in their Thailand plant continued to be paid the equivalent of $43 per month during that same period (Gou 23), which is the same as stealing the workers’ labor.

- You must indicate exact quotations by putting short quotations inside quotation marks and by offsetting long quotations (four or more lines long) in block form. Failure to indicate others’ exact language according to these methods is plagiarism.

- When paraphrasing, you must recast information completely into your own words while maintaining the original meaning. Too closely mimicking the original language or structure when you are purportedly paraphrasing is plagiarism. Paraphrasing must be cited the same way as quotations are.

- Failure to provide adequate citations is plagiarism (e.g., providing insufficient data in the Works Cited).

- Having another person write part or all of an essay and then passing off the work as yours is plagiarism. This prohibition includes, but is not limited to, using organizations that provide essays or provide writing-for-hire services, reincarnating friends’ essays, having Aunt Betty craft your essays, and wholesale taking essays from the Internet, books, and periodicals.
AVOIDING PLAGIARISM: CAUTIONS & TIPS

SAMPLE QUOTATION: “The shadow is not the whole of the unconscious personality. It represents unknown or little-known attributes and qualities of the ego—aspects that mostly belong to the personal sphere and that could just as well be conscious. In some aspects, the shadow can also consist of collective factors that stem from a source outside the individual’s personal life.”

from M.-L. von Franz’s “The Realization of the Shadow”

I. QUOTATIONS

A. In English and humanities classes, students referring to outside sources must use the M.L.A. (Modern Language Association) citation form. When you use a source at the end of your sentence, the period should follow the last parenthesis of the parenthetical citation except when providing citations for block quotations.

EX: Sometimes, “collective factors” may comprise one’s shadow (von Franz 351).

Note: Reserve footnotes and endnotes for extra explanatory information that you wish to include but which may not flow in the body of your essay (e.g., background information such as the reference above to “the shadow” coming from Jung). Also, footnotes and endnotes work to provide names of other sources the reader may wish to examine.

Note: When writing research papers in other disciplines, you should ask the instructor which citation form she requires. Different citation forms have varying requirements.

B. Incorporate quotations into your sentences; quotations should not stand alone.

EX: According to some psychologists, “[t]he shadow is not the whole of the unconscious personality” (von Franz 351).

NOT: “The shadow is not the whole of the unconscious personality” (von Franz 351).

C. Quote exactly (including grammar, spelling, capitalization).

1. The quotation should grammatically fit into your paper.

EX: “The shadow is not the whole of the unconscious personality” (von Franz 351), but recognizing and understanding it are crucial to understanding one’s self.

2. Minor changes that do not alter the meaning of the quotation, but that allow for clarification or for grammatical smoothness, must
be indicated by brackets (never parentheses); indicate omissions with ellipsis points.

EX: Recognizing and understanding the shadow is crucial to understanding one’s self despite the caveat that “[t]he shadow is not the whole of the unconscious personality” (Franz 351).

3. Errors made by the original author should be indicated by “[sic].”

EX: According to Suarez, “Abraham Lincoln [sic] was a stupendous leader” (877).

D. Quote accurately, not out of context.

1. Do not leave words out that would alter the meaning.

ORIGINAL: “That was not the greatest movie ever made!” --Jane Jones

NOT: According to Jones, “That was the greatest movie ever made!” (988).

2. Do not add words (see above for exceptions).

ORIGINAL: “That was the greatest movie ever made!” --Jane Jones

NOT: Jones said, “That was not the greatest movie ever made!” (988).

II. PARAPHRASES

A. Cite paraphrases as you would cite quotations (except for block quotations).

B. Accurately convey the author’s information; do not add or delete meaning simply to bolster your argument.

C. Changing a few words or switching around some phrases is not acceptable paraphrase (even with a citation). Compare the following examples with the sample quotation on the first page.

NOT ACCEPTABLE: The shadow is not the entire personality that’s unconscious (von Franz).

D. Avoid too closely mimicking the author’s structure. Compare the following with the sample quotation. Copying the structure of an author’s writing, even if you use different words, is plagiarism.
NOT ACCEPTABLE: The hidden part is not the entire unconscious personality. It symbolizes the obscured characteristics of the ego—parts that relate to one’s intimate space and that may be conscious. So, the hidden part referred to as the shadow can be made up of elements that come from outside one’s life (von Franz 351).

E. Completely put the author’s ideas in your own words and your own structures.

EX: M.-L. von Franz has argued that the shadow, sometimes shaped by outside factors, is not the unconscious personality in total (351).

NOTE: Offset another’s exact language, even a word or phrase, with quotation marks unless the word (e.g., unconscious) or phrase is a common one. However, if that word or phrase is used in an unusual manner or context, quotation marks are needed.

III. DECIDING BETWEEN USING DIRECT QUOTATIONS AND PARAPHRASES:
Generally, if you simply wish to capture the original author’s ideas or information (substance rather than form), then paraphrase. If you wish to capture the author’s exact words (because they are particularly striking, for example), then quote.

TIP: Use direct quotations sparingly, so when they are used, they are dramatic.

TIP: If you’re having trouble paraphrasing, it may be that you do not understand the quotation. Always understand information before you use it.

REMEMBER: The bulk of the writing should be yours. A research paper is not a string of quotations nor a list of expert testimonies. It is your argument with reasonable conclusions backed by research. That is, your conclusions must be included in the research paper; such conclusions should be an integral part of the discussion.

Work Cited
ENGLISH 102: BASIC STYLE CHECKLIST

Refer to workshop sheets and other class handouts for more details. Remember: these are some basic guidelines. You must always consider focus, purpose, and audience in adjusting your style accordingly. Maintain your voice *while* speaking in the college composition language.

- **Number pages and staple them in order.** I do not carry a stapler with me.

- **Generally, adopt a consistent point of view.** For college writing, this often means third person since it comes across as more objective and formal. This does not mean first or second person is taboo (each POV has particular benefits and drawbacks). **For English 102, you select the POV most effective for audience and purpose for the research papers (3rd person for the critiques).**

  EX: I think that capital punishment contradicts humanitarian ideals.

  REV: Capital punishment contradicts humanitarian ideals. [e.g., for a more objective approach]

- **Use specific, concrete language.** (However, know what the key points of your discussion are; elaborate on these areas.)

  EX: Some really bad stuff happens to journalists sometimes.

  REV: In mid-February 2002, American officials confirmed that it was likely Pakistani nationalists who murdered *Wall Street Journal* reporter Daniel Pearl (Smith 9).

- **Cut wordiness.**

  EX: As a writer assigned to write this assignment on this topic, it is a fair assumption that, at this point in time, this writer considers the core of the American identity to be individualism.

  REV: The core of the American identity is individualism.

- **Avoid contractions.** In formal writing, you should use complete words.

- **Adopt an appropriate tone.** (Consider focus, purpose, and audience.)

  EX: Only asinine people would vote for Initiative 123.

  REV: Passage of Initiative 123 would prove to be a major environmental setback. This initiative calls for . . . .

- **Smooth transitions** (both rhetorical and logical).

  EX: Sudanese children are at greatest risk of starvation. My kids love to read Dr. Seuss.

  REV: While American children are reading Dr. Seuss, Sudanese children are scavenging for food scraps.
• **Revised unnecessary passive voice to active voice.**

  EX:  The air was let out of the balloons by somebody.

  REV:  Somebody let the air out of the balloons.

• **Write in the positive.** Often, negative conclusions may be stated in positive form. Use *not* as a necessary means of negation, not as a weak, wordy way to hedge.

  EX:  The Grinch was not very nice and not very happy around Christmas time.

  REV:  The Grinch was mean.

• **Use sentence variety.** As needed, vary sentence types and lengths.

  EX:  Apolo Ohno is a local kid. His father started in skating. Apolo ended up liking it. He practiced and trained. Now, he’s really good. He won a gold medal at the Olympics.

  REV:  Apolo Ohno is a local kid. Though his father started him in skating, Apolo took to it: practicing and training until he became one of the world’s best. Now, he’s an Olympic gold medalist-holder . . . and a contestant on *Dancing with the Stars*!

• **Use college-level diction** (e.g., avoid slang & smooth out awkwardness).

  EX:  Though people freaked about local charities getting the short end after those fat contributions to the Red Cross after September 11th, that didn’t happen.

  REV:  Though directors of local charities, like Books for Kids, worried that generous contributions to the Red Cross after the September 11th tragedy would deplete funds meant for small organizations, they need not have worried. Contributions were as strong as ever.

• **Use standard essay format** (e.g., double spacing, twelve-point font, indented paragraphs, no unnecessary white spaces between paragraphs).

• **Follow M.L.A. or A.P.A. guidelines when citing, not a hybrid.** Below are some key differences. Note: for this class, please substitute your student ID each time M.L.A. or A.P.A. requests name.

<table>
<thead>
<tr>
<th></th>
<th>M.L.A.</th>
<th>A.P.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page (numbered as page i)</td>
<td>No</td>
<td>Yes as directed</td>
</tr>
<tr>
<td>Abstract (numbered as page ii)</td>
<td>No</td>
<td>If required</td>
</tr>
<tr>
<td>Pagination and Running Header</td>
<td>Arabic numbers preceded by your surname in upper right corner, a half inch below top</td>
<td>Arabic numbers starting with first page of text. In upper right corner, include shortened title, five spaces, and page number.</td>
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<tr>
<td>Subsections</td>
<td>Less common than APA</td>
<td>Common</td>
</tr>
<tr>
<td>Use of long quotations in block form (offset by indenting left)</td>
<td>Four or more lines long; double-spaced generally</td>
<td>Forty or more words long; double-spaced generally</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Works Cited</td>
<td>References</td>
</tr>
</tbody>
</table>
ENGLISH 102: ESSAY CONTENT CHECKLIST

☐ Address the assigned essay prompt & other requirements. Read each essay tip sheet carefully.

☐ Consider which target audience is most appropriate for the subtopic and purpose. For Essays 2-4, identify the audience beneath the essay title. Tailor language and content to that audience. Remember: tailoring for audiences is not the same as toadying to audiences.

☐ For the audience and purpose of this particular essay, consider which persuasive strategy and use of appeals (ethos, pathos, logos) and in which proportion would be most effective.

☐ Make clear what your aim is (e.g., to persuade or to mediate). The audience should be able to determine this from your content and your language. An argument may have multiple aims.

☐ Determine what tone would be most effective for audience and purpose. Have you demonstrated this with diction and content (i.e., appropriate quantity and type of proof)?

☐ Provide necessary or helpful definitions for key terms, especially abstract ones.

☐ Clearly let readers know exactly what you want, if anything (be sure it’s reasonably feasible).

☐ Consider addressing the benefits of what you ask the audience to do.

☐ Logically organize your information.

☐ Provide adequate proof (consider focus, purpose, and audience): have you provided enough proof to prove your claim to your target audience?

☐ Provide appropriate proof (consider focus, purpose, and audience).

☐ Provide a variety of proof. Remember that your assignment calls for at least five sources; aim for sources of at least three different types. Your sources may be in print or electronic format.

☐ Provide credible proof (e.g., logical, current, approved). You may use the resources mentioned in class but don’t limit yourself to them. Use logic to help evaluate the credibility of sources.

☐ Quote exactly and appropriately. See Pages 9-11. Avoid using quotations if you do not understand their meanings. When using them, remember to incorporate them into your sentences.

☐ Paraphrase appropriately. See Pages 9-11. Check the meaning is true to the source and to your usage.

☐ Check that you have used (not just found) at least the required number of authoritative sources per assignment. Remember: this number excludes counting of general encyclopedias, dictionaries, and wikis.

☐ Try using at least one non-electronic source.

☐ Attach copies of electronic research (unless gathered from TCC’s database). For lengthy Internet articles, just print out the section you used.
For your last essay only: Inside a **paper folder**, put the essay along with previous assignments and electronic research. Chronologically arrange your work. Prior to the last research essay, you need *not* submit essays inside a folder; it’s preferable you don’t.

Be sure you addressed all parts of the assignment in regard to style and content.

Draw a conclusion from your body of research and your evaluation of the sources. Then, further refine that conclusion into a claim then into a thesis (tailored to your audience and purpose).

**NOT:** In Farland, 89% of the population is illiterate, so newspapers are not a social force as they are in the United States (Corcoran 310). The End.

**REV:** In Farland, 89% of the population is illiterate, so newspapers are not a social force as they are in the United States (Corcoran 310). However, villagers gather nightly to share what news they may have heard on radios or from visitors (Corcoran 311), and in this way, stay informed. Thus, newspapers’ lack of power in Farland does not accurately indicate its citizens’ lack of awareness . . . .

**Make sense.** Avoid fallacies.

**NOT:** All Middle Eastern countries hate America.

**REV:** Arabic reporters’ frequently use connotations of Western supremacy to . . . .

**Be factually accurate.** Recheck facts (and be sure they’re from credible sources).

**NOT:** In what some theorists consider a terrorist strike against America’s economic empire, over 6,000 people died as a result of the attacks of September 11th.

**REV:** The latest figures indicate approximately 3,000 people died in the terrorist attacks of September 11th, though the exact figure may never be known (Wallace 87).

**NOTE:** See *A Writer’s Reference* for rules about how to properly use numbers in academic papers.

Avoid relying on personal experience as the sole support. Rather, consider using personal experience, if at all, as illustration. Find corroborating evidence.

**NOT:** I lived in Israel for a summer, and the people didn’t like my Middle Eastern looks. Though I’m no genius, it’s obvious the place is screwed up.

**Provide sufficient discussion clarifying the significance of the research** (discuss, not just list).

**NOT:** In 1826, Lush Valley had the world’s richest lode of iron ore (Cooper 14).

**REV:** In 1826, Lush Valley had the world’s richest lode of iron ore (Cooper 14). The discovery of the ore would spur an economic boom in the region that would last for seven decades and provide newfound wealth for thousands of working poor (Cooper 16).
ENGLISH 102: RESEARCH PROPOSAL

This completed form is due at the start of class 4/12. Missing or late work will deduct 10 points from your course total.

Please type. Use this form or type on alternate sheet. Handwritten work not accepted.

RESEARCH SUBTOPIC (e.g., 9/11 and National Identity):

ISSUE (QUESTION) ABOUT THE SUBTOPIC (e.g., How has 9/11 shaped American identity?):

IDENTIFY AT LEAST TWO SPECIFIC SOURCES (other than general encyclopedias and dictionaries) that you have found thus far. Record the bibliographic information in MLA or APA form. This is to indicate your initial research as well as help me gauge how much review I need to do with MLA and/or APA.

Note: should you change your research issue, please keep me posted so that I can help trouble-shoot. Simply email a revised Research Proposal. The purpose of the proposal is for the librarians and for me to head off as many problems as possible: we will notify you if you select a topic that seems problematic to research. HOWEVER, please remember that two essays must address the same issue.