

## **12<sup>th</sup> Grade CP English – Composition**

### **Directions for APA Research Paper**

As part of the semester requirements, students will read a novel that is selected by their teacher. Prior to reading this novel, students will be required to do research on the author and write a paper based on their research. Students will follow the *Jim Thorpe K-12 Writing Guide* in the preparation of this paper. The research paper will be written in APA format. This project will cover various steps of the research and writing process, which will be fully explained during class using the *Jim Thorpe K-12 Writing Guide*. Please bring this valuable reference guide to class with you each day during the course of this project.

The purpose of this project is to reinforce the research and writing processes that will be taught during the course of the semester. Students will learn, practice, and demonstrate the process of researching and writing on a European author of literary merit. In their research paper students will analyze how that author was both influenced by the social mores of his or her time as well as the events of his or her life and how that author in turn influenced both social values and literature. In their research papers, students will weave together information from the history of the period and the life of the author.

Students must write their expository research compositions on the computer. Their papers must be double-spaced and must follow the guidelines established by the AMERICAN PSYCHOLOGICAL ASSOCIATION. Papers must be written in Helvetica 12-point size font and must contain proper parenthetical notations throughout. Full instruction on the steps of the process will be covered in class using the *Jim Thorpe K-12 Writing Guide*. Various days will be set aside during the semester for students to work on this paper within class and to receive teacher counseling. However, the majority of the work for this research project will be done outside of the classroom and specific due dates will be delineated for the various steps of the process. The paper must be between 3-1/2 to 4 pages in length, with a minimum of ten note cards prepared for each page. The title page and the bibliography do not count in this minimum page requirement.

**NOTE - If the paper is not the prescribed length, it will be deemed unacceptable for grading; and the student will receive a zero on the paper.**

### **General Steps in the Research Paper Project**

**(Refer to the *Jim Thorpe K-12 Writing Guide* for more details.)**

1. Students will follow the steps of the writing process and will submit: bibliography cards, note cards, outline, paper rough draft, and paper final copy, with bibliography.
2. Students will research the life and time period of their author. Students will also read two different literary analyses on the novel that is to be read. **Students must utilize at least five references from two different types of sources for their research.** Students will need to include **one long quote** using the APA format as explained in the Jim Thorpe K-12 Writing Guide. **Students will not use more than seven direct quotes in their papers.**
3. Students will keep a large manila envelope in which they will store and submit all steps of the process for this research project. Students will make a copy of each source they use for their paper and will write on a coversheet stapled to each source the correct documentation using APA HANDBOOK format. On each source copy they will highlight the data that they use within their paper.
4. Students will prepare a handwritten bibliography card on each source using APA format. Students will also prepare note-cards based upon the information in their references.
5. **Students will use proper APA format.**
6. Students will follow proper format of introduction, body, and conclusion when they prepare their outline and their paper. Students will develop the introductory paragraph making sure that it contains a proper thesis statement. Each paragraph must begin with a topic sentence followed with adequate supporting details. Students will develop the concluding paragraph making sure that it summarizes, restates, or finalizes the paper appropriately. When developing their outlines and their rough drafts, students must include background research on the period and life of the author, information found in their reading selections, and literary criticism written by experts regarding the author's work.
7. Students will submit their outline before beginning the composition rough draft.
8. Students will type the rough draft of the composition including the internal parenthetical notation in APA format as they write.
9. Students will print their rough drafts and underline in ink the thesis statement in the introductory paragraph and the topic sentence in each body paragraph.

10. After marking and labeling in ink the parts of the rough draft, students will type their final outlines.
11. Students will thoroughly edit and revise their rough drafts by using the guidelines covered in the *Jim Thorpe K-12 Writing Guide*.
12. Students will type their final Bibliography.
13. Students will prepare their source packets. .
14. Students will print their final copies of the research paper.
15. Students will submit their completed research projects by placing all materials in a large, manila envelope. They will write their first and last names, period number, and due date on the top right-hand corner of the manila envelope. Items are to be placed in the manila envelope in the following order:

**Under One Paperclip**

- A. Final copy of paper with final Bibliography as the last page and a proper title page as the front cover.
- B. Final formal outline with thesis statement at the top (behind Bibliography)

**Under a Second Paperclip**

- C. Source packet with coversheet stapled on top of each source -- Put each source in the same order as listed on the Bibliography.

**Under a Third Paperclip**

- D. Rough draft of paper
- E. Rough draft of Bibliography
- F. Informal outline with thesis statement at the top
- G. This instruction sheet

**One Rubber Band Around**

- H. Bibliography cards

## Second Rubber Band Around

### I. Note-cards

#### SPECIFIC EXPLANATIONS OF INDIVIDUAL PARTS

##### Bibliography Cards

The APA HANDBOOK no longer teaches students to make bibliography (bib.) cards or note-cards, preferring that students do all their work on the computer. However, for ease in evaluating students' systematic progress, this class will produce bib.cards (3 x 5) and note-cards (3 x 5).

Everything on the bib.cards must be written in INK.

Students should put their first and last names in the bottom-left-hand corner of each bib.card.

Students should assign each source an alphabetical letter, and they should put that code on the top-right-hand corner of the bib. card and on the top-right-hand corner of the coversheet which is stapled to each source. As soon as students decide to take notes from a source, they should **MAKE A BIB. CARD IMMEDIATELY.**

The documentation on the bib. cards must follow APA format. Students should write on the back of each bib. card the type of source (e.g., periodical, online periodical, book, encyclopedia) and the paragraph and page number of the source from which the annotation was taken.

##### **Note-cards**

Students should write on their note-cards in **PENCIL.**

They must do all their note-cards before they begin to write their rough outline. They need to put the source code (alphabetical letter) in the upper-right-hand corner of the note-card. Students should write their first and last names in the bottom-left-hand corner of the note-card. They should put the **source page number** in the bottom-right-hand corner of the note-card.

Students should either write down word-for-word those statements which sound really interesting and put quote marks on the card to show that they have quoted directly from the source, or they should write the information in their own words -- called "paraphrasing." No matter whether a person quotes directly or puts the information in his own words, he must give credit to the source. Students will do this by inserting parenthetical documentation into their papers using APA format

Students should write **only one main idea** per note-card and should put the **key word** on the top-left-hand corner of each card. This will make it easy for students to sort their note-cards by key ideas when they get all their note-cards finished.

When they have finished doing their note-cards, students should divide them into stacks of similar key ideas.

When they have stacked their note-cards by key ideas, they are ready to write their informal outline.

Their note-cards should look like this:

Key word	Source code
Information either paraphrased (in student's own words) or quoted (quote marks)	
Student's first and last names	Page # in source

**Rule of thumb: It is better to have too many note-cards than not enough to cover the subject matter adequately.**

## Source Packet

Each source must be stapled to a separate coversheet with the bibliographic information written at the top of the coversheet in APA format. Students must provide copies of all pages from which they took information that they utilized in their paper. (Suggestion: Students may wish to make two copies of their source information -- one to mark up while they are preparing their composition and the other to highlight for the final source packet.)

Students must be sure to put the alphabetical letter code in the top-right-hand corner of both the coversheet and the Xeroxed source material.

Students should highlight in PINK on the source material all the words which they copied word-for-word (directly quoted) in their final copy.

They should highlight in YELLOW on the Xeroxed source material all the information which they paraphrased (put in student's own words) in their final copy.

Here are two rules of thumb to follow in order for a person to avoid plagiarism: (1) When a student writes four or more words in a summary/paraphrase which appear the same as they are written in the source, he needs to give credit to the source (parenthetical documentation). (2) When in doubt, a student should cite the source.

## DUE DATES

**All work is due at the beginning of English class on the dates listed.**

**No excuses, including computer problems, will be accepted. Students should plan ahead and have their work ready well ahead of the due dates.**

**If the student is absent at the time an assignment is due, he must send his work to the teacher by the beginning of English class on that day. Since this is a long-term research project, the standard make-up policy does not apply.**

**All parts of the research project must be done according to the prescribed directions, or a student will receive a zero on his project.**

**LIST OF DUE DATES:**

**AUTHOR: (Selected from list):** \_\_\_\_\_

**READING OF SELECTION(S) WRITTEN BY AUTHOR:** \_\_\_\_\_

**STUDENT SYNOPSIS OF SELECTION(S):** \_\_\_\_\_

**READING OF TWO LITERARY CRITICISMS:** \_\_\_\_\_

**BIBLIOGRAPHY CARDS** -- \_\_\_\_\_ (minimum of 5 for 12<sup>th</sup> grade  
CP English - Composition)

**NOTECARDS** -- \_\_\_\_\_ (minimum of 10 for each of  
the 4-1/2 to 5 pages of the paper or 45-50 note-cards total.

**THESIS STATEMENT/INFORMAL OUTLINE** -- \_\_\_\_\_

**ROUGH DRAFT OF COMPOSITION (WITH PROPER NOTATIONS MARKED AS  
PER DIRECTIONS)** -- \_\_\_\_\_

**ROUGH DRAFT OF BIBLIOGRAPHY** -- \_\_\_\_\_

**FINAL OUTLINE** -- \_\_\_\_\_

**FINAL COMPOSITION** -- \_\_\_\_\_

**FINAL BIBLIOGRAPHY** -- \_\_\_\_\_

**SOURCE PACKET (ORGANIZED ACCORDING TO DIRECTIONS)** -- \_\_\_\_\_

### **GRADING OF THE RESEARCH PROJECT**

This project will be in lieu of a final examination and will count as 30 percent of the final course grade, with the first and second marking period each counting as 35 percent. The final research paper will be graded using the research paper rubric in the *Jim Thorpe K-12 Writing Guide*. **All of the above-referenced materials must be submitted in the packet or the research project will not be accepted. Plagiarism in any form is cause for earning a zero on this project.**

**All prewriting steps will receive a grade that will be given in the marking period when that step is due. The final paper will count as the final exam for this course.**

**NOTE:** Keep this direction sheet in the front of your blue writing guide and refer to it for complete directions throughout the course of the project. Submit this sheet within the submittal packet.

**Web Site Information:**

Literatures in English: British Literature by Period

<http://library.concordia.ca/collections/subpages/english4.html>