

Grit

English 1 Research Paper

Topic: In a five paragraph research essay define and explain grit, and the personality characteristics it implies. Use one of the following people to help personify this character trait. People you may use as examples include, but are not limited to: Michael Oher, Mahatma Gahndi, Nelson Mandela, Bethany Hamilton, Aron Ralston, and Jon Krakauer.

Schedule of Events:

Day 1: What is a research paper? What is MLA format, and why do I need to use it?

Day 2: Setting up MLA format

Day 3: Choosing a Topic and TAK

Day 4: Thesis Statements

Day 5: Outlining

Day 6: Finding Credible Sources

Day 7: Database Source

Day 8: Online Source

Day 9: Noodletools and Works Cited Pages

Day 10: Note taking: Paraphrasing and Summarizing

Day 11: Note taking: Notecards

Days 12 & 13: Note taking practice

Day 14: Organizing your notecards

Day 15: Formal Outline

Day 16: In-text and Parenthetical Citations

Days 17 & 18: Typing the paper

Day 19: Peer Editing and Editing Skills

Day 21: How to turn in an MLA formatted research paper

What is MLA Format?

Summary:

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the *MLA Handbook for Writers of Research Papers* (7th ed.) and the *MLA Style Manual and Guide to Scholarly Publishing* (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

MLA Formatting and Style Guide

General Format

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental uncredited use of source material by other writers.

If you are asked to use MLA format, be sure to consult the *MLA Handbook for Writers of Research Papers* (7th edition). Publishing scholars and graduate students should also consult the *MLA Style Manual and Guide to Scholarly Publishing* (3rd edition). The *MLA Handbook* is available in most writing centers and reference libraries; it is also widely available in bookstores, libraries, and at the MLA web site. See the Additional Resources section of this handout for a list of helpful books and sites about using MLA style.

Paper Format

The preparation of papers and manuscripts in MLA style is covered in chapter four of the *MLA Handbook*, and chapter four of the *MLA Style Manual*. Below are some basic guidelines for formatting a paper in *MLA style*.

General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.

- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

Russell, Tony, Allen Brizee, and Elizabeth Angeli. "MLA Formatting and Style Guide." *The Purdue OWL*. Purdue U Writing Lab, 4 Apr. 2010. Web. 20 July 2010.

Here is a sample of the first page of a paper in MLA style:

Catlin 1

Beth Catlin

Professor Elaine Bassett

English 106

3 August 2009

Andrew Carnegie: The Father of Middle-Class America

For decades Americans couldn't help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance ("Richest"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and cleaved to prosperity.

Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves;" he later turned this proverb into "watch the costs, and the profits take care of themselves" ("Richest"). Such thrift was integral to his future success. He also believed that "all is well since all goes better" ("Richest"). His theory

MLA Set-Up Practice Worksheet

1. Open a word document.
2. Set font for “Times New Roman.”
3. Set font for 12 point.
4. Set margins for 1”.
5. Set paragraph spacing for double spaced.
6. Set “Before” and “After” spacing to 0.
7. Header
 - Insert Header
 - Choose 1st choice (Blank)
 - Type last name (check 12pt font and Times New Roman)
 - Insert Page Number
 - Right Align
8. Type paper heading in the following order:
 - list your name
 - your teacher’s name
 - the class name
 - the date
9. Type the title of the assignment *MLA Set-Up Practice*.
10. Center the title.
11. Begin to type the following paragraphs. Don’t forget to indent (tab) your paragraphs.

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental uncredited use of source material by other writers.

Types of Papers

Creative Writing Papers:

Narrative Essays: Telling a Story

In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. “I” sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

Descriptive Essays: Painting a Picture

A cousin of the narrative essay, a descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description’s sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader’s emotions, with a result that is highly evocative.

Possible Research Papers:

Expository Essays: Just the Facts

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay. Because expository essays are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person.

Persuasive Essays: Convince Me

While like an expository essay in its presentation of facts, the goal of the persuasive essay is to convince the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

Argumentative Essay

The leading tone in an argumentative essay is the position of proving that the presented point of view is the correct one and possesses more truthful arguments than any other opinions. The author through proper reasoning, inducting and making conclusions, must prove the assertions or the theories of the argumentative essay. If the author fails to apply the reasons and conclusions to the topic of the essay such essay is considered to be an unsubstantiated opinion. Argument essay writing requires the ability of the author to show that he makes conclusions according to definite facts and not on his personal assumptions only.

Compare and Contrast Essay

This type of essay is basically a composition, which is concentrated on two points. The compare and contrast essay reveals the differences and the similarities of these two points, things, situations, etc. The main task of any writer is to find as many similarities and a difference, as it is possible.

Cause and Effect Essay

This type of essay is concentrated on the ability of the writer to connect the reasons the things happen and the consequences they might have. In other words it is the connection between the causes of events and the effects this cause have on any analyzed aspect. A cause and effect essay is designed to organize the discussion of the ideas of a certain topic (its causes and results).

Critical Analysis

This type of essay analyzes the strengths, weaknesses and methods of someone else's work. Generally these essays begin with a brief overview of the main points of the text, movie, or piece of art, followed by an analysis of the work's meaning. It should then discuss how well the author/creator accomplishes his/her goals and makes his/her points. A critical essay can be written about another essay, story, book, poem, movie, or work of art.

Choosing and Analyzing a Topic

Topic: In a five paragraph research essay define and explain grit, and the personality characteristics it implies. Use one of the following people to help personify this character trait. People you may use as examples include, but are not limited to: Michael Oher, Mahatma Gahndi, Nelson Mandela, Bethany Hamilton, Aron Ralston, and Jon Krakauer.

TAK

T(topic): _____

A(udience): _____

K(ey Words): _____

Pre-Writing

Know
(On what can I give my opinion)

Don't Know
(What do I need to research)

--	--

Thesis Statements

Thesis: the topic sentence for your essay. It should be the *last sentence* of the first paragraph.
The thesis is what you are proving in the paper.

Thesis Practice:

Read the topic and decide what you would be proving in your paper.

1. Topic: Write an informative/explanatory essay which discusses at least three of the positive aspects of Riverside High School.

~~In my essay I am going to prove that~~ _____

2. Topic: Write a persuasive essay in which you are convincing your audience that school uniforms are beneficial to high school students. Use research to support your thesis.

~~In my essay I am going to prove that~~ _____

3. Topic: Write a comparative analysis essay in which you are comparing a book you have read to the movie that was created based on that movie. Be sure to list both the positives and the negatives of the transition from one medium to the other.

~~In my essay I am going to prove that~~ _____

4. Topic: What were the causes of the Civil War? Write an essay which lists and analyzes three causes of the Civil War.

~~In my essay I am going to prove that~~ _____

5. **Topic: In a five paragraph research essay define and explain grit, and the personality characteristics it implies. Use one of the following people to help personify this character trait. People you may use as examples include, but are not limited to: Michael Oher, Mahatma Gahndi, Nelson Mandela, Bethany Hamilton, Aron Ralston, and Jon Krakauer.**

~~In my essay I am going to prove that~~ _____

Outlining

Basic

I. Introduction

A. Attention Getter: How will you get your reader's attention?

1. Possible attention getters: Fact, statistic, startling statement, quote, rhetorical question

2. Attention getters should be related to the topic of the paper.

B. Transition

1. You must transition from the attention getter to the thesis statement.

C. Thesis: the topic sentence for your essay. It should be the *last sentence* of the first paragraph. The thesis is what you are proving in the paper.

II. Body

A. Topic of the second paragraph

B. Topic of the third paragraph

C. Topic of the fourth paragraph

III. Conclusion

A. Summary Statement: What was the paper about?

B. Restate Thesis: write the thesis in a different way.

C. Concluding Statement: "The bow" of the paper. Tie the paper together – connect to society, reader, self.

Outlining
Basic – Fill-in

I. Introduction

A. Attention Getter: _____

B. Transition

C. Thesis: (copy from thesis worksheet) _____

II. Body

A. Topic of the second paragraph: _____

B. Topic of the third paragraph: _____

C. Topic of the fourth paragraph: _____

III. Conclusion

A. Summary Statement

B. Restate Thesis: _____

C. Concluding Statement

Credible Sources

Use C.A.R.S. checklist and web page credibility checklist to assess sources.

Primary Sources

Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.

Examples include:

- Literary creation: novels, short stories, poems, etc.
- Artifacts (e.g. coins, plant specimens, fossils, furniture, tools, clothing, all from the time under study);
- Audio recordings (e.g. radio programs)
- Diaries;
- Internet communications on email, listservs;
- Interviews (e.g., oral histories, telephone, e-mail);
- Journal articles published in peer-reviewed publications;
- Letters;
- Newspaper articles written at the time;
- Original Documents (i.e. birth certificate, will, marriage license, trial transcript);
- Patents;
- Photographs
- Proceedings of Meetings, conferences and symposia;
- Records of organizations, government agencies (e.g. annual report, treaty, constitution, government document);
- Speeches;
- Survey Research (e.g., market surveys, public opinion polls);
- Video recordings (e.g. television programs);
- Works of art, architecture, literature, and music (e.g., paintings, sculptures, musical scores, buildings, novels, poems).
- Web site.

Secondary Sources

Secondary sources are less easily defined than primary sources. **Generally, they are accounts written after the fact with the benefit of hindsight.** They are interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence.

Examples include:

- Bibliographies (also considered tertiary);
- Biographical works;
- Commentaries, criticisms;
- Dictionaries, Encyclopedias (also considered tertiary);
- Histories;
- Literary criticism such as Journal articles;
- Magazine and newspaper articles;
- Monographs, other than fiction and autobiography;
- Textbooks (also considered tertiary);
- Web site (also considered primary).

Research Databases

Research databases are a collection of articles which have been published. Research databases are approved for your papers by your teachers because they are published for academic research and are available in a print format. The difference is that it is much easier to use a database to find a published article rather than go through a large amount of magazines and journals to find one article-the database does the work for you. This is a source for primary and secondary sources.

EBSCO Host and Morley Library both have large research databases for your use.

Source Practice

Check the two model sources against the criteria given.

Model Source #1

Is it Credible? _____

What makes it credible? _____

Is it a primary or secondary source? _____

Model Source #2

Is it credible? _____

What makes it credible? _____

Is it a primary or secondary source? _____

Finding Sources

Source #1

Go to EBSCO and use the advanced search option to search for an article that will support your thesis and the topic of *What Makes a Modern-Day Hero*. Staple article to this page.

Title of the article: _____

Author of the article: _____

Type of article: magazine newspaper journal book encyclopedia/reference
(circle)

Title of the source (where did the article come from): _____

Summarize article: _____

Source #2

Go online to search for an article that will support your thesis and the topic of *What Makes a Modern-Day Hero*. Staple article to this page.

Title of the article: _____

Author of the article: _____

Title of the website (where did the article come from): _____

Checklist score (is the source credible): _____

Summarize article: _____

MLA Sample Works Cited Page

Summary:

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the *MLA Handbook for Writers of Research Papers* (7th ed.) and the *MLA Style Manual and Guide to Scholarly Publishing* (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.

Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York Times, 22 May 2007. Web. 25 May 2009.

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

GlobalWarming.org. Cooler Heads Coalition, 2007. Web. 24 May 2009.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology* 14.1 (2007): 27-36. Print.

An Inconvenient Truth. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.

Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. New York: Springer, 2005. Print.

Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print.

Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review* 96.2 (2006): 31-34. Print.

---. "Global Warming Economics." *Science* 9 Nov. 2001: 1283-84. *Science Online*. Web. 24 May 2009.

Step by Step Instructions to Noodle Tools

1. Go to www.riversidelocalschools.com and then Riverside High School.
2. Go to Media Center Link for RHS homepage.
3. Click on Noodletools.
4. Login to Noodletools using st16_lastname account and SIX digit student ID (unless you discovered differently).
5. Either click on “Create New Project.” If you are creating a new project – DO NOT FORGET TO CLICK “**MLA JUNIOR!**”
6. Name your project “Hero Research Paper.”
7. Click on “Works Cited.”
8. Click on “Enter source from...” and find the type of article you have; use either magazine, newspaper, journal, website. Use the examples in class to assist your decision.
9. Then click on “create citation.”
10. Enter as much information as you have on the top of your article printout. If you do not have a piece of information, leave it blank.
11. Click “Submit.”
12. To enter your next citation, click on “Enter source from...,” and go back to steps 8-11, until you have entered all four citations.
13. After you have finished entering citations click “Print/Export” to “Word,” then click the “click here.” Open the document, and print it from Word.

Note taking

Summarizing, Paraphrasing and Quoting

Summarizing is restating only the main points of the passage in your own words. It is very brief.

How to Write a Summary

1. Read the material and distinguish the main ideas from the details.
2. List the main ideas in phrase form.
3. Group the main ideas into logical categories — the order in which you read the main ideas is not always the best order for writing a summary.
4. Turn the main ideas into sentences and combine them into a paragraph using transitional words. Include a topic sentence.
5. Proofread a first draft for punctuation, spelling, and unity.
6. Make a final copy with neat handwriting.

Paraphrasing is restating the idea in your own words. It can be about the same length or even longer than the original passage.

Paraphrasing includes:

- Replacing difficult vocabulary words or phrases with words the student understands
- Rewriting lengthy or complex sentences into simpler sentences, or combining simple sentences into more interesting, complex sentences
- Explaining concepts and abstract ideas from sentences or passages using more clear and concise wording
- Translating ideas and information into students' own words

Student Tips for Successful Paraphrasing

1. *Know how to choose and use a dictionary and a thesaurus:*
Choose editions which are appropriate to your reading level and which have font styles and sizes that are easy to read. This includes dictionary and thesaurus features incorporated in word-processing software, which are often too advanced for students below grade ten.
2. *Understand the context of what you are paraphrasing:*
Read the whole sentence or several sentences of the passage to have at least a general understanding of the context in which words are being used. Make sure that the synonyms you use in your paraphrased version do not change the meaning of the passage.
3. *Use “semantic” paraphrasing:*
Use a thesaurus and/or your own knowledge to replace words in the passage with accurate synonyms. Be sure to check the part of speech of the word you are replacing. How a synonym is used can change the meaning of the word or sentence.
4. *Use “syntactic” paraphrasing:*
In addition to replacing key words, change the structure of the original sentences by either inverting the order of sentence parts, breaking them into shorter sentences, or combining simple sentences into compound and complex sentences.

5. *Rewrite the paraphrased version:*

Combine the various changes noted above and rewrite the passage in your own words.

Quoting is using the exact words of the author of the passage. It gives the author credit for those words.

- When quoting a source, you use quotation marks, and write the quote directly.
- Be sure to identify the speaker in the text.
- If a page number is known, then be sure to indicate it in your citation.

Verbs Used in MLA Style Signal Phrases (adapted from Diana Hacker's *Rules for Writers* 5th ed., p. 408)

Note: *APA style requires the verb in a signal phrase to be in the simple past tense (said) while CBE/CSE uses the present perfect tense (has said) and Chicago style uses the simple present (says)*
MLA style signal phrases consist of the name and qualification of your source followed by a verb which reflects his or her tone, attitude and position:

Shawn Bascom, International Student Coordinator, **claims that** "...";
Dr. Hatzenbuehler, history professor at ISU, **points out that** "...";
As President Arthor Vailas **notes**, "...";
Governor Schwarzenegger **fears that**

Signal phrases introduce paraphrases, summaries and direct quotations; here are some examples of verbs you can use in your signal phrases:

acknowledges	declares	proposes
adds	defines	reasons
admits	denies	recognizes
affirms	disputes	recommends
agrees	echoes	refutes
answers	emphasizes	rejects
argues	endorses	reports
asks	estimates	responds
asserts	finds	retorts
attacks	grants	reveals
believes	illustrates	says
calls	implies	speculates
claims	insinuates	states
comments	insists	suggests
compares	labels	surmises
concedes	mentions	tells
confirms	notes	thinks
contends	observes	warns
counters	points out	writes
counterattacks	predicts	

Note taking Writing Notecards

Make a decision as to which type of notecard is appropriate for the piece of information you are going to use. The types of notecards include:

1. Direct Quote – quote directly from the source. Be sure to explain who is speaking: “said John Smith”
2. Paraphrase – put a sentence or two from the source into your own words.
3. Summarize – summarize a longer passage in one or two sentences.
4. Common Knowledge (CK) – knowledge you found across three or more sources that is all the same, i.e. birthday, career, etc.
5. Self – These are points or conclusions you made that you have developed on your own after reading several different pieces on the same subject.

Create your notecard.

Topic: where is it going in your paper (goes in the left corner)

Source: use either author’s last name, title of the article, or title of source (in that order)
(goes in the right corner)

Information: see below

Example Card

NOTE: You may not use this information in your paper unless you find it on your own!

Topic (Biography)	Source name (American Library Association)
According to the American Library Association, a challenged book is one	
which has been questioned by an individual or a group of	
individuals within a school or library based on content they feel is	
inappropriate. <i>Fahrenheit 451</i> is on the list of commonly	
challenged books.	

Quotation Card

Organizing Your Research

After you are done with your research and notecards, follow these steps:

1. Sort your notecards based on the paragraph to which you have assigned them. This would be the information in the upper left-hand corner of the card.
2. Take the stack that belongs in the first paragraph of the body, and lay them out in front of you.
3. Read each card.
4. Put the cards in a logical order for your paper.
5. Number the back of each card.
6. Note: It is possible that you won't use all of the cards you wrote.
7. Repeat steps 2-5 for body paragraphs two and three.
8. If you have cards for the introduction or conclusion, make sure they are labeled as such.

You are ready to make your outline!!

Formal Outline Format (Title of your paper)

I. Introduction

A. Attention Getter: _____

B. Transition

C. Thesis: _____

II. Body

A. Topic Sentence: _____

1. Detail (just a phrase): _____

2. Detail (just a phrase): _____

3. Detail (just a phrase): _____

B. Topic Sentence: _____

1. Detail (just a phrase): _____

2. Detail (just a phrase): _____

3. Detail (just a phrase): _____

C. Topic Sentence: _____

1. Detail (just a phrase): _____

2. Detail (just a phrase): _____

3. Detail (just a phrase): _____

III. Conclusion

A. Summary Statement: _____

B. Restate Thesis: _____

C. Concluding Statement: _____

Sample Outline

John Smith

Mrs. Poje

English 1

14 April 2014

Ray Bradbury

II. Introduction

- A. What are the major problems in our society today?
- B. Transition
- C. Ray Bradbury used what he saw as problems in the society in which he grew up, and created a book which evaluated those problems, projected them into the future, and makes the reader ask the question "why?" in their society; it is often for this reason, Fahrenheit 451 is challenged and banned.

III. II. Body

- A. Ray Bradbury became an amazing and talented author, who came from very humble beginnings.
 - 1. Childhood
 - 2. Family
 - 3. Career
- B. When Bradbury first wrote Fahrenheit 451, he did not know the impact it would have on future readers of the book.
 - 1. Content
 - 2. Themes

3. Questionable topics

C. Because Fahrenheit 451 covers such as questioning the government, and anti-censorship/book banning it is ironically often challenged in conservative school districts and communities.

1. Why
2. Where
3. When

IV. Conclusion

- A. Summary statement
- B. Ray Bradbury's science fiction writing is often closer to the truth than many would like to admit.
- C. Concluding statement (tie to self, reader, society, world)

In-Text and Parenthetical Citation

EVERY TIME YOU USE A NOTECARD, unless it is a common knowledge card or self card, YOU MUST CITE WHERE YOU GOT THE INFORMATION! OTHERWISE IT IS PLAGIARISM!

In-text citation: discussing the source information within the writing of the sentence where you are using the information.

Parenthetical citation: using the source information within the parenthesis at the end of the sentence where you are using the information. When using parenthetical citation, you must always use in-text citation first.

Citing a Direct Quote

If you are using a **direct quote** card, you have only one choice: in-text citation.

Types of heroes	Jones, Sam
“Modern-day heroes include anyone who is involved in military service and police, fire or rescue services.”	

Here is how it looks in your paper:

According to Sam Jones, the author of the article “Today’s Heroes” printed in *Time*, “Modern-day heroes include anyone who is involved in military service and police, fire or rescue services” (73).

If you have already introduced Sam Jones’s article, you can do something like this:

Jones states, “Modern-day heroes include anyone who is involved in military service and police, fire or rescue services” (73).

**What is (73)? That would be the page number where the quote was originally found. If you do not have the *original* page number, then do NOT use a page number.

Citing Summary or Paraphrase

When citing information that has been summarized or paraphrased you must follow these rules:

1. The first time you use information from a source, you must use in-text citation.
2. After you have used a source for the first time, you can move to parenthetical citation.
3. If you have three or four pieces of information from the same source in consecutive paragraphs, you can introduce the source in the first sentence, and use parenthetical in the last sentence.
4. When you switch sources, you must indicate this through parenthetical citation.
5. In the parenthesis, use the last name of the author and the page number: (Smith 128).
6. If you do not have an author, use the article title: ("The Path of a Hero" 128).
7. If you are using an entire website use the name of the site: (ala.org).
8. If you have *original* page numbers from your sources, you should use them in the parenthesis at the end of the sentence: (128).
9. Parenthetical citation goes inside the punctuation (period) of the sentences where you are using that information.

Here is how it looks:

Ray Bradbury became an amazing and talented author, who came from very humble beginnings. Ray Bradbury's website explains that Ray Bradbury was born on May 22, 1920, in Waukegan, Illinois. However, according to the article "The Life of Ray Bradbury" in *Literary Journal* by Steve Badertscher, because of the Great Depression, Bradbury's parents, Leonard and Esther, were forced to move several times (6). They finally settled in Los Angeles where Bradbury graduated from high school (raybradbury.com). Bradbury became a "student of life," says the biography on his website. After graduation, he spent much of his time selling newspapers on the streets of L.A., and most of his nights were spent furiously writing at a typewriter at the public library (raybradbury.com). Ray Bradbury wrote mostly science fiction; however, he also published poetry and children's stories as well (Badertscher 6). The article "Bradbury, Ray" in *Brittanica Biographies* explains that Bradbury's work is featured in over seven hundred anthologies. After suffering a long illness, Ray Bradbury died on June 5, 2012, at the age of ninety-one. When he was a child, Bradbury met a famous magician who, according to the authors of his website, "touched the boy with his sword and commanded, Live forever." Ray

Bradbury chose to honor those words, and he lives on in the stories he wrote and the lives he has touched.

For other questions, visit Purdue O.W.L.: <https://owl.english.purdue.edu/owl/resource/747/02/>

Peer Editing Checklist

Remember: Be kind, be trustworthy and be helpful!

Step One

Read the paper straight through. _____initial
-Underline the thesis
-Check organization (Could you make an outline?)
-How is the introduction?
-How is the conclusion?

Step Two

Read the paper again _____initial
-Sentence Structure (No fragments or run-ons)
-Check spelling.
-Check grammar.
-Check punctuation.

Step Three

Read the paper one more time. _____initial

Positive Comment (What did the author do well?):

Constructive Comment (What does the author need to improve upon?):

Step Four

Discuss with your partner. _____initial

Your Name

Author's Name

Signature

Signature