

☒ Self-Evaluation: Content & Organization

Content of my research paper:

The topic (main idea) of my research is

My opinion about the topic is:

The action I want people to take is:

☐ The call for action is in the concluding paragraph of my research paper.

I use the following methods to provide support for my opinion(s):

- | | |
|--|-----------------------|
| <input type="checkbox"/> Examples | In paragraph(s) _____ |
| <input type="checkbox"/> Predicting consequences | In paragraph(s) _____ |
| <input type="checkbox"/> Reference to authority | In paragraph(s) _____ |
| <input type="checkbox"/> Stating and refuting an opposing argument | In paragraph(s) _____ |

Quotes, Paraphrases, and Summaries

My research paper has _____ direct quotes.

☐ Each quote provides author, year, and page (Author, 2006, p. 123).

My research paper includes _____ paraphrases or summaries.

☐ Each paraphrase or summary has the author and year (Author, 2006)

☐ The paraphrases and summaries in my research paper use different grammar and different words than the original.

Organization of my research paper:

My research paper has _____ paragraphs

☐ My research paper has an introductory section or introductory paragraph.

☐ The introduction of my research paper includes general information about the topic.

☐ The introduction has a thesis statement.

There are _____ supporting paragraphs in the body of my paper.

☐ Each supporting paragraph has a topic sentence.

If No, write topic sentences where needed.

☐ Each topic sentence introduces a new point about the topic of the paper.

☐ Transitions are used between paragraphs.

Before using Criterion:

☐ I typed my research paper.

☐ I put an extra return at the end of each paragraph.

☒ Self-Evaluation: Criterion & APA

Criterion:

I used Criterion to check my paper on _____ (date).

- ☐ Criterion found _____ possible errors in Grammar. I checked these possible errors.
- ☐ Criterion found _____ possible errors in Usage that I checked.
- ☐ Criterion found _____ possible errors in Mechanics that I checked.
- ☐ Criterion found _____ possible errors in Organization & Development that I checked.
- ☐ After I checked my paper with Criterion, I revised it.
- ☐ After I revised my paper, I checked it with Criterion again on _____ (date).

APA for sources and the References page:

- ☐ All the sources I cited are included on the References page.
- ☐ Only the sources I cited in the paper are included on my References page.
- ☐ The References list is in alphabetical order according the author's family name (or the first word of the title for articles without an author or editor.
- ☐ The References list has the correct layout. (The first line of each source given is not indented but the other lines are indented.)

Computer & APA Layout:

- ☐ I used the computer's spell checker to check and correct spelling errors.
- ☐ I used the computer's menu to set the page headers.
- ☐ I followed APA guidelines for margins, paragraph indents, and layout.
- ☐ The title is centered and properly capitalized.
- ☐ I removed the extra return between paragraphs that I included for using Criterion.
- ☐ I double-spaced the paper before I printed a copy for my teacher.

Unit 4 Proofreading Checklist: Persuasion

Writer's name: _____

Title of essay _____

A. Content: First reader: _____

1. What is the essay trying to persuade the reader to do? (Action)
2. Does the thesis statement use language appropriate for a Persuasive Thesis Statement? (for example, "need(s) to be," "should," "must," or "ought to")
Yes No
3. What reason is given to support the thesis in each developing paragraph?
4. Do the developing paragraphs have details, examples, and facts to support the thesis?
Yes Not in paragraph(s) # _____
5. Ask one question about the paper you think will help make the ideas clearer.

B. Organization: Second Reader: _____

1. Does the essay have an introduction, developing paragraphs and a conclusion?
Yes No
2. Is the topic sentence of each developing paragraph related to the thesis statement?
Yes Not in paragraph(s) # _____
3. What transitions are used between sentences and between paragraphs?

More transitions could be used in paragraph(s) # _____

4. Does the concluding paragraph restate the main idea of the essay? Yes No
Does it make a call for action? Yes No

C. Mechanics & Grammar: Third Reader's Name: _____

1. Are the name, number, course, class, and date written at the top? Yes No
2. Are all the paragraphs indented? Yes No Mark any that are not with an X.
3. Do all the subjects and verbs agree? Yes No Bracket [] verbs that do not.
4. Are all the words spelled correctly? Yes No Circle the ones that are not.
5. Do any of the sentences begin with: And, But, Or, or So? Yes No
(Yes > Combine these sentences with the sentence before or after them.)
6. Is there a title? Is it properly centered and capitalized? Yes No

Model Research Paper

The following pages present a model for a research paper that is five (5) or more pages long. During your second-year classes, you may be expected to follow this model for a longer paper. Some important things you should remember are that longer papers:

- Have a title page,

- Include the writer's name only on the title page,

- Begin page numbers on the first page of the text, not the cover page,

- Have 26 or 27 lines of text on each page,

- May include sub-heads in the paper to make it easier to read, and

- Begin the References list on a new page.

There are things that are the same regardless of the length of the paper. These include:

- Headers on every page, and

- Correct citation of sources following APA guidelines.

The Cover Page

Some teachers will require a cover page on research papers. The standard cover page for a paper prepared following APA guidelines includes the title of the paper, the writer's name, and the affiliation (place they are from). Papers prepared for a class should include information about the class. Here is an example:

The diagram shows a cover page template with various elements and arrows pointing to them from explanatory text on the right. The template elements are as follows:

- Top Left:** A staple icon with the text "Staple HERE only! Or use a Clip." above it.
- Top Center:** "Running Head: ECOLOGICAL FOOTPRINTS"
- Top Right:** The number "1".
- Center:** The title "Ecological Footprints: Measuring Our Impact Upon the Earth".
- Below Title:** The name "William Cline" and the affiliation "Osaka Jogakuin College".
- Below Affiliation:** "Writing: Model Essay", a line of "X"s, and the date "August 4, 2007".
- Bottom Left:** The email address "e-mail: xx123456@wilmina.ac.jp".

Annotations on the right side of the diagram:

- An arrow points to the top right corner: "APA calls the 'Short Header' a 'Running Head.'"
- An arrow points to the running head: "The Running Head is given on the cover page in ALL CAPITAL letters."
- An arrow points to the title: "The title should cover the content of the paper."
- An arrow points to the name: "The Writer's Name is below the title."
- An arrow points to the affiliation: "The Affiliation (place the writer is from) is below the name. Students are 'from' their university."
- An arrow points to the class information: "**For Class Papers:**
The Course Name
The Instructor"
- An arrow points to the date: "**For all papers:**
The Date submitted. The date is always needed. Include it even if you are not writing a paper for a class."
- An arrow points to the contact information: "**Contact information**
Address and/or E-mail address"
- An arrow points to the note: "**NOTE:** The Outline is NOT turned in with the final version. The Outline is a working draft of your paper."

Layout for Longer Research Papers

Read the comments about the layout of the paper “Ecological Footprints”.

The writer’s name, the course name, and the date are NOT on the first page of a longer research paper.

The writer uses Section Heads to help the reader identify the focus of each part of the paper.

There are 26 lines on this page. There should be 26 to 28 lines on a typed paper.

The diagram shows a page layout for a research paper titled "ECOLOGICAL FOOTPRINTS". The page is numbered "2" in the top right corner. The title is centered at the top. Below the title is a section head: "Ecological Footprints: Measuring Our Impact Upon the Earth". This is followed by an "Introduction" section. The introduction contains a paragraph of text. Below the introduction is a section head: "The Concept of Ecological Footprints". This is followed by another paragraph of text. The page is divided into sections by wavy lines. Annotations on the right side provide commentary on the layout. A line number "1" is next to the title, and a line number "2" is next to the section head. A line number "5" is next to the first paragraph of the introduction. A line number "10" is next to the second paragraph of the introduction. A line number "15" is next to the third paragraph of the introduction. A line number "20" is next to the section head "The Concept of Ecological Footprints". A line number "25" is next to the first paragraph of the second section. Annotations include: "Title: centered. on line 1. Below the title is a section head. Longer papers (5 or more pages) have section heads. Various rules apply for these, but when two levels are used, as in this paper, the sub-heads are in bold." (pointing to the title and section head), "This part of the introductory paragraph provides general information and makes the reader interested in the topic." (pointing to the first paragraph of the introduction), "This section of the introduction **explains** what will be discussed in the paper. This can be one or two sentences or one paragraph. This helps the reader understand the purpose of the paper. This is the 'thesis statement' for a longer research paper." (pointing to the second paragraph of the introduction), and "This paragraph **defines** and **illustrates** the 'concept of ecological footprints.'" (pointing to the first paragraph of the second section).

ECOLOGICAL FOOTPRINTS 2

1 Ecological Footprints: Measuring Our Impact Upon the Earth

Introduction

5 All of us are familiar with footprints. If our feet are wet, we leave wet images of our feet on any dry surface that we walk on. If we walk in mud or in sand, our feet leave prints where we have walked. Furthermore, wherever people repeatedly walk over the same ground, they create a path. The path is a place where the plants that normally cover the ground are killed so that the ground becomes smooth and bare. Our footprints affect other life around us. Of course, if we live in a modern city, much of the ground where we walk has been covered over with concrete or other paving to make it easier for us to move and walk. This covering of the ground could be counted as part of our footprint, too. Besides leaving marks where we have walked, our footprints and wherever we stand takes up space. Ecological footprints are similar, in some ways, to the regular footprints that we are familiar with. Ecological footprints leave marks upon the earth and change the environment. This paper will explore the concept of ecological footprints, then focus on our carbon footprints, and finally make recommendations for action.

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20 The Concept of Ecological Footprints

25 The concept of ecological footprint became widely known after the publication of *Our Ecological Footprint*, by Mathis Wackernagel and William Rees (1996). The authors wanted to measure how much land was needed for the long-term support of any group of people. Support included enough land to both provide resources and to absorb waste (p. 9). The purpose of this measurement was to increase our

Title: centered. on line 1. Below the title is a section head. Longer papers (5 or more pages) have section heads. Various rules apply for these, but when two levels are used, as in this paper, the sub-heads are in bold.

This part of the introductory paragraph provides general information and makes the reader interested in the topic.

This section of the introduction **explains** what will be discussed in the paper. This can be one or two sentences or one paragraph. This helps the reader understand the purpose of the paper. This is the "thesis statement" for a longer research paper.

This paragraph **defines** and **illustrates** the "concept of ecological footprints."

The source of the information is cited by the writer of the paper. This includes the family name of the author, the year, and the page. All information from others is cited.

The page number that the information is from appears inside the parentheses and before the period. When the information is on two or more pages, use pp. for pages

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awareness of how we depend on nature for many services. By increasing our awareness of nature's services, the authors hoped that we would take action to care for and preserve our natural environment (pp.

7-8). Furthermore, the authors were not thinking of just the amount of land that was needed for one year or even a few years. They intended to find out how much land would be needed to provide resources and absorb waste for an unlimited number of years. Thus, our ecological footprint includes the concept of sustainability. Sustainability is a word meaning the ability to continue for an unlimited number of years.

Wackernagel and Rees determined that an average Canadian needs an area that if square would measure 207 meters by 207 meters to provide resources and absorb wastes in a sustainable way (p. 11). That equals about 42,850 m² for one person living an average life in Canada.

Canada is the second largest country in the world but it has a rather small population, so it would seem that there is enough land in Canada to sustainably support its people.

However, if we were to supply the average person in Japan with the same amount of resources and waste services as the average Canadian, just from the islands of Japan, only about 9 million people could sustainably be supported. How is it that the small land area of Japan supports over 140 million people? There are three ways in which this is done. First, Japan imports lots of resources from outside of its own land. That means that Japan spreads its ecological footprint to various countries around the world. For example, Japan imports food from America, using land in America to produce that food. Second, the average Japanese person does not live the same lifestyle as the average

The year of publication is next to the author's name unless the last source used was **identical**. In this case, the year is not needed.

The page number comes at the end of the sentence you write or the quoted sentences.

Every piece of information from other sources needs a citation, even if this means that every sentence has a citation. Every citation includes the name of the author, the year, and a page number.

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Canadian. The average Canadian lives in a bigger house and uses more energy each year to heat that house during the cold Canadian winters.

Third, some of Japan's wastes are sent to other countries to be recycled or just dumped. By importing resources from other lands, using fewer resources, and by exporting wastes to other places, Japan supports a lot of people who are living on a rather small amount of land. This is because "the ecosystems that actually support typical industrial regions lie invisibly far beyond their political or geographic boundaries" (Wackernagel & Rees, 1996, p. 15).

Next, we need to look at the ecological footprint of the whole world. Wackernagel and Rees calculated in 1996 that if we divided the amount of ecologically useful land among all the people of the world, each person should have a share equal to 14,884 square meters. Rather than a square measuring 207 meters by 207 meters like that of the average Canadian, the square for each person in the world to have a fair share would measure 122 meters by 122 meters (p. 54).

The present Ecological Footprint of a typical North American (4-5 ha) represents three times his/her fair share of the Earth's bounty. Indeed, if everyone on Earth lived like the average Canadian or American, we would need at least three such planets to live sustainably. (Wackernagel & Rees, 1996, p. 13)

Since all of the world's people are living on only one earth, we have some problems. First, people living in developed countries are using far more than their fair share of the earth's resources. Second, many people in developing countries are living with far less than their fair share of resources. Third, we are not living in a sustainable way. We are using up resources faster than they can be replenished and we

Short Direct Quote: The writer uses the same words as the original. These words are inside quotation marks.

The **citation** for a direct quote includes the page number after the author and date: (Author, Year, p. XX).

When the year of publication is included as part of the sentence,, the writer of the paper does not need to put the year inside the parentheses ().

Long Direct Quote: When a direct quote is more than 40 words long, the quote is indented on the left side 5 spaces (the same amount the indent for a new paragraph). In a long quote, the page number appears after the "period" at the end of the sentence: Like this:

-- quote. (XXX)
There is no period after the parentheses.

Since this is NOT a new paragraph, it is NOT indented. It is continuing the paragraph begun before the long quote.

Note: See your APA guide for details on how to include citations that have missing information.

Section head:

Adding a section head signals a change in the focus of the essay and helps guide the reader. This section will define and illustrate "Carbon Footprints."

ECOLOGICAL FOOTPRINTS

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1 are producing waste faster than it can be safely absorbed into the environment.

The Carbon Footprint

This leads to the next focus of this paper—on the carbon footprint.

5 The carbon footprint is part of the ecological footprint but only related to carbon. Each of us breathes in oxygen and breathes out carbon dioxide. Plants absorb carbon dioxide and produce oxygen. In the right balance, this carbon cycle could go on forever. Unfortunately, we do not have the right balance. Besides our own breathing, we are burning coal, oil, and natural gas which produces great amounts of carbon dioxide. Furthermore, people are cutting down many of the trees which absorb carbon dioxide. Thus, more and more carbon dioxide has collected in the atmosphere.

15 The carbon footprint is the number of tons of carbon that a person produces each year. The worldwide average is four tons. In order to live in a sustainable way on the earth, each person should produce only two tons of carbon per year (Peterson & Rohrer, n.d.a). This means that we need two planet earths to absorb the carbon produced by our present average lifestyle. However, in Japan, the average person produced more than nine tons of carbon dioxide in 2002 (Peterson & Rohrer, n.d.a). Japan has to reduce its carbon footprint to less than a quarter of what it is now to live in a sustainable way. Carbon footprint is not just based on fossil fuel use. It is based on the carbon dioxide produced from many activities. For example, making two plastic (PET) bottles produces one kilogram of carbon dioxide. Another example, the total production of one cheeseburger produces over three kilograms of

This paragraph **defines** and **illustrates** in a general way.

This paragraph **defines** a carbon footprint and the **illustrates** the carbon footprint of an "average" person in Japan.

When the year of publication is missing, write (n.d.) in place of the year.

Next Page

Next page

When articles by the same authors that were published the same year are used, add 'a', 'b', 'c' to the year of publication, as in 2007a, 2007b. Here, the year is unknown, so 'a' and 'b' are added to 'n.d.' to show they are different articles.