**East Meadow School District**

**Curriculum Area Project**

**Gr. 9 Using the Common Core to Adapt NYS ELA Module 3 for the Academically Challenged Student**

**2015 - 2016**

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**Abstract**

**Using the Common Core to Adapt NYS ELA Module 3 for the Academically Challenged Student**

**Grade Level: 9**

**2015**

This CAP will help implement and support students who are struggling readers and writers (specifically those in the Regents Skills classes). The key components of each unit allow the instructor to lead his/her students down the same path as Regents level students, but uses a slower pace as a guide, thus making it easier for the struggling learner. All students will understand and be able to implement the standards as set for by the Module.

**NYS Common Core English Language Arts Standards for 9th & 10th graders:**

|  |  |
| --- | --- |
| CCS Standards: Reading – Informational Text | |
| RI.9-10.1a | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   1. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| RI.9-10.5 | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| RI.9-10.7 | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| CCS Standards: Writing | |
| W.9-10.2.a-f | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9 | Draw evidence from literary or informational texts to support analysis, reflection,  and research. |
| CCS Standards: Language | |
| L.9-10.2.a-c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation. 3. Spell correctly. |
| L.9-10.3.a | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   1. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. |

**Rationale**

All East Meadow New York State English students are expected to complete the PCG Education Module Three and be able to pass the new English Language Arts Regents in order to graduate high school. Unfortunately, not all students have the capability to learn at the required pace set forth by the Module. This CAP is designed to help those students access the same information, understand the same standards at a slightly different pace and with the instruction broken down (“chunking”) in order to make it easier to comprehend.

*\*\*This study guide uses the questions found in the module and uses a “chunking” process to help break down the meaning for the struggling reader.\*\**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Study Guide – Regents Skills

CC English Module 3 Unit 1 Animals in Translation

Pages 1-4

1. What gives Grandin the ability “to see things about animals other people don’t”?
2. Define the word *epiphany*. What contextual clues can you find to help you understand the meaning of this word?
3. What does Grandin mean when she says she is not have an “epiphany” about knowing that she can understand the way animals think?
4. What was a “big crisis” in Grandin’s life? How did this influence her?
5. Why was “school and social life hard” for T. Grandin?
6. What does Grandin understand now about the horses at her former boarding school that she “didn’t understand” as a fourteen-year old?

Pages 4-5

1. What is a squeeze chute?
2. Why does T. Grandin use it?
3. How can this device help her understand the animals better?

Pages 6-7

1. Why is T. Grandin different from other people who have worked with animals? Name two that she describes.

Pages 7–8

1. What are autistic savants?
2. What does Grandin claim about autistic savants and animals?
3. What is Grandin’s research topic?
4. What is one central idea in the text that is relevant to Grandin’s research topic?

Pages 9-10

1. Identify one central feature behaviorist observe when studying animal psychology.
2. What is the central feature behaviorists observe when studying human psychology?
3. What is the “black box”?
4. Why was the black box off-limits to behaviorists?
5. Explain the difference between punishment and negative reinforcement?

Pages 10-12

*Operant Conditioning*: the process of behavior modification that changes a subject’s behavior based on “positive and negative reinforcements from their environment.”

1. Who is Dr. Skinner?
2. Why did Dr. Skinner believe that *operant conditioning* made the study of the brain unnecessary?
3. What did T. Grandin disagree with Dr. Skinner?
4. Describe one similarity between behaviorists and ethologists.

Pages 14-15

1. What does being a “close observer” of behavior allow Grandin to do?
2. What do ethologists and behaviorists agree on?
3. What are “behaviorist principles*”*?
4. What does the word *anthropomorphize* mean?
5. Why does Grandin believe *anthropomorphizing* animals can be dangerous to them?
6. What is one central idea that is emerging?

Pages 15-16

1. Why did Grandin not endorse the experiments at her university?
2. How does Grandin include behaviorist and ethologist thinking in her perspective? What makes her perspective distinct from both fields of study?

Pages 16-17

1. What is a “visual thinker?”
2. What do a judge and jury have to do with Grandin’s thought process?
3. Why did Grandin *gravitate* to the animals’ visual environment? What does the word *gravitate* mean in this sentence?

Pages 18-20

1. What are “verbal thinkers?”
2. How does Grandin make the connection between her visual thinking ability and her research?

Pages 20-23

1. What is the “problem” that Grandin describes?
2. How did the “problem” get even worse?
3. How does Grandin emphasize the impact of stress?
4. How did Grandin figure out the animals’ problem?
5. How does Grandin explain her ability to solve the problem?

Read the final paragraph of the chapter:

I hope this book will help regular people be a little less verbal and a little more visual. I've spent thirty years as an animal scientist, and I've spent my whole life as an autistic person. I hope what I've learned will help people start over again with animals (and maybe with autistic people, too), and begin to think about them in a different way.

I hope what I've learned will help people *see*.(p. 26)

49. Why do you think the final word of the chapter, “*see*,” appears in italics?

NYS Module 3 Unit 1 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Animals in Translation* excerpt Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocabulary I**

1. autism (n.) – Autism Spectrum Disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors.
2. spectrum (n.) – a broad range of varied but related ideas or objects, that the individual features of which tend to overlap so as to form a continuous series or sequence
3. savants (n.) – people with unusual mental abilities that other people do not have
4. riveted (v.) – to cause to be fixed or held firmly, as in fascinated attention
5. behaviorism (n.) – the theory or doctrine that human or animal psychology can be accurately studied only through the examination and analysis of objectively observable and quantifiable behavioral events, in contrast with subjective mental states

Fill in the blanks

Autism Spectrum Savants Riveted Behaviorism

1. The children remained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the television show because of the exciting action.

2. The amount of students who are “on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” has risen over the past decade.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a disorder that many scientists are trying to unlock the secrets of in order to help those diagnosed with it.

4. One of the main characters from the movie *Rain Man* was an autistic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Scientists studied \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the elephants in the zoo.

NYS Module 3 Unit 1 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Animals in Translation* excerpt Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocabulary II**

1. ethology (n.) – the study of animal behavior with emphasis on the behavioral patterns that occur in natural environments
2. operant conditioning (n*.*) – the process of behavior modification that changes a subject’s behavior based on positive and negative reinforcements
3. stimulus (n*.*) – something that causes or quickens action
4. contribution (n.) – the part played by a person or thing in bringing about a result or helping something to advance
5. anthropomorphize (v*.*) – to attribute human form or behavior to an animal, object, etc.

Ethology Operant Conditioning Stimulus

Contribution Anthropomorphize

Fill in the blanks

1. T. Grandin says that we shouldn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, that instead, we should think how an animals sees things.

2. The ice cream truck acts as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for my children to get up and run outside.

3. I hope you all make a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to society in your lives.

4. When someone is given a piece of candy for doing well on a test every time, this becomes \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. 5. Scientists studied \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the elephants in the zoo.

NYS Module 3 Unit 1 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Animals in Translation* excerpt Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocabulary III**

1. obsolete (adj.) – no longer in use
2. gravitated (v.) – was attracted by, as if by an irresistible force
3. cower (v.) – to crouch in fear
4. depiction (n.) – a representation in a drawing, painting, or another art form
5. implications (n.) – conclusions that can be drawn from something, although they are not explicitly stated

obsolete gravitated cower

depiction implications

**Sentence Completions**

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the author is not a kind one.
2. The VCR has become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in this day and age.
3. The kitten was \_\_\_\_\_\_\_\_\_\_\_\_ (ing) in the corner because she saw a big dog.
4. Romeo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ toward Juliet at the masquerade ball.
5. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the test showed that the students’ writing have improved across the board.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quick Write**

**\*These quick writes are taken from the Module and simplified for your struggling students.**

***Place this in the writing section of your notebook. After each section, answer the next quick write. These will be collected at the end of the unit.***

**Quick Write 1**

What is one central idea that is emerging from this text? Provide two pieces of evidence that support this. Write one to two sentences that follow, that explain why the evidence supports this central idea.

**Quick Write 2**

What is one of Grandin’s claims about autism? What is one claim about animal behavior? Find and state evidence from the text that supports these claims.

**Quick Write 3**

What is behaviorism according to Grandin?

**Quick Write 4**

Why does Grandin have a different perspective of animal behavior? What kind of connection does Grandin make between her autism and animal behavior?

**Quick Write 5**

Explain Grandin’s involvement in the cattle industry. What central idea develops based on her involvement.

|  |  |  |
| --- | --- | --- |
| **Animals In Translation** | | |
| *Questions Raised By The Text* | *Hypothetical Answers Based on Textual Evidence (cite the evidence)* | *Further Questions* |
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| --- | --- |
| **Ethologist (T. Grandin)**  **Cite the Differences!** | **Behaviorist (Skinner)** |
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***Check out sheet Module 3 Unit 1***

***Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_***

*Topic*: Behaviorism

Five potential inquiry questions

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Check out sheet Module 3 Unit 1***

***Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_***

*Topic*: Behaviorism

Five potential inquiry questions

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CC English Module 3 Unit 1***

***Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

|  |  |  |
| --- | --- | --- |
| **Potential Topic (narrow to two or three words)** | **Page Number(s)** | **Key Information About the Topic** |
|  |  |  |
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**Part II Research**

***\*\*The following are different suggestions of approaching research in the library. There are a variety of note cards and a variety of ways to organize the note cards/information.\*\****

***Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Research Paper/Module 3***

***Period: \_\_\_\_\_\_\_\_\_\_***

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source Identification**

|  |  |
| --- | --- |
| **Source 1**  Author:  Title:  Website Address:  Publishing Information: | **Source 2**  Author:  Title:  Website Address:  Publishing Information: |
| **Source 3**  Author:  Title:  Website Address:  Publishing Information: | **Source 4**  Author:  Title:  Website Address:  Publishing Information: |
| **Source 5**  Author:  Title:  Website Address:  Publishing Information: | **Source 6**  Author:  Title:  Website Address:  Publishing Information: |
| **Source 7**  Author:  Title:  Website Address:  Publishing Information: | **Source 8**  Author:  Title:  Website Address:  Publishing Information: |
| **Source 9**  Author:  Title:  Website Address:  Publishing Information: | **Source 10**  Author:  Title:  Website Address:  Publishing Information: |

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| **Reusable Blank Copies**  Page #  Source # | Page #  Source # |
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Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phase One 

***Gathering Materials and Refining Topic***

* Read your article
* After reading your article and gaining some more background knowledge on your topic, it’s time to refine. Narrow down your focus for research.

**Express your area of research in the form of a question or problem:**

* Evaluate your original inquiry questions. Choose three major areas of inquiry to focus on throughout your research. You may find that you are combining questions to create a richer question, or you may find that you are altogether eliminating questions and creating new ones based on the information you have found in your article.
* List your three (3) areas of inquiry here:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Continue researching your topic looking for articles that have information specifically addressing these questions.**

**Research Paper Part III**

Congratulations! You have completed several days of research in the library. Now we are moving into Phase II where you will sort your information and try to make sense of it.

*\*\*REMEMBER – NEVER THROW ANYTHING AWAY – YOU NEVER KNOW WHEN YOU MAY NEED IT!\*\**

Check off the following before you move onto Phase II:

* Topic
* Three questions you have about your topic
* 15-20 sources

**Question Number**

**Phase II -- Organization!**

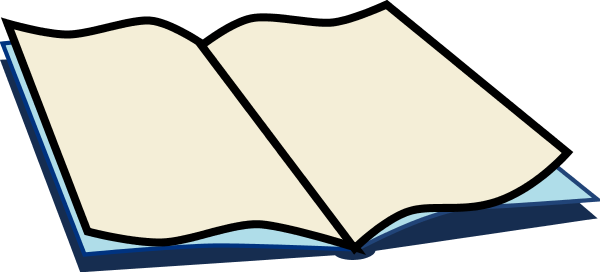
1. Begin by creating three labels with your research questions.

Question 1

What is autism?

**Label**

1. Begin reading through your sources, annotating information that applies to your questions.



1. When you annotate, identify which research question the information applies to by labeling it with the Question Number.

Autism spectrum disorder (ASD) is a range of complex neurodevelopment disorders, characterized by social impairments, communication difficulties, and restricted, repetitive, and stereotyped patterns of behavior.  Autistic disorder, sometimes called autism or classical ASD, is the most severe form of ASD, while other conditions along the spectrum include a milder form known as Asperger syndrome, and childhood disintegrative disorder and pervasive developmental disorder not otherwise specified (usually referred to as PDD-NOS).  Although ASD varies significantly in character and severity, it occurs in all ethnic and socioeconomic groups and affects every age group.  Experts estimate that 1 out of 88 children age 8 will have an ASD (Centers for Disease Control and Prevention: Morbidity and Mortality Weekly Report, March 30, 2012).  Males are four times more likely to have an ASD than females.

1. This process will take three to four days. You have a lot of information that you need to read, annotate and sort. You may find that after reading an article that there is no relevant information, *however* **do not discard the article.**

***Question 1***

***Annotation:***

***Definition***

***Statistics***

**Outlines 101**

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Main Point 1:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Supporting Evidence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Supporting Evidence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Supporting Evidence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Main Point 2:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Supporting Evidence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Supporting Evidence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Supporting Evidence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Transition Statement

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Outlines 101**

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Main Point 1:

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1. Supporting Evidence:

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1. Supporting Evidence:

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1. Supporting Evidence:

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1. Main Point 2:

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1. Supporting Evidence:

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1. Supporting Evidence:

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1. Supporting Evidence:

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1. Transition Statement

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**Outlines 101**

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Main Point 1:

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1. Supporting Evidence:

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1. Supporting Evidence:

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1. Supporting Evidence:

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1. Main Point 2:

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1. Supporting Evidence:

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1. Supporting Evidence:

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1. Supporting Evidence:

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1. Transition Statement

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**Sample Outline**

1. Introduction
2. Attention Grabber
3. General introduction to topic
4. Thesis Statement
5. Body Paragraphs
6. Topic Sentence for first body paragraph
7. Supporting detail and analysis (general explanation)
8. Supporting detail and analysis (general explanation)
9. Topic Sentence for second body paragraph
10. Supporting detail and analysis (general explanation)
11. Supporting detail and analysis (general explanation)
12. Topic Sentence for third body paragraph
13. Supporting detail and analysis (general explanation)
14. Supporting detail and analysis (general explanation)
15. Topic Sentence for fourth body paragraph
16. Supporting detail and analysis (general explanation)
17. Supporting detail and analysis (general explanation)
18. Topic Sentence for fifth body paragraph
19. Supporting detail and analysis (general explanation)
20. Supporting detail and analysis (general explanation)
21. Etc.
22. Conclusion
23. Rephrasing of thesis statement
24. General wrap up of research
25. Number your cards from 1-30 (or however many you have). The order of your cards does not matter. Write the numbers on the back of your cards
26. Separate your cards into the three areas of inquiry you have focused on.

(If you have a couple of extra cards, put them aside for now)

1. Within each of these three piles, try to separate your cards by sub-topics

i.e. If your question was “How does massage therapy help people?”

your sub-topics might be

- physical benefits

-mental/emotional benefits

1. After you have separated your cards into sub-topic piles, you should have between 4 and 7 piles of cards. Put a paper clip on each of these piles.
2. Decide a logical order of information and arrange the piles in this order.
3. Complete your outline based on this arrangement

Attention Grabber/Hook

When does a life no longer matter? Most people would say “never”; yet, everyday our society allows innocent lives to die in laboratories at the hands of scientists.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Introduction
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Body Paragraphs
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Card # and general explanation

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1. Card # and general explanation

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1. Card # and general explanation

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1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Card # and general explanation

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1. Card # and general explanation

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1. Card # and general explanation

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1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Card # and general explanation

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1. Card # and general explanation

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1. Card # and general explanation

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1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Card # and general explanation

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1. Continue on Separate paper if necessary
2. Conclusion

Body Paragraph #\_\_\_\_\_\_\_\_\_

Topic Sentence

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Supporting Detail #1 (either quote or paraphrase)

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How SD #1 supports the Topic Sentence

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Supporting Detail # 2 (either quote or paraphrase)

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How SD #2 supports the Topic Sentence

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Supporting Detail # 3??? (either quote or paraphrase)

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How SD #3?? supports the Topic Sentence

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Closing/Transitional Sentence

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Research Unit

**Thesis statement – What your entire essay is going to prove. The Central Idea of your essay.**

Your thesis statement is basically the answer to your BIG QUESTION. If your phrased your BIG IDEA in the form of a problem, then this is your thesis statement.

Write your thesis statement here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The three ‘smaller questions’ that you have been annotating for, are the ways you are going to prove that your Thesis Statement is true. Now that you know the general answers to these questions from your research, they should be changed into statements as well.

List those three areas here in the form of statements:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**\*\*The Introduction\*\***

The introduction leads the reader from a ***general subject area*** to a ***particular field of research***. It establishes the importance of the research being performed by ***summarizing current understanding and background information*** about the topic, ***stating the purpose of the work*** in the form of the research problem supported by a ***thesis statement***, and highlighting the potential outcomes your study can reveal, and outlining the remaining structure of the paper.

Think of the introduction as a mental road map that must answer for the reader these four questions:

1. What was I studying?
2. Why was this topic important to investigate?
3. What did we know about this topic before I did this study?
4. How will this study advance new knowledge or new ways of understanding?

A ***thesis statement*** is a strong statement that you can prove with evidence. It is not a simple statement of fact. A thesis statement should be the product of your own critical thinking after you have done some research. Your thesis statement will be the main idea of your entire project. It can also be thought of as the angle or point of view from which you present your material.

Logging out: Press the Blue check mark on the upper left hand corner. Then click the “X” to close your document. Then click on the three bars (lines) on the upper left corner. Press your name. A box will open up and press on your name in the box. Click on manage and then remove.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CC English 9**

**Period: \_\_\_\_\_\_\_\_\_\_\_\_\_**

***Evaluating introductions***

1. ***Read over the following introductions and write down one thing you liked and one thing you did not like.***
2. ***Highlight or underline the thesis statement.***
3. ***Rate each introduction on a scale of 1-10 (1 is the worst and 10 is the best).***
4. ***Share your rating with the class and be prepared to defend your “grade.”***

**Example 1**

The picture may seem familiar. Tumbling out of bed and stumbling around in the kitchen—you begin your day. But wait. It cannot begin properly without that daily ritual, the morning cup of coffee. The aroma swirls throughout the room. What can compare to the richness and fullness of that first cup of coffee?

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Example 2**

The purpose of this project is to introduce our group's two conceptual designs. We have included the following sketches for each car: 3 dimensional view, elevation, plan, front, rear and interior view. Also, we have included a discussion of how the designs meet the criteria given in the project outline. The cars could be suitable for short trips in busy areas.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Example 3**  
          Identity fraud is the fastest growing crime in the United States. In 2004, over nine million Americans, or approximately one person in 24, became victims of identity fraud or identity theft, at a cost to the economy of 52.6 billion dollars ("2005 Identity Fraud Survey Report"). Because many cases of identity fraud and identity theft may go unreported, the numbers could be even higher. Identity theft is a serious problem that claims millions of innocent victims, and the government must implement better regulations to help put an end to this crime.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Example 4**  
          Our identity is what makes us unique. It is "the distinguishing character or personality of an individual," and when one is a victim of identity theft, it is this "distinguishing character" that is stolen: one's name, address, Social Security number, employment history, credit history, and more. It therefore is no wonder that victims of identity theft often feel a deep sense of violation as they struggle to reclaims their good names. Identity theft is a serious problem that claims millions of innocent victims, and the government must implement better regulations to help put an end to this crime.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Example 5**

      How would you feel if you knew, at this moment, that some criminal is writing your name, address, and Social Security number on credit card applications and plans to charge thousands of dollars worth of merchandise on those credit cards? More importantly, how do you know that this is not happening? Millions of people have become victims of identity theft, and they often find out only after thousands of dollars have been stolen using their names. Identity theft is a serious problem that claims millions of innocent victims, and the government must implement better regulations to help put an end to this crime.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Example 6**

As we all know, Britain is a multicultural society. In the 1960s many thousands of immigrants came to the country, mostly setting up home in the major cities. The majority of these immigrants came from the West Indies, India and Pakistan and Hong Kong. Racism has always been a problem, with the various groups of immigrants seen as stereotypes, although over the years there has been increasing integration into British society, particularly by the children of immigrant families. This is reflected in the mass media. Twenty years ago black people were rarely seen on television and very few held jobs in the press. However, nowadays, more and more black people work as journalists and are thus able to look at events from a different perspective.

Your comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Example 5**  
  
Stereotypes are everywhere: the reserved British, the disorganized Italians, the shopping-obsessed Japanese. This essay will talk about these stereotypes and ask if they are true. It is going to look at the different types of stereotypes and their representation in the media. The following areas will be covered: television; radio; the press, and the cinema. I will particularly look at television and ask the question "Does television reinforce these stereotypes?"

Your comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Example 6**  
  
Stereotypes abound in today's society. People seem to have an innate compulsion to categorize others into various groups and then to apply rigid and limited descriptions to these groups. There are therefore, amongst others, stereotypical nationalities and races; stereotypical sexes and sexual orientations and stereotypical classes. And one place where these stereotypes often thrive is in the mass media, particularly in the tabloid press and popular television, such as in situation comedy. Some, for example Hick (1996), claim that this is a harmless phenomenon, whereas commentators such as Ealham (1998) point to the possible dangers of obsessive stereotyping in the media. This essay will examine what sociological evidence there is for the process of stereotyping in the mass media, and will then go on to analyze the reasons for its occurrence. The final part of the essay will ask how far society's attitudes are in fact shaped by this portrayal of the various kinds of stereotypes.

Your comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**\*\* The Research Paper’s Body Paragraphs\*\***

Begin by explaining the subtopic or the first question you were trying to answer. Explain it in your own words, based on the information you have learned via your research.

Use each piece of supporting evidence as a basis for an answer to the question, making sure you are connecting the ideas back to your thesis statement (found in your **outline)**. Each answer will be its on separate paragraph. You need to provide the answer, connect it not only to the question, but to the thesis statement as well. You must explain the answer and then create a transition to the next question/answer.

Obviously, you are going to have quite a few paragraphs. After you complete the initial draft, you may end up combining paragraphs. This will be part of the revision process and we will work on this together.

**Parenthetical Citations 101**

**What are they?** (Adapted from the MLA Handbook, 7th edition)

**MLA citation format** is a method for formatting your paper and documenting the sources of information you use in your paper. The proper use of a citation format such as MLA can help you avoid plagiarism.

**Parenthetical citations within the text** of your paper let your reader know when you’ve used information from another source. The parenthetical citation corresponds to a source listed on your works cited page.

**You must cite the source within your text** any time you use others’ work, facts, ideas, statistics, diagrams, charts, drawings, music, or words in your paper. Whether you quote, paraphrase, or summarize a single phrase or a whole chapter, you must acknowledge the original author no matter how much of the source you use or how often you use it.

**When you quote** from a source, be sure to put quotation marks around the author’s exact words, and be sure the quoted material is copied exactly. Even if you use just a few words from an author in a sentence that is mostly your own, you still have to use quotation marks around those apt words and cite your source parenthetically at the end of the sentence.

**When you paraphrase**, or put information from a source into your own words, you must change not only the words of the original source, but also the sentence structure, and you must cite the source within your text. Even if your whole paragraph is a paraphrase or summary of one source, it is not acceptable to cite only at the end of the paragraph. You must clearly signal where your borrowing begins and cite throughout the paragraph as necessary to make clear to your reader that you are still borrowing from the same source.

**How to parenthetically cite properly (these are the three most common scenarios):**

**Sources with Author and Page:** Write the last name of the author and then the page you referred to in his or her book. For example: (Baker 223)

**Sources without Author:** If no author is given, use the name of the book in place of the author. For example: (*Science Today* 45)

**Internet Sources:** When citing an Internet source, give only the name of the author, and if that is not provided, give the name of the Internet site. You do not have to put page numbers. For Example: (Smith) or (The Website of Many Uses).

**Where to put the parenthetical citations:**

**Short quotes:**

* Place parenthetical citations at the end of the sentence you are paraphrasing and quoting. For example: The destruction of the argentine is due to many socioeconomic factors (Taylor 33).

***Note the place-ment of the period.***

* Even when quoting, place the parenthetical citations after the quotations. For example: "Mamma always said stupid is as stupid does" (Gump 89).

**Long quotes**:

When quoting four lines or more, indent every line you are quoting by one inch (or 10 spaces) and do not use quotes. For example:

The use of nuclear weapons in today's society is strikingly alarming. Though the United States is the only country to employ it in the past, they are at the same time the country that condemns its use the most. While this may seem hypocritical, is it the most proper action for the United States to make as the global leader. (Taparia 9)

***Note the placement of the period.***