9 HONORS
FRESHMAN EXPOSITORY RESEARCH PAPER

Access to Education

Cultural Heritage

Location (where you are from/currently reside)

Pick one of the three above and explore the connections to *Outliers*

Final Draft Due:
(turnitin.com: by 3pm, paper copy & supplemental materials: beginning of class)
EXPOSITORY RESEARCH PAPER

REQUIREMENTS:

- Write a research question, based on an area of interest
- Well-written essay examining and answering your research question, 4-5 pages in length
- Minimum of 4 sources (you’ll probably have more and one will be Outliers)
  - Sources may be electronic, gathered from school database or print (from a book)
- Follow MLA rules
  - Proper heading, header
  - Times New Roman
  - Size 12
  - 2.0 spacing
  - 1” margins
- Accurate Works Cited Page
- In-text quotations
  - Introduce/weave all quotes
  - Correct parenthetical citations

TO BE TURNED IN WITH FINAL DRAFT (THIS ORDER) IN MANILA FOLDER PROVIDED FOR YOU:

1. Rubric
2. Final draft (with works cited included as the last page)
3. Turnitin.com receipt
4. Due Date Checklist
5. Graphic Organizer
6. Edited Rough Draft
7. Outline
8. CHOMP notes & Printed/Copied Sources
## DUE DATE CHECKLIST

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**TOTAL OF 130 POINTS, LEADING UP TO THE FINAL ESSAY, DUE MONDAY, APRIL 22**
CONTINGENCY PLAN

Our search cannot be extended. The day the paper is due, it must be organized and ready to turn in when you walk in the door. Points will be deducted if it is not. No exceptions! The paper may be turned in late for -10% each day. For a long-term project like this, absences do not constitute an extended due date on the final project, only on the little steps that I check. I will only consider extending the due date for absences that last a week or more close to the end of the search. It is your responsibility to catch up when you are absent. Follow the calendar. If you wait until the last minute, you must have a CONTINGENCY PLAN! What will you do if technology fails you? How will you print, save, etc…? Are you relying on a friend or relative’s computer? Maybe you will come to the media center at 6:15am? Whatever the case, no exceptions for late work will be made! Take a minute to jot down your plan:

Here is what I plan to do if I wait until the last day to hand in the research paper and technology fails me:

If I am sick here is how I will get my paper to school:

I realize that failing the research paper could result in the inability to pass the class:

Printed Student Name: _____________________________________________

Student Signature: _______________________________________________
Expository Research Paper
How to Write a Research Question

What is a research question?
A research question is a clear, focused, concise, complex and arguable question around which you center your research. You should ask a question about an issue that you are genuinely curious about.

Why is a research question essential to the research process?
Research questions help writers focus their research by providing a path through the research and writing process. The specificity of a well-developed research question helps writers avoid the “all-about” paper and work toward supporting a specific, arguable thesis.

Steps to developing a research question:

• Choose an interesting general topic. Even directed academic research should focus on a topic in which the writer is at least somewhat personally invested. Writers should choose a broad topic about which they genuinely would like to know more. An example of a general topic might be “Slavery in the American South” or “Films of the 1930s.”

• Do some preliminary research on your general topic. Do a few quick searches in current periodicals and journals on your topic to see what’s already been done and to help you narrow your focus. What questions does this early research raise?

• Consider your audience. For most college papers, your audience will be academic, but always keep your audience in mind when narrowing your topic and developing your question. Would that particular audience be interested in this question?

• Start asking questions. Taking into consideration all of the above, start asking yourself open-ended “how” and “why” questions about your general topic. For example, “How did the slave trade evolve in the 1850s in the American South?” or “Why were slave narratives effective tools in working toward the abolishment of slavery?”

  o Evaluate your question.

  Is your research question clear? With so much research available on any given topic, research questions must be as clear as possible in order to be effective in helping the writer direct his or her research.

  Is your research question focused? Research questions must be specific enough to be well covered in the space available. (See flip side for examples of focused vs. unfocused research questions.)

  Is your research question complex? Research questions should not be answerable with a simple “yes” or “no” or by easily-found facts. They should, instead, require both research and analysis on the part of the writer.

  • Hypothesize. After you’ve come up with a question, think about what the path you think the answer will take. Where do you think your research will take you? What kind of argument are you hoping to make/support? What will it mean if your research disputes your planned argument?
Class Example:

Sample Research Questions

**Unclear:** Why are social networking sites harmful?
**Clear:** How are online users experiencing or addressing privacy issues on such social networking sites as MySpace and Facebook?

The unclear version of this question doesn’t specify which social networking sites or suggest what kind of harm the sites are causing. It also assumes that this “harm” is proven and/or accepted. The clearer version specifies sites (MySpace and Facebook), the type of harm (privacy issues), and who the issue is harming (users). A strong research question should never leave room for ambiguity or interpretation.

**Unfocused:** What is the effect on the environment from global warming?
**Focused:** How is glacial melting affecting penguins in Antarctica?

The unfocused research question is so broad that it couldn’t be adequately answered in a book-length piece, let alone a standard college-level paper. The focused version narrows down to a specific cause (glacial melting), a specific place (Antarctica), and a specific group that is affected (penguins). When in doubt, make a research question as narrow and focused as possible.

**Too simple:** How are doctors addressing diabetes in the U.S.?
**Appropriately Complex:** What are common traits of those suffering from diabetes in America, and how can these commonalities be used to aid the medical community in prevention of the disease?

The simple version of this question can be looked up online and answered in a few factual sentences; it leaves no room for analysis. The more complex version is written in two parts; it is thought provoking and requires both significant investigation and evaluation from the writer. As a general rule of thumb, if a quick Google search can answer a research question, it’s likely not very effective.
How to Write a Research Question

What is a research question?

Why is a research question important to the research process?

Steps to developing a research question:

• Choose an ______________________topic.

• Do some ______________________ research on your general topic.

• Consider your ________________________.

• Start _______________________________.

• Evaluate your question.

  Is your research question ________________________?

  Is your research question ________________________?

  Is your research question ________________________?

• Hypothesize. Create a ________________________ of ________________________.
Sample Research Questions:

**Unclear:** Why are social networking sites harmful?
**Clear:** How are online users experiencing or addressing privacy issues on such social networking sites as MySpace and Facebook?

What is the difference between the two?

**Unfocused:** What is the effect on the environment from global warming?
**Focused:** How is glacial melting affecting penguins in Antarctica?

What is the difference between the two?

**Too simple:** How are doctors addressing diabetes in the U.S.?
** Appropriately Complex:** What are common traits of those suffering from diabetes in America, and how can these commonalities be used to aid the medical community in prevention of the disease?

What is the difference between the two?
Expository Research Paper
**IS IT A RELIABLE SOURCE?**

**reliable** (adj.) dependable in achievement, accuracy, honesty

Whether a book, website, journal, magazine article, interview, or other type of source, you need to make sure it is a reliable source! Before you start taking notes, go through this checklist for **each** source:

- Author? In most cases, stay **away** from sources without authors.
- Bias? Is the source trying to sell you something or convince you of something? Stay away from sources with bias.
- Conventions? Are there spelling/grammar mistakes? Stay away from these sources.
- Publishing Date? When was this source last updated?
- Editing? Can anyone make changes to this source at any time (Wikipedia)? Stay away from these sources.

Use the school’s Databases—the school pays for your use of these sources—they are very reliable!!
Expository Research Paper
QUOTATIONS, PARAPHRASING, SUMMARIZING

Quotations:
Quotations MUST be identical to the original, using a narrow segment of the source. They must match the source document word for word and MUST be attributed to the original author.

When quoting, the format is as follows: “Mr. Jones, of Manor Farm, had locked the hen-houses for the night” (Orwell 25).

Paraphrasing:
Paraphrasing involves putting a passage from source material into your own words. A paraphrase MUST also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it SLIGHTLY.

Summarizing
Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Summaries are significantly shorter than the original and take a broad overview of the source material.

Why use quotations, paraphrases and summaries?
Quotations, paraphrases, and summaries serve many purposes. You might use them to…

- Provide support for claims or add credibility to your writing.
- Refer to work that leads up to the work you are now doing.
- Give examples of several points of view on a subject.
- Call attention to a position or important information.
- Highlight a particular phrase or passage.
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own.
- Expand on an idea.

How do you use quotations, paraphrases and summaries?
- Quotations
  - There are several ways to integrate quotations into your text. Often a short quotation works well when integrated into a sentence. Longer quotes may stand on their own. Remember, quotes should be used SPARINGLY. BE SURE YOU HAVE A GOOD REASON TO QUOTE.

- Paraphrases
  - Paraphrasing is one way to use a text in your own writing without directly quoting source material. Anytime you are taking information from a source that is not your own, you need to specify where you got the information.
  - A paraphrase is your own rendition of essential information and ideas expressed by someone else, presented in a new form.
  - A paraphrase is one legitimate way to borrow from a source.
  - A paraphrase is a more detailed restatement than a summary, which focuses concisely on a single main idea.
IN YOUR RESEARCH PAPER:

- **QUOTES:**
  - Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final research paper. **Probably only about 10% of your final manuscript should appear as directly quoted material.** Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

- **PARAPHRASE & SUMMARY**
  - **Most of your paper should be paraphrased or summarized.** It is essential to minimize the material recorded word-for-word.

Why is this important?
Throughout your high school career and beyond, you will have many opportunities to write on researched subjects. It is very important you take notes properly, quote properly, and write acceptable summaries and paraphrases. If you do not do these things correctly, this you will be accused of plagiarism.

- **PLAGIARISM**
  - The unauthorized USE OR CLOSE IMITATION of the language and thoughts of another author and the representation of them as one’s own work.
  - A piece of writing that has been copied from someone else and is presented as being your own work.
  - The act of taking someone’s words or ideas as if they were your own.
  - Plagiarism occurs when a writer duplicates another writer’s language or ideas and then calls the work as his/her own.
  - Plagiarism can occur INTENTIONALLY OR UNINTENTIONALLY.
  - If you are proven to have plagiarized, you will receive a zero on the paper.
INTRODUCING & WEAVING QUOTES; PARENTHETICAL CITATIONS:

When using a quote, it is necessary to introduce or weave the quote into your sentence. To increase the flow of your writing, you should not have any stand-alone quotes. A stand-alone quote is just that, when the quote is the entire sentence, and you have not included any of your own words as a part of it.

Introducing a quote:

When introducing a quote, your words come before the words you are borrowing:

According to W.C. Crain, Kohlberg’s stages deal with “moral thinking and not moral action” (2).

She first suggests that “young people construct their framework for reasoning about moral issues through their interactions with others and these interactions are shaped by their level of cognitive development” (Willard 34).

In addition, it is suggested that “moral development involves a continual process of matching a moral view to one’s experience of life in a social world (Marlowe et al 124).

Weaving a quote:

Weaving a quote is used more when there is a phrase that is written so well that you do not want to change it, but still include it in your writing. Think of a woven quote as being sandwiched in between your own words:

Like Piaget, he also theorizes that “cognitive development is limited to a certain range at any given age”, however suggests that social interaction is necessary to achieve full cognitive development (Culatta 42).

References:


“Fishermen in the Pakistani port of Karachi got more than they bargained for Tuesday as they reeled in one of the biggest fish in the sea: a whale shark. The Express Tribune, a Pakistani newspaper, reported that the 40-foot fish was first spotted ten days ago in seas about 150 km (93 miles) from the city. Mehmood Khan, the owner of a local fishery, said the shark was unconscious at that time and other reports said that it was found dead Tuesday. A large crowd gathered as a succession of cranes were brought in to lift the shark on to the pier. After several hours and a number of failed attempts, the leviathan was finally brought ashore and promptly sold for 1.7m Rupees ($18,750). The whale shark was added to the World Conservation Union's list of threatened species in 2008” (Arnott).

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RESEARCH PAPER OUTLINE

Introduction (due Mon. 4/15):

Attention Getter (a statement that makes your reader want to read this research paper):

Background Information (include brief information about the topic):

Claim (One sentence that tells the reader what the whole essay is about—be creative, take a chance, make a claim! This statement should broadly answer your research question):
Expository Research Paper
Body Paragraph 1 (Due Tues. 4/16):

Topic of this paragraph: ________________________________

Topic Sentence (Introduce the topic of this paragraph: Topic 1 on your Graphic Organizer):

Details about this Topic (What are two main things you’ll discuss about this topic?):

1.

2.

Evidence about 1 and 2 (Quoted, Paraphrased, Summarized information you’ve learned about this topic—quotes are introduced and woven, all ideas that are not your own are cited properly):

Transition to Impact (Link the details and evidence to the impact of this topic):
Impact #1 Introduction *(Introduce the impact that details 1 and 2 had...this is the part of the paragraph that requires you to analyze and use your higher-level thinking):*

Impact for detail #1:

Impact for detail #2:

Body Paragraph Conclusion *(Come to a higher-conclusion about details 1 & 2 and their impacts—how have these details about this topic influenced America/the world today?):*
Body Paragraph 2 (Due Weds. 4/17):

Topic of this paragraph: ________________________________

Topic Sentence (Introduce the topic of this paragraph: Topic 1 on your Graphic Organizer):

Details about this Topic (What are two main things you’ll discuss about this topic?):

1.

2.

Evidence about 1 and 2 (Quoted, Paraphrased, Summarized information you’ve learned about this topic—quotes are introduced and woven, all ideas that are not your own are cited properly):

Transition to Impact (Link the details and evidence to the impact this topic had on the topic):
Expository Research Paper

Impact #1 Introduction (Introduce the impact that details 1 and 2 had...this is the part of the paragraph that requires you to analyze and use your higher-level thinking):

Impact for detail #1:

Impact for detail #2:

Body Paragraph Conclusion (Come to a higher-conclusion about details 1 & 2 and their impacts—how have these details about this topic influenced America/the world today?):
Body Paragraph 3 (Due Thurs. 4/18):

Topic of this paragraph: _________________________________________

Topic Sentence (Introduce the topic of this paragraph: Topic 1 on your Graphic Organizer):

Details about this Topic (What are two main things you’ll discuss about this topic?):

1. 

2. 

Evidence about 1 and 2 (Quoted, Paraphrased, Summarized information you’ve learned about this topic—quotes are introduced and woven, all ideas that are not your own are cited properly):

Transition to Impact (Link the details and evidence to the impact this topic had on the topic):
Impact #1 Introduction (Introduce the impact that details 1 and 2 had...this is the part of the paragraph that requires you to analyze and use your higher-level thinking):

Impact for detail #1:

Impact for detail #2:

Body Paragraph Conclusion (Come to a higher-conclusion about details 1 & 2 and their impacts—how have these details about this topic influenced America/the world today?):
Conclusion (Due Thurs. 4/18):

Restate Thesis, using different words (*Remind the reader of that statement you made in the very beginning of the essay*):

Summarize (*Revisit the main points that you made throughout the body paragraphs*):

Higher Conclusion (*Why are those main points that you just went over so important to your topic, and the world today? Why should the reader be impacted by those three points, and not other points?*):

Zinger Statement (*The last sentence should leave the reader feeling satisfied, that they learned a lot about your topic, the importance of the topic, and the impact it left on people today*):