

Marlboro Central School District

Research Style Manual



MIDDLE SCHOOL
2009

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Message to Students,

In preparation for high school, college, and the competitive workforce of the 21st Century, you will be required to write a research paper or complete a research project in sixth, seventh, and eighth grades. At the elementary level, you were provided with an introduction to the basic skills of the research process. At the middle school, we will be building upon these skills on a more sophisticated level. In addition, we will require the use of parenthetical citations within your papers. Your developing expertise in the use of these internal citations will allow you to acknowledge your indebtedness to source materials. In addition, correct use of internal citations will allow you to avoid plagiarism. According to Webster's online dictionary, plagiarism is "to steal and pass off (the ideas or words of another) as one's own or to use (another's production) without crediting the source." This research manual will be a beneficial tool which will guide you in the successful completion of writing research-driven assignments.

Research papers are not only required for students to develop their skills in writing, but they are also meaningful practice for the challenges you will face as participants in the global job market. This process is also a way for you to discover information and explore new avenues that will provide you with a different perspective of the world. We hope that this will be both an enjoyable and challenging experience.

Good luck!

-Marlboro Middle School English Faculty

PREFACE

The Marlboro Central School District strives to prepare all students for a successful and productive life of learning. Effective communication skills are essential to this success. To develop the ability to think and communicate, students need to write.

The Marlboro Central School District recognizes the need to adopt consistent research guidelines that will allow today's young people to research, interpret, organize, express, and document ideas in a meaningful way.

Research should be completed in all content areas. In encouraging this, the Marlboro Central School District has demonstrated its ongoing commitment to identifying the central role that writing plays in the district's educational program.

This manual, based primarily on MLA (Modern Language Association) guidelines, will encourage students to do the following:

- organize information related to a given topic
- present information in a logical, written format
- document information according to the MLA style.

RESEARCH SKILLS 6-8 SCOPE AND SEQUENCE

Standard 1 asks students to read, write, listen, and speak for information and understanding. The consistent application of the research process from grades 6-8 will encourage the development of the following skills at each level.

Grade 6—8

- Write or use a thesis statement to give the paper a focus or direction.
- Use an outline or a graphic organizer to plan the paper.
- Take notes on index cards to record and organize relevant data, facts, and ideas.
- Adopt an organizational format, such as chronological order, that is appropriate for formal writing.
- Use paragraphing to organize ideas and information.
- Include relevant and exclude irrelevant information, with assistance.
- Support ideas with examples, definitions, analogies, and direct references to sources, with assistance.
- Use internal citations to reference sources.
- Create a Works Cited page using MLA format.

GRADE-SPECIFIC CRITERIA

Grade 6

- Use at least three sources of information to develop a research-driven project.
- Use summarizing with assistance.

Grade 7

- Use three to four sources of information to develop a research-driven paper.
- Use summarizing and quoting correctly.

Grade 8

- Use three to five sources of information to develop a research-driven paper.
- Use summarizing and quoting correctly.

Research Standards

A research paper is a very specific type of writing assignment that uses facts found in many sources to prove a point or provide a summary. Middle school teachers are encouraged to foster a variety of research experiences. However, all English teachers are required to engage their students in the research process. This process will culminate in a research paper or project that follows the district's style manual.

Style

The Marlboro Middle School will use the MLA (Modern Language Association) style. All research papers and projects must have a properly-formatted Works Cited page. In addition, internal citations, which acknowledge indebtedness to source material, are required.

Form

Unless directed otherwise, research papers must adhere to the following criteria:

- typed
- double spaced
- 12 pt. font, Arial or Times New Roman.

Steps for Completing a Research Paper

There are certain steps that must be completed in writing a research paper. When these steps are followed in order, the research paper will be much easier to write. Guidelines for completing each of these steps are given on the following pages and will be discussed and practiced in class.

Step 1: Selecting a topic for your paper

Choosing the topic or subject for a research paper can be the most difficult step in the research process. Sometimes you will be allowed to choose your own topics, but many times, topics will be assigned.

Step 2: Locating sources for your paper

After the topic for the research paper has been chosen or assigned, you will go to the school library/media center and the local public library to look for sources. You will look for information by consulting the following sources:

- reference materials (i.e. magazine article, book, interview)
- databases
- approved Internet web-sites
- multi media (i.e. film, music, television).

Step 3: Determining if sources support topic and are credible

A thorough investigation of the sources listed in Step 2 will tell you if enough information can be found relating to the topic. If very little information is available, you must talk to your teacher about changing or revising the topic.

In order to determine whether or not your sources are credible, you must complete a Web Evaluation Checklist (see the following page) for each source. You may not use the source unless it scores **16 points or more**.

**WORKS CITED INFORMATION
INTERNET WEB PAGES
(When using Easy Bib, choose: *Web Site*)**

Author of page (if known): _____

Page title: _____

Name of Web Site: _____

Date published: _____

Institution: _____

Date accessed (date you printed the article): _____

URL: _____

How to put it all together on your final Works Cited page:

Last name, first name. "Title of the Web Page in Quotes." Title of Site or Larger Work
Underlined. Date written. Name of any associated institution. Date of Access
<http://www.website.org/page.htm>.

Note: Dates should be typed in the following format: 12 November 2008

**Web Evaluation Checklist
Sites scoring fewer than 16 points are unacceptable—find a better web site!**

Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Is the information helpful & important?	<ul style="list-style-type: none"> How much information is there? Is most of the information important & relevant to your topic? 	1 page or fewer (1 pt)	2 pages (3 pts)	3 pages + (5 pts)
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Who is the author of the page?	<ul style="list-style-type: none"> Is his or her name listed? Can you figure out what makes the author an expert? (Look for an "About Me" link) 	Not Qualified (0 pts)	Somewhat Qualified (3 pts)	Highly Qualified (5 pts)
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Is the sponsoring organization reliable? *	<ul style="list-style-type: none"> Is the organization's name prominent? Is there an "About Us" link? What is the organization's reputation? Is the site excessively biased? 	Not Reliable (0 pts)	Somewhat Reliable (3 pts)	Highly Reliable (5 pts)
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
When was the information written & last updated?	<ul style="list-style-type: none"> Is there an update date listed at the top or bottom of the page? Is there a copyright date at the bottom? 	6 yrs or more (1 pt)	3-5 years old (3 pts)	2 yrs old or fewer (5 pts)

* If you can't find the home page, erase the end of the URL back to the part that ends with .com or .gov etc.

Total Score:

Step 4: Reading sources for background information

Background reading of sources is necessary to define the research topic. Use the ideas for the development of a thesis statement and for categories in the rough outline.

Step 5: Writing a thesis statement

A thesis statement clearly states the purpose of the research paper. After completing the background reading, write a thesis statement that will direct the focus of your outline and your paper. At the middle school level, the classroom teacher will probably provide the thesis statement. You will have the freedom to modify this thesis to address your argument more effectively. Use this statement as a guide in writing your outline.

Thesis: Pat Tillman was a hero because he was brave, selfless, and loyal to his country.

Step 6: Obtaining approval of the thesis statement from your teacher

Write your thesis statement on an index card. Check with your teacher to make sure your thesis statement is approved.

Step 7: Preparing a rough outline

An outline is a plan to follow when writing a research paper. Setting up this plan **before** taking notes will prevent unnecessary note taking and rewriting. **Use your thesis statement as a guide in preparing the outline of the research paper.**

Because specific information is not available, the rough outline will not be very detailed. The development of your outline is a recursive process; as new information is gathered, you will add detail.

Following are some general rules to guide the development of the outline:

- list the important points to be covered
- use Roman numerals to point out the major sections of the paper
- use capital letters to identify important sub-sections under each major section
- use numerals under capital letters to indicate more specific detail
- identify at least two points each time a subdivision is created.

Example

- I. Introduction
 - A. Interesting hook
 - B. Background Information
 - C. Thesis: Pat Tillman was a hero because he was brave, selfless, and loyal to his country.
- II. Pat Tillman = hero = brave
- III. Pat Tillman = hero = selfless
- IV. Pat Tillman = hero = loyal
- V. Conclusion
 - A. restatement of thesis
 - B. restate point #1
 - C. restate point #2
 - D. restate point #3
 - E. clincher

Step 8: Completing Works Cited forms for each source used

After preparing the rough outline and determining the sources (books, magazines, Internet, etc.) to be used, you need to organize your sources. Your Works Cited page will be easy to complete if you follow the steps outlined in this manual. To make the process even easier, you must complete the appropriate form for each source you have chosen to use. A copy of each form appears at the end of this document in an appendix. Your teacher will have copies for you to use. The completed Works Cited forms will be used as a guide when you begin to make your Works Cited page.

Step 9: Taking notes on note cards

Research is the process of taking notes from source materials (books, magazines, encyclopedias). Important information found relating to the research being done should be written on index cards—one idea per card. The notes can take the form of answering questions (who, what, where, when, & why) and do not have to be written in complete sentences. The rough outline should be a guide in taking notes. Each note card must include the following information:

1. topic or outline number
2. author or if no author, title of source
3. page number
4. direct quotations are set off by quotation marks.

A careful record of the source must be made when taking notes; otherwise, you will be unable to acknowledge your indebtedness when writing your paper. There are three methods of note taking: summarizing, paraphrasing, and quoting directly. At the middle school level, you are only responsible for summarizing and quoting directly.

Summarizing—To summarize is to take the ideas of a source and put them in your own words. Even though the ideas are in your own words, you need to give credit to their source when you include the ideas in your draft.

II.	Johnson 26
Tillman chose to enlist as an Army Ranger. To do this, he turned down an almost 4 million dollar NFL contract.	

Quoting—Do not overuse direct quotes.

When to quote:

- Quote when a source’s wording or phrasing is so distinctive that to summarize or paraphrase would diminish its impact. In such cases, it is best to let the source speak for itself.
- Quote when a source’s words lend authority to your presentation. If an author is a recognized expert on your subject, his or her words are as convincing as expert testimony at a trial.
- Quote when an author’s words are so concise that paraphrasing would create a long, clumsy, or incoherent phrase or would change the meaning of the original.
- Quote when you are going to disagree with a source. Using a source’s exact words assures readers you are being fair to those on the other side of the issue.

Example

II.	Johnson 26
“Tillman gave up a 3.6 million dollar contract to join the harrowing world of life as an Army Ranger.”	

Internal Citations—Documenting Sources

You must cite the source of any information you borrow from a book, magazine, encyclopedia, etc. If you do not cite the source (document), you are plagiarizing and you will receive a 0 on your paper. If in doubt as to whether or not you should cite a source, cite the source.

Author-page citations are based on the concept of brief parenthetical references which give credit to the source. The author’s last name and the page on which the information appears are the only items of information usually given.

Internal Citations—General Instructions:

- 1) Provide an internal citation for each summary, paraphrase, or quotation used.
- 2) The citation for a summary or quotation of four lines or fewer goes in parentheses just before the period at the end of the information. Skip a space after the last word or the quotation mark, put the citation, and then the period.

Examples: Following are examples of properly formatted internal citations. The same piece of information is used. The first example shows how you would cite the information if you put it in your own words. The second example shows how you would cite the information if you used it as a direct quote. Notice the difference between the two:

Summary: Unlike many Americans who felt the same way, Pat Tillman backed up his feelings with action: he chose to enlist as an Army Ranger. To do this, he turned down an almost 4 million dollar NFL contract (Johnson 26).

Quote: Unlike many Americans who felt the same way, Tillman backed up his feelings with action: "Tillman gave up a 3.6 million dollar contract to join the harrowing world of life as an Army Ranger" (Johnson 26).

- 3) In typical citations punctuation marks do not separate the information given. See examples above and notice that there is no punctuation between the author's name and the page. In addition, notice that the page number stands alone, with no word "page" or abbreviation of "p" before it.
- 4) Place the citation at a point of punctuation (comma, end mark) if possible. This avoids interrupting the natural flow of your writing.
- 5) For a quotation of more than four lines, conclude the information leading into the quote, put a colon, press *Enter* to double space, indent (a regular tab), provide the quoted selection (double spaced), add the end punctuation mark, and include the parenthetical citation. Remember, the entire quotation is off-set from the paper (a regular tab) and quotation marks are not used.

Example of an extended quote: Following is an example of how to place an extended quote within the text of your paper. **Notice that the period goes before the citation in this instance.**

Pat Tillman was an amazing man:

When nobody was around, Arizona State University football star Pat Tillman would climb the 10-story light tower at Sun Devil Stadium, certainly without permission, just to gaze at the buttes, the desert, the glow of Phoenix—and ponder the state of the world. He was a roughneck with a philosophical bent. (Johnson 26)

In summary, Pat Tillman is definitely a man who is deserving of admiration.

- 6) If the source you cite is an article of only one page or less, you need not give a page number. The author's name or, if there is no author, the title of the article would be sufficient.
- 7) The only other difference between citing a book and an article is that if no author is known and the title is used, the title of a book would be italicized while the title of an article would be in quotation marks.
- 8) Brevity is important in citations. Last names and abbreviated titles are permitted. Remember, though, that a citation must be made in such a way that the source can be easily found on the Works Cited page. The word by which the entry is alphabetized on the Works Cited page must be given, either in the text or in the citation.

Example of an entry that has been condensed:

("A Heroic Life: Pat Tillman Turned His Back on Fortune and Football Fame to Serve Under Fire. The Story of a Warrior" 26).

This entry could be condensed as the following:

("A Heroic Life" 26).

It could not be condensed in the following way:

("Story of a Warrior" 26).

Step 10: Organizing note cards

Use your developing outline to organize the note cards. First, assemble the note cards so that all cards with the same topic are together. Then organize the topic cards following the order of the rough outline. Number the cards in order. As you number your cards, refer back to your developing outline.

Step 11: Writing a final outline

Compare the topics on your note cards with the developing outline. Make any additions or changes. Revise the outline by deleting or adding sections based on information found.

Example

As you continue to gather information, you will continue to flesh out this outline, adding details in the appropriate sections. Use the following guidelines to extend your outline:

If there is a ROMAN NUMERAL I, there must be a ROMAN NUMERAL II.

If there is an A, there must be a B.

If there is a 1, there must be a 2.

- I.
 - A.
 - 1.
 - 2.
 - B.
- II.

Pat Tillman: An American Hero

- I. Introduction
 - A. Reader = give up lifestyle?
 - B. Reader = fight terrorist under adverse conditions?
 - C. Pat Tillman = that man
 - D. Affected by World Trade Center tragedy
 - E. Tillman = hero / brave, selfless, & loyal

- II. Bravery → Tillman a hero
 - A. Sept 11th –life changing
 - B. Chose to enlist—quote (Johnson 26)
 - 1. joining Army Ranger
 - 2. fought in Afghanistan
 - C. Dangerous life = soldier (Zuckerman)
 - 1. being shot at
 - 2. working long hours
 - 3. served country—quote (Zuckerman)
 - D. Lost life in defense of country
 - 1. U.S. citizen’s reaction (Lauer 26)
 - 2. Former coach’s reaction (Leyden 2)
 - E. Tillman = hero = brave

- III. Selflessness → Tillman a hero
 - A. Decision = fight for country
 - 1. gave up family
 - 2. gave up career—quote (Leyden 3)
 - B. Sacrificed life for country
 - 1. role models in sports—not many (Leyden 3)
 - 2. still heroes in sports (Leyden 3)
 - C. Tillman = hero = selflessness

- IV. Loyalty → Tillman a hero
 - A. Loyal to Cardinals (Leyden 2)
 - 1. losing team
 - 2. offered \$9 million to switch
 - 3. refused
 - B. Loyal to country
 - 1. responded to September 11th attacks
 - 2. recognized by government (McCain) for loyalty (Leyden 6)
 - C. Tillman = hero = loyal

- V. Conclusion
 - A. Tillman = hero = many ways
 - B. Brave
 - C. Selfless
 - D. Loyal
 - E. True to beliefs
 - F. American Hero

Step 12: Typing rough draft from outline & note cards

Unless otherwise directed by your teacher, you must type a rough draft of the research paper. Make sure to incorporate internal citations each time you use information from a source.

Step 13: Completing your Works Cited page

Your Works Cited page will be easy to complete if you use an online database called *easybib*. It can be accessed at <www.easybib.com>. Easybib is a database specifically designed to ease the burden of making a Works Cited page. If you have been following the steps outlined in this manual, you should have already completed Works Cited forms that were taken from this database. After accessing easybib, input the information from each sheet. After submitting each card's information, click on the button to add another entry. When you have finished, click *view formatted list online* under export options. The program will turn the information into a properly formatted Works Cited page. Copy and paste this page into a blank Word document. Save the Word document on your "h" drive or a flash drive. Remember the following rules for Works Cited pages:

- the words *Works Cited* should be centered on the top line of the page
- entries must be listed in alphabetical order
- reverse indentation must be used
- entries must be double spaced between and within.

Step 14: Revising/editing the rough draft

- Read first for content. Does the paper reflect the thesis statement?
- Does the paper follow the outline? Read the paper to see if it is logically organized.
- Read to check for conventions.
- Let someone else read the paper as an added check.
- Make all the identified corrections.

Step 15: Preparing a final copy of the research paper

Revisions should be made on the rough draft and a clean final copy produced.

Step 16: Assembling the research paper

- Print out a clean copy, including your Works Cited page.
- Make sure the first page includes the appropriate heading.
- Make sure you have included page numbers in the upper, right-hand corner of the page. Each page number should be preceded by your last name.
- Following the final copy should be your edited rough draft, your extended outline, and your rough outline in that order.

An editing sheet follows this page of your manual. Use it to guide your editing.

Following the editing sheet is a sample research paper. Read the paper and notice the internal citations and how they correspond to the entries listed on the Works Cited page.

After the sample research paper is the rubric your teacher will use to assess your essay.

Addendum—To facilitate the writing/revision process, students should type the rough drafts and final copies of their research papers. However, this requirement may be waived at the teacher’s discretion.

EDITING SYMBOLS

	Meaning	Example
^	insert a comma	The mayor's brother, I tell you, is a crook.
v	apostrophe or single quotation mark	I wouldn't know where to put this vase.
^	insert something	I know it, in fact, everyone knows it.
" "	use double quotation marks	My favorite poem is "Design."
o	use a period here	This is a declarative sentence.
~	delete	The elephant's trunk is really its nose.
~	transpose elements	He only picked the one he likes.
()	close up this space	Jordan lost his favorite basketball.
#	a space needed here	I have only three friends: Ted, Raoul, and Alice.
¶	begin new paragraph	"I knew it," I said. "I thought so," she replied.
~	lowercase	When are you visiting the doctor?
~	capitalize a letter	It was a sunny day.
~	change spelling	They are going to the movies tonight.

Student's Name

Student's Last Name 1

Teacher's Name

English 6, 7, or 8

18 March 2008

Pat Tillman: An American Hero

Would you give up three million, six hundred thousand dollars and the exciting lifestyle of a professional football player? Would you fight terrorists in the freezing, rugged mountains of Afghanistan in order to defend the United States of America? Pat Tillman was an individual who gave up a career in the National Football League after the September eleventh terrorist attacks on the World Trade Center. He was killed in action on April 22, 2004 in Spera, Afghanistan. Pat Tillman was a hero because he was brave, selfless, and loyal to his country.

Pat Tillman was a brave hero. After the September eleventh terrorist attacks on the World Trade Centers, his entire life changed. Tillman was shocked by the horror and wanted to do something to fight against it. Unlike many Americans who felt the same way, Tillman backed up his feelings with action: "Tillman gave up a 3.6 million dollar contract to join the harrowing world of life as an Army Ranger" (Johnson 26). Joining the Army Rangers and fighting in Afghanistan showed great bravery. Giving up money to live like a soldier, being shot at and working long hours each day to serve his country are examples of his heroism. Like many American soldiers who willingly serve in dangerous overseas locations, Pat Tillman put himself "in harm's way to stand up for the country he loves and to fight the evil of our time, terrorism" (Zuckerman). He risked his life for something he believed was worth dying for, his country. Unfortunately, Pat Tillman was killed while on patrol in southeastern Afghanistan while encountering an ambush. He was killed from the enemy or possibly from friendly fire. Many

people were shocked by his death. “When I heard, it was like someone kicked me in the stomach” (Lauer 26). Bruce Snyder coached Pat at Arizona State University for four years. “In sports we have a tendency to overuse terms like courage and bravery and heroes, and then someone like Pat Tillman comes along and reminds us what those terms really mean” (Leyden 2). Pat Tillman was truly a very brave person. He was willing to put his life on the line to fight for the United States of America.

Pat Tillman was also a hero because he demonstrated many selfless acts by leaving the NFL and fighting for his country. People respected Pat Tillman for making the selfless decision to fight in Afghanistan. They felt that he was an inspiration, someone they wanted to be like, and a hero to them. “Tillman was a great American hero in the truest sense. He had already given up so much, including an incredible football career and loving family, to fight for his country in the war on terrorism. His patriotism and courage are an inspiration and we are grateful for his ultimate sacrifice (Leyden 3). Pat Tillman’s selfless acts cost him his life. He was doing what he believed was a true job. “Pat Tillman exemplified the sacrifice, selflessness, and service of the U.S. military. Nowadays, genuine role models in professional sports are few and far between, but Tillman proved there are still heroes in sports” (Leyden 3). Pat Tillman thought of others before himself; for this, he was a hero.

Besides being a brave and selfless hero, Pat Tillman was also loyal. He was loyal to the Arizona Cardinals and, more importantly, to the United States of America. Pat Tillman was loyal to the Arizona Cardinals because they were losing games and were not making it to the playoffs. He still did not ask for a trade. In fact, “in 2001, Tillman turned down a \$9 million, five-year offer sheet from the Super Bowl champion St. Louis Rams out of loyalty to the

Cardinals” (Leyden 2). In addition, he didn't just quit the NFL when he decided to join the army. He waited until the end of his NFL contract. More importantly, he was loyal to the United States of America by ending his career in the NFL and joining the army. He did this in response to the September eleventh terrorist attacks. U.S. Senator John McCain, himself a victim of the horrors of war, expressed his admiration for Pat Tillman in a speech where he applauded Tillman's “choice duty to his country over the riches and other comforts of a celebrity”(Leyden 6) Pat Tillman was truly a loyal person to the Arizona Cardinals and to the United States of America. This proves that Pat Tillman is a hero because he gave up so much for the people of the United States without thinking about the consequences.

Pat Tillman was a hero in many ways. He was brave, selfless, and loyal. He was brave because he went to fight in Afghanistan. He was selfless because he gave up a three million dollar contract. Lastly, he was loyal because he could have continued to play football, but went to fight instead. Pat Tillman was true to his beliefs and willing to put his life on the line in the selfless act of protecting the citizens of the United States. He was a true American hero in many ways.

Works Cited

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Scoring Rubric for Research Paper

QUALITY	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:
IDEAS: -the extent to which the essay exhibits sound understanding, interpretation, and analysis of the task -the extent to which ideas are elaborated using specific examples to support the thesis	-establish a controlling idea that shows clarity & originality -argue the contention in a logical, effective & persuasive manner -use the MLA format without error -develop ideas clearly and fully, making effective use of specific & insightful examples in support	-establish a controlling idea that shows clarity -argue the contention in a logical manner -use the MLA format with few errors -develop ideas inconsistently, occasionally using examples or using implicit ex. in support	-establish a controlling idea -argue the contention, attempting to use logic in support -use the MLA format with numerous errors -develop ideas simply, using some examples or superficial examples in support	-fail to establish a focus -does not present contention to be argued -do not use MLA format or show such confused use MLA is not discernible -develop ideas that are minimal, with no evidence of development
ORGANIZATION: the extent to which the essay exhibits direction, shape, and coherence	-maintain the focus established by the thesis -exhibit a logical and coherent structure through effective use of appropriate devices and transition	-maintain a clear and appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-establish, but fail to maintain, an appropriate focus -exhibit uneven organization and an awkward flow of ideas	-show no focus or organization -exhibit no purpose for movement of ideas
VOICE: the extent to which the essay conveys appropriate tone for audience & purpose and is reflective of writer	-establishes a notable & appropriate sense of voice	-establishes some sense of voice	-establishes an uneven sense of voice	-establishes no sense of voice or an inappropriate sense of voice
SENTENCE FLUENCY: the extent to which effective use of sentence structure and variety has been used	-vary structure and length of sentences to enhance meaning	-vary length and structure of sentences on occasion	-rely on sentences that are unvaried in length and structure	-violate basic rules of sentence structure
WORD CHOICE: the extent to which the essay reveals an effective and purposeful use of words	-are stylistically sophisticated, using original and precise language	-use appropriate language	-use basic vocabulary	-use language that is incoherent or inappropriate
CONVENTIONS : the extent to which the essay exhibits conventional sp, punc, para, cap, gr., and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	--demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	--demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

APPENDIX

We have suggested that you use <www.easybib.com> to help you create your Works Cited page. This appendix contains all of the forms you will find on this database. English teachers will have copies of these forms. You may also download and print them for yourself. After you complete the form, you will have the information in front of you when you use the database.

Anthology: In Print

Name of Anthology: _____

Type: ○Story
 ○Essay / Chapter /Poem

Title: _____

Author of Section: (First) _____ **(M.I.)** ____ **(Last)** _____

Compiler of Book: (First) _____ **(M.I.)** ____ **(Last)** _____

Editor of Book: (First) _____ **(M.I.)** ____ **(Last)** _____

Translator of Book: (First) _____ **(M.I.)** ____ **(Last)** _____

Page Numbers: (Starts) _____ **(Ends)** _____

Not on consecutive pages:

Publisher: _____

City Published: _____ (The city is usually found on the Title page of the book)

Year Published: _____

Name of Anthology: _____

Type: ○Story
 ○Essay / Chapter /Poem

Title: _____

Author of Section: (First) _____ **(M.I.)** ____ **(Last)** _____

Compiler of Book: (First) _____ **(M.I.)** ____ **(Last)** _____

Editor of Book: (First) _____ **(M.I.)** ____ **(Last)** _____

Translator of Book: (First) _____ **(M.I.)** ____ **(Last)** _____

Page Numbers: (Starts) _____ **(Ends)** _____

Not on consecutive pages:

Publisher: _____

City Published: _____ (The city is usually found on the Title page of the book)

Year Published: _____

Photo in Print

Photographer/artist: (First) _____ **(M.I.)** ____ **(Last)** _____

Title/caption: _____

City Located: _____

Publication Title: _____ (What's the title of the book where you found this painting?)

Author: (First) _____ **(M.I.)** ____ **(Last)** _____

Additional Authors Here

Institution: _____

Include as much information as possible (if unavailable, leave blank):
↓ ↓ ↓

Year Created: _____ (When was this work created?)

Book Publisher: _____

City Published: _____ (The city is usually found on the Title page of the book)

Year Published: _____

Photographer/artist: (First) _____ **(M.I.)** ____ **(Last)** _____

Title/caption: _____

City Located: _____

Publication Title: _____ (What's the title of the book where you found this painting?)

Author: (First) _____ **(M.I.)** ____ **(Last)** _____

Additional Authors Here

Institution: _____

Include as much information as possible (if unavailable, leave blank):
↓ ↓ ↓

Year Created: _____ (When was this work created?)

Book Publisher: _____

City Published: _____ (The city is usually found on the Title page of the book)

Year Published: _____

Map: In Print

Title: _____ (If a map, type in the location)

Type: Map Chart

Include as much information as possible (if unavailable, leave blank):
↓ ↓ ↓

Atlas or Web Site Name: _____

Publisher: _____

City Published: _____ (The city is usually found on the Title page of the book)

Year Published: _____

Title: _____ (If a map, type in the location)

Type: Map Chart

Include as much information as possible (if unavailable, leave blank):
↓ ↓ ↓

Atlas or Web Site Name: _____

Publisher: _____

City Published: _____ (The city is usually found on the Title page of the book)

Year Published: _____

Photo: Online

Photographer/artist: (First) _____ **(M.I.)** ____ **(Last)** _____

Title/caption: _____

City Located: _____

Location of Original: _____

(Ex. Museum of Mod. Art, John Carter Collection; if a private collector, enter full name.)

Web Site Title _____

URL: _____ (Ex. http://www.)

Date Accessed: Day: _____ **Month:** _____ **Year:** _____

Institution: _____

Include as much information as possible (if unavailable, leave blank):



Year Created: _____

(When was this work created?)

Photographer/artist: (First) _____ **(M.I.)** ____ **(Last)** _____

Title/caption: _____

City Located: _____

Location of Original: _____

(Ex. Museum of Mod. Art, John Carter Collection; if a private collector, enter full name.)

Web Site Title _____

URL: _____ (Ex. http://www.)

Date Accessed: Day: _____ **Month:** _____ **Year:** _____

Institution: _____

Include as much information as possible (if unavailable, leave blank):



Year Created: _____

(When was this work created?)

Film: Online

Name of Film: _____

Director: (First) _____ **(M.I.)** ____ **(Last)**_____

URL: _____ (Ex. <http://www>.)

Date Accessed: Day: _____ **Month:** _____ **Year:** _____

Include as much information as possible (if unavailable, leave blank):

↓ ↓ ↓

Year Released: _____

Web Site Title: _____ (Ex. MSN, Youtube, United Streaming)

Main Performers: _____

Name of Film: _____

Director: (First) _____ **(M.I.)** ____ **(Last)**_____

URL: _____ (Ex. <http://www>.)

Date Accessed: Day: _____ **Month:** _____ **Year:** _____

Include as much information as possible (if unavailable, leave blank):

↓ ↓ ↓

Year Released: _____

Web Site Title: _____ (Ex. MSN, Youtube, United Streaming)

Main Performers: _____

Map: Online

Title: _____ (If a map, type in the location)

Type: Map Chart

URL: _____ (Ex. http://www.)

Date Accessed: Day: _____ **Month:** _____ **Year:** _____

Include as much information as possible (if unavailable, leave blank):

↓ ↓ ↓

Atlas or Web Site Name: _____

Institution associated with: _____
(Which organization made this map?)

Title: _____ (If a map, type in the location)

Type: Map Chart

URL: _____ (Ex. http://www.)

Date Accessed: Day: _____ **Month:** _____ **Year:** _____

Include as much information as possible (if unavailable, leave blank):

↓ ↓ ↓

Atlas or Web Site Name: _____

Institution associated with: _____
(Which organization made this map?)