

## RESEARCH ESSAY GUIDELINES: ESSAY 4

Now that you have finished researching your subtopic, you need to write an essay for your component of the research paper. Follow the steps below to complete your essay, DUE AT THE END OF THE PERIOD IN LESSON 35. Make sure you get your teacher's initials where they are called for. You will not be given class time to write this essay. It must be done on your own time.

The format for this Research Essay will be very similar to other five-paragraph essays you have written. However, the supporting evidence you gather in this essay must reveal a greater depth and breadth of research than in an evaluation essay. Your writing in this essay should synthesize a variety of available sources and opinions about your topic, and also reflect your ability to evaluate the information. The thesis statement will reflect this by offering an interesting angle or a provocative question that can only be explored through this diverse range of sources. Your final essay should be typed, double-spaced, with 1-inch margins, in a font selected by the group during the **Website Brainstorm**, and a MINIMUM of 5 paragraphs. When it is complete, you will excerpt it for your ThinkQuest Website.

### STEP 1: Complete your **Blank Circle Diagram**.

Create your thesis statement. Your thesis statement should state the main idea and purpose of your research. It should pull together your research and suggest a question about the topic that is not easily answerable, and needs to be explored. The information you locate should support your thesis and attempt to answer the question it suggests. Use your note cards to help you frame the thesis statement. Make sure to include supporting evidence from the sources you have signed up for in the **Research Goals** table. Then fill in your **Circle Diagram**. Have your teacher read and approve your circle diagram by initialing it AND the space below.

\_\_\_\_\_ teacher initials`

STEP 2: Using your **Circle Diagram** as your outline, write your first draft. Spelling, punctuation and grammar do not count in this draft. Your ideas do. Make sure you write in full sentences and full paragraphs. You should be incorporating the information from the note cards on your subtopic, but forming your own original writing. Although you are not required to use all of the information from your note cards, you should make sure that you are using at least ten of them. Your group will have helped discard unnecessary cards, but you must make the final decision about which of your cards are the most applicable to your thesis statement. Each group member must write their own individual essay, though they may seek advice from other group members. The following is how to write up your essay in paragraph form:

**Paragraph 1**= Your thesis statement, your 3 reasons (at least 3, but you might have more) that led you to believe your thesis statement is true, and a closing sentence.

**Paragraph 2**=Your first reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence. Evidence listed in paragraphs 2, 3, and 4 should include a balance of direct quotations and paraphrases that include your own original ideas and writing. Make sure to use some original quotations that have been modified using ellipses or brackets. Cite your information, using the format shown in the **Style Sheet**.

**Paragraph 3**= Your second reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence. Evidence listed in paragraphs 2, 3, and 4 should include a balance of direct quotations and paraphrases that include your own original ideas and writing. Make sure to use some original quotations that have been modified using ellipses or brackets.

**Paragraph 4**= Your third reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence. Evidence listed in paragraphs 2, 3, and 4 should include a balance of direct quotations and paraphrases that include your own original ideas and writing. Make sure to use some original quotations that have been modified using ellipses or brackets.

**Paragraph 5**=Your closing statement which should be your initial thesis statement restated in a new and different way, questions you may still have and why you have them, and a closing sentence that wraps all of your ideas up.

\*If you have more than 3 reasons, the same format is true, you will just have more than 5 paragraphs.

Make sure your Research Essay adheres to the following style rules:

- 1) Original quotations. If they are over four lines long, they should be written as block quotes according to MLA style.
- 2) Quotations should be as brief as possible, and only used when particularly interesting, appropriate, or unusual.
- 3) Significant ideas that are borrowed from others must be documented according to the correct citation style.

Remember to use all of the sources that you signed up for in the **Research Goals** table. If you change your sources, the new sources must be approved by the group and must include the required types of sources.

Have your teacher approve your first draft by initialing it.

STEP 3: Have a partner revise your first draft using the following technique:

(Make sure your partner is writing directly on your first draft, using a different color pen or pencil! Or if you are typing your essay, be sure your partner is using Track Changes and Comments. If your partner makes no suggestions and does not help you to make any changes, you need to get a partner who will. It is your paper and your responsibility to improve it. Points will be taken off for no suggestions and no changes because there were no suggestions!)

- 1) In their first paragraph, make sure their thesis is clear, understandable, and complex. If it is not, write them a note that tells them it is not clear, not understandable, or not complex. Then explain what isn't clear, understandable or complex by asking them good questions that you may have about it.
- 2) In their first paragraph, check to make sure that they have at least 3 reasons that led them to believe their thesis statement is true. If they do not, write them a note that tells them they are missing a reason, or that their reasons are not clear. Be sure to explain why it is not clear. Suggest how they might make it better.
- 3) In their first paragraph, make sure they have a closing sentence that wraps up their thoughts and ideas for that paragraph. If they do not, write them a note that tells them to put one in. Make a suggestion as to what they might write.
- 4) In their second paragraph, make sure they have stated their first reason, and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 5) In their second paragraph, make sure they have at least 2 pieces of evidence from required sources that support their reason and that they have made clear how the evidence supports the reason. Make sure they have written the lines from the source in quotation marks (if a direct quote) and documented the source in a parenthetical notation for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 6) In their second paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 7) In their third paragraph, make sure they have stated their second reason, and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 8) In their third paragraph, make sure they have at least 2 pieces of evidence from required sources that support their reason and that they have made clear how the evidence supports the reason. Make sure they have written the lines from the source in quotation marks (if a direct quote) and documented the source in a parenthetical notation for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to add it.
- 9) In their third paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 10) In their fourth paragraph, make sure they have stated their third reason, and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 11) In their fourth paragraph, make sure they have at least 2 pieces of evidence from required sources that support their reason and that they have made clear how the evidence supports the reason. Make sure they have written the lines from the source in quotation marks (if a direct quote) and documented the source in a parenthetical notation for each piece of evidence. Make sure they have written the lines from the article and/or the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to add it.
- 12) In their fourth paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 13) In their fifth paragraph or their closing paragraph, make sure they have restated their thesis statement in a new and different way. If they did not, write them a note that asks them to do this. Give them a suggestion as to how to type it.
- 14) In their fifth paragraph or their closing paragraph, make sure they ask any remaining questions they may have and attempt an answer. If they did not, write a note that asks them to do it. Make sure they have summed up their ideas and that they have written a closing sentence. If they did not, write them a note that asks them to do this.
- 15) Does the author use any original quotations? If not, suggest places to use original quotations, ones that can be modified using ellipses or brackets.
- 16) Are any of the original quotations over four lines long? If so, they should be written as block quotes according to MLA style. If they are not, write a note that indicates they must be written as block quotes.

- 17) Are quotations as brief as possible, and only used when particularly interesting, apt, or unusual? If the quotations are too long or unnecessary, write a note indicating which one should be removed or made shorter.
- 18) Are significant ideas that are borrowed from others documented according to the correct citation style? If not, make a note of which ideas should have citations following them.
- 19) Does the author use the sources listed in the **Research Goals** table? If not, the sources must be approved by the group and must include the required types of sources. Make a note of what types of sources are missing.

When your partner has finished revising your paper, have them write (or use track changes to type) at the top of your paper "Revised by and their name." (If they are typing, have them save this copy of the document as a version with their name in the comments section) Be sure to print this draft out to prove that it was done, if you are typing.

STEP 4: Based on the suggestions of your partner, write your second draft (Or type your changes into the second draft using track changes. All of your changes will show up in a different color.) Your second draft must include the changes that your partner suggested. It must also include a modified original quotation from the novel (using brackets or ellipses to modify it). When you have completed your second draft, show the first draft with your partner's suggestions and your second draft with the (track) changes to your teacher and have your teacher initial it to show that it was done on time. Save your changes as a version and be sure to print it out to prove that it was done.

STEP 5: Have one of your classmates edit your essay (using Track Changes, if you are typing) using the **Editing Skills List** directly on your second draft. When they are done, have them save their changes as a version. Then ask them to print the version out and sign the top of the first page.

Show your teacher this edited version with all of your other versions. Get your teacher's initials on the edited draft to show that it was done on time.

STEP 6: Polish this final draft of your essay. Type it up. (Or using Track Changes, accept or reject the changes in your essay. Get rid of all comments, making sure that you have done each of them before deleting.) Follow the typing requirements at the top of this page. When you are done typing, print it out. Staple everything together in the following order: the **Research Essay Rubric**, typed final draft free of all comments and track changes, edited version, your revised version, your partner's revisions version, your first draft, and your circle diagram. Have your teacher initial the final draft to show that she received this final product on time. Turn it in with your final project. Save the essay to disk so that you can excerpt it for your ThinkQuest Website.

GRADING PROCEDURE:

YOUR GRADE:

Circle Diagram	4 points	_____
First Draft	6 points	_____
Revisions	4 points	_____
Second Draft	6 points	_____
W/ your changes		
Peer Edit	4 points	_____
Final Draft	6 points	_____
Rubric Grade	6 points x 2	_____
total possible	<u>42</u>	YOUR _____
		TOTAL _____

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below