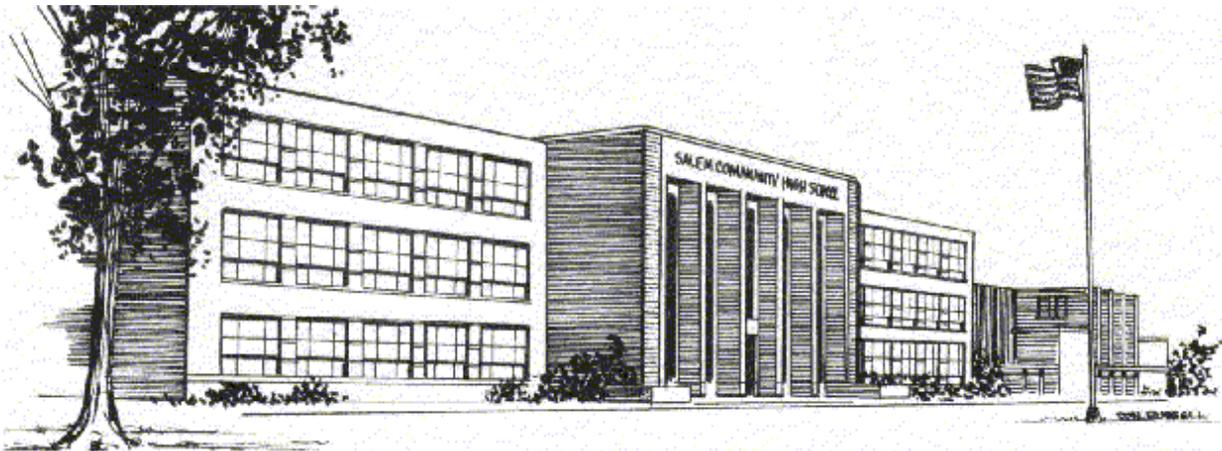


# Style Manual

## Guidelines and Procedures



**Salem Community High School**  
English Department

## Table of Contents

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The English Department at SCHS designed this style manual to assist students and teachers across the school wide curriculum.

The manual includes the following helpful information:

- [Plagiarism Policy](#)
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# ENGLISH DEPARTMENT

## PLAGIARISM POLICY

### AGREEMENT

The English teachers at Salem Community High School strive to teach the importance of original thought and expression especially as these learning skills apply to composition and research.

Our responsibility is to teach both skills and ethics in paraphrasing, summarizing, documenting, and citing sources of reference in writing projects. We will do our best to assist our students in understanding effective, ethical, and accurate referencing skills.

The student's responsibility is to apply these skills in a manner that does not breach the ethics implied by composition assignments, presentations, and research projects.

### IMPORTANT NOTE

Students who *do not* paraphrase, summarize, document, or cite material in an accurate manner may expect a point *deduction* of fifty per cent or more on projects that require such skills. As outlined in the SCHS Handbook, plagiarized work will receive a zero and the student who plagiarizes will receive a discipline referral.

Students and English teachers at SCHS will implement *Turn It In* software to assist them with research and documentation skills.

**I HAVE READ THESE GUIDELINES AND I AGREE TO ABIDE BY THE PLAGIARISM POLICY OUTLINED BY THE SCHS ENGLISH DEPARTMENT.**

**STUDENT SIGNATURE** \_\_\_\_\_ **(Print name)** \_\_\_\_\_

**PARENT SIGNATURE** \_\_\_\_\_ **(Print name)** \_\_\_\_\_

## The Importance of Introductions and Conclusions

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### Types of Introductions

1. Use a "Startling Fact"
2. Use a Personal Definition
3. Use a Quotation
4. Significant Question
5. Series of Questions
6. Tell a Story
7. Opposite Idea
8. Broad to Specific
9. Series of Descriptive Words

*Examples of Quotation and Definition Introductions:*

**Use of Quotation:** Begin the introduction with a quote that is relevant to the main idea of your paper. Be sure to give as much information about the quote as you can. At the very least explain why it is relevant to your paper.

For example:

“Fish and visitors,” wrote Benjamin Franklin, “begin to smell after three days.” Last summer when my sister and her family came to spend their two-week vacation with us, I became convinced that Franklin was right. After only three days, I was thoroughly sick of my brother-in-law’s corny jokes, my sister’s endless complaints about her boss, and their children’s constant invasions of our privacy.

**Use of Definition:** Begin the introduction with a definition of your own then explain how it connects to the main idea of your paper.

For example:

Self-reliance—the ability to count on oneself in both good times and bad—is a quality few people in today’s society possess. Perhaps this is because we are all basically lazy, but maybe it is because we just do not encounter situations where we have to fend for ourselves. For those who wish to feel that they really are able to solve problems and overcome difficulties, I strongly suggest camping as a way to learn self-reliance.

## **The Importance of Introductions and Conclusions (continued)**

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### **Tips for Conclusions**

1. Emphasize the main points.
2. Provide a brief summary which brings the main points into final focus.
3. Reword your thesis statement.
4. No new material should be introduced in the conclusion.
5. Leave a good, lasting impression.

*Example of Tell a Story Intro and Conclusion:*

[Introductory Paragraph]

Evelyn was not comfortable with the way the interview for the secretary's job was going. The interviewer looked her over too closely when she sat down, especially when she crossed her legs. His constant grin was lecherous. He gave her a too familiar, exaggerated wink when he said there'd be lots of "evening work." He never even asked about her secretarial skills but offered \$5000 over the normal salary range. If sexual harassment is allowed to continue vulnerability, fear, and rage can tear down a person's self-esteem to the very core and lead to stress related illnesses.

[Body Paragraphs -explain sexual harassment cases, statistics, etc.]

[Concluding Paragraph]

The most important concept to remember is that no one has to take sexual harassment in any form without a fight. A person does not have to succumb to his or her fear, rage, and vulnerability. Instead, a person can use those emotions to "screw his courage to the sticking place" and fight back. Evelyn took Shakespeare's words to heart, found her courage, and went to the employment agency that sent her to that uncomfortable interview. She reported her experience in detail to the referring employment agency and held the agency manager accountable for representing the firm. She asked point blank, "Well, what are you going to do about it?" The agent tore up the client company's file card in front of her. He later sent her to a utility company where she worked for twenty years. She did not let this incident direct her life in a downward spiral but chose to challenge the employment agency's values and won.

## Connecting Ideas through Useful Transitions

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### Transitions which can be used to show location

Above	Away from	By	On top of
Across	Back of	Down	Outside
Against	Behind	In front of	Over
Along	Below	Inside	Throughout
Alongside	Beneath	Into	To the right
Amid	Beside	Near	Under
Among	Between	Off	
Around	Beyond	Onto	

### Transitions which can be used to show time

About	Until	Soon	Next
After	Meanwhile	Later	In the meantime
At	Today	Afterward	As soon as
Before	Tomorrow	Immediately	When
During	Yesterday	Finally	
Prior to	Next week	Then	

### Transitions which can be used to compare two objects, concepts, or ideas

In the same way	Likewise	As
Also	Like	Similarly

### Transitions which can be used to contrast items (show differences)

But	In the meantime	Still	Conversely
However	Nevertheless	On the contrary	Otherwise
Even so	On the other	Although	Counter to
Yet	hand	Even though	As opposed

### Transitions which can be used to emphasize a point

Again	Indeed	For this reason	Truly
To repeat	With this in mind	In fact	To emphasize

### Transitions which can be used to conclude or summarize

As a result	Thus	Due to	All in all
Finally	Therefore	In short	
Consequently	Accordingly	To sum up	

### Transitions which can be used to add information

Again	And	Furthermore	Next
Also	Besides	Likewise	Finally
Additionally	Equally important	Moreover	As well
In addition	For example	Further	Together with
Another	For instance	Furthermore	Along with

### Transitions which can be used to clarify

That is	Put another way	To clarify
In other words	Stated differently	For instance

## Introducing Quotes

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Quotes should be introduced with strong action words. A quote should never stand alone. Connect the point you are making with the quote. It is also important to include information about the speaker to qualify why the reader should be impressed with this person's thoughts/ideas unless the speaker is well known like Gandhi, Dr. Martin Luther King, Jr, or William Shakespeare.

- This quote shows/ explores/ examines/ explains . . .
- (The person responsible for the quote) \_\_\_\_\_challenges us to consider . . .
- In the novel, the author explains . . .
- (The person responsible for the quote) goes beyond the idea of \_\_\_\_ by stating \_\_\_\_.
- In (The person responsible for the quote)'s words, "love" means . . .
- (The person responsible for the quote), speaking at a conference, exclaimed in his essay. . .
- (The person responsible for the quote) challenges the conventional view . . .
- A recent article explained . . .
- (The person responsible for the quote) underscores —'s idea of
- (The person responsible for the quote) characterizes his views on
- From (The person responsible for the quote)'s perspective, she explains . . .
- (The person responsible for the quote) suggests that in his book

## Writing Numbers

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Spell out numbers that can be expressed in one or two words. Use figures for other numbers.

### Words

over two pounds  
six million dollars  
after thirty-one years

### Days and Years

December 12, 1965 or 12 December 1965  
A.D. 1066  
in 1900  
in 1971-72 or in 1971-1972  
the eighties, the twentieth century  
the 1980's or the 1980s

### Time of Day

8:00 A.M. (or) a.m. (or)  
eight o'clock in the morning  
4:30 P.M. (or) p.m. (or)  
half-past four in the afternoon

### Addresses

16 Tenth Street  
350 West 114 Street

### Figures

after 126 days  
only \$31.50  
6,381 bushels                      4.78 liters

### Decimals and Percentages

a 2.7 average  
13.25 percent (in nonscientific contexts)  
25% (in scientific contexts)  
.037 metric ton

### Identification Numbers

Room 8  
Channel 18                      Interstate 65  
Henry VIII

### Page and Division of Books and Plays

page 30  
chapter 6  
in act 3, scene 2 (or) in Act III, Scene ii

### Large Round Numbers

four billion dollars (or) \$4 billion  
16,500,000 (or) 16.5 million

## Notes on Usage

### Numbers beginning sentences should always be written out.

Six percent of the group failed.

**NOT:** 6% of the group failed.

### Numbers in series and statistics should be consistent.

two apples, six oranges, and three bananas

**NOT:** two apples, 6 oranges, and 3 bananas

115 feet by 90 feet (or) 115' x 90'

scores of 25-6 (or) scores of 25 to 6

The vote was 9 in favor and 5 opposed

### Use a combination of figures and words for numbers when such a combination will keep your writing clear.

Unclear: The club celebrated the birthdays of 6 90-year-olds who were born in the city. (may cause the reader to read '690' as one number.)

Clearer: The club celebrated the birthdays of six 90-year-olds who were born in the city.

## Taboo Words

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### Words/Phrases to avoid

- Get, got, gotten, getting
- A lot
- Really
- Very
- So (**at beginning of sentences**)
- There (**at beginning of sentences**)
- Well (**at beginning of sentences**)
- I believe, I think, I feel, in my opinion
- Kid(s)
- Things
- Stuff
- Awesome
- Amazing
- Contractions in formal writing (n't; 'll)
- Would
- Being
- Etc.
- In conclusion
- Using the word "of" instead of "have"
- *Clichés*: "with all my heart", "smooth sailing", "every bone in my body", "rubs me the wrong way", and other overly-used phrases.

## Proofreading Reminders

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Check your essay / research paper for the following common errors

- MLA formatting
  - Heading
  - Running header
  - Indention
  - In-text and parenthetical citations
- Structure
  - Introduction and conclusion
  - Correct placement of thesis statement
  - Thesis is reworded NOT repeated in the conclusion
  - Transitions to connect ideas
  - Paragraphs have supportive details, examples, cite evidence
- Grammar
  - End sentences appropriately (watch out for prepositions at the end)
  - Comma, semi-colon, colon placement
  - No run-on sentences, fragments
- Word Choice
  - Proper capitalization and spelling
  - Taboo words
  - No contractions in formal writing
  - No forms of "you" unless it is in a quote
  - Action verbs
  - Numbers

## Steps of the Research Process

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- Choose a topic
- Develop a research question
- Select and evaluate sources
- Create working bibliography
- Create a working outline
- Engage with information (read, highlight, listen)
- Form a temporary thesis
- Complete notecards
- Prepare a rough draft
- Edit and revise
- Prepare the final draft
- Update outline
- Revise the Works Cited page to include only the sources used in the paper
- Reflect on process and final product

## **Choosing a reliable web site for research**

### **AUTHOR**

#### **Who is the author? Is the author an expert in this field?**

- Check the domain: .org, .edu, .com, .gov, .k12, ~
- Does the author provide: Name, email, phone, address?
- What are the author's qualifications?
- Are their sources listed?
- Link about the organization? Check home page of web site
- Search for author or organization name
- Does it agree with known information (database, encyclopedia)?
- Free of grammar and typing errors?

### **BIAS**

#### **Why was this web site created? To educate, to influence, to sell, to entertain?**

- Biased content?
- Check links from the page
- Check Links to the page *link:* \_\_\_\_\_.

### **COVERAGE**

#### **Does it contain important facts on your topic?**

- How does information compare with other reliable sources?

### **DATE**

#### **Is information recent enough for this project?**

- Date created? Date last updated? Copyright date?
- Dead links?

Your first and last name

Teacher's Name

Title of Class

15 November 2018

Title

\*\*\*\*\*  
 \*\*\*\*\*  
 \*\*\*\*\*  
 \*\*\*\*\*

\*\*\*\*\*. David Barbazoa, Pulitzer  
 prize-wining investigative reporter, describes\*\*\*\*\*

\*\*\*\*\*  
 \*\*\*\*\* ( Barbazoa). ←

Parentetical citation

\*\*\*\*\*  
 \*\*\*\*\*  
 \*\*\*\*\* ("Millennium Villages Project"). \*\*\*\*\*  
 \*\*\*\*\* (Coats 72). \*\*\*\*\*

\*\*\*\*\*  
 \*\*\*\*\*  
 \*\*\*\*\*. Barry Coates, Executive Director of Oxfam New Zealand, shows the  
 importance of \*\*\*\*\* (70). \*\*\*\*\*

In-text  
 citation

\*\*\*\*\* (71). \*\*\*\*\*



\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\* . In Batstone's book *Saving the Corporate Soul*, he strengthens this argument by expressing that \*\*\*\*\*

\*\*\*\*\* (153). \*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\* (Mize). \*\*\*\*\* .

\*\*\*\*\* . American journalist and author P. J. O'Rourke explains, "XX." \*\*\*\*\*

\*\*\*\*\*

\*\*\*\*\* ("Africa"). \*\*\*\*\*

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\*\*\*\*\* ("Uganda," *The World Bank*).

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\*\*\*\*\*

\*\*\*\*\* "XXXXXXXXXXXXX

XX" ("Africa"). \*\*\*\*\*

\*\*\*\*\* .

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Barboza, David. "In Chinese Factories, Lost Fingers and Low Pay." *New York Times*, 5 Jan. 2008, [www.nytimes.com/2008/01/05/business/worldbusiness/05sweatshop.html?\\_r=0](http://www.nytimes.com/2008/01/05/business/worldbusiness/05sweatshop.html?_r=0).

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## Thesis Statements

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An effective MLA paper presents a solid thesis statement.

A thesis statement is a guiding sentence and a road map for the paper. It tells the reader what to expect from the rest of the paper.

It is often an interpretation of a research question asked of the writer.

It is also an interpretation of the topic of research. It is NOT the topic itself.

This sentence usually appears somewhere in the first paragraph of your paper.

### EXAMPLE 1

#### TOPIC

The writings of Edgar Allan Poe

#### THESIS

Although Edgar Allan Poe's writings mirrored the popular gothic stories of Europe, his detective stories established him as a great American author.

### EXAMPLE 2

#### RESEARCH QUESTION

How did the region in Southern Illinois come to be known as Little Egypt?

#### THESIS

The agricultural industry and the agrarian ethic of the earliest Southern Illinois settlers defined the area known as Little Egypt.

### EXAMPLE 3

#### TOPIC

Birth Order

#### THESIS

Siblings will make different life choices based on the order in which each was born.

#### **EXAMPLE 4**

##### TOPIC

The Cotton Industry

##### THESIS

In the early nineteenth century rapid developments in the cotton industry in the South were responsible for broad industrialization across the entire nation.

#### **EXAMPLE 5**

##### RESEARCH QUESTION

Compare and contrast the American novel *The Bell Jar* and the Elizabethan tragedy *MacBeth*.

##### THESIS

The complicated issues brought forth in Plath's novel and Shakespeare's play contain tragic similarities, however, the characters' reactions to the tragedies vary significantly.

#### **EXAMPLE 6**

##### ARGUMENTATIVE THESIS STATEMENTS

Thesis statements for argumentative essays and research papers should be specific and show one side of the issue which can be debated.

##### **Bad example A**

Guns in the wrong hands can be dangerous.

This is a bad example because most everyone would agree with this statement.

##### **Good example A**

Tighter gun control laws will not keep guns out of the hands of criminals.

This is a good example because it narrows the topic and is debatable.

##### **Bad example B**

People should be more aware of their surroundings.

This is a bad example because the statement is too general.

##### **Good example B**

Texting and cell phone usage should be restricted no matter if a person is driving or walking along the street.

This is a good example because the thesis is specific and debatable.

## Working Outline

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The purpose of a working outline is to organize the main points of the paper. Begin with the title of subject (not necessarily the title of the paper), followed by at least three (3) subject divisions. Use Roman numerals to indicate the divisions.

### Example

William Shakespeare

Thesis statement: William Shakespeare made significant contributions to the development of literature in his tragedy, *Macbeth*.

- I. Plot summary
- II. Author background
- III. Historical connection
- IV. Genre
- V. Literary analysis

---

Using the outline above, the following questions should be addressed when researching:

- I. What is the plot of *Macbeth*?
- II. How does the author's life connect to this plot?
- III. What was happening historically that may have influenced the plot and/or the theme?
- IV. Under which genre would this work be classified and why?
- V. Which literary devices and techniques did the author incorporate in writing this novel?

## Sample Topic Outline

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### Lessons from the Holocaust

Thesis Statement: Although the Holocaust occurred over seventy years ago, it is important to understand what happened so the tragedy of the past will not be repeated.

- I. Define the Holocaust
  - A. Attention-getter (startling fact about those who were killed)
  - B. Significant background information
- II. Third Reich emerges
  - A. *Mein Kampf* directed the Nazi ideology
  - B. Reaction to harsh WWI penalties
  - C. Gained momentum when economy turns around
  - D. German invasion of Poland
- III. Building of camps
  - A. Concentration camps and labor camps
    1. Forced labor on roads and in munitions factories
    2. Elimination of undesirables: Jews, Gypsies, Jehovah's Witnesses
  - B. Death Camps
    1. Dachau was first and longest running
    2. Auschwitz was the largest
- IV. Lessons learned
  - A. Tolerance of others
  - B. Human kindness heals
  - C. The danger of apathy

## **Sample Sentence Outline**

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### The Advantages of Single-Sex Classes

Thesis statement: Research supports the notion that single-sex classes are better for girls and, therefore, should be encouraged.

- I. During the first 200 years in America, women were not allowed in schools.
  - A. Initially, education was only for men.
  - B. In 1972, Congress passed Title IX, a law prohibiting sex-discrimination in educational institutions.
- II. One significant advantage is the elimination of gender bias that occurs in coed classes.
  - A. Teachers pay more attention to boys.
  - B. Favoritism is also an issue in coed classes.
- III. Girls benefit from being free from the gender bias of coed classes.
  - A. They perform better academically.
  - B. Techniques that are disadvantageous to girls are more apparent in certain subject areas.
    1. Girls exhibit more interest in math when taught in single-sex classes.
    2. This phenomenon is also the case in science courses.
- IV. Not only do single-sex classes offer academic advantages but also personal benefits.
  - A. Distractions are eliminated when the sexes are separated.
  - B. All-girl schools offer a nurturing environment.
    1. The single-sex environment makes girls feel more comfortable in class.
    2. In all-girl schools, one is respected for doing well in class instead of being mocked by other students.
  - C. Girls have lower self-esteem than adolescent boys.

## **Argumentative Research Paper Pointers**

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### **I. INTRODUCTION (1<sup>st</sup> paragraph)**

- Create a dynamic opening (Attention-getter).
- Explain the current situation. What is the world like “as is” in relation to your issue? Why is it important? What drew you to this topic?
- Mention misconceptions related to your topic, if any.

### **II. INTRODUCTION (2<sup>nd</sup> paragraph)**

- Provide background information. Define key terms.
- What are the details to your problem? What is the struggle? Why is it a unique and complicated issue?
- CLEARLY establish your claim. Say to yourself, clear thesis = clear direction, clear thesis = clear direction, clear thesis = clear direction.
- Explain the WHY of your thesis in a simple way (i.e. it will solve \_\_\_\_ issue).

### **III. ARGUMENTS/ YOUR SIDE OF THE ISSUE**

- Introduce the first perspective you are willing to look at.
- Explain how your solution will help the situation.
- Include examples to illustrate the struggle or issue.
- Provide evidence for your first mini-claim you make.
- You can provide official statistics on the problem, current laws related to the topic, expert opinions, or the position the social majority has. This information should come from your research.

*Repeat Step III as many times as you have claims for your argument. Keep in mind the length requirements of the essay.*

### **IV. COUNTERCLAIMS**

- Now you need to consider the other side of the issue or the counterclaim.
- After you introduce the counterclaim, distinguish its strengths and limitations.
- Restate your claim and provide reasons to answer the counterclaim.
- Provide specific evidence for your reasons.
- Include examples to illustrate your point vs. the counterclaim.

*Step III & IV can be reversed in order, depending on the flow of your paper. Also, your counterclaim section might be more than one paragraph.*

### **V. CONCLUSION**

- Review the main points.
- Restate your thesis.
- Call to action. If you haven't introduced any sort of solution in your essay, perhaps encourage others to become more aware of your topic.
- What does the future look like in relation to your topic?

## **MLA Research Paper Units**

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### **FRESHMEN**

*English 13 students* will compose a one to two page research project with teacher provided sources. The research objectives in this project are to paraphrase effectively and to avoid plagiarism.

*English 11 students* will compose a two page paper with two sources. Students in English 11 will also work on paraphrasing effectively and avoiding plagiarism.

*Honors English I students* will compose a two-to-three-page non-literature based research paper with a Works Cited page. They will also complete a Renaissance based research project. Emphasis will focus on avoiding plagiarism through correctly using and documenting sources.

### **FRESHMEN GOALS**

- *FORMATTING ESSAYS IN MLA STYLE*
- *INTRODUCTION OF THESIS STATEMENT*
- *AVOIDING PLAGIARISM*
- *BUILDING BASIC CITATIONS*
- *PARAPHRASING*
- *BECOMING FAMILIAR WITH MEDIA CENTER RESOURCES*
- *INTRODUCTION OF HOW TO FIND VALID AND RELIABLE RESOURCES*

### **SOPHOMORES**

*English 23 students* will design a research presentation completed with teacher provided sources. This project will employ more than one source. These students will also complete a one to two page paper that may parallel the presentation.

*English 21 students* will complete a research-for-information paper. This paper will be a minimum of 2 to 3 pages in length and will use multiple sources, a working bibliography, and a Works Cited page.

*Honors English II students* will conduct research to prepare for a persuasive speech. Honors students will provide written documentation as part of the speech. These students will also complete a 4-to-5 page research-for-information paper complete with all steps of the research process.

## **SOPHOMORE GOALS**

- *REVIEWING MEDIA CENTER RESOURCES*
- *FINDING VALID AND RELIABLE SOURCES*
- *IDENTIFYING RELIABLE SOURCES*
- *DEVELOPING THESIS STATEMENT FROM RESEARCH QUESTION*
- *GATHERING RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, BASED ON FOCUSED QUESTIONS*
- *SUMMARIZING / PARAPHRASING*
- *USING QUOTATIONS*
- *WRITING FROM MULTIPLE SOURCES, USING SUPPORTIVE EVIDENCE*
- *POLISHING THE WORKS CITED PAGE*
- *UTILIZING TIME MANAGEMENT THROUGHOUT THE PROCESS*

## **JUNIORS**

*English 33 students* will complete a three page critical review using a novel and a web source. These students will also complete a number of presentations with documented sources.

*English 31 students* will complete a conventional research-for-information paper that is 3 to 5 pages in length. This paper will reflect all steps of the research process.

*Honors English III students* will complete a conventional research-for-information paper that is 5 to 7 pages long. This project will be the result of all of the research steps.

## **JUNIOR GOALS**

- *CONDUCTING IN-DEPTH RESEARCH BASED ON FOCUSED QUESTIONS*
- *GATHER RELEVANT INFORMATION FROM MULTIPLE SOURCES, ASSESSING THE CREDIBILITY AND ACCURACY OF EACH SOURCE*

- *DEVELOPING AND SUPPORTING INFORMATIVE THESIS STATEMENTS FOR INFORMATIVE RESEARCH*
- *WRITING FOR QUALITY, CLARITY, CONTENT*
- *EMPLOYING EFFECTIVE IN-TEXT CITATIONS & PARENTHETICAL REFERENCES*
- *USING QUOTATIONS*
- *USING STRATEGIC TIME MANAGEMENT*

## **SENIORS**

*English 43 students will complete a multi-step argumentative research paper - 4-6 pages long.*

*English 41 students will complete a multi-step argumentative research paper - 5-7 pages long.*

*Honors English IV students will complete a multi-step argumentative research paper - 7-10 pages long.*

## **SENIOR GOALS**

- *CONDUCTING SUSTAINED RESEARCH TO ANSWER A QUESTION, NARROWING OR BROADENING THE TOPIC WHEN APPROPRIATE*
- *GATHERING INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES; ASSESSING THE CREDIBILITY OF EACH SOURCE*
- *CREATING AND REVISING A WORKING OUTLINE*
- *DEVELOPING IN-DEPTH MATERIAL TO SUPPORT CLAIMS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE*
- *USING BLOCK QUOTES*
- *DEVELOPING THE ARGUMENTATIVE THESIS STATEMENT*
- *EMPLOYING THE EDITING PROCESS*
- *PRODUCING CLEAR AND COHERENT WRITING WITH DEVELOPMENT, ORGANIZATION AND STYLE APPROPRIATE TO PURPOSE AND AUDIENCE*

## **COMMON CORE WRITING STANDARDS**

[English and Language Arts Common Core Learning Standards](#)