

YAY! YOU'RE WRITING A RESEARCH PAPER

Congratulations! I know it sounds hard, but it's really not. Follow the general (and specific) guidelines below, ask questions, be curious...and you may find that you enjoy the process.



INTRODUCTION

The purpose of the research paper is to:

- 1) Practice extended, project-style writing that requires depth of thought, research, and skill.
- 2) To train your critical thinking. This requires you to observe, ask questions, analyze and evaluate sources, and think a little differently than you normally might.
- 3) To become curious!

GENERAL GUIDELINES

For this paper, select a topic related to U.S. History that interests you. You must develop an argument based on this topic and use research to support your stance on the argument

- Length: 8-10 pages (NOT including Works Cited page)
 - Papers that do not meet the length requirement will be considered *Incomplete*
- MLA Format

MATERIALS REQUIRED

1. Sources: 7 minimum (at least 3 print sources)
2. Due Monday, June 4th, 2018 at 8:59 a.m.
 - a. PRINTED COPY (one copy only) to MR. BARCLAY & MRS. STRAWN
 - b. ELECTRONIC COPY to Mr. Barclay's turnitin.com

Honors Option (required for U.S. History Honors credit)

- Length: 13-15 pages
 - 3 pages must be a literature review
- At least 4 print sources

DEADLINES

ITEM	DUE DATE	TEACHER
Topic/Argument Approval	Thursday, April 12 & Friday, April 13	Barclay
Five Sources (hard copies)	Friday, April 20	Strawn
Research--Citation, Summary, & Evaluation	Wednesday, April 25 & Thursday, April 26	Strawn
Thesis	Friday, April 27	Strawn
Outline/Lousy Draft	Monday, May 7 & Tuesday, May 8	Barclay
Background (2 pages)	Monday, May 14 & Tuesday, May 15	Barclay
Full Rough Draft	May 21-24 (sign up)	Strawn
Final Paper (8-10 pages) -- Digital	Monday, June 4 @ 8:59am	Barclay
Final Paper (8-10 pages) -- Hard Copy	Monday, June 4 @ 8:59am	Strawn

GRADING WEIGHTS

Class	Essential Skill	Weight
U.S. History	Content	20%
	Analysis	30%
English 11	Writing: Content	25%
	Writing: Form	10%
Both Classes	Habit of Mind: Accountability	10%

LATE POLICY

1. Papers submitted by 8:59 a.m. on Monday, June 4, will be counted on time. Both the digital copy and printed copy must be submitted by this time.
2. All checkpoints must be met in order to receive a 4.0 for Habits of Mind: Accountability. One missed checkpoint will result in a 3.0. Two missed checkpoints will result in a 2.0. Three or more missed checkpoints will result in a 1.0. A late final paper will automatically result in a 1.0.

OFFICE HOURS

We will both be available before school on Wednesday and Thursday, from 8:00-9:00 a.m., for extra help on the paper. We strongly advise you to utilize this opportunity as early as possible if you have concerns about the progress of your paper.

HISTORY RUBRIC

	4.0	3.0	2.0	1.0
Content	<ul style="list-style-type: none"> <input type="checkbox"/> Response shows a high level of content knowledge throughout the paper that supports the arguments of the thesis 	<ul style="list-style-type: none"> <input type="checkbox"/> Response shows an average level of content knowledge throughout the paper and partially supports the arguments of the thesis 	<ul style="list-style-type: none"> <input type="checkbox"/> Response shows a basic level of content knowledge throughout the paper and minimally supports the arguments of the thesis 	<ul style="list-style-type: none"> <input type="checkbox"/> Response does not provide any evidence of content knowledge and does not support the arguments of the thesis
Analysis	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence selected is strong and accurately supports the thesis <input type="checkbox"/> Wide variety of sources that strongly support the thesis <input type="checkbox"/> At least 3 strong books that support the argument 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence selected is strong and generally supports the thesis <input type="checkbox"/> Variety of sources that support the thesis <input type="checkbox"/> At least 3 strong books that support the argument 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence selected is basic and partially supports the thesis <input type="checkbox"/> Basic sources that support the thesis <input type="checkbox"/> Missing one or more books sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Missing pieces of evidence and its connection to the thesis <input type="checkbox"/> Not enough sources to support the thesis <input type="checkbox"/> Missing two or more book sources
HoM: Accountability	<ul style="list-style-type: none"> <input type="checkbox"/> All project checkpoints are met 	<ul style="list-style-type: none"> <input type="checkbox"/> One missed project checkpoint 	<ul style="list-style-type: none"> <input type="checkbox"/> Two missed project checkpoints 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more missed project checkpoints, and/or <input type="checkbox"/> Missed Final Paper Deadline

ENGLISH RUBRIC

	4.0	3.0	2.0	1.0
Writing: Content	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis clearly and effectively states a sophisticated and original argument <input type="checkbox"/> Intro paragraph accurately follows funnel paragraph format <input type="checkbox"/> All topic sentences effectively introduce main idea of each paragraph <input type="checkbox"/> Transitions clearly and effectively indicate progression of argument and ideas <input type="checkbox"/> All paragraphs and info arranged in a logical and organized manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis states a clear argument <input type="checkbox"/> Intro paragraph mostly follows funnel paragraph format <input type="checkbox"/> Most topic sentences effectively introduce main idea of each paragraph <input type="checkbox"/> Some transitions used to indicate progression of argument and ideas <input type="checkbox"/> Most paragraphs and info arranged in a logical and organized manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis lacks a clear argument <input type="checkbox"/> Intro paragraph generally does not follow funnel paragraph format <input type="checkbox"/> Few topic sentences provided to introduce main idea of each paragraph <input type="checkbox"/> Few transitions used to indicate progression of argument and ideas <input type="checkbox"/> Arrangement of paragraphs and info is disorganized and difficult to follow 	<ul style="list-style-type: none"> <input type="checkbox"/> No argument given <input type="checkbox"/> Intro paragraph does not follow funnel paragraph format <input type="checkbox"/> No topic sentences provided <input type="checkbox"/> No transitions used to indicate progression of argument and ideas <input type="checkbox"/> Paper lacks evidence of organization and planning
Writing: Form	<ul style="list-style-type: none"> <input type="checkbox"/> Paper adheres to all spacing, margin, and font requirements <input type="checkbox"/> All citations adhere to MLA guidelines <input type="checkbox"/> Thoroughly proofread for grammatical or spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Minor errors in spacing, margins, and/or font <input type="checkbox"/> Minor MLA citation errors <input type="checkbox"/> Some minor grammatical or spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Major errors in spacing, margins, and/or font <input type="checkbox"/> Numerous MLA citation errors <input type="checkbox"/> Numerous grammatical or spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Paper lacks evidence of adherence to any formatting requirements <input type="checkbox"/> Paper lacks evidence of any effort to proofread
HoM: Accountability	<ul style="list-style-type: none"> <input type="checkbox"/> All project checkpoints are met <input type="checkbox"/> Both digital and printed copies of paper submitted by deadline 	<ul style="list-style-type: none"> <input type="checkbox"/> One missed project checkpoint <input type="checkbox"/> Both digital and printed copies of paper submitted by deadline 	<ul style="list-style-type: none"> <input type="checkbox"/> Two missed project checkpoints <input type="checkbox"/> Both digital and printed copies of paper submitted by deadline 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more missed project checkpoints, and/or <input type="checkbox"/> Both digital and printed copies of paper are not submitted by deadline

CHECKPOINT ONE: TOPIC & ARGUMENT

Finding the topic--let's brainstorm!

CHECKPOINT TWO: SOURCES

Five Sources (2 MUST BE BOOKS)--please write the author and title of each source

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

CHECKPOINT THREE: RESEARCH

Provide the accurate MLA citation & a brief summary for *each* of your 7 sources. Summaries should be approximately 100-150 words long. Evaluations should be 50 words or less.

1) Citation: _____

Summary:

Evaluation: _____

2) Citation: _____

Summary:

Evaluation: _____

3) Citation: _____

Summary:

Evaluation: _____

4) Citation: _____

Summary:

Evaluation: _____

5) Citation: _____

Summary:

Evaluation: _____

6) Citation: _____

Summary:

Evaluation: _____

7) Citation: _____

Summary:

Evaluation: _____

CHECKPOINT FIVE: OUTLINE

Let's play the card game!

SAMPLE OUTLINE & WORKS CITED PAGE

The Federalist Papers' Influence on the Ratification of the Constitution

Thesis: The Federalist Papers influenced the ratification of the Constitution by making some of their most important arguments, including the importance of being in a Union by having a Constitution, answering to the objections made by the Anti-federalists about separation of powers, and defending opposing arguments made against the characteristics of the executive and judicial branch as provided in the Constitution.

I. Introduction

- a. Describe The Federalist Papers are and when they started
- b. Thesis: The Federalist influenced the ratification of the Constitution by making some of their most important arguments, including the importance of being in a Union by having a Constitution, answering to the objections made by the Anti-federalists about separation of powers, and defending opposing arguments made against the characteristics of the executive and judicial branch as provided in the Constitution.

II. Background

- a. State when The Federalist was printed and published.
- b. Discuss the intentions and purposes of The Federalist.

III. Argument for the benefit of a Union

- a. A Union would guard against external dangers
- b. A Union would guard against internal dangers
 - A. The “extended sphere” argument about how it will control factions. (Federalist 10)

IV. Argument of the problem with complete separation of powers

- a. Anti-federalists wanted a complete separation of the judicial, executive, and legislative branches
- b. The Federalist said the maxim of complete separation of powers is misunderstood. (Montesquieu)
- c. The branches need some limited power of the other branches to protect themselves from encroachment of the other branches (Federalist 51)
 - A. The branches need to have the interests of maintaining their powers, and not letting the other branches take that away.

V. Argument for a single executive, and against a plural executive

- a. Anti-federalists didn't want a single executive, too much like a monarch
- b. The Federalist need the executive to be “energetic” and a plural executive would make this impossible (Federalist 70)
 - A. It would take too long for the people in the executive position to make decision in an emergency, because they might disagree.
 - B. In a plural executive, it is hard to tell who is responsible for a wrongdoing because they can all blame each other, so a single executive would lead to more

responsible behavior

- VI. Argument in favor of judicial review and terms of good behavior for judges
 - a. Anti-federalists didn't like judicial review and the term of good behavior
 - b. The Federalist argued that judicial review was necessary to protect the judicial branch from the Legislature.
 - c. A term of good behavior was necessary to get qualified people for the positions; it would also give them time to develop knowledge.
- VII. Conclusion
 - a. Thesis
 - b. The dates of the ratification of the Constitution by the States
 - c. The Federalist's influence beyond the ratification

Works Cited

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and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print.
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- Shulte, Bret. "Putting a Price on Pollution." *Usnews.com. US News & World Rept.*, 6 May 2007.
Web. 24 May 2009.
- Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge: Cambridge UP, 2003.
Print.

CHECKPOINT SIX: BACKGROUND

What does my reader need to know to understand my argument?

ACTIVITY: SYNTHESIS!

Where does my argument fit in the grand scheme of things?

ACTIVITY: PEER REVIEW THAT OUTLINE!

Today you're meeting with three people.

What was their feedback? Do you notice any patterns?

1) Peer 1 Review:

2) Peer 2 Review:

3) Peer 3 Review:

MAIN PATTERNS: What do I need to work on?

1)

2)

3)

CHECK POINT SEVEN: FULL ROUGH DRAFT

This draft should be as close to complete as possible. Come with 4 questions & concerns.

1)

2)

3)

4)

ACTIVITY: CONFERENCE THAT FULL ROUGH DRAFT!

What kind of feedback did you get?

FINAL DRAFT! IT'S HERE!

Congratulations, you did it! Let's turn this IN!

