

**Senior Career Research Paper
Planning Packet**

**English Language Arts 12
Schweinfurt High School
School Year 2012-2013**

Your name:

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DODEA Standards for English Language Arts 12

Students write coherent and focused products that show a well-defined point of view and well-reasoned argument. Students discuss ideas for writing with other writers. Student writing demonstrates progression through the stages of the writing process to include prewriting, writing, editing, and revising.

- 12E2a.1** Engage in conversations with peers and teachers to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- 12E2a.4** Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 12E2a.8** Use systematic strategies to organize and record information (*such as anecdotal scripting or annotated bibliography*).
- 12E2a.9** Use technology for all aspects of creating, revising, editing, and publishing.
- 12E2a.10** Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 12E2a.12** Revise, edit, and proofread one's own writing, as well as that of others.
- 12E2a.13** Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
- 12E2b.3** **Write academic essays that:**
- Develop a thesis.
 - Create an organizing structure appropriate to purpose, audience, and context.
 - Include accurate information from primary and secondary sources and exclude extraneous information and make valid inferences.
 - Support judgments with relevant and substantial evidence and well-chosen details.
 - Support statements with evidence from the text.
 - Use technical terms and notations correctly.
 - Provide a coherent conclusion.
- 12E2b10** **Deliver research report that:**
- Define the topic, gathers information, determines credibility and reports findings.
 - Synthesizes information from a variety of sources including technology and one's own research.
 - Demonstrate that information has been summarized, the topic has been refined, and conclusions have been drawn from synthesizing information.
 - Use information from a variety of sources (*such as books, technology, and multimedia*).
 - Distinguish between primary and secondary documents and document sources.
 - Demonstrate that sources have been evaluated for accuracy, bias, and credibility.

A Note From Your Teacher

Dear students,

Your culminating project for this class is an essay. In accordance with DODEA standards, each student who wishes to pass this class must complete an independent research paper. In most American high schools, the final writing assignment is a *literary research paper*, in other words, one in which students are required to write analysis of the texts they have read in class. In order to make your life a bit easier (and incidentally mine) and to make your final project relevant and useful to you, I have decided to assign a *career research paper*, one in which you will investigate a career that interests you and compose an informative report on it.

This assignment is quite a bit more involved than the other writing assignments you've completed for this class in that you will need outside research to support your own ideas. We will make our way slowly and methodically through the process of prewriting, writing, editing and revising in order to complete this project. You will have class time to do some of the work and research, but much of the work will need to be conducted on your own time. You will have weekly deadlines for the components of this assignment. You will need to be organized and manage your time wisely in order to make sure that you are completing the steps in a timely fashion and meeting deadlines. **Components turned in after a deadline will receive half credit.**

What I am looking to see from you is that you are able to break down your chosen topic into logical sections that will become the body paragraphs of your essay. I will look to see that you weave relevant research into your paper in a way that supports and enhances your own writing.

Concerning Plagiarism

You will gather information from print and electronic sources, but **beware**, it is important that you refresh your memory on (or learn, if you haven't already) MLA citation so that you avoid presenting others' information as your own. Plagiarism is a serious infraction in post-secondary education and can lead to expulsion and revocation of a degree without a refund! This final paper will count toward 20% of your final semester grade. **In the case of plagiarism in this assignment, students will unequivocally be given a zero. A zero on a final research paper will mean failure for the quarter.** As your teacher, I need to grade each and every student on his or her own work and so I must be clear about my plagiarism policy. If you're unconvinced about the seriousness of this offense, please read the included article about the president of Hungary recently stepping down after a plagiarism scandal.

The Philosophy

Like assembling clues at a crime scene or putting together the right strain of chemicals to discover a cure, research is investigation. You will be writing about a career of your choice. What do you want to uncover about your chosen career path? What steps would you need to take in order to pursue this profession? What does someone in this line of work make annually? What are the daily duties of someone in this profession? What is the job market like? Where are these jobs typically found? Would it be necessary to relocate in order to do this work? What are the prospects for advancement? You will use your research to put together all of the puzzle pieces to create a complete picture of your chosen career.

The Objectives

This assignment is designed to give you experience:

- Using a variety of resources in the library (books, periodicals, databases)
- Taking notes in an organized fashion and in the process avoiding unintentional plagiarism
- Using research sources in a meaningful way in an essay
- Following the MLA style of writing papers
- Recognize the value of independent learning
- Prepare you for the kind of research you will encounter after high school

Mr. Cyphers

Hungarian president resigns over doctorate plagiarism scandal

Pal Schmitt steps down after university revokes doctorate, saying Olympics thesis was mostly copied from two authors



The Hungarian president, Pal Schmitt, who has announced his resignation. Photograph: Matej Divizna/EPA

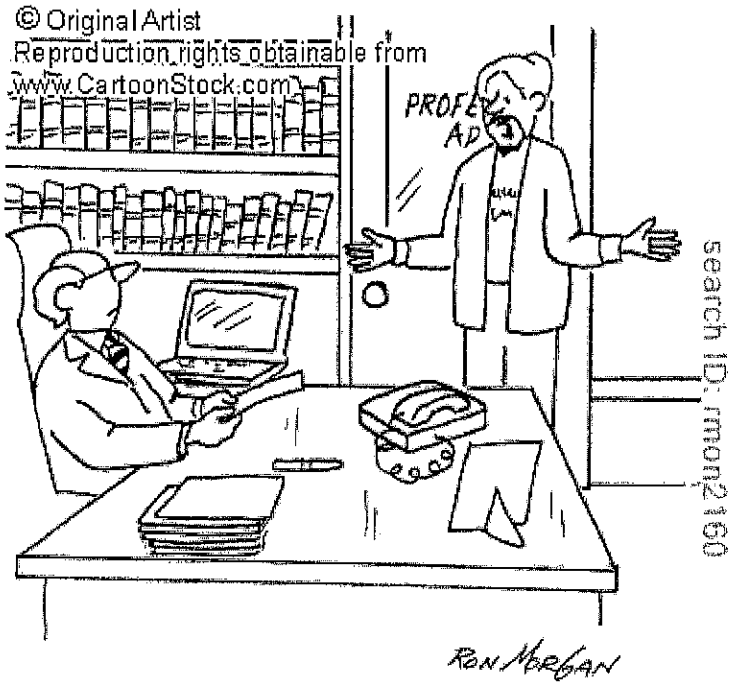
The Hungarian president, Pal Schmitt, has announced he will resign after losing his doctorate in a plagiarism scandal.

Schmitt, who was elected to his largely ceremonial office in 2010 for a five-year term, said in a speech at the start of parliament's plenary session that he was stepping down because his "personal issue" was dividing Hungary.

His 1992 doctorate was revoked last week after an investigation at Budapest's Semmelweis University found that most of his thesis about the modern Olympic Games had been copied from the work of two other authors.

Soon after Schmitt spoke, Hungary's governing Fidesz party said it planned to have parliament vote later on Monday to accept the resignation and to have the legislators choose his successor as soon as possible.

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"It's all original research. I had no assistance
when I looked it up on Wikipedia."

Don't be that guy!

Senior Research Paper Requirements (in checklist form)

Format (see also the format section on your rubric)

- Paper must be at least 5-6 pages, but should not exceed 9 pages
- Paper must be typed and double spaced, using size 12 Times New Roman font and must have 1 inch margins all around
- Paper must not make use of any word processing “tricks” to extend its length
- Paper must be divided into logical paragraphs and sections
- Paper must include MLA-style formatting and page numbers
- Paper must include a cover page with an original title, the author’s name, the name of the course, your school’s name and the date

Sources

- Paper must include information from at least 5 but no more than 7 outside sources
- Paper must include information from at least two online databases/journals. Generic websites such as sparknotes.com, careerbuilder.com, Wikipedia.com **are not** legitimate sources
- Paper must include in-text citations for any words, images or ideas that are not your own
- Paper must include a Works Cited page in MLA format (note: you’ll receive a score out of 40 points for your Works Cited page)

Process and Due Dates for Completion of Research Paper

1. **Select a career** and complete Career Introspection Prewriting Assignment.

Date Due: _____

2. **Write a thesis statement.** Please see the helpful guide to creating thesis statements contained in this packet.

Date Due: _____

3. **Create a working bibliography.** This is a list of the sources you will consult. Locate as many helpful sources as you can and do some preliminary reading, looking for material that pertains to your chosen career. A working bibliography containing 10 sources will receive an "A", 8 will receive a "B" and so on.

Date Due: _____

4. **Note-taking.** Record direct quotes from your sources. Record them on your note card sheets contained within this packet. Remember that misquoting someone is a form of plagiarism. Copy quotes *exactly* to make sure you to avoid unintentional plagiarism.

20 direct quotations will receive an "A", 16 will receive a "B" and so on. You will not use every one of these quotes in your final paper; this high number gives you plenty to work with.

Date Due: _____

5. **Create outline for paper.** See the outline graphic organizer included in this packet. You do not have to use this if you wish, but your outline should be clear and include a skeleton for your entire paper.

Date Due: _____

6. **Revise thesis and outline.** Make revisions based on evidence gathered from your sources. Start to match your quotations with their proper places in your outline.

7. **Begin writing and revising your paper,** typing your WORKS CITED, conferring with your teacher and your peers and preparing your final copy.

Draft of one body paragraph due: _____

Final Draft of Paper due: _____

My Research Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
April	22	23	24	25	26
	29	30	1	2	3
May	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
June	3	4	5	6	7
	10	11	12	13	14

CAREER RESEARCH PAPER RUBRIC AND GRADING CRITERIA

I. Introductory Paragraph (20 points):

- Includes an interesting **motivator** or hook to draw the reader in.
- Provides some background or history on this career and states, succinctly, why you chose this -career.
- Includes a concise thesis statement that is the **last sentence** of the introductory paragraph.

II. Concluding Paragraph (20 points):

- Thesis is rephrased in the **first sentence of this paragraph**.
- Contains a meaningful review or summary (not a list) of the essay's main points
- Contains a thoughtful conclusion, something for the reader to ponder or take away. What did you learn in the course of your research that you didn't know before?

III. Format (10):

- MLA formatting is used (heading, page numbers, margins, spacing, font, etc.)
- Cover page includes original title, student's name, course, school and date

IV. Focus (20 points):

- Thesis statement presents a clearly stated assertion that encapsulates the entire main idea and introduces the main points of the paper (see "Guide to Writing a Thesis Statement"). Frequent ties to the thesis should be evident within body paragraphs.
- Topic sentences clearly stem from the thesis and set up the main idea of each body paragraph.

V. Content (40 points): (this will constitute most of your overall grade)

- Sources are adequately and appropriately and effectively used to support your own ideas.
- Research material is appropriately introduced, strategically used and **smoothly integrated**.
- Research material is either paraphrased or quoted directly and **all quotations are cited to avoid plagiarism**.

VI. Organization (20 points):

- Paper contains a clear intro, body and conclusion.
- Body is divided logically into clear, separate paragraphs.
- Essay contains smooth transitions throughout.

VII. Style, Mechanics, Conventions, Parenthetical Documentation (20 points):

- Ideas paraphrased and direct quotes are documented correctly **to avoid plagiarism**.
- Writer uses strong and sophisticated language throughout.
- Writing is easy to read. Writing is not mechanical, not list-like.
- Writer avoids run-on sentences, sentence fragments, punctuation, spelling and grammatical errors.
- All sources are cited correctly.
- MLA formatting is used.

Paper Score: _____ / 150 = _____

VIII. Works Cited Page:

- “Works Cited” appears centered at the top of the page (not underlined).
- Proper formatting is used: 1” margins on all sides, **hanging indentation** is used.
- Essential info for each source is included and correctly arranged.
- Punctuation is correct.
- Entries appear in alphabetical order.
- All entries are accounted for in notes and in your paper.
- No fewer than 5 but no more than 7 sources consulted

Works Cited Page Score: _____/50 = _____

Total Score _____/200 = _____

Prewriting Assignment 1: Exploration

A. www.CFNC.org Career Interest Survey

Username:

Password:

Directions: Take the CFNC Career Interest Survey; list your top interest areas below (as provided by the survey):

List three careers from the CFNC survey that appeal to you:

Career	Education Required	Average Salary	Career Cluster	Interests

Write below why these careers appeal to you:

Prewriting Assignment 2: Consideration

Directions: Write about a career that interests you. This short essay must be 2 handwritten pages or 1 typed page. In your short essay, please address the following questions:

- What career do think would suit you best?
- What do you already know about this profession?
- What do you expect it to be like? What would your day-to-day look like?
- What questions do you have about this career? What do you want to find out about it?
- In order to learn all there is to know about this career, what kinds of things would you need to research?

Notes:

The Following Section Contains a Number of

Helpful Resources

A Helpful Guide to **Cover Pages**

The cover page of this packet is formatted correctly.

Use it as a model for your own (with your own creative title, of course).

A Helpful Guide to **Thesis Sentences**

The thesis statement presents the main idea of the writing. It controls the development of the outline and the paper. Follow the checklist below and examine the sample thesis statements before creating your own.

Thesis Statement Checklist

1. It expresses your position in a full, declarative sentence, which is not a question, not a statement of purpose, and not merely a topic.
2. It limits the subject to a narrow focus that grows out of research.
3. It establishes an investigative, inventive edge to your research and thereby gives a reason for all your work.
4. It points forward to the conclusion.
5. It conforms to your note card evidence and your title.

Sample Thesis Statements

1. By examining issues such as: level of education needed; skills required; salary; benefits; job outlook and availability; personal fulfillment; and the connection between my career and High School, I find myself to be highly suited to a career in **education**.

Formula: By examining issues such as: level of education needed; skills required; salary; benefits; job outlook and availability; _____; and the connection between my career and High School, I find myself to be highly suited to a career in _____.

2. My suitability for a career in the **firefighting** setting is obvious after researching the levels of education needed; skills required; salary; benefits; job outlook and availability; personal fulfillment; and the connection between my career and High School.

Formula: My suitability for a career in the _____ setting is obvious after researching levels of education needed; skills required; salary; benefits; job outlook and availability; _____; and the connection between my career and High School.

3. The **administrative** environment proves to be highly suited to my career needs and values due to the opportunity to research the level of education needed; skills required; salary; benefits; job outlook and availability; the ability to be innovative in my field; and the connection between my career and High School.

Formula: The _____ environment proves to be highly suited to my career needs and values due to the opportunity to research the level of education needed; skills required; salary; benefits; job outlook and availability; _____; and the connection between my career and High School.

Here are 3 websites that may assist you in creating a Works Cited page:

http://erz.setonhill.edu/writing/academic/bib_builder/

<http://www.lib.ncsu.edu/lobo2/citationbuilder/citationbuilder.php>

<http://www.easybib.com>

A Helpful Guide to **Creating your Bibliography**

Your bibliography, or *works cited page*, should follow your paper. This is a list of the sources you referenced and consulted in your paper.

See my favorite resource, the Purdue OWL (<http://owl.english.purdue.edu>) for information on MLA formatting and citation. Remember that incorrect citation is plagiarism!

All of the quotations in your paper should be documented on your works cited page, and the page should look like this:

Works Cited

- "Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.
- Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.
- Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York Times, 22 May 2007. Web. 25 May 2009.
- Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.
- Global Warming.org*. Cooler Heads Coalition, 2007. Web. 24 May 2009.
- Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology* 14.1 (2007): 27-36. Print.
- Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. New York: Springer, 2005. Print.
- Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print.

A Helpful Guide to **Documenting Sources**

Place the parenthetical reference at the end of the sentence but before the final period. Note that there is no punctuation mark between the author's name and the page citation.

- **Cite the author's last name and the page number(s) of the source in parentheses.**

Example:

One historian argues that the telephone created a "new habit of mind – a habit of tenseness and alertness, of demanding and expecting immediate results" (Pennycook 117-18).

- **Use the author's last name in your sentence and place only the page number(s) of the source in parentheses.**

Example:

Pennycook points out that the telephone created a "new habit of mind – a habit of tenseness and alertness, of demanding and expecting immediate results" (117-18).

- **If necessary, place the reference at the end of a clause (where a pause would naturally occur) but before the necessary comma.**

Example:

Although Pennycook suggests that in the 50's nothing much was expected of the good people (126), the placid decade soon produced unexpected turmoil.

- **When the reference documents a long quotation (anything longer than 3 sentences or 50 words), indent the long quotation 10 spaces from the left margin and place a period at the end of the quotation followed by the author and page reference with no period after it.**

Generally you won't have any reason to use these "block" quotations in your paper.

A Helpful Guide to **Paraphrasing**

Paraphrasing can be a great way to smoothly integrate others' ideas into your paper, but remember, you must give credit to the original author in the form of page citations or you have **plagiarized**. Here are some examples of a writer paraphrasing another author's language in order to integrate it into his own writing:

Key:

Paraphrased portion from paper = **Bold**

Quoted Material from Notes = (*Italics*)

1. **The transcendental conception on thinking and living** (*rebel against accepted ways of doing things*) **epitomized Henry David Thoreau** (*Thoreau was*) **as an unyielding extremist** (*rebel*) **of that time** (*by that time*). (Smith 42).
2. **He promoted moderate spending** (*He appealed to people to economize*) **to help lessen daily stresses.** (*to save time and energy that will allow them to live deep and suck out all the marrow of life.*) (Smith 42-43).
3. **Thoreau again reflected his disapproval** (*Thoreau is equally unimpressed*) **of materialism in terms of modern man's** (*civilized man's*) **fashionable** (*outermost garments*) **sheltering** (*housing*) **stipulations.** (*requirements*). (Smith 51).
4. **In brief, *Walden*, a book directly related to the individual,** (*they [other books previously mentioned] are about people, but other people, never about you*) **created a personal alliance with the reader.** (*personal as a letter from a close friend*). (Smith 53).

Schweinfurt High School

Quick Guide to Citing Sources in MLA Format

Print Sources	Book with a single author
	Silver, Lee M. <u>Remaking Eden</u> . New York: Avon, 1997.
	Book by two authors
	Franklin, John Hope, and Loren Schweninger. <u>In Search of the Promised Land: A Slave Family in the Old South</u> . New York: Oxford UP, 2005.
	Book by more than three authors
	Spiller, Robert E., et al. <u>Literary History of the United States</u> . London: Macmillan, 1946.
	Essay from a collection written by different authors
	Harris, John. "Clones, Genes, and Human Rights." <u>The Genetic Revolution and Human Rights</u> . Ed. Justine Burley and Richard Dawkins. New York: Oxford UP, 1999. 201-223.
	Book published in a reprinted edition
	Orwell, George. <u>Animal Farm</u> . 1946. New York: Signet, 1959.
	One volume in a set or series
	Spurling, Hilary. <u>A Life of Henri Matisse</u> . Vol. 2. <u>The Conquest of Colour, 1909-1954</u> . New York: Knopf, 2005.
	Article in an encyclopedia
	"American Architecture." <u>Columbia Encyclopedia</u> . 6 th ed. 2005.
	Classic work
	Job. The Jerusalem Bible, Reader's Edition. Ed. Alexander Jones. Garden City: Doubleday, 1968.
Article in a scholarly journal	
Rhoads, Steven E. "Sports and Title IX." <u>Public Interest</u> 154 (Winter 2004): 86-98.	
Article in a monthly magazine	
Murray, Charles. "The Inequality Taboo." <u>Commentary</u> Sept. 2005: 13-22.	
Article in a weekly magazine	
Rosenbaum, Ron. "Shakespeare in Rewrite: The Battle over How to Read Hamlet." <u>New Yorker</u> 13 May 2002: 68-77.	
Article in a newspaper	
Goldin, Davidson. "In a Change of Policy, and Heart, Colleges Join Fight Against Inflated Grades." <u>New York Times</u> 4 July 1995, late ed.: 8.	
Article without an author	
"Embryos and Ethics." <u>The Economist</u> 27 Aug. 2005: 64.	
Interview	
Berger, John. Interview with Nikos Papastergiadis. <u>American Poetry Review</u> . July-Aug. 1993: 9-12.	

	<p>Map or chart</p> <p><u>Spain, Portugal, and North Africa</u>, Map, American Automobile Association, 1993-94.</p>
Electronic sources	<p>Article in an information database</p> <p>Jarvis, Edward. "The Increase of Human Life." <u>The American Memory Collections</u>. Lib. Of Congress. 12 Feb. 2002 <http://memory.loc.gov/cgi-bin/query/D?ncps:15::temp/~ammem_Aeog:>.</p>
	<p>Professional website</p> <p><u>UC Berkeley Ancient History and Mediterranean Archaeology Home Page</u>, 3 Oct. 2001. Dept. of Ancient History and Mediterranean Archaeology, U of California, Berkeley. 15 Feb. 2006 <http://ls.berkeley.edu/dept/ahma>.</p>
	<p>Personal website</p> <p>Stallman, Richard. Home page. 3 Mar. 2006 <http://stallman.org/>.</p>
	<p>Article in a Scholarly journal</p> <p>Osbourne, Lawrence. "A Pirate's Progress: How the Maritime Rogue Became a Multicultural Hero." <u>Linguafranca</u> 8.2 (March 1998); 47 pars. 17 Mar. 1998 <http://www.linguafranca.com>.</p>
	<p>Article in a newspaper</p> <p>Kelly, Michael. "Non-Judgement Day at Yale." <u>Washington Post</u> 18 Dec. 2001. 19 Dec. 2001 <http://www.washingtonpost.com/wp-dyn/articles/A62924-2001Dec18.html>.</p>
	<p>Article in a magazine</p> <p>Blumenthal, Sidney. "Cheney's Coup." <u>Salon</u> 23 Feb. 2006. 25 Feb. 2006 <http://www.salon.com/opinion/blumenthal/2006/02/23/cheney_power/index_np.html>.</p>
Other sources	<p>Film</p> <p>Kubrick, Stanley, dir. <u>Dr. Strangelove</u>. Columbia Pictures, 1963.</p>
	<p>Audio recording</p> <p>Tchaikovsky, Piotr. <u>The Tchaikovsky Collection</u>. Compact Disc. CBS Special Products, 1999.</p>
	<p>Work of art</p> <p>Brueghel, Pieter. <u>The Beggars</u>. Louvre, Paris.</p>
	<p>Television or radio program</p> <p><u>Serge Pavlovitch Diaghilev 1872-1929: A Portrait</u>, Prod. Peter Adam, BBC. WNET, New York, 12 July 1982.</p>

Examples from Spatt, Brenda. Writing from Sources 7th ed. New York: Bedford/St. Martin's, 2007.

A Helpful Guide to **Creating Your Outline**

Your outline should follow this format (your outline will be longer depending on the number of body paragraphs. This is just an example):

Your Name

Title of Paper

I. Introductory Paragraph

- A. Attention grabbing hook:
- B. The reason your chose this career:
- C. Background information about this career:
- B. Thesis Sentence (this will include mention of the topics you will discuss in your paper):

II. First Body Paragraph

- A. Topic Sentence:
- B. Quotation 1:
- C. Quotation 2:
- D. Quotation 3:
- E. Transition to Second Body Paragraph:

III. Second Body Paragraph

- A. Topic Sentence:
- B. Quotation 4:
- C. Quotation 5:
- D. Quotation 6:
- E. Transition to Third Body Paragraph:

IV. Third Body Paragraph

- A. Topic Sentence:
- B. Quotation 7:
- C. Quotation 8:
- D. Quotation 9:

V. Concluding Paragraph

- A. Restatement of Thesis
- B. Show the significance of this paper
 - 1. *What did you learn?*
 - 2. *What did you learn about yourself in the research process?*
 - 3. *How will this research help you in the future?*
- C. Closing thoughts – give your reader something to ponder

A Helpful Guide to **Scholarly Note Taking**

While the main objective of this assignment is for you to demonstrate your ability to think and write independently about a chosen career path, your ability to find and use relevant evidence to support your writing is an important skill that you will use after high school.

Directions:

Use the following note sheets to develop your **working bibliography** and to collect **relevant quotes** from each useful source you find. In this process you should aim to collect quotations that you deem potentially relevant to your topic. You will use 5-7 of these sources in your paper. For your working bibliography you are to fill out at one note sheet for each of your 10 sources. Gather at least 2 direct quotations from each source, for a total of 20 quotations. You will later pair these quotations down as you decide which are the most relevant to your paper. **Remember to copy quotations exactly to avoid unintentional plagiarism.**

Here's how the note card sheets work:

Researchers in the olden days used 3x5 notecards to record their quotations, but these are prone to accidental loss or theft. Many a research report has been ruined by a critical notecard ending up wedged between the cushions of the family couch or crammed in the bottom of a backpack and lost forever. For this reason I have created notecard sheets for you. If you require more than I have provided here I have extras available.

*If you do not want to use my notecard sheets you may copy your quotations into a word document, but be sure to follow the same format as I've used.

Source Title:

This is obviously the title of the book, magazine, database source or website you're citing. Every source has a title

Source Citation:

Write (or type) the MLA citation for your source. This step will save you time when you go to compose your works cited page. **Hint:** www.easybib.com is an invaluable tool for creating MLA citations easily and quickly. Microsoft Word also has tools that can help you. If you're not sure how to use these, ask a classmate or your teacher.

Summary of Source:

For larger sources like books I do not expect you to read the entire source, but you do need to read enough to be able to compose a simple summary. Look at the book's table of contents, at the content of the website, or skim the content of the article. 2-3 sentences should provide a sufficient summary.

Notes/Direct Quotations:

Copy sentences or passages that you will find useful in your paper. You will quote these passages in your final paper, so it is critical that you copy the quotations down **exactly** as they are written to avoid plagiarism. Use quotation marks and page numbers. You must have at least 20 notes to start, but you will not use all of them in your paper. All notes should be in the form of **direct quotations**, no exceptions. No paraphrasing is allowed in your notes. You may paraphrase the quotation later in your paper if you wish. So, all notes = direct quotations. The list of 20 quotations from your 10 sources will be paired down and the quotations will either be quoted directly or paraphrased in your paper. If you have read this packet carefully and in its entirety, draw a pencil drawing of your favorite animal and discretely leave it face down on my desk in room 202 before first period. Be sure to put your name on your drawing.

Name: _____

Note Sheet for Source

Source Title _____

Source Citation _____

Summary of Source:

Direct Quotations (one idea per note):

- Sample: "Dunbar loved shooting skeet because he hated every minute of it and the time passed so slowly" (Heller 47).
 - : I.A.2. (this is a reference to a point in your outline; you will fill these in once you have your outline finished; what you should do, though, is, at least, fill in the roman numeral for each passage based on the sub-topics found within your trial thesis.)

(1): _____

(2): _____

cont.. on back...

(3): _____

(4): _____

(5): _____

(6): _____

(7): _____

(8): _____

Name: _____ Class: _____ Period: _____ Date: _____

Writing: Draft Your Career Research Paper

Directions: Complete the graphic organizer below, and use it to help you write your first draft. Use additional paper if necessary.

INTRODUCTION

Attention Grabber:
Your reason why you chose this career:
Background Information (history of your career):
Thesis Statement:

BODY- Level of Education Needed

Assertion:
Lead-in to Concrete Detail:
Example/Concrete Detail: (Title (for Web)/or Author's Last name and pg # _____)
Explanation/Commentary:
Significance/Commentary:
Lead-in to Concrete Detail:
Example/Concrete Detail: (_____)
Explanation/Commentary:
Significance/Commentary:
Lead-in to Concrete Detail:

Name: _____ Class: _____ Period: _____ Date: _____

Example/Concrete Detail: ()
Explanation/Commentary:
Significance/Commentary:
Closing Sentence/Concluding Sentence (High School Connection): <i>Based on H.S. experiences needed for this career, is the education a good fit for you? Have you taken the appropriate classes which will help you? What are they? If you are missing any of the appropriate courses needed what are they and how will you complete them? (Speak of the courses you will enroll in next year) Also, will you have the appropriate resources (time, locale, money, good school habits) to be successful?</i>

BODY- Job responsibilities / Skills Required

Assertion:
Lead-in to Concrete Detail:
Example/Concrete Detail: ()
Explanation/Commentary:
Significance/Commentary:
Lead-in to Concrete Detail:
Example/Concrete Detail:
Explanation/Commentary:
Significance/Commentary:
Lead-in to Concrete Detail:
Example/Concrete Detail:

Name: _____ Class: _____ Period: _____ Date: _____

Explanation/Commentary:

Significance/Commentary:

Closing Sentence/Concluding Sentence (High School Connection): *Based on H.S. experiences needed for this career, are the job responsibilities and skills required a good fit for you? What appropriate experiences have prepared you for the job responsibilities and skills required you will be facing? If you are missing any of the appropriate experiences what are they and where will you gain them? Are you willing to learn the necessary skills? Explain why. (Speak of the necessary activities you should involve yourself in the remainder of your H.S. career)*

BODY- Working Conditions

Assertion:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Significance/Commentary:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Significance/Commentary:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Name: _____ Class: _____ Period: _____ Date: _____

Significance/Commentary:

Closing Sentence/Concluding Sentence (High School Connection): *Based on H.S. experiences and outside experiences needed for this career, are the working conditions a good fit for you? What aspect of the work fit your personality? (Office setting, travel, formal or casual wear, interaction with others, interaction with machines, amount of time spent alone, etc.) What aspects of the work environment do not fit your personality? What appropriate experiences, if any, have prepared you for the working conditions you will be facing? If you are missing any of the appropriate experiences what are they and where will you gain them?*

Body- Salary

Assertion:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Significance/Commentary:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Significance/Commentary:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Significance/Commentary:

Name: _____ Class: _____ Period: _____ Date: _____

Closing Sentence/Concluding Sentence (High School Connection): *Based on your personal experiences needed for this career, is the salary a good fit for you? Is the salary one that can support your lifestyle you want to live? (Look at you budget packet) Explain why or why not.*

BODY- Benefits

Assertion:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Significance/Commentary:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Significance/Commentary:

Lead-in to Concrete Detail:

Example/Concrete Detail:

Explanation/Commentary:

Significance/Commentary:

Closing Sentence/Concluding Sentence (High School Connection): *Based on your personal experiences needed for this career, are the benefits a good fit for you? Will the benefits properly support and any potential family members? Explain why or why not.*

Name: _____ Class: _____ Period: _____ Date: _____

BODY- Job Outlook/Availability

Assertion:
Lead-in to Concrete Detail:
Example/Concrete Detail:
Explanation/Commentary:
Significance/Commentary:
Lead-in to Concrete Detail:
Example/Concrete Detail:
Explanation/Commentary:
Significance/Commentary:
Lead-in to Concrete Detail:
Example/Concrete Detail:
Explanation/Commentary:
Significance/Commentary:
Closing Sentence/Concluding Sentence (High School Connection): <i>Based on the job outlook and your possibility for advancement, is it a good fit for you? Will there be jobs available when you will be prepared for this career? Will you have to relocate and will you be willing to do so? Will you be able to advance in this career? Are you willing to take all the necessary steps in order to advance in this career?</i>

BODY- Any Other Topics

Assertion:
Lead-in to Concrete Detail:

Name: _____ Class: _____ Period: _____ Date: _____

Example/Concrete Detail:
Explanation/Commentary:
Significance/Commentary:
Lead-in to Concrete Detail:
Example/Concrete Detail:
Explanation/Commentary:
Significance/Commentary:
Lead-in to Concrete Detail:
Example/Concrete Detail:
Explanation/Commentary:
Significance/Commentary:
Closing Sentence/Concluding Sentence: <i>Based on H.S. experiences needed for this career, is this topic a good fit for you? Have you taken the appropriate steps which will help you? What are they? Explain. Feel free to use other questions from your other "closing sentence" sections to help you complete this portion.</i>

Conclusion

Restate Thesis/Echo Thesis:
Show Significance of Paper: <i>What did you learn? What was the best part of this research? Do you truly like what this career path offers? Is this something that excites and motivates you? Is this something you could see yourself doing every day?</i>
Closing thoughts: <i>Based on your hard work you did for this research paper, what did you learn about yourself? What was the best part of this research?</i>
Or, Lasting Impression/Powerful concluding sentence (can use a quote):

