

Research Assignment 1: TOPIC SENTENCES

- ❖ Write a topic sentence for each of your 6 body paragraphs.
 - ❖ Topic sentences should be written in the order they are most likely to appear in your paper.
 - ❖ Type your topic sentences in an MLA-formatted document as shown on the following page.
 - ❖ Ask a parent to proofread your topic sentences checking for grammar, punctuation, and spelling errors; strong description; and clear communication of ideas.
 - ❖ **Submit to Turnitin ONLY. Do not submit a paper copy. Feedback will be online!**
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Other Requirements for Topic Sentences

- Topic sentences should be considered “sub-sections” of your thesis / argument. They are mini thesis statements arguing some portion of your main thesis.
- Topic sentences should be persuasive. They should answer the question “So what?” and clearly inform the reader of why your opinion matters.

What NOT to Do

- Do not write long, rambling sentences. Convey your argument with clear and concise wording.
- Topic sentences should NOT contain specific evidence, detailed examples, or quotes that you will include in the paragraph later.
- Do not write vague statements. Use strong, descriptive, specific wording to tell readers exactly what you want them to know.
- Do not make universal or highly judgmental claims.
- Do not use be verbs.
- Topic sentences are for body paragraphs only. Do not write topic sentences for the intro or conclusion.

Troubleshooting Topic Sentences

Think Ahead!

- The thinking and planning stage of this assignment should take *far more time* than the actual writing of six sentences.
- You should be planning which evidence you intend to use as you are deciding on your topics. (What’s the point of writing a topic sentence if you have no quality evidence to support the idea?)
- Sort and resort your notecards until you find 6 topics that all support the thesis statement with at least 2 different but related points of evidence for each.
- **Organize a solid plan for all 6 topics with supporting evidence BEFORE you write a single topic sentence.**

Student Name

Tutor Name

Course Title

Date

Katherine Johnson Topic Sentences

Thesis: Although recent books and movies brought much-needed attention to the contribution of African American scientists and mathematicians like Katherine Johnson, her work in the NASA space program and to advance equal rights in the workplace deserves more recognition by the US Government.

1. Made famous by Margot Lee Shetterly's 2016 book, *Hidden Figures*, Katherine Johnson and her fellow "computers," African American women who performed intricate math calculations, provided invaluable support to the NASA scientists and astronauts who eventually landed on the moon.
2. Although Johnson would face many obstacles as an African American woman, she tirelessly fought for recognition and advancement at NASA.
3. Continue with Topic Sentence #3
4. Topic Sentence #4
5. Topic Sentence #5
6. Topic Sentence #6

Research Assignment 2: BODY PARAGRAPHS 1-3 OUTLINE

Research Assignment 3: BODY PARAGRAPHS 4-6 OUTLINE (See Pacing Guide)

- ❖ Outline body paragraphs 1-3 and then 4-6 in the order you expect them to appear in the final essay.
 - ❖ Include your thesis statement, underlined, at the topic of each outline.
 - ❖ Each paragraph must contain 2 or 3 proofs (A-E-C) with transitions between them.
 - ❖ ALL sentences (topic, assertion, commentary, concluding) must be **full, complete sentences.**
 - ❖ Quotes must contain a properly formatted parenthetical in-text citation. Quotes do not have to be blended at this time. (But they must be blended, paraphrased, or summarized in the final draft.)
 - ❖ Pay attention to the alignment and quantity of your Roman numerals, letters, and numbers.
 - Each outline level should align under the first word of the entry above.
 - If you have an A, you must have a B. If you have a 1, you must have a 2.
 - ❖ MLA-formatted. (The basic outline structure and a sample outline are below and on the next page.)
 - ❖ Ask a parent to proofread your outline checking for grammar, punctuation, and spelling errors; strong description; and clear communication of ideas.
 - ❖ **Submit to Turnitin ONLY. Do not submit a paper copy. Feedback will be online.**
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Last Name 1

Student Name

Tutor Name

Course Title

Date

Title

Thesis: Complete thesis statement, underlined.

I. Body Paragraph #1 Topic Sentence – connects directly to the thesis and is arguable.

A. Assertion #1 – make a claim related to the topic.

1. Evidence (Quote) – with parenthetical citation, blending optional at this stage.

2. Commentary – explanation, what does the quote show or prove?

3. (Possible transition sentence, or add transition wording to the 2nd assertion below)

B. (Transition &) Assertion #2

1. Evidence

2. Commentary

C. Concluding Sentence

An optional 3rd A-E-C proof may be added like this:
C. (Transition &) Assertion #3
1. Evidence
2. Commentary
D. Concluding sentence

II. Body Paragraph #2 Topic Sentence (include bridge transition here)

Thesis: Although the historical record about Shakespeare's actual life remains insufficient to know much about him personally, the available evidence of his authorship for the plays and poems attributed to him proves his rightful place as the one and only Bard of Stratford.

- I. Few records exist to account for Shakespeare's early life, but historians have gathered many facts that seem reasonable considering the period.
 - A. While schools rarely kept records of students during this time, given the family status of Shakespeare's father, he likely attended grammar school near his family's village.
 1. "Shakespeare, as the son of a leading Stratford citizen, almost certainly attended Stratford's grammar school. Like all such schools, its curriculum consisted of an intense emphasis on the Latin classics, including memorization, writing, and acting classic Latin plays" ("Shakespeare's Life").
 2. This education would become extremely important to him as he began his writing career since he set many of his plays in classical times or around ancient themes.
 - B. Although early school records do not exist, scholars do know that he married in 1582 and began his family.
 1. "In early 1585, the couple had twins, Judith and Hamnet, completing the family. In the years ahead, Anne and the children lived in Stratford while Shakespeare worked in London" ("Shakespeare's Life").
 2. Marriage certificates, birth and death records all offer a clear picture of Shakespeare's early family life, confirming with certainty that he lived during this period and would soon have a flourishing career in London.
 - C. While historians cannot pinpoint every detail of the author's life, enough evidence remains from this period to confirm both his existence and his active writing career.
- II. Scholars have discovered an overwhelming amount of evidence pointing to Shakespeare as an author, much more than that available concerning other playwrights of his day.

Research Assignment 4: WORKS CITED FIRST DRAFT

- ❖ Minimum of 4 sources; 2 must be books.
 - ❖ Typed and MLA-formatted. (1-inch margins, 12-pt Times New Roman, double-spaced, etc.)
 - ❖ Do not put the 4 lines of identifying information at the top (student name, tutor name, course, date). Just format this document exactly as you would a regular works cited page with your last name and page number in the upper right corner of the header.
 - ❖ **Submit a paper copy in class.**
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A Student 5

B Works Cited

C { Brown, John Russell, et al. "William Shakespeare." *Encyclopedia Britannica*, 4 Nov. 2020,
https://www.britannica.com/biography/William-Shakespeare.

Bryson, Bill. *Shakespeare: The World as Stage*. HarperCollins Publishers, 2007.

ESV Study Bible. English Standard Version, Crossway Bibles, 2016.

Kuiper, Kathleen. *The Comedies of William Shakespeare*. 1st ed, Britannica Educational Publishing, 2013. *EBSCOhost*,

search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,cpid&custid=cincy&db=e870sww&AN=512448&site=ehost-live.

"Synopsis, *A Midsummer Night's Dream: A Play for the Nation*." *YouTube*, uploaded by Royal Shakespeare Company, 11 Dec. 2015,

https://www.youtube.com/watch?v=knSvuVZBk_g&feature=emb_logo. E

"William Shakespeare Biography." Shakespeare Birthplace Trust,

D → https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/william-shakespeare/william-shakespeare-biography/. Accessed 3 Feb. 2021.

- Use the same header format (last name and page #) that you use for the essay.
- "Works Cited" should be centered on the first line; no bold, italics, or underline.
- Entries should be in alphabetical order based on the first word of the citation. Ignore the first article (a, an, the) when alphabetizing by title. Alphabetize numerals as if they were spelled out. (20 = t)
- After the 1st line of each entry, the following lines should be indented ½ inch. This is called a hanging indent. A step-by-step tutorial for creating a hanging indent is available on Weebly under Resources.
- Each source entry ends with a period.

Research Assignment 5: BODY PARAGRAPHS FIRST DRAFT

- ❖ Following the tutor comments on your body paragraphs outlines, make edits and revisions to convert your outlines to paragraphs with strong arguments and good flow.
 - ❖ Convert all quotes into sentences by either blending, paraphrasing, or summarizing them. Include in-text citations for all quotes. Include in-text citations for all paraphrases and summaries that are not common knowledge. All quotes must be less than 4 lines.
 - ❖ Ask a parent to proofread your draft to check for grammar, punctuation, and spelling errors; strong description; and clear communication of ideas.
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Helpful Editing Tips:

1. Focus on your content first, blending your quotes as you go. Make sure each of your proofs (A-E-C) is persuasive, related to the paragraph's topic, and working to prove the thesis.
 - a. Does every assertion make a new claim?
 - b. Does every evidence directly support that claim?
 - c. Does every commentary "complete the proof"? Does it specifically explain how and why the evidence supports your claim?
 - d. Is any part of a proof repetitive? Does your assertion use several of the same words from the quote? Does your commentary repeat any of the same words from the assertion? Each part (assertion – evidence – commentary) must say something new. Neither the assertion nor the commentary should be a paraphrase of the quote.
2. Fix your style next.
 - a. Watch for repetitive words or phrases and make changes as needed. Use synonyms. Or show with more description rather than telling with only a single word.
 - b. Do any of your sentences ramble? Can they be made more concise?
 - c. Read through a paragraph examining only the sentence openers. Are they varied?
3. Make final edits.
 - a. Is each sentence a complete sentence?
 - b. Look for grammar and punctuation errors.
 - c. Look for spelling errors.
 - d. Have you blended your quotes correctly. Read them out loud to catch any mistakes in verb or pronoun agreement.
 - e. Is each intext citation formatted correctly?

Research Assignment 6: INTRO AND CONCLUSION FIRST DRAFT

- ❖ Write your introduction and conclusion in paragraph form. (not in outline form)
 - ❖ Each paragraph must be a minimum of 6 complete sentences.
 - ❖ Remember: you must write a new style of hook that you have not previously used in this course. Go to Weebly – Core B – Resources to see a list of the hooks you have written and the remaining types available.
 - ❖ Ask a parent to proofread your draft to check for grammar, punctuation, and spelling errors; strong description; and clear communication of ideas.
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Introduction Structure

1. Hook
2. Sentence(s) that provide general background information about the topic.
3. Sentence(s) that narrow the topic and begin to show the reader why he/she should care.
4. Sentence(s) that transition to the thesis
5. Thesis

Reminders for Effective Introductions

Does your introduction...

- ✓ arouse the reader's curiosity about your topic?
- ✓ convey the right attitude or tone about your topic?
- ✓ provide enough background to fully understand the thesis statement?

Conclusion Structure

1. Restated thesis
2. Sentences that synthesize ideas from the body paragraphs to give the reader a final view of the topic and answer the question "So what?"
3. Sentences that gradually widen to include a broader application
4. Final clincher

Reminders for Effective Conclusions

Does your conclusion...

- ✓ reinforce the strongest arguments of the essay without repeating specific points?
- ✓ answer the question "So what?"
- ✓ include a broader application (call-to-action, solution to a problem, or question for further study) for the reader to consider and/or apply?
- ✓ bring a sense of closure and resolution to your topic?
- ✓ end with a final thought that returns to themes introduced at the beginning of the essay and brings the essay full circle?

Research Assignment 7: FINAL DRAFT!!!

REQUIREMENTS

Final Essay Length

- 8 Paragraphs (Introduction, 6 Body Paragraphs, and Conclusion)
- Minimum of 4 FULL pages (not including the works cited page)

A minimum of 4 sources must be cited (quoted, paraphrased, or summarized with intext citation) in the essay; 2 sources must be books.

Each source listed on the Works Cited page MUST be cited at least once in the essay.

FINAL EDITING

A parent must proofread your essay using the parent checklist. This is a lengthy essay and will take some time to proofread and correct; therefore, plan ahead and schedule ample time to work with a parent before the due date.

SUBMISSION

Submit a PAPER COPY in a 2-pocket folder with all the following:

- *Left Folder Pocket:*
 - All note cards that are used in the essay IN ORDER OF APPEARANCE (in zipper bag)
 - Do not turn in note cards that you did not quote, paraphrase, or summarize.
 - Sort the notecards so they are in the same order as they appear in the essay.
Use a rubber band or clip to hold them together in order.
 - All source cards that are used on the Works Cited page (in same zipper bag)
 - Graded Works Cited First Draft
- *Right Folder Pocket:*
 - Printed Final Draft with Final Works Cited page. All pages stapled together.
 - Completed and Signed Parent Checklist

Upload to Turnitin (failure to upload by the due date will result in an automatic 20% grade reduction).