

Research Simple Body Section Construction Plan

Example sentences based on a position-style research paper where the writer takes a stand on a topic.

Body Section: One to One and One-Half Page Plan

1st: Open with a simple, insightful, statement about your topic that the reader will accept.

Use the main point statement sentence of your body section to help create this initial statement.

Avoid "absolute" words like *all*, *always*, *every*, and *no one*.

Example: Sometimes focusing on a solution rather than the problem can lead to success.

2nd: The second sentence narrows the idea presented in the opening statement and leads the reader toward the specific focus of the body section (your main point). The reader must accept the second sentence as a natural transition from the first sentence.

Example: If a difficult work situation is approached with a positive attitude, then a solution is more likely.

3rd: Clearly state your main point for the paragraph. Connect the main point back to the thesis statement in the introduction paragraph.

Example: An employee with a positive attitude can help a business succeed by solving problems before they get out of hand.

4th: Second sentence lays out the background for your main point. Identify who, what, where, when and expand.

5th: Provide a concrete example for your main point that relates to the overall topic. Useful transition words/phrases to begin the sentence with include: for example, for instance, and to illustrate. Moreover, this is a good time to use an "if, then" construction in the sentence.

Example: For example, if store employee notices a dangerous situation created by another employee that could injure a customer, focusing on a solution rather than blame might avert an accident.

6th: This is a "set up" sentence. Use this sentence to introduce your reliable source and to, say in your own words, what the author will say in their quote in sentence seven. Remember, repetition is good for your reader.

7th: Provide a reliable source quote used to help support the main point of this section.

8th: A sentence of discussion / interpretation about your examples - how your main point evidence supports your thesis statement. It's important that this sentence shows your reader the connection to your thesis statement.

9th / 10th: A sentence of discussion that speaks to the opposing viewpoint in which you "answer" the other side of the debate before they can respond.

11th: A transition sentence that ties your next thinking to the next section's main point.

Important Information About The Research Project

What You Are Doing

Although you are completing an assignment, don't forget to try to learn as you are completing it. Research can be a great learning opportunity, and many find it to be one of the most enjoyable activities in education.

Independent Nature

You are expected to work independently on this project. I will not "hold your hand" throughout the process. Make sure you have read all the material provided and attempted to understand what we are doing before consulting with me. That said, I want to work with you on the research and help to give you suggestions.

Time & Work

You will have several class periods of usable time in the computer lab. Use your time wisely; however, don't be in such a rush that you miss the opportunity to explore your topic area. For the record, I expect students to be quiet and work independently. If you visit or do not use your time, you will be taken off the project -you will work alone, copying small print from a book. Understand?

Your Topic Question/Theory/Hypothesis

There is often a misunderstanding of how to go about creating a question or hypothesis to research. Further, it's important to understand that there are many types of research. In some research you perform experiments or observe things to gain knowledge. In other research you are simply attempting to find out facts about a particular topic. **THESE ARE NOT THE TYPES OF RESEARCH WE ARE COMPLETING.** Instead, we are, in some ways, trying to complete research to answer a question that is at a higher level of thinking. We are taking multiple ideas and combining them into a research question. In Bloom's Taxonomy Levels, we are at the analysis, synthesis, and evaluation levels. We aren't only trying to find out how many Ford Mustangs were built in 1968 (a report), we are attempting to find out something about people, society, or whatever, and how the 1968 Ford Mustang relates to those larger areas.

Key Words In Your Topic Sentence

If we are creating a question at the analysis, synthesis, or evaluation level, then we should have key words from those areas in our research question. Words such as: explain, connect, compare, assess, convince, support, conclude, etc. An example of one student's research question is: *How has the perception of Harley motorcycle riders changed from the 1960s to today?*

MOST IMPORTANT ABOUT YOUR TOPIC

The most important thing about beginning research is NOT to get hung up on an original question or hypothesis. In this type of research you are trying to gather information to prove or understand your research question. BUT ... you will often have to adjust or change your research question as you begin to look into the subject. Let the information you find begin to shape your search. **WARNING:** This has to be done early in the research. Don't change half way through.

Research Paper Learning Areas

- 1. Using databases.**
- 2. Thesis creation.**
- 3. Evidence gathering.**
- 4. Research writing.**
- 5. MLA style.**
- 6. Plagiarism.**
- 7. Turnitin.com**
- 8. Word Processing (Microsoft Word)**
- 9. General computer skills**

Research Terms

DO NOT WRITE ON THIS SHEET. USE YOUR OWN PAPER TO CREATE THE DEFINITIONS.

bibliography:

circular reasoning:

citation:

evaluating sources:

hasty generalization:

indexes:

Internet:

locating and gathering sources:

logical fallacy:

note cards:

organizing information:

paraphrase:

primary source:

recording bibliographic information:

secondary source:

source:

almanacs and yearbooks:

appeal to authority:

appeal to numbers:

atlases:

author's perspective:

chronological order:

compare:

conclusion:

contrast:

emotional appeal:

encyclopedias:

fact technique:

false cause and effect:

generalization:

government publications:

journalistic/inverted pyramid:

reference materials:

repetition / parallelism:

sequence diagram:

summary:

supporting detail:

text features:

topic sentence:

venn diagram:

Research Terms

bibliography: a list of sources used by an author that includes author's name, article name, year published, etc.

circular reasoning: the writer simply restates his/her argument using different words

citation: a specific reference to a source listed in a bibliography

evaluating sources: determining the reliability of a source by checking author, date of publication, content

hasty generalization: incorrect conclusion based on little evidence

indexes: provides a bibliographic listing of articles

Internet: electronic information that may or may not be true or accurate

locating and gathering sources: finding information using resources

logical fallacy: evidence that sounds true, but is not logical

note cards: a card used to summarize, paraphrase, or quote research information

organizing information: using an outline to put information into a usable form

paraphrase: restatement of the author's words in your own words

primary source: written by people who witnessed or participated in an event

recording bibliographic information: a source card used to record information about the author, title, publication

secondary source: written by evaluating or analyzing primary sources or other sources

source: a location or person where information comes from; in research, often in the form of written work

almanacs and yearbooks: collection of facts or statistical information about people, countries, organizations

appeal to authority: using an authority to add credibility to their position

appeal to numbers: claims based on numbers that may or may not be true

atlases: contains different kinds of maps

author's perspective: the purpose a writer has for the text effect on its audience

chronological order: a writing organization that gives information/events in the order they occurred

compare: show how two things are similar

conclusion: a determination based on evidence

contrast: show how two things are dissimilar

emotional appeal: writer uses strong language to evoke fear, anger, joy

encyclopedias: contains articles on content areas such as science, history, geography, literature

fact technique: statements that can be proven true

false cause and effect: falsely claiming that one event caused the next

generalization: a broad statement that applies to all groups or experiences

government publications: city, county, state, or federal information related to the government

journalistic/inverted pyramid: presentation of the most essential information to the least important information

reference materials: almanacs, books, atlas, databases, Internet, etc.

repetition / parallelism: used to emphasize a point or show parallel structure

sequence diagram: helps to organize events in the order in which they occur

summary: tells what the text is about in a short, concise manner

supporting detail: facts, examples or reason to help explain a main idea

text features: features such as the table of contents or index that help you locate information

topic sentence: the main sentence that tells what the paragraph is about

venn diagram: compares and contrasts two ideas or things using overlapping circles

Getting to Your Main Points Through Questioning With the 5Ws & 1H

Questioning yourself with regard to your main points that can support your thesis can be valuable.

Questions to ask about your thesis.

What are, was, were, will, did, can, could . . .

Why are, was, were, will, did, can, could . . .

How are, was, were, will, did, can, could . . .

Who are, was, were, will, did, can, could . . .

When are, was, were, will, did, can, could . . .

Where are, was, were, will, did, can, could . . .

Also, Bloom's question cues.

Building Your Research Paper

Requirement: Gather a significant amount of research from sources that are directly related to your topic. Don't forget to gather background information – you will use it in opening of your paper as background information on the topic and at points in your paper to clarify information.

Basic Format: The basic format of this 10-page research paper will be as follows. Pages 1-3 = your introduction, background information, and your thesis. Pages 4-8 = your argument. Page 9 = your summary. Page 10 = your Works Cited page. This format is not set in stone, but rather is a general guideline.

Use this form to begin to build/outline your paper.

Your Topic _____

Your Thesis: _____

Background Info 1 _____

Source: _____

Background Info 2 _____

Source: _____

Background Info 3 _____

Source: _____

Background Info 4 _____

Source: _____

Background Info 5 _____

Source: _____

Main Point 1 _____

Source: _____

Main Point 2 _____

Source: _____

Main Point 3 _____

Source: _____

Main Point 4 _____

Source: _____

Main Point 5 _____

Source: _____

Writing Paragraphs and Constructing Your Argument

No argument is perfect. All arguments have weaknesses, like missing or contrary evidence or plausible alternative interpretations. Some writers tend to sweep these things under the rug, afraid that if they call attention to them they're encouraging the reader to reject the whole argument. But such an all-or-nothing attitude isn't the right tack to take in essay-writing. It's understood that academic essays make arguments, not proofs.

Instead, you can achieve the apparently paradoxical effect of strengthening your argument by conceding its limits. Disarm the opposition ahead of time, and your reader is likely to trust you and your argument more:

It may at first seem paradoxical to suggest that a company can increase its profits by putting other values above the bottom line. How can it not hurt revenues to give workers more family leave and increase spending on employee benefits?

Another example, from an essay arguing that Shakespeare was influenced by Machiavelli:

Admittedly, there is no direct evidence that Shakespeare read Machiavelli.

One more, from an essay praising Thomas Jefferson's political thought:

Clearly, judged by modern standards, Jefferson would be called a racist.

Let's look at one example in a bit more detail. Here's how a writer, arguing that NATO's 1999 bombing of Yugoslavia caused massive and unjustifiable environmental damage, seeks to defuse the objection that Yugoslavia's environmental problems predate the bombing. The whole paragraph is quoted so we can observe the structure:

In fairness, every international team doing environmental assessments in Yugoslavia has had difficulty distinguishing preexisting damage to soil and water systems from new toxins linked to the war. Long before the bombing, the Danube's viability was under siege from both industrial polluters to the north and from 50 years of lax environmental oversight in Yugoslavia and the former Eastern Bloc nations. Scientists taking core sediment samples after the war have found toxins dating from the '60s, '70s and '80s—including contaminants related to the 1986 Chernobyl nuclear accident. But the NATO bombing unquestionably made the situation worse. Preexisting pollution is no reason to dismiss the environmental fallout from the war; it only makes the case for a cleanup more urgent.

Joan McQueeney Mitric, "The Environment as Prisoner of War." Op-ed article, Washington Post (July 9, 2000), B1, B4.

The writer does something inexperienced writers don't realize they can do: rather than avoiding the complicated argument of figuring out when pollutants date from, she takes on the argument, even laying out its data in some detail (the mention of toxins dating back to the 1960s). But notice the sound structure: at the end she reasserts her argument (in the penultimate sentence, beginning *But...*). And in the final sentence she actually uses the preexisting damage argument to buttress her own case for the need for environmental cleanup. Over the course of the paragraph she nimbly turns an apparent weakness in her argument into a strength.

By the "middle" of the paper I mean the main section, after you've introduced your topic and stated your argument. The middle is where you actually make the argument, step by step. The

middle is a minefield, where every step could shatter the delicate bond between your intended argument and your reader's understanding and sympathy.

Mediocre writers assume they'll be understood and blame the reader when they're not. Good writers realize that making a sustained argument and holding a reader's attention is as hard as juggling while walking a tightrope. The reader doesn't have your strategic, bird's-eye view of the whole essay. He's stuck on the ground, slogging through a morass of words, sentence after sentence, never knowing where the trail is leading and what lies over the next ridge or on the next page.

Thus as you write you need to keep thinking about your reader. Where will he think the argument is taking him, step by step? What needs emphasis or repetition? What must be explained, and what can be left implicit because it's obvious or has already been mentioned? What questions need to be answered? What objections need to be anticipated? Have you done all you can to weave together a coherent and sensible argument?

Paragraphs

The key building block of essays is the paragraph. A paragraph represents a distinct logical step within the whole argument. That step may be big or little; it may take one or ten sentences to lay out—but the key is that it is one step.

Thus there's no point in laying down as a rule (as one sometimes hears) that paragraphs should be four or five sentences long. That's probably a decent guideline for most paragraphs in student writing, but in good writing you'll find longer paragraphs and shorter paragraphs—some as short as a single sentence, if that's all it takes for that particular thought (use one-sentence paragraphs sparingly, but don't flinch from them when they're what you need).

Paragraphs are discrete steps in one's argument, but that doesn't mean that every step in the argument must fit within a single paragraph. Some complex thoughts may require so much space to explicate that the resulting paragraph would be two pages long. In such cases, break into smaller units, looking to subdivide along some sensible and clear scheme.

The basic idea is simple but crucial: When you write a paragraph, you should know what it is meant to do. If your answer is simply, "Well, this paragraph helps explain my topic," then you haven't thought deeply enough. How does this particular paragraph contribute to the argument? What logical step does it make? Where does it fit in the overall chain?

Topic sentences

Readers like to know why they're reading a particular passage as soon as possible. That's why topic sentences placed at the beginnings of paragraphs are a good habit. A topic sentence, as its name implies, states the paragraph's topic—it need not state the paragraph's particular argument about that topic. That means that questions can make good topic sentences.

Here, fairly at random, are several good topic sentences, all placed at the beginnings of paragraphs:

A popular audience for science, and for technology, blossomed in Europe and America in the 19th century. [Examples follow.]

The third and final area of Theban expansion was by sea in the Aegean. Here again the enemy was Athens. . . . [Detailed incidents follow.]

When we see a play, what is it that we see? [An answer follows.]

A special subcase of realist theories deals with the balance of power. According to this version. . . . [Elaboration follows.]

There's no iron rule that topic sentences must come at the beginning of paragraphs, but if you keep in mind that you're writing to be understood, you'll tend to put them there. That's what readers are used to, and that's what they find easiest to follow.

Constructing paragraphs

Paragraphs should be constructed with some sense of internal order, whether through time, or space, or some other logical way or arranging information. Again, you have a lot flexibility in choosing an ordering scheme—as long as you choose something that will make sense to the reader.

It's common for writers to produce paragraphs that don't hang together, partly because we think as we write and don't always go back and revise thoughtfully. Here's an example, from an essay on Machiavelli's opinion about Christianity. This paragraph is really pasted together from two pieces (marked by italics):

Christianity was not always weak and without vigor and war. When it was a new religion it extinguished the old, Paganism, in order to become the only one. In this, according to Machiavelli, Christianity behaved as every new religion does. The Christians burned the works of poets, threw down statues, and forbade Pagan teachings. Their mistake in this overthrow was to keep the language of the Pagans, Latin. The Christians translated the Gospels into Latin, and Christian political leaders wrote their civil codes in Latin. So, although they had blotted out all of the Pagan ceremonies and teachings, all was not forgotten. The works of great Pagan thinkers were still studied because the language was not extinguished along with the rest of Paganism.

When the reader reaches the italicized portion, he gets a bit confused. The topic is the same, true—the early history of Christianity. But two distinct argumentative points are being made: (1) Christianity was once a fierce religion, and (2) Early Christians erred in not eradicating the Latin language. Each of these points deserves its own paragraph.

The best test for deciding whether a paragraph hangs together is to read its topic sentence and see if it reasonably covers everything you discuss in the paragraph.

Linking paragraphs

In a good essay, each paragraph should have some logical connection to the one before it. When your reader moves from one paragraph to the next, he knows that he has reached a new step in the argument. But that's all he knows. Is this new step another in the same direction, or is it a change? You have to guide your reader with appropriate signposts. One powerful type of signpost that many students think they can't use in essays is a direct question. When you want to move from one part of the argument to the next, it can be useful to start by asking a question that refers to what you just said but gives you room to move on: What does this mean? or Why does Plato think the noble lie is necessary? or What evidence is there for this interpretation? Good sharp questions can guide your reader through your argument.

Another way to link paragraphs is simply to write in such a way as to force the reader to recognize the link. Here's how one writer started a paragraph. Notice that it only makes sense in

context, and that the writer was confident enough not to repeat material from the previous paragraph or make the link too explicit:

The strange outcome was that the oil and energy crisis abated.

A less confident writer would have inserted a reference along these lines:

The strange outcome of the several years of economic crisis afflicting Western and Arab states was that the oil and energy crisis abated.

When a writer lacks confidence in her essay's coherence, she'll be tempted to say things like this:

Earlier it was mentioned that . . . as commented on earlier . . . as stated earlier . . . as stated before . . . as I wrote before

These are awfully weak constructions. In the same camp is the word *also*, which is vastly overused as a connector at the beginnings of sentences, where it rarely sounds very good:

Also, Touchstone tries to get out of marrying Audrey.

Also, the data show that the reaction slows down as the temperature falls.

These nervous pointers (their subtext is *Have I lost your attention yet? Have I confused you yet?*) are poor substitutes for good organization. Planning your argument and crafting coherent paragraphs that proceed step by step should make you feel able to dispense with such things. If on occasion you feel you have to use such a pointer, use a more conventional phrase like as noted above.

Transitions and pointers

Just as in crafting an essay you must fit its paragraphs together so they work with each other to make a smooth and well-developed argument, when you craft each paragraph you need to make sure the sentences work together. Paragraphs typically show some kind of development or movement, whether that movement is spatial (a physical description that, for instance, moves from left to right), temporal (a chronological description that, for instance, moves forward in time), or logical (a causal analysis that, for instance, explains how an action produced a result). In all of these cases, if you stick to your plan for the paragraph (remembering to amend the plan if your ideas evolve while you're writing), you'll find it fairly natural to write a sequence of sentences, one logically following another.

Problems arise when a writer turns in a new direction, but fails to signal carefully enough. Here, for instance, a writer relies on *also* to mark a turn from the advantages to the disadvantages of her topic, with poor results:

A competitive culture can be useful in motivating employees and reaching performance goals. But sometimes competition adds too much stress, and harms employees' ability to work effectively. Also, if employees become too wrapped up in beating their coworkers, where does customer satisfaction fit in?

The writer wants to list some problems pertaining to her topic, but she does so sloppily. A better approach here is to insert a general sentence alerting the reader to the argument's turn, and follow it up with specifics:

A competitive culture can motivate employees to reach performance goals. But competition has its downsides, too. If it creates too much stress about reaching goals, it can harm employees' ability to work effectively. And if employees become too wrapped up in beating their coworkers, they might neglect the overriding goal of customer satisfaction.

The new second sentence acts as a roadmap, preparing the way for specific points.

A useful way to help your reader follow the logical movement within a paragraph (or between paragraphs, for that matter) is to use transitions to mark turns in the road, and pointers to remind him where he's going. Using transitions and pointers can help you keep a paragraph—and the whole essay—organized and easy to follow. Here are common transitions and pointers:

and then so on the other hand
or before and so against this
also after consequently at the same time
furthermore still often nevertheless
because similarly frequently in short
since likewise sometimes in the same way
for though at times finally
if another but in other words
indeed for instance yet last of all
in fact for example however first, second, etc.
all in all therefore although on the contrary
now thus despite this

Pronouns and relative adjectives

Another linking strategy is to make use of words that help us keep our sense of direction—pointers and transitions. Some of the most useful pointers and transitions are also some of the least appreciated by students: pronouns and adjectives to show possession and relation, like he, his, this, which, they, and it. The definition of a pronoun is a word that can stand in for a noun. It always points to some noun or thing called the antecedent (ante is a Latin word meaning before: the antecedent goes before the pronoun). Relative adjectives are similar: they show relation or ownership (my book, his argument, its strengths).

Pronouns and relative adjectives perform the invaluable function of calling your reader's attention to some noun you have already used without requiring you to use it again. This is an economical way of reminding your reader of your argument. Many students tend to see these simple words as too humble for college writing, and prefer to invoke the full weight of a name or other noun. But a humble pronoun can sharpen a sentence:

ORIGINAL REVISION

Even after Antony remarries, Cleopatra is still an integral part of Antony's life. Even after Antony remarries, Cleopatra is still an integral part of his life.

(Further revision might try to build around an active verb.)

Here's another example, a paragraph about Moses that sinks under the weight of its repetitions of its proper names, the Israelites and Moses:

The Israelites were unhappy with Moses and wished he would leave them alone. When God sent the ten plagues, Pharaoh was forced to let the Israelites go. The Israelites then eagerly and willingly followed Moses from Egypt. The Israelites would not have been so willing to follow Moses if God had not intervened and shown that he supported Moses. The Israelites also showed how easily they would turn their backs on Moses when they were being pursued by the Egyptians. They panicked and again cursed Moses for bringing them out of Egypt.

Reading this is like trying to run in snowshoes. Here's a possible revision, which besides showing how useful pronouns can be also suggests some other ways to improve the passage's flow::

The Israelites did not immediately accept Moses' vision. But once Pharaoh relented and let them depart, they eagerly followed Moses. However, when the Egyptians pursued them they at once lost faith in Moses, and cursed him for bringing them out of Egypt to die in the wilderness.

Note the other changes made in this passage, all contributing to a quicker and livelier read (things like using active verbs, building clauses around their logical actors, and ending on the obvious point to emphasize).

Another example of stiffness due to fear of pronouns:

ORIGINAL REVISION

Hamlet fights with his identity while trying to fulfill the ghost's demand for revenge. Hamlet loves to learn and ask questions about everything. But Hamlet's search for knowledge eventually conflicts with his sense of duty. Hamlet fights with his identity while trying to fulfill the ghost's demand for revenge. He loves to learn, and ask questions about everything. But his search for knowledge eventually conflicts with his sense of duty.

Are you starting to see how pronouns and relative adjectives can help your prose sound freer? Here's a list of some useful relative and demonstrative adjectives and pronouns. All are perfectly acceptable in academic papers; all are "formal" in any reasonable sense:

this which them many
that he him most
these she her several
those it all some
who they few none

Pronoun pitfalls

Pronouns, recall, refer to antecedents, to nouns that have gone before. A mistake you see in a lot of writing is to use a pronoun whose antecedent is unclear, or that lacks an antecedent altogether. In this passage, the pronoun they isn't set up well:

Machiavelli feels that Paganism favored freedom. They praised glory and war, unlike Christians. More inclined to fight fiercely, they were better able to defend freedom.

The writer here thought that referring to Paganism established the idea of Pagans. But it doesn't, and readers will be a bit confused and then irritated at having to make this connection themselves. The revision is simple:

Machiavelli feels that Paganism favored freedom. Unlike Christians, Pagans praised glory and war. More inclined to fight fiercely, they were better able to defend their freedom.

How can you tell when it's okay to use pronouns and when you should repeat the noun? Four rules of thumb:

1. Make sure it's clear what the antecedent is.
2. Use the noun, not a pronoun, if there's some confusion about what the antecedent would be:

ORIGINAL REVISION

Leonardo studied in Florence in the famed workshop of Andrea del Verrochio. He had been trained as a goldsmith, and this proved to be a major influence on Leonardo's work. Leonardo studied in Florence in the famed workshop of Andrea del Verrochio. Verrochio had been trained as a goldsmith, and this proved to be a major influence on Leonardo's work.

If the nouns differ in some obvious way—one is plural, for instance, and the other singular—then you usually don't need to worry.

3. As long as there's no uncertainty, you can go quite a long way within a passage before repeating the noun.
4. Finally, do use the noun instead of the pronoun at significant turning points in passages—the beginnings (and often the ends) of chapters, sections, and paragraphs. Get used to using pronouns within logical units, and using their antecedents at beginnings and ends.

Writing Research Body Paragraphs

Some methods to make sure your paragraph is well-developed

Use examples and illustrations

Cite data

Examine what other people say using quotes and paraphrases

Use an anecdote or story

Define terms in the paragraph

Compare and contrast

Evaluate causes and reasons

Examine effects and consequences

Analyze the topic

Describe the topic

Offer a chronology of an event (time segments)

Be sure to identify your assumptions and beliefs. By identifying your own beliefs or ideals you can better understand how the ideas of others affect you. An important part of the paper is being to show you have grown in that understanding. A good paper will not change your ideas in each instance, but it should expand your understanding of a topic.

Define all your terms to ensure reader and writer will understand each other. Do NOT assume your reader, which is likely your professor, will completely understand in each instance. Chances are the professor is knowledgeable, and probably an expert, in the subject matter, but don't make that assumption. A good rule of thumb is to write the paper as if you were educating an undergraduate student.

Support ALL assertions with evidence and proof. This is where both your sources (research) and your application collide. If you make a statement of fact or truth then be able to prove it. Most students do not fail because they had a bad idea but simply because they failed to support their idea.

State your purpose at the very beginning of the paper.

Don't depend on headings to make transitions between ideas. While graduate level papers generally include multiple sections do not assume that a heading will clearly make the transition for you.

Use good writing skills and practices.

Don't depend too much on the words of others -- i.e., direct quotations or references to other works. Sometimes the best paper is one that challenges the status quo or at least gives it a good examination.

When you use quotations be sure to a) introduce the writer and establish his/her credibility, b) explain or interpret what has been said, and c) analyze the value of the other person's contribution to the discussion at hand.

Remember one paragraph should contain one main point. Paragraphs should have at least three sentences: introduction, middle, and conclusion (which sends the reader logically into the next main point).

To avoid plagiarism, first read your source book (or other material), then close it and make notes on what you think is important. (Be sure to take down all details -- author, title, publisher, date of publication, page numbers of direct quotations and/or interesting ideas.)

The majority of the paper should be your own words and ideas.

Pay close attention to the dates of your reference materials. Including references to some classic articles or books is good, but you should be extremely cautious about building your whole paper on dated materials. Similarly, you must be careful not to rely on only one or two sources.

Some Things to Avoid

Statements that do not logically follow from each other.

Unfounded and unsupported generalizations (eg., Large multinationals abuse labor in developing countries.)

Circular arguments. (eg., Communication is important because organizations need leaders who can communicate effectively.)

Arguments based on the idea that everyone does or knows something. (eg., Bureaucracy is bad because everyone thinks it is.)

Attacks on perfunctory rather than central ideas. (i.e, getting sidetracked)

Considering only favorable evidence.

Considering only two alternatives and ignoring others that are equally relevant.

Writing Paragraphs and Constructing Your Argument

No argument is perfect. All arguments have weaknesses, like missing or contrary evidence or plausible alternative interpretations. Some writers tend to sweep these things under the rug, afraid that if they call attention to them they're encouraging the reader to reject the whole argument. But such an all-or-nothing attitude isn't the right tack to take in essay-writing. It's understood that academic essays make arguments, not proofs. Instead, you can achieve the apparently paradoxical effect of strengthening your argument by conceding its limits. Disarm the opposition ahead of time, and your reader is likely to trust you and your argument more:

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Let's look at one example in a bit more detail. Here's how a writer, arguing that NATO's 1999 bombing of Yugoslavia caused massive and unjustifiable environmental damage, seeks to defuse the objection that Yugoslavia's environmental problems predate the bombing. The whole paragraph is quoted so we can observe the structure:

In fairness, every international team doing environmental assessments in Yugoslavia has had difficulty distinguishing preexisting damage to soil and water systems from new toxins linked to the war. Long before the bombing, the Danube's viability was under siege from both industrial polluters to the north and from 50 years of lax environmental oversight in Yugoslavia and the former Eastern Bloc nations. Scientists taking core sediment samples after the war have found toxins dating from the '60s, '70s and '80s—including contaminants related to the 1986 Chernobyl nuclear accident. But the NATO bombing unquestionably made the situation worse. Preexisting pollution is no reason to dismiss the environmental fallout from the war; it only makes the case for a cleanup more urgent. Joan McQueeney Mitric, "The Environment as Prisoner of War." Op-ed article, Washington Post (July 9, 2000), B1, B4.

The writer does something inexperienced writers don't realize they can do: rather than avoiding the complicated argument of figuring out when pollutants date from, she takes on the argument, even laying out its data in some detail (the mention of toxins dating back to the 1960s). But notice the sound structure: at the end she reasserts her argument (in the penultimate sentence, beginning *But...*). And in the final sentence she actually uses the preexisting damage argument to buttress her own case for the need for environmental cleanup. Over the course of the paragraph she nimbly turns an apparent weakness in her argument into a strength. By the "middle" of the paper I mean the main section, after you've introduced your topic and stated your argument. The middle is where you actually make the argument, step by step. The middle is a minefield, where every step could shatter the delicate bond between your intended argument and your reader's understanding and sympathy.

Mediocre writers assume they'll be understood and blame the reader when they're not. Good writers realize that making a sustained argument and holding a reader's attention is as hard as juggling while walking a tightrope. The reader doesn't have your strategic, bird's-eye view of the whole essay. He's stuck on the ground, slogging through a morass of words, sentence after sentence, never knowing where the trail is leading and what lies over the next ridge or on the next page.

Thus as you write you need to keep thinking about your reader. Where will he think the argument is taking him, step by step? What needs emphasis or repetition? What must be explained, and what can be left implicit because it's obvious or has already been mentioned? What questions need to be answered? What objections need to be anticipated? Have you done all you can to weave together a coherent and sensible argument?

Paragraphs

The key building block of essays is the paragraph. A paragraph represents a distinct logical step within the whole argument. That step may be big or little; it may take one or ten sentences to lay out—but the key is that it is one step. Thus there's no point in laying down as a rule (as one sometimes hears) that paragraphs should be four or five sentences long. That's probably a decent guideline for most paragraphs in student writing, but in good writing you'll find longer paragraphs and shorter paragraphs—some as short as a single sentence, if that's all it takes for that particular thought (use one-sentence paragraphs sparingly, but don't flinch from them when they're what you need).

Paragraphs are discrete steps in one's argument, but that doesn't mean that every step in the argument must fit within a single paragraph. Some complex thoughts may require so much space to explicate that the resulting paragraph would be two pages long. In such cases, break into smaller units, looking to subdivide along some sensible and clear scheme.

The basic idea is simple but crucial: When you write a paragraph, you should know what it is meant to do. If your answer is simply, "Well, this paragraph helps explain my topic," then you haven't thought deeply enough. How does this particular paragraph contribute to the argument? What logical step does it make? Where does it fit in the overall chain?

Topic sentences

Readers like to know why they're reading a particular passage as soon as possible. That's why topic sentences placed at the beginnings of paragraphs are a good habit. A topic sentence, as its name implies, states the paragraph's topic—it need not state the paragraph's particular argument about that topic. That means that questions can make good topic sentences. Here, fairly at random, are several good topic sentences, all placed at the beginnings of paragraphs:

A popular audience for science, and for technology, blossomed in Europe and America in the 19th century. [Examples follow.]

The third and final area of Theban expansion was by sea in the Aegean. Here again the enemy was Athens. . . . [Detailed incidents follow.]

When we see a play, what is it that we see? [An answer follows.]

A special subcase of realist theories deals with the balance of power. According to this version. . . . [Elaboration follows.]

There's no iron rule that topic sentences must come at the beginning of paragraphs, but if you keep in mind that you're writing to be understood, you'll tend to put them there. That's what readers are used to, and that's what they find easiest to follow.

Constructing paragraphs

Paragraphs should be constructed with some sense of internal order, whether through time, or space, or some other logical way or arranging information. Again, you have a lot flexibility in choosing an ordering scheme—as long as you choose something that will make sense to the reader. It's common for writers to produce paragraphs that don't hang together, partly because we think as we write and don't always go back and revise thoughtfully. Here's an example, from an essay on Machiavelli's opinion about Christianity. This paragraph is really pasted together from two pieces (marked by italics):

Christianity was not always weak and without vigor and war. When it was a new religion it extinguished the old, Paganism, in order to become the only one. In this, according to Machiavelli, Christianity behaved as every new religion does. The Christians burned the works of poets, threw down statues, and forbade Pagan teachings. Their mistake in this overthrow was to keep the language of the Pagans, Latin. The Christians translated the Gospels into Latin, and Christian political leaders wrote their civil codes in Latin. So, although they had blotted out all of the Pagan ceremonies and teachings, all was not forgotten. The works of great Pagan thinkers were still studied because the language was not extinguished along with the rest of Paganism.

When the reader reaches the italicized portion, he gets a bit confused. The topic is the same, true—the early history of Christianity. But two distinct argumentative points are being made: (1) Christianity was once a fierce religion, and (2) Early Christians erred in not eradicating the Latin language. Each of these points deserves its own paragraph.

The best test for deciding whether a paragraph hangs together is to read its topic sentence and see if it reasonably covers everything you discuss in the paragraph.

Linking paragraphs

In a good essay, each paragraph should have some logical connection to the one before it. When your reader moves from one paragraph to the next, he knows that he has reached a new step in the argument. But that's all he knows. Is this new step another in the same direction, or is it a change? You have to guide your reader with appropriate signposts. One powerful type of signpost that many students think they can't use in essays is a direct question. When you want to move from one part of the argument to the next, it can be useful to start by asking a question that refers to what you just said but gives you room to move on: What does this mean? or Why does Plato think the noble lie is necessary? or What evidence is there for this interpretation? Good sharp questions can guide your reader through your argument. Another way to link paragraphs is simply to write in such a way as to force the reader to recognize the link. Here's how one writer started a paragraph. Notice that it only makes sense in context, and that the writer was confident enough not to repeat material from the previous paragraph or make the link too explicit:

The strange outcome was that the oil and energy crisis abated.

A less confident writer would have inserted a reference along these lines:

The strange outcome of the several years of economic crisis afflicting Western and Arab states was that the oil and energy crisis abated.

When a writer lacks confidence in her essay's coherence, she'll be tempted to say things like this:

Earlier it was mentioned that . . . as commented on earlier . . . as stated earlier . . . as stated before . . . as I wrote before

These are awfully weak constructions. In the same camp is the word *also*, which is vastly overused as a connector at the beginnings of sentences, where it rarely sounds very good:

Also, Touchstone tries to get out of marrying Audrey.

Also, the data show that the reaction slows down as the temperature falls.

These nervous pointers (their subtext is *Have I lost your attention yet? Have I confused you yet?*) are poor substitutes for good organization. Planning your argument and crafting coherent paragraphs that proceed step by step should make you feel able to dispense with such things. If on occasion you feel you have to use such a pointer, use a more conventional phrase like as noted above.

Transitions and pointers

Just as in crafting an essay you must fit its paragraphs together so they work with each other to make a smooth and well-developed argument, when you craft each paragraph you need to make sure the sentences work together. Paragraphs typically show some kind of development or movement, whether that movement is spatial (a physical description that, for instance, moves from left to right), temporal (a chronological description that, for instance, moves forward in time), or logical (a causal analysis that, for instance, explains how an action produced a result). In all of these cases, if you stick to your plan for the paragraph (remembering to amend the plan if your ideas evolve while you're writing), you'll find it fairly natural to write a sequence of sentences, one logically following another.

Problems arise when a writer turns in a new direction, but fails to signal carefully enough. Here, for instance, a writer relies on *also* to mark a turn from the advantages to the disadvantages of her topic, with poor results:

A competitive culture can be useful in motivating employees and reaching performance goals. But sometimes competition adds too much stress, and harms employees' ability to work effectively. Also, if employees become too wrapped up in beating their coworkers, where does customer satisfaction fit in?

The writer wants to list some problems pertaining to her topic, but she does so sloppily. A better approach here is to insert a general sentence alerting the reader to the argument's turn, and follow it up with specifics:

A competitive culture can motivate employees to reach performance goals. But competition has its downsides, too. If it creates too much stress about reaching goals, it can harm employees' ability to work effectively. And if employees become too wrapped up in beating their coworkers, they might neglect the overriding goal of customer satisfaction.

The new second sentence acts as a roadmap, preparing the way for specific points.

A useful way to help your reader follow the logical movement within a paragraph (or between paragraphs, for that matter) is to use transitions to mark turns in the road, and pointers to remind him where he's going. Using transitions and pointers can help you keep a paragraph—and the whole essay—organized and easy to follow. Here are common transitions and pointers:

and then so on the other hand or before and so against this also after consequently at the same time furthermore still often nevertheless because similarly frequently in short since likewise sometimes in the same way for though at times finally if another but in other words indeed for instance yet last of all in fact for example however first, second, etc. all in all therefore although on the contrary now thus despite this

Research Simple Body Section Construction Plan

Example sentences based on a position-style research paper where the writer takes a stand on a topic.

Body Section: One to One and One-Half Page Plan

1st: Open with a simple, insightful, statement about your topic that the reader will accept.

Use the main point statement sentence of your body section to help create this initial statement.

Avoid "absolute" words like *all*, *always*, *every*, and *no one*.

Example: Sometimes focusing on a solution rather than the problem can lead to success.

2nd: The second sentence narrows the idea presented in the opening statement and leads the reader toward the specific focus of the body section (your main point). The reader must accept the second sentence as a natural transition from the first sentence.

Example: If a difficult work situation is approached with a positive attitude, then a solution is more likely.

3rd: Clearly state your main point for the paragraph. Connect the main point back to the thesis statement in the introduction paragraph.

Example: An employee with a positive attitude can help a business succeed by solving problems before they get out of hand.

4th: Second sentence lays out the background for your main point. Identify who, what, where, when and expand.

5th: Provide a concrete example for your main point that relates to the overall topic. Useful transition words/phrases to begin the sentence with include: for example, for instance, and to illustrate. Moreover, this is a good time to use an "if, then" construction in the sentence.

Example: For example, if store employee notices a dangerous situation created by another employee that could injure a customer, focusing on a solution rather than blame might avert an accident.

6th: This is a "set up" sentence. Use this sentence to introduce your reliable source and to, say in your own words, what the author will say in their quote in sentence seven. Remember, repetition is good for your reader.

7th: Provide a reliable source quote used to help support the main point of this section.

8th: A sentence of discussion / interpretation about your examples - how your main point evidence supports your thesis statement. It's important that this sentence shows your reader the connection to your thesis statement.

9th / 10th: A sentence of discussion that speaks to the opposing viewpoint in which you "answer" the other side of the debate before they can respond.

11th: A transition sentence that ties your next thinking to the next section's main point.

Introduction Section Possible Construction

- Introduction (Citations throughout. Facts and details throughout.)
 - Interesting lead (not a question.)
 - Historical background on the subject.
 - Both general and specific.
 - Facts and details related to subject.
 - What is the debate?
 - Frame both sides of the argument.
 - Specific background on the side of the argument you are pursuing.
 - Paragraphs building toward your argument/thesis.
 - Your thesis.

Research Simple Introduction Section Construction Plan

Example sentences based on a position-style research paper where the writer takes a stand on a topic.

Introduction Section: One Page Plan

1st: Open with a simple, insightful, statement about your topic that the reader will accept. Use the thesis statement sentence of your introduction paragraph to help create this initial statement. Avoid "absolute" words like *all, always, every, and no one*.

Example: Businesses need success to prosper.

2nd: The second sentence narrows the idea presented in the opening statement and leads the reader toward the specific focus of the research paper. The reader must accept the second sentence as a natural transition from the first sentence.

Example: Employees are an important component of any businesses' success.

3rd: Create a complex sentence that **expands** on the first two sentences. Useful transition words/phrases to begin the sentence with include: because, although, when, if, sometimes, in order, and after.

Example: In order for a business to be successful, its employees must possess solid work habits.

4th through 10th: The writer gives the background information on the topic including sentences that contain the who, what, where, when, why, and how of the topic. Historical information on the topic, along with information with the opposing viewpoint that frames the debate must be included.

Sentence Before Final Sentence: This sentence "sets up" the thesis statement. It helps the reader transition into the thesis statement in a smooth fashion.

Final Sentence of Introduction Section. The last sentence of the introduction paragraph states what the piece will show or attempt to prove to the reader, and it includes all of the main points to be discussed in the body paragraphs.

Example: Because employers want to succeed, they look for employees who have a positive attitude, provide customer service, and are willing to ask questions in order to improve.

Research Paper Writing

What to Do Now

- 1. Review research paper examples.**
- 2. Review "Getting to Your Main Points"**
- 3. Decide if your main points are strong enough.**
- 4. Review "Research Paper Formula"**
- 5. Review "Making Arguments and Writing Paragraphs"**
- 6. Review all information on how to avoid plagiarism on Turnitin.com and Nuts and Bolts.**
- 7. Continue to use Nuts and Bolts as the best resource.**
- 8. Attack the paper one (1) point at a time. Do this by writing separate "essays" for each point and then combining.**

MLA Research Paper Scoring Rubric

Your final MLA research paper will be scored in accordance with this rubric. Students should strive to earn a score of “3” in each category (12 points in main points sections).

3 2 1 0 - Overall MLA Format: Correctly formatted according to MLA style with no mistakes.

3 2 1 0 - Paper Title: A two part title that includes a creative part, followed by a colon, followed by a statement taken from the thesis statement - centered in two, single spaced lines.

3 2 1 0 – Introduction Section: Generally a page to one and one half pages in length. A properly written introduction leads the reader into the subject and gives them all the necessary background information to appropriately lead to the thesis statement. The introduction section includes the who, what, where, when, why, and how of the topic/issue, and clearly defines the "debate" or opposing viewpoint.

3 2 1 0 – Thesis Statement: In bold print. The thesis meets the four thesis statement tests. It should come at the end of the introduction section.

3 2 1 0 – In Text Citations: All quotes or ideas that are not the student writer's or are not general information, must be "attributed" to the original sources by using in text citations. In text citations can appear in two forms.

3 2 1 0 – Plagiarism Avoidance: If someone or something else said or thought it, then you have to "cite" it. If you copy others work or ideas and pass them off as your own, then you are plagiarizing. Citations and attributing information is the key to avoiding this problem. Please check your Turnitin Originality Report for issues.

3 2 1 0 – Section Titles: Specific and direct titles for each main section of the paper. Centered in one line.

12 8 4 0 – Four to Five Main Points Sections: Generally a page to one and one half pages in length. Open with a simple statement about your main point that the reader will accept. Introduces the reader to the main point and gives appropriate background information. Includes transitions words and phrases. Includes the main point (in bold print). Recognizes opposing viewpoints arguments. Includes discussion about evidence presented. IN GENERAL FOLLOWS GUIDELINES AND EXAMPLES FROM NUTS AND BOLTS GUIDE WEB SITE. Other considerations: Create a complex sentence that expands on the first sentence. The reader must accept the second sentence as a natural transition from the first sentence. Useful transition words/phrases to begin the sentence with include: because, although, when, if, sometimes, in order, and after. Clearly state your main point for the paragraph. Connect the main point back to the opening point of the introduction paragraph. Provide concrete examples for your main point that relates to the overall topic. Useful transition words/phrases to begin the sentence with include: for example, for instance, and to illustrate. Moreover, this is a good time to use an "if, then" construction in the sentence. Provide details or further discussion about your example to further illustrate the specific ideas for the reader. A section of discussion / interpretation about your examples - how it proves your topic/point. Create a transition phrase or statement that ties your next thinking to the next section's topic.

3 2 1 0 – Focuses on an important part of a subject, expressed in the thesis statement.

3 2 1 0 – Effectively supports and develops the thesis with facts and details from a variety of sources.

3 2 1 0 – Speaks in a sincere and knowledgeable voice, and shows that the writer is truly interested in the subject.

3 2 1 0 – Explains any unfamiliar terms, and employs a formal level of language.

3 2 1 0 – Sentences flow smoothly from one idea to the next, and show a variation in sentence structure.

3 2 1 0 – Adheres to the rules of grammar, spelling, and punctuation.

3 2 1 0 – Conclusion Section: Generally about one half page in length. This section brings your "argument to a conclusion." In a simple research paper, it should restate the points of your thesis and your thesis. A statement reaffirming your thesis points and thesis. A discussion of the importance of each of the points and how they build to prove your thesis.

3 2 1 0 – Works Cited Section: Includes ONLY works/titles that are actually USED within your paper. This section begins on a new page and follows the works cited' formatting.

Updated April 2013

Where can I get help with the entire process of writing my research paper?

<http://owl.english.purdue.edu/owl/section/2/8/>

<http://www.ipl.org/div/aplus/step1.htm>

<http://www.monroecc.edu/depts/library/cover.htm>

Where can I find high-quality databases of information for my paper?

Best: (Thompson Gale Databases – Home Password = **learn**)

<http://www.sarasota.k12.fl.us/high/>

(Proquest & Nettekter) (Students must register and create a login/password for Proquest and Nettekter.)

<http://www.proquestk12.com/>

<http://school.nettekter.com>

(Login = nphs; password = sarasota)

Where do I find MLA style for writing my research paper?

<http://owl.english.purdue.edu/owl/resource/747/01/>

Where do I find MLA style for my Works Cited page?

<http://owl.english.purdue.edu/owl/resource/747/05/>

Where can I find samples of MLA style research papers?

<http://dianahacker.com/pdfs/Hacker-Levi-MLA.pdf>

<http://owl.english.purdue.edu/owl/resource/747/13/>

<http://grammar.ccc.commnet.edu/grammar/composition/crywolf3.htm>

How do I handle in text citations?

<http://owl.english.purdue.edu/owl/resource/747/02/>

http://www.dianahacker.com/resdoc/p04_c08_s1.html

Where can I find examples of research paper outlines?

<http://www.experiment-resources.com/research-paper-outline-examples.html>

This site really helps you to understand how/why/what to cite information in your paper.

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

Where can I find out how to use in-text citations for my paper?

<http://owl.english.purdue.edu/owl/resource/747/02/>

http://www.lib.unc.edu/instruct/citations/index.html?page=mla_int_ext

This document helps you to understand logical fallacies (errors in building a logical argument).

<http://owl.english.purdue.edu/owl/resource/659/03/>

Where can I find out how to use quotations in my paper?

<http://writingcenter.unc.edu/resources/handouts-demos/citation/quotations>

Where can I find out how to introduce quotations and use paraphrasing?

<http://owl.english.purdue.edu/owl/resource/747/03/>

Where can I find out how to punctuate quotations in my paper?

<http://owl.english.purdue.edu/owl/resource/747/03/>

<http://writingcenter.unc.edu/resources/handouts-demos/citation/quotations>

Where do I find how to cite information I got from the internet?

<http://owl.english.purdue.edu/owl/resource/747/08/>

Where do I find what plagiarism is and how to avoid it?

http://www.turnitin.com/research_site/e_home.html

Research Background Information Sheet

In order to begin the research, students must educate themselves about the general topic area.

Complete each area below to show that you are ready to begin the research process.

MAKE SURE TO GIVE AS MUCH DETAIL AS POSSIBLE.

•What is your general research area / topic.

•What are some historical facts related to the general topic?

•What are some general facts about the general topic?

•What are some statistics related to the general topic?

•What are some laws related to the general topic?

•What are some current events related to the topic?

•If you had to pick a specific subtopic to focus on today, what would it be (please be specific)?

•If you had to write a thesis statement for your research position today, what would it be (sentence form)?

General Subject: Writing a Research Paper

Students will write an extended research paper based on a topic or theme that comes from the reading of *Black Boy*. In order to begin the research, students must select a research topic and then they must develop and narrow the topic. This stage of the research is important and requires the student's thinking and decision-making, as they will deal with the topic throughout the research and writing of the paper.

How to Narrow Your Research Topic

Example: I'm thinking of doing a paper on "fashion." This topic could develop in many different ways.

Ask Yourself Questions About Your Topic:

- What do you know about it? What don't you know?
- What aspects of your topic interest you: historical, sociological, psychological, etc.?
- What time period do you want to cover?
- On what geographic region do you want to focus?
- What kind of information do you need?
 - a brief summary or a lengthy explanation?
 - periodical articles, books, essays, encyclopedia articles?
 - statistics?

Topic Narrowing Example:

General Topic: fashion

Time span: 1920s

Place: US; urban; big cities (not rural)

Person or group: youth; college age

Event or Aspects: sexual attitudes; behavior; sociological

Narrowed Topic Sentence: What did American youth fashion of the 1920s say about sexual mores (morals)?

DIRECTIONS FOR TOPIC NARROWING (Complete these steps.)

- 1) Think about the reading and think about topics and themes.
- 2) Select a temporary topic.
- 3) Go to the three internet databases and explore the topic. Determine if it is the topic you want to research and/or if there is enough current information on the topic.
- 4) PICK YOUR RESEARCH TOPIC.
- 5) Stop. **In a separate formal written assignment, answer all the questions listed above under "Ask Yourself Questions About Your Topic."** Answer thoughtfully and completely. YOU WILL NEED TO DO MORE EXPLORATION OF THE DATABASES TO NARROW YOUR TOPIC.
- 6) Complete your narrowed topic sentence for approval. You must have a specific research topic sentence before you can begin gathering information for your research project.

How Do I Develop Questions About My Topic After I Select It?

As you get into your material, some questions come naturally -- Who? What? Why?

There are different kinds of questions:

Fact questions -- When did Robinson Jeffers move to the Monterey peninsula? What other writers lived in this general area?

Hypothetical questions -- What if Robinson Jeffers hadn't moved to Carmel? Would his poetry have been different?

Probing questions -- In what ways did living on the California Central Coast in the early 20th century influence the poetry that emerged from Robinson Jeffers and others who wrote in this area?

Contrasting questions -- Is Jeffers' poetry more or less influenced by the Central Coast environment than the poetry of others who wrote in this general region, e.g., Robert Louis Stevenson and Henry Miller?

Research Background Information Sheet

In order to begin the research, students must educate themselves about the general topic area.

Complete each area below to show that you are ready to begin the research process.

MAKE SURE TO GIVE AS MUCH DETAIL AS POSSIBLE.

•What is your general research area / topic.

•What are some historical facts related to the general topic?

•What are some general facts about the general topic?

•What are some statistics related to the general topic?

•What are some laws related to the general topic?

•What are some current events related to the topic?

•If you had to pick a specific subtopic to focus on today, what would it be (please be specific)?

•If you had to write a thesis statement for your research position today, what would it be (sentence form)?

Research Project Guidelines and Rules

1. This is an independent project. NO partner work between the bells and no talking.
2. Work on the computers must be only in the areas assigned. You may use your email to send or receive research documents, but using it to write or send messages is not acceptable.
3. If you cannot handle rules one and two, then you will be given an alternative project.
4. This project requires you to figure things out. Most of the information you need is available.
5. Write down questions during the period or at home. There will be question and answer sessions most days.
6. The deadlines are set. Absences are no excuse.
7. If you miss a deadline or do not turn an assignment in correctly, you will receive a zero.
8. When completing deadlines, if there are no specific guidelines for that portion, then use outline form.
9. Your computer or software issues are NOT MY PROBLEM.
10. Computers are available in the media center at the school.
11. Students should feel free to catch up or make progress in my room before school if they set aside enough time to login and work before the bell.
12. Microsoft Word is available at school.
13. MLA style is required on all work.
14. No whining!

General Subject: Writing a Research Paper

Students will write an extended research paper based on a topic or theme that comes from the Thompson Gale Opposing Viewpoint web site. In order to begin the research, students must select a research topic and then they must develop and narrow the topic. This stage of the research is important and requires the student's thinking and decision-making, as they will deal with the topic throughout the research and writing of the paper.

How to Narrow Your Research Topic

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Ask Yourself Questions About Your Topic:

- What do you know about it? What don't you know?
- What aspects of your topic interest you: historical, sociological, psychological, etc.?
- What time period do you want to cover?
- On what geographic region do you want to focus?
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Research Topic Defining & Selection With Sources

In order to begin the research, students must select a research topic and then they must develop and narrow the topic. This stage of the research is important and requires the student's thinking and decision-making, as they will deal with the topic throughout the research and writing of the paper.

Answer All of These Questions

GIVE VERY COMPLETE ANSWERS TO EACH OF THE FOLLOWING.

- Define your general research area / topic.

- What do you want to find out about your topic?

- What is your hypothesis about the subject of your topic (what you expect to find in your research)?

- What do you know about it?

- What don't you know?

- What aspects of your topic interest you: historical, sociological, psychological, etc.?
- What time period do you want to cover?
- On what geographic region do you want to focus?
- List ALL of your current sources of information from the databases. List them separately with titles and complete information.**

Understanding Thesis Statements

A thesis statement in an essay is a sentence that explicitly identifies the purpose of the paper or previews its main ideas.

A thesis statement is an assertion, not a statement of fact or an observation.

Fact or observation: People use many lawn chemicals.

Thesis: People are poisoning the environment with chemicals merely to keep their lawns clean.

A thesis takes a stand rather than announcing a subject.

Announcement: The thesis of this paper is the difficulty of solving our environmental problems.

Thesis: Solving our environmental problems is more difficult than many environmentalists believe.

A thesis is the main idea, not the title. It must be a complete sentence that explains in some detail what you expect to write about.

Title: Social Security and Old Age.

Thesis: Continuing changes in the Social Security System makes it almost impossible to plan intelligently for one's retirement.

A thesis statement is narrow, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.

Broad: The American steel industry has many problems.

Narrow: The primary problem if the American steel industry is the lack of funds to renovate outdated plants and equipment.

A thesis statement is specific rather than vague or general.

Vague: Hemingway's war stories are very good.

Specific: Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

A thesis statement has one main point rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.

More than one main point: Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.

One Main point: Stephen Hawking's physical disability has not prevented him from becoming a world renowned physicist.

You can revise your thesis statement whenever you want to while you are writing your essay. Writers often discover what their real purpose and point is in the process of putting their thoughts into words and then reading what they've written.

How to Tell a Strong Thesis Sentence from a Weak One.

1. A strong thesis takes some sort of stand.

Remember that your thesis needs to show your conclusions about a subject. For example, if you are writing a paper for a class on fitness, you might be asked to choose a popular weight-loss product to evaluate. Here are two thesis statements:

There are some negative and positive aspects to the Banana Herb Tea Supplement.

This is a weak thesis. First, it fails to take a stand. Second, the phrase "negative and positive" aspects" are vague.

Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

This is a strong thesis because it takes a stand.

2. A strong thesis justifies discussion.

Your thesis should indicate the point of the discussion. If your assignment is to write a paper on kinship systems, using your own family as an example, you might come up with either of these two thesis statements:

My family is an extended family.

This is a weak thesis because it states an observation. Your reader won't be able to tell the point of the statement, and will probably stop reading.

While most American families would view consanguineal marriage as a threat to the nuclear family structure, many Iranian families, like my own, believe that these marriages help reinforce kinship ties in an extended family.

This is a strong thesis because it shows how your experience contradicts a widely-accepted view. A good strategy for creating a strong thesis is to show that the topic is controversial. Readers will be interested in reading the rest of the essay to see how you support your point.

3. A strong thesis expresses one main idea.

Readers need to be able to see that your paper has one main point. If your thesis expresses more than one idea, then you might confuse your readers about the subject of your paper. For example:

Companies need to exploit the marketing potential of the Internet, and web pages can provide both advertising and customer support.

This is a weak thesis statement because the reader can't decide whether the paper is about marketing on the Internet or web pages. To revise the thesis, the relationship between the two ideas needs to become more clear. One way to revise the thesis would be to write:

Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using web pages that offer both advertising and customer support.

This is a strong thesis because it shows that the two ideas are related. Hint: a great many clear and engaging thesis statements contain words like "because," "since," "so," "although," "unless," and "however."

4. A strong thesis statement is specific.

A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic. For example, if you write a paper on hunger, you might say:

World hunger has many causes and effects.

This is a weak thesis statement for two major reasons. First, "world hunger" can't be discussed thoroughly in five or ten pages. Second, "many causes and effects" is vague. You should be able to identify specific causes and effects. A revised thesis might look like this:

Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.

This is a strong thesis because it narrows the subject to a more specific and manageable topic and it also identifies the specific causes for the existence of hunger.

More Detail & Examples

The Thesis Statement

The thesis statement is that sentence or two in your text that contains the focus of your essay and tells your reader what the essay is going to be about. Although it is certainly possible to write a good essay without a thesis statement (many narrative essays, for example, contain only an implied thesis statement), the lack of a thesis statement may well be a symptom of an essay beset by a lack of focus. Many writers think of a thesis statement as an umbrella: everything that you carry along in your essay has to fit under this umbrella, and if you try to take on packages that don't fit, you will either have to get a bigger umbrella or something's going to get wet.

The thesis statement is also a good test for the scope of your intent. The principle to remember is that when you try to do too much, you end up doing less or nothing at all. Can we write a good paper about problems in higher education in the United States? At best, such a paper would be vague and scattered in its approach. Can we write a good paper about problems in higher education in Connecticut? Well, we're getting there, but that's still an awfully big topic, something we might be able to handle in a book or a Ph.D. dissertation, but certainly not in a paper meant for a Composition course.

Can we write a paper about problems within the community college system in Connecticut. Now we're narrowing down to something useful, but once we start writing such a paper, we would find that we're leaving out so much information, so many ideas that even most casual brainstorming would produce, that we're not accomplishing much. What if we wrote about the problem of community colleges in Connecticut being so close together geographically that they tend to duplicate programs unnecessarily and impinge on each other's turf? Now we have a focus that we can probably write about in a few

pages (although more, certainly, could be said) and it would have a good argumentative edge to it.

To back up such a thesis statement would require a good deal of work, however, and we might be better off if we limited the discussion to an example of how two particular community colleges tend to work in conflict with each other. It's not a matter of being lazy; it's a matter of limiting our discussion to the work that can be accomplished within a certain number of pages.

The thesis statement should remain flexible until the paper is actually finished. It ought to be one of the last things that we fuss with in the rewriting process. If we discover new information in the process of writing our paper that ought to be included in the thesis statement, then we'll have to rewrite our thesis statement. On the other hand, if we discover that our paper has done adequate work but the thesis statement appears to include things that we haven't actually addressed, then we need to limit that thesis statement. If the thesis statement is something that we needed prior approval for, changing it might require the permission of the instructor or thesis committee, but it is better to seek such permission than to write a paper that tries to do too much or that claims to do less than it actually accomplishes.

The thesis statement usually appears near the beginning of a paper. It can be the first sentence of an essay, but that often feels like a simplistic, unexciting beginning. It more frequently appears at or near the end of the first paragraph or two. Here is the first paragraph of Arthur Schlesinger, Jr.'s essay *The Crisis of American Masculinity*. Notice how everything drives the reader toward the last sentence and how that last sentence clearly signals what the rest of this essay is going to do.

What has happened to the American male? For a long time, he seemed utterly confident in his manhood, sure of his masculine role in society, easy and definite in his sense of sexual identity. The frontiersmen of James Fenimore Cooper, for example, never had any concern about masculinity; they were men, and it did not occur to them to think twice about it. Even well into the twentieth century, the heroes of Dreiser, of Fitzgerald, of Hemingway remain men. But one begins to detect a new theme emerging in some of these authors, especially in Hemingway: the theme of the male hero increasingly preoccupied with proving his virility to himself. And by mid-century, the male role had plainly lost its rugged clarity of outline. Today men are more and more conscious of maleness not as a fact but as a problem. The ways by which American men affirm their masculinity are uncertain and obscure. There are multiplying signs, indeed, that something has gone badly wrong with the American male's conception of himself.

The first paragraph serves as kind of a funnel opening to the essay which draws and invites readers into the discussion, which is then focused by the thesis statement before the work of the essay actually begins. You will discover that some writers will delay the articulation of the paper's focus, its thesis, until the very end of the paper. That is possible if it is clear to thoughtful readers throughout the paper what the business of the essay truly is; frankly, it's probably not a good idea for beginning writers.

Avoid announcing the thesis statement as if it were a thesis statement. In other words, avoid using phrases such as "The purpose of this paper is" or "In this paper, I will attempt to" Such phrases betray this paper to be the work of an amateur. If necessary, write the thesis statement that way the first time; it might help you determine, in fact, that this is your thesis statement. But when you rewrite your paper, eliminate the bald assertion that this is your thesis statement and write the statement itself without that annoying, unnecessary preface.

Here are the first two paragraphs of George Orwell's classic essay, "Politics and the English Language" (1946). Which of these sentences would you say is or are the thesis statement of the essay which is to follow? Everything that follows in this essay, then, would have to be something that fits under the "umbrella" of that thesis statement.

Most people who bother with the matter at all would admit that the English language is in a bad way, but it is generally assumed that we cannot by conscious action do anything about it. Our civilization is decadent, and our language—so the argument runs—must inevitably share in the general collapse. It follows that any struggle against the abuse of language is a sentimental archaism, like preferring candles to electric light or hansom cabs to aeroplanes. Underneath this lies the half-conscious belief that language is a natural growth and not an instrument which we shape for our own purposes.

Now, it is clear that the decline of a language must ultimately have political and economic causes: it is not due simply to the bad influence of this or that individual writer. But an effect can become a cause, reinforcing the original cause and producing the same effect in an intensified form, and so on indefinitely. A man may take to drink because he feels himself to be a failure, and then fail all the more completely because he drinks. It is rather the same thing that is happening to the English language. It becomes ugly and inaccurate because our thoughts are foolish, but the slovenliness of our language makes it easier for us to have foolish thoughts. The point is that the process is reversible. Modern English, especially written English, is full of bad habits which spread by imitation and which can be avoided if one is willing to take the necessary trouble. If one gets rid of these habits one can think more clearly, and to think clearly is a necessary first step towards political regeneration: so that the fight against bad English is not frivolous and is not the exclusive concern of professional writers. I will come back to this presently, and I hope that by that time the meaning of what I have said here will have become clearer. Meanwhile, here are five specimens of the English language as it is now habitually written.

How to Write a Thesis Statement

What is a Thesis Statement?

Almost all of us—even if we don’t do it consciously—look early in an essay for a one or two sentence condensation of the argument or analysis that is to follow. We refer to that condensation as a thesis statement.

Why Should Your Essay Contain a Thesis Statement?

- 1. To test your ideas by distilling them into a sentence or two.**
- 2. To better organize and develop your argument to provide your reader with a “guide” to your argument.**

*** In general, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question your paper explores.**

How to Generate a Thesis Statement if the Topic is Assigned.

Almost all assignments, no matter how complicated, can be reduced to a single question. Your first step, then, is to distill the assignment into a specific question. For example, if your assignment is, “Write a report to the local school board explaining the potential benefits of using computers in a fourth-grade class,” turn the request into a question like, “What are the potential benefits of using computers in a fourth-grade class?” After you’ve chosen the question your essay will answer, compose one or two complete sentences answering that question.

Q: “What are the potential benefits of using computers in a fourth-grade class?”

A: “The potential benefits of using computers in a fourth-grade class are . . .”

OR

A: “Using computers in a fourth-grade class promises to improve . . .”

The answer to the question is the thesis statement for the essay.

How to Generate a Thesis Statement if the Topic is not Assigned.

Even if your assignment doesn’t ask a specific question, your thesis statement still needs to answer a question about the issue you’d like to explore. In this situation, your job is to figure out what question you’d like to write about.

A good thesis statement will usually include the following four attributes:

- 1. take on a subject upon which reasonable people could disagree**
- 2. deal with a subject that can be adequately treated given the nature of the assignment (length)**
- 3. express one main idea**
- 4. assert your conclusions about a subject**

Let's see how to generate a thesis statement for a social policy paper.

1. Brainstorm the topic. (explore)

Let's say that your class focuses upon the problems posed by changes in the dietary habits of Americans. You find that you are interested in the amount of sugar Americans consume.

You start out with a thesis statement like this:

Sugar consumption.

This fragment isn't a thesis statement. Instead, it simply indicates a general subject. Furthermore, your reader doesn't know what you want to say about sugar consumption.

2. Narrow the topic (study).

Your readings about the topic, however, have led you to the conclusion that elementary school children are consuming far more sugar than is healthy.

You change your thesis to look like this:

Reducing sugar consumption by elementary school children.

This fragment not only announces your subject, but it focuses on one segment of the population: elementary school children. Furthermore, it raises a subject upon which reasonable people could disagree, because while most people might agree that children consume more sugar than they used to, not everyone would agree on what should be done or who should do it. You should note that this fragment is not a thesis statement because your reader doesn't know your conclusions on the topic.

3. Take a position on the topic (decision).

After reflecting on the topic a little while longer, you decide that what you really want to say about this topic is that something should be done to reduce the amount of sugar these children consume.

You revise your thesis statement to look like this:

More attention should be paid to the food and beverage choices available to elementary school children.

This statement asserts your position, but the terms more attention and food and beverage choices are vague.

4. Use specific language (fine tuning).

You decide to explain what you mean about food and beverage choices, so you write:

Experts estimate that half of elementary school children consume nine times the recommended daily allowance of sugar.

This statement is specific, but it isn't a thesis. It merely reports a statistic instead of making an assertion.

5. Make an assertion (your position)

Make an assertion based on clearly stated support.

You finally revise your thesis statement one more time to look like this:

Because half of all American elementary school children consume nine times the recommended daily allowance of sugar, schools should be required to replace the beverages in soda machines with healthy alternatives.

Notice how the thesis answers the question, "What should be done to reduce sugar consumption by children, and who should do it?" When you started thinking about the paper, you may not have had a specific question in mind, but as you became more involved in the topic, your ideas became more specific. Your thesis changed to reflect your new insights.

How to Tell a Strong Thesis Statement from a Weak One.

1. A strong thesis statement takes some sort of stand.

Remember that your thesis needs to show your conclusions about a subject. For example, if you are writing a paper for a class on fitness, you might be asked to choose a popular weight-loss product to evaluate. Here are two thesis statements:

There are some negative and positive aspects to the Banana Herb Tea Supplement.

This is a weak thesis statement. First, it fails to take a stand. Second, the phrase negative and positive aspects is vague.

Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

This is a strong thesis because it takes a stand, and because it's specific.

2. A strong thesis statement justifies discussion.

Your thesis should indicate the point of the discussion. If your assignment is to write a paper on kinship systems, using your own family as an example, you might come up with either of these two thesis statements:

My family is an extended family.

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This is a strong thesis because it shows how your experience contradicts a widely-accepted view. A good strategy for creating a strong thesis is to show that the topic is controversial. Readers will be interested in reading the rest of the essay to see how you support your point.

3. A strong thesis statement expresses one main idea.

Readers need to be able to see that your paper has one main point. If your thesis statement expresses more than one idea, then you might confuse your readers about the subject of your paper. For example:

Companies need to exploit the marketing potential of the Internet, and Web pages can provide both advertising and customer support.

This is a weak thesis statement because the reader can't decide whether the paper is about marketing on the Internet or Web pages. To revise the thesis, the relationship between the two ideas needs to become more clear. One way to revise the thesis would be to write:

Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using Web pages that offer both advertising and customer support.

This is a strong thesis because it shows that the two ideas are related. Hint: a great many clear and engaging thesis statements contain words like because, since, so, although, unless, and however.

4. A strong thesis statement is specific.

A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic. For example, if you're writing a seven-to-ten page paper on hunger, you might say:

World hunger has many causes and effects.

This is a weak thesis statement for two major reasons. First, world hunger can't be discussed thoroughly in seven to ten pages. Second, many causes and effects is vague. You should be able to identify specific causes and effects. A revised thesis might look like this:

Hunger persists in Glandelinia because jobs are scarce and farming in the infertile soil is rarely profitable.

This is a strong thesis statement because it narrows the subject to a more specific and manageable topic, and it also identifies the specific causes for the existence of hunger

Dewey System of Classification

Computers, information, & general reference	Technology	In Italian, Romanian, Rhaeto-Romanic
Philosophy & psychology	Medicine	In Spanish & Portuguese
Religion	Engineering	In Slavic languages
Social sciences	Agriculture	In Scandinavian languages
Language	Home & family management	In other languages
Science	Management & public relations	General serial publications
Technology	Chemical engineering	American English-language
Arts & recreation	Manufacturing	In English
Literature	Manufacturing specific products	In other Germanic languages
History & geography	Building & construction	In French, Provençal, Catalan
Computers, Internet & systems	Arts	In Italian, Romanian, Rhaeto-Romanic
Bibliographies	Landscaping & area planning	In Spanish & Portuguese
Library & information science	Architecture	In Slavic languages
Encyclopedias & books of facts	Sculpture, ceramics & metalwork	In Scandinavian languages
Magazines, journals & serials	Drawing & decorative arts	In other languages
Associations, organizations & museums	Painting	General organizations & museology
Journalism, publishing & news media	Graphic arts	In North America
Quotations	Photography	In British Isles In England
Manuscripts & rare books	Music	In central Europe In Germany
Philosophy	Sports, games & entertainment	In France & Monaco
Metaphysics	Literature, rhetoric & criticism	In Italy & adjacent territories
Epistemology	American literature in English	In Iberian Peninsula & adjacent islands
Astrology, parapsychology & the occult	English & Old English literatures	In eastern Europe
Philosophical schools of thought	German & related literatures	In other geographic areas
Psychology	French & related literatures	Museology (Museum science)
Logic	Italian, Romanian & related literatures	News media, journalism, publishing
Ethics	Spanish & Portuguese literatures	Journalism & newspapers in North America
Ancient, medieval & Eastern philosophy	Latin & Italic literatures	In British Isles In England
Modern western philosophy	Classical & modern Greek literatures	In central Europe In Germany
Religion	Other literatures	In France & Monaco
Philosophy & theory of religion	History	In Italy & adjacent territories
The Bible	Geography & travel	In Iberian Peninsula & adjacent islands
Christianity & Christian theology	Biography & genealogy	In eastern Europe In Russia
Christian practice & observance	History of the ancient world (to ca. A.D.)	In Scandinavia
Christian pastoral practice & religious orders	History of Europe (ca. A.D.-)	In other geographic areas
Church organization, social work & worship	History of Asia	General collections
History of Christianity	History of Africa	American English-language
Christian denominations	History of North America	General collections in English
Other religions	History of South America	In other Germanic languages
Social sciences, sociology & anthropology	History of other regions	In French, Provençal, Catalan
Statistics	Generalities	In Italian, Romanian, Rhaeto-Romanic
Political science	Knowledge	In Spanish & Portuguese
Economics	The book	In Slavic languages
Law	Systems	In Scandinavian languages
Public administration & military science	Data processing Computer science	In Italic, Hellenic, other languages
Social problems & social services	Computer programming, programs, data	Manuscripts & rare books
Education	Special computer methods	Manuscripts
Commerce, communications & transportation	Bibliography	Block books
Customs, etiquette & folklore	Bibliographies	Incunabula
Language	Bibliographies of individuals	Printed books
Linguistics	Of works by specific classes of authors	Books notable for bindings
English & Old English Languages	Of anonymous and pseudonymous works	Books notable for illustrations
German & related languages	Of works from specific places	Books notable for ownership or origin
French & related languages	Of works on specific subjects	Prohibited works, forgeries, hoaxes
Italian, Romanian & related languages	General subject catalogs	Books notable for format
Spanish & Portuguese languages	Catalogs arranged by author, date, etc.	Philosophy & psychology
Latin & Italic languages	Dictionary catalogs	Theory of philosophy
Classical & modern Greek languages	Library & information sciences	Miscellany
Other languages	Library relationships	Dictionaries & encyclopedias
Science	Administration of the physical plant	Serial publications
Mathematics	Personnel administration	Organizations & management
Astronomy	Library operations	Education, research, related topics
Physics	Libraries for specific subjects	Kinds of persons treatment
Chemistry	General libraries	Historical & collected persons treatment
Earth sciences & geology	Reading & use of other information media	Metaphysics
Fossils & prehistoric life	General encyclopedic works	Ontology
Biology & life sciences	American English-language	Cosmology (Philosophy of nature)
Plants (Botany)	In English	Space
Animals (Zoology)	In other Germanic languages	Time
	In French, Provençal, Catalan	Change

Structure	Philosophy of Scandinavia	Other denominations & sects
Force & energy	Philosophy in other geographic areas	Comparative religion & other religions
Number & quantity	Religion	Comparative religion
Epistemology, causation, humankind	Philosophy & theory of religion	Classical (Greek & Roman) religion
Epistemology (Theory of knowledge)	Concepts of God	Germanic religion
Causation	Existence, knowability, attributes of God	Religions of Indic origin
Determinism & indeterminism	Creation	Zoroastrianism (Mazdaism, Parseeism)
Teleology	Theodicy	Judaism
The self	Science & religion	Islam, Babism, Bahai Faith
The unconscious & the subconscious	Humankind	Other religions
Humankind	Bible	Social sciences
Origin & destiny of individual souls	Old Testament (Tanakh)	Sociology & anthropology
Paranormal phenomena	Historical books of Old Testament	Social interaction
Parapsychological & occult methods	Poetic books of Old Testament	Social processes
Parapsychology & occultism	Prophetic books of Old Testament	Factors affecting social behavior
Dreams & mysteries	New Testament	Social groups
Divinatory graphology	Gospels & Acts	Culture & institutions
Physiognomy	Epistles	Communities
Phrenology	Revelation (Apocalypse)	Collections of general statistics
Specific philosophical schools	Apocrypha & pseudepigrapha	General statistics of Europe
Idealism & related systems	Christianity Christian theology	General statistics of Asia
Critical philosophy	God	General statistics of Africa
Bergsonism & intuitionism	Jesus Christ & his family	General statistics of North America
Humanism & related systems	Humankind	General statistics of South America
Sensationalism	Salvation (Soteriology) & grace	General statistics of other areas
Naturalism & related systems	Spiritual beings	Political science
Pantheism & related systems	Eschatology	Systems of governments & states
Eclecticism, liberalism, traditionalism	Creeds & catechisms	Relation of state to organized groups
Other philosophical systems	Apologetics & polemics	Civil & political rights
Psychology	Christian moral & devotional theology	The political process
Perception, movement, emotions, drives	Moral theology	International migration & colonization
Mental processes & intelligence	Devotional literature	Slavery & emancipation
Subconscious & altered states	Evangelistic writings for individuals	International relations
Differential & developmental psychology	Use of art in Christianity	The legislative process
Comparative psychology	Church furnishings & articles	Economics
Applied psychology	Christian experience, practice, life	Labor economics
Logic	Christian observances in family life	Financial economics
Induction	Christian orders & local church	Economics of land & energy
Deduction	Preaching (Homiletics)	Cooperatives
Fallacies & sources of error	Texts of sermons	Socialism & related systems
Syllogisms	Pastoral office (Pastoral theology)	Public finance
Hypotheses	Parish administration	International economics
Argument & persuasion	Religious congregations & orders	Production
Analogy	Pastoral care of families & persons	Macroeconomics & related topics
Ethics (Moral philosophy)	Social & ecclesiastical theology	Law
Ethical systems	Social theology	International law
Political ethics	Ecclesiology	Constitutional & administrative law
Ethics of family relationships	Days, times, places of observance	Military, tax, trade, industrial law
Occupational ethics	Public worship	Labor, social, education, cultural law
Ethics of recreation & leisure	Sacraments, other rites & acts	Criminal law
Ethics of sex & reproduction	Missions	Private law
Ethics of social relations	Associations for religious work	Civil procedure & courts
Ethics of consumption	Religious education	Law (Statutes), regulations, cases
Other ethical norms	Spiritual renewal	Law of specific jurisdictions & areas
Ancient, medieval, Oriental philosophy	History of Christianity & Christian church	Public administration & military science
Oriental philosophy	Religious orders in church history	Public administration
Pre-Socratic Greek philosophies	Persecutions in church history	General considerations
Sophistic & Socratic philosophies	Doctrinal controversies & heresies	Specific fields of public administration
Platonic philosophy	History of Christianity in Europe	Administration of economy & environment
Aristotelian philosophy	History of Christianity in Asia	Military science
Skeptic & Neoplatonic philosophies	History of Christianity in Africa	Foot forces & warfare
Epicurean philosophy	History of Christianity in North America	Mounted forces & warfare
Stoic philosophy	History of Christianity in South America	Air & other specialized forces
Medieval western philosophy	History of Christianity in other areas	Sea (Naval) forces & warfare
Modern western philosophy	Christian denominations & sects	Social problems & services; association
Philosophy of United States & Canada	Early church & Eastern churches	General social problems & welfare
Philosophy of British Isles	Roman Catholic Church	Social welfare problems & services
Philosophy of Germany & Austria	Anglican churches	Other social problems & services
Philosophy of France	Protestants of Continental origin	Criminology
Philosophy of Italy	Presbyterian, Reformed, Congregational	Penal & related institutions
Philosophy of Spain & Portugal	Baptist, Disciples of Christ, Adventist	Associations
Philosophy of former Soviet Union	Methodist & related churches	General clubs

Insurance	Italian writing system & phonology	Light & paraphotic phenomena
Miscellaneous kinds of associations	Italian etymology	Heat
Education	Italian dictionaries	Electricity & electronics
Schools & activities; special education	Italian grammar	Magnetism
Elementary education	Italian language variations	Modern physics
Secondary education	Standard Italian usage	Chemistry & allied sciences
Adult education	Romanian & Rhaeto-Romanic	Physical & theoretical chemistry
Curricula	Spanish & Portuguese languages	Techniques, equipment, materials
Higher education	Spanish writing system & phonology	Analytical chemistry
Public policy issues in education	Spanish etymology	Qualitative analysis
Commerce, communications, transportation	Spanish dictionaries	Quantitative analysis
Internal commerce (Domestic trade)	Spanish grammar	Inorganic chemistry
International commerce (Foreign trade)	Spanish language variations	Organic chemistry
Postal communication	Standard Spanish usage	Crystallography
Communications Telecommunication	Portuguese	Mineralogy
Railroad transportation	Italic languages Latin	Earth sciences
Inland waterway & ferry transportation	Classical Latin writing & phonology	Geology, hydrology, meteorology
Water, air, space transportation	Classical Latin etymology	Petrology
Transportation Ground transportation	Classical Latin dictionaries	Economic geology
Metrology & standardization	Classical Latin grammar	Earth sciences of Europe
Customs, etiquette, folklore	Old, Postclassical, Vulgar Latin	Earth sciences of Asia
Costume & personal appearance	Classical Latin usage	Earth sciences of Africa
Customs of life cycle & domestic life	Other Italic languages	Earth sciences of North America
Death customs	Hellenic languages Classical Greek	Earth sciences of South America
General customs	Classical Greek writing & phonology	Earth sciences of other areas
Etiquette (Manners)	Classical Greek etymology	Paleontology Paleozoology
Folklore	Classical Greek dictionaries	Paleobotany; fossil microorganisms
Customs of war & diplomacy	Classical Greek grammar	Fossil invertebrates
Language	Preclassical & postclassical Greek	Other fossil invertebrates
Philosophy & theory	Classical Greek usage	Fossil Mollusca & Molluscoidea
Miscellany	Other Hellenic languages	Fossil Arthropoda
Dictionaries & encyclopedias	Other languages	Fossil Chordata
Special topics	East Indo-European & Celtic languages	Fossil cold-blooded vertebrates
Serial publications	Afro-Asiatic languages Semitic	Fossil Aves (birds)
Organizations & management	Non-Semitic Afro-Asiatic languages	Fossil Mammalia
Education, research, related topics	Altaic, Uralic, Hyperborean, Dravidian	Life sciences Biology
Kinds of persons treatment	Languages of East & Southeast Asia	Physiology & related subjects
Geographic & persons treatment	African languages	Biochemistry
Linguistics	North American native languages	Specific systems in animals
Writing systems	South American native languages	Specific parts of & systems in plants
Etymology	Austronesian & other languages	Genetics & evolution
Dictionaries	Natural sciences & mathematics	Ecology
Phonology & phonetics	Philosophy & theory	Natural history of organisms
Grammar	Miscellany	Microorganisms, fungi, algae
Dialectology & historical linguistics	Dictionaries & encyclopedias	Plants
Standard usage Applied linguistics	Serial publications	Specific topics in natural history
Verbal language not spoken or written	Organizations & management	Plants noted for characteristics & flowers
English & Old English	Education, research, related topics	Magnoliopsida (Dicotyledons)
English writing system & phonology	Natural history	Liliopsida (Monocotyledons)
English etymology	Historical, geographic, persons treatment	Pinophyta (Gymnosperms) Coniferales
English dictionaries	Mathematics	Cryptogamia (Seedless plants)
English grammar	General principles of mathematics	Pteridophyta (Vascular seedless plants)
English language variations	Algebra, number theory	Bryophyta
Standard English usage	Arithmetic	Animals
Old English (Anglo-Saxon)	Topology	Specific topics in natural history
Germanic languages German	Analysis	Invertebrates
German writing system & phonology	Geometry	Marine & seashore invertebrates
German etymology	Probabilities & applied mathematics	Mollusca & Molluscoidea
German dictionaries	Astronomy & allied sciences	Arthropoda
German grammar	Celestial mechanics	Chordata
German language variations	Techniques, equipment, materials	Cold-blooded vertebrates Fishes
Standard German usage	Specific celestial bodies & phenomena	Aves (Birds)
Other Germanic languages	Earth (Astronomical geography)	Mammalia (Mammals)
Romance languages French	Mathematical geography	Technology (Applied sciences)
French writing system & phonology	Celestial navigation	Philosophy & theory
French etymology	Ephemerides	Miscellany
French dictionaries	Chronology	Dictionaries & encyclopedias
French grammar	Physics	Special topics
French language variations	Classical mechanics Solid mechanics	Serial publications
Standard French usage	Fluid mechanics Liquid mechanics	Organizations
Provençal & Catalan	Pneumatics (Gas mechanics)	Education, research, related topics
Italian, Romanian, Rhaeto-Romanic	Sound & related vibrations	Invention & patents

Historical, geographic, persons treatment	Leather, fur goods, related products	Relief processes (Block printing)
Medical sciences Medicine	Printing & related activities	Lithographic (Planographic) processes
Human anatomy, cytology, histology	Clothing & accessories	Chromolithography & serigraphy
Human physiology	Other final products & packaging	Metal engraving
Promotion of health	Buildings	Mezzotinting, aquatinting, related processes
Incidence & prevention of disease	Building materials	Etching & drypoint
Pharmacology & therapeutics	Auxiliary construction practices	Prints
Diseases	Specific materials & purposes	Photography & photographs
Surgery & related medical specialties	Wood construction Carpentry	Techniques, equipment, materials
Gynecology & other medical specialties	Roof covering	Metallic salt processes
Experimental medicine	Utilities	Pigment processes of printing
Engineering & allied operations	Heating, ventilating, air-conditioning	Holography
Applied physics	Detail finishing	Fields & kinds of photography
Mining & related operations	The arts Fine and decorative arts	Photographs
Military & nautical engineering	Philosophy of fine & decorative arts	Music
Civil engineering	Miscellany of fine & decorative arts	General principles & musical forms
Engineering of railroads & roads	Dictionaries of fine & decorative arts	Vocal music
Hydraulic engineering	Special topics of fine & decorative arts	Music for single voices The voice
Sanitary & municipal engineering	Serial publications of fine & decorative arts	Instruments & instrumental ensembles
Other branches of engineering	Organizations & management	Ensembles with one instrument per part
Agriculture & related technologies	Education, research, related topics	Keyboard & other instruments
Techniques, equipment, materials	Galleries, museums, private collections	Stringed instruments (Chordophones)
Plant injuries, diseases, pests	Historical, geographic, persons treatment	Wind instruments (Aerophones)
Field & plantation crops	Civic & landscape art	Recreational & performing arts
Orchards, fruits, forestry	Area planning (Civic art)	Public performances
Garden crops (Horticulture)	Landscape architecture	Stage presentations
Animal husbandry	Landscape architecture of trafficways	Indoor games & amusements
Processing dairy & related products	Water features	Indoor games of skill
Insect culture	Woody plants	Games of chance
Hunting, fishing, conservation	Herbaceous plants	Athletic & outdoor sports & games
Home economics & family living	Structures in landscape architecture	Aquatic & air sports
Food & drink	Landscape design of cemeteries	Equestrian sports & animal racing
Meals & table service	Natural landscapes	Fishing, hunting, shooting
Housing & household equipment	Architecture	Literature & rhetoric
Household utilities	Architectural structure	Philosophy & theory
Household furnishings	Architecture to ca.	Miscellany
Sewing, clothing, personal living	Architecture from ca. to	Dictionaries & encyclopedias
Management of public households	Architecture from	Serial publications
Housekeeping	Public structures	Organizations & management
Child rearing & home care of persons	Buildings for religious purposes	Education, research, related topics
Management & auxiliary services	Buildings for education & research	Rhetoric & collections of literature
Office services	Residential & related buildings	History, description, criticism
Processes of written communication	Design & decoration	American literature in English
Shorthand	Plastic arts Sculpture	American poetry in English
Accounting	Processes, forms, subjects of sculpture	American drama in English
General management	Sculpture to ca.	American fiction in English
Advertising & public relations	Greek, Etruscan, Roman sculpture	American essays in English
Chemical engineering	Sculpture from ca. to	American speeches in English
Industrial chemicals technology	Sculpture from	American letters in English
Explosives, fuels, related products	Carving & carvings	American humor & satire in English
Beverage technology	Numismatics & sigillography	American miscellaneous writings
Food technology	Ceramic arts	English & Old English literatures
Industrial oils, fats, waxes, gases	Art metalwork	English poetry
Ceramic & allied technologies	Drawing & decorative arts	English drama
Cleaning, color, coating technologies	Drawing & drawings	English fiction
Technology of other organic products	Perspective	English essays
Metallurgy	Drawing & drawings by subject	English speeches
Manufacturing	Decorative arts	English letters
Metalworking & metal products	Textile arts	English humor & satire
Iron, steel, other iron alloys	Interior decoration	English miscellaneous writings
Nonferrous metals	Glass	Old English (Anglo-Saxon)
Lumber processing, wood products, cork	Furniture & accessories	Literatures of Germanic languages
Leather & fur processing	Painting & paintings	German poetry
Pulp & paper technology	Techniques, equipment, materials, forms	German drama
Textiles	Color	German fiction
Elastomers & elastomer products	Symbolism, allegory, mythology, legend	German essays
Other products of specific materials	Genre paintings	German speeches
Manufacture for specific uses	Religion	German letters
Precision instruments & other devices	Human figures	German humor & satire
Small forge work (Blacksmithing)	Other subjects	German miscellaneous writings
Hardware & household appliances	Historical, geographic, persons treatment	Other Germanic literatures
Furnishings & home workshops	Graphic arts Printmaking & prints	Literatures of Romance languages

French poetry
French drama
French fiction
French essays
French speeches
French letters
French humor & satire
French miscellaneous writings
Provençal & Catalan literatures
Italian, Romanian, Rhaeto-Romanic
Italian poetry
Italian drama
Italian fiction
Italian essays
Italian speeches
Italian letters
Italian humor & satire
Italian miscellaneous writings
Romanian & Rhaeto-Romanic literatures
Spanish & Portuguese literatures
Spanish poetry
Spanish drama
Spanish fiction
Spanish essays
Spanish speeches
Spanish letters
Spanish humor & satire
Spanish miscellaneous writings
Portuguese literature
Italic literatures Latin
Latin poetry
Latin dramatic poetry & drama
Latin epic poetry & fiction
Latin lyric poetry
Latin speeches
Latin letters
Latin humor & satire
Latin miscellaneous writings
Literatures of other Italic languages
Hellenic literatures Classical Greek
Classical Greek poetry
Classical Greek dramatic poetry & drama
Classical Greek epic poetry & fiction
Classical Greek lyric poetry
Classical Greek speeches
Classical Greek letters
Classical Greek humor & satire
Classical Greek miscellaneous writings
Modern Greek literature
Literatures of other languages
East Indo-European & Celtic
Afro-Asiatic literatures Semitic
Non-Semitic Afro-Asiatic literatures
Altaic, Uralic, Hyperborean, Dravidian
Literatures of East & Southeast Asia
African literatures
North American native literatures
South American native literatures
Austronesian & other literatures
Geography & history
Philosophy & theory
Miscellany
Dictionaries & encyclopedias
Collected accounts of events
Serial publications
Organizations & management
Education, research, related topics
Kinds of persons treatment
World history
Geography & travel
Historical geography
Graphic representations

Geography of & travel in ancient world
Geography of & travel in Europe
Geography of & travel in Asia
Geography of & travel in Africa
Geography of & travel in North America
Geography of & travel in South America
Geography of & travel in other areas
Biography, genealogy, insignia
Genealogy, names, insignia
History of ancient world to ca.
China to
Egypt to
Palestine to
India to
Mesopotamia & Iranian Plateau to
Europe north & west of Italy to ca.
Italy & adjacent territories to
Greece to
Other parts of ancient world to ca.
General history of Europe
British Isles
England & Wales
Central Europe Germany
France & Monaco
Italian Peninsula & adjacent islands
Iberian Peninsula & adjacent islands
Eastern Europe Russia
Scandinavia
Other parts of Europe
General history of Asia Far East
China & adjacent areas
Japan
Arabian Peninsula & adjacent areas
South Asia India
Iran
Middle East (Near East)
Siberia (Asiatic Russia)
Central Asia
Southeast Asia
General history of Africa
Tunisia & Libya
Egypt & Sudan
Ethiopia & Eritrea
Northwest African coast & offshore islands
Algeria
West Africa & offshore islands
Central Africa & offshore islands
Southern Africa Republic of South Africa
South Indian Ocean islands
General history of North America
Canada
Middle America Mexico
United States
Northeastern United States
Southeastern United States
South central United States
North central United States
Western United States
Great Basin & Pacific Slope region
General history of South America
Brazil
Argentina
Chile
Bolivia
Peru
Colombia & Ecuador
Venezuela
Guiana
Paraguay & Uruguay
General history of other areas
New Zealand
Australia

Melanesia New Guinea
Other parts of Pacific Polynesia
Atlantic Ocean islands
Arctic islands & Antarctica
Extraterrestrial worlds