

RESEARCH MADE EASY: A STEP-BY-STEP GUIDE TO WRITING THE 12RX RESEARCH PAPER

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**Sewanhaka Central High School District
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RATIONALE

Research Made Easy: A Step-by-Step Guide to Writing the 12RX Research Paper is designed primarily to be utilized by students in senior high school who are writing a research paper. The purpose of this guide is twofold: to give students a sequential approach to writing the research paper from selecting a topic, doing the research, organizing the materials, and producing the finished document, and to readily prepare students to meet the demands and rigors of college writing and research. Sample term papers, along with alternative assessments and exercises are included to engage all learners.

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STANDARDS AND INDICATORS

The following New York State Standards and Performance Indicators were utilized when designing the revised 2009 edition of the Research Guide:

READING

Standard I: *Students will read, write, listen, and speak for information and understanding.*

- 12.R.001 – Locate and use school, public, academic, and special library resources for information and research.
- use primary and secondary sources, such as dictionaries and abstracts
 - set purpose for reading by asking questions about what they need to know for their research
- 12.R.002 – Check consistency of hypothesis with given information and assumption.
- 12.R.003 – Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large.

Standard II: *Students will read, write, listen, and speak for literary response and expression.*

- 12.R.005 – Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives.
- 12.R. 008 – Read and interpret literary texts from a range of authors, genres, and subjects including literary criticism.
- 12.R. 009 – Interpret multiple levels of meaning and subtleties in text.

Standard III: *Students will read, write, listen, and speak for critical analysis and evaluation.*

- 12.R.010 – Analyze and evaluate non-fiction texts, including professional journals, technical manuals, and position papers to determine the writer’s perspectives, purposes, and intended audience.
- 12.R.013 – Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective.
- 12.R.015 – Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism.
- 12.R.016 – Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader.

Standard IV: *Students will read, write, listen, and speak for social interaction.*

- 12.R. 018 – Consider the age, gender, social position, and cultural traditions of the writer.
- 12.R. 019 – Understand and anticipate the author’s use of tone, diction, and language appropriate to social communication in a variety of texts and conventions.
- 12.R.020 – Recognize the types of language (e.g. informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication.

WRITING

Standard I: *Students will read, write, listen, and speak for information and understanding.*

- 12.W.001 – Use and integrate a wide range of organizational strategies to present information.
- 12.W.002 – Define the meaning of and understand the consequences of plagiarism; investigate college and university policies.

Standard II: *Students will read, write, listen, and speak for literary response and expression.*

- 12.W.005 – Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive text.

Standard III: *Students will read, write, listen, and speak for critical analysis and evaluation.*

- 12.W.007 – Develop critiques from more than one perspective, such as historical, cultural, social, and psychological.

LISTENING

Standard II: *Students will read, write, listen, and speak for literary response and expression.*

- 12.L.003 – Interpret and respond to texts from a variety of genres, authors and subjects.

Standard III: *Students will read, write, listen, and speak for critical analysis and evaluation.*

- 12.L.007 – Determine points of view to clarify positions, make judgments and form opinions.

12.L.009 – Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content.

SPEAKING

Standard III: Students will read, write, listen, and speak for critical analysis and evaluation.

12.S.004 – Express opinions and make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, in public documents and in advertisements.

12.S.005: Present reasons, examples, and details from sources....to defend opinions or judgments.

12.S.006 – Respond to constructive criticism.

Guidelines for Writing and Grading the Research Paper

Every senior, according to the mandates of the Sewanhaka Central High School District, must complete and pass a research paper in English in order to graduate. The research paper in English 12AP must be completed by the end of the third quarter and the research paper in English 12RX must be completed in the first semester.

The following guidelines must be adhered to when writing and grading the research paper:

- The length of the research paper must be no less than six pages, with the Works Cited page counting as one page.
- The research paper must follow the current MLA format and guidelines to pass.
- The research paper may be literary or non-literary based upon the decision of each school.
- Each component of the research paper, as seen in the suggested timeline on page 1, will be assigned a grade and each component will then become part of the research paper's culminating final grade. **Keep in mind that the components being graded and the grades assigned to those components must be agreed upon and followed by all 12RX and 12AP teachers in each school.
- Papers submitted after the official due date will have five (5) points deducted from the grade received each day the paper is late. **In fairness to all students, no exceptions will be made to this rule unless there are unforeseen emergencies that require a doctor's note or some type of valid documentation which warrants such an event or situation. Printers running out of ink, oversleeping when the research paper is due, or computers crashing DOES NOT count as unforeseen emergencies. Always prepare for the unexpected: frequently back up your paper as you type, print copies of your paper, and ensure that your printer has enough ink before beginning to type your paper

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INTRODUCTION

WHAT IS A RESEARCH PAPER?

A research paper is a document in which you prove or defend a thesis with the opinions, ideas, facts, and/or statements of others.

WHAT IS A THESIS?

A thesis is a statement that can be proved. Do not confuse a thesis with a fact. For example: The families of Romeo and Juliet were enemies. This is a fact about Shakespeare's play. A thesis could be: Friar Laurence is often portrayed as a bumbling fool; however, he is really a wise man trapped by the same forces as his two impulsive lovers.

HOW DO YOU WRITE A RESEARCH PAPER?

Follow these 8 suggested steps when writing a research paper:

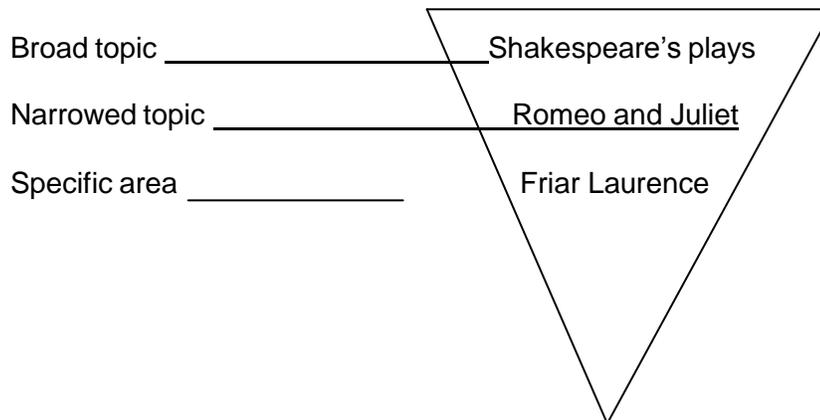
(This is a suggested time line.)

1. Select a topic. (Start 2 months before due date)
2. Research your topic. (4 weeks)
3. Develop a thesis. (1 week)
4. Organize your material. (1 week)
5. Write a rough draft. (1 week)
6. Organize Works Cited page. (1 week)
7. Type, proofread, and correct. (1 week)
8. Submit to Turnitin.com

STEP 1 – SELECT A TOPIC

Choose a topic that interests you. In the beginning of your research paper process, your topic can be general. However, after you complete some research, you should be able to narrow your topic and perhaps develop a preliminary thesis. In choosing a suitable topic, ask yourself the following questions:

1. Is there enough material on my topic?
2. Do I have time to contact all the sources I need?
3. Will I be able to narrow this topic?
4. Will I be able to develop a thesis?
5. Is this topic interesting enough to work on for two months?
6. Will I be able to cover the topic in the assigned length of the paper?



STEP 2 – RESEARCH YOUR TOPIC

Careful research is important since you must prove the thesis of your paper with facts, ideas, opinions, and/or statements of others. During the research of your term paper, two types of cards are used: **bibliography cards** and **note cards**.

A. WHAT ARE SOME POSSIBLE SOURCES?

The following list of reference sources is a good place to begin doing your research on your topic.

OPAC – find literary criticisms by author and title of the work

Online Databases – find background material and literary criticisms

Sewanhaka CHSD Online Databases Resources:

Elmont Library Media Center's Online Databases:
<http://www.sewanhaka.k12.ny.us/Page/13725>

Floral Park Library Media Center's Online Databases:
<http://www.sewanhaka.k12.ny.us/Page/15980>

H. Frank Carey Library Media Center's Online Databases:
<http://www.sewanhaka.k12.ny.us/domain/188>

New Hyde Park Library Media Center's Online Databases:
<http://www.sewanhaka.k12.ny.us/Page/13563>

Sewanhaka Library Media Center's Online Databases:
<http://www.sewanhaka.k12.ny.us/Page/13563>

Public Library Online Database Resources:

Elmont Public Library's Online Databases:
<http://www.elmontlibrary.org/ref/databases.html>

Floral Park Public Library's Online Databases:
<http://www.floralparklibrary.org/all-databases>

Franklin Square Public Library's Online Databases
http://www.franklinsquarepl.org/?page_id=152

New Hyde Park Hillside Public Library's Online Databases:
<http://www.nassaublicrary.org/hillside/databases.htm>

Name _____ Research Topic: _____

SOURCE LOG

Listed below is the information you will need for the most common research sources. This information is needed for your **bibliography cards** AND for your **WORKS CITED** page. Less common sources may be found on the WORKS CITED SAMPLE ENTRIES pages (page 24-28) of this guide.

BOOK

Author (last name, first) _____

Title (underlined) _____

City of publication (first one listed) _____

Publisher (full name of company) _____

Copyright date (if more than one indicated, use the most recent one) _____

PERIODICALS

Author _____

Title of article (within quotation marks) _____

Title of periodical (underlined) _____

Volume _____

Date of publication _____

Page(s) _____

INTERNET

Author/Editor (last name, first) _____

Title of article (within quotation marks) _____

Title of work (book, journal, other – underlined) _____

City of publication (books) _____

Publisher (books) _____

Copyright date (books) _____

Volume (periodicals) _____

Date (periodicals) _____

Name of organization or institution _____

Date of access (followed by a comma or period) _____

URL <within brackets> _____

REFERENCE BOOK

Author _____

Title of article (within quotation marks) _____

Title of reference book (underlined) _____

Editor (ed. first name, last name) _____

Edition _____

Volume _____

City of publication (first one listed) _____

Publisher _____

Copyright date _____

Page(s) _____

B. BIBLIOGRAPHY CARDS

A bibliography is a list of the works of a specific author or publisher. For **each source** you look at, a **bibliography card** must be completed. These cards list all the information needed to create the Works Cited page. Below are five examples:

BOOK:

Jorgesen, Paul A.
William Shakespeare: *The Tragedies*.
Boston: Twayne Publishers, 1985.

MAGAZINE/JOURNAL:

Avi, Mary. "Romeo and Juliet Together (and Alive!) at Last."
English Journal
January 1989.
pp. 75-87

REFERENCE WORK:

Muir, Edwin
"T.S. Eliot"
The Nation 121 (1925) 162-164
Rpt. In Contemporary Literary Criticism. Vol. 24
Eds. Sharon R. Gunton
Detroit: Gale Resource Co., 1983.

FILM:

It's a Wonderful Life.
Dir. Frank Capra.
With James Stewart,
Donna Reed, Lionel Barrymore,
and Thomas Mitchell.
RKO, 1946.

INTERNET SOURCE:

Williamson, Marilyn L.
"Romeo and Death"
Shakespeare Studies: An Annual Gathering of Research, Criticism, and Reviews. Vol. XIV. 1981:129-137. rpt. EXPLORING Shakespeare. Farmington Hills, Michigan: Gale Research, 1997. Gale Group. December, 2009. <<http://www.galenet.com/servlet/SRC/>>.

Notice the date of access

NOTE: "Rpt." Stands for "Reprinted"

C. WHAT INFORMATION MUST BE CITED?

When writing a research paper, you must cite all your sources. Failure to do so is theft of the author's work and is called **plagiarism**. Both **direct quotations** and **paraphrases** must be cited. The following passage shows examples of the types of citations.

1. **Direct quotation:** Friar Laurence should not be blamed that "events turn all his well-made plans awry. Standing between two worlds, the Friar represents what the ideal solution could have been—an acceptance of the love of two young people and its legal sanction" (Evans 142).
2. **Paraphrase:** As a human being, he can understand the love that exists between Romeo and Juliet; as a priest, he realizes he must sanction that relationship with marriage. This, however, cannot be done (Evans 143).

WHAT INFORMATION IS NOT CITED

1. Well-known sayings do not require a citation.

A stitch in time saves nine.

2. Commonly known facts do not require a citation.

- *Albany is the capital of New York State.*
- *Shakespeare wrote Romeo and Juliet.*

PLAGIARISM

When a writer borrows the ideas, thoughts, and words that belong to someone else without giving credit to the creator of that information it is called **plagiarism**. It is considered a serious violation of ethical behavior. Penalties for plagiarism include loss of credit for this work as well as being subject to additional disciplinary measures. Be aware that the Sewanhaka Central High School District subscribes to an online site, www.turnitin.com, that is designed to help teachers locate the source of information when they suspect a student may have used someone else's work as his or her own. (Turnitin.com information appears in the appendix on page 30-31.)

D. NOTE CARDS

After completing a bibliography card for the work you have chosen and reading the material, you are ready to take notes on **note cards**.

SAMPLE NOTE CARD

Subject _____	Author _____
Page # - _____	
“ _____	
_____” quotation	

KEEP IN MIND:

1. Remember to put the author's last name on each card.
2. Record the page number of the material cited if it is not an Internet source.
3. Make subjects specific.
4. Distinguish between a paraphrase and a direct quotation by using quotation marks around exact wording from a source.

MAKING NOTE CARDS FROM A CRITICAL SOURCE

These two pages are from Garreth Lloyd Evans' The Upstart Crow: An Introduction to Shakespeare's Plays. Notice how note cards were written based upon the information in the critical source. These note cards were used to write the literary research paper at the end of this guide.

<p>The situation in the city is mirrored in the lines:</p> <p>“Two such opposed kings encamp them still In man as well as herbs- grace and rude will;” [II.3.27-8]</p> <p>And the speech prepares us for the Friar’s offer of a potion for Juliet to take and for the poison which Romeo buys. The Friar is not a remote eremite. He is far more precise and direct about Romeo’s state of mind that even Mercutio:</p> <p>‘...Young men’s love, then, lies Not truly in their hearts, but in their eyes. Jesu Maria, what a deal of brine Hath wash’d thy sallow cheeks for Rosaline!’ [II.3.67-71]</p> <p>He is well aware, long before the crisis initiated by Tybalt’s death, of the dangers that Romeo invites:</p> <p>‘Wisely and slow; they stumble that run fast.’ [II.3.94].</p> <p>He is purposeful in committing himself to helping the two lovers, though the possible consequences are clear to him:</p> <p>‘So smile the heavens upon this holy act That after-hours with sorrow chide us not!’ [II.6.1-2]</p> <p>His strictures on Romeo after the killing of Tybalt far from being ‘cant’ are a model of righteous anger, followed by practical advice. It is noticeable that his words to Romeo for the greater part of the scene are delivered in short clear sentences. He does not sermonize to this blubbing young man but is unequivocal in what he says; and when he does essay a long speech in this scene, it is not merely well-meaning, but a passionately rational series of points. It is altogether correct, psychologically, that he should make a long speech just after Romeo has attempted to stab himself, for what Romeo needs at this point are the home truths that the Friar hurls at him. He is no less direct and practical when Juliet visits him after being told that she must marry Paris.</p> <p>In personality then he is far from ineffective and simple. He helps the lovers; his advice, under the circumstances, is rational and he cannot be blamed that events turn all his well-made plans awry. Standing between two worlds, the Friar represents what the ideal solution could have been—an acceptance of the love of the two young people and its legal sanction. His humanity enables him to accept</p> <p>142</p>	<p>their love, his profession urges him to legalize what he has, as a human being, already accepted. It is no fault of his that such a solution proves impossible—he cannot control the precipitancy of love, and he has no legislation over ill-crossed stars and intransigent parents.</p> <p>Shakespeare is perhaps more precise in this play than in any other about giving time-checks on the duration of the dramatic action. The events take place in summer, beginning on a Sunday morning and ending early morning of the following Thursday. Romeo appears soon after nine on Sunday morning; the lovers meet in the evening, their conversation taking place about midnight; at nine on Monday morning Romeo is at Friar Laurence’s cell; marries Juliet that afternoon; kills Tybalt about an hour later; the lovers part at dawn on Tuesday morning; later, the same day, Juliet gets the potion from the Friar; on Wednesday morning Juliet is discovered apparently dead; Romeo arrives at the tomb in the early hours of Thursday morning.</p> <p>All these details are expressly given or unequivocally implied, often with such emphasis that it seems that Shakespeare was taking great pains to ensure that his audience knew where it was on the timescale. The effect is one of precipitancy further boosted by the bringing forward of Juliet’s proposed marriage from the Thursday to the Wednesday.</p> <p>This sense of haste is also underlined in a naturalistic way, by the frequent references of the Friar to the dangers of haste and the skilful deployment of the temperaments of the leading characters. The first scene of the play with its sense of quick danger, the volatile Mercutio jumping from thought to thought, the itchy fingers and abrasive temper of Tybalt, take place in the hot July Italian sunshine. There is a telling paradox in that such swift action should take place at a time which is traditionally siesta. In Franco Zeffirelli’s production at the Old Vic in 1960 this paradox was emphasized so that there was an impression of danger and pointlessness in the feud, with the poignancy of Mercutio’s death taking place in hot sunlight—a context for living not dying.</p> <p>143</p>
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SAMPLE NOTE CARDS

FROM *THE UPSTART CROW: AN INTRODUCTION TO SHAKESPEARE'S PLAYS*

DIRECT QUOTATION & QUOTE WITHIN A QUOTE:

Friar's Awareness of Danger Evans

142 "he is well aware, long before the crisis initiated by Tybalt's death, of the dangers that Romeo invites: 'Wisely and slow; they stumble that run fast' [II.3.94]."

PARAPHRASE:

Friar – Precise and Practical Evans

p. 142 Friar Laurence is not a hermit with no insight to the real world. He is accurate in his evaluation of Romeo's mental and emotional condition in the third scene of Act II when he says that young men love with their eyes rather than with their hearts, thus able to move on to another quickly.

ELLIPSIS:

Friar – Precise and Practical (cont.) Evans

p. 142 "His strictures on Romeo after the killing of Tybalt...are a model of righteous anger, followed by practical advice... He does not sermonize to this blubbering young man but is unequivocal in what he says..."

EMBEDDING:

Friar Represents Ideal Solution Evans

pp. 142- 143 Since Friar is both a man and a priest, he "represents what the ideal solution could have been—an acceptance of the love of the two young people and its legal sanction. His humanity enables him to accept their love, his profession urges him to legalize what he has, as a human being, already accepted."

THE INTERNET

The Internet is now a major source of research information and many articles found in print can be found in an online database or electronic book (e-book). Although there are differences in citing the material, note-taking basically follows the same rules as for print material.

NOTE CARD FROM AN INTERNET SOURCE:

Friar- Argument Against Romeo's Rash Reaction to Banishment	Williamson
"During this scene [Act III, scene iii], Friar Laurence's arguments show that Romeo's reaction to his banishment does not make sense, even when it comes from a young love, who might be partially mad anyway...It is only the presence of the Friar and the Nurse which prevents Romeo's taking his life before the consummation of his marriage to Juliet."	

This note card is from the online source written by Marilyn L. Williamson (see bibliography card on page 6). Notice her name appears in the upper right-hand corner **and that no page number is necessary.**

EVALUATING AN INTERNET SOURCE

Not all the information on the Internet is reliable, accurate, or appropriate. Therefore, you must carefully evaluate each Internet source. Use the following checklist:

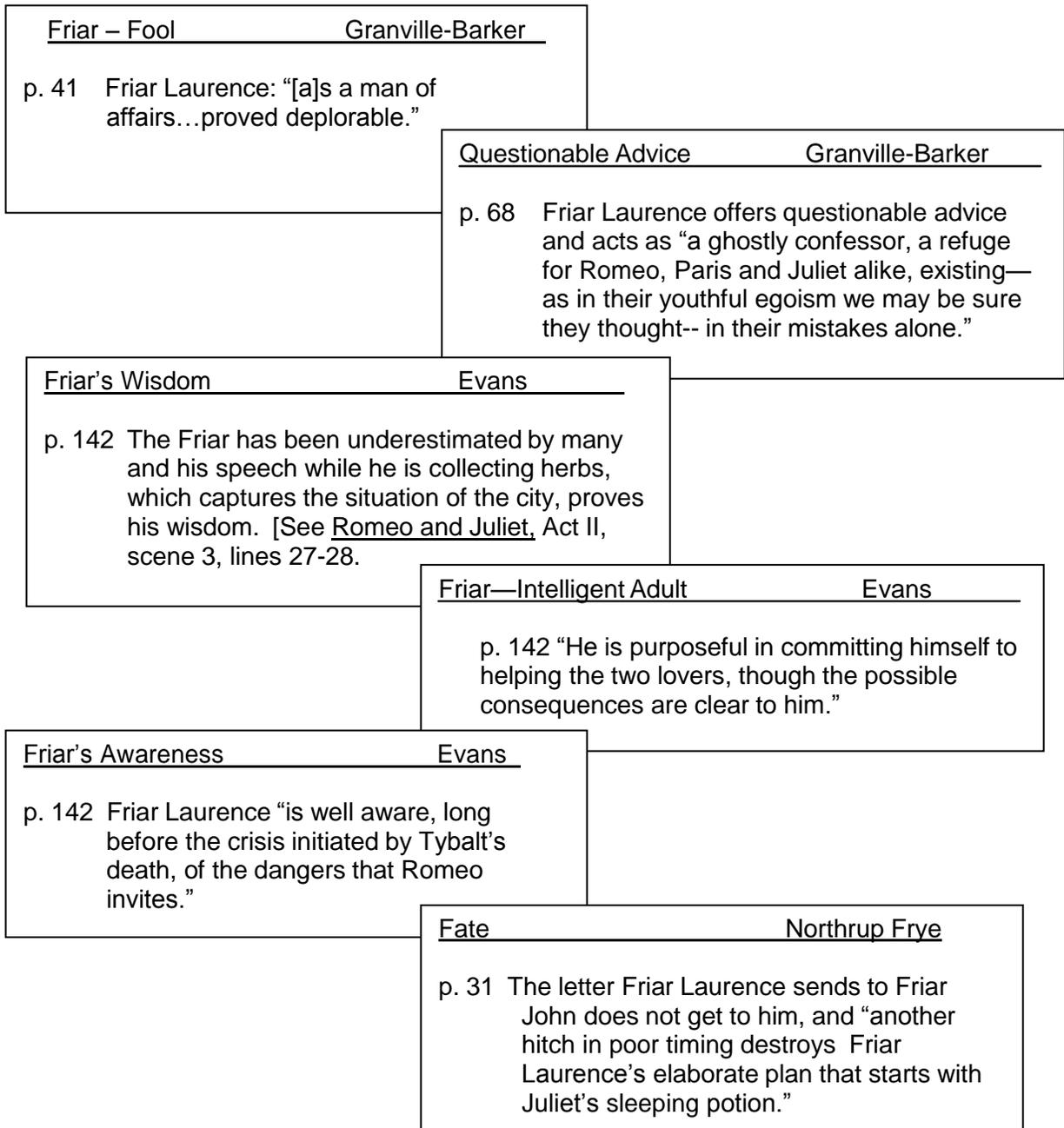
STEP 3 – DEVELOP A THESIS

After you have done much of your research, it is time to narrow your general topic to a specific **thesis**. Remember, a thesis is an original statement that you believe you can prove. It **CANNOT** be a fact.

These are the steps to follow when developing your thesis.

1. Make sure that all notes have specific subjects.
2. Separate your note cards into subjects. This can be done easily if the **SUBJECT** on the note card is specific. You might have subjects such as “Symbolic Setting”, “Use of Irony”, “Flower Imagery”, “Character’s Wisdom”, etc. These subjects are potential main points that would support your thesis statement.
3. Put your bibliography cards in a separate pile.
4. Is there a particular idea that you can develop and prove? For example, do you notice that you have an abundance of material on “Character Wisdom” and very little on “Use of Irony”? Perhaps your paper, then, will be a character study that will prove the wisdom of the character in question.
5. Do you see areas that need more research? Perhaps you do not have enough material for the term paper. You should then go back to the library for more information to support your thesis.
6. Consult your teacher if you need assistance.

SAMPLE THESIS BASED ON THE FOLLOWING SAMPLE NOTE CARDS



SAMPLE THESIS: Friar Laurence is often portrayed as a bumbling fool; however, he is really a wise soul trapped by the same forces as his two impulsive young friends.

MAIN POINTS: Critics have often presented Friar Laurence as a simpleton who is responsible for the deaths of Romeo and Juliet. This interpretation, however, has ignored the fact that he was really aware of the difficult situation he was dealing with, and he was acting as an intelligent adult and not a meddling fool. What is more, he cannot be blamed for events over which he had no control.

STEP 4 – ORGANIZE YOUR MATERIAL

The next step is to organize your paper. At this point, you should develop an **outline**.

DEVELOP AN OUTLINE

Your note cards should already be arranged in piles according to the subjects. Now arrange the note cards in the order in which you intend to use them. The first item in your outline is your **thesis statement**.

The subjects could become a **main point** in your outline. Under each point, summarize the note cards related to that topic. Keep the note cards in the same order in which they appear in your outline. You may also include your own ideas in the outline.

The next step is to develop an outline, which consists of the following:

1. INTRODUCTION

Thesis Statement

Main Points

2. BODY – consists of paragraphs to prove your thesis. Each paragraph has:

Main Point

Supporting Details

3. CONCLUSION

Restate the thesis statement.

Summarize the main points.

SEE SAMPLE OUTLINE ON NEXT PAGE

SAMPLE TERM PAPER OUTLINE

INTRODUCTION

THESIS: Friar Laurence is often portrayed as a bumbling fool; however, he is really a wise soul trapped by the same forces as his two impulsive young friends.

- MAIN POINTS:**
- I. Simpleton
 - II. Awareness of the difficulty
 - III. Intelligence of a man
 - IV. Fate

BODY OF PAPER

MAIN POINT I: Critics have often presented Friar Laurence as a simpleton who is responsible for the death of Romeo and Juliet.

SUPPORTING DETAILS:

- A. Granville-Barker's criticism of Friar Laurence
 1. "[a]s a man of affairs...proved deplorable"
- B. Main criticism of the Friar
- C. Questionable advice given by the Friar
- D. Relation of this information to the thesis

MAIN POINT II: Friar Laurence is aware of the difficulty of the situation.

SUPPORTING DETAILS:

- A. Gareth Lloyd Evans believed Friar was underestimated.
- B. Friar Laurence displayed wisdom.
 1. Friar Laurence's speech while collecting herbs
 2. Friar's awareness of the dangers Romeo invites
- C. Relation of this information to the thesis

MAIN POINT III: Friar Laurence is intelligent and not a meddling fool.

SUPPORTING DETAILS:

- A. Friar knows the consequences of marrying the couple.
- B. His censure of Romeo for killing Tybalt is correct.
- C. He counsels Romeo wisely—Donald Stauffer's observation.
- D. Relation of this information to the thesis

MAIN POINT IV: Friar Laurence can't be blamed for events that he had no control over (fate).

SUPPORTING DETAILS:

- A. Events turned his plans awry.
- B. He stood between two worlds.
 1. He was a human being.
 2. He was a priest.
- C. Fate proves them to be a "death marked" couple.
- D. The Friar, a good friend, is motivated by goodness.
- E. Relation of this information to the thesis

CONCLUSION: Twists of fate doom Friar Laurence, not his foolishness.

PRACTICE OUTLINING

Introduction

Grabber: _____

Thesis: _____

Main Points:

I. _____

II. _____

III. _____

**IV. _____

**V. _____

Body

Main Point I: _____

Details: A. _____

B. _____

C. _____

D. _____

Main Point II: _____

Details: A. _____

B. _____

C. _____

D. _____

Main Point III: _____

Details: A. _____

B. _____

C. _____

D. _____

****Main Point IV:** _____

Details: A. _____

B. _____

C. _____

D. _____

****Main Point V:** _____

Details: A. _____

B. _____

C. _____

D. _____

Conclusion

Restate Thesis: _____

Sum up each main point: _____

****Students are not required to have five main points.**

B. WRITING AN INTRODUCTORY PARAGRAPH

You are now ready to write your **introductory paragraph**.

1. Your paper should begin with a “grabber,” a general statement that attracts the reader’s attention and is related to the thesis. Notice how in the sample literary paper the writer introduces the paper with some background that explains why there might be a variety of interpretations of the character Friar Laurence; there were no stage directions included in the scripts. Therefore, actors and directors have individually interpreted the part: most portrayed him as foolish; some, as a wise man.
2. Follow your grabber with the thesis and the main points related to that thesis.
3. Once you have your introductory paragraph written, then you will begin to write the body of the paper. The body paragraphs and their order depend on the number and arrangement of the main points in the introductory paragraph.

This is a sample introduction. To see the complete paper, turn to the non-literary paper.

Gun Control--Putting Citizens at Risk?

Grabber

Guns don't kill people; people kill people. If guns are outlawed, only outlaws will have

the guns. These are typical sayings of anti-gun control activists who believe that gun usage and ownership should not be controlled by state or federal laws for they do not feel these laws are an effective means of controlling crime. Gun control has been a failure because it prevents

Thesis

Main Point 2

citizens from the right to defend themselves. Crime has not decreased since the passage of gun control laws. The media has offered conflicting evidence about the effects of gun control.

Main Point 1

Main Point 3

Guns have been an effective crime deterrent especially for women. The negative attitude toward guns is most often caused by a lack of knowledge and misrepresentation of information.

Main Point 4

STEP 5 – ROUGH DRAFT WITH IN-TEXT CITATIONS

After you have organized your research paper in outline form and have written your introduction, you are now ready to begin writing your **rough draft**. Follow the order of ideas in your outline.

1. All material quoted or paraphrased must be cited. Remember that you must use quotation marks if you use someone else's words, even within the paraphrased material. If you use a **quotation within a quotation**, enclose the inside quote in single quotation marks. For example:

The [] around the "t" indicates letter was originally capitalized. It was altered to suit the paper's style

"Evans stated that '[t]he image of Night as 'a rich jewel in an Ethiop's ear' perfectly captures Romeo's infatuation with Juliet" (74).

2. Longer quotations (**five or more typed lines**) do not require quotation marks if they are double-spaced and indented ten spaces from the left margin. This is called **block format**. The in-text citation should follow the period at the end of the indented material. Place the citation within a parenthesis with no other punctuation following it. For example:

Notice the 10 spaces (or 2 tabs).

Friar Laurence is a model of righteous anger, followed by practical advice. It is noticeable that his words to Romeo for the greater part of the scene are delivered in short clear sentences. He does not sermonize to his blubbering young man but is unequivocal in what he says; and when he does essay a long speech in this scene, it is not merely well-meaning, but a passionately rational series of points. (Evans 142)

NOTE: See Sample Term Papers at the back of this guide for other samples of block format.

3. When citing two books by the same author, list the last name of the author first, and abbreviated version of the title, and the page. For example:

“Shakespeare loved twists of fate” (Frye, Myth, 62).

4. Quotations that are not accompanied by the author’s name in the text must be cited in the following manner:

“He is purposeful in committing himself to helping the two lovers, though the possible consequences are clear to him” (Evans 142).

5. Paraphrases of one sentence must also be cited. For example:

As a human being he can understand that love exists between Romeo and Juliet; as a priest he realizes he must sanction that relationship with marriage (Evans 142).

6. Paraphrases of more than one sentence should begin with the mention of the author’s name. For example:

Granville-Barker felt that Friar Laurence could not handle his affairs. He married Romeo and Juliet and could not prevent their deaths (41).

NOTE: Do not place two quotations back to back. Write your own transitional phrase that will show the relationship between the two quotations, or paraphrase one of the two quotations.

For example:

As he says is a transitional phrase

His wisdom is further shown by the fact that he is “well aware, long before the crisis initiated by Tybalt’s death, of the dangers that Romeo invites” (Evans 142). As he says “Wisely and slow; they stumble that run fast” (Rom. 2.3.94).

STEP 6 – CHECKLIST FOR REVISING THE ROUGH DRAFT

When the rough draft is finished, you are ready to reread and revise.

Checklist:

- _____ • Correct all errors in grammar, spelling, and punctuation.
- _____ • Make sure that each paragraph has a topic sentence which presents the main point which will be developed and proved in this paragraph.
- _____ • Quotations must be carefully integrated.
- _____ • Use transitions between quotations. Avoid placing quotations back to back.
- _____ • Papers must be double-spaced and should have one inch margins at the top, bottom, and sides of the page.
- _____ • Number all pages consecutively starting with page 1.
- _____ • Do you have a grabber?
- _____ • Do you have a clear thesis?
- _____ • Are your main points clearly stated in the introduction?
- _____ • Quotations connect to what you are trying to prove.
- _____ • Check format of heading and pagination.
- _____ • Are the in-text citations properly formatted and written?

STEP 7 – ORGANIZE THE WORKS CITED PAGE

When you have finished your research paper, arrange your bibliography cards in alphabetical order according to the author's last name. If no author is indicated, use the first important word of the title, excluding the following: a, an, the. Include only works that have been specifically mentioned in your in-text citations.

1. Start a new page for the Works Cited. This will appear at the end of the paper.
2. Works Cited entries begin flush with the left hand margin using the author's last name or the first important word of the title.
3. The second line, if needed, should be indented five (5) spaces, beginning at space six (6).
4. Double space between entries. Double space within each entry.
5. Lengthy URLs must be manually separated at the right margin for the sake of formatting. This is best done at a slash mark.
6. You may use a citation maker. Be sure to select the MLA option and have all of the necessary information.

SAMPLES

Jorgensen, Paul. *William Shakespeare: Tragedies*. Boston: Twayne Publishers, 1985.

Owens, Louis. *John Steinbeck's Re-Vision of America*, 100–106. Athens: University of Georgia Press, 1985. Quoted as "*Of Mice and Men: The Dream of Commitment*" in Bloom, Harold, ed. *John Steinbeck, New Edition*, Bloom's Modern Critical Views. New York: Chelsea House Publishing, 2008. *Bloom's Literary Reference Online*. Facts On File, Inc. <http://www.fofweb.com/activelink2.aspltemID=WE54SID=5iPin/MCVJS003&Singl> Record=True (accessed January 26, 2009).

Correct:
Manual
break

Chelsea House Publishing, 2008. *Bloom's Literary Reference Online*. Facts On File, Inc.

<http://www.fofweb.com/activelink2.asp?ItemID=WE54&SID=5&iPin=MCVJS003/&Singl> Record=True (accessed January 26, 2009).

Incorrect:
Improper
spacing

WORKS CITED – SAMPLE ENTRIES

ONE AUTHOR

Harbage, Alfred. William Shakespeare: A Reader's Guide. New York: The Noonday Press, 1963.

Kirschbaum, Leo. Character and Characterization in Shakespeare. Detroit: Wayne State University Press, 1962.

Shakespeare, William. The Tragedy of Romeo and Juliet. Ed. Richard Hosley. New Haven: Yale University Press, 1954.

TWO OR THREE AUTHORS

Durelli, A.J. and W.R. Riley. Introduction to Photomechanics. Englewood Cliffs, New Jersey: Prentice-Hall, 1985.

MORE THAN THREE AUTHORS

Jenson, Jorgan, et al. Design Guide to Orbital Flight. New York: McGraw-Hill, 1962.

TWO OR MORE BOOKS BY THE SAME AUTHOR

Frye, Northrop. Anatomy of Criticism: Four Essays. Princeton: Princeton University Press, 1957.

---, ed. Design for Learning: Reports Submitted to the Joint Committee of the Toronto Board of Education and the University of Toronto. Toronto: University of Toronto P, 1962.

---, The Myth of Deliverance: Reflections on Shakespeare's Problem Comedies. Toronto: University of Toronto P, 1983.

ANONYMOUS BOOK

Encyclopedia of Photography. New York: Crown, 1984.

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Stauffer, Donald. "The School of Love: Romeo and Juliet." Shakespeare The Tragedies: A Collection of Critical Essays. Ed. Alfred Harbage. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1914. 132-40.

BOOK WITH EDITION

Lous, Michael, ed. The Complete Works of Joyce. 6th ed. New York: Alter, 1991.

MULTIVOLUME WORK

Granville-Baker, Harley. Prefaces to Shakespeare. Vol. 2. Princeton: Princeton University Press, 1946. 2 vols.

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Tillyard, E.M.W. "John Milton." Chambers Encyclopedia. 1986 ed.

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American Chemical Society. Plasticization and Plastercizer Processes. Advances in Chemistry Series No. 48, Washington D.C.: The Society, 1985.

Hoffman, Frederick. Gertrude Stein. Minneapolis: Lund Press, Inc., 1961.

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New York State. Committee on State Prisons. Investigation of the New York State Prisons. New York: Arno, 1974.

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Fuerbringer, Jonathan. "Budgetary Rhythms." New York Times 20 March 1987, late ed.: A8.

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JOURNAL

Avi, Mary. "Romeo and Juliet Together (and Alive!) At Last." English Journal 78 (January 1989): 82-93.

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Pizer, Donald. "Frank Norris' Definition of Naturalism." Modern Fiction Studies, 8 (Winter 1963), 408-410.

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"Change and Turmoil on Wall Street," Time. 24 August 1970, 52-57.

FILM

It's a Wonderful Life. Dir. Frank Capra. With James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946.

AUDIO OR VIDEO TAPE

Frank Lloyd Wright - Architect of Vision. Audio Tape. New York. Board of Education, 1961.

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John XX: 1-6 Holy Bible. Revised Standard Edition. Toronto: Religious Publications, Inc., 1958.

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Anderson, Jack. Rev. of Don Quixote. American Ballet Theater. Metropolitan Opera House, New York. New York Times 30 May 1987, late ed.: 13.2.

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Sondheim, Stephen. Sunday in the Park with George. With Mandy Patinkin and Bernadette Peters. Cond. Paul Gemignani. RCA, HBC1-5042, 1984.

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Pei, I.M. Personal Interview. 27 July 1983.

Morrison, Toni. Interview. All Things Considered. Natl. Public Radio. WNYC, New York. 16 Feb. 1986.

Kundera, Milan. Interview. New York Times. 18 Jan. 1982, late ed., sec. 3:13+.

A BOOK WITH A TITLE WITHIN ITS TITLE

Basinger, Jeanine. The *It's a Wonderful Life* Book. New York: Knopf, 1986.

Danzig, Allan, ed. Twentieth Century Interpretations of "The Eve of St. Agnes." Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

ARTICLE IN A COLLECTION OF PREVIOUSLY PUBLISHED WORKS

Muir, Edwin. "T.S. Eliot." The Nation 121 (1925): 162-64. Rpt. In Contemporary Literary

Criticism. Ed. Sharon R. Gunton. Vol. 24. Detroit: Gale ResearchCo., 1983. 1958-9.

NOTE: "Rpt." Stands for "reprinted."

SAMPLE ENTRIES FOR WORLD INTERNET SITES

ARTICLE IN A SCHOLARLY JOURNAL

Gordon-Tennent, Jennifer. "In a While Crocodile: My Safari Adventure." The Union Journal 20 (2001): 131-33. June, 28 2002. <<http://www.gtseior.com.ed>>.

BOOK CHAPTER

Ambrosio, Vincent. "Surf's Up." The New Wave in Powerpoint Presentation. Pipeline Reading Center. 2002. June 25, 2002. <<http://www.pipeline.com/wave/wipeout.html>>.

DATABASE ARTICLE – LIBRARY ONLINE SERVICE

Merges, Brian. "Successfully Managing a Student Publication." Studies in Newspaper Imagination 242 (1998): 109-23 Abstract. May 14, 2002. <<http://www.clipper.schsd.hfc>>.

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"Gray, Dire." Encyclopedia Writanica Online. Vers. 99.1. Encyclopedia Writanica. May 6, 2002. <<http://graymatter.com/streetcarnamedDire=scel>>.

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"Avtechs: We Need 'em: Video on the Importance of Audio/Visual Technicians." Mass Media. 1998. GoBrian Online. June 24, 2002. <http://www.d'amico.org/massmed/online_videos.html>.

INTERVIEW

Shapiro, Inna. "Voice to be Heard." Interview with John Ferrara, author of Loud and Clear. Class Files. Book Talk 1998. March 28, 2000 <<http://www.nhp.com>>.

MAGAZINE ARTICLE

Tsolekas, George. "Teacher by Day/Rock Star by Night." Spinning. July 2, 2002. 3 June 2002 <http://www.spinning.shs/2000>>.

NEWSPAPER ARTICLE

Morrato, Dante. "Rock Rapper at Dante's Inferno." Esquire Inquirer June 3, 2002 <<http://www.lightthefire.nhp.org>>.

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O’Leary, Patricia. “Chapter 3.” A Flair for Owin’ Feeny. 1998. May 28, 2002

<<http://apenglish12.com/fictin/pol.html>>.

POEM, SONG, STORY

Dehler, Kathy. “Ode to the Chickadees.” Poetical Works. 1954. Project Dehler. 2000

Sewanhaka Books Online. July 2, 2002. <<http://www.tagchickadee.shs/131.html>>.

SOUND CLIP OR RECORDING

Pierce, Alan. “Five Follies with Alan Pierce.” Drama Club. SHS Online. July 2002. Audio

transcript. Mar 25, 2002. <<http://www.shsfolies.shs/programs>>.

Appendix

TURNITIN.COM STUDENT INFORMATION SHEET

USE THE FOLLOWING WEB ADDRESS: turnitin.com

Located in the upper right hand corner - select: **create account**

Located under **Create a New Account** - select **student**

Follow the directions and enter the following when prompted:

class ID	
class enrollment password	

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Follow the directions and enter the following when prompted:

class ID	
class enrollment password	

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TURNITIN.COM TEACHER INFORMATION SHEET

All teachers of the Sewanhaka CHSD may use the following to create an account:

	Account ID*	Join Password*
Elmont Memorial High School	38711	Sew0113
Floral Park Memorial High School	38712	Sew0113
H. Frank Carey High School	37724	carey1
New Hyde Park Memorial HS	38713	Sew0113
Sewanhaka High School	38714	Sew0113

*IDs and Passwords are case sensitive. As with all passwords, keep this information confidential

For more help use the following link for a video tutorial

http://turnitin.com/en_us/training/getting-started

Use the Student Information Sheet to record the *class ID* and *class enrollment passwords* for each class you create. Students will use these passwords to “sign up” for your class. You can then create assignments on an ongoing basis.

BIBLIOGRAPHY AND NOTECARD PRACTICE ACTIVITY

Directions: Using the animal medical experimentation article on page 33, complete the cards below.

Bibliography:

Direct Quotation:

Paraphrase:

Ellipsis:

Embedding:

Quote Within Quote:

Your Choice:

Animal Medical Experimentation Is Unjustified

Author: Peggy Carlson MD

(Peggy Carlson is a physician in the Washington, D.C., area and a research scientist for the Humane Society of the United States)

A major problem with **animal** experiments is that the results frequently do not apply to humans. For example, Irwin Bross, Ph.D., former director of biostatistics at the Roswell Institute for Cancer Research, testified before Congress in 1981 that "[w]hile conflicting **animal** results have often delayed and hampered advances in the war on cancer, they have never produced a single substantial advance either in the prevention or treatment of human cancer."

A 1980 editorial in *Clinical Oncology* asks why so much attention is devoted to the study of **animal** tumors when "it is ... hard to find a single common solid human neoplasm [cancer] where management and expectation of cure have been markedly influenced by the results of laboratory research." The writer D.F.N. Harrison explains that "most cancers behave differently from the artificially produced **animal** models," and concluded that "it is in the study of human patients where the relevant answers will be found."

Animal tests that attempt to predict which substances cause human cancers have also been shown to be unreliable. A 1981 U.S. Congress Office of Technology Assessment Report on the causes of cancer placed more weight on epidemiological data than on **animal** experiments because its authors argued that **animal** tests "cannot provide reliable risk assessments." According to a 1977 *Nature* article, of all the agents known to cause cancer in humans, the vast majority were first identified by observation of human populations.

Neurological diseases are another major cause of death and disability in the United States. Again, **animal** experiments in this area have not correlated well with human disease. A 1990 editorial in the journal *Stroke* noted that of 25 compounds "proven" effective for treating strokes in **animal** models over the last 10 years, none have proven effective for use in humans.

Stephen Kaufman, M.D., reviewed **animal** models of such degenerative neurological diseases as Alzheimer's and Parkinson's and concluded that "**animal** models designed to improve our understanding and treatment of these conditions have had little impact, and their future value is highly dubious." Dennis Maiman, M.D., Ph.D., of the Department of Neurosurgery at the Medical College of Wisconsin noted in the *Journal of the American Paraplegia Society* in 1988, "In the last two decades at least 22 agents have been found to be therapeutic in **experimental** [laboratory] spinal cord injury.... Unfortunately, to date none of these has been proven effective in clinical spinal cord injury."

Two other areas where **animal experimentation** has been both consumptive of health care dollars and unproductive are psychology and addiction. A review of two clinical psychology journals, *Behavior Therapy* and the *Journal of Consulting and Clinical Psychology*, showed that only 0.75 percent of the references were to **animal** research studies. Yet in 1986 alone the National Institute of Mental Health funded 350 **animal** experiments in psychology at a cost of more than \$30 million. The Alcohol Studies Center in Scotland stated in 1985 that "[n]othing of clinical relevance has been achieved to date for the vast range of experiments in alcoholism" and that "**animal** models of addiction are not relevant to human addiction."

The health of this country could be substantially improved if health care dollars were more appropriately distributed. **Animal experimentation** is currently being inappropriately overfunded at the expense of crucial clinical and epidemiological studies, preventive medicine, public health programs, and *in vitro* studies.

Source Citation: Carlson, Peggy. "Animal Medical Experimentation Is Unjustified." *Current Controversies: The Rights of Animals*. Ed. Tamara L. Roleff. San Diego: Greenhaven Press, 1999. *Opposing Viewpoints Resource Center*. Gale. Elmont Memorial High School. 1 July 2009
<http://find.galegroup.com/ovrc/infomark.do?&contentSet=GSRC&type=retrieve&tabID=T010&prodId=OVRC&docId=EJ3010062212&source=gale&srcprod=OVRC&userGroupName=nysl_li_elmonths&version=1.0>.

CHECKLIST FOR ASSESSING BIBLIOGRAPHY AND NOTECARDS

Name _____

A. Bibliography cards not complete

- Author missing
- Punctuate title
- No publisher
- Missing place of publication
- No author for web site
- No access date for internet
- No bibliography card/s

B. Note cards not complete

- Subject needed
- Subject needs to be more specific
- Page number missing
- Quotation marks are missing
- Required number of cards missing

Name _____

A. Bibliography cards not complete

- Author missing
- Punctuate title
- No publisher
- Missing place of publication
- No author for web site
- No access date for internet
- No bibliography card/s

B. Note cards not complete

- Subject needed
- Subject needs to be more specific
- Page number missing
- Quotation marks are missing
- Required number of cards missing

Name _____

A. Bibliography cards not complete

- Author missing
- Punctuate title
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- No access date for internet
- No bibliography card/s

B. Note cards not complete

- Subject needed
- Subject needs to be more specific
- Page number missing
- Quotation marks are missing
- Required number of cards missing

Name _____

A. Bibliography cards not complete

- Author missing
- Punctuate title
- No publisher
- Missing place of publication
- No author for web site
- No access date for internet
- No bibliography card/s

B. Note cards not complete

- Subject needed
- Subject needs to be more specific
- Page number missing
- Quotation marks are missing
- Required number of cards missing

THESIS WRITING ACTIVITY USING SAMPLE NOTE CARDS

A student researched the setting of *To Kill a Mockingbird*. Using the following note cards, create a thesis.

<p>Bibliographical Information:</p> <p>"To Kill a Mockingbird." <u>Novels for Students</u>. Ed. Diane Telgen. Vol. 2. Detroit: Gale, 1997. 285-307. <u>Novels for Students</u>. Gale. H Frank Carey Sr High School. 1 July 2009 <http://go.galegroup.com/ps/start.do.p=GURL/novel&ufrn28842>.</p>	<p>Setting: Maycomb as old and tired town</p> <p>"Maycomb is described variously 'an old town', 'an ancient town', and 'a tired old town', suggesting a conservative place that is steeped in tradition and convention. Scout's description of the local courthouse reinforces the impression."</p>
<p>Setting: Great Depression</p> <p>"The time of this novel is also significant, for the years 1933 to 1935 were in the midst of the Great Depression."</p>	<p>Setting: preserving the past</p> <p>"The Building combines large Greek- style pillars- the only remnants from the original building that buried years ago- with the early Victorian design of its replacement. The result is an architectural oddity that indicates 'a people determined to preserve every physical scrap of the past.'"</p>
<p>Setting: Great Depression: finances</p> <p>"These economic hard times affected the entire town, for if farmers and other laborers made barely enough money to survive, they had no extra money with which they could pay professionals like doctors or lawyers. When Atticus renders a legal service for Walter Cunningham Sr., a farmer whose property rights are in question because of an entitlement he is repaid with goods such as firewood and nuts instead of cash"</p>	<p>Theme: "Prejudice and Tolerance"</p> <p>"Comprising the main portion of the book's examination of racism and its effects are the underlying themes of prejudice vs. tolerance: how people feel about and respond to differences in others. At one end of the spectrum are people who fear and hate, such as the members of the jury who convict an innocent man of rape because of his race"</p>
<p>Theme: "Knowledge and Ignorance"</p> <p>"Because a lack of understanding leads to prejudice and false assumptions of guilt, themes of ignorance and knowledge also play a large role in the novel. Lee seems to suggest that children have a natural instinct for tolerance and understanding; only as they grow older do they learn to react to differences with fear and disdain."</p>	<p>Theme: "Knowledge and Ignorance"</p> <p>"For Example, Scout is confused when one of the Dolphus Raymond's mixed-race child is pointed out to her. The child looks 'all Negro' to Scout, who wonders why it matters that 'you just hafta know who [the mixed race children are.]' That same day Dill is made sick during the trial by the way in which Mr. Gilmer, the prosecuting attorney sneeringly cross-examines Tom Robinson."</p>

Sample Thesis: _____

**PRACTICE OUTLINING ACTIVITY
FOR THE NON LITERARY GUN CONTROL RESEARCH PAPER**

Introduction

Grabber: _____

Thesis: _____

Main Points:

I. _____

II. _____

III. _____

IV. _____

Body

Main Point I: _____

Details: A. _____

B. _____

C. _____

D. _____

Main Point II: _____

Details: A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

Notice that there are two body paragraphs for Main Point 2.

Main Point III: _____

Details: A. _____

B. _____

C. _____

D. _____

Main Point IV: _____

Details: A. _____

B. _____

C. _____

D. _____

Conclusion

Restate thesis: _____

Sum up each main point: _____

Sample Non-Literary Term Paper

Kate Botsch

Teacher's Name

Class

Day/Month/Year

Gun Control- Putting Citizens at Risk?

Guns don't kill people; people kill people. If guns are outlawed, only outlaws will have the guns. These are typical sayings of anti-gun control activists who believe that gun usage and ownership should not be controlled by state or federal laws for they do not feel these laws are an effective means of controlling crime. Gun control has been a failure because it prevents citizens from the right to defend themselves. Crime has not decreased since the passage of gun control laws. The media has offered conflicting evidence about the effects of gun control. Guns have been an effective crime deterrent especially for women. The negative attitude toward guns is most often caused by a lack of knowledge and misrepresentation of information.

Gun control has not been an effective crime deterrent. If criminals want guns, they can easily get access to one despite any law. Thirty-two percent of criminals get the guns they use by stealing them, forty percent or more from the black market or borrowing, and at least seventeen percent from retail purchase (Gest and Witkin 26). Laws such as the Brady Bill have not done anything to stop criminals from getting guns. The constitution guaranteed Americans the right to "keep and bear arms" in the Second Amendment. Gardinar believes that the purpose of this amendment was to "secure each individual the right to keep and bear arms so that he could protect his absolute individual rights as well as carry out his obligations to assist in the common defense" (110). The Brady Bill angered gun owners. Mahtesian said NRA membership soared after the bill was passed by Congress. Gun shops reported huge increases in sales prior to the new law's implementation (20). Many people are concerned that the government is infringing on their rights as American citizens to own

a gun and not preventing criminals from obtaining guns.

The media has been deceptive in positively portraying the effects of gun control. An article in Time magazine failed to mention that “the 20,000 existing gun control laws... have failed miserably to curb crime (but have harassed and intimidated law-abiding citizens). Nor did it discuss the billions of dollars saved each year when handguns are used in self-defense to prevent or deter hundreds of thousands of crimes” (Cassidy 22). Many pro-gun control activists argue that other countries with strict gun control have less gun-related deaths and accidents. However, these countries have less violence, in general, compared to the United States. Therefore, the laws have nothing to do with the amount of gun violence. In New York and Washington violent crime continues to rise even after gun control laws were placed in effect. “Criminals obviously have illegal ways of obtaining guns” (22). Bans, checks, and waiting periods “only harass those who obey them” (22).

However, according to an NBC news survey there is a more positive side to gun ownership; guns are an effective means of self-defense (Leddy 155). Leddy states that one in twenty Americans carries a gun for self-defense. The American people feel safer where there are guns by their sides. Many do not feel that the police could protect them as well as they can protect themselves with a gun. According to the NRA Institute for Legislative Action, “tens of millions...see their handguns as critical tools that might spell the difference between becoming the victim of a crime or the victor in a confrontation with a criminal predator” (143). According to the NRA Institute for Legislative Action there are many cases that prove this:

Case Study 1: Shortly after her husband left for work, a Waco, Texas housewife heard the front door window break. A strange man reached in, unlocked the door, and entered the front room. The housewife ran to the bedroom. She locked the door and grabbed a handgun kept beneath the mattress. The intruder kicked in the door. He saw the gun aimed at him. He left. (144)

Therefore, guns are an effective means of self-defense against crimes, especially for women.

Women have turned to guns as a means of self defense. Not only is the NRA encouraging female members but many gun manufacturers have even produced models especially made for women. Women feel much more comfortable walking down a street late at night and alone with a gun by their side. The NRA Institute for Legislative Action says that a rape study concluded that the use of a gun or knife reduced the chance of injury, a completed rape, or psychological trauma. These successful uses of guns might be reported to the police if there were fewer laws against carrying firearms. "Criminals face greater risk of injury from armed citizens than police" (146). A greater number of women are beginning to realize the possibility of handguns for self-defense. According to the NRA Institute for Legislative Action, protection is the number one reason women own handguns in urban areas (143). Women feel much safer knowing they can protect themselves without relying on anyone else. Firearms offer added protection to women from rape, abuse, and other types of assault. It has not been proven that a woman who uses a gun against an attacker will have it taken and used against her (Pierce). These women who purchase guns for protection are being responsible for them as well. Daemmrich says safety and training courses are sold out (1). Crimes against women have increased dramatically over the last few years so their desire to own a gun is justifiable.

Accidents usually occur when there is a lack of knowledge and training. The "truth" about many "accidents" was discovered in research at Florida State University, says the NRA of America. The research showed that long-runs are involved in a majority of accidents and that many "accidents" are "really well-disguised homicides or suicides" (148). Alcohol also plays a large part in this problem.

In an interview with Don Kates, a criminologist and lawyer, he was asked if gun owners are likely to shoot people accidentally (Quigley 26). He said, "You are much more likely to kill a violent attacker than to kill yourself in a gun accident. Most accidents are caused by violent people addicted to drugs or alcohol. Fewer than 25 young children are killed each year, and many of these are children of drug dealers" (26). Those who are pro-gun control continue to blame the guns themselves and not the people who use them for gun-related accidents and deaths, says Pierce. Guns are inanimate objects. A gun is merely a tool to be used by a person and how he chooses to use it is his decision. Criminals obviously use them for the wrong reasons whereas law-abiding citizens use them responsibly.

Gun control has not done what it was expected to do. It ended up hurting those who take the responsibility for owning guns legally. Law makers and the media must realize that criminals can get guns by any means necessary if they want one and that guns are an important part of self defense, especially for women. The right to bear arms has been a part of our country since its beginning, and it has been there for a reason, self-defense being one of these reasons.

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Sample Literary Term Paper

Teacher's Name

Class

Day/Month/Year

Friar Laurence: Fool or Wise Man?

Stage directions assist in the production of the play, enabling the actor and director Grabber to present faithfully the playwright's vision of character. That luxury, however, is not afforded the actor and director of a Shakespearean play and has led to many differing presentations of such characters as Friar Laurence in Romeo and Juliet. Friar Laurence is often portrayed as a bumbling fool; however, he is really a wise soul trapped by the same forces as his two impulsive young friends. Critics have often presented Friar Laurence as a simpleton who is responsible for the deaths of Romeo and Juliet. This interpretation of his character, however, ignores the fact that he really was aware of the difficult situation he was dealing with, and he was acting as an intelligent adult and not a meddling fool. What is more, he cannot be blamed for events over which he had no control.

Grabber

Thesis

Main pt. 1

Main pt. 2

Main pt. 3

Main pt. 4

First Body paragraph dealing with Main pt. 1

Critics have rarely been kind in their presentation of Friar Laurence. Granville-Barker felt that Friar Laurence “[a]s a man of affairs...proved deplorable” (41). After all, he married Romeo and Juliet and could not prevent their deaths. It was a terrible price to pay to stop two families, the Montagues and the Capulets, from killing each other. Furthermore, Friar Laurence offers questionable advice and acts as “a ghostly confessor, a refuge for Romeo, Paris and Juliet alike, existing – as in their youthful egoism we may be sure they thought – in their interests alone” (Granville-Barker 68). This unflattering portrait of the Friar is a commonly accepted one.

There are a few critics, however, who believe that Friar Laurence is often underestimated and that he really was aware of the difficult situation he was in. Gareth Lloyd Evans felt that this underestimating has happened often, and he directs the reader to look at the Friar's speech while collecting herbs (142). The Friar captures the situation of the city when he states: "Two such opposed kings encamp them still/ In man as well as herbs – grace and rude will" (Rom. 2.3.27-8). This speech is vital and "prepares us for the Friar's offer of a potion for Juliet to take and for the poison which Romeo buys" (Evans 142). His wisdom is shown by the fact that he is "well aware, long before the crisis initiated by Tybalt's death, of the dangers that Romeo invites" (Evans 142). As he says, "Wisely and slow; they stumble that run fast" (Rom. 2.3.94).

Second
body
paragraph
dealing with
main pt. 2

Friar Laurence is also not a meddling fool but acts as an intelligent individual. "He is purposeful in committing himself to helping the two lovers, though the possible consequences are clear to him" (Evans 142). He censures Romeo for killing Tybalt, and his words are:

Third body
paragraph
dealing with
main pt. 3

a model of righteous anger, followed by practical advice. It is noticeable that his words to Romeo for the greater part of the scene are delivered in short, clear sentences. He does not sermonize to this blubbing young man but is unequivocal in what he says; and when he does essay a long speech in this scene, it is not merely well-meaning, but a passionately rational series of points. It is altogether correct, psychologically, that he should make a long speech just after Romeo has attempted to stab himself, for what Romeo needs at this point are the home truths that the Friar hurls at him. He is not less direct and practical when Juliet visits him after being told that she must marry Paris. (Evans 142)

Thus Friar Laurence functions as an intelligent adult: he scolds Romeo when he needs it, and as Donald A. Stauffer noted, “even in a love affair which he approves he will counsel Romeo” (30) to “Love moderately: long love doth so/ Too swift arrives as tardy as too slow” (Rom. 2.5.14-15).

Friar Laurence should not be blamed that “events turn all his well-made plans away. Standing between two worlds, the Friar represents what the ideal solution could have been- an acceptance of the love of the two young people and its legal sanction” (Evans 142). As a human being he can understand the love that exists between Romeo and Juliet; as a priest he realizes he must sanction that relationship with marriage. This, however, cannot be done (Evans 143). After all, Romeo and Juliet are tagged a “death-mark’d” couple in the opening speech of the play when the Chorus says they are a “Pair of star-cross’d lovers” who “take their life, / Whose misadventur’d piteous overthrows/ Doth with their death bury their parents’ strife” (Prologue, 6-8).

<p>Fourth Body paragraph dealing with main pt.4</p>

Friar Laurence could not change the course of fate, but he could be a good friend to the youths; and that is just what he is. He “risks his calling by agreeing that the hasty marriage may do some good” (Williamson). When he learns that Romeo’s love is “the fair daughter of a rich Capulet” (Rom. 2.1.54), he sees this alliance as bringing the two families together and agrees to assist Romeo in his quest: “In one respect I’ll thy assistant be, / For this alliance may so happy prove/ To turn your households’ rancor to pure love” (Rom. 2.2.86-88). Without a doubt, goodness was Friar Laurence’s motivation; he should not be charged with the tragedy.

Friar Laurence is bound to fail because he is involved in a tragedy (Northrop Frye 31). The letter he sends to Friar John in Mantua does not get to him, and “another hitch starts with Juliet’s sleeping potion” (Northrop Frye 31). All of these twists of fate doom his effectiveness, not his weakness of character. Perhaps had more stage directions been recorded in the play, there would have been no question as to the wisdom of the man. Never did his celibate life as a priest render him naïve when dealing with the impulsive lovers. If wit is a sign of intelligence, then Friar Laurence truly is a scholar; if concern is the sign of a friend, then Friar Laurence is truly that as well. His advice is sound and his feelings genuine. Too bad he often gets a “raw deal” from critics.

The
conclusion

The
clincher

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IDENTIFYING THESIS STATEMENT ACTIVITY

Directions: Pick the working thesis statement from the following and explain why it is a thesis.

- Television commercials attempt to sell their products to the largest possible audience.
- Several tactics are used to entice consumers to buy the advertised product.
- Commercials sell their products by suggesting that those who buy them will instantly enter an ideal world where they are irresistibly attractive.
- Beer commercials are offensive.

Explanation: _____

- The United Nations has a major weakness and cannot prevent a major war.
- The organization of the UN makes it incapable of preventing a war between major powers.
- The UN is an international organization that attempts to encourage peace in the world.

Explanation: _____

ALTERNATIVE NOTE CARD WORKSHEET

Name: _____

Directions: As an alternative to index cards, supply bibliographical information and notes on this sheet. This sheet can then be printed and submitted or e-mailed to the teacher.

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Pg. #	Pg. #