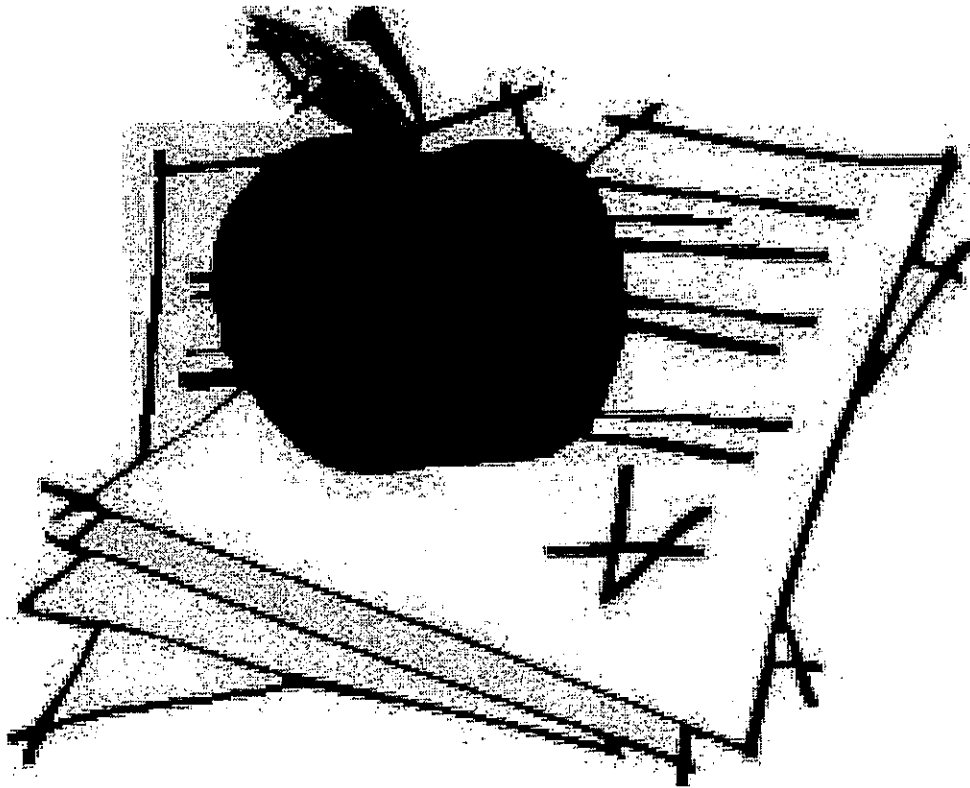


Research Paper Skills



SAMPLE TITLE PAGE

Frederick Douglass

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U.S. History

Mrs. Moyer

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Writing an Outline

An outline is a "blueprint" or "plan" for your paper. It helps you to organize your thoughts and arguments. A good outline can make conducting research and then writing the paper very efficient. Your outline page must include your:

- Paper Title
- Thesis statement
- Major points/arguments indicated by Roman numerals (i.e., I, II, III, IV, V, etc.)
- Support for your major points, indicated by capital Arabic numerals (i.e., A, B, C, D, E, etc.)

Roman numeral I should be your "Introduction". In the introduction portion of your paper, you'll want to tell your reader what your paper is about and then tell what your paper hopes to prove (your thesis). So an Introduction gives an overview of the topic and your thesis statement.

The final Roman numeral should be your "Conclusion". In the conclusion, you summarize what you have told your reader.

Following are 3 sample outlines, from actual student papers. YOUR outline can be MORE detailed, or might be LESS detailed. Remember that a good outline makes writing easier and more efficient.

Sample Outline #1

Title: Frederick Douglass

Thesis: Frederick Douglass played a crucial role in securing the abolition of slavery and equality of African-American rights through his actions, ideas, and efforts as a lecturer, author/publisher, and politician.

- I. Introduction
 - A. Thesis
 - B. Roles/Arguments
- II. Douglass as Lecturer
 - A. History as slave and acquisition of education
 - 1) He "experienced slavery"

- 2) Literacy allowed expression
- B. Early lectures, including initial speech before Garrison
 - 1) Success of initial speech
 - 2) Goals for future speeches
- C. Effect of lectures on society
 - 1) Open eyes
 - 2) Encourage activism
- III. Douglass as Author/Publisher
 - A. *Narrative's* success and effect
 - 1) Springboard for paper
 - B. Goals/hopes for paper
 - C. Garrison set-back and significance
 - D. Significance of Paper
- IV. Douglass as Politician
 - A. Key trait for success
 - B. Goal of political activism
 - C. Efforts for Republican party
 - 1) Significance of efforts
 - D. Black soldier enlistment crusade
 - E. Joining of Republican party
 - 1) Significance of efforts
- V. Conclusion
 - A. Summarize arguments and efforts

Sample Outline #2

Title: *The Federalist Papers*: Influence on the Ratification of the Constitution

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

I. Introduction

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

II. Background

- a. State when *The Federalist* was printed and published.

- b. Discuss the intentions and purposes of *The Federalist*.
- III. Argument for the benefit of a Union
 - a. A Union would guard against external dangers
 - b. A Union would guard against internal dangers
 - A. The "extended sphere" argument about how it will control factions. (Federalist 10)
- IV. Argument of the problem with complete separation of powers
 - a. Anti-federalists wanted a complete separation of the judicial, executive, and legislative branches
 - b. *The Federalists* said the maxim of complete separation of powers is misunderstood. (Montesquieu)
 - c. The branches need some limited power of the other branches to protect themselves from encroachment of the other branches (Federalist 51)
 - A. The branches need to have the interests of maintaining their powers, and not letting the other branches take that away.
- V. Argument for a single executive, and against a plural executive
 - a. Anti-federalists didn't want a single executive, too much like a monarch
 - b. *The Federalists* need the executive to be "energetic" and a plural executive would make this impossible (Federalist 70)
 - A. It would take too long for the people in the executive position to make decision in an emergency, because they might disagree.
 - B. In a plural executive, it is hard to tell who is responsible for a wrongdoing because they can all blame each other, so a single executive would lead to more responsible behavior
- VI. Argument in favor of judicial review and terms of good behavior for judges
 - a. Anti-federalists didn't like judicial review and the term of good behavior
 - b. The Federalist argued that judicial review was necessary to protect the judicial branch from the legislature.
 - c. A term of good behavior was necessary to get qualified people for the positions; it would also give them time to develop knowledge.
- VII. Conclusion
 - a. Thesis
 - b. The dates of the ratification of the Constitution by the States
 - c. *The Federalist's* influence beyond the ratification

Sample Outline #3

Title: *Common Sense* and Its Impact on American Political Thought

Thesis: Thomas Paine's *Common Sense* articulated the anti-British sentiments of the Colonies in a way so unprecedented that it permanently changed the face of political thought in America.

I. Intro:

A. Thesis: Thomas Paine's *Common Sense* articulated the anti-British sentiments of the Colonies in a way so unprecedented that it permanently changed the face of political thought in America.

II. What did *Common Sense* say that was so different?

A. It denounced both the monarchy and the English Constitution, which had previously been looked upon as a brilliant political document. Americans realized the inherent fallacies of hereditary government (specifically monarchy) as well as the English Constitution which protected the monarchy.

B. It called for Americans to disconnect themselves from the flawed British system and create a new one for themselves. *Common Sense* questioned the long-standing belief that residents of the colonies were inseparably connected to England. It gave them a new identity – Americans rather than Britons.

C. It also outlined the benefits of a republican government, which would go on to influence the ideas of the Founding Fathers as they created a new government for their new country.

III. What was *Common Sense*'s immediate effect on the Colonies?

A. The debate in the American Colonies shifted from that of reconciliation with England to that of independence.

B. It was read by an unprecedented number of colonists and united a great majority of them behind independence.

C. It inspired American intellectuals with its call for independence, leading to the composition of the Declaration of Independence a mere six months later.

IV. What were *Common Sense*'s long term effects?

A. It changed the connotation of the word "revolution" to something that looked to the future. "Revolution" became a word of innovation rather than renovation.

B. It permanently cemented the idea of a republican, non-hereditary government into the heads of Americans. *Common Sense*'s design for a republican government, and its basic principles were carried on to the Constitution.

V. Conclusion

A. *Common Sense*'s eloquent, articulate, and unprecedented arguments led to a permanent change in American political thought.

Basic in-text citation rules

In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

In-text citations: Author-page style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*.

Berkeley: U of California P, 1966. Print.

In-text citations for print sources with no known author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

"The Impact of Global Warming in North America." *Global Warming: Early Signs*. 1999. Web. 23 Mar. 2009.

We'll learn how to make a Works Cited page in a bit, but right now it's important to know that parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay, so that they can either verify your interpretation of the sources or use them in their own scholarly work.

Citing a work by multiple authors

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

For a source with more than three authors, use the work's bibliographic information as a guide for your citation. Provide the first author's last name followed by et al. or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Or

Legal experts counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (Jones et al. 4).

Or

Jones, Driscoll, Ackerson, and Bell counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Citing multivolume works

If you cite from different volumes of a multivolume work, always include the volume number followed by a colon. Put a space after the colon, then provide the page number(s). (If you only cite from one volume, provide only the page number in parentheses.)

. . . as Quintilian wrote in *Institutio Oratoria* (1: 14-17).

MLA Formatting Quotations

When you directly quote the works of others in your paper, you will format quotations differently depending on their length. Below are some basic guidelines for incorporating quotations into your paper. Please note that all pages in MLA should be **double-spaced**.

Short quotations

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the

parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

For example, when quoting short passages of prose, use the following examples:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

When short (fewer than three lines of verse) quotations from poetry, mark breaks in short quotations of verse with a slash, (/), at the end of each line of verse (a space should precede and follow the slash).

Cullen concludes, "Of all the things that happened there / That's all I remember" (11-12).

Long quotations

For quotations that are more than four lines of prose or three lines of verse, place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented **one inch** from the left margin; maintain double-spacing. Only indent the first line of the quotation by an additional quarter inch if you are citing multiple paragraphs. Your parenthetical citation should come **after** the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.)

For example, when citing more than four lines of prose, use the following examples:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

When citing two or more paragraphs, use block quotation format, even if the passage from the paragraphs is less than four lines. Indent the first line of each quoted paragraph an extra quarter inch.

In "American Origins of the Writing-across-the-Curriculum Movement," David Russell argues:

Writing has been an issue in American secondary and higher education since papers and examinations came into wide use in the 1870s, eventually driving out formal recitation and oral examination. . . .

From its birth in the late nineteenth century, progressive education has wrestled with the conflict within industrial society between pressure to increase specialization of knowledge and of professional work (upholding disciplinary standards) and pressure to integrate more fully an ever-widening number of citizens into intellectually meaningful activity within mass society (promoting social equity). . . . (3)

Adding or omitting words in quotations

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states, "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods (. . .) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

Please note that brackets are not needed around ellipses unless adding brackets would clarify your use of ellipses.

Book

MLA Last, First M. *Book*. City Published: Publisher, Year Published. Print.

Ex: Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Ivan R. Dee Publisher, 1999. Print.

Chapter/Anthology

MLA Last, First M. *Section Title. Book/Anthology*. Ed. First M. Last. Edition. City Published: Publisher, Year Published. Print.

Ex: Melville, Herman. *Hawthorne and His Mosses. The Norton Anthology of American Literature*. Ed. Nina Baym. 3rd ed. New York: W.W. Norton & Company, 1989. Print.

Magazine

MLA Last, First M. "Article title." *Magazine* Day Month Year: Page(s). Print.

Ex: Pressman, Aaron. "Bottom Fishing in Rough Waters." *BusinessWeek* 29 Sept. 2008: 27. Print.

Newspaper

MLA Last, First M. "Article Name." *Newspaper* Day Month Year: Page(s). Print.

Ex: Campoy, Ana. "Gasoline Surges in Southeast After Ike." *The Wall Street Journal* 23 Sept. 2008: A14. Print.

Journal

MLA Last, First M., and First M. Last. "Article." *Journal Name* Volume.Issue (Year): Page(s). Print.

Ex: Bharadwaj, Parag, and Katerine T. Ward. "Ethical Considerations of Patients with Pacemakers." *American Family Physician* 78 (2008): 398-99. Print.

Website

MLA Last, First M. "Website Article." *Website*. Publisher, Day Month Year. Web. Day Month Year.

Ex: Friedland, Lois. "Top 10 Natural and Wildlife Adventure Travel Trips." *About.com*. New York Times Company, 22 Sept. 2008. Web. 25 Sept. 2008.

Online Database (Journal)

MLA Last, First M. "Article." *Journal* Volume.Issue (Year): Pages. *Database*. Web. Day Month Year.

Ex: Ahn, Hyunchul, and Kyoung-jae Kim. "Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining." *Annals of Operations Research* 263.1 (2008): 5-18. *Academic Search Premier*. Web. 25 Sept. 2008.

*Note that months in MLA are abbreviated. For example, "February" is "Feb."

YOU CAN ALSO AUTOMATICALLY CITE YOUR SOURCES FOR FREE AT WWW.EASYBIB.COM

TV/ Radio

MLA "Episode." Contributors. *Program*. Network. Call Letter, City, Date. Medium.

Ex: "The Saudi Experience." Prod. Mary Walsh. *Sixty Minutes*. CBS. WCBS, New York, 5 May 2009. Television.

Film

MLA Title. Contributors. Distributor, Year of release. ^{DVD, Film etc..} Medium viewed.

Ex: *The Dark Knight*. Dir. Christopher Nolan. Perf. Christian Bale, Heath Ledger, and Aaron Eckhart. Warner Bros., 2008. DVD.

Sound Recording

MLA Contributors. "Song." *Album*. Band. Manufacturer, Year. ^{MP3, CD etc...} Medium.

Ex: Corgan, Billy, and Butch Vig. "Today." *Siamese Dream*. Smashing Pumpkins. Virgins Records America, 1993. CD.

Visual Art / Photograph

MLA Last, First M. *Painting*. Year created. Medium of work. Museum / collection, City.

Ex: Picasso, Pablo. *Three Musicians*. 1921. Oil on panel. Museum of Mod. Art, New York.

Lecture / Speech

MLA Last, First M. "Speech." Meeting / Organization. Location. Date. Description.

Ex: Obama, Barack H. "Inaugural Address." 2009 Presidential Inaugural. Capitol Building, Washington. 20 Jan. 2009. Address.

Interview

MLA Interviewee. ^{If any} "Title." Interview by interviewer. ^{Magazine, newspaper, television information} Publication information. Medium.

Ex: Abdul, Paula. Interview by Cynthia McFadden. *Nightline*. ABC. WABC, New York. 23 Apr. 2009. Television.

Cartoon

MLA Last, First M. ^{If any} "Title." ^{Magazine, newspaper, book} Cartoon / Comic strip. Publication information. Medium.

Ex: Trudeau, Garry. "Doonesbury." Comic strip. *New York Times* 8 May 2008: 12. Print.

*Note that months in MLA are abbreviated. For example, "February" is "Feb."

YOU CAN ALSO AUTOMATICALLY CITE YOUR SOURCES FOR FREE AT WWW.EASYBIB.COM

