

The Research Project Packet—EDUCATOR’S EDITION

Introduction

J. Indigo Eriksen created “The Research Project Packet” (RPP) as result of *The Chancellor’s OER Adoption Grant Phases I and II* (2013, 2014) and the *JMU-BRCC Transfer Alignment Grant* (2014). The RPP is designed to help students understand and develop skill in successful approaches to both research and the writing process. The RPP is licensed under a Creative Commons license.

The Research Project Packet is a resource for both students and educators. The packet is designed to be incorporated and adapted into any course with a research and writing component, from the first year to the graduate course. Our experiences have determined that the RPP takes about eight weeks to complete. Its Creative Commons license allows educators to modify the packet materials for the needs of their courses and students. The RPP can be distributed to students in its entirety or in pieces, depending on the needs of the students. This “Educators Edition” includes notes for educators based on the combined experiences of both Indigo Eriksen, Assistant Professor of English at NVCC Woodbridge, and Melissa Crowder Rhoden, Instructor of English at BRCC.

This packet assesses many DQP proficiencies over much of the semester. Most notably, it utilizes analytic inquiry, use of information resources, communicative fluency, and applied and collaborative learning. Depending on the nature of the actual research assignment, it can utilize ethical reasoning, engaging diverse perspectives, and civic and global learning.

We hope this packet engages your students at every level of the research process. If you have feedback, advice, suggestions for improvement, or further questions, please contact us.

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Course Name
Instructor's Name

Semester, Year
Introduction to the Research Project

Basic Requirements:

Topic: (e.g. Social Justice Issue)

Word length: (e.g. 2000 words or 8-10 pages)

Minimum number of outside academic sources: (e.g. 7-10)

Citation Style: (e.g. MLA or APA)

Grade Breakdown:

What's due?	When is it due?	My points/Possible points
Brainstorm		/2.5
Research Question		/2.5
Research Proposal		/5
Find The Librarian		TBD
Electronic Research Activity		/5
Annotated Bibliography		/10
Outline With Thesis Statement		/5
Abstract		/2.5
First Draft of Research Essay		/12.5
Peer Review For Research Essay		/5
Final Draft of Research Essay		/50
Total		/100

Research Project Packet

This packet will guide you through the major components of the research paper process. The assignments here assume a working knowledge of basic writing concepts. If you would like additional information about these assignments please refer to your writing center, academic web searches, or meet with your professor.

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Links to Research and Writing Resources:

Why are you afraid to write? <https://www.youtube.com/watch?v=O9PbDHWzBQA>

Paper Hatin' Rap <https://www.youtube.com/watch?v=xTUHcllykoM8>

How to write a research essay: <https://www.youtube.com/watch?v=nWqMQ26Gqi4>

Effective writing habits: <http://writingcommons.org/open-text/writing-processes/develop-effective-writing-habits>

Writing Process: https://lumen.instructure.com/courses/202941/pages/defining-the-writing-process?module_item_id=4600908

Writing Process: <https://www.youtube.com/watch?v=5LiWK1TLsI8>

Conducting Research: https://lumen.instructure.com/courses/202941/pages/conducting-research?module_item_id=4600903

Avoiding Plagiarism:
https://lumen.instructure.com/courses/202941/pages/plagiarism?module_item_id=460091



BRAINSTORM: DUE _____

Dedicate at least 15 minutes to completing a brainstorm about your potential research paper topic. You may need to do more than one brainstorm if you are considering a variety of topic ideas.

Helpful Links:

<http://writingcenter.unc.edu/handouts/brainstorming/> (BRAINSTORMING PDF)

<https://www.youtube.com/watch?v=yAidvTKX6xM>



RESEARCH QUESTION: DUE _____

Your research question will eventually be revised into the thesis statement of your research paper. A research question is a specific, yet open-ended, question that you will explore through your research process. You will have a more successful experience if you choose a topic that interests you but that **you do not already know much about**.

Examples of research questions:

What are the potential long-term consequences and benefits of GMOs, and should the U.S. pursue or avoid funding GMO expansion projects?

How do the Sa, Momaday, and Silko texts express creative resistance to the U.S.' attempts at forced assimilation? How does creative resistance still apply in struggles for social justice today?

What does postmodern fiction teach us about the world?

Note that the scope of these research questions is much too large for your 2000 word research paper. You should make note of the major arguments that emerge in the initial stages of your research and begin to narrow the focus of your paper accordingly.

A thesis statement is not your research question. Instead, your thesis statement articulates the main argument of your paper, based on your thorough objective research. Your thesis statement must be a specific argument. Your thesis statement is due along with your outline.

Examples of thesis statements:

Due to the lack of research on the health effects of consumption of genetically modified foods, the U.S. should significantly limit consumer access to genetically modified foods.

Zitkala Sa, N. Scott Momaday, and Leslie Marmon Silko utilize memory and autobiography to shame and challenge the authority of the mainstream society.

The postmodern epic *The Hunger Games* trilogy forces the reader to consider the extremes of poverty, socialism, and media and social control.

RESEARCH PROPOSAL: DUE _____

There are different types of research proposals depending on the purpose of your research and the outcome of your project. For this class your research proposal is essentially a journal entry in which you explore what you think you know about your topic, what you want and need to know about your topic, and how you plan to acquire this knowledge.

You may use *limited* first person where appropriate, but strive for third person for the majority of the proposal. As with all academic assignments, you are expected to write in polished, college-level prose. Please write a 500-word (minimum) organized proposal that demonstrates thoughtful engagement with your proposed topic and covers the following areas. Please format your proposal with subheadings according to the following model:

Background: What do you already know about your topic? Why are you interested in your research question? What do you hope to learn about your topic? Why is your topic important? Which individuals or groups will be interested in your findings? Why?

Necessary Information: What information do you need to discover in order to answer your research question? What are some possible sources you will investigate as you explore your topic?

Potential Challenges: What aspects of the research process do you anticipate will be the most difficult? What steps can you take to surmount these challenges?

Resources: What types of sources will you utilize as you explore your research question? This assignment requires an interview, who are some potential candidates for your interview?

Support: What types of support do you need in order to successfully complete the research paper? Specifically, how can your instructor help you?

As we mentioned earlier, the RPP is meant to be modified. In her piloting of the RPP, Professor Crowder Rhoden added this “Find the Librarian” activity in order to empower students to see the librarians as valuable resources available for support. For this activity you would contact the librarian in advance. Students then take the letter (see next page) with them when they go to meet their librarians.

FIND THE LIBRARIAN: DUE _____

This portion of the research essay packet requires that you travel to our school library and meet with one of the library personnel.

Dear Librarians:

Thank you for everything you do for me and for my students.

Last semester, I was discouraged to discover that even though I invited a librarian to my classes, and took my students to the library, and repeatedly showed them how to use the databases and do wonderful things and find awesome stuff, one thing was missing – the librarian.

You see, frequently, they would complain after they turned in their research essays that they found an awesome thing and that:

- They were at home and when they made it back to campus they had forgotten all about it.
- They didn't have time.
- They just didn't want to.

But I know how wonderful our librarians are, so I wanted to break this barrier. My students have been tasked (and yes, there are points involved!) with coming to see you.

But they have to do a few things before you sign off on this, please.

- 1. They must ask for your help in locating a relevant research article or book for their research essay.**
- 2. You have to help them procure it.**
- 3. They need to write the information about the article down on this sheet.**
- 4. And they have to thank you.**
- 5. Then, will you please sign?**

Thank you again, so much.

Sincerely,
[Instructor's Name](#)

Information about the article or book or source:

Librarian Signature: _____



ELECTRONIC RESEARCH ACTIVITY: DUE _____

Your Name: _____

Instructions: Be sure to download, or copy and paste, and save this document with your name before you begin. Please save your document according to this format: "First and Last Name, ERA." Type your answers. Hand-written worksheets will not be accepted.

IMPORTANT: You may need to experiment with the phrasing of your research question in order to receive useful results. Also, DO NOT pay for any articles. If you find a useful article, ask one of the school librarians to help you access it for free.

1. Your research question or detailed research topic:

2. Go to www.google.com, enter your research question. List the title of the top five hits (do not list repeating hits):

- 1.
- 2.
- 3.
- 4.
- 5.

3. Go to www.scholar.google.com, enter your research question. List the title of the top hits (do not list repeating hits):

- 1.
- 2.
- 3.
- 4.
- 5.



4. Choose one potentially interesting link from Google Scholar. Explore it. Write a one-sentence summary of the link and the complete **APA bibliographic information including URL**.

Summary:

APA Citation:

URL:

5. How could this resource be useful in your paper?

6. List at least five potential key words for your research topic:

- 1.
- 2.
- 3.
- 4.
- 5.

7. Look up several of your keywords in the Oxford English Dictionary (OED). Copy and paste one interesting part of the entry (tip: if your keyword doesn't work, try another).

To access the OED:

1. Go to <http://www.nvcc.edu/library/>.
2. Click on the "Articles" tab in the center of the screen.
3. Click on "Databases A-Z."
4. Click on "O."
6. Scroll down and click on "Oxford English Dictionary."

8. List at least five potential search phrases that relate to your topic (your research questions might be helpful here). Remember that you'll have to be clever and patience when searching. Try a variety of different search phrases. Avoid phrases that are either too general or too complicated.

- 1.
- 2.
- 3.
- 4.
- 5.

9. Look up your research phrases in a local newspaper's website (ex: www.washingtonpost.com). You may have to be creative. Once you find a potentially useful article, click on it. Skim the article. If the full article is not available, skim the excerpt. Write a one-sentence summary of the link and the complete [APA bibliographic information including URL](#).

Summary:

[APA Citation:](#)

URL:



10. Look up your research phrases in FACTIVA. You may have to be creative. Once you find a potentially useful article, click on it. Skim the article. Write a one-sentence summary of the link and the complete **APA bibliographic information including URL**.

Summary:

APA Citation:

URL:

To access the FACTIVA:

1. Go to <http://www.nvcc.edu/library/>
2. Click on the “Articles” tab in the center of the screen.
3. Click on “Databases A-Z.”
4. Click on “F.”
5. Scroll down and click on “Factiva.”

11. Copy & paste one relevant quotation from the FACTIVA article. How might this article be useful in your paper?

Quotation:

This article might be useful because:

12. Look up your research phrases in JSTOR. You may have to be creative. Once you find a potentially useful article, click on it. Skim the article. Write a one-sentence summary of the link and the complete **APA bibliographic information including URL**.

Summary:

APA Citation:

URL:

To access the JSTOR:

1. Go to <http://www.nvcc.edu/library/>
2. Click on the “Articles” tab in the center of the screen.
3. Click on “Databases A-Z.”
4. Click on “J.”
5. Scroll down click on “JSTOR

13. Copy & paste one relevant quotation from the JSTOR article. How might this article be useful in your paper?

Quotation:

This article might be useful because:

14. Explain in at least 100 words and using complete sentences what you learned about the research **process**.

Helpful Links

Insert: Citations module

http://www.lib.uci.edu/how/tutorials/BeginResearch/public/citations_5.html

Avoiding plagiarism: <https://www.youtube.com/watch?v=Ylp9nJpGak4>

APA Formatting Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>



ANNOTATED BIBLIOGRAPHY: DUE _____

Background: You need a minimum of 7-10 outside academic sources for your research paper.

Purpose: More than a reference page, an annotated bibliography provides an in-depth look into some or all of the sources you use in your research. An annotated bibliography allows you, the writer, to organize the information you are collecting through your research. For this class, your annotated bibliography will contain four different parts.

Requirements: Entries for 3 outside sources you will use in your research paper. You may not use a class text in your annotated bibliography.

The Four Parts:

1. Complete APA citation information
2. A brief summary in your own words of the source.
3. Relevant direct quotation from your source.
4. Two-sentence explanation of how you plan to use the resource in your paper.

Format: Write your bibliographic information in **bold**. Alphabetize entries. Write in formal academic tone. You may use limited first person. The format follows the above order, for example a source from a book would look like:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.*
Location: Publisher.

Brief summary of the source goes here. You will want to write at least two sentences, but maybe up to five. A brief, yet informative, summary is all that is necessary. Write this in third person and in your own words.

Then include a relevant quotation. This may be a block quotation, in the format you see here. Or perhaps you will only need to include a short quotation that won't require special indenting. You should use the quotation from your annotated bibliography in your paper. (Author's last name, date, p(p).#)

Finally, you need to explain how this source is useful in your research. Explain how you intend to use both the quotation and the source in your research paper. You may write in 1st person.

Helpful Links:

Annotated Bibliographies PDF <http://writingcenter.unc.edu/handouts/annotated-bibliographies/>

Insert How to Write an Annotated Bibliography:
<https://www.youtube.com/watch?v=5nW0swv5Mzs>

APA Formatting Guide: <https://owl.english.purdue.edu/owl/resource/560/01>



INTERVIEW CONSENT FORM: DUE _____

I _____ (interviewee's name) understand that I am being interviewed by _____ (your name as the interviewer) for _____ (instructor's name and class). My participation is voluntary. I understand that my responses will be used in _____'s (your name as the interviewer) research and may appear in a research paper that may be published or made available to the general public.

Signature of interviewee: _____

Date: _____

Helpful Links:

“Interviews: Qualitative and Quantitative Approaches”

<http://2012books.lardbucket.org/books/sociological-inquiry-principles-qualitative-and-quantitative-methods/s12-interviews-qualitative-and-qua.html>

“Methods of Discovery: A Guide to Research Writing:

<http://methodsofdiscovery.net/?q=node/19>



OUTLINE WITH THESIS STATEMENT: DUE _____

Create your outline using mostly key phrases/bullet points; your thesis statement should be a complete sentence. Be sure to include enough information to clearly explain what you will cover in your paper. Remember that this is an outline, not a rough draft or a free write. However, you may choose to write a draft introduction in fluid prose and submit it along with your outline. **Important: If you turn in a draft, free write, or an outline of full sentences, you will NOT receive credit for the outline.**

Example of a brief outline, which you will submit to the instructor:

- I. Introduction (order of the following elements may vary):
 - a. Hook
 - b. Relevant background information
 - c. Vital information reader needs in order to understand context of topic
 - d. Narrowed information that funnels reader to the specific idea
 - e. **Thesis Statement UNDERLINED** (you may choose to put your thesis statement in the following paragraph, but be sure to underline it).
 - f. Essay Map

- II. Body Paragraphs (your number of body paragraphs will vary)
 - a. Supporting Point 1
 - b. Evidence A (the amount of evidence may vary, but remember to have a variety of sources and evidence in order to support the main point of each body paragraph)
 - c. Evidence B
 - d. Evidence C

- III. Conclusion
 - a. Find a creative way to close your paper. You may return to the hook used in the introduction and complete the story. Do not simply restate thesis and main points. You may rephrase your thesis in such a way that answers the implied question of your research paper and then propels the paper forward.

Helpful Links

How to Write a Thesis Statement for Beginners

<https://www.youtube.com/watch?v=wCzuAMVmIZ8>

How to write a great introduction & thesis: <http://ed.ted.com/lessons/the-power-of-a-great-introduction-carolyn-mohr>

Metaphor: <http://ed.ted.com/lessons/jane-hirshfield-the-art-of-the-metaphor>

Word choice: <http://ed.ted.com/lessons/the-case-against-good-and-bad>



Example of a detailed outline, which may be helpful later as you compose your first draft

- II. Introduction:
 - a. Hook
 - b. Relevant background information
 - c. Vital information reader needs in order to understand context of topic
 - d. Narrowed information that funnels reader to the specific idea
 - e. **Thesis Statement UNDERLINED** (you may choose to put your thesis statement in the following paragraph, but be sure to underline it).
 - f. Essay Map

- III. Body Paragraphs
 - a. Segue between Intro and BP1
 - b. Topic sentence idea (**petite-thesis; introduces main idea of this paragraph. This is one of your supporting points for the thesis**)
 - c. Introduction to your research/source that supports topic sentence
 - d. Quotation or paraphrase from research (with in-text citation)
 - e. Your analysis of research/source
 - f. Connection to next sub-point for this paragraph and/or
 - g. Segue/Transition to supporting point in BP2

- IV. Body Paragraph 2 (**continue this format for as many body paragraphs as you need**)
 - a. Segue between BP1 and BP2
 - b. Topic sentence idea
 - c. Introduction to your research/source that supports topic sentence
 - d. Quotation or paraphrase from research (with in-text citation)
 - e. Your analysis of research
 - f. Connection to next sub-point for this paragraph and/or
 - g. Segue/Transition to supporting point in BP3

- V. Conclusion
 - a. Find a creative way to close your paper. You may return to the hook used in the introduction and complete the story. Do not simply restate thesis and main points. You may rephrase your thesis in such a way that answers the implied question of your research paper and then propels the paper forward.

ABSTRACT: DUE _____

An abstract is a brief third-person summary of the major points, objective, and findings of your research paper. Different subjects or fields require a specific type of abstract with additional information; for example, abstracts for psychology papers include methodology. Additional information about abstracts is available on Blackboard, in our textbook, and online.

For this class, your research paper must include an abstract on page two, immediately following the title page. Your abstract should employ concise language, be written in third person, and be **200-400 words**. Avoid the use of quotations and paraphrases. An abstract should be a very condensed version of *your* conclusions (your answer to the research question after thorough research).

The format of an abstract will look something like this:

Title of Your Paper

Begin your abstract with an introduction that explains your research question. In other words, what is the “problem” that your paper solves? After you introduce the context of your paper, explain the main points of your paper in the order in which they appear in your paper. Finally, conclude your abstract with your thesis statement.

Keywords: You may choose to list relevant keywords and phrases at the end of your abstract if you choose.

Helpful Links:

Abstract PDF: <http://writingcenter.unc.edu/handouts/abstracts/>

<https://www.youtube.com/watch?v=9prprVpjpgKg>



FIRST DRAFT: DUE _____

The first draft of your research paper should demonstrate thoughtful engagement with your research question, thorough and logical research, academic language, and strong organization. Strive for your best possible work in your first draft so that you will receive meaningful feedback. This will also improve your experience in the revision process. *In other words, your first draft should have already gone through your own revision and proofreading processes.*

Your first draft must include:

- a minimum of 5-7 sources (remember that 7-10 sources are required in your final draft)
- minimum of 1200 words (2000 words are required for the final draft)
- abstract
- introduction, body paragraphs, conclusion, and references page

Helpful Links:

How to format a research paper in APA:

https://www.youtube.com/watch?v=awh_TmRtPPk

Plagiarism: <http://ed.ted.com/lessons/the-punishable-perils-of-plagiarism-melissa-huseman-d-annunzio>

Editing & Proof reading: https://lumen.instructure.com/courses/202941/pages/editing-and-proofreading?module_item_id=4600910

Grammar, Mechanics, and Style:

https://lumen.instructure.com/courses/202941/pages/matters-of-grammar-mechanics-and-style?module_item_id=4600911

Information literacy and identifying sources: <http://library.vccs.edu/reference/Connect/>

Distinguishing scholarly sources: <http://www.saylor.org/site/wp-content/uploads/2011/01/Distinguishing-scholarly-journals.pdf>

Evaluating Online sources: <https://www.youtube.com/watch?v=uDGJ2CYfY9A>

We've included two types of peer review



PEER REVIEW REVISED DRAFT: DUE _____

Peer Reviewer's Name: _____

Paper Writer's Name: _____

Instructions: First, read your paper to your partner. Then your partner should read to you his/her paper. Fill out the peer review sheet for your partner's paper and use the rubric to assign what grade the paper earned. Give the paper, peer review sheet, and rubrics to your partner at the end of class.

Abbreviations for revising:

AWK: awkward phrasing

WC: word choice

S/V: disagreement in subject-verb

INC: incomplete sentence

FRAG: sentence fragment

¶: paragraph

Paper Title:

Main Idea (Thesis Statement):

Is the main idea clear, why or why not?

Suggestions for improvement of thesis:

Does the essay make sense to you, the reader? Why or why not?



Does the order of the body paragraphs make sense? Why or why not?

Does the conclusion provide a sense of closure? Why or why not?

Brief Checklist: Mark “yes” or “no.”

Is all required information included in the heading (name, date, Research Paper: Revised Draft, Class, and word count)?

Is the paper double spaced?

Is the tone of the paper appropriate?

Is the paper written in 3rd person?

Is the paper written in academic, professional prose?

Does the paper avoid clichés, exaggeration, colloquial, informal, and slang language?

Circle inappropriate, vague, non-academic words.

Are all sentences complete sentences? (circle the sentences that are not)

Are there errors in spelling and punctuation, or typos?

Does the paper use 7-10 **academic** sources?

Cross through any unnecessary/off topic lines and ideas.



Fill out this table:

Body Paragraph	Main Idea of Paragraph:	Evidence Used in Paper:	Your feedback: Does the paragraph make sense? Is there only one main idea? Is the main idea sufficiently supported by evidence from reliable, academic sources? Is each source cited appropriately? Does each sentence logically transition to the next sentence?
¶1		1. 2. 3.	
¶2		1. 2. 3.	

¶3		1. 2. 3.	
¶4		1. 2. 3.	
¶5		1. 2. 3.	



¶6		<ol style="list-style-type: none"> 1. 2. 3. 	
¶7		<ol style="list-style-type: none"> 1. 2. 3. 	

Please write a letter to the writer.

- Explain:
1. Your personal response to the **content and structure** of the paper
 2. What the writer did well (be specific)
 3. Where the writer could improve or add to the paper (be specific)

Helpful Links

Commas <http://ed.ted.com/lessons/comma-story-terisa-folaron>



ALTERNATE PEER REVIEW, for group peer review: DUE _____

Abbreviations for revising:

AWK: awkward phrasing

WC: word choice

S/V: disagreement in subject-verb

INC: incomplete sentence

FRAG: sentence fragment

¶: paragraph

Instructions: You will be divided into small groups. Distribute copies of your paper to all the other group members. Read your paper to the group. When someone else reads his/her paper to the group, you should follow along and mark errors, strong points, and places where you have questions.

Once everyone in the group has read his/her paper, choose one person to give detailed feedback to in the form of a letter that answers the following questions. Each person should receive detailed feedback from another group member. You will need to make two copies of your letter—one for your instructor (me) and one for the author:

1. What is the main idea of the paper? How do you know?
2. Does the paper make sense? Explain your answer.
3. Describe in detail the organization of the paper. For example, list the supporting points of the paper in the order they appear and explain whether or not this organization makes sense.
4. What are the paper's strengths?
5. Where does the paper need to improve?
6. Explain whether or not the paper correctly uses APA citations in the paper. For example, do the in-text citations include author or title; date; and page number or n.p.?
7. Is there a References page? Is it called "References"? Does it seem to be correctly formatted?
8. Is that paper written in 3rd person in the **body of the paper**? (It's okay to use 1st person in the introduction and conclusion).

Helpful Links:

Editing: <http://www.lethbridgecollege.net/elearningcafe/index.php/writing/the-writing-process/editing>



COMMON ERRORS TO AVOID IN A RESEARCH PAPER

1. Invisible thesis statement: You must have a thesis statement somewhere in the beginning of your paper (usually in the first or second paragraph). Your thesis statement cannot be a question; it needs to be the main idea of your paper. The thesis statement also needs to take a stance and form an argument. Even if you are writing an informative paper your thesis statement will still be an argument (an uninteresting example: “The causes and effects of body dysmorphic disorder, which are generally misunderstood, need to be addressed by public health officials.” The reader knows that this paper will explain the causes and effects of BDD in order to call for change on the policy level. The sentences immediately before or after the thesis statement listed here would briefly name the causes and effects of BDD in the order that they are addressed in the paper).
2. Using a source without introducing the source: It is important to explain who Joe Smith is. Is he a researcher, an educator, a Senator, a writer? Why is he being used in your paper as a resource? Why is he credible? What training/experience does he have that makes him a relevant source?
3. Lack of evidence: You can’t just claim something is true in a research paper; you must provide strong, appropriate evidence to prove your claim is true. This may be a quotation, a paraphrase, data, a statistic, etc.
4. Lack of citation: You must include an in-text citation for every idea, quotation, paraphrase that you include in your paper.
5. Lack of quotation marks: When you are using words exactly as someone else has written them, you must format these words in “quotation marks.”
6. Incorrect paraphrase: Don’t just look up synonyms for words from a quotation in order to create a paraphrase. A paraphrase is significantly different from the original. Incorrectly paraphrasing IS still plagiarism.
7. Too many ideas in one paragraph: Each paragraphs gets one and only one main point. All of these points must relate back to the thesis statement in a clear and direct manner.
8. Referring to authors and sources by first name: ALWAYS refer to your sources by first and last name the first time they appear in your paper, then refer to your sources by last name.
9. Single spacing: DOUBLE SPACE YOUR ESSAYS. Please. Your peer reviewers and readers need space to comment and annotate.
- 10: Overuse of first or second person: The body of your paper needs to be in third person. This is academic and professional.

11. Use of informal prose: A research paper needs to be written in sophisticated, academic language. This is how your reader will know you take yourself and your project seriously, and this is why your reader will also take you seriously. You worked hard! Show it through your writing style, language, and tone.

12. Lack of proofreading. When you proofread you catch mistakes; fewer mistakes (like typos, which are easy to remedy) increase your points earned.

13. Typos in direct quotations: It is absolutely essential that you proofread your direct quotations several times in order to avoid typos. Typos confuse and change the meaning of the direct quotations, which is unacceptable in a research paper.

14. Failure to integrate quotations into paper: When you use quotations, introduce the quotation in a signal phrase that tells the reader why you are using that quotation. Then, analyze and discuss in your words and from your perspective the information imparted in the quotation.

15. Long quotations: As a general rule, you should write two of your own for every line of quoted material you use in your research paper. Long quotations must be unpacked and discussed in detail. Don't expect the reader to do the work of making your sources and points make sense. You must explain your points, ideas, connections to sources, etc.

16. Too many quotations: A research paper is not a list of quotation after quotation. Rather, quotations are used to support the points you are trying to make in order to prove your thesis statement.

17. Long quotations: As a general rule, you should write two of your own lines for every line of quoted material you use in your research paper. Long quotations must be unpacked and discussed in detail. Don't expect the reader to do the work of making your sources and points make sense. You must explain your points, ideas, connections to sources, etc.

18. Too many quotations: A research paper is not a list of quotation after quotation. Rather, quotations are used to support the points you are trying to make in order to prove your thesis statement.

19. Incorrect format for poetry: When you use a poem or part of a poem, the way it appears in your paper should match the way it looks in the original OR you can quote using a forward slash where there are line breaks in the original.

Original:

I love
poetry
for it makes
the world to sing

In paper:

"I love / poetry / for it makes / the world to sing



Helpful Links:

Revision <https://writingcenter.unc.edu/files/2012/09/Revising-Drafts-The-Writing-Center.pdf>

Revision: <http://www.lethbridgecollege.net/elearningcafe/index.php/writing/the-writing-process/revising>



FINAL DRAFT: DUE _____

The final draft of your research paper will demonstrate your best possible work including thoughtful engagement with your research question, thorough and logical research, academic language in third person, and strong organization. All outside information, including direct quotations, paraphrases, and reference to ideas that are not your own, must be correctly cited according to APA guidelines.

Your final draft must include:

Topic: (e.g. Social Justice Issue)

Word length: (e.g. 2000 words or 8-10 pages)

Minimum number of outside academic sources: (e.g. 7-10)

Citation Style: (e.g. MLA or APA)

Abstract and title page:

Your interview and signed consent form

