Shaler Area High School

Handbook for Writing & Research

Special "**Thank You**" to:

Mrs. Anne Frazier
Mr. Matt Hiserodt
Ms. Faith Jack
Mrs. Anne Loudon
Mrs. Amanda Neumann

for your hard work and dedication.

Because of you, this handbook has become a reality.

Stakeholder Review
Thank you to the following people for your feedback and review:
Mr. Dennis Dudley, SAHS Teacher
Dr. Sam Dean, PA Department of Education Distinguished Educator
SAHS Students: Sam Bartsch, Madi Irvin, Alexis Werner, Collin Ziegler
PA Administrators' Council on Education (PACE) Members
Dr. Alexandra Santau, Duquesne University Dept. of Instruction and Leadership in Education
Dr. Bernadine Srocki, community member

Shaler Area School District Board of Directors

Mr. Arch Autenreith	Mr. James Fisher	Ms. Catherine Davidson
Mr. James Giel, Jr.	Ms. Mary Lou Dixon	Mr. Dean Ingold
Mr. Domenic Donovan	Ms. Jeanne Petrovich	Mr. John Watral

Shaler Area School District Administration
Dr. Wesley Shipley, Superintendent
Assistant Superintendent for Personnel Development
Mrs. Kara Eckert, Asst. to the Superintendent for Curriculum and Instruction

Shaler Area High School Administration
Mr. Timothy Royall, Principal
Mrs. Shannon Howard, Assistant Principal 9-10 Academics & Instruction
Mrs. JoAnne Townsend, Assistant Principal 11-12 Academics & Instruction
Ms. Heather Berney, Assistant Principal Policies & Procedures

Shaler Area High School
Shaler Area School District
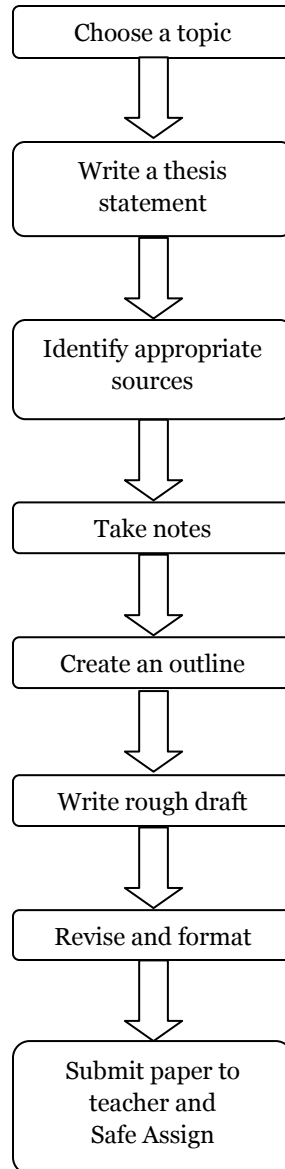381 Wible Run Road
Pittsburgh, PA 15209
(412)492-1200

Table of Contents

Overview

Many classes require a research project or paper to be completed at most grade levels including post-high school courses. For many students this can be an overwhelming task, but this handbook is one of the tools to help you.

The purpose of this handbook is to set a common standard for students and teachers in the Shaler Area School District. This is based on use of the Modern Language Association (MLA) format; however, be aware that other style manuals exist including American Psychological Association (APA) and Chicago Manual of Style that may be required to use at some point in future educational pursuits.

Choose a topic

↓

Write a thesis statement

↓

Identify appropriate sources

↓

Take notes

↓

Create an outline

↓

Write rough draft

↓

Revise and format

↓

Submit paper to teacher and Safe Assign

Choosing a Topic

One of the most difficult steps in the research process is choosing a topic. When given the opportunity to select your own topic, it is important to choose one that balances specificity, availability of resources, and personal interest. It is often a good idea to start with a broad idea, then whittle it down by asking yourself questions such as who, where, how, and when. It is recommended that you brainstorm some specific ideas and then research the availability of resources in the library and on the internet to see if these ideas can actually be made into a paper meeting the length and depth requirements.

Broad Topics	**Focused Topics**
Saddam Hussein	Saddam's Use of Chemical Weapons in the Iran-Iraq War
Middle East and oil	The Role of Oil in US – Middle Eastern Relations
Women's Rights	Women's Rights in Traditional Societies of the Middle East Today
Olympics	Comparison and Contrast of Olympic Sports of Ancient Greece with Those of Modern Day
William Shakespeare	Costumes Used in Shakespeare's Theatre
Edgar Allan Poe	How Poe's Life Influenced His Writing
Obesity	Fast Food's Influence on Childhood Obesity
Trees	The Impact of the Ash Borer Beetle on Forests in Western Pennsylvania

Writing a Thesis Statement

Once you have selected your topic and gathered a variety of sources, the next step is to develop a thesis statement. A thesis statement is one, declarative sentence that establishes the purpose for your project or paper. It is the driving force of the paper that alerts the reader to the specific content of the entire project. If the purpose of a paper is persuasive, the thesis statement must express the author's position on the topic. The thesis statement appears in the introductory paragraph; however, its positioning within the paragraph may be specified by your teacher.

Topic: Stopping Teen Gang Activity
Thesis Statement:
Teen gang activity in the United States can be stopped by a combined approach which consists of supervised youth programs, more job availability, and closer family relationships.

Topic: AIDS Research
Thesis Statement:
Although much research has gone into finding a cure for the AIDS virus, we are no closer to a real cure than we were when the disease first became known.

Topic: Religious Conflict in the Middle Ages
Thesis Statement:
Even though Christians and Muslims were supposedly fighting for religious dominance in the medieval world, their motives were strongly affected by the desire for land and economic power.

Topic: How Poe's Life Influenced His Writing
Thesis Statement:
Edgar Allan Poe's education, family history, and personal relationships greatly influenced his writing style.

Choosing Appropriate Sources

Once you have established the focus of your paper, begin to gather reliable sources. You should be aware that not all sources related to your topic are appropriate for your paper. General encyclopedias such as World Book and Wikipedia, although not the best sources for academic research, are a good place to gain background knowledge. Make certain that you are following your teacher's requirements.

Since the internet provides so much information that can be submitted by anyone, it is especially important to evaluate these sources. Often the website address (url) can provide a clue as to the credibility of the source.

.com = commercial
.edu = educational
.gov = government
.org = non-profit organization

Evaluate print and electronic sources by taking a closer look at the **ABCD'**s of evaluation:

A= Accuracy & Authority
- According to the details provided, does the author appear qualified to present information on the topic?

B= Bias
- Does the source enrich the reader's experience rather than promote social biases (gender, racial, religious)?

C= Content & Currency
- Is there enough information to make visiting this site worthwhile?
- Is the "last modified" or "updated" date provided?
- Is the "most recent revision" or copyright date appropriate for the content?

D= Design
- Is the text easy to read and not cluttered with distracting advertisements, graphics, fonts and backgrounds?

Plagiarism

Purpose:

The Shaler Area School District strives to create an environment of academic integrity wherein all students can produce original works with appropriate identification of the sources of information. Academic dishonesty is a very serious offense. Therefore, it shall be the policy of the District to maintain an educational environment in which plagiarism will not be tolerated.

Definition:

Plagiarism is defined as presenting the ideas or statements of another without crediting the original source. Even unintentional plagiarism is considered a serious matter. Plagiarized sources include, but are not limited to, the written word, pictures, photographs, music, internet sources, works of art, and the spoken word.

Authority:

The Shaler Area School Board prohibits all forms of plagiarism. Plagiarism is against the school code of conduct and any violation will result in disciplinary action.

Guidelines for maintaining Academic Integrity:

The faculty will:
- Define plagiarism for students.
- Teach methods of properly citing sources.
- Monitor incremental progress of the completion of projects.
- Utilize instructional strategies for the prevention and detection of plagiarism.

Students will:
- Show academic integrity by not plagiarizing.
- Properly cite all work presented to teachers.
- Provide further documentation of submitted assignments upon request.
- Provide all original sources for assignments upon request.

Consequences:

Failure to comply with Shaler Area School District's plagiarism policy regarding academic integrity will result in the following actions, which may include, but are not limited to:
- A mandatory conference with the student, including parents, teachers, and/or school administrators.
- The assignment will be marked as incomplete until rewritten with proper citations.
- Once rewritten, the "I" will be changed to a "0" grade for the assignment.
- Refusal to rewrite an assignment will result in the "I" being converted to a nine-week grade of an "F".
- Discipline will be in accordance with student infraction guidelines (detention, suspension, etc.).
- Instances of plagiarism will be documented in a student's record in the same manner as other infractions.

SafeAssign

Many of your teachers will require you to submit your papers to Blackboard via SafeAssign. This is a program that will cross reference your paper with a vast multitude of other papers and websites to identify plagiarized information. SafeAssign can be a useful tool for you to screen your own paper and to protect your intellectual property.

Please realize that SafeAssign is just one tool that teachers use to identify plagiarism.

DIRECTIONS FOR SUBMITTING TO SAFEASSIGN:

Submit a SafeAssignment

Follow these steps to submit to a SafeAssignment.

1. From a content area within a course, select the SafeAssignment and click **View/Complete**.
2. The Upload SafeAssignment page will appear.
3. Complete the page using the table below as a guide and click **Submit**.

Upload Safe Assignment Fields

The Add SafeAssignment page includes the following fields.

FIELD	DESCRIPTION
Name	Displays the tile of the SafeAssignment.
Instructions	Displays the instructions for the SafeAssignment.
Comments	Enter any comments for the Instructor in this field.
File to Attach	Click Browse to locate a file to upload as a SafeAssignment.
Global Reference Database	Select this option to upload your paper to the Global Reference Database. It will be used to check papers from other schools for plagiarism. The paper will only be used to check for plagiarism.

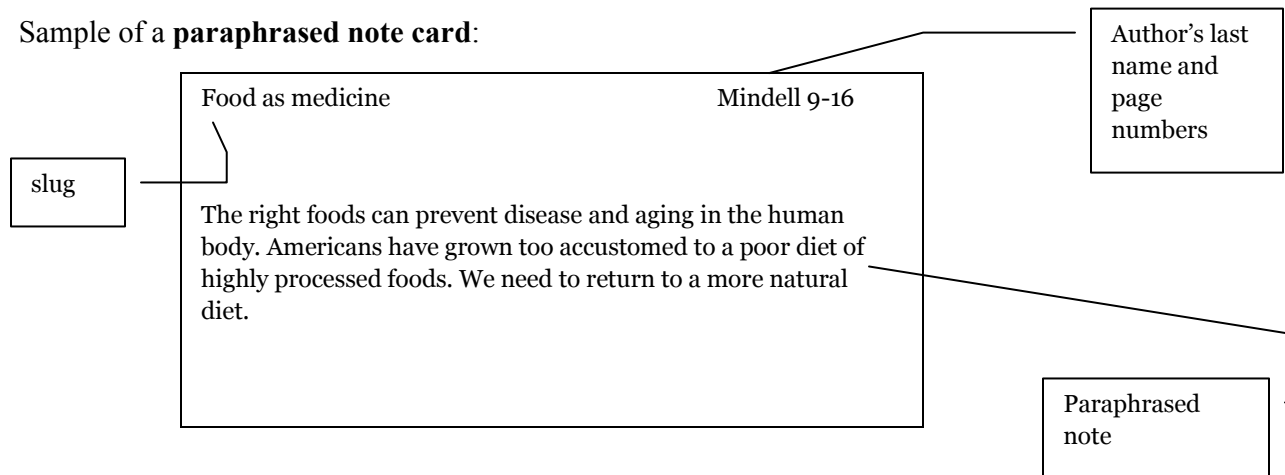Source: Blackboard's *SafeAssign Building Blocks Student Manual*

Note Taking

Note cards are index cards on which you record relevant information from your sources using direct quotation, paraphrase or summary note-taking styles. They will help you to:

- Avoid plagiarism
- Write an outline or group notes easily
- Determine the validity of the information
- Determine the relevancy to your topic
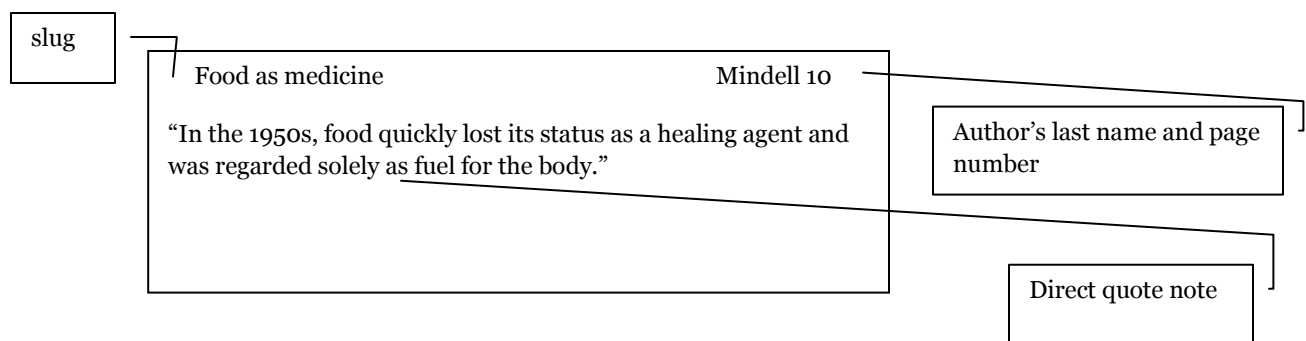- Recognize essential vs. nonessential information

How to make a note card

1. Write a **slug** (one to four-word label indicating the card's contents) in the upper left corner.
2. Write the **author's last name** and **exact page number(s)** from the source in the upper right corner. If the source has no author, use a shortened version of the title. Properly punctuate the title with underlining or quotation marks. Many electronic sources have no page numbers. If the paragraphs are numbered, use those numbers. Otherwise, use only the author or abbreviated title.
3. Write the **note** (direct quote, paraphrase or summary) in the middle. See guidelines for writing notes on the specific note-taking style pages.
4. Limit the note to only **one side of the note card**.

Sample of a **paraphrased note card**:

| slug | Food as medicine | Mindell 9-16 | Author's last name and page numbers |

The right foods can prevent disease and aging in the human body. Americans have grown too accustomed to a poor diet of highly processed foods. We need to return to a more natural diet.

Paraphrased note

Sample of a **direct quote note card**:

slug

Food as medicine   Mindell 10

"In the 1950s, food quickly lost its status as a healing agent and was regarded solely as fuel for the body."

Author's last name and page number

Direct quote note
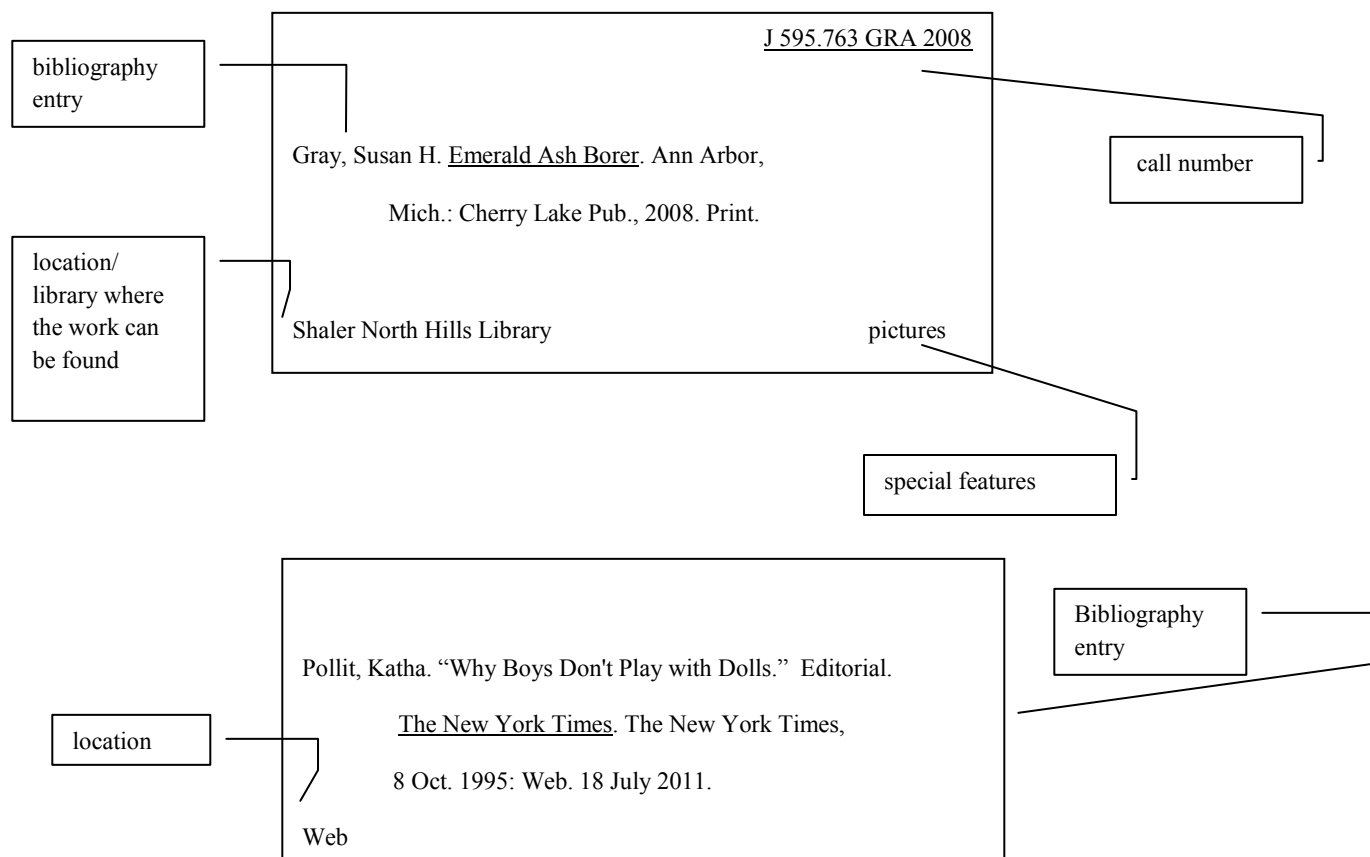
Bibliography Cards

INDEX CARDS

Use 3" x 5" or 4" x 6" index cards for the working bibliography and use a separate card per entry. Index cards allow greater flexibility than a lengthy list on notebook paper. As your research progresses, you will be able to arrange and rearrange your sources to best suit your needs. It is a good matter of practice to check the accuracy of all necessary information against the sample entries.

BIBLIOGRAPHY CARD FORMAT

Include the following information on each bibliography card:

Middle of Card   Bibliography entry

Lower left-hand corner   The library and source where the work can be found

Lower right-hand corner   Special features of the source or personal note (i.e., charts, graphs, pictures, etc.)

Upper right-hand corner   Call number if the source is a book

bibliography entry

J 595.763 GRA 2008

Gray, Susan H. Emerald Ash Borer. Ann Arbor,

     Mich.: Cherry Lake Pub., 2008. Print.

location/ library where the work can be found

call number

Shaler North Hills Library   pictures

special features

Pollit, Katha. "Why Boys Don't Play with Dolls." Editorial.

     The New York Times. The New York Times,

     8 Oct. 1995: Web. 18 July 2011.

Web

location

Bibliography entry

Annotating

An alternative to creating note cards is annotating. In order to write a good outline or essay, annotation is helpful. Annotation is merely a written conversation between the reader and the writer with the reader actively responding to the text. This exercise will help you find connections between ideas within the text with your own ideas and ideas in other sources.

Useful tools include highlighters and sticky notes.

- As you read, look for items you find interesting, significant, or that raise questions. (Sample comments: What is the author trying to say? I don't understand this part. Look this up.)

- Use stars, circles, arrows, lines, highlighting, and any other meaningful symbols to mark these as you read.

- You may assign different colors to elements (pink for questions, yellow for main points, orange for connecting ideas, etc.)

- Adding slugs to your sticky notes may also help you organize your annotations.

- Use arrows and lines to show related ideas in the text.

- Write questions in the margins about the text. *Ex. What does this mean?*

- Put a line of text in your own words to aid understanding.

- Note any vocabulary words that are unfamiliar. Look up and note the definitions in the margin.

- Make connections with the text. *Ex. This makes me think of….*

Now go back and look at the marks you have made.

Think about the connections you have found, questions you've raised.

       Why did you find that line interesting?

       What was the author trying to do?

Outlining

Once you have taken sufficient notes, a logical way to organize your material is to create an outline.

A **formal outline** is a type of graphic organizer that uses numbers and letters to show relationships among ideas. A formal outline can be a **topic outline**, composed of words or phrases, or a **sentence outline**, composed entirely of complete sentences. Never mix the two styles in one outline. You might write a formal outline for your own personal organization of material, or your teacher may require that you write one while you are working on your project to check your progress.

The outline is part of the process and should be written BEFORE the rough draft, not after the paper is written only to fulfill a requirement.

A formal outline will help you to:
- Remain organized and stay focused when you put your product together
- See if you have enough (or too much) material to support your thesis statement
- Figure out the order in which your main ideas and subordinate ideas will appear in the final product.

These are the traditional outlining symbols:

I.

    A.

       1.

       2.

         a.

         b.

    B.

II.

Use at least two subdivisions at each level. Do not write a Roman numeral I without a Roman numeral II, an A without a B, and so on. If a level has only one subdivision, either integrate it into a higher level or expand it to at least two subdivisions.

You may need to do some more research and note-taking if you find informational gaps while writing the outline.

Sentence Outline SAMPLE

Thesis: Research shows that single-sex classes are better for girls and, therefore, should be encouraged.

I. During the first 200 years in America, women were not allowed in schools.
    A. Initially, education was only for men.
    B. Throughout the nineteenth century, the number of coed schools increased.
    C. In 1972, Congress passed Title IX, a law prohibiting sex discrimination in educational institutions.

II. One significant advantage of single-sex classes is the elimination of gender bias that often occurs in coed classes.
    A. Teachers pay more attention to boys.
        1. Girls are not called on as often as boys in coed classes.
        2. Many times teachers tolerate disruptive behavior in boys but discourage the same behavior in girls.
    B. Favoritism is also an issue in coed classes.
        1. Teachers "get a thrill from involving a boy who's going to be disruptive."
        2. Teachers have higher expectations for boys than for girls.

III. Girls benefit from being free from the gender bias of coed classes.
    A. They perform better academically.
        1. Textbooks "show an inherent and often inadvertent bias against females in textbooks."
        2. This bias also shows itself in teaching techniques.
    B. Techniques that are disadvantageous to girls are more apparent in certain subject areas.
        1. Girls show more interest in math when taught in single-sex classes.
        2. This is also the case in science courses.

IV. Not only do single-sex classes offer academic advantages, but also personal benefits.
    A. Distractions are eliminated when the sexes are separated.
    B. All-girl schools offer a nurturing environment in which girls are not afraid to try.
        1. The single-sex environment makes girls feel more comfortable in class.
        2. In all-girl schools, one is respected for doing well in class, instead of being mocked by other students.
    C. Girls have lower self-esteem than adolescent boys.
        1. Single-sex education compensates for this disparity.
        2. All positions of power are held by girls.

Topic Outline SAMPLE

Thesis: Research shows that single-sex classes are better for girls and, therefore, should be encouraged.

I. Background
    A. Segregated education
    B. Coeducation
    C. Title IX
II. Gender Bias
    A. Attention
        1. Opportunity
        2. Discipline
    B. Favoritism
        1. Encouragement
        2. Expectation
III. Academic advantages
    A. Grade improvement
        1. Materials
        2. Methods
    B. Techniques
        1. Math
        2. Science
IV. Personal advantages
    A. Distraction
    B. Comfort
        1. Environment
        2. Students
    C. Development
        1. Self-confidence
        2. Role models

Writing the Paper

A research paper should be comprised of an introductory paragraph, numerous body paragraphs, and a concluding paragraph.

An **effective introduction** includes the thesis statement, main discussion points, and background information. After reading the introduction, the audience should have a clear understanding of the paper's content and purpose.

All **body paragraphs** must relate to the thesis statement and include a transition, topic sentence, and concluding sentence. Paragraphs should be a minimum of five sentences and should be presented in a logical order. Remember that the main ideas presented in each paragraph should be connected by the transitions within the topic and concluding sentences.
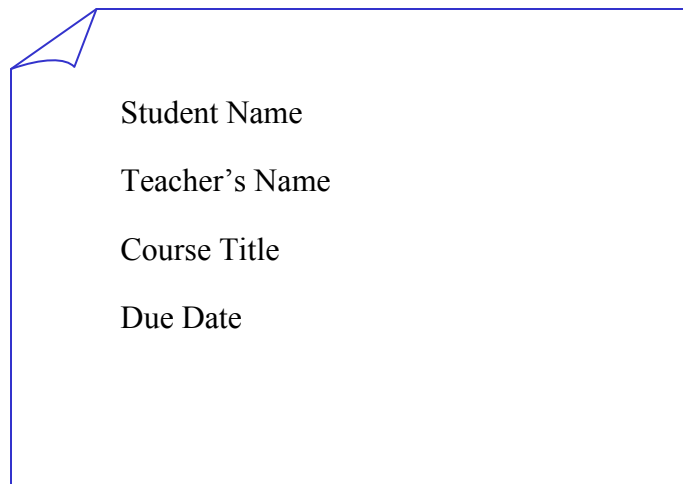
The **concluding paragraph** should summarize all main discussion points presented in your paper. It is your final opportunity to make your most important ideas clear. Try to avoid using first person pronouns (I, me, my). Use the conclusion to go beyond the text and show the universal nature of your topic. This paragraph should be a unique ending, not simply a repetition of sentences or phrases already used in the paper. End the conclusion with a sentence that rephrases the thesis statement in a way that definitively finishes the paper and leaves the reader with a lasting impression.

Formatting

Make certain you are following MLA formatting style rules when producing your final draft.

- 1-inch margins all around

- 12-point font in black ink (Times New Roman or Arial are preferred.)

- Entire paper is double spaced (This includes the heading, works cited page, quotes, etc.)

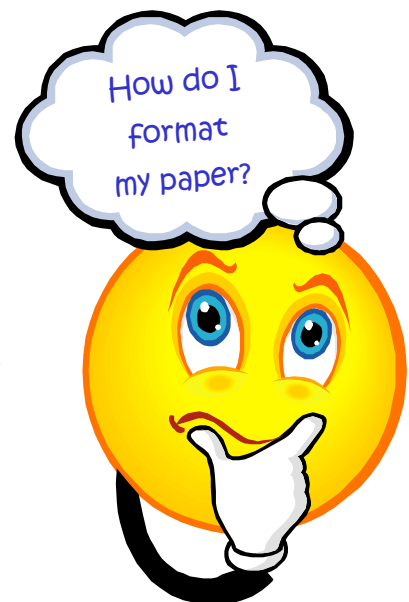- Heading in the top, left corner (This is in place of a cover page.)

> Student Name
>
> Teacher's Name
>
> Course Title
>
> Due Date

- Title must be centered and appear below the heading. (Do not boldface, underline, italicize, increase point size, or put in quotation marks!)

- Page number must include your last name and an Arabic number and should be placed in the top right corner of every page.

- Be certain to adhere to any additional specific teacher requirements.

Citations

Parenthetical documentation is a way to let your reader know what information is original and what information is borrowed. In parenthetical documentation, you use parentheses to indicate or cite the sources of borrowed material. If you do not cite your sources, you are committing **plagiarism**. Parenthetical documentation gives your statement credibility and lets your instructor know that you did the research. It also allows the reader a way to check your original source for accuracy.

When you must cite
Whenever you use material from another source, you must let your reader know immediately, in parentheses right after you use it, where it came from.

- **Direct Quotations – written or oral formats**
  (nonfiction or fiction, speeches, song lyrics or anything you copy word-for-word)
- **Paraphrased or Summarized Information**
  (any borrowed information or ideas that you have rephrased or condensed into your own words)
- **Statistical Data**
  (charts, graphs or tables)
- **Images that are attributed to someone**
  (photos, paintings, sculptures, maps, cartoons and computer graphics, but not "clip art")

When you do not have to cite
- Your own opinions, interpretations and analysis
- General information (If the same information is found in three or more sources)
- Well-known facts (If in doubt, document.)

The difference between well-known facts and little-known facts is not always easy to determine. Consider the following examples:

> Virtually everyone knows that Abraham Lincoln was assassinated while serving as United States President, so that fact, including the date and location, need not be documented. Every source about Abraham Lincoln would contain this information.

> On the other hand, not everyone knows that Robert Todd Lincoln, son of Abraham Lincoln, witnessed the assassinations of three Presidents: his father's, President Garfield's, and President McKinley's. As a result, he refused to attend any more state affairs. That little-known fact, although readily verified, would need parenthetical documentation.

A **parenthetical citation** must include the author's last name and page number in parentheses. (If the source is anonymous, use a properly punctuated abbreviated version of the title. If the source is a website, in place of a page number use the date the website was accessed.)
See the sample paper in the appendix for examples.

Incorporating Quotations

The purpose of using direct quotations is to support your thesis statement. Only include direct quotations when the original material is written in such a way that cannot be appropriately paraphrased. Use quotations conservatively and adhere to your teacher's requirements. If a direct quotation exceeds four lines of type, MLA style requires that you indent one inch from the left margin, continue to double space, and omit quotation marks. Remember to include an introduction that provides the author's name or the first piece of information in the works cited entry followed by a colon. In this special case, the period goes before the parenthetical citation.

Short quotation (sample)

```
According to one study, dreams may express "profound aspects of personality" (Foulke
184).
```

Long quotation (sample)

```
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.(3)
```

If you have used the author's name to introduce any quotation, make certain that you do not use it in the parenthetical citation (see examples above).
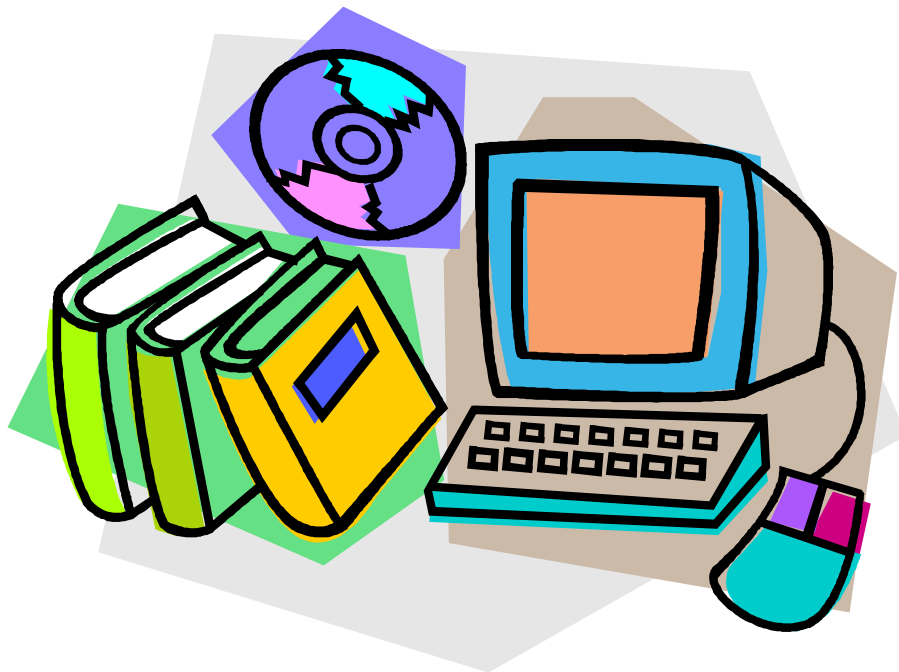
Works Cited Page

The Works Cited page is the last page of the research paper. This is a list of the sources that you have cited within the paper. The purpose of a Works Cited is so that the reader may reference your parenthetical citations.

MLA requires a **specific format** for the Works Cited page:

- Works Cited page should be **numbered** like all other pages of your paper
- Works Cited should be **centered as a title** at the top of the page
- The document is **double spaced**
- All entries need to be **alphabetized**
- Each Works Cited entry on the page should **appear as a parenthetical citation** within the paper
- The entries use a **hanging indentation** (the 1st line goes to the left edge of the margin and each line thereafter is indented 5 spaces.)
- **Double space** all citations, but **do not skip spaces** between entries

Formatting examples of commonly used sources follow.

Quick Guide for Citing Resources—MLA Style

Print Sources

Book (one author)

Author. *Title.* Place of publication: Publisher, copyright date. Format.

Paterson, Henry. *Engineering: What We Can Learn from our Failures.* New York: St. Martin's, 1985. Print.

Book (two or three authors)

Leakey, Mary D. and Louis S.B. Leakey. *Some String Figures from North East Angola.* Lisboa: Museu do
        Dundo, 1949. Print.

Encyclopedia Article

"Name of article looked up." *Encyclopedia.* Edition. Copyright year. Print.

"Magna Carta." *The New Encyclopedia Britannica.* 15th ed. 1998. Print.

Magazine Article

Author. "Article Title." *Magazine*. Date: pages. Print.

Cook, Mariana. "Cousin Kay." *Victoria.* Nov. 2001: 27-28. Print.

Map or Chart

Michigan. Map. Chicago: Rand, 2000. Print.

Electronic Sources

Article in an Online Magazine or Newspaper

Name of author. "Title of article." *Title of Magazine or Newspaper*. Publisher. Date of publication. Medium of
        Publication (web). Date of access.

Kristol, William. "Doing the Unpopular Thing." *Time.* Time, Inc. 23 Apr. 2007. Web. 30 Apr. 2007.

A Page on a Web Site

Author. "Page Title." *Title of Website.* Publisher or sponsor of the site; if not available, use N.p. Date of
        publication. Medium of publication (web). Date of access.

Stolley, Karl. "MLA Formatting and Style Guide". *The Owl at Purdue*. Purdue University. 10 May 2006. Web.
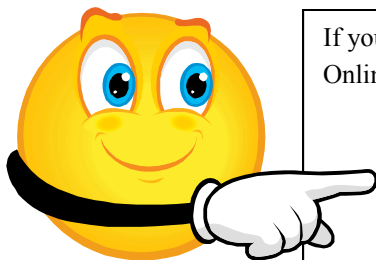   20 April 2007.

"Chemotherapy and Your Emotions." *Coping with Physical and Emotional Changes.* National Cancer Society.
        2009. Web. 20 April 2009.

"Violent Music Lyrics Increase Aggressive Thoughts and Feelings, According to New Study." *ScienceDaily*.
        N.p. 5 May 2009. Web. 12 Dec. 2009.

Online Dictionary/Encyclopedia

"Title of article or word looked up." *Name of encyclopedia or dictionary.* Publisher. Edition or Year. Format.
Date of access.

"Concise." *Merriam-Webster Unabridged Dictionary*. Merriam-Webster, Inc., 2009. Web. 14 Apr. 2009.

If you need to cite a source that isn't listed here, reference the Purdue Online Writing Lab:

        Go to: https://owl.english.purdue.edu/owl/

        Click on: Research and Citation

        Click on: MLA Style

        Click on: MLA Formatting and Style Guide

        Choose the source you need

Adapted from *West view High School Quick Guide for Citing Resources—MLA Style*

Quick Guide for Citing Resources—MLA Style

Popular Sources at SAHS

Below are a few samples of SAHS commonly used databases. Please know that many of the databases will format your citation for you. Please ask your teacher or a librarian for assistance. Additional MLA Citation information can also be found on the SAHS Library website.

Use the following example for the required CITATION ELEMENTS:
Author's Last Name, First Name. "Article Title." *Publication Name*. Vol.Issue (Publication Date):
      Page Number/Range. *Database Name.* Medium of Publication (Web). Date of Access (day
      month year).

Biography in Context (Gale)
"Albert Gore, Jr." *Encyclopedia of World Biography*. 1998. *Biography in Context.* Web. 14 Oct.
      2004.

Literature Resource Center (Gale)
Erisman, Fred. The Romantic Regionalism of Harper Lee. *The Alabama Review* 26.2 (April 1973):
      122-36. *Literature Resource Center.* Web. 15 June 2005.
Eisinger, Chester E. "Herzog: Overview." *Reference Guide to American Literature,* 3rd ed. 1994.
      Literature Resource Center. Web. 10 Mar. 2002.

Opposing Viewpoints in Context (Gale)
"Anthrax." *Environmental Encyclopedia*. Gale, 2009. *Gale Opposing Viewpoints in Context*. Web. 18
      May 2011.
Breslin, Andrew. "Cloning Harms Animals." *Animal Experimentation.* Ed. Helen Cothran. San Diego:
      Greenhaven Press, 2002. *Opposing Viewpoints in Context.* Web. 4 Jan. 2007.

Gale Virtual Reference Library (Gale)
Tushnet, Mark V. "Desegregation." *Dictionary of American History*. Ed. Stanley I. Kutler. Vol. 3. 3rd
      ed. New York: Charles Scribner's Sons, 2003. 14-16. *Gale Virtual Reference Library.* Web.
      19 June 2006.

Global Issues in Context (Gale)
"Archaeologists Unearth 'First Church in the World' in Rihab." *Jordan Times* (Amman, Jordan) 9 June
      2008: N.p.. *Global Issues in Context.* Web. 11 June 2008.
Ghosh, B.N. "Rich Doctors and Poor Patients: Market Failure and Health Care Systems in Developing
      Countries." *Journal of Contemporary Asia* 38.2 (May 2008): 259. *Global Issues in Context.*
      Web. 11 June 2008.

APPENDIX

Peer Editing Worksheet

Writer: _____

Editor: _____

Directions: The objective of this exercise is for you to read, evaluate, and edit your peer's research paper. This will help him/her in preparing the final revision. Read the paper carefully and objectively. Respond to the following prompts and make any necessary corrections and suggestions on the text.

1. Does the paper have a **title**? If so, suggest an improvement. If no title is provided, suggest one here.

2. Is the **title page** correctly formatted? Check content, spacing, punctuation, and capitalization.

3. Determine the **purpose** of this work. How can the writer better achieve this purpose?

4. Define the writer's intended **audience**.

   a. Is sufficient information provided to fill in the "knowledge gap"? Explain.

   b. Note where the writer can add or subtract details to meet the needs of the audience.

5. Read the introduction. Copy the **thesis statement** here. Make corrections and suggestions. Remember, the introduction should be a dynamic, attention-getting piece of writing.

6. Does the **introduction** introduce the four main points discussed in the paper? If not, make suggestions for improvement. Does the **conclusion** restate the thesis and summarize the four main points? If not, make suggestions for improvement.

i

7. Evaluate the paper's **organization**:

    a. Underline the **topic sentence** of each paragraph. Does each topic sentence state the paragraph's focus? Does each topic sentence reflect one of the main points discussed in the introduction? If topic sentences are weak or nonexistent, make suggestions for improvement.

    b. Underline the **concluding sentence** of each paragraph. Does each concluding sentence restate the main point of the paragraph and provide a strong transition to the next main point? If concluding sentences are weak or nonexistent, make suggestions for improvement.

    c. Are the **transitions** clear between paragraphs? Is the paper smooth to read? Do you ever have to "back track" to get to the point? If such confusion occurs, make corrections on the text.

8. Are all points supported with specific, concrete **examples**? Explain.

9. How many **direct quotes** are used in the paper?

    a. Are quotes **strong** enough? Explain.

    b. Are quotations woven **smoothly** into the paper? Are quotes introduced with sufficient context and analyzed by the writer? (Interpretive Sandwich) Explain how the writer can improve his/her use of quotations from the text.

    c. Are quotations cited properly using **parenthetical documentation**? Make any necessary corrections on the text.

10. Look for **citations** as you read the paper. Make certain each citation includes an introduction, page number, and author's last name (if applicable). Unless the information is general knowledge, A CITATION MUST BE PROVIDED! Are there portions of the paper where citations are lacking? Is so, please note where the problem exists.

11. List the **sources cited** in the paper:

12. Each time you see an author's last name or a source listed in the paper, check it off on the **works cited page**. (Remember, only list sources that have been cited!)

      a. List below any sources that are cited but are **not listed** on the works cited page.

      b. List below any sources that are on the works cited page but are **not cited** in the paper.

      c. Is the works cited page formatted correctly?

            (1). Heading centered?

            (2). Page(s) numbered correctly?

            (3). Are entries listed in alphabetical order?

            (4). Are entries double-spaced?

            (5). Are the second and subsequent lines of each entry indented?

            (6). Are bibliographic citations set up correctly? Punctuated? Is all necessary information provided?

13. Evaluate the **sentence structure** of the paper.

      a. Is the structure **varied**? Underline portions of the paper where the structure is choppy or rambling.

      b. Are the **beginnings** of sentences varied? Underline portions of the paper where weak phrasing is exhibited (i.e. *there is, there are*, etc.) or where sentences beginnings are repetitious.

      c. Underline and correct any **fragments**, **comma splices** or **run-on** sentences.

14. Evaluate the **style** of the paper.

    a. Circle poor/ weak uses in **diction.** Make suggestions for stronger vocabulary and language usage.

    b. Is **language controlled**? Note passages in the paper that seem too "cluttered" with excess wording.

    c. Look for **wording errors** and **vague phrasing** such as:

        "I will talk about…"

        "This essay will discuss…"

        "This paper says…"

        "I think", "I feel", "I believe"

    d. Correct any shifts in verb tense.

    e. Circle uses of **vague/weak wording** such as *things, stuff, it, there is, there are*, etc.

    f. Circle any **contractions**.

    g. Circle any uses of "**you**".

    h. Correct any **errors** in spelling, punctuation, capitalization, and grammar.

    i. Correct any errors in **formatting** (i.e. headings, margins, page numbers, double spacing, parenthetical documentation, etc.).

15. Assign a **grade** to this paper. Explain.

Sentence Variety

You can create sentence variety and rhythm variety by using different sentence beginnings. Be aware of your sentence structures.

Subject and Verb

I ran out of the room, and I grabbed a sandwich.

Subordinate Clause

Because I was in a hurry, I ran out of the room.

(Commonly used subordinating conjunctions: although, because, if, since, though, unless. until, when, while)

Adverb

Hurriedly, I ran out of the room.

(Words ending in -ly)

Prepositional Phrase

With a sandwich in my hand, I ran out of the room.

(Commonly used prepositions: about, above, across, among, before, behind, below, beside, between, for in, on, over, under, with)

Conjunctive Adverb

I was in a hurry; therefore, I ran out of the room.

(Commonly used conjunctive adverbs: for example, moreover, nevertheless, furthermore, otherwise, therefore, however)

Participial Phrase

Grabbing a sandwich, I ran out of the room.

(Verbs ending in –ing that modify a noun)

Transitional Expressions

I. Connectives that link similar ideas:

again	for example	likewise
also	for instance	moreover
and	furthermore	of course
besides	in addition	similarly
	in a like manner	too

II. Connectives that link ideas that are dissimilar or apparently contradictory:

although	even if	nevertheless	provided that
as if	however	on the contrary	still
but	in spite of	on the other hand	yet
conversely	instead	otherwise	

III. Connectives that indicate course, purpose or result:

as	hence
as a result	since
because	so
consequently	then
for	therefore
for this reason	thus

IV. Connectives that indicate time or position:

above	finally
across	first
afterward	here
around	meanwhile
at once	next
at the present time	presently
before	thereafter
beyond	thereupon
eventually	

Daly 1

Angela Daly

Mr. Chavez

English 12

14 March 2012

A Call to Action:

Regulate Use of Cell Phones on the Road

When a cell phone goes off in a classroom or at a concert, we are irritated, but at least our

lives are not endangered. When we are on the road, however, irresponsible cell phone users are

more than irritating: They are putting our lives at risk. Many of us have witnessed drivers so

distracted by dialing and chatting that they resemble drunk drivers, weaving between lanes, for

example, or nearly running down pedestrians in crosswalks. A number of bills to regulate use of

cell phones on the road have been introduced in state legislatures, and the time has come to push

for their passage. Regulation is needed because drivers using phones are seriously impaired and

because laws on negligent and reckless driving are not sufficient to punish offenders.

No one can deny that cell phones have caused traffic deaths and injuries. Cell phones

were implicated in three fatal accidents in November 1999 alone. Early in November, two-year-

old Morgan Pena was killed by a driver distracted by his cell phone. Morgan's mother, Patti

Pena, reports that the driver "ran a stop sign at 45 mph, broadsided my vehicle and killed

Morgan as she sat in her car seat." A week later, corrections officer Shannon Smith, who was

guarding prisoners by the side of the road, was killed by a woman distracted by a phone call

(Besthoff). On Thanksgiving weekend that same month, John and Carole Hall were killed when

a Naval Academy midshipman crashed into their parked car. The driver said in court that when

Title is centered.

Opening sentences catch reader's attention

Thesis asserts Angela Daly's main point.

Daly uses a clear topic sentence

Signal phrase names the author of the quotation to follow.

No page number is available for this web source.

Author's name is given in parentheses; no page number is available.

he looked up from the cell phone he was dialing, he was three feet from the car and had no time to stop (Stockwell B8).

Expert testimony, public opinion, and even cartoons suggest that driving while phoning is dangerous. Frances Bents, an expert on the relation between cell phones and accidents, estimates that between 450 and 1,000 crashes a year have some connection to cell phone use (Layton C9). In a survey published by Farmers Insurance Group, 87% of those polled said that cell phones affect a driver's ability, and 40% reported having close calls with drivers distracted by phones. Many cartoons have depicted the very real dangers of driving while distracted (see fig. 1).

Scientific research confirms the dangers of using phones while on the road. In 1997 an important study appeared in the *New England Journal of Medicine*. The authors, Donald Redelmeier and Robert Tibshirani, studied 699 volunteers who made their cell phone bills available in order to confirm the times when they had placed calls. The participants agreed to report any nonfatal collision in which they were involved. By comparing the time of a collision with the phone records, the researchers assessed the dangers of driving while phoning. The results are unsettling:

> We found that using a cellular telephone was associated with a risk of having a motor vehicle collision that was about about four times as high as that among the same drivers when they were not using their cellular telephones. This relative risk is similar to the hazard associated with driving with a blood alcohol level at the legal limit. (456)

Fig. 1. A cartoon shows the dangers of using cell phones and other devices while driving (Lowe A21).

The news media often exaggerated the latter claim ("similar to" is not "equal to"); nonetheless, the comparison with drunk driving suggests the extent to which cell phone use while driving can impair judgment.

A 1998 study focused on Oklahoma, one of the few states to keep records on fatal accidents involving cell phones. Using police records, John M. Violanti of the Rochester Institute of Technology investigated the relation between traffic fatalities in Oklahoma and the use or presence of a cell phone. He found a ninefold increase in the risk of fatality if a phone was being used and a doubled risk simply when a phone was present in a vehicle (522-23). The latter

statistic is interesting, for it suggests that those who carry phones in their cars may tend to be more negligent (or prone to distractions of all kinds) than those who do not.

Some groups have argued that state traffic laws make legislation regulating cell phone use unnecessary. Sadly, this is not true. Laws on traffic safety vary from state to state, and drivers distracted by cell phones can get off with light punishment even when they cause fatal accidents. For example, although the midshipman mentioned earlier was charged with vehicular manslaughter for the deaths of John and Carole Hall, the judge was unable to issue a verdict of guilty. Under Maryland law, he could only find the defendant guilty of negligent driving and impose a $500 fine (Layton C1). Such a light sentence is not unusual. The driver who killed Morgan Pena in Pennsylvania received two tickets and a $50 fine—and retained his driving privileges (Pena). In Georgia, a young woman distracted by her phone ran down and killed a two-year-old; her sentence was ninety days in boot camp and five hundred hours of community service (Ippolito J1). The families of the victims are understandably distressed by laws that lead to such light sentences.

When certain kinds of driver behavior are shown to be especially dangerous, we wisely draft special laws making them illegal and imposing specific punishments. Running red lights, failing to stop for a school bus, and drunk driving are obvious examples; phoning in a moving vehicle should be no exception. Unlike more general laws covering negligent driving, specific laws leave little ambiguity for law officers and for judges and juries imposing punishments. Such laws have another important benefit: They leave no ambiguity for drivers. Currently, drivers can tease themselves into thinking they are using their car phones responsibly because the definition of "negligent driving" is vague.

Daly counters an opposing argument.

Facts are documented with in-text citations; author's names and page numbers (if available) in parentheses.

Daly uses an analogy to justify passing a special law.

As of December 2000, twenty countries were restricting use of cell phones in moving vehicles (Sundeen 8). In the United States, it is highly unlikely that legislation could be passed on the national level, since traffic safety is considered a state and local issue. To date, only a few counties and towns have passed traffic laws restricting cell phone use. For example, in Suffolk County, New York, it is illegal for drivers to use a handheld phone for anything but an emergency call while on the road (Haughney A8). The first town to restrict use of handheld phones was Brooklyn, Ohio (Layton C9). Brooklyn, the first community in the country to pass a seat belt law, has once again shown its concern for traffic safety.

Laws passed by counties and towns have had some effect, but it makes more sense to legislate at the state level. Local laws are not likely to have the impact of state laws, and keeping track of a wide variety of local ordinances is confusing for drivers. Even a spokesperson for Verizon Wireless has said that statewide bans are preferable to a "crazy patchwork quilt of ordinances" (qtd. in Haughney A8). Unfortunately, although a number of bills have been introduced in state legislatures, as of early 2001 no state law seriously restricting use of the phones had passed—largely because of effective lobbying from the wireless industry.

Despite the claims of some lobbyists, tough laws regulating phone use can make our roads safer. In Japan, for example, accidents linked to cell phones fell by 75% just a month after the country prohibited using a handheld phone while driving (Haughney A8). Research suggests and common sense tells us that it is not possible to drive an automobile at high speeds, dial numbers, and carry on conversations without significant risks. When such behavior is regulated, obviously our roads will be safer.

Because of mounting public awareness of the dangers of drivers distracted by phones, state legislators must begin to take the problem seriously. "It's definitely an issue that is gaining

Daly explains why US laws need to be passed on the state level.

Transition helps readers move from one paragraph to the next.

Daly cites an indirect source: words quoted in another source.

Daly counters a claim made by some opponents.

steam around the country," says Matt Sundeen of the National Conference of State Legislatures (qtd. in Layton C9). Lon Anderson of the American Automobile Association agrees: "There is momentum building," he says, to pass laws (qtd. in Layton C9). The time has come for states to adopt legislation restricting the use of cell phones in moving vehicles.

Works Cited

Besthoff, Len. "Cell Phone Use Increases Risk of Accidents, but Users Willing to Take the

Risk." *WRAL.com*. Capitol Broadcasting, 9 Nov. 1999. Web. 12 Jan. 2001.

Farmers Insurance Group. "New Survey Shows Drivers Have Had 'Close Calls' with Cell Phone

Users." *Farmers*. Farmers Insurance Group, 8 May 2000. Web. 12 Jan. 2001.

Haughney, Christine. "Taking Phones out of Drivers' Hands." *Washington Post* 5 Nov. 2000:

A8. Print.

Ippolito, Milo. "Driver's Sentence Not Justice, Mom Says." *Atlanta Journal-Constitution* 25

Sept. 1999: J1. *eLibrary Curriculum*.

Layton, Lyndsey. "Legislators Aiming to Disconnect Motorists." *Washington Post* 10 Dec. 2000:

C1+. Print.

Lowe, Chan. Cartoon. *Washington Post* 22 July 2000: A21. Print.

Pena, Patricia N. "Patti Pena's Letter to Car Talk." *Cartalk.com*. Dewey, Cheetham, and Howe,

n.d. Web. 10 Jan. 2001.

Redelmeier, Donald A., and Robert J. Tibshirani. "Association between Cellular-Telephone

Calls and Motor Vehicle Collisions." *New England Journal of Medicine* 336.7 (1997):

453-58. Print.

Stockwell, Jamie. "Phone Use Faulted in Collision." *Washington Post* 6 Dec. 2000: B1+. Print.

Sundeen, Matt. "Cell Phones and Highway Safety: 2000 State Legislative Update." *National

Conference of State Legislatures*. Natl. Conf. of State Legislatures, Dec. 2000. Web. 27

Feb. 2001.

Violanti, John M. "Cellular Phones and Fatal Traffic Collisions." *Accident Analysis and

Prevention* 30.4 (1998): 519-24. Print.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2006).

Your Notes