

Name: _____

English 11R Research Paper Process Sheet

Your Task: Research a topic of interest and prepare a written analysis of information and data based on your findings.

Steps:

<p>1. TOPIC SELECTION/RESEARCH QUESTION: Choose a topic that you are interested in researching and complete the attached handout. (5 points)</p>	<p>DUE DATE: _____</p> <p>TEACHER'S INITIALS: _____</p> <p>POINTS: ____/5</p>
<p>2. RESEARCH/ANNOTATED BIBLIOGRAPHY: Find at least four (4) sources related to your topic. Prepare an annotated bibliography. (20 points)</p> <ul style="list-style-type: none">• No more than one-half of your sources can be online sources.• No encyclopedias.• Only one textbook can be used as a source.• No Wikipedia	<p>DUE DATE: _____</p> <p>TEACHER'S INITIALS: _____</p> <p>POINTS: ____/20</p>
<p>3. NOTE CARDS: Using your research, create note cards for your sources that include pertinent information and/or quotes to be used in the research paper. (15 points)</p>	<p>DUE DATE: _____</p> <p>TEACHER'S INITIALS: _____</p> <p>POINTS: ____/15</p>
<p>4. THESIS STATEMENT/OUTLINE: Complete an outline as per the attached model. Include the thesis statement. (10 points)</p>	<p>DUE DATE: _____</p> <p>TEACHER'S INITIALS: _____</p> <p>POINTS: ____/10</p>
<p>5. ROUGH DRAFT: Prepare a 3-5 page (typed, double-spaced, 12-point type, 1" margins) research paper <i>with works cited page</i> (50 points)</p>	<p>DUE DATE: _____</p> <p>TEACHER'S INITIALS: _____</p> <p>POINTS: ____/50</p>

TOTAL PROCESS GRADE: _____ /100 points

Research Paper Topic Ideas

Abortion
Acid rain
Adoption
Advertising
Affirmative action
AIDS
Alzheimer's disease
Animal rights
Assisted suicide
Astrology
Athletes and drugs
Autism
Bilingual education
Campaign financing
Capital punishment
Cancer
Censorship
Child abuse
Children of alcoholics
College athletics
Computer crime
Credit card fraud/debt
Cults
Cyber bullying
Cyber predators
Date rape
Dieting
Divorce
Dreams -- meaning, interpreting
Domestic violence
Drug abuse
Drunk driving
Eating disorders
Endangered species
Environment -- protection, resource use, etc.
Extrasensory Perception (ESP)
Evolution vs. Creationism
Extraterrestrials
Family -- changes, stresses
Food -- additives, poisoning, preservation
Forests -- rain forests, preservation, logging
Free speech
Gambling
Gangs
Garbage/waste disposal
Gay marriage
Genetic engineering/ cloning
Government regulation of businesses
Gun control
Hate groups/crimes
Hazing
Health care reform
Homeless -- housing, health, programs, rights
Home schooling
Identity theft
Illegal aliens -- work, laws, control
Immigration -- policies, restriction
Internet -- security, commercial use, censorship
Interracial marriage
IQ tests
Juvenile delinquency
Learning disabilities
Legalization of drugs
Mafia
Male/female roles & stereotypes
Minimum wage
Movie ratings
Natural resources, depletion, protection
Nature vs. nurture
Near-death experience
Nuclear accidents, power plants, etc.
Organ donation
Paranormal phenomena -- ghosts, EVP, exorcism, etc.
Pesticides -- use, in foods, environmental effect
Plagiarism/cheating
Plastic surgery
Police brutality
Pollution -- air, water, etc.
Pornography
Poverty in the U.S.
Prayer in public schools
Prison reform
Professional wrestling
Public assistance (welfare)
Race relations
Racial profiling
Recycling
Refugees
Reincarnation
Religion and politics
Right to die/euthanasia
School violence
Scientology
Serial killers
Sex discrimination
Sexual harassment
Stem-cell research
Steroids
Suicide
Tanning salons
Teen pregnancy
Teenage suicide
Television and children
Television violence
Terrorism
U.F.O.s
United States military -- draft debate, veterans, etc.
Violence in America
Violence in sports
War crimes
White supremacy groups (skinheads)
Wicca/Witchcraft
Women athletes
Women in the military
Women's rights
World hunger

English 11R Research Paper Topic Selection/Research Question

TOPIC: Your topic is the general idea that you are exploring

RESEARCH QUESTION: Your research question is an open-ended question which you will attempt to answer in your thesis and further support in your paper.

THESIS: Your thesis statement is your answer to your research question.

SAMPLE:

Topic: Cell phones

Research Question: Should people be allowed to use cell phones when driving?

Thesis: Unless the risks of cell phones are shown to outweigh the benefits, we should not restrict their use in moving vehicles; instead, we should educate the public about the dangers of driving while phoning and prosecute irresponsible phone users under laws on negligent and reckless driving.

Your Topic: _____

Research Question: _____

*Thesis Statement: _____

**to be completed after the research*

English 11R – Annotated Bibliography for Research Paper

In preparation for writing your research paper, you will complete an annotated bibliography of your sources. You must consult a minimum of four different sources (example: journal, book, website). More will result in a higher grade. You will be judged on the accuracy of your citations as well as the quality of your annotations.

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 100 words) descriptive and evaluative paragraph, called an *annotation*. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

CHOOSING THE CORRECT FORMAT FOR THE CITATIONS

Cite the book, article, or document using the appropriate format.

This may be done using www.easybib.com or the **TZ Research Paper Guide** (available at www.socsd.org/researchguide.pdf).

CRITICALLY APPRAISING THE BOOK, ARTICLE, OR DOCUMENT

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your research topic.

Annotations may consist of all or part of the following items:

- describe the content (focus) of the item
- describe the usefulness of the item
- discuss any limitations that the item may have, *e.g. bias, timeliness etc.*
- describe what audience the item is intended for
- evaluate the methods (research) used in the item
- evaluate reliability of the item
- discuss the author's background
- discuss any conclusions the author(s) may have made
- describe your reaction to the item

(continued) →

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A BOOK

Ling, Rich. The Mobile Connection: The Cell Phone's Impact on Society. San Francisco: Morgan Kaufmann, 2004.

This book helps the reader understand new communication devices and the impacts on society. It talks about the history of mobile phones, the growth of the mobile market, and the safety and security issues surrounding mobile phones. There is an entire section in Chapter 3 about driving and cell phone use which directly relates to my paper topic. However, the book is written from a psychological perspective which may not be useful to me. In addition, because the book was published in 2004, I'm not too sure if it is the most current information.

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR AN ARTICLE [ACCESSED ON THE WEB]

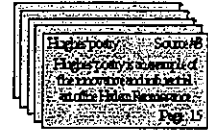
United States of Transportation. Natl. Highway Traffic Safety Administration. "An Investigation of the Safety Implications of Wireless Communications in Vehicles." *NHTSA*. Natl. Highway Traffic Safety Administration, Nov. 1997. 12 Mar. 2001.
<<http://www.nhtsa.dot.gov/people/injury/research/wireless/>>

This article discusses a lot of the safety issues surrounding the use of cell phones in vehicles. Both the research studies and crash data reviewed in this report highlight several factors in which cell phone use can increase the risk of a crash. Among these, conversation appears to be most associated with crashes. However, the authors conclude that there is insufficient data to truly determine the severity of the problem. One problem with this article is that it is a bit old; there may be more current studies on the subject, but because it is a government study, the information should be reliable.

Annotated Bibliography due: _____



Researching and Organizing Your Paper: The Note Card System



When you are faced with starting a research paper, the most important part of researching and beginning to write is **ORGANIZING** the information and your thoughts. If you are not organized, it will take considerably more time to write the paper. To make it easy on yourself, you can use an **index card** system as you gather information. With this method, you categorize the information you find by topic. For each topic, you could have any number of cards from several different sources. Later, as you write your paper, each card topic becomes a body paragraph or supporting idea in your paper.



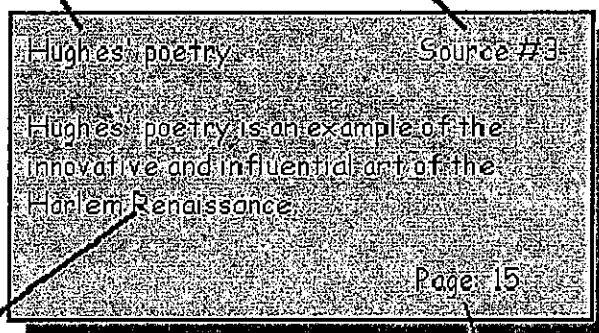
Researching

As you find interesting facts about your topic during your research, you should write them down. Each sentence or idea that you find should be **quoted or paraphrased** and written on a card. In order to keep your ideas in order, and to remember where you found the ideas, there are **four items** that you should include on the index card, as you will see below.

Here is a sample card:

1. topic

2. where you found the information



3. paraphrased information you found

4. page you found this fact on

1. The **card topic** is the title for the kind of information on the card. The **card topic** is a name that you make up yourself. Think of it as the *title*, or *main idea* of the card. After writing down the information, figure out how you could briefly categorize, or title it. For example, if you are writing a paper on the life and works of the poet, Langston Hughes, you may have cards with topics such as:

- Hughes' place in American Literature
- How critics view Hughes in general
- Criticism for Poem #1
- Criticism for Poem #2
- Hughes' use of organization
- Hughes' structure

*Your card topics will vary depending on the option number and prompt you choose.

2. The **source title** is the name of the book, magazine, website, etc., in which you found the information. In the previous example, the **source** was given a **number**, instead of writing out the entire title. You could write out the title on each card, or simply list your sources on a separate sheet of paper, like the example here. Number your sources on this list, and then use the numbers on the note cards to specify which source provided which fact.

**Remember! This is not a complete Works Cited page. You will need to add the publication information and use the correct citation format (MLA) for the formal Works Cited page.*

3. Item number three is the **quoted or paraphrased** information that you found. It is helpful to quote or paraphrase your research on the index cards while you are taking notes. If you are consistent in quoting and paraphrasing at this stage, then you will be certain not to accidentally plagiarize someone else's work. You will also have less work to do when you are actually writing the paper.

4. It is important to be accurate with the **page numbers** on your note cards, as you will need them for citations throughout your research paper.



Start Organizing

Once you have written the information down on the note cards, you only need to go back and organize your cards by topic. Group together all the cards that have the same topic (i.e. all the cards titled: "**Criticism for Poem #1**" should be together). When you finish, you should have your cards in piles, one topic per pile. You can have any number of piles and any number of cards in each pile. The length and detail of your paper will determine how many piles and cards you have.



Outline and Start Writing

Once you have separated your cards into piles, you should start to organize your information into body paragraphs. That is the key to this system. If every topic directly relates to your research question, then each topic pile should become a supporting idea, body paragraph, or part of a paragraph in your paper.

Topic: Cell Phones in the Hands of Drivers: A Risk or a Benefit?

Outline

THESIS: Unless the risks of cell phones are shown to outweigh the benefits, we should not restrict their use in moving vehicles; instead, we should educate the public about the dangers of driving while phoning and prosecute irresponsible phone users under laws on negligent and reckless driving.

I. Scientific studies haven't proved a link between use of cell phones and traffic accidents.

A. A study by Redelmeier and Tibshirani was not conclusive, as the researchers themselves have admitted.

B. Most states do not keep records on accidents caused by driver distractions.

C. In a survey of research on cell phones and driving, Cain and Burris report that results so far have been inconclusive.

II. The risks of using cell phones while driving should be weighed against the benefits.

A. At the Harvard Center for Risk Analysis, researchers found that the risks of driving while phoning were small compared with other driving risks.

B. There are safety, business, and personal benefits to using cell phones on the road

III. We need to educate drivers on using cell phones responsibly and enforce laws on negligent and reckless driving.

A. Educating drivers can work.

B. It is possible to enforce laws against negligent and reckless driving; in states that do not do an adequate job of enforcement, the public can lobby for improvement.

Outline begins with thesis and uses standard format.

Outline is written in complete sentences.

Main points are written with roman numerals; supporting points are written underneath with capital letters

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

MLA Internal Citations

Basic Format

The basic format for MLA in-text citation is as follows:

(Author's Last Name _ Page Number) _ = space

i.e. One author claims that "no one is concerned with this issue" (Jones 45).

The period goes AFTER the citation.

If the author's last name appears in the citation, then only a page number is required:

i.e. "Howard Jones argues that 'no one is concerned with this issue'" (45).

Multiple Authors

Multiple authors are cited in a similar way, although both names are included, and joined by the word "and":

i.e. (Cortez and Jones 56)

For more than three authors, use the first author's last name, followed by the abbreviation "et al.":

i.e. (Cortez et al. 378)

Different Authors With the Same Last Name

When citing different authors with the same last name, include enough information so as to be able to differentiate them:

i.e. (H. Jones 48); (R. Jones 36)

Group Authors

When identifying corporate authors, use the same format, but substitute the group name:

i.e. (Modern Language Association 68)

The MLA Handbook also recommends that long group names be placed in the text itself, so as to avoid unwieldy in-text citations:

i.e. "The Society for the Greater Advancement of the Common Good insists that 'all people have a right to free health care'" (47).

No Author Available

If no author is available, use a short form of the title (the shortest form that will allow you to recognize the work properly). For instance, if you were working with an article or a website called "Thirty Reasons to Spay Your Pet," you might use the following:

("Thirty Reasons" 26)

If you were working with a book with no author called Belief in the Supernatural, you might use:

(Belief 567)

Source Within a Source

If you are citing a source that is found within another source, use the abbreviation "qtd. in." For instance if you want to cite musician Miles Davis as he appears in a Nat Hentoff article, you would use the following format:

(Davis, qtd. in Hentoff 34)

Citing Long Passages

When citing a passage of more than three lines from a book, skip a space, indent on both sides of the margin, and write the quote single-spaced *without* quotation marks:

Teaching is attracting more and more people, even as a second career:

The New Teacher Project, which helps people switch from other careers to the classroom, said 29,576 people have applied to its teaching fellows programs this year, a 44% increase over last year. The group was founded in 1997 by Michelle Rhee, now the schools superintendent in the District of Columbia (Quaid 4).

←Double-spaced essay

←Single-spaced, indented
quote with citation at end

The District of Columbia is only one such place attracting second-career teachers. In an economic
downturn, many are looking for a dependable career.

← back to double-spaced essay

Works Cited

A Works Cited page should list only the works that you actually cited in your paper—not other sources you consulted. Works should be listed alphabetically by author's last name or title (if no author is present). The second line of an entry should be indented. Skip a line after each entry.

FOR A BOOK:

Author's last name, first name. Title of book. Place of publication: Publisher, copyright year.

Example: Fogle, Bruce. Training Your Dog. New York: DK Publishing, 2001.

If you only used part of a book:

Fogle, Bruce. Training Your Dog. New York: DK Publishing, 2001, pp. 50-55.

FOR AN ARTICLE IN A REFERENCE BOOK

Author. "Title of Article." Title of Book. Editor. City of Publication: Publisher, Year.

Example: Lampard, Eric Edwin. "Industrial Revolution." *World Book Encyclopedia*. Chicago: World Book, 2000.

FOR AN ARTICLE IN A REFERENCE BOOK THAT IS ANONYMOUS OR UNSIGNED

"Title of Article." Title of Book. Editor. City of Publication: Publisher, Year.

Example: "Tuberculosis" *Human Diseases and Conditions*. Ed. Neil Izenberg. New York: Scribner's, 2000.

FOR A MAGAZINE OR NEWSPAPER ARTICLE:

Article author's last name, first name. "Title or headline of article." Name of magazine or newspaper. Date of magazine or newspaper, page(s).

Example: McGill, Kristy. "A Baltic Scramble." Faces. May, 2003, p. 27.

FOR AN INTERNET ADDRESS

Author's last name, first name. "Title of item." [Online] Available <http://address/filename>, date of document or download.

Example: DiStefano, Vince. "Guidelines for Better Writing." [Online] Available <http://www.usa.net/~vined/home/better-writing.html>, October 5, 2002.

MATERIAL ACCESSED FROM A DATABASE (EBSCO, GaleNet, ABC-CLIO, etc.)

Author. "Article Title." Periodical Title Date of print publication (if available): Pages. Database Name. Name of Providing Library. Day, month, and year of access. <<http://addressofdatabasehomepage>>.

Example: Brown, Susan. "Writing the Perfect Paper." High School Weekly 12 Sept. 2004: 22. EBSCOhost. Tappan Zee High School. 25 Nov. 2004. <<http://www.epnet.com/>>.

For easy and fast results, use www.easybib.com!

**Cell Phones in the Hands of Drivers:
A Risk or a Benefit?**

As of 2000, there were about ninety million cell phone users in the United States, with 85% of them using their phones while on the road (Sundeen 1). Because of evidence that cell phones impair drivers by distracting them, some states have considered laws restricting their use in moving vehicles. Proponents of legislation correctly point out that using phones while driving can be dangerous. The extent of the danger, however, is a matter of debate, and the benefits may outweigh the risks. Unless the risks of cell phones are shown to outweigh the benefits, we should not restrict their use in moving vehicles; instead, we should educate the public about the dangers of driving while phoning and prosecute irresponsible phone users under laws on negligent and reckless driving.

We have all heard horror stories about distracted drivers chatting on their cell phones. For example, in a letter to the editor, Anthony Ambrose describes being passed by another driver “who was holding a Styrofoam cup and a cigarette in one hand, and a cellular telephone in the other, and who had what appeared to be a newspaper balanced on the steering wheel—all at approximately 70 miles per hour” (128). Another driver, Peter Cohen, says that after he was rear-ended, the guilty party emerged from his vehicle still talking on the phone (127). Admittedly, some drivers do use their cell phones irresponsibly.

The dangers are real, but how extensive are they? To date there have been few scientific reports on the relation between cell phone use and traffic accidents. In 1997, Donald Redelmeier and Robert Tibshirani studied 699 drivers who owned mobile phones and had been in accidents. The drivers, who volunteered for the study, gave the researchers detailed billing records of their phone calls. With these data, the researchers found that “the risk of a collision when using a cellular telephone was four times higher than the risk when a cellular telephone was not being used” (433).

Paper is titled

Statistic is cited with author's name and page number in parentheses.

Thesis asserts author's main point.

If the author is named in a signal phrase, it does not need to be repeated in the citation; only the page number is in parentheses.

A summary is introduced with a signal phrase naming the author; a page number is given in parentheses.

Although this conclusion sounds dramatic, Redelmeier and Tibshirani caution against reading too much into it:

Long quotation is introduced by a sentence naming the authors.

Our study indicates an association but not necessarily a causal relation between the use of cellular telephones while driving and a subsequent motor vehicle collision. . . . In addition, our study did not include serious injuries. . . . Finally, the data do not indicate that the drivers were at fault in the collisions; it may be that cellular telephones merely decrease a driver's ability to avoid a collision caused by someone else (457).

Long quotation is indented; no quotation marks are needed.

Ellipsis dots show that words have been omitted.

Pointing out that cell phones have benefits as well as risks, the authors do not recommend restrictions on their use while driving. Unfortunately, most states do not keep adequate records on the number of times phones are a factor in accidents. As of December 2000, only ten states were trying to keep such records (Sundeen 2). In addition, currently there is little scientific evidence comparing the use of cell phones with other driver distractions: fiddling with the radio, smoking, eating, putting on makeup, shaving, and so on.

Alasdair Cain and Mark Burris of the Center for Urban Transportation Research surveyed research on the cell phone issue as of 1999 and concluded that there is "no nationally-accredited document to prove the connection between mobile phone use and traffic accidents." Because research results have been so inconclusive, it makes sense to wait before passing laws that might well be unnecessary.

In 2000, researchers at the Harvard Center for Risk Analysis found that the risks of driving while phoning were small compared with other driving risks. Whereas the cell phone user's chances of dying are about 6 in a million per year, someone not wearing a seat belt has a risk of 49.3 per million, and someone driving a small car has a risk of 14.5 per million (3). Because of this comparatively small risk, regulation of phones may not be worth the cost of the legislation as well as the additional burden such

legislation would put on law enforcement officers.

In addition to the risks, there are benefits to using phones on the road. Matt Sundeen reports that drivers with cell phones place an estimated 98,000 emergency calls each day and that the phones "often reduce emergency response times and actually save lives" (1). The phones have business benefits too. According to transportation engineer Richard Retting, "Commuter time is no longer just for driving. As the comforts of home and the efficiency of the office creep into the automobile, it is becoming increasingly attractive as a work space" (qtd. in Kilgannon A23). Car phones also have personal benefits. A mother coming home late from work can check in with her children, a partygoer lost in a strange neighborhood can call for directions, or a teenager whose car breaks down can phone home.

Clear topic
Sentences and
transitions are
used throughout.

An indirect
source—words
quoted in
another
source—is
cited with the
term "qtd. in."

Unless or until there is clear evidence of a direct link between cell phone use and traffic accidents, the government should not regulate use of cell phones while driving. A better approach is to educate the public to the dangers of driving while distracted and to enforce laws on negligent and reckless driving.

Educational efforts can work. In the last twenty years, government and private groups have managed to change the driving habits of Americans. Seat belts are now regularly worn, people commonly appoint designated drivers when a group is drinking, small children are almost always put in safety seats, and most drivers turn on their headlights in rainy weather.

No citation is
needed for
common
knowledge.

Enforcing laws against negligent and reckless driving can also work. Even groups concerned with safety support this view. For instance, the National Highway Traffic Safety Administration advises states to enforce their reckless and negligent driving laws and, where necessary, to strengthen those laws; it does not call for restrictions on use of the phones (United States, Dept. of Transportation). The California Highway Patrol opposes restricting use of phones while driving, claiming that distracted drivers can

Government
source
is listed under
"United States"
in the works cited
list and in the
parentheses.

already be prosecuted (Jacobs). It is possible, of course, that some states do not enforce their laws to the extent necessary. In such instances, citizens should put pressure on highway patrols to step up enforcement, for without fear of prosecution many drivers will not change their behavior.

The use of cell phones while driving is probably here to stay—despite the risks—unless future studies prove that the risks clearly outweigh the benefits. However, public safety concerns are real. To address those concerns, we should mount a major educational campaign to educate drivers about the dangers of driving while distracted and insist that laws on negligent and reckless driving be enforced as vigorously as possible.

The paper ends with the author's stand on the controversy.

Works Cited

- Ambrose, Anthony. Letter. *New England Journal of Medicine* 337.2 (1997): 128.
- Cain, Alasdair, and Mark Burris. "Investigation of the Use of Mobile Phones while Driving." *Center for Urban Transportation Research*. College of Engineering, University of South Florida, Apr. 1999.
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- Harvard Center for Risk Analysis. "Cellular Phones and Driving: Weighing the Risks and Benefits." *Risk in Perspective*. President and Fellows of Harvard Coll., July 2000. 15 Mar. 2001. <<http://www.hsph.harvard.edu/pdf/cellphones.pdf>>
- Jacobs, Annette. "Guest Opinion: No New Laws Needed for Driver Distractions." *Wireless Week*. Advantage Business Media, 24 May 1999. 12 Mar. 2001. <<http://www.wirelessweek.com/News/May99/gopn524.htm>>.
- Kilgannon, Corey. "Road Warriors with Laptops." *New York Times*. 15 Aug. 2000: A23.
- 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.
- Sundeen, Matt. "Cell Phones and Highway Safety: 2000 State Legislative Update." *National Conference of State Legislatures*. Natl. Conf. of State Legislatures, Dec. 2000. 11 Mar. 2001. <<http://www.ncsl.org/print/transportation/2006cellphone.pdf>>
- United States of Transportation. Natl. Highway Traffic Safety Administration. "An Investigation of the Safety Implications of Wireless Communications in Vehicles." *NHTSA*. Natl. Highway Traffic Safety Administration, Nov. 1997. 12 Mar. 2001. <<http://www.nhtsa.dot.gov/people/injury/research/wireless/>>

List is alphabetized by authors' last names (or by title, if a work has no author).

First line of each entry is at left margin; all subsequent lines of the entry are indented.

Works are single spaced with spaces in-between each entry