

Week 3: Choosing Sources and Creating Bibliography Cards

Lesson A. What Are Sources?

A research paper is a paper that contains information from **sources**—thus, the name *research* paper. You will gather information (research) from various sources to write your paper. **Your paper will be a series of facts and information that you discovered in your research**—it will not be opinion or your thoughts. Thus, nearly everything your paper says will be from a source. That is the nature of a research paper. Because of this, you will be gathering hundreds of pieces of data and organizing them into one cohesive paper. There are many possible source materials, as shown in the list below.

Potential Sources

1. Books
2. Online—be wary of websites you do not know anything about
3. Magazines
4. Personal interviews
5. Reference works—dictionary, encyclopedias, almanacs
6. TV/radio interview or program
7. Historical societies and city/county offices
8. Old newspapers (often available on microfilm)
9. Audio materials (cassettes, talking books, etc.)

Tips for Finding Sources

1. Check the **bibliography** of the work you are using to find other works that author may have used to write *his* book (encyclopedias often have lengthy bibliographies that might give you some good leads).
2. You will want to find one source that is an overview of your topic—longer than what your paper will be, but probably not an entire book (thorough encyclopedia entries are often good for this, providing the entry is at least thirty pages long).
3. Do a Google or Yahoo search on your topic.
4. Look in your library's computer search program to locate books in your library that might contain information about your topic—try searching with the “item containing these words” **and** “subject” or “topic.” (Use “advanced search” menu.)
5. Look in an article database or microfiche program for articles from magazines or newspapers about your topic.
6. Look up books online and request that your library get them from an interlibrary loan situation.
7. Ask around for possible interview sources, such as interviewing someone who has visited or lived in the country of which you are writing.

Glossary Box

Sources--books, articles, online sites, encyclopedias, interviews, etc. that are used to gather information for a report

Bibliography--a list of sources that an author used in writing a book; found in the back of a book; a helpful lead for a report writer as he peruses it to find names of other books and materials about that book's topic

Lesson B. Overview Source

It will help you gather information if you find a good, strong source that gives you an overview of your topic. This is called your **Overview Source**.

If you have used other MC books to write reports, you have probably learned about the “**Overview Source**” item. This source will do many things for you:

- (1) Give you an overview of your topic
- (2) Help you see the major aspects of your topic—which you may desire to include as the major topics of your report as well
- (3) Help you see what additional information you will need from your remaining sources (which will help you choose these sources)
- (4) Help give you a framework for your outline.

Glossary Box

Overview Source--a source that gives a good overview of the topic a student has chosen to write about; usually a lengthy encyclopedia article (at least thirty pages) or a short book, or an extensive chapter or section of a book (again, at least thirty pages)

Overview Source Method--a method of planning and writing a paper in which a student starts out using an overview source to get a good idea of his topic and to develop a working outline

This Overview Source needs to be much longer than your paper will be (i.e. more than thirty pages in length); however, you probably do not want a four hundred page Overview Source.* You want an overview source that you can read through easily, comprehend thoroughly, and utilize quickly to outline your major sections and find additional sources. Lengthy encyclopedia articles, detailed juvenile non-fiction material, short adult non-fiction books, etc. are all good Overview Sources.

Be careful, however, that your Overview Source is truly about the topic you are writing about. For example, do not use a juvenile non-fiction book about all of the Disney World theme parks if you are writing a report about the Magic Kingdom only. The section about the Magic Kingdom will likely not be lengthy or detailed enough. You will either want a juvenile non-fiction book about the Magic Kingdom only or an adult non-fiction book about all of the parks with dozens of pages about the Magic Kingdom alone (your topic).

Another example of this is that of writing about a country. Suppose you wanted to write a research paper about the country of France, so you looked for an Overview Source that has a lot about France. In your search, if you found a juvenile book about countries of Europe, the France chapter might only be a dozen pages long—not long enough for you to use as your Overview Source as you can not develop a skeleton outline from a source that contains less pages than your report will contain! However, if you chose an Overview Source about Europe from the adult section of your library, it would likely work out okay since it could easily have thirty pages or so on France.

***Note: You may use a four hundred page (or longer) source later--to find pieces of detailed information that you need and cannot find in shorter sources. You will just not want to use that detailed source for your Overview Source.**

<> B-1 Study the “Overview Source Method” box provided in order to understand the role of the Overview Source in the research paper process.

Looking Ahead...at the “Overview Source” and “Overview Source Method”

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that helps you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

For example, you will do the following steps (in a nutshell--details will follow during the outlining assignment) with your “Overview Source”:

- (1) **Find a source** based on the criteria given.

Example: *Lives of Great Missionaries* (book)

- (2) **Read that source** (or section about your topic) thoroughly.

- (3) **Mark that source** with sticky notes for possible **section breaks** for your report.

- (4) **Write out the section topics** that you will use in your report based on the information in this source.

Example Historical Figure:

Section I: Birth and Childhood

Section II: Youth and Education

Section III: Early Adult (or Early Ministry Years)

Section IV: Later Adult (or Later Ministry Years)

Section V: Dying Years, Books, and Posthumous

Example Policemen & Women:

Section I: History of Police Work

Section II: Becoming a Policeman

Section III: Jobs in the Police Force

Section IV: Dangers and Benefits

Section V: Policemen in this Century

Section VI: Awards, Honors, and More

- (5) **Mark** directly on the source (if possible) or on sticky notes attached to pages for **different paragraphs you may put under each section**.

- (6) **Continue** through the Overview Source **determining what the sections and paragraphs** of your report **will be**.

- (7) **Record these sections and paragraphs** on sheets of notebook paper.

Section I: Mueller's Birth and Childhood

PoB A: Birth and Family

Opening/Transition Sentence: _____

Support Sentence (SS) 1: _____

SS 2: _____

PoB B: childhood

Opening/Transition Sentence: _____

SS 1: _____

SS 2: _____

PoB C: Education

Opening/Transition Sentence: _____

SS 1: _____

SS 2: _____

Glossary Box

List of Works Cited--a document that is created and inserted at the end of a research paper that lists all of the sources used to write the paper

Source Number--a number that is placed in the upper right hand corner of each bibliography card as it is made (1, 2, 3, etc.); the student will use this number on his information cards to show which sources he used for the data on that information card; source number will keep the student from having to write all of the source information for each source out on each information card he creates

Bibliography Cards--index cards that each list a different source that a student consulted for information for the research paper (as he uses each source); information from the source is listed on the card in the same way it will be listed on the list of Works Cited

While your Overview Source will help you extensively in getting a handle on your topic, you will not be permitted to use much of its actual content in your paper. At this level, you need to learn how to figure out your major sections and even paragraph topics (using that Overview Source), then gather information from various sources and compile this information in a logical format, underneath your major section and paragraph points. You will not be permitted to get more than 25% of your report's **information** from your Overview Source (or from any one source, for that matter).

In a nutshell, your Overview Source will acquaint you with your topic and help you determine what major sections and even what paragraph information you may desire—then you will fill in these areas with your other sources, utilizing at least eight total sources. (Older students and more advanced writers should utilize at least ten to twelve sources in their research papers.)

<> B-2. Find at least one source (but possibly a couple) that you think can become your Overview Source. (In the next chapter, you will be instructed on how to use that Overview Source to create a skeleton outline for your paper.)

Lesson C. MLA Citation

Many colleges require students to write reports in MLA (Modern Language Association) style (especially reports done in English and humanities classes). This provides an accepted, but complicated, format for the citation of sources for all styles of writing and places of learning. It is best to learn to write in this format while still in high school, so you don't have to learn to give citations in two or more different styles.

Basically, the MLA requires two things. The first is that the student **gives a small bit of information in the *actual text* about where he found the information he is stating**. He must cite at least **two things** about the source, **the last name(s) of the author(s) and the page number** where the information came from. The second thing the MLA style requires is that the student **provide a complete bibliography at the end** of the report (which will tell the reader more information about the sources cited within the text)--called **list of Works Cited**.

Lesson D. Bibliography Cards

Because you will be utilizing information from various sources and because that wording is not your own—it belongs to someone else—you will be keeping track of your sources as you gather data. This **information will be used in two ways: (1) to tell within your paper where each piece of information came from (the source) and (2) to be compiled at the end of your paper into a document entitled Works Cited.** This list of Works Cited must include all of the information that a reader might need to find the cited work (in a library or on the web) if he or she so chooses.

You will make a Bibliography Card for each source you use. **Each card will have the same format** (order of publication information) **that you will use in your list of Works Cited later on.** This will make it a snap to create your list of Works Cited when ready to do so.

One way you will keep track of where you got each piece of information (on each Bibliography Card) is by indicating on the information card a **source number** that correlates with a number on your bibliography card. This sounds confusing, but it actually isn't at all.

So, as you **use** a source, make a **Bibliography Card** for it with the information listed the same way as it will be on your list of Works Cited (instructions will follow). Then in the upper right hand corner of the card, put a number. You want to have your cards numbered so that when you make information cards, you will be able to list the source number of the source from which you got the information for the information card (instead of writing all of the bibliographical information on each information card).

Some research paper programs are very particular about the making of the Bibliography Cards in terms of the source numbers. Some say that you must number them in alphabetical order according to the first word on the bibliography card (i.e. author's name, etc.). Then they recommend that if you do not use a source, you erase that source number and re-number. This is extremely confusing and totally unnecessary (and results in you also having to put a new source number on each information card you have made should you drop a source or add one later).

The Bibliography Cards are for you—so you do not have to repeat the author's name, book title, etc. on each information card you create. Thus, making Bibliography Cards as you use the sources is easier. If you do not use the information on that information card in your actual report (for some reason), it is no big deal. That Bibliography Card will simply not be used when you create your list of Works Cited (which will be in alphabetical order and will include the remaining cards that you did use), nor will it be used when citing authors or books within the text of your report. It will just be dropped, no problem.

The key to easily creating a list of Works Cited when you are finished writing your paper is to **have clear, correctly-punctuated Bibliography Cards right from the start.** For this reason, you will punctuate the source information on your Bibliography Cards in exactly the same way you will punctuate your Works Cited at the end of your paper.

Glossary Box

Major Work--the title of a book, magazine, encyclopedia series, song book, CD, movie, magazine, newspaper, etc.; underline when writing by hand, italicize when keying on the computer

Minor Work--the title of a work within a major work, such as the title of a chapter within a book; the name of an article in a magazine, newspaper, or encyclopedia; a song within a CD or song book; indicated by placing quotation marks around the item

Additionally, you will notice that there are abbreviations throughout the samples of Bibliography Cards. Although most MC books instruct you not to use abbreviations in your reports, in the research paper, abbreviations are used on the Bibliography Cards, list of Works Cited, and even in the parenthetical citation information following the various pieces of information within your report. Thus, you may use abbreviations as shown in the samples provided.

Works Cited

Davis, Kenneth C. *Don't Know Much About American History*. New York : Harper Collins Publisher, 2003. Print.

"How to Sew Buttons." *Youtube.com*. youtube. 20 May 2006. Web. 13 June 2006.

The Holy Bible: The Open Bible, KJV. Manford G. Gutzke, Roy A. Helton, Samuel J. Schultz, et al. New York : Tyndale House Publishers, Inc, 2004. Print.

"Mammals." *World Book Encyclopedia*. 3rd ed. Volume M. 2002. Print.

"Monkeys." *Wikipedia: The Free Encyclopedia*. Wikipedia. 29 April 2007. Web. 10 May 2007.

Reish, Donna M. "Creating a Love for Learning." *IAHE Informer* May 2005: 22-28. Print.

Smith, Ron. "MLA Formatting and Style Guide." *The OWL at Purdue*. Purdue University Writing Lab. 13 June 2006. Web. 14 June 2008.

***Note: If any aspect of your entry already contains a punctuation mark (i.e. dash, colon, period, comma, etc.), keep that punctuation mark in your entry as well.**

Lesson E. Major Works and Minor Works

Lastly, you need to understand the differences between major works and minor works in creating bibliography cards. **Major works** are the names of major works—the title of the book, encyclopedia series, song book, cd, movie, magazine, newspaper, etc. **Major works are underlined when writing by hand and italicized when typing on the computer or on a typewriter.**

Minor works are the names of the works within the major works—the title of a chapter within a book, the title of an essay in an encyclopedia, a song in a songbook or on a cd, article in a magazine or newspaper, etc. **Minor works are written with quotation marks around them.**

If you think of major works as the names of the large work—and minor works as the titles of the works within the major works, you will understand major and minor works better.

<> E. Study the Major Works and Minor Works chart given below.

Major Works/Minor Works

- Major works are names of any of the following and are italicized when keyed and underlined when written by hand:
 - Books: *The Well-Trained Heart*
 - Magazines: *Raising the Standard*
 - Encyclopedias: *World Book*
 - Movie titles: *Treasures in the Snow*
 - Music collection titles*: *Hymns Triumphant*
- * Music collection titles may be the names of CD's, cassettes, DVD's, song books, instrumental books, hymnals, etc.
- Minor works are names of any of the following and are written surrounded by quotation marks:
 - Chapters of books: “Overcoming Anger”
 - Magazine articles: “Speech and Debate in Indiana”
 - Encyclopedia entries: “Mammals”
 - Song titles: “Trust and Obey”

Major Works/Minor Works

- Major works are the names of big works, like books, magazines, movies, CD's, etc.
- Minor works are the sub-works within major works
- Words of three letters or less not at the beginning or end of the title and not a verb are not capitalized if they are not important to the title. Example:
“Safe in **the** Arms of Jesus” but “Climb, Climb **Up** Sunshine Mountain”
- Usually when a preposition is used as an adverb (up, down, etc.) in a title, it is capitalized even if is small (“Climb, Climb **Up** Sunshine Mountain”).

Note: Minor works are found within major works. The article is the minor work; the magazine title is the major work. The chapter title is the minor work; the book title is the major work. The song title is the minor work; the cd title is the major work, etc.

Lesson F. Sample Bibliography Cards

There are five different things required for a Bibliography Card (and list of Works Cited): the author's name (with the last name first), the book's name, the place of publication, the publisher, and the date of publication. All of this information can be found in the front of the book. The problem usually isn't finding the information; the problem is the punctuation of the items in the Works Cited document. You will want to study the examples provided in this book thoroughly (and even cross check each of your items on each card with the same type of item in the samples) to be sure that you have punctuated them correctly.

Format--Book

Author Last Name, First Name, Middle Initial. *Book Title*. Publication City: Publisher, Year Published. Annotation.*

Example

Foster, Genevieve S. *The World of Columbus and Sons*. New York: Beautiful Feet Books, 1965. Print.*

*Note: The MLA 2009 changes include documenting what type of source (print, web, audio, etc.) each entry is. Those changes are reflected throughout all of these samples.

Format--No Author

Book Title. Publication City: Publisher, Year Published. Annotation.

Example

Columbus and the New World. New York: Smith Publishing, 1923. Print.

Format--Two or Three Authors

Author Last Name, First Name Middle Initial and First Name Last Name. *Book Title*. Publication City: Publisher, Year Published. Annotation.

Example

Marshal, Peter and David Manuel. *The Light and the Glory*. Boston: Revel, 1996. Print.

Format--Three or More Authors

Author Last Name*, First Name Middle Initial., et. al. *Book Title*. Publication City: Publisher, Year Published. Annotation.

Example

Reish, Cami N., et. al. *Ready to Give an Answer*. Fort Wayne: TFT Publishing, 2004. Print.

*List primary author (if given). If the primary author is not indicated, list author whose name is first alphabetically.

Format--Book Written By a Corporation

Corporation's Name. *Book Title*. Ed. Editor First Name Middle Initial. Last Name. Publication City: Publisher, Year Published. Annotation.**

Example

The College Entrance Examination Board. *The New SAT*. New York: College Examination Board, 2004. Print.**

**Note: If a piece of information is missing from your source (i.e. no editor listed), just omit this in your citation even if it is listed as needed in the format.

Format--Books that Have Been Translated

Author Last Name, First Name Middle Initial. *Book Title*. Trans. First Name Middle Initial. Last Name. Publication City: Publisher, Year Published. Annotation.

Example

Josephus. *Antiquities of the Jews*. Trans. Peter Morgan. London: Golden Books, 1965. Print.

Format --Books with Editors Instead of Authors

Editor Last Name, First Name Middle Initial. Ed. *Book Title*. Publication City: Publisher, Year Published. Annotation.

Example

Otte, F.B. Ed. *That Was the Dream*. Indianapolis: New Word Living, 1997. Print.

Format--Republished Book

Author Last Name, First Name, Middle Initial. *Book Title*. Original Publishing Year. Publication City: Publisher, Year Re-Published. Annotation.

Example

Foster, Genevieve S. *George Washington's World*. 1967. New York: Beautiful Feet Books, 1997. Print.

Format--Part of a Book

Part Author Last Name, First Name Middle Initial. Preface or Introduction or Afterward: Part Name. *Book Title*. by Book Author First Name Middle Initial. Last Name. Publication City: Publisher, Date. Book Cited Page Number. Annotation.

Example

Graham, Franklin. Introduction. *From This Verse*. by David Morgan. Nashville: Tyndale House, 1999. iv-ix. Print.

Format--One Volume of a Multivolume Work

Author Last Name, First Name, Middle Initial. *Book Title*. Vol. Volume Number. Publication City: Publisher, Year Published. Number Volumes. Annotation.*

Example

Poe, Edgar Allan. *The Complete Poems and Stories of Edgar Allan Poe*. Vol 1. New York: Knopf, 1982. 2 vols. Print.

Format--Scholarly Journal Article

Author Last Name, First Name Middle Initial. "Article Title." *Magazine (or Journal) Name* Volume. Issue Number Date Published Day Month Year: Page Number Starts -/+ Ends. Annotation

Example

O'Toole, John. "Racism on the College Campus." *Harvard Educational Review*, 60.3 1998: 654-658. Print.

Format--Magazine Article

Author Last Name, First Name Middle Initial. "Article Title." *Magazine (or Journal) Name* Volume. Issue Number Date Published Day Month Year: Page Number Starts -/+ Ends. Annotation

Example

Morgan, Sarah. "Inside Dyslexia." *Time* 12 July 2003: 40-48. Print.

Format--Newspaper

Author Last Name, First Name Middle Initial. "Article Title." *Newspaper Name* Published Day Month Year. Section Page Number Starts -/+ Ends. Annotation.

Example

Peters, Adam. "Flood Watches." *Bluffton News Banner* 16 Aug. 2004: A3. Print.

Format--CD-ROM

Title of Database. CD-ROM. Publisher, Publication Date. Annotation

Example

All American Collection of Quotes. CD-ROM. Microsoft, 1994. Electronic.

Format--Personal Communication

Interviewee Last Name, First Name Middle Initial. Interview Conducted. Date Interviewed Day Month Year. Annotation.

Example

Patterson, David. Personal interview. 14 June 2003. Verbal.

Format--Works with an Editor and Multiple Authors

Include the author's name, the article or chapter's name, the book's name, "ed." (for editor), the editor's name publishing location, publisher, date of publication, and the page numbers that the chapter is on. For example:

Author Last Name, First Name Middle Initial. Book Title. Ed. Editor First Name Middle Initial. Last Name. Publication City: Publisher, Year Published. Annotation.

Example

Colson, Charles. *The First Prisoner. Chicken Soup for the Christian's Soul*. Ed. Peter Henger. Boston: Reveal, 1994.

Format--Published Interview

Interviewee Last Name, First Name Middle Initial. Interviewer Last Name, First Name, Middle Initial. "Venue of Interview." Producer. Date Interviewed Day Month Year. Annotation.

Example

Tada, Joni Eareckson. King, Larry. "Larry King Live." CNN. 4 Aug. 2004. Video.

Format--Movies

Film Title. dir. Director First Name Middle Initial. Last Name. narr./perf. First Name Middle Initial. Last Name. Media Distributor Name, Year Released. Annotation.

Example

The Village. dir. M. Night Shyamalan. perf. Bryce D. Howard and Joaquin Phoenix. Touchstone, 2004. Video.

Format--TV Show

“Segment (or Episode) Title.” Program Title. By/Dir./Perf./Host First Name Middle Initial. Last Name. Network. Local Station, Broadcast City. Date Broadcasted Day Month Year. Annotation.

Example

“Secrets.” *Murder She Wrote*. Perf. Angela Lansbury. ABC. WTBTV, Fort Wayne. May 1998. Video.

Encyclopedia

[Entry Author Last Name], [First Name] [Middle Initial]. “[Entry Title].” [Reference Work Title]. [Edition Number] ed. [Edition Date Day] [Month] [Year].
[Annotation].

“Mammals.” *World Book Encyclopedia*. 3rd ed. Volume M. 2002. Print.

Article at Website

[Author Last Name], [First Name] [Middle Initial]. [Site Title]. Ed. [Editor First Name] [Middle Initial] [Last Name]. [Date Published (or Updated) Day] [Month] [Year]. [Sponsoring Organization]. [Date Accessed Day] [Month] [Year] <[URL Address]>. [Annotation].

Reish, Donna M. *Only By Comparison*. May 2008. Training for Triumph . 23 July 2008
<<http://www.tfths.com>>. Web.

Entire website

Name of Site. Date of Posting/Revision. Name of sponsoring organization. Web. Date you accessed the site.

The Purdue OWL Family of Sites. 26 Aug. 2005. The Writing Lab and OWL at Purdue and Purdue University . Web. 25 May 2008.

Page on a website:

Author last name, Author First name. “Article, Program, or Entry Title.” Name of the website. Website Publisher. Date of publication. Web. Date accessed.

Smith, Ron. “MLA Formatting and Style Guide.” The OWL at Purdue. Purdue University Writing Lab. 13 June 2006. Web. 14 June 2008.

Online Reference Work:

“Article, Program, or Entry Title.” Name of the website. Website Publisher. Date of publication. Web. Date accessed.

“Monkeys.” Wikipedia: The Free Encyclopedia. Wikipedia. 29 April 2007. Web. 10 May 2007.

Online Audio or Video Program or Segment:

“Article, Program, or Entry Title.” Name of the website. Website Publisher. Date of publication. Web. Date accessed.

“How to Sew Buttons.” YoutTube.com. youtube. 20 May 2006. Web. 13 June 2006.

- <> F-1. Choose six sources to start your note taking. Be sure that at least one of them is a lengthy overview or survey type of source that has your topic in a nutshell.**
- <> F-2. Review your sources with your teacher. Have her look through them and compare them with your Thesis Statement—making sure that the sources you have chosen so far will provide you with information about your Thesis Statement.**
- <> F-3. Re-read the note taking sections (weeks four, five, and six) to see what types of notes you will be collecting, etc., before you read or skim your sources.**

Week 4: More Source Work/Learning More About the Research Paper

Lesson A. The Overview Source and Other Sources

As indicated earlier in this book, your Overview Source can be a great help to you in determining what information you might desire to include in your paper. **This Overview Source can help you see logical breakdowns, which pieces of information are important and which are not, and what information you will want to research further.**

As for the gathering of remaining sources, you will want to **gather two or three sources more than you think you will use**. This is because you will likely sit down with a source that you thought was adequate only to discover that it really isn't that user-friendly or does not help you develop your points further, so you will discard it. Or, you might get toward the end of your notetaking and discover that two of the three sources you still have to take notes from have much the same information that you have already gathered. You want to be sure that you end up using eight to fourteen sources in your actual report, according to your teacher's direction.

<> A. Find more sources. Be sure you have at least ten total sources that are compatible with the source(s) that you think will become your Overview Source. (You will likely not use all of these sources, so you always need to gather more sources than you are assigned in total.)

Note: You will have opportunities to pick up other sources later--especially when you get to the very end and find yourself short information in one or two sections or paragraphs of your paper.

Lesson B. Learning About the Outline

<> B. Study the information provided below about the outlining method you will eventually use for your paper.

Before you go any further, you will need to understand a little about the outlining method/approach you will be using for this research paper. You will use a **formal outline** for your research paper outline; however, it will be a little different than other formal outlines you may have done in other programs in that **you will have a purpose for each aspect of your outline**. You will know, at a glance, how many paragraphs you have so far during the outlining process—and even quite possibly how many sentences you have so far. It is formal outlining made simple!

Even though you are only doing a skeleton outline this week, you will learn about the formal outline (in order to help you know what to include in your skeleton outline). When reviewing the components of the formal outline, also look in the sample (partial) formal outline provided in the box. The formal outline symbols will mean the following for your research paper:

- I. **Roman numerals** (I, IV, etc.) will indicate sections of your paper. Each section may be a half a page of your report or three pages of your report. **Think in terms of sections being the major breakdowns of your topic.** (This is why it is important to do some of the pre-reading strategies detailed in this chapter. They will help you see the “big picture” of your paper.)
 - A. **Capital letters** will indicate the paragraphs of your paper. In other words, every capital letter will indicate what that paragraph will be about. Each time you change aspects of your major topic (your Roman numeral), you will begin another set of capital letters in your outline.
 - B. Thus, when I go from A to B in my outline, I am creating a new paragraph.
 1. Points on your information cards (or line of notes) will indicate sentences in your report.
 2. Every Arabic number will contain enough information for a sentence. (This information will actually be on your information cards only.)

Lesson C. More About Your Paper's Length

<> C. Study the information provided for the length requirement of the various steps. For planning purposes, you need to understand how many major sections, how many paragraphs, and approximately how many sentences your research paper will contain.

Now, obviously, those are rough approximations. Technically, you do not even need “sections” of your research paper; however, by thinking in terms of sections with paragraphs within the sections, you will always have places to plug in the information you come to. These will provide simple breakdowns for you.

Note to teachers: Younger students (or older students who are less experienced or short on time that semester) may complete *Meaningful Composition 12* with fewer requirements. A shorter, but still effective, research paper for advanced junior high and early high school students may include the following:

- *8-14 total pages (including outline, Works Cited, etc.)
- *5-10 sections
- *25-30 paragraphs
- *100-200 sentences
- *50-80 cards

Research paper writing involves three major skills: researching, organizing, and writing mechanics. Once the research and organizational aspects of the research paper are done well (and systematically), writing the paper is a breeze!

Research Paper Length

- (1) You will have somewhere near twelve **sections** (Roman numerals) of information in your outline.
 - This will vary according to how many paragraphs each section contains.
 - If you choose to have eight paragraphs in each section, you will probably not have twelve sections.
 - If you choose to have three or four paragraphs in each section, you may have more than twelve sections.
- (2) You will have somewhere near five **paragraphs** in each section.
 - This will vary according to how many sentences you have in each paragraph.
 - If you have three or four sentences in each paragraph (not recommended as these are too short for this level, generally speaking), you will probably have more than five paragraphs in each section.
 - If you have eight or ten sentences in each paragraph, you will probably have less than five paragraphs in each section.
- (3) You will have somewhere near six **sentences** in each paragraph.
 - At this level of research writing, you should probably not have less than six sentences per paragraph (unless using a shorter quoted paragraph). However, more than ten sentences per paragraph is also not advisable.
 - If a paragraph contains more than ten sentences' worth of information, you should probably break that paragraph down into two paragraphs, with a transition sentence joining the two paragraphs.
- (4) In total, the **body of your final paper** (not including front matter and back matter) will probably contain the following:
 - Fourteen to twenty pages (including outline, Works Cited, etc.)
 - Ten to eighteen sections
 - Forty to seventy paragraphs
 - 200 to 400 sentences
 - 100 to 300 cards (depending on how much information you put on each card)
 - Ten to sixteen total used sources

Number of Pages, Words, or Paragraphs?

Some teachers and writing programs focus on how many “pages” or how many “words” a student must write. For instance, you will write a four page paper, or you will write a one hundred word summary. This is somewhat misleading in terms of what true writing is. A report or paper or essay is made up of paragraphs. A paragraph is a unit of thought. You combine paragraphs into a report or essay.

A paragraph is made up of sentences—the way words are put together. The sentences support or prove your paragraph’s topic sentence. The sentences are put together to form the paragraph—the unit of thought.

To say that a student should write so many pages or so many words is not indicative of true writing—it is more accurate to think in terms of how many paragraphs you will write, rather than a broad generality of a certain number of pages. Of course, for assignment purposes, you need some benchmarks, and this is why this program suggests a range of pages for you to shoot for—but do not lose sight of the topic of your paper--the major aspects, the paragraphs, and then the sentences that support those paragraphs.

Lesson D. Looking Ahead at the Outlining Method

<> D. Study the sample outlines (without Opening and Closing Paragraphs yet) provided for two different research papers (again, to help you see what you will be doing very soon).

Note: These outlines do not have Opening and Closing Paragraphs yet.

Sample Outline--Knitting

- I. Beginnings/Knitting in the Colonies (section)
 - A. Stitches in Time (paragraph)
 - B. The First Immigrant Knitters (paragraph)
 - C. More Immigrants (paragraph)
 - D. Revolutionary Knitters (paragraph)
- II. The Victorian Era (section)
 - A. Godey's Lady's Book (paragraph)
 - B. Lace (paragraph)
 - C. Westward Knit! (paragraph)
- III. Civil War Knitting (section)
 - A. Knitting for the North (paragraph)
 - B. Knitting in the South (paragraph)
 - C. Nation Divided, Knitters United (paragraph)
- IV. America Knits for WWI (section)
 - A. Knitting for the Red Cross (paragraph)
 - B. Men Knit for Uncle Sam (paragraph)
 - C. Kids Knit for Sam, Too! (paragraph)
- V. Quit Knitting? (section)
 - A. The Knitting Doldrums (paragraph)
 - B. The Ever-Present Pattern (paragraph)
 - C. Flappers Can Knit Too! (paragraph)
- VI. Return of the Knit!/Knitting Army for WWII (section)
 - A. Back to the Needles (paragraph)
 - B. Knitting Gets a Front Row Seat for WWII (paragraph)
 - C. Knit for Victory! (paragraph)
 - D. Knittin' for Britain (paragraph)
- VII. Postwar Knits (section)
 - A. Knitting After the War (paragraph)
 - B. 50s Fashions (paragraph)
 - C. Scandinavian Sweaters and Argyle Socks (paragraph)
 - D. Baby Boom Knitting (paragraph)
- VIII. The Groovy Knitster (section)
 - A. Mohair and Bulky Yarns (paragraph)
 - B. The Worldly Knitter (paragraph)
 - C. You Designed That?!? (paragraph)
 - D. Barbie's World (paragraph)
- IX. The New Age of Knitting (section)
 - A. Sweaters for Fashion (paragraph)
 - B. Ethnic Knitting (paragraph)
 - C. The Godmother of Knitting: Elizabeth Zimmermann (paragraph)

Sample Outline--Titanic

- I. The Beginning (section)
 - A. What Really Happened? (paragraph)
 - B. The Facts (paragraph)
- II. We're Building a Ship? (section)
 - A. Planning (paragraph)
 - B. Building (paragraph)
 - C. Building Some More (paragraph)
 - D. We Didn't Know It Would Be This Big! (paragraph)
- III. Anticipation/Celebrities (section)
 - A. Anticipation (paragraph)
 - B. Final Touches (paragraph)
 - C. The Rich and Famous (paragraph)
- IV. Crew/Passengers (section)
 - A. Passengers (paragraph)
 - B. Crew (paragraph)
 - C. More Crew (paragraph)
 - D. Their Jobs (paragraph)
- V. Start of Voyage (section)
 - A. Chaos (paragraph)
 - B. Launching the Titanic (paragraph)
 - C. The First Day (paragraph)
 - D. This Does Not Seem Like a Ship (paragraph)
- VI. Classes (section)
 - A. First Class (paragraph)
 - B. Second Class (paragraph)
 - C. Third Class (paragraph)
- VII. Luxury (section)
 - A. The Dining Saloons (paragraph)
 - B. Rooms on the Titanic (paragraph)
 - C. Conveniences (paragraph)
- VIII. Freight, Food, etc. (section)
 - A. Tableware (paragraph)
 - B. Freight (paragraph)
 - C. Food, food, . . . (paragraph)
 - D. And More Food! (paragraph)
- IX. The Collision (section)
 - A. An Iceberg! (paragraph)
 - B. We Can Not Be Sinking (paragraph)
 - C. Women and Children First (paragraph)
 - D. Not Enough Lifeboats (paragraph)
 - E. Down With the Ship (paragraph)
- X. The End (section)
 - A. The Carpathia (paragraph)
 - B. The Inquisition (paragraph)
 - C. The Titanic Now (paragraph)