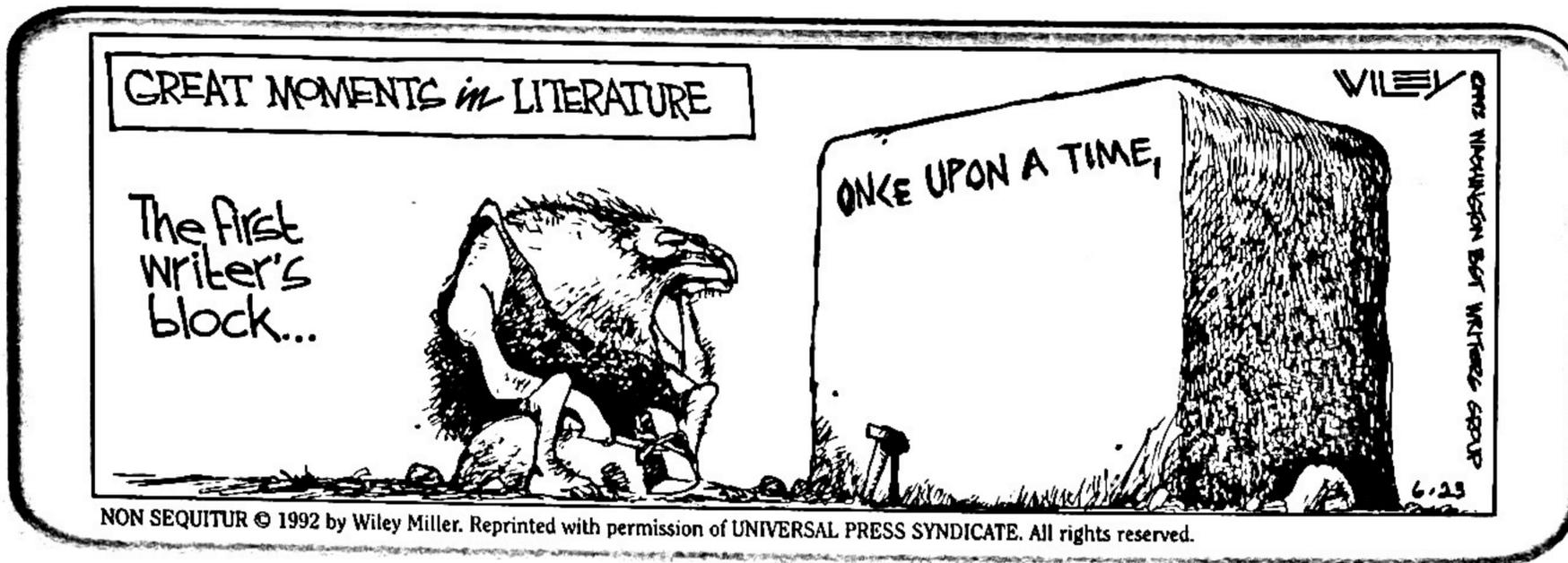




Write a First Draft



You have passed the halfway mark in the writing of your research paper. You have your note cards and (probably) a final outline. You have drafted a thesis statement and a working title. Now you need to pull it all together in sentences and paragraphs. You will use the critical-thinking skill called *synthesis*. Synthesis is the putting together of all kinds of pieces and parts and creating something new. For a research paper, you start out with lots of raw material—notes about other people’s ideas—and you end up with something unique: a paper that is different from anything that anybody has ever written before.

What You Do *Not* Have to Do

Let’s start with five things you *don’t* have to do when you draft your paper.

1. You absolutely don’t have to have a final outline before you start drafting. You may be one of those write-first, outline-later people who asks, “How do I know what I’m going to write until I see what I’ve written?”
2. You don’t have to write the introduction, body, and conclusion in that order. Some people write from the beginning to the end of the paper. Other writers draft the body first and leave the introduction and conclusion until last.
3. You don’t have to write the body of your paper in the order shown in your outline. Just start with the main idea that you feel most confident about. Draft that whole Roman numeral section. Then pick another section to attack.
4. You don’t have to think about niceties. You need not worry too much about writing perfectly formed sentences at this step. You will have plenty of time for all that later when you revise (Step 8). For the moment, just focus on getting your ideas onto paper or your computer screen.
5. You don’t have to panic. If you discover that something is lacking or otherwise amiss, it is not too late to fix it.

Some General Guidelines

Since the writing process is different for everyone, there is no fixed set of rules you must follow as you draft your paper. You may follow the suggestions here, or you may do it your own way. Just make sure that you leave yourself plenty of time to do a good job when it comes time to revise and put your paper in final form.

1. Writing your first draft is a big task, but it is just a beginning. You will make lots of changes (see Step 8) before you are done.
2. Try to write your first draft in one sitting, without interruption. Find a quiet place and stay focused until you have finished. If you cannot finish in one sitting, try to do it in two or three sessions.
3. Follow your outline, but adjust it as needed. If something just doesn't work, drop it. If something needs to be put in, add it.
4. If you are writing an informational, or factual, paper, write in the third person. (Do not mention yourself; do not use the pronouns *I* or *me* or *we*).
5. Find your own voice. Express your ideas as clearly and directly as you can. Do not use fancy-sounding words that you cannot define.
6. Give credit! Do not pass off anyone else's words or ideas as your own. Keep very careful track of your sources, and be sure to document them.
7. Save everything. Do not throw out any of your note cards or (if you have taken notes on a computer) note card documents.

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Be sure to save your work at regular intervals (every 5 minutes or so), even though computers have an autosave function. You do not want to risk losing what you have written if there is a power failure or a computer malfunction. Always keep a second copy of your work (a printout or a backup on a flash drive or a CD).

Using Your Notes

Transforming your notes into sentences and paragraphs is one of the hardest things to do when writing a paper. How do you **synthesize** information from several different sources? Here are some suggestions:

- Check all of your note cards on the specific subject that you're planning to cover in one or two paragraphs.
- Think about what you want to say.
- Write your ideas in your own words unless you are using a direct quotation.
- Express your ideas as clearly and simply as you can.
- Give credit for others' words and ideas. (See Step 7 on parenthetical citations.)

Exercise 1**Turning Notes
Into Paragraphs**

In the space below, write five sentences based on information given in the following note cards. Use your own words. Since there are no direct quotes from the source, you cannot use a direct quote in your sentences.

How glass is made	3
Raw materials: sand, sodium carbonate (soda), calcium carbonate (limestone), recycled waste glass	
Chemicals added to make colored glass: red = selenium sulfide; blue = copper oxide	
Poured into furnace, heated to 2550 degrees F.	
Molded into shapes by machinery, or person (glassblower) blows air through a tube to shape blob of molten glass	
DK Science Encyclopedia, p. 110	

How glass is made	6
Video of sheets of glass; PPG factory produces 1 million sq. ft. daily for windows	
Completely automated except 2 visual inspectors looking for defects in finished glass	
Ingredients: mostly sand + soda ash + gypsum + limestone + dolomite + crushed glass	
Batches raw materials → melting furnace (melts in minutes) → fining process (bubbles escape) → bath process (liquid glass formed into sheets) → cooled gradually → cut and packed in sheets	
PPG Industries, factory in Meadville, PA www.youtube.com/watch?v=WBA8krGkQZ4 viewed 9/10/2010	

EXAMPLE

The PPG factory in Meadville, Pennsylvania, produces a million square feet of window glass each day.

1.

2.

3. _____

4. _____

5. _____

Exercise 2 Writing a Paragraph

On a separate piece of paper, use the sentences you wrote in Exercise 1 to write a unified, coherent paragraph about how glass is made. You can change or add to your sentences or get more information from the note cards. When you finish, check your paragraph.

- Have you explained the process clearly?
- Have you used your own words?
- Have you used information from both note cards?



Exercise 3 Writing a Paragraph from Your Note Cards

Take one of your stacks of notes that are on the same topic or have the same heading as your working outline. Choose notes from three different sources, and think about what you want to say about the topic. On a separate sheet of paper or on your computer, write a paragraph based on the information on the note cards. You will be using a critical thinking skill called **synthesizing** as you create a new paragraph from information you've gleaned from three different sources.

When you've finished drafting your paragraph, see if you can improve it. Then get together with a partner to review each other's paragraph and talk about your experience of writing from note cards.

Writing an Introduction

- Write an introduction that attracts your reader's attention and clearly indicates what your paper will be about. Include your thesis statement somewhere in your introduction.**

For a long research paper, your introduction may take one paragraph or several. Often, the thesis statement is the first or last sentence of the introduction. It points the way to the body of your paper, indicating the main ideas you will cover there. Your introduction should also provide background information and define any key terms that readers need to know.

There is no single correct way to introduce your topic. You could probably write five or six distinct and equally effective introductions. In fact, it is a good idea to draft several entirely different approaches and choose the one you like best. Here are some tried-and-true ways that you might consider (but if you come up with something better, by all means use it):

- Tell a brief story (an anecdote).
- Describe a problem or condition.
- Ask a question.
- Cite some startling or interesting fact or statistic.
- Use a powerful or intriguing quote.

Hint!

When you write your introduction: (1) Don't try to be funny. (2) Don't repeat the title. (3) Don't state your purpose: "The purpose of this paper is . . ."

In Step 10, you'll find a model research paper entitled "Lacrosse: Yesterday and Today." The writer begins his paper with a comparison of lacrosse and three familiar sports. He uses these comparisons to capture the reader's attention. The writer's thesis statement is the last sentence in the paragraph.

EXAMPLE

If one goes to a lacrosse game today, one will see a fast-moving, rough sport that resembles soccer, ice hockey, and football. Like hockey, lacrosse is a stick-and-ball game in which players manipulate the ball/puck without touching it with their hands. As in hockey and soccer, players try to score points by advancing the ball/puck past a defending goalie and into the opposing team's net-shaped goal. As in all three sports, players struggle fiercely to prevent their opponents from scoring. Like all three sports, lacrosse is an aggressive game with teams charging up and down a field. However, as exciting as it is to watch or play lacrosse today, it cannot compare with the earliest games of lacrosse played by Native Americans.

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If you have written notes on your computer, copy them into the document that you are using for your first draft. You can copy and paste quotations and other ideas where they belong in your draft (in the appropriate paragraph). Then you can reword them or incorporate them into your own sentences. **Be sure to use your own words and to give credit to the original source.**

If you're quoting from a source, double-check to make sure that you've got the quotation exactly right and that you've enclosed the sentence or phrase in quotation marks. If you are using an online source, double-check that the URL is correct.



Exercise 4 Analyzing an Introduction

Read each of the following two introductions to papers comparing two literary works. Then on a separate sheet of paper or on your computer, answer the questions that follow. Meet with a partner or small group to talk about your answers.

At first glance, it is difficult to see any similarities between Alice's adventures in *Wonderland* and those of the central character in Hermann Hesse's *Siddhartha*. Alice's adventures are those of a young girl in a world of imagination and nonsense. *Siddhartha* tells of the quest of an Indian boy for spiritual fulfillment. However, when we look at the underlying messages in these books, it becomes clear that what the main characters experience is very similar. Their journeys, so different on the surface, merge into one path. The similarities of Alice's and *Siddhartha*'s adventures can be shown through examination of the characters, their situations, and the novels' symbols.

What does the white whale represent? What are the various humorous techniques that Mark Twain uses? All the attention focused on questions such as these tends to obscure other important elements of *Moby Dick* and *Roughing It*. These two texts are travelogues; that is, they are records of the places, animals, and people found on journeys into strange and unknown frontiers. The main characters of both books receive an education about the world around them, about other cultures and modes of living; but in doing so, they also receive a thorough education about the values and assumptions of their own societies.

1. From the introductions, can you identify the three main sections (Roman numeral headings) of the research papers? What do you think they are?
2. What, if anything, do you think the writers might do to improve the introductions?



Exercise 5 Writing an Introduction

On a separate sheet of paper or on your computer, draft a one- or two-paragraph introduction based on the notes that follow. (The information on the note card is taken from *Solving Your Child's Reading Problems* by Ricki Linksman, who is the

director of the National Reading Diagnostics Institute. The book was published in 1998 by MJF Books in New York.) You may make up any details you need. Read your introduction aloud, and then discuss it with a group of classmates.

<u>Kids with Reading Problems</u>	2
Ways to teach young children alphabet & sounds of letters; 4 different types of learning w. suggestions for activities:	
1. visual—look for food labels, make collage of newspaper letters	
2. auditory (hearing)—make up song, sentences w. words that begin w. sound	
3. tactile (touch)—finger-paint letters; use glue & macaroni, sand, sparkles to make letter shapes	
4. kinesthetic (motion)—outline letter w. chalk & have kid walk the letter	
	pp. 130-135



Exercise 6 Drafting Your Introduction

On a separate piece of paper or on your computer, draft two or three entirely different introductions for your research paper. Share these introductions with a small group of classmates, and ask for feedback. Decide on the introduction you like best.

Writing the Body of Your Paper

Keep very careful track of your sources. Insert your bibliography source card number after ideas or quotations that need to be acknowledged.

This is the point where documenting sources can go awry and the possibility of accidental plagiarism occurs. As you review your note cards, watch for those large quotation marks that alert you to a direct quotation. Pay careful attention to ideas that need documenting, too. Plug in parentheses and source card numbers at the appropriate spots. (You will learn all about **parenthetical citations** in Step 7.)

Write in the present tense. Use the past tense only to refer to historical events.

This advice about tenses follows the MLA (Modern Language Association) style, which is preferred by most high school teachers. Even though a work of literature was written long ago, it still exists, so the present tense is used to discuss it.

Here are some examples that show the correct use of the present and past tense according to MLA style.

EXAMPLE

PRESENT TENSE	In "I heard a Fly buzz—when I died—," Emily Dickinson describes what the speaker in the poem feels at the moment of death.
PRESENT TENSE	In his <i>Philosophiae naturalis principia mathematica</i> (1687), Sir Isaac Newton describes his laws of universal gravity.
PAST TENSE	In 1901, Beatrix Potter published <i>The Tale of Peter Rabbit</i> privately.
PAST TENSE	Sir Isaac Newton built a reflecting telescope in 1668.

Each paragraph in the body should include a topic sentence that states a main idea. The rest of the sentences should provide supporting details.

Topic sentences perform two useful functions in informative, or expository, writing—the kind of writing you are doing in a research paper. A **topic sentence** states the paragraph's main idea and also controls the paragraph's content. All the other sentences in the paragraph should support the topic sentence, offering convincing evidence or proof. Try to provide information from at least two different sources to support each topic sentence.

In each of the two paragraphs that follow, the first sentence is the topic sentence. (The parenthetical citations are to the writer's source cards.)

Sandra Cisneros's prize-winning novel, *The House on Mango Street* (1984), is unusual in that it combines different genres (1). It reads like an autobiography, but it is fiction, which makes it a fictional autobiography. Most critics agree that *The House on Mango Street* is a "Bildungsroman," a German word for a novel about a young person's growing to maturity. The narrator is Esperanza Cordero, who observes her family and friends "in a lyric narrative voice" (2). The novel contains forty-four very short narratives, or literary sketches; some call them vignettes (3). Each of these sketches reads like a miniature short story, and many have been anthologized as separate pieces. Cisneros recalls that her goal in writing *The House on Mango Street* was to write stories that combined poetry and fiction:

I wanted to write a collection which could be read at any random point without having any knowledge of what came before or after. Or that could be read in a series to tell one big story. I wanted stories like poems, compact and lyrical and ending with a reverberation. (1)

Although it is rooted in the Mexican-American community of Chicago, where Cisneros herself grew up, *The House on Mango Street* has a universal theme: the quest for identity. In the novel, the young narrator is "struggling to find a place in her community without relinquishing her sense of self" (3). Esperanza observes the women and girls around her and realizes that "one way to leave house and barrio is to acquire an education" (1). Like Alicia in the vignette "Alicia Who Sees Mice," Esperanza wants something more than to be a wife and mother rolling tortillas. She wants to become a writer.



Exercise 7 What's Wrong with This Paragraph?

Get together with a partner to talk about this paragraph from the body of an informational, or factual, research paper.

Many primates have been trained to perform as humans do. I've seen them often, in circuses, in shows, and in movies. You probably have, too. Three out of every five chimpanzees can be trained, while two out of every five orangutans can. Without too much labor and a great deal of difficulty, orangs can sit at a table, eat and drink like humans, ride a tricycle or bicycle, dress themselves, open a lock with a key and even pick the right key out of a half dozen or more, and pound nails with a hammer. One orang learned how to pedal and ride a tricycle in only three lessons—much faster than a small child usually learns.

1. What do you think this research paper is about?

2. What is the topic sentence of this paragraph?

3. Does the paragraph provide enough support for its topic sentence? How many different kinds of support are given?

4. Tell why you do or do not believe the writer's facts and statistics. What is missing from this paragraph?

Exercise 8 Writing a Paragraph

On a separate sheet of paper or on your computer, use the information in the following note cards to write one paragraph for the body of a research paper. (On the note cards, the abbreviation *Q.* stands for Quetzalcoatl.) The title is "The Legends of Quetzalcoatl and King Arthur." The thesis statement is "The ancient Mexican god Quetzalcoatl and the legendary English monarch King Arthur are similar in startling ways."

<p><u>Legend of Quetzalcoatl</u> 3</p> <p>Portrayed as plumed (feathered) serpent; the Toltec (pre-Aztec Mexican people) god who gave corn, learning, arts.</p> <p><i>Q.</i> also an actual ruler—sent into exile when high priests disgraced him, in conflict with sky god.</p> <p>"<i>Q.</i> the ruler eventually became identified with the god, and his story is a mixture of history and legend."</p> <p>Legend of his promise to return important to Aztecs, 16th c.: Exiled from Tula; made a raft of serpents & set off across sea; vowed to return to reclaim his throne in year called "1 Reed."</p> <p>(My note: Something like King Arthur's leaving on a boat, vowing to return when Britain is in need. Is <i>Q.</i> like King Arthur? Compare & contrast them?)</p> <p style="text-align: right;">pp. 19-20, 25</p>	note card
<p style="text-align: right;">3</p> <p>Warburton, Lois. <u>Aztec Civilization</u>. San Diego, CA: Lucent Books, 1995. World History Ser. Print.</p>	source card

Legend of Quetzalcoatl

5

Q.'s rivalry with Tezcatlipoca, war god. Q. = "Father and Creator, the source of agriculture, science, and the arts. He was an enlightened god, the morning star and the evening star."

Various versions of Q.'s death: sailed toward east on raft of serpents; parted Gulf of Mexico's waters & walked away; became morning star; smoke from funeral pyre; → quetzal birds. All have in common: prophecy that one day he would return.

pp. 75-76

[My note: see also 2-page mural of Q.'s life, pp.62-63 by Mexican artist Diego Rivera.]

3

Josephy, Alvin M., Jr. 500 Nations. New York: Knopf, 1994. Print.

Legend of King Arthur

6

Legendary Celtic warrior-king, 5th-6th c., who fought Saxons

Reigned at Camelot w. knights of Round Table (A. & his knights represented "ideal of medieval knighthood and chivalry")

A. killed in battle, body borne away by boat to isle of Avalon; prophecy of his return someday

6

The Columbia Encyclopedia. 6th ed. New York: Columbia UP, 2001. Web.

Exercise 9

Writing the Body of Your Research Paper

On separate sheets of paper or on your computer, draft the body of your research paper.

Writing the Conclusion

Here is a common mistake: You are so glad to be finished with the body of your paper that you lose momentum and concentration, and your paper ends with a thud. Avoid this mistake by spending just as much time working on your conclusion as you did on the introduction.

Write a conclusion that brings your paper to a satisfying close and says something worthwhile.

Instead of just rephrasing your thesis statement, see if you can leave the reader with something to think about. Try these approaches:

- Offer a judgment.
- Make a final comment or observation.
- End with a quotation that pulls it all together.
- Summarize your main idea(s).
- Refer to your introduction.

In this concluding paragraph, the writer mentions several examples of media coverage at the time of the Cuban Missile Crisis and ends with a final comment, or judgment, about the events and their aftermath.

At the time of the Cuban Missile Crisis (October 1962), observers recognized that the crisis held tremendous significance for the United States and for the whole world. "The ships of the U.S. Navy were steering a course that would be marked boldly on the charts of history," *Life* magazine proclaimed. "The steel perimeter clamped around Cuba by the U.S. could be the trip-wire for World War III" (1). *Newsweek* predicted that the crisis "may turn out to have consequences of incalculable importance for this century" (2). Things could have turned out very differently than they did, but the prudence and caution of both President Kennedy and Soviet premier Nikita Khrushchev turned this crisis into an opportunity for peace.

Exercise 10 Analyzing a Conclusion

Here is a writer's conclusion for a research paper about the life and works of the American poet Theodore Roethke. Read the conclusion and then answer the questions that follow.

Theodore Roethke was a bold and brilliant poet whose explorations of nature and his own soul gave us some of the best and most unusual poetry in American literary history. His poetry was greatly influenced by his early years and is perhaps all the more searing because it cost him so much inside—cost him, at times, his very sanity. However, as Robert Boyers says:

It is his triumph that his best poems permit us to embrace the principle of change as the root of stability; that his best poems, through rhythm and syntax and diction, so evoke passion that we are able actively to sympathize with his sense of loss; and that we can feel, with him, how all finite things reveal infinitude. (5)

In all these things, Roethke is truly unique. Theodore Roethke's poetry shows us the pattern of the universe by showing us the pattern on a leaf; he gives us a glimpse of himself, and in doing so gives us an unforgettable glimpse of ourselves and all mankind.

1. Based on this conclusion, identify the two main sections (Roman numeral headings) of the research paper.

2. Do you think this conclusion would be better or worse without the long quotation from Robert Boyers? Explain why you think so.

3. What, if anything, do you think the writer could do to improve this conclusion?

On a separate sheet of paper or on your computer, write at least two different conclusions. Read them aloud to several classmates, and ask for their feedback. Then decide on the one you think is best.

Using Direct Quotations

Some of your note cards probably contain direct quotations that you think you might use in your paper. As you were taking notes, you enclosed them in large quotation marks just to make sure you would know they are not your own words, and you also checked them carefully for accuracy.

- Follow the conventions for using direct quotations. Make sure that you clearly identify the source of the quotation.**

In the examples that follow, the numbers in parentheses indicate the bibliographical source card numbers of the quotes (and in poetry, the line numbers also). These are temporary citations only. You will learn about **parenthetical citation** in Step 7.

PROSE QUOTATIONS

- Run prose quotations into the text if they are four typed lines or shorter.

At the beginning of a sentence

"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face," Eleanor Roosevelt writes (14).

At the end of a sentence

Eleanor Roosevelt, who was painfully shy as a young woman, might have been writing about herself when she declared, "You gain strength, courage and confidence by every experience in which you really stop to look fear in the face" (14).

Interrupted quotation

"You gain strength, courage and confidence," Eleanor Roosevelt writes, "by every experience in which you really stop to look fear in the face" (14).

- You do not have to quote whole sentences. Enclose words or phrases in quotation marks, and run them into your own sentences.

Hint!

Do not use too many quotations (an overload gets boring), and keep them fairly brief. Also, do not keep quoting from a single source. Use a sprinkling of direct quotations from different sources.

Ernesto Gallarza describes both the difficulties and kindnesses he experienced in the course of "the Americanization of Mexican me" (12).

- If a prose quotation is longer than four typed lines, set it off from the rest of the text. Start a new line and indent ten spaces from the left margin. Do not use quotation marks for these long quotes.

Jane Austen sets the tone and theme of her comic novel *Pride and Prejudice* in its opening sentences:

It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters. (2)

QUOTATIONS FROM POEMS

- Run in three or fewer lines quoted from a poem and use a slash mark (/) to indicate the end of a line. Enclose the quoted lines in quotation marks. (The line numbers of the poem are shown in parentheses.)

Walt Whitman's "Song of Myself" begins with these lines: "I celebrate myself, and sing myself,/ And what I assume you shall assume,/ For every atom belonging to me as good belongs to you" (1.1-3).

- When quoting more than three lines from a poem, write each line as it appears in the poem. Indent the quoted lines, and do not use quotation marks.

In "The Raven," his most famous poem, Edgar Allan Poe bombards the reader with a whole gamut of sound effects to produce a chilling, hypnotic effect:

Once upon a midnight dreary, while
I pondered, weak and weary,
Over many a quaint and curious
volume of forgotten lore,
While I nodded, nearly napping,
suddenly there came a tapping,
As of someone gently rapping,
rapping at my chamber door.

"'Tis some visitor," I muttered,
"tapping at my chamber door;

Only this and nothing more." (1-6)

ELLIPSES AND BRACKETS

- Use an ellipsis (a series of three periods separated by spaces) to show where you have omitted words in a quotation. If the quotation comes at the end of a sentence, add a fourth period as end punctuation.

In his introduction to *A Tale of Two Cities*, Shuckburgh compares Madame Defarge to Lady Macbeth, calling the Defarges “among the greatest—and most terrible—of Dickens’s creations, perhaps of all...fiction.”

Charles Dickens begins *A Tale of Two Cities* with a description of the year 1775: “It was the best of times, it was the worst of times....”

- Use brackets to enclose words that you insert in a quotation in order to make the meaning clear.

U.S. Senator William Fulbright told the Senate, “We are handicapped by [foreign] policies based on old myths rather than current realities” (12).

Exercise 12 Using Direct Quotations

Write sentences that incorporate all or part of each quotation. Punctuate each quotation correctly. Write your sentences on a separate sheet of paper.

EXAMPLE

“We know the human brain is a device to keep the ears from grating on one another.”

—Peter De Vries, *Comfort Me with Apples* (1956), ch. 1

In *Comfort Me with Apples* (1956), American novelist Peter De Vries observes, “We know the human brain is a device to keep the ears from grating on one another.”

1. “I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident: that all men are created equal.’ ”

—Dr. Martin Luther King, Jr., August 28, 1963, at the March on Washington, DC

2. Polonius, Laertes’s father, saying farewell to his son:

This above all: to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

—Act I, scene 3, lines 78–80, *Hamlet* by William Shakespeare

3. "There are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened before."
—Willa Cather (American novelist), in *O Pioneers!* Chapter 4, Part II (1913)

4. Two stanzas from "The Tiger":
When the stars threw down their spears,
And water'd heaven with their tears,
Did He smile His work to see?
Did He who made the lamb make thee?

Tiger, tiger, burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

—William Blake (1757–1827) in *Songs of Innocence and Experience*

5. An excerpt from a speech by Chief Joseph of the Nez Percé tribe to his people after he surrendered to General Nelson A. Miles, October 5, 1877:
"Hear me, my chiefs. I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever."

Using Indirect Quotations

You can also refer to someone else's ideas by using an **indirect quotation**, which usually begins with the word *that*. Indirect quotations reword the writer's ideas and don't require quotation marks, but you still must identify the source.

Exercise 13 Using Indirect Quotations

On a separate sheet of paper or on your computer, write an indirect quotation for each numbered item.

EXAMPLE

"No man is above the law and no man is below it; nor do we ask any man's permission when we require him to obey it."

—Theodore Roosevelt, *Third Annual Message*,
December 1903

In his Third Annual Message, President Theodore Roosevelt said that nobody is "above the law" or "below it," meaning that everyone must obey the law.

1. "I am not an Athenian or a Greek, but a citizen of the world."
—Socrates, from *Plutarch, Of Banishment*

Hint!

If you can't reword a phrase, enclose a few words in quotation marks.

2. "Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence."

—John Adams, from his argument in defense of the British soldiers in the Boston Massacre trials, December 1770

3. "OATS—A grain which in England is generally given to horses, but in Scotland supports the people."

—Samuel Johnson, Definition of *oats* from his *Dictionary*, 1755

4. "Everything that grows
Holds in perfection but a little moment."

—William Shakespeare, *Sonnet 15*

5. "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

—Henry David Thoreau, *Walden*

Using Graphics

- Think about how you might use graphics to present information.**

Research papers used to be made up of only text, but now teachers may require that you include at least one graphic element in your paper. Learn how to insert charts, photographs, and other **graphics** on the word processing program that you are using.

CHARTS OR TABLES. A graphic made up of columns and rows is called either a chart or a table. Charts and tables let you present a great deal of factual information in a small amount of space. You may copy a chart from a source or create your own chart from information you have gathered. Use the Table menu on your word processing toolbar to create your chart. Charts and tables have a table number above the chart. On the line below the table number, write a title for your chart. Then identify the source in smaller type below the table.

Hint!

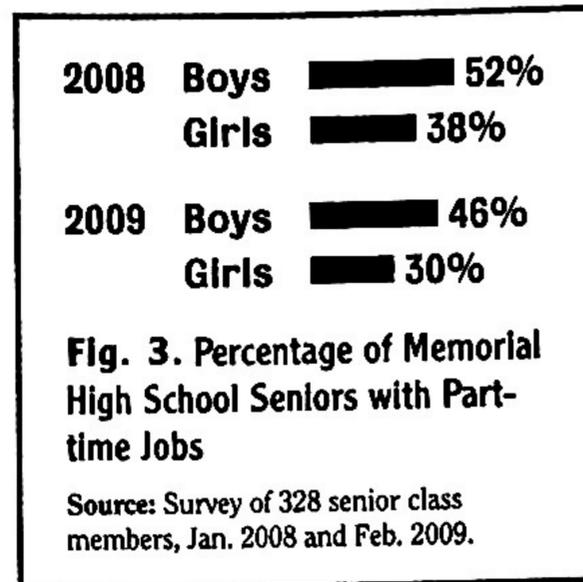
For step-by-step instructions on inserting graphics into a Word document, search the Internet using key words such as *insert, graphic, and Word document.*

Table 1. Number of High School Lacrosse Players in the United States

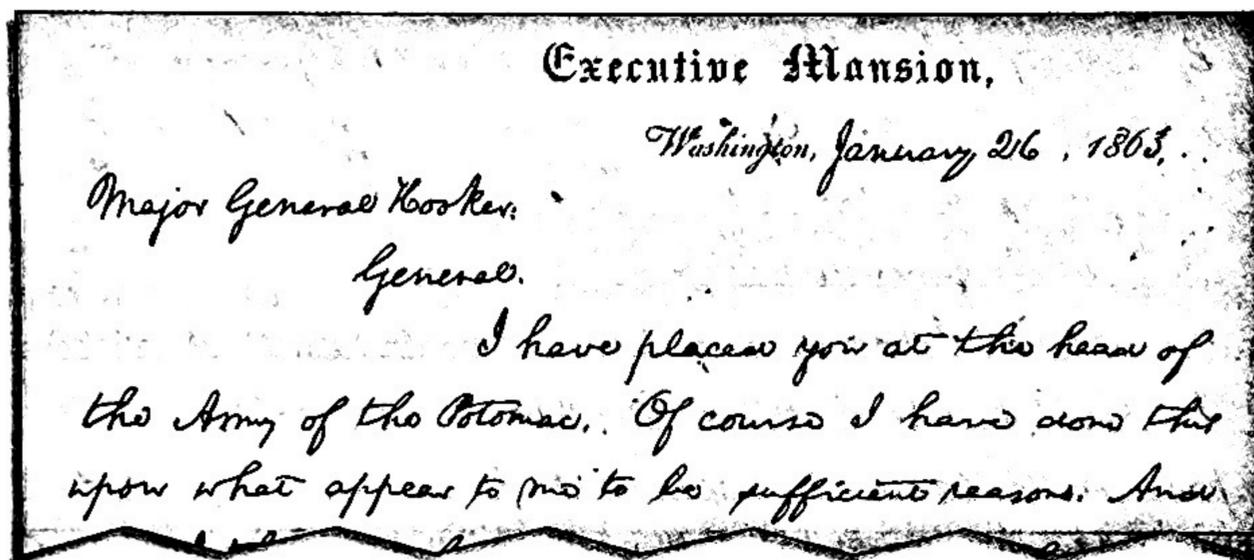
Year	Boys	Girls	Total
2007	119,826	81,424	201,250
2006	101,667	67,958	169,625

Source: *US Lacrosse Member Participation Survey 2007.*

DIAGRAMS OR GRAPHS. You're familiar with many kinds of diagrams (pie chart, horizontal graph, bar graph) from your math and social studies classes. Sometimes, a pie chart is just what you need to summarize factual information involving numbers. Or you might use a bar graph like the one to the right to report results of a survey you have taken. Unlike tables, all other graphics are labeled as figures. Place the figure number and title immediately below the figure. On a separate line and in smaller type, give full information on your source.



PHOTOGRAPHS. A picture, the saying goes, is worth a thousand words. You may use an original photograph (such as a family photo or a photo you have taken), or you may copy an image or photograph you find online. Here, for example, is a photograph of part of a letter Abraham Lincoln wrote to General Joseph Hooker. A writer whose research paper focuses on events in the year 1863 during the Civil War could reproduce a letter from the era.



Source: Library of Congress, Rare Book and Special Collections Division, Alfred Whital Stern Collection of Lincolniana.

Consult your word processing program for directions on how to insert a photo into your text. To copy an image you find online, highlight the image, then right-click on it (if using a PC) and go down to "copy" to paste the image into your paper. Be sure to identify the photograph with a figure number and title, and give full credit to the source.

MAPS AND DRAWINGS. You'll need to give to a map or drawing a figure number and title and also to give full credit to the source.

SPREADSHEETS OR DATABASES. You'll need special software (like Excel) to create a spreadsheet or database. This type of graphic is most useful for original research that involves numbers or statistics. Perhaps you've surveyed your entire class on a current issue and want to present your results in easy-to-read numbers. Ask your school's media specialist or a computer science teacher (or a friend or relative who knows how to do it) for help in creating your spreadsheet. Also, find out how to insert the spreadsheet into your research paper.

Exercise 14 Using Graphics in Your Research Paper

On a separate piece of paper or on your computer, brainstorm why and how to use graphics in your research paper. What kind of graphic(s) might you use to present information you already have? Where will you place each graphic in your paper? Why might it be better to use a graphic in some cases than to present your information in words? Do you have all the information you need to give the source of each graphic?

Exercise 15 Checking Your Progress

Answer each of the following questions about the work you've done so far.

1. What did you attempt to do in your Introduction? How might you improve the Introduction?

2. How many pages did you write? Do you feel that the body of your paper is about the right length? Too short? Too long?

3. Did you follow your final outline? (Did you work from an outline?) Do you need to revise your outline?

4. Did you use all of your note cards? Which ones did you not use, and why?

5. Did you write a topic sentence for every paragraph? Do you have adequate support for each topic sentence?

6. How pleased are you with the draft of the body of your paper? What work still needs to be done?

7. Did you include quotations in your draft? Were they direct quotations or indirect quotations?

8. Can you identify any points that could be supported by adding a table or chart to your draft?

9. What did you attempt to do in your conclusion? How might you improve the conclusion?

10. What do you need to do next?

Checklist Review



Are you on schedule?

Check the Timetables on page 10.

Write an introduction that attracts your reader's attention and clearly indicates what your paper will be about. Include your thesis statement somewhere in your introduction.

Keep very careful track of your sources. Insert your bibliography card number after ideas or quotations that need to be acknowledged.

Write in the present tense. Use the past tense only to refer to historical events.

Make sure each paragraph in the body includes a topic sentence that states a main idea. The rest of the sentences should provide supporting details.

Write a conclusion that brings your paper to a satisfying close and says something worthwhile.

Follow the conventions for using direct and indirect quotations. Make sure that you clearly identify the source of each quotation.

Think about how you might use graphics to present information.