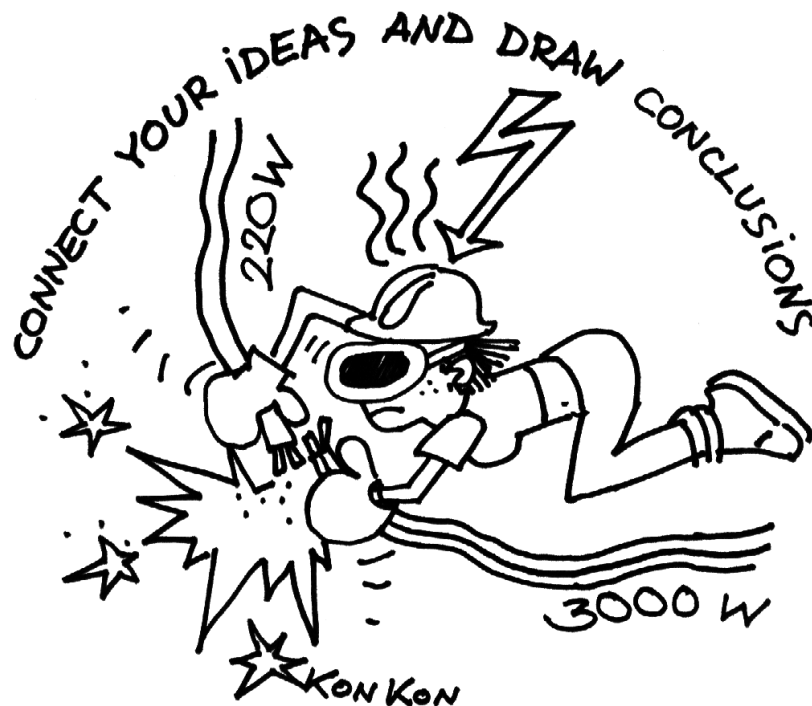


# CONNECT YOUR IDEAS AND DRAW CONCLUSIONS

7

*A good researcher can interpret and synthesize her own research, explain in her own words, yet give credit to others' ideas.*

- ◆ Why do you need a first draft?
- ◆ Formatting a title page
- ◆ Writing the Introduction, Body, and Conclusion
- ◆ Using transitions and integrating quotes
- ◆ Writing the first draft of a research paper in 10 easy steps
- ◆ Using endnotes and footnotes
- ◆ Checklist for research paper first drafts
- ◆ Problems your first draft may reveal to you
- ◆ Formatting a Works Cited page



## Why do you need a first draft?

**Good papers or presentations have more than one draft.**

If your research project is a paper, it is essential that you format your paper correctly. Your font size should be 12. The essay and the Works Cited page should be double-spaced. Your margin should be one inch on all four sides. Starting with the second page, type your last name with a space and then the page number one half-inch from the top right margin of each page. The first draft includes:

- Title page (Instructions are on the next page.)
- Revised outline
- Paper with documentation
- Works Cited page



## Formatting a Title Page

The words on the title page should be the same size (12 point) and style (Times New Roman, Arial, or Courier) as the words in the essay.

Your title should be about three inches from the top of the page and centered.

In the lower right hand corner, put the following four items:

- your name
- the name of the class
- your teacher's name
- the due date of the essay (with the month spelled out)

Each item in this list should be on a separate line, and the lines should be lined up on the left and then indented four inches. To do this highlight these lines, and on the toolbar **select Format → Paragraph →** then **Indentation Left** and indent 4".

To avoid having a page number for the title page, it is easier to save it as a separate document.

Refer to the sample research papers in the appendix of this manual for examples.

## Formatting Your Paper without a Title Page

A research paper does not need a title page. Instead, beginning one inch from the top of the first page and flush with the left margin, type your name, your instructor's name, the course name, and the date on separate lines, double spacing between lines. Double-space again and center the title. Double-space also between the title and the first line of the text. Do not italicize or underline your title, put it in quotation marks or boldface, or type in all capital letters.

Josephson 1

Laura N. Josephson

Ms. Spears

British Literature

8 May 2008

*Symbolism in the Mayor of Casterbridge*

“The guiding question in research is ‘So what?’ Answer that question in every sentence and you will become a great scholar; answer it once a page in a ten-page paper and you’ll write a good one.”

*Donald N. McCloskey*

No matter what your research project is, it should always have a BEGINNING (Introduction), MIDDLE (Body), and END (Conclusion).

## Writing the Introduction

The introduction should do two things. The first part should say something interesting, surprising or personal about your subject to gain your audience’s attention. (See the list below for ideas.) The second should identify the specific focus, or thesis, of your research.

- Start out with a revealing story or quotation.
- Give important background information.
- Offer a series of interesting or surprising facts.
- Provide important definitions.
- State your reason for choosing this subject.

## Writing the Body

The next step is to write the main part of your research paper, the part that supports or proves your thesis. There are two ways to proceed. You may write freely and openly, or you may work systematically, carefully following your notes and working outline. **You should check with your teacher to determine which of the following methods is appropriate to the assignment.**

### Writing freely and openly

One way to go about writing the body of your research paper is to put your outline and note cards aside and write as much as you can on your own. This process does not eliminate the need for documentation. Refer to your note cards only when you need a quotation or specific facts, or figures. After you have completed this first writing, review your outline and note cards to see if you have missed or misplaced any important points. Then continue writing, filling in or reorganizing ideas as you go along.

### Writing systematically

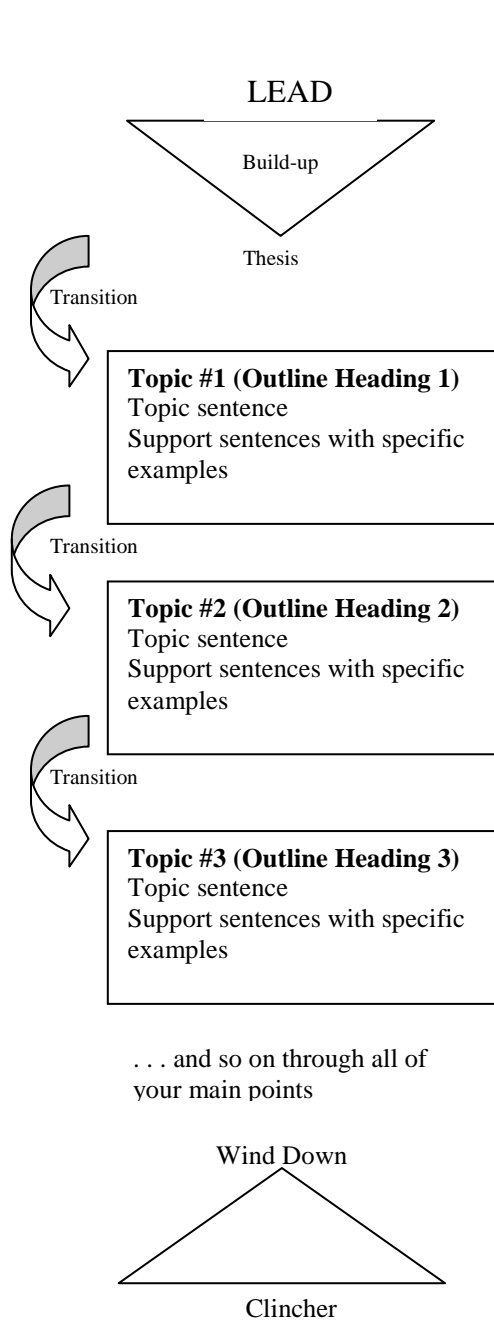
You may also write systematically—carefully following your working outline and note cards right from the start. Begin by laying out the first section of note cards (those covering the first point of your working outline). Then write a general statement that covers the first main point. Using the note cards you have in front of you, add supporting facts and details. Repeat this process until you have dealt with all the main points of your outline.

### Tips for Research Writing

- **Use your own words as much as possible.** Use direct quotations only when the wording in the quotation is exactly as you want it.
- **Present your own ideas honestly and clearly.** Although you will be considering the research of others as you consult journal articles, books, newspapers, etc., be sure to analyze and compare this information. Work at offering your personal perspective on the topic.
- **Avoid fragments, abbreviations, or slang** (“you know,” “no way,” “forget it”) in your writing. Work to achieve a formal to semiformal style.
- **Drop statements that you cannot support with facts and details.**
- **Drop information not relevant to the development of your thesis.**

## Spool System Diagram For Writing

The spool system is a standard, five-paragraph method of organization, but you can expand it to more than five paragraphs. The model allows you to organize your writing through the use of your **THESIS SENTENCE** that breaks the paper into a logically structured paper with a definite conclusion.



**Introductory Paragraph:** This starts with a **lead** (question, interesting fact, quote, anecdote) to gain the reader's attention. The last sentence in the introduction is the **thesis**, which is the controlling idea and contains the topics for each paragraph in the body.

The body paragraphs should contain a **transition word, phrase, or sentence** from the previous paragraph. It must have a **topic sentence** stating what the paragraph is about. It should relate and support your thesis. Then provide specific supporting information on that topic.

**Concluding Paragraph:** This paragraph starts with a **reference** to the thesis sentence. "**Clincher**" sentences follow giving the feeling of business completed. They should answer the question "So what?" They may also relate back to the lead.

## Making Transitions Between Topics

A transition or linking expression is a word or group of words that is used to give a reader some obvious “directional signals.” They act like thread to sew you ideas together. They explain how one idea is linked to another. By using a transition word you can sometimes combine two sentences into one. Some of the words are very formal and are more suitable for report-writing. Others are more casual. The words are categorized according to the ways they are usually used, but they can be used in other ways as well. Their purpose is to show relationships between ideas and sentences so that sentences in a paragraph flow smoothly. If you use too many transition words however, you interrupt that smooth flow.

### TRANSITIONS FOR NARRATION (STORYTELLING)

after	before	later	then
afterwards	during	meanwhile	until
as	finally	next	when
at the same time	first	now	while

### TRANSITIONS FOR DESCRIPTION

above	below	in the distance	overhead
across from	beyond	nearby	on my left (right)
also	further	next to	opposite to
before me	here	over	to the left (right)

### TRANSITIONS FOR ADDING TO IDEAS ALREADY STATED

again	besides	for instance	moreover
also	finally	furthermore	one example of
another	first..second..finally	in addition	similarly
at the same time	for example	likewise	such

### TRANSITIONS FOR SHOWING RESULT (CAUSE-EFFECT RELATIONSHIPS)

accordingly	because	therefore
as a result	consequently	thus
at last	hence	to sum up
at this point	since	

### TRANSITIONS FOR CONTRASTING IDEAS

although	on the one hand..	otherwise
but	yet on the other hand	meanwhile
however	still	
nevertheless	until	

(Center for Applied Research, 1982)

## Integrating Quotes into Your Paper or Project

You should carefully introduce quotations (or paraphrases or summaries) into your text so that they flow smoothly and clearly into the nearby sentences. Use a signal phrase or verb to introduce your quote. The following list of verbs are useful as “stand alone” verbs or in combination with other words for a phrase to introduce your quotes.

acknowledges	concludes	emphasizes	replies
advises	concur	expresses	reports
agrees	confirms	interprets	responds
allows	criticizes	lists	reveals
answers	declares	objects	says
asserts	describes	observes	states
believes	disagrees	offers	suggests
charges	discusses	opposes	thinks
claims	disputes	remarks	writes

## Writing the Conclusion

The final section, or conclusion, of your paper, project, or presentation should leave readers with a clear understanding of the importance of your research. Review the important points you have made and draw a final conclusion. In a more personal approach, you may discuss how your research has strengthened or changed your thinking about your subject.

## Writing the First Draft of a Research Paper in 10 Easy Steps

1. Use a computer.
2. Double space  
Number pages  
Estimate a word count (or have the computer do it for you); put it on the last page.
3. To begin, put your note cards in the order of your outline; keep in mind that your introductory and concluding paragraphs are short and will probably use no more than 1 or 2 note cards.
4. As you write, you will be copying the information from your note cards (one by one), using transitional words, phrases, and sentences of your own in between cards.
5. Since most of this information on your note cards is (a) not common knowledge and (b) information you did not know before you read it and wrote it down, you **must document or cite every card whether summarizing, paraphrasing, or quoting directly.** Do not forget to copy your quotation marks from your note card.
6. All sentences containing dates and statistics, more often than not, should be followed by a citation.
7. To document, use a parenthetical citation or footnotes. Parenthetical citation is using parentheses to include source information in the body of the paper. Footnotes or endnotes provide source information at the bottom of the page or end of the document. Parenthetical citation is explained on the following page.. For your **first draft**, the citation may look like this:

( F 402 ) .                      or                      ( A npg ) – npg = no page given

If the author of source card F is Tom Cruise, in your **final typed paper**, your parenthetical citation will look like this:

( Cruise 402 ) .

Note the period of the sentence you quoted is outside the parenthetical notation.

8. When you copy information off several note cards, one right after the other, and the cards are all from the same source and the same page, put your citation at the end of the information copied off the last card **if**
  - a. the material is all related
  - b. you are putting this information all in one paragraph
  - c. all the information is in your own words.
9. For an Internet source without an author, use an abbreviated title and page number as printed out.
10. All quotes of 50 words or more should be indented one inch from the left; do not use quotation marks because the indenting indicates the section is a direct quote.

## Using Endnotes or Footnotes

When writing the final draft, you may be asked to document in note form with either footnotes at the bottom of each page or endnotes at the end of the paper. These formats are an alternative to the parenthetical citations explained on the previous page.

A footnote provides information at the bottom of the page, but the computer automatically formats, inserts, and numbers each citation. You should use this if your note is more than just a citation.

There is a difference between a footnote and the Works Cited format:

The Works Cited, or bibliographic form, has three main divisions followed by a period: the author's name reversed for alphabetizing, the title, and publishing data.

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton: Princeton UP, 1957. Print.

A documentary footnote has four main divisions, with a period only at the end: the author's name in normal order, followed by a comma; the title; the publishing data in parentheses; and a page reference.

<sup>1</sup>Northrop Frye, *Anatomy of Criticism: Four Essays*, (Princeton: Princeton UP, 1957) 52. Print.

<sup>2</sup> Author, "Web Page Title," *Web Site Title*, Date, (Who published) (URL Address).

When referring to the same work again, you only need to write the author and page number. If there is no author, provide the title of the work.

<sup>3</sup> Frye, 54.

Refer to the sample papers for examples.



To create footnotes in Microsoft *Word*,  
At the place where you want to insert a footnote, click on **Insert**, then **Reference** → **Footnote...**. A window will open up and you can type in the correct information. Then close the small window or click on your text when the note is complete.

## Using Parenthetical Citations

Another method of documenting sources is the parenthetical citation. In this process, the source is shown in the text. There is no endnote page; however, all the sources must be listed alphabetically in the Works Cited page.

Generally speaking, the parenthetical citation gives the author of the source and the page reference. In the following example, the parenthetical citation after the quotation shows the author of the quote as well as the page number of the source from which it was taken.

The concept of the American Dream is symbolized by the character of Jay Gatsby in the novel *The Great Gatsby*. As the narrator, Nick Carroway notes about Gatsby, "He had thrown himself into it (dream) with a creative passion, adding to it all the time, decking it out with every bright feather that drifted his way. No amount of fire or freshness can challenge what a man will store up in his ghostly heart" (Fitzgerald 59).

If the author's name is clearly indicated in the text, only record the page reference in parentheses. For example:

F.S. Fitzgerald embodies the concept of the American Dream in the character of Jay Gatsby in *The Great Gatsby*. Speaking through the narrator of the novel, the author comments, "He had thrown himself into it with a creative passion, adding to it all the time, decking it out with every bright feather that drifted his way. No amount of fire or freshness can challenge what a man will store up in his ghostly heart" (59).

If there are two or more works by the same author, give the author's name, title of the work as well as the page reference in the parentheses. For example:

(Fitzgerald, *The Great Gatsby* 59)

(Fitzgerald, *Tender is the Night* 97)

Of course, if the author's identity is clearly indicated in the text, give only the title and the page reference. For example:

(*The Great Gatsby* 59)

(*Tender is the Night* 97)

If there are multiple authors of the source, give the last names of the authors or one last name followed by "et al." in parentheses as well as the page reference. For example:

(Smith, Jones, and Fine 843)

(Smith, et al. 843)

If the work is taken from a multivolume set, give the volume number as well as the page reference after the author's name. For example:

(Smith 7: 70)

Again, if the author's identity is clearly indicated in the text, give only the volume number and page reference. For example:

(7: 70)

If you wish to include two or more works in a single parenthetical reference, cite each work as you normally would in a reference, and use semicolons to separate the citations.

(Smith 42; Fitzgerald 180-181)

**If the quotation or cited passage is set off from the text, insert the parenthetical citation two spaces *after* the concluding punctuation of the quotation or cited passage.**

## First Draft Checklist for Research Paper

### Organization, Documentation, and Sources

- \_\_\_\_\_ 1. Title reflects thesis
- \_\_\_\_\_ 2. Main points in introductory paragraph developed in the same order in paper
- \_\_\_\_\_ 3. Follows order of outline; includes only information indicated in outline
- \_\_\_\_\_ 4. Required (at least 3) number of sources
- \_\_\_\_\_ 5. Parenthetical notes are used
- \_\_\_\_\_ 6. A parenthetical note exists for each “Works Cited” entry and vice versa
- \_\_\_\_\_ 7. Paper does not rely too heavily on one source
- \_\_\_\_\_ 8. Do not overuse quotations. No more than 25% of your paper should be in quotes.
- \_\_\_\_\_ 9. Paper is free of consecutive (back to back) quotes

### Form

- \_\_\_\_\_ 1. Title page (if required by teacher) is accurate in form
- \_\_\_\_\_ 2. Outline (if required by teacher) is accurate in form
- \_\_\_\_\_ 3. First page is correct in margin and header
- \_\_\_\_\_ 4. “Works Cited” page is accurate in form
- \_\_\_\_\_ 5. Parenthetical notes use documentation correctly
- \_\_\_\_\_ 6. Form is correct for long and short quotes
- \_\_\_\_\_ 7. Margins, spacing, and page numbers (including last name) are correct
- \_\_\_\_\_ 8. Paper is **double-spaced** and in a **NEW** folder
- \_\_\_\_\_ 9. Note cards (only cards used in paper) are in order of the outline/paper
- \_\_\_\_\_ 10. Paper indicates careful proofreading

## Problems Your First Draft May Reveal to You

### 1. Introduction and/or conclusion too long or too short

**Solution:** These need to be 4-6 sentences.

### 2. Too much background given on person or topic

**Solution:** The only background most of you need for most assignments is simply information that relates directly to your person or topic or that leads into the main focus of your paper.

### 3. Thesis not adequately developed, just re-stated over and over in different ways

**Solution:** You need specific examples throughout your paper to support and develop your thesis. Make sure every section in your paper has clear facts (Remember to document), telling WHO, WHAT, WHEN, WHERE, and WHY.

### 4. Paper too long

**Solution:** Stop sooner OR begin later OR leave out a section AND change your thesis.

### 5. Paper too short

**Solution:** Pick out one section and take more notes on it; you may have to change your thesis.

“[Good] writing is concise. A sentence should contain no unnecessary words, a paragraph should contain no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts.”

*William Strunk*

## Formatting a Works Cited Page

- At the end of your project, include a Works Cited page with the words “Works Cited” centered at the top. On your page, the words “Works Cited” should **not** be underlined, put in quotation marks, enlarged, or put in all capitals.
- Double space the entire page, both between and within entries.
- **Use the same format for Works Cited entries with a hanging indent as explained on pp. 22-23 and 26-28.**
- List information about every work you have cited to prepare your project. Do not include works you read but did not cite.
- Arrange entries in alphabetical order according to the author’s last name or the first word of the citation. Do not number the entries.
- Omit any information that does not exist. For instance, if no author is listed, skip the author’s name and begin with the title.
- Put two spaces after each period. Do not forget to put a period at the end of each entry.
- Use the examples of the model research paper and this booklet as a guide.

