

## RESEARCH PAPER

Your research paper consists of two sets of sample research paper pages. You are to submit 3-4 double-spaced heavily footnoted pages for each of two disciplinary chapters, total 6 to 8 pages, demonstrating disciplinary discussion of theories, concepts, assumptions, etc.].

Your submission should include:

- Statement of research issue, possibly revised
- Table of contents [your outline converted to Table of Contents Format and divided into chapters and subchapters]. You should **star** the portions of the outline that you are writing about for this sample submission.
- 3-4 pages for each of two chapters—total 6-8 pages, **heavily footnoted**. Note: you should use subheadings within your chapters for ease of reading.
- An **unannotated** bibliography of the sources used for the pages submitted, divided into primary and secondary sources.

In order to provide a cohesive treatment of your topic, you must introduce your discussion. This may be one or more paragraphs at the beginning of a chapter, subchapter or section, but it is important to have such an introduction lest your writing seem to meander without purpose. In other words, you need a roadmap to the actual written text. Similarly, at the microlevel, each paragraph is introduced with a topic sentence.

YOU need to "digest" the material from your research and NOT just use what you found, writing Ibid., Ibid., Ibid.. YOUR research means that you consider more than one source at all points in your research. Some students had extremely long paragraphs reflective of the use of a single source, rather than dividing their ideas into different paragraphs and incorporating different sources. You should generally not use Ibid. more than twice in a row.

At a micro level, your paragraphs need to include topic sentence, descriptive or analytical material and concluding/transition sentence. You need to use a variety of sources and analyze them to present YOUR synthesis. You need to elucidate theories, concepts and assumptions leading to discussion of disciplinary insights from the different disciplinary perspectives. You need to follow your outlines and charts in developing your paper.

The two discipline-based chapters set up the integration part of the paper. If all that you do is to describe and discuss, then you are not in a position to compare and find common ground next semester. You must prepare the way for the integration chapter by explanation and analysis of the relevant theories, concepts and assumptions of your disciplines. **For your final papers, you**

**must go beyond description and discussion to ANALYSIS and EXPLANATION OF THEORIES, CONCEPTS AND ASSUMPTIONS.**

Many students make the mistake of simply writing their papers on the computer with very little time to spare before handing the paper in. This shows in weakness in the overall cohesiveness of the presentation. The prose is not smooth, is often repetitive and is not structured in the most efficient way to make the required arguments. **Try to complete the writing of your paper with a number of days to spare before handing it in so that you can read it over at least 5 times:**

- Re-read for effectiveness of argument –overall and within sub-parts and paragraphs – probably 2 readings
- Re-read for logical consistency
- Re-read for repetitive ideas and vocabulary
- Re-read for verb tenses and overall style.

Some of these versions should be in hard copy as it is difficult to get a good idea of your paper from the computer.

**Paper length:** Be sure to number papers. You need to number pages. The length of your paper should NOT be short-changed as it will drastically affect your grade. You need a FULL 3-4 pages of heavily footnoted text for each of the two chapters.

**Sources:** You may add new sources to the paper. You are not bound by your sources used for the literature reviews. You MUST however, use in your paper all sources listed in your bibliography.

**Areas to be continued:** You may not be able to fully expand ideas in this paper. For next semester, you will be expanding your 2 literature review chapters as well as writing the introduction, integration chapter and conclusion. If you see a part of the paper where you are unable to fully elaborate, make a note in [square brackets] so that I will realize that there is more to be said.

**General Stylistic Pointers:**

- Use subtitles to break up the parts of your chapters. There should be parallelism in your subtitles between chapters to set the stage for integration.
- Each paragraph should have a purpose that is evident from your opening topic sentence to your summarizing last sentence which is a lead-in to the next paragraph or section. Be conscious of your writing and you will not get lost in details.
- Get rid of words of emotion, passion or bias.
- Tighten up narrations and do not provide unnecessary detail.
- In discussing the position of a source, you may say, “According to Smith”, “Smith asserts that” or “Smith argues that”. Alternatively, you may say, “In *Over the Rainbow*, Smith asserts that”, “In *Over the Rainbow*, Smith asserts that” or “According to Smith in *Over the Rainbow*.”
- Some students use informal colloquial language and abbreviations. This is a FORMAL paper and you need to use language more formal than you would use in I-M. There should be few if any contractions [do not use “don’t”, etc.] Additionally, if you

abbreviate a word, such as U.S. because you use it a lot, you need to say “United States (U.S.)” to signify future abbreviations.

- Many of you have awkward phrasing, imprecise writing and other stylistic problems. You are encouraged to visit the Writing Center. The Writing Center will generally help you with HOW to write, not with how to correct for specific errors.

### **Citation of sources:**

- Some students cite a source and use language that obviously came from the source but did not put the language into quotation marks. To write properly, without plagiarizing, you have to either put the words of your source into quotation marks OR make the language your own, not just by changing an occasional word. This mis-appropriation of sources becomes particularly apparent because the vocabulary in a sentence does not match your register, level or type of word usage elsewhere in the paper. Consider it a form of plagiarism, as you are not fully attributing to your sources. Paraphrasing means YOUR phrasing, not simply using a source’s words and changing a few words.
- Some students overuse cited sources, using a single cited source for a complete part of the paper. Some of you used too much direct quotation, to the point where 2/3 of what is written in certain parts of your paper is taken directly from sources. Yes, you footnote, but you are breaking up the rhythm and quality of YOUR research paper by making it a hodgepodge of quotes from others.

### **Footnoting:**

- There were a number of common problems with your writing. A **research** paper means exactly that. ANY sentence that is not common knowledge, which you did not make up out of your head, must be footnoted. If you write a sentence where you take information from a source it does not suffice to footnote a subsequent sentence where you have a direct quotation from the source. There must be separate footnotes for each sentence. A good research paper is footnoted at almost every sentence but is made up of YOUR digesting of sources and YOUR own statement of what you have found in sources.
- You need to follow the Slade format of indenting the first line of each footnote. Footnotes are single spaced with double spaces between footnotes. Font size is not mentioned in Slade. You should use 12 pitch for text and 10 pitch for footnotes.
- You should not repeat the complete source citation after the first time that a source is cited in a footnote. That means providing only what is necessary to refer back to the first time that the source was fully cited. You may repeat a complete source citation once if you are in two different chapters so that it is difficult for the reader to refer back.
- You need to put a period at the end of EACH footnote.
- Follow Slade’s footnote form [at left side of sample pages].
- Footnote primary sources according to the New Jersey Manual and Bluebook but use italics not underlining in all legal sources [this is the one deviation from the New Jersey Manual of Style]. Your footnotes should include pinpoint citations to cases, meaning not only the first page of a case but the page where a direct quote is taken from in cases where you reference something within a case. Use parallel citations where required, unusually only in United States Supreme Court cases. Subsequent citation to a case

requires reference only to the title of the case followed by comma and pinpoint citations to the pages.

- You should provide a complete citation for any case discussed in your paper, even if your discussion comes from a secondary source. You and the reader need to know where to find the actual case. It is insufficient to rely on a secondary source's reference to a case.
- Footnote ALL secondary sources according to Slade.

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## Criteria for Evaluating Research Projects

NAME \_\_\_\_\_

|   | <b>D-F</b>   | <b>C</b>  | <b>B</b>  | <b>A</b>  | <b>Total Pts.</b> |
|---|--|---|---|---|-------------------|
| <b>Thesis/Research Question</b><br><br><b>5%</b>                              | No clearly defined thesis or research question.  | Research question is not clear. Terms are poorly defined.                                     | Purpose of investigation and research questions are clearly stated. Terms are defined and explained.                            | Purpose of investigation and research questions are clearly stated and consistently maintained.                       |                   |
| <b>Final Outline/Table of Contents</b><br><br><b>5%</b>                       | Exposition of major topic fails to maintain focus on research issue                          | Exposition of major topic somewhat maintains focus on research issue                          | Exposition of major topic maintains focus on research issue   | Exposition of major topic consistently maintains focus on research issue  |                   |
| <b>Overall Cohesiveness of Presentation</b><br><br><b>10%</b>                 | Lack of cohesive exposition of subject leading from issue through research to conclusion(s). | Somewhat cohesive exposition of subject leading from issue through research to conclusion(s). | Generally effective, cohesive exposition of subject leading clearly and logically from issue through research to conclusion(s). | Effective, cohesive exposition of subject leading clearly and logically from issue through research to conclusion(s). |                   |
| <b>Use of Sources</b><br><br><b>10%</b>                                       | Articles and related information are not relevant to the topic.                              | Articles, chapters of books, and other scholarly information to be used are inadequate.       | Scholarly information is relevant to the subject of the investigation but not sufficient.                                       | Scholarly information clearly supports the topic to be investigated and is sufficient.                                |                   |
| <b>Use of Information to Support Statements (Arguments)</b><br><br><b>15%</b> | Evidence is not related to argument.   | Limited evidence in support of major argument.  | Evidence supports major argument but is inadequate.   | Evidence clearly supports major argument and is sufficient.   |                   |
| <b>Organization.</b>  | Lack of  | Structure of  | Structure of  | Structure of  |                   |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| <b>Disciplinary Perspectives</b><br><br><b>25%</b>                                    | structure and incoherent schema. Disciplinary perspectives not clearly articulated.           | plan of investigation is poorly developed. Some articulation of disciplinary perspectives | plan of investigation and disciplinary perspectives is properly defined but needs further development. | plan of investigation and articulation of disciplinary perspectives are coherent and successfully developed. |  |
| <b>Grammar</b><br><b>5%</b><br><b>(+optional credit for Writing Center up to 10%)</b> | Frequent ungrammatical sentence structure.  | Many grammatical errors in paragraphs.  | Some errors in grammatical structures and/or erroneous usage.  | Accurate sentence structure and flawless narrative.  |  |
| <b>Mechanics</b><br><br><b>5%</b>   | Many errors in spelling, punctuation, and/or capitalization.                                  | A number of errors in spelling, punctuation, and/or capitalization.                       | A few errors in spelling, punctuation, and/or capitalization.  | Accurate spelling, punctuation, and capitalization.  |  |
| <b>Unannotated Bibliography &amp; Footnotes</b><br><br><b>20%</b>                     | Student fails to correctly and consistently organize and cite primary and secondary sources . | Student to some degree organizes and correctly cites primary and secondary sources ..     | Student generally organizes and correctly cites primary and secondary sources .                        | Student correctly and consistently organizes and cites primary and secondary sources .                       |  |

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