

# The Research Packet

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Making the Research Paper a Breeze





## Source Card

MLA Source Citation (Used on Works Cited)	
In-text Citation (Used in your paper)	Source #

## Note Card

Slug	Source #
Note (only one factoid per notecard)	
Page # (if print source)	

# Citing Your Sources: What You'll Find in the Library

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Take notes on the following tricky citations.

## Book with Multiple Authors

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Last name, First name. "Article name." *Book name*. Editor. Place of Publication: Publishing Company, Year. Page Range. Type of publication.

Randon, Matthew. "How to be Awesome." *Awesomeness*. Ed. Heather Davids. Chicago: Randomhouse Books Inc., 2005. 17-24. Print.

(Randon #).

## Book with One Author

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Last name, First name. *Book name*. Place of Publication: Publishing Company, Year. Type of Publication.

Randon, Matthew. *How Kids Think*. Pittsburgh: The University of Pittsburgh Press, 2008. Print.

(Randon #).

## Book with Two Authors

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Davids, Heather and Carla Drew. *The Problem with Teachers*. New York: Clearinghouse Books Inc., 2005. Print.

(Davids and Drew #).

## 2 Sources with the Same Author

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Randon, Matthew. *Guide to Teaching*. Pittsburgh: The University of Pittsburgh Press, 2009. Print.

Randon, Matthew. *Classroom Teaching*. Pittsburgh: The University of Pittsburgh Press, 2009. Print.

Paul, Randon. *Advertising in New York*. New York: Random House Publishing, 2010. Print.

(Randon, *Classroom*).

(Randon, *Guide*).

(P. Randon #).

## Internet Source

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Lastname, firstname. "Title." *Major Website*. Publisher. Date Published. Web. Date of Access.

Randon, Matthew. "How the Classroom Works." *CNN*. Cable News Network. 7 Aug. 2007. Web. 29 Oct. 2010.

Students get bored very easily (Randon).

## No Author and "Pure" Internet Source

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"How the Classroom Works." *CNN*. Cable News Network. 7 Aug. 2007. Web. 17 Sept. 2009.

My dog's name is Max ("How").

## Database Source

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Last name, first name. "Article name." *Publication*. Date of Publication. *Database name*.

Database Company name. Web. Date of Access.

Randon, Matthew. "America's Education System." *Washington Post*. 8 June 2001. *SIRS*

*Researcher*. ProQuest Information and Learning. Web. 17 Sept. 2009.

This is a sample sentence (Randon).

## No Dates and No Publisher

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"Mr. Randon's Really Boring Classes." *George's Blog*. n.p. n.d. Web. 18 Mar. 2010.

# Sample Works Cited

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## Works Cited

- American Allergy Association. *Allergies in Children*. New York: Random, 1998.
- Felluga, Dino. *Guide to Literary and Critical Theory*. 28 Nov. 2003. Purdue University. Web. 10 May 2006.
- Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000.
- Gleick, James. *Chaos: Making a New Science*. New York: Penguin Books, 1987.
- Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999.
- "How to Make Vegetarian Chili." *eHow.com*. 10 May 2006. Web. 21 Mar. 2008.
- Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997.
- Palmer, William J. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993.
- Palmer, Karl. "MLA Formatting and Style Guide." *The OWL at Purdue*. 10 May 2006. Purdue University Writing Lab. Web. 12 May 2006.
- Wysocki, Anne Frances. *JFK: A Legacy Reborn*. Logan, UT: Utah State UP, 2004.

## Practicing In-Text Citations

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A space for each to be cited. You may make up page numbers for the books.

1. As the American Allergy Association states, "Allergies kill 3490394949 people every year" (
2. Critical theory is very awesome (
3. "Peer tutoring is critical to the learning process because the student must teach someone to truly understand the material" (
4. Chaos theory states that "a butterfly flapping its wings in Asian can cause a tsunami in America (
5. A hummingbird can flap its wings 30934309 times a minute (
6. Vegetarian chili is delicious! (
7. Dickens is one of the greatest writers of modern English (
8. John Cusack in *Say Anything* has become the standard for all adult males (
9. MLA formatting is an attempt to standardize an untamable thing (
10. As John F. Kennedy stated in his famous speech, "ask not what your country can do for you, ask what you can do for your country" (

# What I Say Goes!

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You have now completed your research on your topic and are an expert now. Respond to the following prompts about your selected topic in a thoughtful manner.

1. I believe that...

2. But those other idiots might say...

3. We can probably all agree that...

4. What I still don't get is...

5. But I'm sure that...

# What I Say Goes!

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To draft your thesis statement, complete the following three sections of the sentence.

1. Although, some idiots believe that...:

2. Nevertheless, I believe that...:

3. Because of this general reason...:

4. Now rewrite your thesis in its complete form using questions 1-3 (removing "idiots" and personal pronouns, of course!). **For example:** (1) *Although critics may think that Mr. Randon's class is boring,* (2) *his class is nevertheless necessary* (3) *because he helps students through requirements for graduation, and teaches students skills that they will use later in life.*

# Organizing Your Research

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Use these steps to organize your notecards into a rough outline of your paper.

- Step 1:** Separate your cards into two piles: Source Cards & Note cards. While you do this, be sure each note card has a source number on it!!!!
- Step 2:** Put your source cards away.
- Step 3:** Shuffle your note cards!
- Step 4:** Deal out your note cards into piles by topic. You will most likely need a pile labeled Background Information or definitions.
- Step 5:** Label your piles with a new index card.
- Step 6:** Put your piles in the order that you think you will use them in your paper. Start with background information and then put your arguments in order from weakest to strongest.

USE YOUR COMMON SENSE!

Thesis: Type the draft of your thesis statement here.

- I. Introduction
- II. Background Information
  - A. Background Information 1
  - B. Background Information 2
  - C. Background Information 3
- III. Assertion Statement for Main Argument 1
  - A. Research Information 1
  - B. Research Information 2
  - C. Research Information 3
- IV. Assertion Statement for Main Argument 2
  - A. Research Information 1
  - B. Research Information 2
  - C. Research Information 3
- V. Assertion Statement for Main Argument 3
  - A. Research Information 1
  - B. Research Information 2
  - C. Research Information 3
- VI. Assertion Statement for Main Argument 4
  - A. Research Information 1
  - B. Research Information 2
  - C. Research Information 3
- VII. Conclusion

*Note: This example is ridiculous and designed only to show the format of the information.*

## Positive Effects of Illegal Immigration (of Elephants)

**Thesis:** Although some Lions believe that illegal Elephants are hurting the country, they are nevertheless benefiting Lion-land because they eat peanuts and bathe in mud when the rest of Lions will not.

- I. Introduction
- II. Current Illegal Immigration Laws and Statistics
  - A. Current population totals show that 30430934094% of the country is Elephant (Randon).
  - B. It takes an estimated 11033 light years to go through the citizenship process (Randon 43).
  - C. Laws state that Elephants should not be allowed to work and must be deported (Randon).
- III. Illegal Elephants eat an extremely large number of peanuts, which in turn increases the production of the peanut industry all while stimulating the economy.
  - A. The current unemployment rate in Lion-land is 939343% ("Elephants").
  - B. Jimmy the Lion says, "Without Elephants, I would not have anywhere near the production rate I have today. Thanks to Elephants, I need to expand my business to keep up with the demand" (Randon)
  - C. If Elephants were to leave Lion-land, small businesses would have to fire workers because of the decrease in the demand for peanuts...and mud (Randon 43).
- IV. Illegal Elephants are needed because they take baths in mud when Lions do not want to take baths in such filthy places.
  - A. Research Information 1
  - B. Research Information 2
  - C. Research Information 3
- V. Main Argument 3
  - A. Research Information 1
  - B. Research Information 2
  - C. Research Information 3
- VI. Conclusion

# The Introduction Paragraph

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Follow the formula to produce a well-written introduction paragraph.

A. Attention Grabber (A strong statement about society's views or perspective)

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B. Expansion (Introduce the topic of paper and relate to thesis)

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C. Thesis Statement (Formula: Opposing argument, your argument, details)

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Now combine A-C and write a rough draft of the introduction paragraph here:

# The Body Paragraph

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Follow the formula to produce a well-written body paragraph.

A. Assertion (In a sentence, what **argument** will this paragraph prove?)

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B. Evidence (What facts/quotations/statistics did you find to back up your claim?)

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C. Commentary (In your own words, how does your evidence **prove** your assertion?)

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D. Conclusion (Summarize the paragraph's argument and connect back to assertion)

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Now combine A-D and write a rough draft of a body paragraph here:

# The Conclusion Paragraph

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Follow the formula to produce a well-written conclusion paragraph.

- A. Restate Thesis (Restate the thesis statement in a new and reflective way)

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- B. Restate Arguments (Briefly restate all major assertions from the paper)

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- C. Refer to Bold Statement (Refer to the bold statement to leave the reader with a lasting idea)

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Now combine A-C and write a rough draft of the conclusion paragraph here: