

Research Paper - 215 points

You will be working on a research paper; this paper will work on your research, evaluation, critical thinking, analysis and writing skills.

You will select a person (or organization) from one of the lists of admirable people, check with your teacher to make sure it's appropriate, then find out as much as you can about the person, and report back on why that person is so awesome.

Due Dates:

April 21, 2015 - Annotated Bibliography with printed sources (40 pts)

April 24, 2015 - direct quotation, summary and paraphrasing notecards (25 pts)

May 1, 2015 - rough draft

May 11, 2015 - final Draft (100 pts)

Semester Finals - Presentation of research (50 pts)

Requirements of the Research Paper

1. 3 to 5 credible sources
 - a. included 1 multi-media source (documentary, recorded interview, podcast etc)
2. annotated bibliography
3. at least 10 source notecards
4. 2 to 4 page paper detailing your topic at hand
5. MLA citations - paraphrase, summary and direct citations
6. introduction and conclusion
7. work cited page

The List Spend some time browsing these websites to find the person (or organization) you don't know very much about, and want to learn more about.

Note: Some very worthy people are "overdone" and already very well known—Martin Luther King, Jr., for example. Your teacher reserves the right to veto your choice! Try to pick someone who sounds interesting to you, but isn't yet familiar—so you'll learn something interesting during this project. It's first come, first served—Tell me right away when you've made your decision, and then no one else in class can write about the same person.

Nobel Peace Prize Winners: http://www.nobelprize.org/nobel_prizes/peace/laureates/

International Children's Peace Prize: <http://www.childrenspeaceprize.org/>

Heroes of the Holocaust: http://www.shalomshow.com/holocaust_heroes.htm

http://en.wikipedia.org/wiki/List_of_individuals_and_groups_assisting_Jews_during_the_Holocaust

<http://www.geni.com/projects/Heroes-of-the-Holocaust-The-Courageous-Fighters-against-Hitler-s-Nazi-Regime/953>

Sakharov Prize: http://en.wikipedia.org/wiki/Sakharov_Prize

Humanitarians:

<http://all-that-is-interesting.com/post/11230783415/the-seven-greatest-humanitarians-in-history/3>

<http://www.hiltonfoundation.org/prize/laureates> (Awards to Humanitarian Groups)

An annotated bibliography is an evaluation of your sources. It looks very similar to a work cited page, but along with each citation of a source, comes your evaluation and analysis of this source. In this analysis you will do the following: Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

Noodletools has the ability to create your citation along with an annotation. This website will be your biggest helper during this assignment.

Sample Entry from an Annotated Bibliography

Citation

Booker, Susan M. "Dioxin in Vietnam: Fighting a Legacy of War." *Environmental Health Perspectives* 109.3 (2001):116. ProQuest. Web. 29 Apr. 2009.

Extra space

Annotation

Booker reports on the launch of a joint research program on the human and environmental health effects from spraying Agent Orange and other herbicides during the Vietnam War. The extent of Agent Orange exposure among the Vietnamese, identification of highly contaminated areas and monitoring migration of dioxin are assessed. The author asserts the government is not doing enough to help the Vietnamese people who still suffer from Agent Orange. This is written for people with little prior knowledge of this ...

You will be collecting source cards while you read through and analyze your sources. Source cards will give you all the information you need to write your rough draft. Information you find, or hear in your research will be placed on your source card. You can use a summary, paraphrase or direct quote.

<u>Quoting</u>	<u>Paraphrasing</u>	<u>Summarizing</u>
Identical to the words found	Constructing a passage into your own words	Putting main ideas/points into your own words
Other person's idea and words	Use your own sentence structure	Presents only the most important ideas of a source
" " Quotation marks must be used!	Attribute to your original source	Attribute to your original source

You will also include the author, source and page number. You will create ten of these.

The diagram shows a source card template with the following handwritten content and labels:

- Verse Reference:** v.10
- Author's Last Name:** Nolland
- Page Number:** p.875
- Note:** - reader comes with positive look on pharisees & negative view on tax collectors
- Category:** Paraphrase

Two instructional boxes are included:

- Use this space to write your **note** from the source. Include only one major note per card.
- Write if the note is a **summary**, **paraphrase**, or **quote**. This will help you correctly cite your sources when you write your paper.

	Incomplete/Poor (F)	Meh (C)	Excellent! (A)
Intro	Boring introduction, does not include hook. Body paragraphs do not much this introduction. Introduction does not forewarn me of the topic or any other information.	Introduction could be more interesting or inviting. Matches some of the body paragraphs but not the others. Your topic is a bit confusing.	Hooks readers into being interested in your essay and thoughts. Reader knows what your essay will be about, and your main points.
Body paragraphs	Body paragraphs are surface level and listing more than analysis or in depth. Evidence is not specific. Information is not cited	Body paragraphs waiver between specific and analytical, and topical and non-supported.	All paragraphs are insightful and go beyond the surface level. All points are clearly supported with information from sources.
Citations and Quotes- intentional or not, inappropriately cited or not cited sources is plagiarism.	No citations or quotes are included. Quotes are at the beginning or end of body paragraphs. Inclusion of quotations is choppy and poorly transitioned.	Connection/synthesis is incomplete or minor. Quotes are introduced minorly, but sometimes interjected into body paragraphs without introduction or connection. Incorrect citation. Some of the quotations are smoothly included but others are choppy.	Quotes cited correctly and use great sandwich technique! You do a great job following up your quote with synthesis and connection. Direct quotations and paraphrasing fit seamlessly into the content of your essay.
Conclusions	Conclusion is missing a clencher and summary, thesis is missing or in the wrong place.	Clencher could be stronger, and summary is present but incomplete. Thesis is present in the right place but not not reworded from first thesis.	Your clencher left me thinking about your paper! Thesis was reworded and summary was thorough and excellent.

Organization	Paper is poorly organized, hard to follow and confusing. Did not follow thesis.	With some effort I could understand and follow the paper. Partially followed thesis.	Followed thesis perfectly Great organization and easy to follow.
Format	Does not follow MLA format for final drafts.		Follows MLA format.
Grammar, Usage, spelling, fluency etc.	Paper includes so many mistakes that it is hard to follow or understand. You/I is used	Includes some errors, but the overall message of the paper is not inhibited by these errors.	Final Draft has little or no errors and it does not affect comprehension at all.

Final Presentation ___/50

On the day of finals, you will be giving an oral presentation of your research. This should be accompanied by a multi-media visual as well (example powerpoint). During this presentation, students will be graded on their speaking, listening and presentation. Students should be using the powerpoint as a visual NOT as their information.

	Incomplete/Poor (F)	Meh (C)	Excellent! (A)
Speaker	Student could not have given this presentation with his/her visual. All facts, and information came from this. Did not engage the audience.	Students relies mildly on their visual to support their information. Seems to not be familiar with the subject. Mediocre engagement.	Speaker is well versed in his/her subject area. Does not use the visual to supplement his information. Has good eye contact with audience.
Visual	Not included; not related; or with minimal effort.		Well done and supplemental to the presentation. Includes graphics, video, images etc.
Listening	On phone during classmates presentations. chatting with classmates during presentations, not listening.		Phones and computers away, headphones out, needed no reminders an appropriate audience behavior.