  
Tidings of Peace Christian School  
Research Paper Class

Ms. Janet  
Ms. Janet  
9-12th grade  
2016-2017short line

# Note to Teacher

This was a two week class I developed for my classroom. Many of the items may not apply to you, but use what is helpful and leave what is not. It was designed to be used with Google Docs and as such it is much easier to navigate if you use with the Document Outline. This can be turned on in the Tools menu or by pressing Ctrl + Alt + A + H.

The Speed writing section can be used as desired. It is simply a place to practice writing quickly without correcting. We spent 5 min per day on a random topic and they were supposed to write non-stop. After they were done they were allowed to make corrections as they wished. This was a way to fight against writer’s block.

Blessings,

Mr. Shenk

Mrshenk@tidingsofpeace.org

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Day 1  
Introduction

short line

Included:

* Syllabus
* Two types of Research Papers
* Steps of a Research Paper
* Narrowing a topic
* Asking Questions
* Using the Library
* Online Sources

# 

Course Syllabus

# Introduction

Several desired results from taking this course

1. The ability to organize thoughts through the discipline of writing
2. Improved writing speed
3. Understanding how to research using the library
4. Greater discernment in note taking
5. The ability to give helpful input on other’s writing
6. The willingness to receive input in one’s own writing
7. Gain expertise in a certain subject
8. The satisfaction of working hard to complete a project

Tip from Sir Francis Bacon: “Reading maketh a full man; conference maketh a ready man; and writing maketh an exact man.”

# Calendars

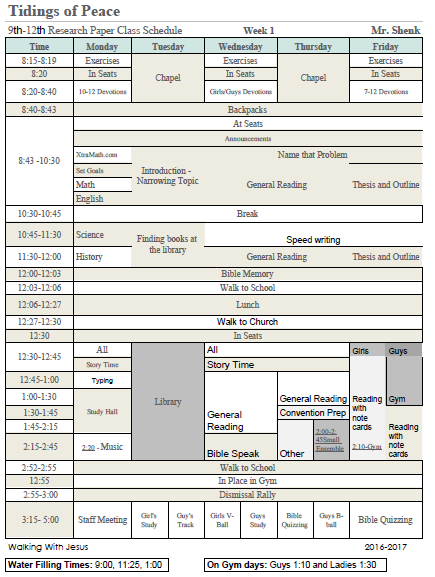
## Course Overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Star Monday | Narrowing Topic/Library | General Reading | | Thesis and Outline |
|
|
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Reading & Note Cards | | Rough Drafts | Review | Final Copy & Presentations |
|

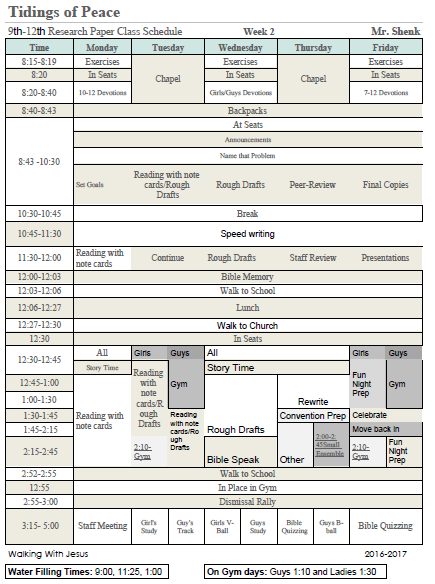
## Daily Overview

* Chapel/Devotions
* Name that Problem
* Class or Work
* Break
* Speedwriting
* Work
* Lunch
* Storytime/Puzzle
* Work

## Week 1



## Week 2



# Paper Evaluation

|  |  |
| --- | --- |
| **Area** | **What I’m looking at** |
| Research | Quality and quantity of sources. Awareness of the issues. Notes cards. |
| Integration | Critical thinking, insight into the subject, and blending of research with own ideas. Good use of evidence. Good statement of thesis. |
| Organization | Outline and development of the paper. A clear introduction, body, and conclusion. Good support of thesis. Coherence. |
| Format | Followed the formal requirements for the paper such as title page, length of the paper, margins, citations, and works cited. |
| Style | Good choice of words and sentences, including precision and variety. Clarity of expression. Good use of transitions. Does the paper read well? |
| Mechanics | Grammar, punctuation, spelling are correct. |

# Final Grade

|  |  |  |
| --- | --- | --- |
| **Part** | **Percent** | **Grade** |
| Paper | 70 |  |
| Attendance | 20 |  |
| Effort | 10 |  |

Credit

# English Credit

|  |  |  |  |
| --- | --- | --- | --- |
| **Pages** | **Sources** | **Notecards** | **Stars** |
| 3-5 | 3 | 10 | 4 |
| 1 B **|** 1 O **|** 1 A |
| 6-7 | 4 | 20 | 5 |
| 1 B **|** 1 O **|** 2 A |
| 8-10 | 5 | 30 | 6 |
| 2 B **|** 1 O **|** 2 A |

# Other Subject Credit

|  |  |  |  |
| --- | --- | --- | --- |
| **Pages** | **Sources** | **Notecards** | **Stars** |
| 20 | 10 | 60 | 12 |
| 4 B **|** 2 O **|** 4 A |

# Sources

|  |  |
| --- | --- |
| **Type** | **Identifier** |
| Book | B |
| Online | O |
| Any | A |

MLA Format

# Layout

* Font: Arial 12-point
* 1 inch margins on all sides
* Single Space in Outline
* Double Space in body
* .5 inch indent at the beginning of all paragraphs
* No headings (ex: Introduction, Body, Conclusion)
* No extra spaces between paragraphs
* Quotes longer than 4 lines must be indented 1 inch from both sides and single spaced as a block, as shown below:  
  **. . . the Palestinians during the British mandate were quite remarkable.**

**Almost each village had a school, running water, and proper sewage systems for the first time, while the fields were plentiful, and old blood feuds . . . had been settled. In the cities and towns prosperity was also budding. . . . The first graduates of the universities around the Arab world . . . began their professional careers in Palestine. . . . Quite a few chose a public career in the British Mandate government as senior or junior officials. . . . The affluence was visible in the architectural expansion. New neighbourhoods, streets and modern infrastructure were also evident everywhere. (Pappé 16)**

**Without fear of oppression from the defeated Ottoman Empire, the Palestinians . .**

# 

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# Page Numbering

* All numbering right-aligned and .5 inch from top of page
* Title page no numbering
* Formal outline numbered with name and lowercase Roman numerals   
  Shenk, Austin i
* Body and Works Cited with name and page # as shown below  
  Shenk, Austin 5

# Parts

* Title page
* Formal outline
* Body
  + Introduction
  + Body
  + Conclusion
* Works Cited

# 

# Two types of Research Papers

## Informative

Informative papers give information

## Persuasive

Persuasive papers argue a specific point

### Identify the type of topic

1. The Dangers of Drinking
2. The Development of a Baby
3. Why Obamacare should Stay
4. What happened to the Baby Boomers
5. The World’s Greatest Musician

# 

# The Steps of a Research Paper

Taking it in order

Tip: When you are walking down the steps and you miss one, bad things are sure to happen. Likewise, missing a step in the research process produces frustrating results.

|  |
| --- |
| 7. Write a final draft |
| 6. Write a rough draft |
| 5. Compile notes to create final outline |
| 4. Take notes while reading |
| 3. Draft a working outline and thesis |
| 2. Create a working bibliography |
| 1. Select and Narrow Topic |

# Narrowing a Topic

The First Step

Tip: A topic such as “World War II” is way too broad. A topic such as “How to Assemble a Sandwich” is too narrow.



Just like a railroad tracks: A properly limited topic will stay focused on the same goal throughout the entirety of the paper.

## Practice Narrowing

The Civil War \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

World Transportation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Turn of the Century\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solving World Hunger\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Select a topic

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Area:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page Goal: 3-5 6-7 8-10 20

Input:

|  |
| --- |
|  |

Approved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Asking Questions... ask questions as Secretary ...

The direction setting for research

## Ask 10 questions about your topic.

You may get help from classmates in this process

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tip: Asking good questions gives positive direction to your project.

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# Navigating the Library

Finding resources in the powerhouse of the research process



Tip: Although printed books are no longer the fastest method for research they are still very credible.

## Keywords

Tip: Searching keywords is a very powerful tool when looking for research resources. Creativity helps in this process.

### Write key words from your title or synonyms

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## The Dewey Decimal System

## [[1]](#footnote-1)

The Dewey Decimal System is a method of organization used internationally “in 200,000 libraries in at least 135 countries.” The genius of the system is displayed by this quote, “Libraries previously had given books permanent shelf locations that were related to the order of acquisition rather than topic. The classification's notation makes use of three-digit [Arabic numerals](https://en.wikipedia.org/wiki/Arabic_numerals) for main classes, with fractional decimals allowing expansion for further detail.”[[2]](#footnote-2)

Identify 5-10 books you plan to find at the library:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Good Online Sources

## Libraries

1. [Martin Memorial Library](http://york.sparkpa.org/eg/opac/advanced?pane=advanced)
2. [Access PA](https://accesspa.powerlibrary.org/MVC/)

## Publication Indexes

1. [Project Gutenberg](https://www.gutenberg.org/)
2. [Google Books](https://books.google.com/)
3. [Google Scholar](http://scholar.google.com/)
4. [WorldCat.org: The World's Largest Library Catalog](https://www.worldcat.org/)

## Periodicals

1. [Christianity Today](http://www.christianitytoday.com/ct/archives)
2. [World News Group](https://www.worldmag.com/archives)

Tip: In order for your research to be credible you must use reliable, scholarly sources. Although Wikipedia is a great tool for discovering an overview of a topic, it should not be used as a source for your paper.

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# Day 1: Conclusion

Tip: The process of research may feel intimidating at the moment, but don’t let it get you down. Enjoy the journey!

short dash

Writing Improvement  
Name that Problem

short line

# Keep in Mind

* Avoid
  + Extra words “that” make it seem “that there is” a problem with your exactness.
  + First person (I, we)
  + Passive voice
* Do
  + Shorten Sentences
  + Keep the tense the same (mostly past)
  + Make sure your pronouns agree

# Day 1

1. Simultaneously, he exemplified judgment and mercy at the same time.
2. Often, our consequences of sin lead us to unpleasant circumstances.
3. However, obedience is not just obeying a command, but also by repenting from a lifestyle of sin.

# Day 2

1. Both countries struggled to establish themselves as **a nation**.
   1. **Problem:** *Plural/Singular*
   2. **Solution:** *Both countries struggled to establish themselves as* ***nations****.*
2. It attracted many Christians from Europe **that** were facing persecution.
   1. **Problem:** *Pronoun*
   2. **Solution:** *It attracted many Christians from Europe* ***who*** *were facing persecution*
3. Some **would** say **that** they have blessed the nations because they helped to bring **a** world peace during WWII when Hitler Germany was waging **havoc** in Europe.
   1. **Problem:** *Extra words*
   2. *Solution: Some say they have blessed the nations because they helped to bring world peace during WWII when Hitler****’s*** *Germany was waging* ***war*** *in Europe.*

# Day 3

1. She went to the fields to gather food for them; she **works** hard to support them.
   1. **Problem:** *Tense*
   2. **Solution:** She went to the fields to gather food for them; she **worked** hard to support them.
2. “This is the way **-walk** in it.” When we give ourselves to **Jesus** it shows we believe.
   1. **Problem:** *Punctuation*
   2. **Solution:** “This is the way **-- walk** in it.” When we give ourselves to **Jesus,** it shows we believe.
3. God knew this weakness **even before they had time to display it** and He gave them commandments to help them remember Him.
   1. **Problem:** *Extra phrase; punctuation*
   2. ***Solution:***God knew this weakness**,** and He gave them commandments to help them remember Him.

# Day 4

1. They crossed the Jordan to **finally** enter the Promised Land.
   1. **Problem:** *Split infinitive*
   2. **Solution:** They crossed the Jordan to enter the Promised Land.
2. “Let not the foreigner . . . say, **“**The LORD will surely separate me.**”** God’s heart . . .
   1. **Problem:** *Quotation marks*
   2. **Solution:** “Let not the foreigner . . . say, **‘**The LORD will surely separate me.**’**” God’s heart . . .
3. Ruth **was** a Moabitess **yet she** was the great-grandmother of David and Jesus.
   1. **Problem:** *Extra phrase; punctuation*
   2. ***Solution:***Ruth**,** a Moabitess**,** was the great-grandmother of David and Jesus.

Writing Improvement  
Speedwriting

short line

Day 4  
Thesis & Outline

short line

Included:

* Thesis
* Outline
* Notecards

# Thesis

What question are you answering/position are you taking?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your BEST answer or strongest position?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your WEAKEST answer or position?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your SECOND BEST answer or position?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(For persuasive only) What is a concession or opposing view?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Enter these items at: <https://awc.ashford.edu/writing-tools-thesis-generator.html>

Write your the final copy of your WORKING thesis statement here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Outline

Organize your outline in a way that matches your thesis.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Taking Notes

1. One note per card
2. Quotes must be in quotations
3. Write summaries in your own words
4. Write why you chose to write this note.

## Note Card Examples

### Hand written

|  |  |  |
| --- | --- | --- |
| Outline Item |  | Source # |
|  | | |
| Page # | Why: | |

### Computer

|  |  |  |
| --- | --- | --- |
| Outline Item |  | (Author Page #) |
|  | | |
| Why: | | |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | | |
|  | Why | |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | | |
|  | Why | |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | | |
|  | Why | |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | | |
|  | Why | |

# Computer Note Cards

|  |  |  |
| --- | --- | --- |
| Outline Item |  | (Author Page #) |
|  | | |
| Why: | | |

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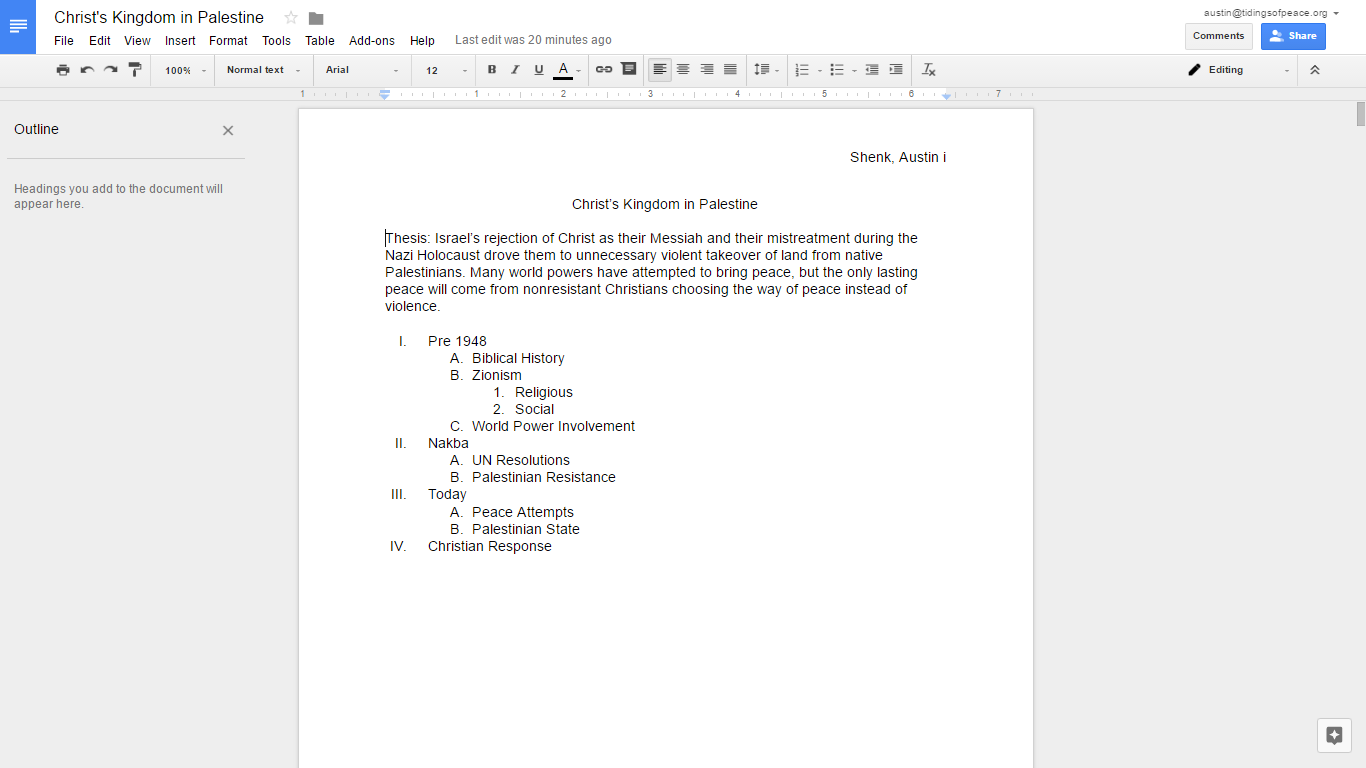
Christ’s Kingdom in Palestine

Austin Shenk

ENG 102 English Composition II

Stephen Russell

May 13, 2015



they believed they had full rights to the land. The Palestinian leadership did not mind Jewish settlers, but they hated the idea of giving a part of their land politically to the Jews. "A vital, self-respecting nation does not accept the partition of its homeland" (qtd. in Cohen 231). When the U.N. asked each side for their opinion of the partition plan the Palestinians rejected.

The principled Palestinian and Arab rejection of, and objection to, the partition plan was well known to the Jewish leadership, even before it was asked to respond to the U.N. plan. . . . Nonetheless, Israeli propaganda has ever since quoted Israel's acceptance . . . and the Palestinian rejection as an indication of its peaceful intentions towards the intransigent Palestinians. More importantly, this Palestinian rejection was later used as an explanation by the Israeli government for it decision to occupy parts of the land accorded to the Palestinians in the U.N. partition plan. (Pappé 17)

Palestinians viewed the Zionist establishment as a very temporary invasion, similar to the Crusades and believed they could soon stop them (Kimmerling and Migdal 318-319).

Without an army to defend their land, the Palestinians sought military help from the surrounding Arab countries. Even with their help the Palestinians faced overwhelming odds. Although the British helped Jordan in defense of the Palestinian homeland, their support for the Zionists along with incredible support from the U.S. gave Israel a huge advantage. The general Palestinian public, however, resisted attempts by Arabs to attack the Jews. "Many Palestinian Arabs . . . not only refrained from fighting themselves but also did their best to prevent foreigners and locals from carrying out military actions" (Cohen 233). The Palestinian leadership viewed their opposition as “out and out treason” (233). If the Jews had chosen at this point to live peacefully side by

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▢ Introduction

▢ Conclusion

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