

## Writing a Research Paper

*Title, Introduction, Conclusion*

*3rd Person Writing*

*Floating Quotes*

*Word Choice (affect vs effect)*

*Fluency (don't start sentences with a conjunction)*

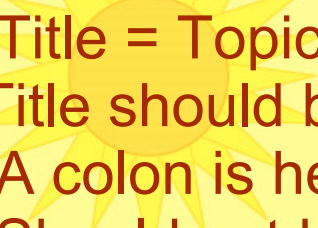
*Commas vs. parenthesis*



I can develop paragraphs that include a main idea sentence, introduction of research, cited research, analysis of research, and a concluding sentence with fluent transitions. (W.8.2a)

I can develop and write a formal, three to four page research paper following the MLA format to present my research findings. (W.8.2)

## Writing a Title

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- 1) Title = Topic + Your Narrowed Focus
  - 2) Title should be straightforward and clear
  - 3) A colon is helpful
  - 4) Should not be a complete sentence

Alzheimer's Association: Leading the Way for Support and a Cure

AFSP: Helping to Stop Suicide

\*More examples on page 56

*Now, take a few minutes to write a title for your research paper on your outline. Your title is due Tuesday.*

\*See pages 55-56 for help.

## Writing an Introduction - Review

What do you need in your introduction?

*Introductions must:*

- 1) Attract your reader's attention - tell a story, cite an interesting statistic or fact, quote a powerful idea
- 2) Tell what your paper will be about
- 3) Include your thesis statement

Read the introduction for the sample paper, and discuss the hook with your partner. Write down ideas for your introduction or your outline or edit your introduction if you have already written it.

\*See page 73 for help.



## Be careful of Floating Quotes

Do not leave “floating quotes.” Each direct quote you add to your paper, needs to be **integrated into the sentence.**

Correct: In her groundbreaking book *Why MTHS is Awesome*, Jodon notes that “the students make all the difference in creating a great school atmosphere” (136).

Correct: Having a cooperative student body is an important part of hosting awesome school events, as “the students make all the difference in creating a great school atmosphere” (Jodon 136).

Incorrect: The student body is an important factor in a great school. “The students make all the difference in creating a great school atmosphere” (Jodon 136).

## Writing a Conclusion

What do you need in your conclusion?

Your conclusion must have 2 parts.

1) Rephrase your thesis statement

2) Conclusion strategies:

- Offer a judgment.
- Make a final comment or observation.
- End with a quotation, statistic, story, etc that pulls it all together. (Tie it back to your introduction)
- Summarize your main idea(s).
- Refer back to your introduction.
- Include a challenge or a surprise.

\*See page 81 for help.

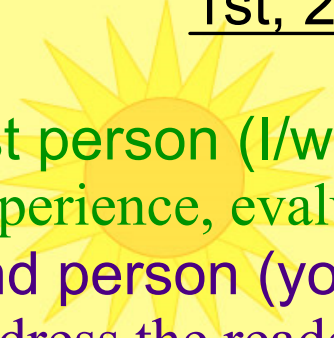
## 2. End Wrapper Examples

To wrap up your writing you may want to use the following strategies:

1. **A challenge** Each person is challenged to respect and care for the earth everyday, because society is polluting the only earth there is!
2. **A surprise** If society does not act now against AIDS, in 100 years, it will infect 307 million people in Africa alone.
3. **A quotation or profound thought:**
  - A. "If society comes to grips with the problem, it must be exposed. Once exposed, the causes of child abuse can be understood and support can truly begin."
  - B. The scars of child abuse can be deep and long-lasting, and the only cure prevention - prevention in families and communities.

Read the conclusion for the sample paper, and discuss the end wrapper with your partner. Write down ideas for your conclusion on your outline.

## 1st, 2nd, and 3rd Person Writing



**1st person (I/we):** Use 1st person to indicate personal experience, evaluation, and/or opinion.

**2nd person (you):** Use 2nd person to instruct or address the reader.

**3rd person (he/she/it/they):** Use 3rd person to generalize the experience or situation.

What did we use for the Autobiography?

Persuasive Essay? What do you think we will use for the Research Paper?

## 1st, 2nd, and 3rd Person Writing

### **1st person, indicating a personal experience**

I have found increasing my workload is taxing on both my physical and mental health. Unless I am in a physically-intensive profession, my body is wasting away while I work. Additionally, my diet has also suffered as I have spent more time at work. No longer do I have the time to prepare healthy meals at home or even worse; I sometimes do not have time to eat at all.

### **2nd person, instructing the reader**

Increasing your workload is taxing on both your physical and mental health. Unless you are in a physically-intensive profession, your body is wasting away while you are working. Additionally, your diet also suffers as you spend more time at work. No longer do you have the time to prepare healthy meals at home or even worse, you may not have time to eat at all.

### **3rd person, addressing a general situation**

Increasing workloads tax both physical and mental health. Unless a person is in a physically-intensive profession, a body will waste away with inactivity. Additionally, diet suffers as more time is spent at work as people do not have the time to prepare healthy meals or, even worse, may not have time to eat at all.



## 1st, 2nd, and 3rd Person Writing

Practice changing the statements into 3rd person.

1) You can make a difference by donating to the Walk to End Alzheimer's which raises money for research.

3rd Person:

2) My grandmother has Alzheimer's, and it is very difficult for our entire family.

3rd Person:

3) If we work together with the Alzheimer's Association, then we can find a cure soon!

3rd Person:

## 1st, 2nd, and 3rd Person Writing



Look at your outline. If you have any ideas written in 1st or 2nd person, then change the statements into 3rd person.

## A few other notes...

### 1. affect vs. effect

"Affect" is usually a verb: The treatment can positively affect the patient's mood and memory.

"Effect" is usually a noun: The treatment can have an effect on the patient's mood and memory.

Use this trick: The action is affect; the end result is effect.

## A few other notes...

### 2. Starting a sentence with a conjunction (and, or, but, so, yet)

The general purpose of these words to connect ideas within a sentence. However, you can begin a sentence with them if you can answer "no" to the following questions.

- 1) Would the sentence be correct without the conjunction?
- 2) Should the sentence be connected to the previous sentence?

Answer the two questions for this example:

Alzheimer's affects a person's memory and the way he or she behaves and acts. But there are treatments available to help with behavioral and memory changes ("Treatments for Behavior" 1).

"Treatments for Behavior." Alzheimer's Association. Alzheimer's Association, 2013. Web. 20 Feb. 2013.  
<[http://www.alz.org/alzheimers\\_disease\\_treatments\\_for\\_behavior.asp](http://www.alz.org/alzheimers_disease_treatments_for_behavior.asp)>.

## A few other notes...

### **3. Use commas rather than parenthesis for clauses to add information to your sentences:**

Correct: Children do well when they receive praise, such as terrific or outstanding (Williams 114-115).

Incorrect: Children do well when they receive praise (such as terrific or outstanding) (Williams 114-115).

Correct: Positive Behavioral Interventions and Supports, PBIS, is a behavior management system that many schools use ("Natural Consequences").

Incorrect: Positive Behavioral Interventions and Supports (PBIS) is a behavior management system that many schools use ("Natural Consequences").