



Spearfish Middle School

Empowering All Students to Succeed in a Changing World

Spearfish Middle School

Research

Writing

Packet



6th, 7th, and 8th Grades

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Sample Research Paper

Included in this packet are research ideas and samples modified or used from the following:

Great Research Projects: Step by Step. Mary E. Mueller

How to Write a Great Research Paper. Leland Graham and Isabelle McCoy

Writing a Research Paper. Phyllis Goldenberg

Research Project Guide. Lankau, Parrish, Quillin, and Schilling

Research Project Handbook. Howell Township Public Schools

Middle School Research Booklet. Shenendehowa Middle School

Glossary of Commonly Used Terms

Draft: a preliminary version of a piece of writing

- **1st draft:** The 1st draft of your research paper is a work in progress. It will continually change as you add new information or delete information you find you don't need. When you turn in your 1st draft, it should be a complete research paper and it should be as perfect as you can make it.
- **2nd draft:** After receiving your 1st draft back from your teacher with the edit suggestions, you will proofread, edit, and revise your 1st draft to produce a 2nd draft. After you have done this, you will have a peer or an adult edit your 2nd draft to find any mistakes that still remain.
- **Final draft:** After editing and revising your 2nd draft, it now becomes your final draft and is ready to turn in.

Essential Question: the essential question guides and centers your research. A research paper is not just a re-stating of facts—it answers a question about the subject. For example, if you want to research electric guitars, your paper will not just re-state facts about guitars. You might come up with an essential question such as, “Why do more rock stars choose the Gibson Les Paul electric guitar?”

MLA Format: MLA stands for Modern Language Association, and MLA format refers to the format the association created that is commonly used in many areas of academic writing. An example of MLA formatting is included in this packet.

Outline: An outline is a guide for writing your paper. An example is included.

Plagiarism: using someone else's ideas or words in your research paper and not giving credit to that person.

Proofread: to look over your research paper in order to detect and mark errors to be corrected.

Proofreader symbols: a copy of proofreader symbols is included. Use these symbols to mark a research paper for errors to be corrected.

Research Paper: an investigative, written report based upon information compiled from a variety of sources.

Revise: to change something already written or printed, in order to make corrections, improve, or update.

Rewrite: write something again in order to improve it.

Rubric: a document that give the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor. Rubrics are used to grade student work. A rubric for each grade level is included. Teachers may change a rubric to fit a specific assignment.

Source Cards: A source card template is included in this packet. You will use this template to create your bibliography card and use the back to create notecards. These cards will be used to correctly site sources and create your Works Cited page.

Thesis Statement: a one sentence summary stating the purpose of your paper. For example: "In this paper, I will determine why the greatest rock musicians played a Gibson Les Paul guitar and what qualities influenced their choice."

Works Cited Page: a list of works that you referenced in the body of your paper. An example is included.

PLAGIARISM

Plagiarism is using someone else's ideas or words in your research and not giving credit to that person. PLAGIARISM IS CHEATING! To avoid plagiarism, you should give credit to your sources, paraphrase, and quote when the ideas or words are not yours.

SAMPLE A

The grand style of living in Alexandria came to an end more than 1,600 years ago. That's when a series of earthquakes struck - and sank parts of ancient Alexandria, including the royal quarters of Cleopatra which were on the island of Antirhodos. Alexandria was thought to have been lost forever – that is, until archaeologist Franck Goddio began his quest to uncover the lost ancient city.

This is the original source. If you were to copy it word for word, that would be PLAGIARISM.

SAMPLE B

1600 years ago, the grand style of living in Alexandria ended. Earthquakes sank parts of ancient Alexandria. Alexandria was thought to have been lost. Frank Goddio, an archeologist, had a quest to uncover the lost city.

This is plagiarized. In order to make it acceptable, you would need to give credit to the source it is taken from, and put it into YOUR OWN WORDS.

SAMPLE C

Many earthquakes caused much of Alexandria to sink into the sea. This happened around the 15th Century. Everyone thought that Alexandria would never be found again. Frank Goddio, an archaeologist, wanted to find the ancient city (Prokos 8).

This is acceptable because you are giving credit to the source and it is in your own words (paraphrasing).

WORKS CITED

Prokos, Anna. Cleopatra's Lost City - New York: Harcourt, 2002.

PLAGIARISM IS ILLEGAL...

- Buying a paper from a research service or term paper mill.
- Turning in another student's work.
- Turning in a paper a peer or parent has written for the student.
- Copying a paper from a source text without proper acknowledgment.
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.
- Turning in a paper from a "free term paper" website.

Main Entry: **pla-gia-rize**

Pronunciation: 'plA-j&-'rIz also -jE-&-

Function: *verb*

Inflected Form(s): **-rized; -riz.ing**

Etymology: *plagiary*

Date: 1716

transitive senses: to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source

intransitive senses : to commit literary theft : present as new and original an idea or product derived from an existing source

- **pla-gia-riz-er** *noun*

- Merriam-Webster's Collegiate Dictionary
www.m-w.com/cgi-bin/dictionary

To avoid plagiarism in your writing, use your source and fact cards to keep track of your information.

- Use internal citations when quoting, paraphrasing, and/or summarizing
- Enclose direct quotes in quotation marks
- Include a Works Cited page
- Write a hand-written rough draft (requirement)

You can avoid plagiarism if you develop good compelling questions, and work from the information you find to answer these questions.

Research Paper Guidelines Spearfish Middle School

Students in 6th, 7th, and 8th grades at Spearfish Middle School will be required to write at least one research paper in their ELA classes, and may complete various research projects in other subjects. The following guidelines will be followed for all papers, but can be modified to fit each teacher's specific requirements.

1. Sources: The requirements for each grade are:
 - 6th grade: 1 book and 2 online sources
 - 7th grade: 1 book, 1 magazine or journal article, and 2 online sources
 - 8th grade: 1 book, 1 academic journal, and 2 online sources
 2. Notecards: Students will follow the notecard template in this packet. Teachers may modify this guideline, but will provide their own format to follow.
 3. All students will generate an essential question and a thesis statement.
 4. Writing of research papers: Students will write their papers after research and notecards have been completed.
 5. Citing Sources: Students will create a Works Cited page following the MLA standards for citing sources. This must be completed in the correct MLA format included in this packet and handed in with the research paper.
 6. Formatting: All paper **must** be typed in 12 font, black ink, Times New Roman, and double spaced. Failure to do so will result in a reduction of points.
 7. Total page requirements (may be modified by teachers):
 - 6th grade: a minimum of 2 typed pages, plus a cover page and works cited page.
 - 7th grade: a minimum of 3 typed pages, plus a cover page and works cited page.
 - 8th grade: a minimum of 4 typed pages, plus a cover page and works cited page.
 8. Due Dates: All parts of the research paper must be turned in by the due dates assigned by the teachers. Students will receive a schedule of due dates from teachers at the beginning of the assignment.
- We will use the MLA format for all section of the research paper. You can find how-to help at mlaformat.org
 - Teachers may not have the **resources** (computers) or **time** to allow students to complete a research paper during class time only. Students may be required to work on and finish a research paper outside of class time. This may be done by working at home or by arranging time in Directed Study, before or after school in the computer labs, or with an individual teacher.

Progress Chart

Name: _____ For Research Paper On: _____

Tasks Completed	Due Date	Teacher's Comments	Teacher's Initials	Parent Signature
1. Define purpose & Choose Topic				
2. Develop Essential Question(s)				
3. Locate and Evaluate Resources				
4. Create Notecards and Bibliography cards				
5. Thesis Statement				
6. Outline				
7. First Draft				
8. Proofread, Revise, and Rewrite 1 st draft				
9. Works Cited Page				
10. 2 nd Draft				
11. Proofread and Revise 2 nd Draft				
12. Submit Final Research Paper				
13. Presentation (if required)				
Other:				

Research Paper Rubric--Part A

Students will be given points for completing the Step **on time** and **with effort**. Grading of the steps will be at teacher discretion.

Step	Point Value	Score
Step 1—Choose Topic	1	
Step 2—Essential Question	1	
Step 3—Resources	1	
Step 4—Notecards/Bibliography Cards	1	
Step 5—Thesis Statement	1	
Step 6—Outline	1	
Step 7—Turn in First Draft	5	
Step 8—Rewrite first draft	1	
Step 9—Works Cited Page	2	
Step 10-- Turn in second draft	1	
Step 11—Revise second draft	1	
Step 12—Submit Final Copy	5	
Number of sources correct	1	
Page Requirement correct	3	
Total points	25	

Research Paper Rubric
Part B

Name: _____

Date: _____

Score: _____

4 points

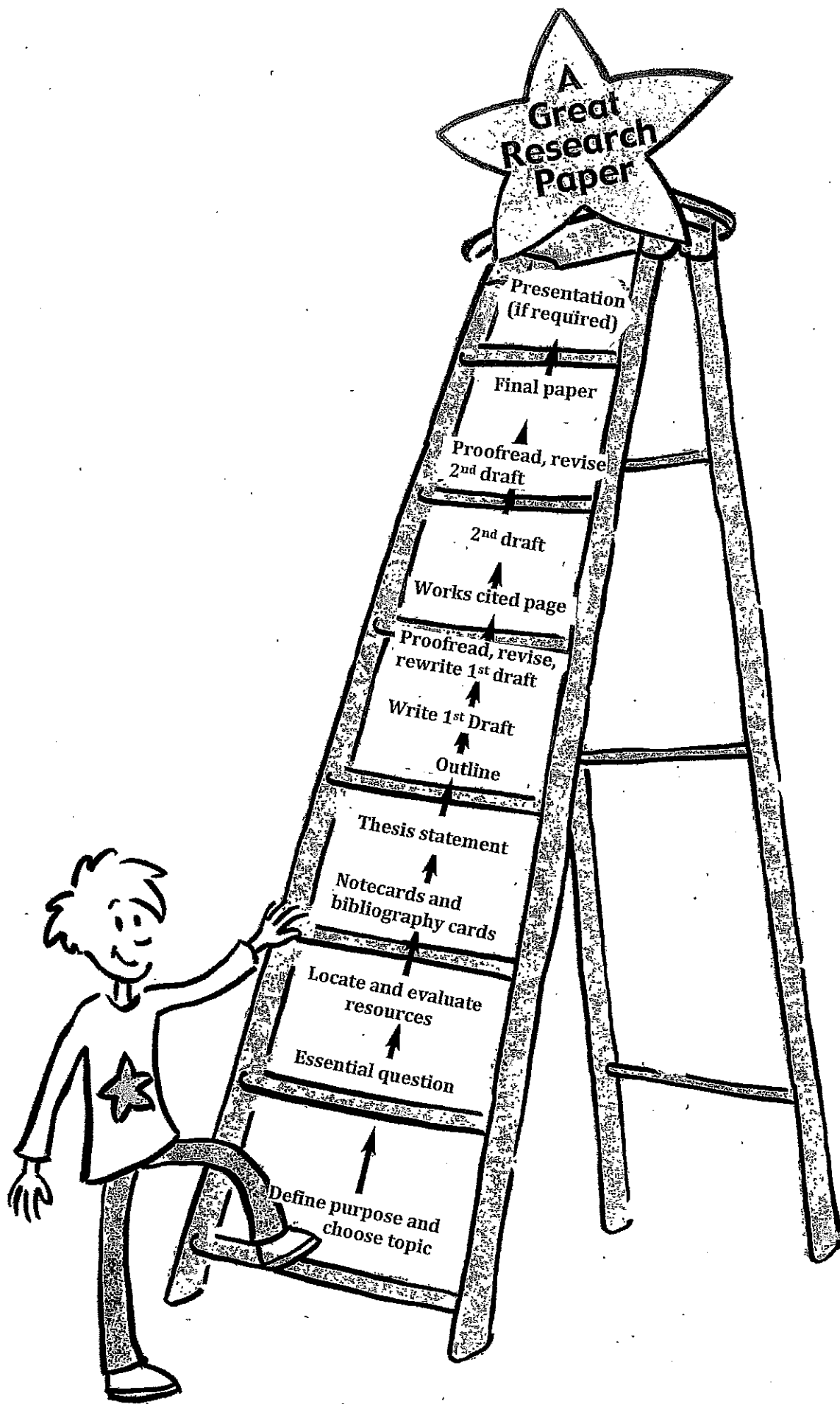
3 points

2 points

1 point

0 pts.

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Title Page	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3	Evidence of 2 or less	Absent	
Thesis Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused.	Absent, no evidence	
Introduction	The introduction is engaging, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction or main topic and the structure of the paper is missing.	Absent, no evidence	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	Not applicable	
Organization- Structural Development of the Idea	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	Not applicable	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	Absent	
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable	
Usage	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable	
Citation	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	Not applicable	
Bibliography	Done in the correct format with no errors.	Done in the correct format with few errors.	Done in the correct format with some errors.	Done in the correct format with many errors.	Absent	



Step 1

Define the purpose of your paper and choose a topic

What is a research paper? A research paper is an investigative, written report based upon information compiled from a variety of sources. Your school, local library, and the Internet will contain most of the resources and materials you will need for your research paper. Teachers are concerned with not only the finished product, but also with the process you follow to produce a research paper.

What is the purpose of your paper? You will need to decide if the purpose of your paper is to:

- Explain
- Analyze
- Persuade

How do I choose a topic? When choosing a topic for a research paper, it is important to select one that is interesting to you—a subject about which you have always wanted to learn more or an adventure into an entirely new realm of study.

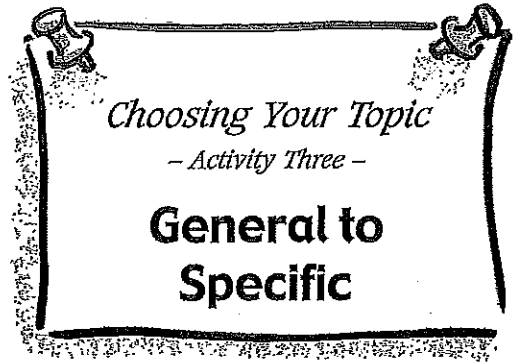
You will need to choose a workable topic that meets all the following requirements:

- You can find enough information on the topic
- The topic interests you
- The topic is objective, not subjective (an objective topic is factual, not personal)
- The topic is limited enough to be covered in the number of pages you are allowed

Use the following “**Choosing Your Topic**” worksheet to help you complete Step 1.

Name _____ Date _____

When you select your topic, begin with a general subject, such as *Learning to Speak a Foreign Language*. Then think of a specific topic, for example, *Learning to Speak Spanish*.

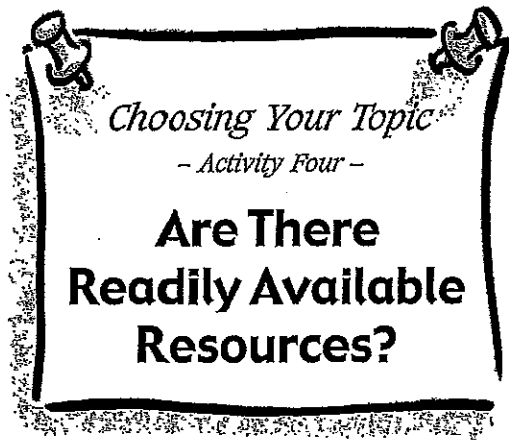


Look at the subjects below. Then write a topic for each subject that might be of interest to you if you were writing a research paper. Finally, circle the specific topic that would interest you the most.

GENERAL SUBJECTS

SPECIFIC TOPICS

- Science Experiments _____
- Native Americans _____
- Music _____
- Natural Disasters _____
- American Authors _____
- Space Explorations _____
- Technology _____



Using the topic you circled in Activity Three, locate a variety of resources (newspapers, magazines, books, encyclopedias, dictionaries, almanacs, interviews, and online resources) that you could use to learn about the topic. List at least six actual resources.

TOPIC: _____

RESOURCES

PAGE(S) OR VOLUME OR WEB ADDRESS

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Step 2

Develop an “Essential Research Question”

Once you have selected a research topic, you need to formulate an “essential” question that your research will answer. A quality essential question is not one that can be answered with a simple “yes” or “no”.

Make sure that your question is not so broad that it cannot be answered, or so narrow that it can be answered in only a sentence or two.

A good question usually leads to more questions as you get deeper into your research.

A research question guides and centers your research. It should be clear and focused, as well as synthesize multiple sources to present your unique argument.

Characteristics of a good research question:

- The question is feasible.
- The question is clear.
- The question is significant.
- The question is ethical.

Use the following “**Question Stems**” to help you formulate your essential research question and complete Step 2.

Name: _____

Topic: _____

Question Stems

See how many of these stems you can use to write a research question about your topic.

How do/does/did . . .

What procedures or actions . . .

What problems . . .

What happens when . . .

What is/was the role of . . . in . . .

What is/was the difference between . . .

What causes/caused . . .

What are/were the effects/results of . . .

How/why did . . . decide to . . .

Who/what influenced . . . to . . .

What is/was the relationship between . . . and . . .

What are the competing sides . . .

How does/did . . . change . . .

From *The Thoughtful Researcher*. ©1999 Libraries Unlimited. *800) 237-6124.

Step 3

Locate and evaluate resources

Writing a research paper requires that you learn to find and use print and electronic resources and materials.

Looking for and collecting facts and information in order to learn as much as possible about a topic is research. This is achieved through the use of reliable sources in a variety of print and non-print formats such as books, encyclopedias, magazines, research databases, internet sites, software, videos, as well as interviews with people who are knowledgeable about the topic. These sources should contain factual information that is accurate and up-to-date.

Check with your **librarian or media specialist** for additional sources that you might use for researching your topic.

Use the following **“Web Site Check”** to help you evaluate the credibility of websites you are using and complete Step 3.

Web Site Check

For each site you use, evaluate it by recording the address, and then using a check +, check, or check -, rate the Web sites.

Web Site Address	Author Is it signed? Is there a way to contact the author?	Authority Is the author qualified to write the site?	Current When was the site created & last updated?	Source* What is the domain? Is it .com, .net, .gov, .k12, .edu, .org?	Overall Does the site have facts, opinion, mistakes or good info? Is it easy to use?	Rating Great! Okay No!

*What are the "domains"? The domain tells us the source of the Internet site, and it can be an indicator of the reliability of information.

.com is a **commercial** site (Commercial sites can have an agenda that may possibly influence the quality of information.)

.net is an **internet source** (Like .com, .net sites can be excellent resources, but they may be very unreliable depending on the author.)

.gov is a **government** site (Since these are published to the Web by the government, they are usually reliable.)

.k12 is a **school** site (Information here may be the work of students or teachers. Check to see who's responsible for the content.)

.edu is a **school or university** site (Determine who wrote the site and what qualifications or research is involved in creating the site.)

.org is an **organization** (Some organizations are excellent resources and others are very opinionated.)

From **Information Skills Toolkit: Collaborative Integrated Instruction for the Middle Grades**. c2000 Linworth Publishing, Inc.

Step 4

Create notecards and bibliography cards

Use the following **“Source Cards”** to help you keep track of your sources and use for your works cited page.

How to use the **“Source Cards”**:

- Identify the Source Card that fits the type of resource you are using
- Either copy the template by hand on a piece of paper, or copy it using a copy machine.
- Fill out the template using the **“sample format for works cited page”** section.
- Use the back of the page for notes that you can use in your research paper.

Use the following **“Source Cards”** to complete Step 4.

SOURCE CARDS

Every time you use a source you must first complete a source card. On each source, list all needed information. This will be used later for citations and the works cited page. You will also give each source a number, beginning with #1 for the first source you use, #2 for the second source, and so on. Every source must have a different number; different articles from the same encyclopedia or periodical will count as different sources.

Because different types of sources are located in different ways, we have provided sample source cards for various print and electronic sources. See your teacher or a librarian if you do not see a sample representing one of your sources.

- Complete a source card for each source you use.
- Number source cards.
- Copy information completely and accurately.
- Some articles have not author listed. Indicate "no author" on these cards.
- Source cards will be used for citations and the works cited page.
- Every source will mean one source card and numerous fact cards.
- Complete all source cards before you begin fact cards or rough draft.

BOOKS

ONE AUTHOR

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p>1. Author(s)/Editor(s)* <i>*if there are two or three authors, list them after the first author (first name first) with commas in between.</i></p> <p>2. Title of Book (<u>underlined</u>)</p> <p>3. City of Publication</p> <p>4. Publisher</p> <p>5. Year of Publication</p> <p>STUDENT NAME</p>	<p>Source #</p> <p>Marrin, Albert. <u>George Washington and the Founding of a Nation</u>. New York: Dutton Children's Press, 2001.</p> <p>(If Albert Marrin were the editor, the entry would look like this: Marrin, Albert, ed. instead)</p>

TEMPLATE	
author's last name	first name
<i>(indent)</i> city of publication	title of book (<u>underlined</u>)
publisher	year of publication (copyright date)

BOOKS

MORE THAN THREE AUTHORS (et al.)

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p>1. First author's last name, first name, followed by et al. (this means <i>and others</i>)</p> <p>2. Title</p> <p>3. City of Publication</p> <p>4. Publisher</p> <p>5. Year of Publication</p> <p style="text-align: right;">STUDENT NAME</p>	<p>Flynn, John, et al. <u>Invertebrate Fossils</u>. New York: McGraw, 1992.</p>

TEMPLATE

_____, et al. _____
 author's last name first name title of book (underlined)

 (indent) city of publication publisher year of publication

Encyclopedia/Dictionary/Almanac

General Article

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p>1. Title of Article (in quotes)</p> <p>2. Title of Encyclopedia/Dictionary/Almanac (underlined)</p> <p>3. Volume Number</p> <p>4. Year of Publication (if the edition includes the year, you may omit this item)</p> <p>STUDENT NAME</p>	<p>"Wolf." <u>World Book Encyclopedia</u>. Vol 1. 2008.</p>

TEMPLATE

Author (If there is one) _____ title of article (in quotes)

(indent) _____ title of encyclopedia/dictionary/almanac (underlined)

(indent) _____ Volume # _____ year of publication (copyright date)

Magazine Article

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p>1. Author of article (last name, first name)</p> <p>2. Title of article (in quotes)</p> <p>3. Title of magazine (underlined)</p> <p>4. Issue date of magazine (day/month/year)</p> <p>5. Page(s) of article</p> <p style="text-align: center;">STUDENT NAME</p>	<p style="text-align: center;">Source #</p> <p style="text-align: center;">Lane, Bernard. "Endangered Birds." <u>Audubon</u> 6 July 1996: 64-67.</p>

TEMPLATE	
<p>Author of article – last name _____</p> <p>_____ first name _____</p> <p>(indent) _____</p>	<p>_____ title of article (in quotes)</p>
<p>_____ title of magazine (underlined)</p>	<p>_____ issue date (day/month/year) _____ page(s) of article</p>

Newspaper Article

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p>1. Author of article (last name, first name)</p> <p>2. Title of article (in quotes)</p> <p>3. Title of newspaper (underlined)</p> <p>4. Issue date (day/month/year)</p> <p>5. Page(s) of article (If paging is not continuous, cite the first page number and a + sign).</p> <p style="text-align: right;">STUDENT NAME</p>	<p style="text-align: center;">Source #</p> <p style="text-align: center;">Farrell, Allison. "Search Dog Honored for 9-11 Work." <u>The Sunday Gazette</u> [Schenectady] 22 Sept. 2002: B1+.</p>

TEMPLATE

Author of article – last name _____ first name _____ title of article (in quotes) _____

_____ issue date (day/month/year) _____ page(s) of article _____

(indent) _____
 title of newspaper (underlined) _____
 [If city is not in title, add it in brackets]

Online Encyclopedia

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p>Source #</p> <ol style="list-style-type: none"> 1. Title of article (in quotes) 2. Title of reference work (underlined) 3. Web address of article <in angled brackets> 4. Date of online visit (in parentheses) <p>STUDENT NAME</p>	<p>"King, Martin Luther." <u>Grolier Multimedia Encyclopedia, Online.</u> <http://auth.grolier.com>. (5 May 2004).</p>
<h2>TEMPLATE</h2>	
<p>_____ title of article (in quotes) _____ title of reference work (underlined)</p> <p>< _____ >. (_____) web address date of online visit</p>	

WEBSITE

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p>1. Author</p> <p>2. Title of Article (if available - in quotes)</p> <p>3. Title of Website (underlined)</p> <p>4. Date of publication/revision</p> <p>5. Website address<in angled brackets></p> <p>6. Date of access</p> <p>*Use the original web address, not the one that is found through a search engine.</p> <p style="text-align: right;">STUDENT NAME</p>	<p>Mr. Dowling's <u>Electronic Passport</u>. 2002 <http://www.mrdowling.com>. (4 May 2004).</p>

TEMPLATE	
<p>Author (if there is one)</p>	
<p>title of article (in quotes)</p> <p>(indent)</p>	<p>Name of website (underlined)</p>
<p>Copyright/last update</p>	<p>web address <in angled brackets></p> <p>Date of access (today's date) (in parenthesis)</p>

Online Article

JOURNAL/MAGAZINE/NEWSPAPER

BIBLIOGRAPHY CARD FORMAT

SAMPLE FORMAT FOR WORKS CITED PAGE

Source #

1. Author of article (last name, first name)
2. Title of article (in quotes)
3. Title of journal/magazine/newspaper (underlined)
4. Date of journal/magazine/newspaper
5. Web address of article <in angled brackets>
6. Date of Online Visit (in parentheses)

STUDENT NAME

Sternberg, Steve. "Study: Extra Pounds Increase Heart Failure Risk." USA Today 13 Nov. 2002 <http://www.usatoday.com/news/health/2002-07-31-obesity_x.htm> (5 May 2004).

TEMPLATE

author of article – last name

first name

title of article (in quotes)

(indent)

title of journal/newspaper/magazine
(underlined)

date of journal/newspaper/
magazine

web address
<in angled brackets>

(indent)

date of Access (d/m/y)

Step 5

Write your Thesis Statement

A thesis statement:

- tells the reader how you will interpret the significance of the subject matter under discussion.
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel.
- makes a claim that others might dispute.
- is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

Use the following pages titled, “**The Thesis Statement**” and “**Developing a Thesis Statement**” to help you generate a strong thesis statement and complete Step 5.

The Thesis Statement

A thesis statement is an assertion, not a statement of fact or an observation.

- **Fact or observation:** People use many lawn chemicals.
- **Thesis:** People are poisoning the environment with chemicals merely to keep their lawn clean.

A thesis statement takes a stand rather than announcing a subject.

- **Announcement:** The thesis of this paper is the difficulty of solving our environmental problems.
- **Thesis:** Solving our environmental problems is more difficult than many environmentalists believe.

A thesis statement is the main idea, not the title. It must be a complete sentence that explains in some detail what you expect to write about.

- **Title:** Social Security and Old Age.
- **Thesis:** Continuing changes in the Social Security System make it almost impossible to plan intelligently for one's retirement.

A thesis statement is narrow, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.

- **Broad:** The American steel industry has many problems.
- **Narrow:** The primary problem in the American steel industry is the lack of funds to renovate outdated plants and equipment.

A thesis statement is specific rather than vague or general.

- **Vague:** Hemingway's war stories are very good.
- **Specific:** Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

A thesis statement has one main point rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.

- **More than one main point:** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.
- **One main point:** Stephen Hawking's physical disability has not prevented him from becoming a world renowned physicist.

A thesis statement may be revised while you are writing your essay.

- Writers often discover what their real purpose and point is in the process of putting their thoughts into words and then reading what they've written.
- Revision is an ongoing process.

DEVELOPING A THESIS STATEMENT

A thesis statement can also be called a purpose statement. A thesis statement is a one sentence summary stating the purpose of the paper. Keep in mind that the focus of this thesis statement may change as you progress through your research paper. For example:

The purpose of this paper is to:

- show the development of a (an)
- summarize the information about
- to discuss
- to analyze
- to prove
- to make comparisons between
- to explain why _____ happened
- etc.

MY THESIS STATEMENT

Write the purpose of your research paper below. Be sure to make it one, strong sentence.

Attachment: Thesis Handout

Thesis Statements

Name _____

1. _____ had a huge/small effect on the outcome of _____.
2. _____ was/was not an important cause of _____.
3. _____ was/was not a good leader before/during/after _____.
4. Without _____, we would not have _____.
5. _____ was a difficult point during _____.
6. _____ was a hero of _____.
7. _____ changed between _____ and _____.
8. _____ is an important idea in _____.
9. _____ needed _____ in order to _____.
10. _____ has an interesting history.
11. There were several stages in the _____ of _____.
12. _____ caused many problems for _____.
13. A huge challenge for _____ was _____.

Step 6

Create your Outline

Outlining is an important step in organizing a paper. When done well, it clearly shows the relationships between ideas in your paper and provides a plan for writing. It also helps you to think about your topic and to reach the level of synthesis and evaluation in learning. Further, it can help you to determine whether you have researched the topic thoroughly. Finally, it can help you to determine whether the paper makes a convincing argument, before you spend time agonizing over grammar, sentence structure, word choice, and transitional sentences.

Your research paper outline is intended to serve as a guide for writing your paper. Your outline may change as you discover new resources or relevant facts to include in your paper.

Use the following outline titled, **“The Technology of Baseball: 1884-Present”**, as a template for your outline. Your outline does not have to be exactly the same. Adjust your outline to fit your topics and subtopics. Creating your outline will complete Step 6.

Your Name (Font=Times New Roman, Size=12, double spaced)

Teacher's Name

Subject

Date

The Technology of Baseball: 1884—Present

Thesis: The technology of baseball throughout history has improved the game significantly.

I. Introductory paragraph that includes your thesis statement

II. Baseballs

A. Dead Ball Era

B. Lively Ball Era

C. 2000 MLB baseball

III. Bats

A. Wood

1. Ash

2. Maple

B. Aluminum

C. Controversy between aluminum and wood bats

IV. Gloves

A. Early models

B. Bill Doak model

C. Modern

1. Manufacturers

2. What glove do professionals choose and why

V. Protective Equipment

A. 1884—1905

1. Injuries

2. Safety policies

B. Facemasks

C. Batting helmets

D. OSH

VI. Conclusion

Step 7

Write your 1st draft

With your note cards and outline as references, you are ready to write the first draft of your research paper. Here are some reminders as you write:

- Introduction
 - The purpose of the introduction is to grab a reader's attention
 - The thesis statement is often written as the last sentence in the introductory paragraph.
- Body
 - Before writing the body of your paper, separate your note cards according to the main topic and subtopics as shown on your outline
 - Find a logical order to your note cards. Do not discard any, as you may find you are able to use them later.
- Documentation
 - Make sure information included in your paper is properly documented
 - Use the MLA format of parenthetical documentation
 - If you use a word-for-word quotation, enclose it in quotation marks and identify the source
- Conclusion
 - The conclusion signals the paper is coming to an end
 - The conclusion should summarize the main ideas in the paper
 - The conclusion should not introduce any new information

The first draft of your research paper is not perfect...BUT, before turning in your paper for this step, make sure you check the requirements and proofread the paper for errors. **It is not your teacher's responsibility to correct and edit every aspect of your paper!**

After turning in your first draft, your teacher will read it and complete a "**Edit Suggestions for First Draft Research Paper**" and return both to you. Use the edit suggestions to check your first draft before you turn it in to complete Step 7.

Edit Suggestions for First Draft Research Paper

Please look at your research packet for specific examples. If you have questions, please see me!
Your paper needs attention in the areas that are checked:

- Heading
- Title
- Introductory paragraph
- Thesis statement
- Concluding paragraph
- Do **NOT** print front to back
- Paraphrasing (appears that you are copying and pasting information)
- Quotations and paraphrases are not cited properly
- Bibliography is not in the correct format
- Paper needs to be Double Spaced
- Spelling errors in paper
- Indenting errors
- Sentence structure needs work (sentences do not make sense!)
- Spacing between paragraphs is incorrect
- Capitalization errors
- Punctuation errors
- Transitions between paragraphs need work
- Length of paper is not acceptable

Other suggestions:

Step 8

Proofread, revise, and rewrite 1st draft

It is now time to revise your first draft. If you have kept to your schedule, you should have sufficient time to do this part of the research process properly. It is important that you not rush through this critical phase of your writing process.

As you review your paper, answer the following questions:

- Does your paper have an introduction that will make readers want to discover what you discovered as you were doing your research?
- Does your introduction include a thesis statement?
- Does your paper follow your outline?
- Is each of your main topics included in the body of the paper?
- Have you included evidence to support your findings?
- Are your ideas in a clear and logical sequence?
- Do you have a strong conclusion that summarizes your research?
- Have you paraphrased correctly and given authors credit?

Next, proofread for conventions:

- Check for fluency and completeness of sentences
- Check for correct grammar
- Check for correct spelling, capitalization, and punctuation

Have a peer or an adult proofread your paper! The teacher's editing suggestions will assist someone in proofreading and making suggestions to improve your paper. Make your revisions and have that adult read it again!

After proofreading and revising, re-write your paper.

Use the following “**Proofreader’s Symbols**” to assist you in editing your paper to complete Step 8.

Proofreader's Symbols

SYMBOL	MEANING	EXAMPLE
^	Insert	Cells are the basic units ^{of} life.
~	Delete (remove)	Plant cells have a a wall and chloroplasts.
~)	Delete and close up	An egg is a single cell l .
~	Transpose (switch)	Red <u>cells</u> <u>blood</u> carry oxygen.
≡	Capitalize	<u>a</u> ll cells store genetic information in <u>dna</u> .
/	Make lowercase	We studied cells last year in B iology.
#	Add space	When I looked at a drop of pond w [#] ater through the microscope, I saw an amoeba.
○	Close up space	The study of cell biolog y ○ is called cytology.
¶	Start new paragraph	"Wow! Look at this!" Sue yelled, peering into the microscope.¶ "Did you ever see anything so weird-looking?" Martin asked.
○	Period	Cells perform many important functions○.
^	Comma	Plant cells contain chlorophyll [,] but animal cells do not.
^	Semicolon	Nerve cells transmit messages [;] muscle cells contract to make movement possible.
○	Colon	Most cells have these three things [:] a nucleus, a membrane, and cytoplasm.
=	Hyphen	An amoeba is a one ⁻ celled organism that moves by changing its shape.
∨	Apostrophe	A plant's green color comes from its chlorophyll.
"/" "	Quotation marks	"Your lab report is due tomorrow," Mrs. Merckel reminded the class.

Step 9

Create a Works Cited Page

The Works Cited page is an alphabetical list of all the sources you have referred to in your paper. Place the Works Cited page at the end of the research paper.

You will use the the MLA style for documenting. You used the MLA style when you filled out your note and bibliography cards that were provided in this packet.

There are several websites that will assist you in creating a Works Cited page. If you choose to use one, make sure you choose MLA style!

If you have further questions, or would like to double-check if you prepared your Works Cited page correctly, please use the following **“MLA Style of Documenting Sources”** and the **example of a Works Cited page at the end of the sample research paper** to complete Step 9.



Computer Connection

With your teacher's permission, you might record source information on a computer instead of making bibliography cards. Create a bibliography document, and list each source's publishing information in the style shown on pages 31–34. With a click of the mouse, you can alphabetize your sources by selecting the Sort command from the Tools menu.

MLA STYLE OF DOCUMENTING SOURCES

BOOKS

Book by a Single Author

Eddings, Joshua. How the Internet Works. Emeryville, CA: Ziff-Davis Press, 1994.

Two or More Books by the Same Author

After the first mention of an author's name, use three hyphens followed by a period to indicate "same author as above."

Austen, Jane. Northanger Abbey. Ed. by Anne Henry Ehrenpreis. London: Penguin Classics, 1985.

—. Persuasion. Ed. by D.W. Harding. London: Penguin Classics, 1985.

Book by Two Authors

Shroder, Tom, and John Barry. Seeing the Light: Wilderness and Salvation: A Photographer's Tale. New York: Random House, 1995.

Book by Three or More Authors

You may either list all of the authors in the order in which they are listed on the title page, or you may list only the first author followed by the abbreviation *et al.* ("and others"). Either style is acceptable. Find out which one your teacher prefers.

Brownstein, Samuel C., Mitchel Weiner, and Sharon Weiner Green. How to Prepare for the SAT Scholastic Aptitude Test. 14th ed. New York: Barron's, 1987.

Greenough, Sarah, et al. On the Art of Fixing a Shadow: One Hundred and Fifty Years of Photography. Washington, DC: National Gallery of Art, 1989.

Book by a Single Editor

Washington, Martha, ed. Narrative of Sojourner Truth. New York: Vintage, 1993.

Book by Single Author with Editors and Translator

Frank, Anne. The Diary of a Young Girl: The Definitive Edition. Ed. Otto H. Frank and Mirjam Pressler. Trans. Susan Massotty. New York: Doubleday, 1995.

Book by Two Editors

Goldhammer, Arthur, and Christine Klapish-Zuber, eds. A History of Women in the West, Vol. 2: Silences of the Middle Ages. Cambridge, MA: Belknap Press, 1994.

Book by Three or More Editors

Perkins, George, Barbara Perkins, and Phillip Leininger, eds. Benét's Reader's Encyclopedia of American Literature. New York: HarperCollins, 1991.

Book with No Author Cited

The Baseball Encyclopedia. 8th ed. New York: Macmillan, 1990.

Book That Is Part of a Series

Women Writers. Great Writers of the English Language Ser. Freeport, New York: Marshall Cavendish, 1989.

Multivolume Work

Draper, James P., et al., eds. Contemporary Literary Criticism. Vol. 84. New York: Gale Research, 1995.

Edition

Lincoln, C. Eric. The Black Muslims in America. 3rd ed. Trenton, NJ: Africa World Press, 1994.

Translation

Appelfeld, Aharon. To the Land of the Cattails. Trans. Jeffrey M. Green. New York: Harper & Row, 1987.

Government Publication

United States. U.S. General Accounting Office. Student Testing: Current Extent and Expenditures, with Cost Estimates for a National Examination. Washington, DC: GAO, 1993.

Pamphlet

Stevenson, George B. Trees of Everglades National Park and the Florida Keys. 2nd ed. 1969.

PARTS OF BOOKS

Story, Essay, Poem, or Play in an Anthology

Hurston, Zora Neal. "Drenched in Light." The Portable Harlem Renaissance Reader. Ed. David Levering Lewis. New York: Viking, 1994. 691-698.

García Márquez, Gabriel. "A Very Old Man with Enormous Wings." Trans. Gregory Rabassa. Collected Stories. New York: Harper and Row, 1984. 203-210.

Introduction, Foreword, or Preface

By the Author of the Work

Porter, Katherine Anne. "Go Little Book . . ." Preface. The Collected Stories of Katherine Anne Porter. New York: Harcourt Brace, 1965. v-vi.

By Someone Other than the Author of a Work

Baldwin, James. "Sweet Lorraine." Introduction. To Be Young, Gifted and Black. By Lorraine Hansberry, adapted by Robert Nemiroff. Englewood Cliffs, NJ: Prentice Hall, 1969. ix-xii.

Article in an Encyclopedia or Other Reference Book

Unsigned

For a familiar reference work, you do not have to cite the city and publisher. Articles from less familiar reference books should have full publishing information (city of publisher and publisher).

"Islamic Art and Architecture." Columbia Encyclopedia. 5th ed. 1993.

"Dominican Republic." Statesman's Year-Book, 1995-96. 132nd ed. Ed. Brian Hunter. New York: St. Martin's Press, 1995. 492-496.

Signed

Bevan, Clifford. "Trumpet." The New Grove Dictionary of Jazz, Vol. 2. Ed. Barry Kernfeld. New York: Macmillan, 1988. 555-558.

MAGAZINE AND NEWSPAPER ARTICLES

Magazine Article

Notice how the date (day of month followed by abbreviated month) and page numbers are cited. Do not cite volume or issue numbers. A plus sign (+) indicates that the article begins on that page and is continued on the following pages, which are not consecutive.

Finnegan, William. "The New Americans." New Yorker 25 Mar. 1996: 52-71.

Preston, Douglas, and Christine Preston. "The Granddaddy of the Nation's Trails Began in Mexico." Smithsonian Nov. 1995: 140+.

Newspaper Article

Greenhouse, Linda. "Supreme Court Roundup: Justices to Review Arizona's Law Making English Its Official Language." New York Times 26 Mar. 1996, southern ed., sec. 1: 10.

Newspaper Editorial

"Social Security System Needs an Overhaul Now." Editorial. USA Today 19 Mar. 1996, late ed., sec. 1: 12.

Newspaper Column

Glassman, James K. "Jobs: The (Woe Is) Me Generation." Editorial. Washington Post 19 Mar. 1996: A 17.

Letter to the Editor

Fones, Zeta. "Benefits of Vitamin E." Saturday Evening Post Jan./Feb. 1996: 6.

Review

McPherson, James M. Rev. of Lincoln, by David Herbert Donald. Atlantic Monthly Nov. 1995: 134-140.

OTHER SOURCES

Information from CD-ROM

"Cuban Missile Crisis." Microsoft Encarta Encyclopedia. 1996 ed. CD-ROM. Redmond: Microsoft, 1993-1995.

Information Accessed by Computer

Schemo, Diana Jean. "Pact for Peru Hostage Crisis is Said to Be on the Table." New York Times 22 Mar. 1997. New York Times Online. Online. Internet. 14 Apr. 1997.

Tufts, Eleanor. "Mary Cassat." Grolier's Academic American Encyclopedia, 1994. Online. CompuServe. 19 Sept. 1996.

Television or Radio Program

Evening News with Peter Jennings. ABC. WPLG, Miami. 12 Feb. 1996.

Online Article

Sternberg, Steve. "Study: Extra Pounds Increase Heart Failure Risk." USA Today 13 Nov. 2002 <<http://www.usatoday.com/news>> (5 May 2009).

Sound Recording (Tape, CD, LP)

Webber, Andrew Lloyd. "The Old Gumble Cat." Cats: Selections from the Original Broadway Cast Recording. Cond. Stanley Lewebowsky. Geffen, 9 2026-2, 1983. Based on T.S. Eliot's Old Possum's Book of Practical Cats.

Film or Video Recording

Moyers, Bill, dir. Maya Angelou. Creativity ser. PBS Home Video, New York: CEL Communications, 1991.

The Grapes of Wrath. Dir. John Ford. With John Carradine, Jane Darwell, and Henry Fonda. Writ. Nunnally Johnson. Twentieth Century-Fox, 1940.

Performance (Concert, Play, Opera, Ballet)

To Be Young, Gifted and Black. By Lorraine Hansberry. Dir. Gene Frankel. With Barbara Baxley, Rita Gardner, Janet League, Cicely Tyson, John Beal, Gertrude Jeanette, Stephen Strimpell, Andre Womble. Cherry Lane Theatre, New York. 2 Jan. 1969.

Work of Art

Hopper, Edward. Office in a Small City. Metropolitan Museum of Art, New York.

Interview

Published Interview

Drossos, George. Interview. Division Street America. By Studs Terkel. New York: Pantheon, 1967. 93-96.

Unpublished Interview

Balsameda, Liz. Personal interview. 28 Nov. 1996.

Letter

Published Letter

Crane, Stephen. "To Joseph Conrad." 17 Mar. 1898. Letter 228 in Stephen Crane: Letters. Ed. R.W. Stallman and Lillian Gilkes. New York: New York UP, 1960. 176-77.

Website

Mr. Dowling's Electronic Passport. 2002 <<http://www.mrdowling.com>>. (4 May 2004).

Step 10

Prepare your 2nd draft

You are now ready to produce a “perfect” copy of your research paper.

Please refer to the **sample research paper with Works Cited page** to complete Step 10.

Step 11

Proofread and revise 2nd draft

(Peer or Adult Edit)

Even though you have produced your “perfect” copy, you are not done! Now is the time to find any remaining mistakes and correct them before you turn in a final copy. This is the step most students do not take the time to do and it is the one step that can make a big difference in your grade!

1. Check your progression chart to make sure you have followed each step correctly and in order.
2. Check your teacher's editing suggestions to double-check you have addressed each one.
3. Have you had a peer and an adult edit your research paper?
4. Read your paper out loud to someone. It is easier to catch a mistake when you hear it.
5. You are now ready to make revisions if necessary and produce your final paper.

Step 12

Submit

Final

Research

Paper

Step 13

Presentation

of

paper

if

required

**The following
Is a
SAMPLE
RESEARCH PAPER**

The sample includes:

A cover page

A research paper

MLA Works Cited page



Cell Phones:
Do Concerns Outweigh the
Benefits?

Student Name

Teacher's Name

Class and Period (ELA—Period 7)

Date

Student Name

Mrs. Gosselin/Mr. Palin

Introduction to Computers

November 10, 2010

Cell Phones:

Do Concerns Outweigh the Benefits?

As cell phone usage rates continue to sky-rocket higher and higher each year, more concerns are being raised about potential health risks. A growing number of American teenagers text each other every day and the number of adult texters are increasing as well. As the number of cell phone users increase, so do the number of studies that examine the social, emotional, and physical health concerns tied to cell phone use. Most people are more than satisfied with their phones and focus on the benefits of cell phones. Yet, health concerns are real. Users of cell phones should balance any benefits against potential health problems.



The intro paragraph shapes the paper and the thesis is clear and takes a position.

There are numerous concerns being raised, physically or mentally, about overall cell phone use. Scientists from all over the globe have been testing people and filing reports, and the press has devoured every piece of it. Most reports have focused on the distractions of phones while driving. When people talk on the phone while driving, people say that it causes distractions, but when people text and drive, some specialists say it should be more accurately called drunk driving (Hanes). One report points out that a large 28% of accidents are caused by talking on the phone or texting (Halsey III). One teen, who was able to text under the table while conversing with her family, died while texting and driving. She simply would not let her driving stop her from communicating with her friends (Copeland). There is no predicting what you can or will do when you are texting while driving, just the same as when you have drunk too much. Many car crashes have been caused by stupid, unnecessary text messages. They are not worth the taking someone's life.



The paper is based on research findings and the writing has an academic tone.

Psychiatrists and counselors may be facing a different problem: an emotional one. Emotional concerns involving people and their cell phones occur when people get very attached to their cell phones. They could quite possibly develop a "virtual life," says author Laura Reynolds. They cannot individualize themselves and they cannot always live that way virtually. Experts and researchers are saying that people, but teens especially, need to find a sense of who they really are and you cannot do that through text messages. You cannot say and phrase things like you would in real life. There is no way to control your voice through the phone (Reynolds). In order to maintain a healthy lifestyle, teens need to put down the phone for a while and find some confidence within themselves to talk directly to their peers.



Sometimes authors or sources are mentioned in sentences, rather than in parenthetical citations.

People can also get physical and mental injuries from too much texting. How skilled, exactly, have we become at this form of communication? How fast can we go? Can we do it without looking? Some teens are able to text underneath the table while conversing with their parents during dinner (Copeland). Some are able to text while their cell phone is in their pocket. Two hundred texts a day is considered excessive texting. And a growing number of cell phone users are reaching these levels. These people are called "heavy texters" by some reports (Reisinger). When texting so much, teens do not realize or understand that they can be hurt by doing something so innocent as messaging their friends. It can be quite serious.



Paragraphs start with topic sentences and writing within paragraphs supports the topic sentence.

Many of the numerous side effects of too much texting concern the arm and hand. The already "popular" BlackBerry thumb, which has been on the map for some time now, is being joined by carpal and cubital tunnel syndrome on a list of health concerns of texting. Too much texting can cause the thumbs to be irritated because of too much repetitive motion, and therefore BlackBerry thumb is not necessarily rare (DeNoon). Similarly, carpal tunnel syndrome concerns fingers and thumbs as well. It is triggered by too much weight and strain on a major nerve in your wrist. It will send numb feelings

through your thumbs and fingers. Its brother, cubital tunnel syndrome, is also called cell phone elbow. It will send numbness to your hands.

Radiation has also shown some potential of being dangerous according to news broadcasts and reports. When walking through the halls of school or the aisles of a store, looking around you can see the numerous shapes of cell phones in people's pockets. Scientists are concerned about the amounts of RF radiation coming off the cell phones. These waves, if strong enough, may cause brain cancer. "As cell phones make and take calls," says *Time* magazine reporter Bryan Walsh, "they emit low-level radio-frequency (RF) radiation. Stronger than FM radio signals, these RF waves are still a billionth of the intensity of known carcinogenic radiation like x-rays." Although these waves are not very strong, brain cancer can take many decades to develop and start to show up, and cell phones' radiation could hurt cells. It is not entirely proven that it can cause brain cancer yet. Currently, the effects are not that extreme. The most damage they could do, for now, is to confuse the cells' way of repairing some DNA, at most (Walsh). Although not a current concern, it does not mean that it will not evolve into one in the future.

Although there are many physical, social, and emotional concerns about cell phone use, people see many benefits to this form of technology. All people love their cell phones. Who would not? The pure convenience of it is considerable. One can talk to friends without being face-to-face at the press of a button. People across the country can call for the "one flat rate." With smart phones, people can get their email anywhere and update their calendars whenever they want. Parents can carry their shopping lists with them everywhere and they can never get lost on the way to the store. Everything seems easier with a cell phone.

Also, when looking at safety, having a cell phone is a load off your shoulders for some people. After the disaster of 9-11, many parents wanted their kids to be able to call for help, to know where they were at all times. With their cell phone, those children can now always rely on it to make that call



The paper looks at both sides of the issue.

and to always be there (What Are the Benefits of Cell Phones for Young Teens?). Parents can also track their children's cell phone from their own. All of the cell phones in the United States are capable of coming with a tracking micro-chip and many phone plans give the ability to track a phone (Reynolds). Safety and GPS tracking are allowing people to feel more secure when they have their phones with them. Some senior citizens will not leave the house without their cell phones, just in case something were to happen.

The effect of the cell phone on the business world is great. There are many ways that business men and women can now do things that they could not do before. In a cab, for example, they can: check their stocks, close deals, call clients, make appointments and update their schedules. Things can move so much more quickly and efficiently now that you have access for virtually anything at your fingertips.

When the concerns and benefits of overall cell phone use are considered, the usefulness and convenience cannot be ignored. Cell phones offer many hands to people balancing personal and professional lives. But, it must be remembered that there are risks. Social, physical, and emotional risks and harm can all arise from excessive cell phone use. As long as they are used in moderation, they can be a great tool. However, when not used in moderation, cell phone risks could outweigh benefits.



The paper considers all research findings and reaches a balanced conclusion.

SMS SAMPLE PAPER

Works Cited

- Copeland, Larry. "Word to Youth: Texting, Driving Don't Mix." *USA Today* (N.d.). *MAS Ultra - School Edition*. Web. 14 Oct. 2010. <<http://web.ebscohost.com>>.
- DeNoon, Daniel J. "BlackBerry Thumb: Real Illness or Just Dumb?" *WebMD Arthritis and Joint Pain Center: Symptoms, Causes, Tests, and Treatments*. 26 Jan. 2005. Web. 22 Oct. 2010. <arthritis.webmd.com>.
- Halsey III, Ashley. "28 Percent of Accidents Involve Talking, Texting on Cellphones." *Washington Post - Politics, National, World & D.C. Area News and Headlines - Washingtonpost.com*. 13 Jan. 2010. Web. 07 Nov. 2010. <<http://www.washingtonpost.com>>.
- Hanes, Stephanie, and Julie Masis. "Texting While Driving: the New Drunk Driving." *Christian Science Monitor*. Web. 14 Oct. 2010. <<http://web.ebscohost.com>>.
- Reisinger, Don. "Pew: Adults Text, but Teens Do It Five times as Much | The Digital Home - CNET News." *Technology News - CNET News*. 3 Sept. 2010. Web. 06 Oct. 2010. <<http://news.cnet.com>>.
- Reynolds, Laura. "The Effects of Cell Phones on Teenagers | EHow.com." *EHow | How To Do Just About Everything! | How To Videos & Articles*. Web. 21 Oct. 2010. <<http://www.ehow.com>>.
- Walsh, Bryan. "Cell-Phone Safety." *Time* 175.10 (2010): 47. *MAS Ultra - School Edition*. Web. 14 Oct. 2010. <<http://web.ebscohost.com>>.
- "What Are the Benefits of Cell Phones for Young Teens? | EHow.com." *EHow | How To Do Just About Everything! | How To Videos & Articles*. Web. 21 Oct. 2010. <www.ehow.com>.