

8th Grade Research

Name: _____
ELA Mrs. Lee



1. What is research?

3. What have you researched out of school?

2. When have you researched in school?

Introduction

This booklet is designed to guide you through the steps of developing a research paper or project. Your teacher and your librarian will be working closely with you to determine the following:

- What topic statement or thesis is acceptable
- How many sources are required
- Where to find your sources
- What the final project will be
- What date the project is due
- What the penalty for late submission will be

Research is:

What is research?

Research is how you find the answers to all kinds of questions about all kinds of topics. Working along with your teacher and the librarian you will use this research guide to take you *step by step* through the process of “doing research.”

You will find yourself wondering about ideas, formulating questions and deciding upon a topic statement or thesis that states your position.

You will formulate *keyword* search terms and use them to investigate and search authoritative sources for in-depth facts and evidence.

You will draw conclusions from the evidence, develop an opinion and organize your findings to support your position or argument.

Finally, you will express your ideas and share your findings with others.

Where do I begin?

Budget Your Time

Check in Point	Due Date	Student Initials when Complete with Date	Mrs. Lee Initials with Date
Introduction to Research	1.21.20 In Class		
Topic Selection	1.22.20		
Five Research Questions	1.23.20		
Source Card 1 (Article, book, or journal)	1.24.20		
Source Card 2 (Article, book, or journal)	1.27.20		
Source Card 3 (Article, book, or journal)	1.28.20		
Source Card 4 (Article, book, or journal)	1.29.20		
Begin Collecting Research Jan. 24	Gale in Context	Print Materials	Journal Articles
1-5 MLA Cards Question 1	1.31.20		
6-10 MLA Cards Question 2	2.3.20		
11-15 MLA Cards Question 3	2.4.20		
16-20 MLA Cards Question 4	2.5.20		
21-25 MLA Cards Question 5	2.6.20		
26-30 MLA Cards OPTIONAL	2.7.20 *Last Check in for cards		

Essay Outline	2.10-11.20		
Essay Rough Draft Due	Begin 2.11.20 Due 2.14.20 end of class		
Peer Edits	2.17.20		
Revisions	2.18.20		
Peer Edits 2	2.19.20		
Final MLA Research Paper and Works Cited Due—Google Docs and Hard Copy	2.20.20		
Create Research One Pager	2.21.20		

I Can. . . .

1. Research a topic

2. Determine if

3. Quote or paraphrase

4. Correctly cite

Research Paper: Terms to Know

The Research Process

1.

3.

2.

4.

Authoritative	This means an article has been written by someone with authority. Simply put: the article is reliable and the author is considered trustworthy.
Body	The body of your paper contains the main points from your outline worksheet as well as the supporting evidence you found to support your argument or thesis statement. These can include statistics, important information about your topic, quotations, paraphrases and your commentary. This is where you will work to persuade your reader to adopt your viewpoint on your topic.
Conclusion	The conclusion is the last paragraph of your paper. Summarize key points from your paper and provide final thoughts on your topic. This is your last chance to remind your reader why he or she should adopt your viewpoint. You can add a call for action, a solution to the issue you are addressing or end with a warning as to what could happen if your viewpoint is not adopted.
Direct Quotation	Direct quotations are when you use another person's or exact words inside your paper. You place double quotation marks around their words and add a parenthetical-citation after the quotation.
Hook	This is the first sentence of your research paper. It should grab the reader's attention. You may use a quotation, a startling fact or statistic, narration or description as a hook. Avoid asking a question or talking to the reader.
In-Text Citations	Whenever you take information from your source and use it in your paper, you must add an in-text citation after your information. This information may be written in your own words, a paraphrase, or added as a quotation. Either way, you must have an in-text citation after the information or you are plagiarizing . An in-text citation looks like this: (Lee 205) . The author's last name or title if no author is provided and the page number (or year if an online source), is included within the parentheses. Your in-text citations will correspond to entries on your Works Cited page.
Indirect Quotation	Indirect quotations are not exact wordings but rather re-phrasings or summaries of another person's words. In this case, it is not necessary to use quotation marks. However, indirect quotations still require parenthetical citations , and you will be committing plagiarism if you fail to do so. Indirect quotations are a form of paraphrasing.

Research Paper: Terms to Know

Informal Word Choice	Your research paper is to be written in third person. Do not use "I", "me", "we", "us", or "you". Avoid non-specific, informal words, such as: "stuff", "things", "got", "get", "gotten", "nice", "guy", "just", "awesome", "kids", "hang out", "loads of", "T.V.", "okay", "sort of", "basically", "Well, . . .", "anyways", "lots of", "definitely", "OK", and "very". Do not use abbreviations such as LOL, OMG etc.
Introduction	The introduction is the first paragraph of your paper. It contains your hook, background about your topic and what the reader will learn in your paper, and will end with your thesis statement.
OPAC	The Online Public Access Catalog located on the library website. This is used to search for print materials, or to access Webpath Express.
Paraphrase	Paraphrasing involves putting a passage from source material into your own words. A paraphrase must have a parenthetical citation. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
Plagiarism	You plagiarize when you use other people's words or ideas in your paper without using proper parenthetical citations to show where you got the information. Sometimes, this is accidental or just laziness. Intentional plagiarism occurs when you knowingly copy and paste from the internet, use another student's paper or copy an entire paper and use it as your own.
Primary Sources	These include original writings by an author. It can be a book, a letter, a speech, documents that were recorded first hand.
Secondary Sources	These are sources that evaluate or criticize the primary source.
Sources	All articles used in your research should be reliable and from authoritative sources. The library webpage is host to many online databases, all of which are considered reliable sources to locate articles. The library media specialist will work with you to decide which work best for your project.
Thesis Statement	Your thesis statement is the last sentence of your introduction. Your thesis statement will tell your reader what your position is on the particular issue you are addressing. It is a statement of opinion which the entire work will support. Example: <i>The overwhelming fascination with Titanic's fateful voyage continues to resonate in the public consciousness more than a century after its sinking. The two most compelling factors which fuel this obsession are the inferior materials that were used in the construction of the ship and Captain Stanley Lord's Californian Controversy.</i>

Research Paper: Terms to Know

Topic Sentences	Topic sentences are ALWAYS the first sentences of your body paragraphs. They state what you are going to discuss in each paragraph. Topic sentences MUST directly connect to your thesis. Topic sentences MUST answer one of the questions related to your thesis statement and are typically your main points.
Works Cited	The Works Cited page is usually the last page of your research paper. It contains a citation for all of your sources that you use in your paper and the parenthetical citations in your research paper will correspond to the sources on your Works Cited page.

Prewriting and the library

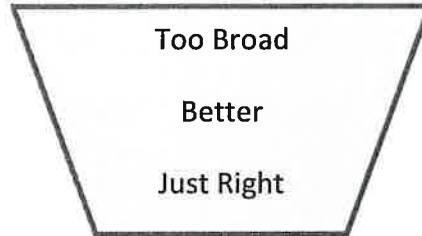
Now What?
1.
2.
3.

Narrowing Down a Topic

Disasters at Sea

The Titanic Disaster

Causes of the Titanic Disaster



Choosing a topic

Creating a Topic Statement or Thesis

If your teacher gives you a "just right" research topic you may have to create a *topic statement* or *thesis*. As you do your research you will find information (evidence) that supports that *topic statement* or *thesis*. Your teacher and librarian will help you with the process. See the example below

The Titanic sank because it hit an iceberg.	This is not a thesis statement because it is a known fact.
The overwhelming fascination with Titanic's fateful voyage continues to resonate in the public consciousness more than a century after its sinking. The two most compelling factors which fuel this obsession are the inferior materials that were used in the construction of the ship and Captain Stanley Lord's Californian Controversy.	This is just right. You will have to find evidence in your research to prove why or why not.

Gathering information:

The history of . . .

- | | | | |
|----|-----|-----|-----|
| 1. | 6. | 11. | 16. |
| 2. | 7. | 12. | 17. |
| 3. | 8. | 13. | 18. |
| 4. | 9. | 14. | 19. |
| 5. | 10. | 15. | 20. |

Research Project Planner

Name:

Teacher:

Period:

This sheet is to be handed in with your completed research assignment.

My Research topic: _____

The three sources I will be checking for information are:

Creating Keywords for Research

Name:

Teacher:

Period:

Write down your topic or topic statement:

Explore your topic by reading background materials (your textbook, online encyclopedias) or explore your own knowledge, speak with others, including your teacher and librarian. Fill in five questions.

What are the important questions you need answered? Ask: What if? Why? How? Should? So what?

1 - _____

2 - _____

3 - _____

4 - _____

5 - _____

Circle the key or important words in your questions.

Investigate with keywords

Use the important words circled in your questions to create your search terms:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Begin searching for information in the sources your librarian and teacher provided.

Creating a Thesis Statement

Name:

Teacher:

Period:

Step 1: Fill in your Topic and position below.

Step 2: Read through the sources you found by using your keywords. Read the articles using a highlighter to focus and highlight the major ideas found in articles, paying attention to **your position on your topic**.

Step 3: Find major ideas within your sources that **support your position on your topic**. In your own words and using complete sentences; list the reasons or supporting facts about your topic.

Topic: _____

Position: _____

Reasons or Supporting Facts: use complete sentences. **These will become the main points in your outline.**

1. _____

2. _____

3. _____

4. _____

5. _____

Step 4: Create your thesis statement. Use the reasons listed above to clarify (or change) your position.

BIBLIOGRAPHIC CITATION INFORMATION #1		
Author's last name:	Author's first name:	
Title of chapter, essay, article, or webpage:		
Title of book or Website:		
Name of editor (last, first) or sponsor:		Edition, Volume:
Publication date:	Date of access:	Medium (print, web):
City of publication:	Publisher:	
Title of photo (if citing a reprinted photo, map, chart):	URL:	

BIBLIOGRAPHIC CITATION INFORMATION #2		
Author's last name:	Author's first name:	
Title of chapter, essay, article, or webpage:		
Title of book or Website:		
Name of editor (last, first) or sponsor:		Edition, Volume:
Publication date:	Date of access:	Medium (print, web):
City of publication:	Publisher:	
Title of photo (if citing a reprinted photo, map, chart):	URL:	

BIBLIOGRAPHIC CITATION INFORMATION #3		
Author's last name:	Author's first name:	
Title of chapter, essay, article, or webpage:		
Title of book or Website:		
Name of editor (last, first) or sponsor:		Edition, Volume:
Publication date:	Date of access:	Medium (print, web):
City of publication:	Publisher:	
Title of photo (if citing a reprinted photo, map, chart):	URL:	

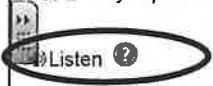
BIBLIOGRAPHIC CITATION INFORMATION #4		
Author's last name:	Author's first name:	
Title of chapter, essay, article, or webpage:		
Title of book or Website:		
Name of editor (last, first) or sponsor:		Edition, Volume:
Publication date:	Date of access:	Medium (print, web):
City of publication:	Publisher:	
Title of photo (if citing a reprinted photo, map, chart):	URL:	

BIBLIOGRAPHIC CITATION INFORMATION #5		
Author's last name:	Author's first name:	
Title of chapter, essay, article, or webpage:		
Title of book or Website:		
Name of editor (last, first) or sponsor:		Edition, Volume:
Publication date:	Date of access:	Medium (print, web):
City of publication:	Publisher:	
Title of photo (if citing a reprinted photo, map, chart):	URL:	

BIBLIOGRAPHIC CITATION INFORMATION #6		
Author's last name:	Author's first name:	
Title of chapter, essay, article, or webpage:		
Title of book or Website:		
Name of editor (last, first) or sponsor:		Edition, Volume:
Publication date:	Date of access:	Medium (print, web):
City of publication:	Publisher:	
Title of photo (if citing a reprinted photo, map, chart):	URL:	

Titanic Disaster

U*X*L Encyclopedia of U.S. History, 2009 ▲



The pride of the British-owned White Star Line, the *Titanic* was the largest ship ever built when it made its first, ill-fated voyage in 1912. Like most companies, the White Star Line was always searching for ways to outperform the competition. Their main rival at the time was Cunard, the company that manufactured the doomed *Lusitania* (sunk by the Germans in 1917) and the *Mauritania*. Both Cunard ships were impressive in terms of speed. Their engines were state of the art, the finest produced at that time. White Star Line's president, J. Bruce Ismay (1862–1937), was confident, however, that he could produce a vessel that would be bigger, heavier, and more luxurious than any ship to date.

Deemed indestructible

White Star Line's plan to surpass its competition produced the *Titanic*. At 883 feet (269.1 meters, or 1/8 mile)

Tools

- Bookmark
- Download
- Share
- Citation Tools
- Email
- Print
- Dictionary
- Translate
- Save

Table of Contents

When you are looking at a source, you have many options. You can listen to the article as you read along. You can print the article or e-mail the article to yourself. You can use the dictionary to look up any words you need help with.

Citation Tools

Note: While the data elements for the following citations have been formatted to meet the latest citation standards set forth by the respective agencies, these citations provide the available publication data for the document cited and should only serve as a guide and not as a replacement for the latest guidebooks or those required by your instructor. Please refer to the provided examples for proper formatting.

(Note: Gale does not supply or support third party bibliographic citation generating software.)

- MLA 7th Edition (Modern Language Association)**
- APA (American Psychological Association)

Export to third party software:

- EndNote
- ProCite
- Reference Manager
- RefWorks

Download **Cancel**

In the "Citation Tools" make sure that "MLA 7th Edition is selected and click Download.

Guidelines to Prevent Plagiarism

You plagiarize when you use other people's words or ideas in your paper without properly citing your sources. Sometimes, this is accidental or just laziness. Intentional plagiarism occurs when you knowingly copy and paste from the internet, use another student's paper or copy an entire paper and use it as your own.

Accidental plagiarism occurs because many students mistakenly plagiarize because they do not follow a few simple rules. When you sit down to organize your notes and begin typing your paper keep in mind: **you must give credit to all the sources you used to write your paper.** To do this you use in-text citations in the body of your paper as well as a works cited page at the end of your paper.

It is your responsibility to show where your information was found.

Here are a few simple rules:

- Give credit for all direct quotations
- Give credit for all ideas or statements that were not your own
- Give credit for all summaries and paraphrases. Avoid paraphrases that just change a few words.
- Give credit for facts, statistics, images and tables you found in your research

What you do not need to cite:

- Your personal comments or ideas
- Facts or ideas that are known to be common knowledge. For example; we all know that the moon is not made of cheese.

Taking careful notes in your own words is the best way to prevent accidental plagiarism! For help and guidance with taking notes see the section on *Strategy of Notetaking: Scan and Paraphrase.*

Strategy of Note Taking: Scan and Paraphrase

Selecting the right source:

You will be shown where to find authoritative and credible sources for your paper by your teacher and the librarian. Remember that looking for information means you will be exploring many sources. Your next step is to **scan** the articles found in these sources and select articles that will help you write your paper. Since nobody has time to read everything about a topic, here are a few pointers to help determine if an article will be useful. You will read the article in more detail later when you begin to take notes and paraphrase.

Scan through your sources. Tips you may find useful:

For books

- Look at the *Table of Contents* and read the chapter headings to see if they fit into your topic.
- Check the *Index* of the book for your topic or subject.
- Read the *Preface* of a book (if there is one.) The author usually states what the main focus of the book will be.

For articles found in a database

- Read the titles and subtitles in an article, paying attention to the bold or italicized words [see the example on the next page]
- Read the image captions
- Read the first and last paragraphs of an article. The main idea is usually stated at the beginning and summed up at the end.
- Look for the main idea of each section of an article.

After scanning through your sources you will want to paraphrase the information from the sources you have chosen.

When you paraphrase you take information found in your source and put it into your own words. Read the entire article, noting (or underlining) the key points and the main idea. Focusing on the key points and using your own words, state the important ideas in the article. You may decide to use quotes for a portion of this information. This requires using in-text citations. You must give credit to the original source.

Want to learn more about paraphrasing? (username: sewanhaka1 password: school)

<http://www.brainpop.com/english/writing/paraphrasing>

Scanning an Article

The screenshot shows a web browser window with the URL <http://go.galegroup.com/ps/retrieve.do?highCountTy...>. The article title is "Shipwreck: the famous 'Liner That Couldn't Sink' is sinking again". The author is Sam Blair. The article text includes: "The wreckage of the Titanic is vanishing, and experts can't figure out how to stop it. At its rapid rate of deterioration, there might not be anything left of the legendary ocean liner by April 15, 2012. That's the 100th anniversary of its sinking. 'Things are going quicker and quicker,' says Paul Nargeolet, a French mini-submarine pilot who has explored the remains of the Titanic more than 30 times." There is an image of the Titanic ship. The source citation is: "(MLA 7th Edition) Blair, Sam. 'Shipwreck: the famous 'Liner That Couldn't Sink' is sinking again.' Boys' Life June 2004: 12. Popular Magazines. Web. 19 Apr. 2012." Annotations with arrows point to the title, bold words, image and caption, and source citation.

Scan the article and look for key parts to give you a better understanding of the topic you are researching.

- Read the title and subtitles.
- Look for bold or italicized words.
- Read the captions next to any images.
- Read the first and last paragraphs.
- Look for the main idea of each section.

Scanning allows you to determine whether or not the article or source is relevant enough to continue reading in more detail. If it is, you can begin the process of taking notes, paraphrasing and ultimately include it in your paper.

Note Page Organizer

Name:

Teacher:

Period:

Source (Article Title): Main Point:	
Paraphrased Information:	
MLA Source Citation:	
In-text Citation:	

Outline Worksheet

Name: _____

Teacher: _____

Period: _____

I. Introduction: Possible ideas for the introduction (should contain a “hook”, general quote, or interesting fact. You will then add two to three broad, general statements):

Thesis Statement (Usually the last sentence(s) in the introduction):

II. Body (A paper may have a few or many main points; decide how many your paper will need)

A. Main Point: _____
Supporting Evidence/Details/Explanations:
1. _____
2. _____
3. _____

B. Main Point: _____
Supporting Evidence/Details/Explanations:
1. _____
2. _____
3. _____

C. Main Point: _____
Supporting Evidence/Details/Explanations:
1. _____
2. _____
3. _____

III. Conclusion

Reworded Thesis (Usually found near the beginning of the conclusion):

Brief summary of each main point found in the body of the paper:

Clincher Ideas: _____

Parenthetical Citation

What is Parenthetical Citation?

Parenthetical citation is when you, the writer, directly puts into the text a note from where you got the information. Parenthetical or “in-text” citation allows your reader to know from what source each idea/fact came.

When it’s used

- If you use an original idea from a source (whether quoted or paraphrased).
- If you summarize someone else’s ideas.
- If you quote directly.

Citation with author (Electronic Source): Type the author’s last name in parentheses or use the author’s last name as a signal phrase.

Source on Works Cited page from where your quote comes:

Broad, William J. “January 25-31; Testing Its Metal.” *New York Times* 1 Feb. 1998. *Student Resources in Context*. Web 27 Apr. 2013.

The Titanic disaster “might have turned out differently” (Broad).

OR

Dr. Timothy Foecke, a Federal metallurgist at the National Institute of Standards and Technology, states that the Titanic disaster “might have turned out differently.”

Citation without an author (Electronic Resource): Type the first few words of the article title in the parentheses or use the article title as a signal phrase. In both instances, the article title must be placed in quotation marks.

Source on Works Cited page from where your quote comes:

“A reputation sinks with the Titanic.” *Age* [Melbourne, Australia] 4 Apr. 1992: 15. *Student Resources In Context*. Web. 27 Apr. 2013.

Captain Stanley Lord “was a marvelous man, studiously courteous, and a brilliant seaman and never did I hear a word of malice about the people who put him in this appalling predicament” (“A reputation sinks with the Titanic”).

OR

In “A Reputation Sinks with the Titanic,” Captain Stanley Lord “was a marvelous man, studiously courteous, and a brilliant seaman and never did I hear a word of malice about the people who put him in this appalling predicament.”

Citation without an author or an article title: Type the first few words of the journal title in the parentheses or use the journal title as a signal phrase. In both instances, the journal title must be underlined or italicized.

Source on Works Cited page from where your quote comes:

Globe & Mail [Toronto, Canada] 3 Apr. 1992: A14. *Biography In Context*. Web. 3 April 2013.

“The new report, presented by Captain Peter Marriott, chief inspector of marine accidents for the British Department of Transport, said Captain Lord saw the Titanic’s distress signals but did not take proper action” (*Globe & Mail*).

OR

The article in *Globe & Mail* states “Captain Lord saw the Titanic’s distress signals but did not take proper action.”

Citation of a Print Source: Type the author’s name and the page number on which the fact was found in the parentheses after the direct or indirect quotation.

Source on Works Cited page from where your quote comes:

Ballard, Robert D. *Exploring the Titanic*. New York: Scholastic, 1988. Print

“ As the bow sank and the stern rose higher and higher out of the water, the stress on the hull became so great that the ship finally snapped, right between the third and fourth funnels” (Ballard 58).

OR

The hull of the Titanic eventually broke due to the stress applied on it from the bow and the stern sinking (Ballard 58).

Works Cited Page

What is a "Works Cited" Page?

A "Works Cited" page is the name that MLA gives to a bibliography. It is a listing of all of the sources you cited in the body of your paper and gives your reader general information about a source.

Here are a few things to keep in mind about the "Works Cited" page:

1. The "Works Cited" page is always going to be the last page of your essay or report. You should type the words "Works Cited" and center it on the page.
2. Each entry must be complete and accurate.
3. Each entry reads like one long sentence. What this means is that it does not matter where the second line begins in an entry; it begins on the second line only because you ran out of room on the first line.
4. The second and subsequent lines are always indented five (5) spaces.
5. The sources are listed alphabetically by the first word or name of the entry. This first word or name should be what you use in your parenthetical citation.

4

Works Cited

"A reputation sinks with the Titanic." Age [Melbourne, Australia] 4 Apr. 1992: 15. Student Resources In Context. Web, 27 Apr. 2013.

Broad, William J. "January 25-31; Testing Its Metal." *New York Times* 1 Feb. 1998. *Student Resources In Context. Web, 27 Apr. 2013.*

"Sinking of the Titanic - off Newfoundland: 1912." When Technology Fails. Ed. Neil Schlager. Gale Research, 2008. Student Resources In Context. Web, 27 Apr. 2013.

Title

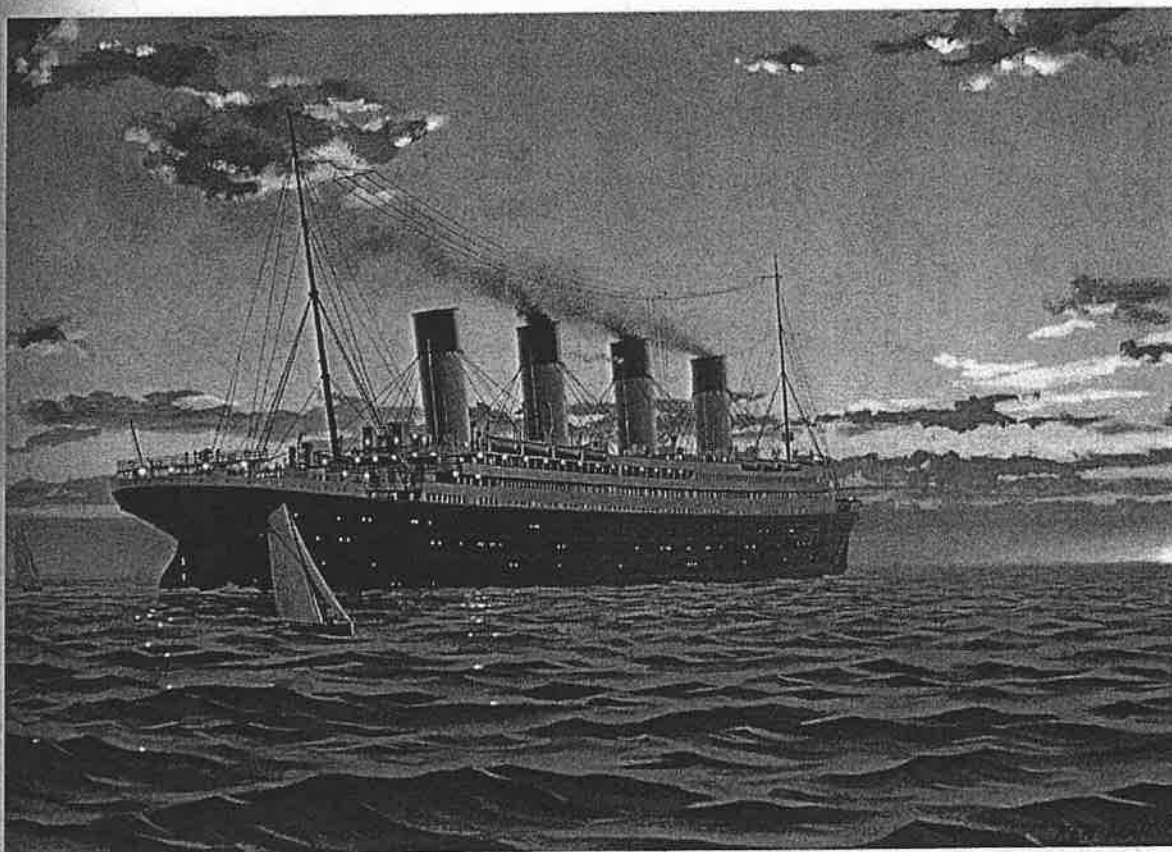
EXPLORING THE TITANIC

by Robert D. Ballard

Edited by Patrick Crean

Illustrations of the Titanic by Ken Marschall

Author



A Scholastic Inc./Madison Press Book

Publisher

910.7
CAL

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Text © copyright Odyssey Corporation 1988

Publication Date

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First published in the United States of America by Scholastic Inc., 555 Broadway, New York, N.Y. 10012-3999.

First published 1988. Thirtieth printing.

Library of Congress Cataloging-in-Publication Data

Ballard, Robert D.
Exploring the Titanic

Publisher Name and Location

Summary: Describes the large luxury liner which sank in 1912 and the discovery and exploration of its underwater wreckage.

1. Titanic (Steamship)—Juvenile literature. 2. Shipwrecks—North Atlantic Ocean—Juvenile literature. 3. Underwater exploration—North Atlantic Ocean—Juvenile literature.

[1. Titanic (Steamship) 2. Shipwrecks. 3. Underwater exploration]

I. Title.

G530.T6B494 1988 363.1'23'091631 88-6478

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SAMPLE CITATIONS

BOOK WITH ONE AUTHOR

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year. Print.

Harbage, Alfred. *William Shakespeare: A Reader's Guide*. New York: The Noonday Press, 2003. Print.

BOOK WITH AN EDITOR

Last Name, First Name, ed. *Title of Book*. Place of Publication: Publisher, Year. Print.

Brune, Lester, ed. *Chronology of the Cold War*. New York: Routledge, 2005. Print.

ENCYCLOPEDIA ARTICLE

"Title of Article." *Title of Encyclopedia*. Place of Publication: Publisher, Year. Print.

"McCarthyism." *World Book Encyclopedia*. Chicago: World Book, Inc., 2008. Print

ARTICLE IN A REFERENCE BOOK

"Article Name." *Title of Reference Book*. Edition. Year. Print.

"Azimuthal Equidistant Projection." *Merriam-Webster's Collegiate Dictionary*. 11th ed. 2003. Print.

WORK IN AN ANTHOLOGY

Last Name, First Name. "Title of Selection." *Title of Anthology*. Editor. Edition. Place of Publication: Publisher, Year. Page range. Print.

Putting It All Together: the mechanics

Your research project should be submitted in the following format:

- Title Page – if required by your teacher, otherwise omit.
- Body of the Paper (number of pages determined by your teacher)
- Works Cited Page

Follow the example below:

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Please staple the report in the upper-left corner. No folders or covers.</p> </div> <p style="text-align: center;">Name Subject/Period Mr/Mrs Teacher Due Date</p>	<p style="text-align: right;">Last name 2</p> <p style="text-align: center;">Title of research paper</p> <p>Start writing your research paper, beginning with your introduction. Be sure it is double-spaced and the font is Times New Roman, 12-point.</p>	<p style="text-align: right;">Last name 3</p> <p>Continue your research paper on this page. Be sure to include parenthetical citations after direct quotes and paraphrases (Smith 25).</p>
<p style="text-align: right;">Last name 4</p> <p>Continue writing your research paper on this page. Be sure to end with a stimulating and cohesive conclusion.</p>	<p style="text-align: right;">Last name 5</p> <p style="text-align: center;">Works Cited</p> <p>First line is flush to the margin. Indent the second line as shown here. Write your sources in alphabetical order. Do not number the entries. The entire page is double spaced.</p>	<p>Tip: use one inch margins around the whole paper.</p>

Your Name

Teacher's Name

English 7A Period 6

13 May 2013

Last
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Title of Your Paper

The Capsize and the Controversy: The Sinking of the RMS Titanic

Grabber

The RMS Titanic, known as the “unsinkable” ship of 1912, hit an iceberg and sank on the night of April 14, 1912 on her maiden voyage. The passengers aboard the luxurious ship ranged from 3rd class passengers just looking for a new life in New York, to 1st class millionaires, sailing for the vacation of a lifetime. The overwhelming fascination with Titanic’s fateful voyage continues to resonate in the public consciousness more than a century after its sinking. The two most compelling factors which fuel this obsession are the inferior materials that were used in the construction of the ship and Captain Stanley Lord’s Californian Controversy.

Thesis

Main
Points

When Dr. Robert Ballard discovered the wreck of Titanic, he focused more on recovering lost artifacts inside of the ship, but in 1993, architects and engineers who had recovered plates on the ship released a report, arguing that the collision was not what sunk the ship, it was Titanic’s steel structure! The report stated that the steel used on Titanic’s plates were inferior and if better grade materials were used in the making of the ship, the ship could have survived the collision would have sunken at a slower rate. The team of engineers also suggested that the “roar” described by surviving passengers might have been the steel plates breaking, and not the boilers, as they had thought. Evidence released shortly after 1993 also suggests that the rivets that held Titanic together were just as low in quality as the steel plates were. Evidence released in 1998

First Body
Paragraph
dealing with
Main Point
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suggested that the collision with the iceberg possibly popped brittle rivets, which resulted in openings between steel plates, which would have allowed water to enter the ship more quickly. Dr. Timothy Foecke, a Federal metallurgist at the National Institute of Standards and Technology, states that the Titanic disaster "might have turned out differently" (Broad).

In-Text Citation

Source Information in Parentheses

The Californian Controversy is also very well known when it comes to the history and sinking of the Titanic. Stanley Lord, captain of the Californian cargo ship, had his reputation destroyed after the sinking of the Titanic. Captain Stanley Lord had claimed that his ship was farther than 20 nautical miles away from Titanic when it sank. There are many variations of Lord's claim as well as different reports on how far away the Californian really was. Some reports claim that the ship was as close as a mere 5 miles away from Titanic as it sank and Captain Lord simply ignored the distress signals. Others claim the vessel was twice as far as the Captain's claim and that the Californian was nowhere near Titanic, definitely not close enough to save the passengers. Mr. Leslie Harrison, a former secretary of the Mercantile Marine Service Association, stated that Captain Stanley Lord "was a marvelous man, studiously courteous, and a brilliant seaman and never did I hear a word of malice about the people who put him in this appalling predicament" ("A reputation sinks with the Titanic"). Nevertheless, Captain Stanley Lord's reputation was destroyed after Titanic's maiden voyage and he was known as the Captain who failed to save Titanic, no matter how far his vessel was from the ship. Captain Stanley Lord, as well as his son Mr. Stanley Lord, tried for years and years to clear the name of the Lord family but the captain's reputation would never be the same.

Second Body Paragraph dealing with Main pt. 2

In-Text Citation

Conclusion
Paragraph

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The sinking of the RMS Titanic, the most famous maritime disaster in history, has a legacy that will be remembered for centuries. The story set examples of heroism and villainy, as well as the importance of reliable materials, the flaws of the class system, human presumption, and the importance of at-sea safety. The public learned a lot as a result of this disaster. The SOLAS (Safety of Life at Sea) conference helped the Board of Trade learn that lifeboat drills should be mandated, and inadequate numbers of lifeboats for passengers and crew wouldn't be tolerated. The International Ice Patrol was started to monitor icebergs and make predictions about where they were located. Wireless operations also were impacted; as a law was passed stating that a ship's wireless must be manned day and night and always have a power source. Wireless operators also must be licensed to work the ship's wireless so amateur operators' mistakes would not result in loss of life. Overall the public also learned to not judge a book by its cover. The ship that was deemed "unsinkable" by the people, little did they know, was as sinkable as they come, and just as sinkable as any other ship of its day.

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Alphabetical Order

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Article Title in "Quotation Marks"

Type of Source.