

## 英語文教學模組 F

### 一、課程基本資訊

項目	說明
課程主題	Writing Research Papers (小論文寫作)
課程設計者	林敏靜 蔡正儀 林秀娟
課程節數	30 節 ( 共 10 週，每週 3 節 )
適用的對象	高二 / 10 人
學習目標	<ol style="list-style-type: none"> <li>1. 培養英文聽說讀寫的能力，強化提升學術寫作。</li> <li>2. 培養積極的學習態度，與主動研究的精神。</li> <li>3. 學習研究方法，並進而養成獨立研究的能力。</li> <li>4. 培養以英語文進行邏輯思考、分析、整合與創新的能力。</li> </ol>
對應的總綱核心素養簡寫	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達
對應的領綱核心素養簡寫	英S-U-A1 具備積極探究的態度，主動探索課外相關資訊，擴展學習場域，提升個人英語文知能，運用各種資源，強化自主學習，為終身學習奠定基礎。 英S-U-A2 具備系統性思考與後設思考能力，善用各種策略，對文本訊息、國內外文化深入理解，釐清訊息本質與真偽，提升學習效率與品質，應用所學解決問題。 英S-U-B1 具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。
對應的學習表現	6-V-6 能主動從網路或其它管道搜尋英語文學習相關資源，並與老師及同學分享。 7-V-6 能針對同一文本主題進行延伸閱讀或探索，以強化學習的深度與廣度。 9-V-4 能分析、歸納多項訊息的共通點或結論。 9-V-8 能整合資訊，合理規劃並發揮創意完成任務。
對應的學習內容/實質內涵	A 語言知識 Ae-V-18 工具書 ( 如百科全書 ) 或其他線上資源

	<p>Ae-V-20 不同體裁、不同主題之文章</p> <p>B 溝通功能</p> <p>B-V-6 引導式討論</p> <p>C 文化理解</p> <p>C-V-3 文化異同的比較及多元文化的觀點</p> <p>D 思考能力</p> <p>D-V-1 項訊息比較、歸類、排序、分析、推論的方法</p> <p>D-V-6 整合不同訊息、合理規劃，完成任務的方法</p>
學生學習任務	<ol style="list-style-type: none"> <li>1. 提出研究議題，發揮研究精神，針對研究內容進行延伸閱讀與探索。</li> <li>2. 利用各種查詢工具，搜集不同來源的資料，並加以整理、分析、與比較，進而得以合理判斷或歸納出結論。</li> <li>3. 以文字清楚表達研究內容，陳述觀點與論點，完成英文小論文寫作。</li> </ol>
課程亮點	<ol style="list-style-type: none"> <li>1. 教學過程以學生為中心，強調課堂討論與意見發表，並採教學與評量穿插方式進行。</li> <li>2. 教學內容重在研究方法與資源分享，引導學生自主學習，展現搜集與整合資料的能力。</li> <li>3. 透過文本閱讀、課堂討論與論文發表，綜合發展聽、說、讀、寫四種技能。</li> </ol>

## 二、 教學單元案例

教材來源: 自編投影片、自編講義、學習單、Youtube 影片	
教學資源/設備需求: 投影布幕、單槍投影機、網路、電腦、個人筆電或平板、手機、麥克風、磁性軟式白板、白板筆	
教學活動略案:	評量策略 ( 包含評量方法、過程、規準 )

## 第一週：Course Introduction and a Trip to the Library

### 第一節

#### 1. Introducing the course (25 mins)

- 發下課程教學計畫表 (附錄一)，介紹本課程的大綱與進度表，並說明本課程的要求與評量方式。
- 建立 Google Classroom，請學生 sign up 本課程，以方便閱讀課程資料及上傳作業。
- 播放 PPT (附錄二)，簡介小論文寫作的歷程與十大步驟。

#### 2. About the Mini-research Paper Contest (10 mins)

- 介紹教育部的小論文比賽網頁，了解比賽相關規定，例如：登錄網頁、上傳論文截止時間、頁數上限、格式要求等等。

#### 3. Why do research? (15mins)

- 將全班分為三組(3人, 3人, 4人一組)，發下分組學習單 (附錄三)，請學生進行小組討論，思考做研究的動機及目的。
- 每組有一位 discussion leader，一位 recorder，及一位 reporter。小組討論結束後，各組派 reporter 上台報告討論結果並進行交流。

#### 討論 & 寫作：

學生完成學習單，依照完成內容的正確性與完整性，給予等第分數。

### 第二節

#### 4. Narrowing your topic—an exercise (15 mins)

- 確定每位學生有自備筆電，或者從資訊中心或設備組借用筆電，準備開始進行檢視研究题目的練習活動。
- 進入學習單 (附錄三) 的第二部分，請學生輸入學習單上設定的研究題目，搜尋相關資料，利用布林搜尋法(Boolean search)鍵入關鍵字檢索，檢視資料的來源是否過多，或者可找到的資料明顯不多。
- 請學生依照指示完成學習單，將原先範圍較大的題目縮小至可以進行研究的題目。

#### 閱讀 & 寫作：

學生完成學習單，依照完成內容的正確性與完整性，給予等第分數。

#### 5. Doing peer review (15 mins)

- 請學生把完成的學習單與同學互相交換，並根據同學所擬定的題目，利用網路搜尋，檢視該題目的廣度與深度，給予適當的回饋，例如：「建議以某個案做研究對象即可，以免題目太廣泛，以至於超出 10 頁可完成的論文。」

#### 6. Tying things up (20 mins)

- 播放 PPT ( **附錄四** )，討論如何從不同的方向 narrow down the topic。
- 發下學習單 ( **附錄五** )，請同學利用今天學習到的方法將自己感興趣的題目縮小為可進行研究的題目，於下周上課時帶至課堂上進一步討論並修改。

#### ★差異化：

題目的擬定，依照個人興趣與引發靈感的起點不同。

### 第三節

#### 7. Experience-sharing (20 mins)

- 請兩位於小論文比賽中表現優異的學姊，分享撰寫小論文的歷程與經驗，提供研究方法的建議，並舉例說明研究過程中可能遇到的瓶頸，再根據自身經驗，給予適當的建議。

#### 8. Taking a tour of the school library (25 mins)

- 前往學校圖書館集合。
- 由圖書館主任引導，簡介圖書館現有的軟硬體資源，尤其與英文小論文寫作相關的期刊雜誌與線上資源，或透過館際合作，可以借閱其他圖書館(如台師大圖書館)所典藏的資料與書籍。

#### 9. Wrap up (5 mins)

- 請學生繼續探索小論文题目的可能性，並自備筆記型電腦，於下週上課搜尋資料用。

## 第二週：Developing a thesis statement

### 第四節

#### 1. Reviewing the rules for narrowing a topic (15 mins)



- 播放 PPT ( [附錄四](#) ), 整理上週課程中有關縮小範圍來設定論文題目的重要章法, 例如: 布林搜尋法(Boolean search)做關鍵字搜尋、用幾個 WH-questions 自我檢視(Asking the essential questions: who, what, when, where, why)。

## 2. Producing your first narrowed topic (20 mins)

- 確認學生攜帶個人筆電, 準備進一步搜尋資料並檢視小論文題目。
- 請學生利用學習單 ( [附錄五](#) )  
([http://www.gavilan.edu/library/documents/narrow\\_topic.pdf](http://www.gavilan.edu/library/documents/narrow_topic.pdf)), 搜尋資料並自我檢視論文題目是否過於空泛或過於窄淺, 在學習單上紀錄搜尋結果, 依此修正題目。
- 老師巡視學生搜尋資料, 並適時提供協助與建議。

## 3. Peer-reviewing of the narrowed topic (15 mins)

- 修正題目後, 請每位學生就修正過程與心得交換意見, 在討論分享過程中, 老師適時給予回饋。

## 第五節

## 4. Establishing the thesis statement (50 mins)

- 播放 PPT( [附錄六](#) ), 討論撰寫小論文的下一個步驟: writing the thesis statement。
- 發下講義 ( [附錄七](#) ) 說明 thesis statement 的定義、內涵、與擬定方法。
- 發下講義 ( [附錄八](#) [附錄九](#) ), 逐步討論如何根據 research question, 架構出足以說明小論文主旨的 thesis statement。
- 以學習單上的論文題目為例:
  - Narrowed down topic: Victor's selfishness in Mary Shelley's Frankenstein
  - Research question: In Frankenstein, why is Victor portrayed as being so selfish
  - Answer/preliminary thesis: In Mary Shelley's Frankenstein,

## 討論 & 寫作:

學生完成學習單, 依照完成內容的正確性與完整性, 給予等第分數。

Victor is portrayed as a selfish person to illustrate a contrast with the monster and show that he (Victor) is the real monster.

## 第六節

### 5. Individual work on the preliminary thesis statement (45 mins)

- 發下學習單 (附錄十), 請學生就自己的論文題目, 提出 research question, 搜尋資料, 回答研究問題, 並開始著手寫 their statement。
- 老師巡視學生工作情形, 必要時提供個別協助與建議。

### 6. Wrap up (5 mins)

- 請學生在本週完成 thesis statement 與 research proposal, 將作業上傳 Google Classroom 雲端教室。待老師批閱之後, 繼續下一回的討論。

## 第三週：Organizing ideas and setting goals

## 第七節

### 1. Review: from a research question to a thesis statement (25 mins)

- 發回上週老師批閱完成的 thesis statement 與 research proposal, 並參閱老師給的建議與提示。
- 發下 Thesis Statement Checklist (附錄十一), 講解 checklist 上的問題, 請學生利用這張檢查清單, 再次審視自己的 thesis statement 是否確實回答了所設定的研究問題; 是否建立了清楚的論點或立場; 在用字與論述上, 是否達到 checklist 上的要求。

### 2. Revising your thesis statement (25 mins)

- 請學生利用自備筆電, 根據自我審視的結果, 修正原先的 thesis statement。
- 老師巡視學生修改情況, 適時解答並提供建議。

### 閱讀 & 寫作：

學生完成學習單, 依照完成內容的正確性與完整性, 給予等第分數。

### ★差異化：

依照個人論文題目不同, 給予個別指導。

## 第八節

### 3. Organizing ideas and setting goals (25 mins)

- 發下講義 ( 附錄十二 ), 播放 PPT ( 附錄十三 ), 解釋論文寫作過程中的另外一個要點: 在開始進行研究之前, 如何整理思考, 訂定目標, 確認論文的研究方向與重點。
- 藉由幾個簡單的檢視方法 ( 如: revisit your research proposal, List key terms, ideas and issues, ask a set of questions 等等 ), 幫助自己確定研究架構。

### 4. Doing the worksheet (25 mins)

- 根據學習單的指示, 完成今天課程有關 organizing ideas and setting goals 的三個檢視重點:
  - Make a list of key terms related to your topic.
  - Develop a list of questions about your topic.
  - Revisit your thesis statement. What kind of direction does it set for your paper's development?

## 第九節

### 5. Individual work and counseling (40 mins)

- 學生繼續完成講義 ( 附錄十二 ) 的問題, 依據自己的答案, 回頭修正 thesis statement。
- 老師巡視學生回答的情形, 依個別差異, 給予適當的指導。
- 請學生在下課之前, 上傳修正過的版本到 Google Classroom。

### 6. Wrap up (10 mins)

- 提醒學生上傳作業的期限。
- 請同學繼續搜尋論文資料, 並記錄重要資料的來源, 下週將針對資料搜集的格式處理做進一步說明。

**第四週: Gathering sources online, Gathering sources in the library, and Reading & evaluating sources**

## 第十節

### ★差異化:

依照個人論文題目不同, 給予個別指導。

1. Documenting sources (15 mins)

- 播放 PPT ( 附錄十四 ), 討論蒐集資料與紀錄資料的重要性。

2. Using online resources (20 mins)

- 繼續播放 PPT ( 附錄十四 ), 討論如何利用線上的資料,
- 發下講義 ( 附錄十五 ), 提醒學生查資料的時候, 應該注意的細節: 如網址中的 edu, gov, com, net, 代表的網站性質與來源, 以確定引用的數據或資料有可信度。
- 幫助學生了解資料引用的方法, 並強調論文寫作時, 必須明列引述文字的出處, 否則即成剽竊的行為。

3. Documenting your references (15 mins)

- 繼續討論講義 ( 附錄十五 ) 中, 有關不同來源的資料如何整理與紀錄。提醒學生在格式上的細節, 一般依照 APA Citation 的格式規定 ( 這也是小論文比賽的格式規定 ), 在順序上的編排、大小寫的要求、標點符號、體例等等都有一定的規定。

### 第十一節

4. Doing exercises on the worksheets (40 mins)

- 發下 APA Citation 學習單 ( 附錄十六 ), 利用講義上提供的例子, 依照不同類別: 書、期刊、線上資源、網頁、影片等, 就自己的論文題目, 搜尋參考資料, 並填入表格內。
- 發下 My Working Bibliography 學習單 ( 附錄十七 ), 請學生根據 APA Citation 學習單 ( 附錄十六 ) 的紀錄, 依照不同類別, 填入所參考的資料。( 每一種類別, 至少有一筆資料 )

5. Questions and answers (10 mins)

- 老師巡視教室, 了解學生搜尋資料時的困難之處與填寫參考資料時, 在格式上的疑惑之處, 適時提供協助。

### 第十二節

6. Reviewing the working bibliography (25 mins)

- 發下 Bibliography Checklist 學習單 ( 附錄十八 ), 解釋 checklist 檢驗單上所列的問題與要點。

★差異化:

依照個人論文題目不同, 給予個別指導。

- 請學生按照學習單的提問的要點，審視已經完成的 working bibliography，做最後修正。

#### 7. Peer-reviewing the bibliography (15 mins)

- 請同學互相交換自我檢查過的 working bibliography，審視檢驗別人的搜尋資料，找出格式上的問題，提供同學參考。

#### 8. Wrap up (10 mins)

- 就今天小論文寫作的主题：如何使用參考資料、如何紀錄參考資料的練習，提出心得分享。(例如：注意引用參考資料的來源，盡量不要採用 Wikipedia 的資料作為證據，可能正確性不足。)
- 繳回今天完成的學習單，待評閱後下次發回。
- 確認學生了解接下來的論文進度，準備開始根據 thesis statement，著手 outline 與 first draft.

### 第五週： Writing effective notes & creating outline

#### 第十三節

##### 1. Returning corrected assignments (15 mins)

- 將已改正的 working bibliography 交還給學生，請學生檢視老師更改的部分。
- 打開 Google Classroom 網頁，根據學生上傳的線上檔案，顯示學生的錯誤，和學生討論 working bibliography 應該注意的地方與問題。

##### 2. Revising working bibliography (15 mins)

- 請學生修正 Google Classroom 的線上檔案。
- 確定學生完成更改 working bibliography 的檔案，並將修正後的更新檔上傳到 Google Classroom。

##### 3. Writing effective notes (20 mins)

- 發下講義 ( [附錄十九](#) )，說明 taking notes 的格式 ( APA 格式 ) 與三種註記類別：personal notes, quotation notes, paraphrase

#### 討論 & 寫作：

學生完成學習單，依照完成內容的正確性與完整性，給予等第分數。

notes。

- 請學生依照小論文比賽的要求，以 APA 的格式，針對自己的論文內容，做資料蒐集，練習三種不同類別的資料紀錄。
- 學生可以直接以 OneNote 或 Evernote 在雲端做紀錄與整理，方便論文寫作參考。

#### 第十四節

##### 4. Writing outlines (25 mins)

- 播放 PPT ( 附錄二十 )，並發下講義 ( 附錄二十一 ) 說明論文寫作的下一步：寫出論文大綱(outline)，以及為何論文寫作，要從大綱開始。
- 說明論文的架構：introduction, body, conclusion。論文架構與一般文章寫作的發展結構一樣，但是寫論文，有另外必須注意的重點，例如：在 introduction 的部分，應該以一到兩句話提出 thesis statement，並且接著必須簡述論文的主要重點，提供讀者一個概述(overview)。

##### 5. Working on the outline (25 mins)

- 發下 Outline Worksheet 學習單 ( 附錄二十二 )，請學生根據自己的論文題目，開始著手擬定大綱。
- 老師巡視學生擬定大綱的情形，並回答學生提問。

#### 第十五節

##### 6. Peer-reviewing the outline (35 mins)

- 收回學生完成的 outline 學習單 ( 附錄二十二 )。
- 隨機交換，確定每位學生拿到別人的學習單。
- 請學生擔任評論者 ( reviewer ) 的角色，檢視手上的學習單，在閱讀同學的 outline 之後，就架構的內容是否清楚、是否符合大綱內容發展等要素，在學習單上寫下個人的評論，並且打分數 ( 1-10 )。
- 請每位學生依據同學的 outline，用自己的話，簡介 ( summarize ) 研究者 ( researcher ) 想要進行的研究內容。
- 請研究者就評論者所做的簡介 ( summary )，表達自己的看法，

#### ★差異化：

依照個人論文題目不同，給予個別指導。

#### 討論 & 寫作：

學生完成學習單，依照完成內容的正確性與完整性，給予等第分數。

若有不同意或違背之處，提出說明與解釋。

#### 7. Wrap-up (15 mins)

- 老師就今天的課程內容做簡單統整。
- 請學生繳交完成的 outline，若無法當場完成修正，想進一步修改者，則在課後儘速上傳 Google Classroom 繳交。
- 提醒學生進行資料搜集，下次課程會進行個別諮詢 ( individual consultation )，由三位老師一起審核每篇論文已完成的部分，包括：題目 ( topic )，研究問題與主題 ( research question and thesis statement )，以及論文大綱 ( outline )。

### **第六週：Drafting the paper in an academic style, and Blending reference material into your writing in APA Style**

#### 第十六~十八節

#### 1. More about note-taking and outlining (30 mins)

- 檢視學生搜尋資料時的障礙，尤其是在紀錄資料重點方面的問題，提醒學生從閱讀資料的過程中，應一邊適度修正 topic 與 outline 的發展方向。
- 發下“Research Question Checklist”(附錄二十三)，請學生再檢視已完成的部分，是否論文的發展方向確實回答了自己設定的 research question？或者偏離了原先的 thesis statement？或者發現無法突破的困境？
- 請學生繼續做論文搜集資料的工作，並在下週上課前依照 note-taking 的三種註記類別：personal notes, quotation notes, paraphrase notes，每一種各記錄至少 5 筆資料，並將資料上傳到 Google Classroom。

#### 2. Conducting individual consultation (25 mins)

- 由三位指導老師組成諮詢小組，進行三對一的討論會，針對每一篇完成的 topic, research question, thesis statement, outline 審視，以了解論文發展上是否有任何問題。
- 每篇論文討論約 20 分鐘，請該學生解釋目前進度與困難，由三位老師給予建議與引導。

#### ★差異化：

依照個人論文題目不同，給予個別指導。

- 十位學生依序討論，完成度較低者，繼續進行資料搜集與整理，並於下週繼續與指導老師進行個別諮詢討論。

## 第七週：Writing the introduction, body and conclusion

### Lab work

#### 第十九~二十一節

##### 1. Note-taking (10 mins)

- 確認學生完成 note-taking 作業，並上傳繳交到 Google Classroom。

##### 2. Writing the paper (30 mins)

- 播放 PPT ( 附錄二十 )，就之前課堂上所提過論文結構上的三大部分，再加強說明如何發展與承接。搜集資料的過程中，很可能會隨著獲得的資料改變，而更動論點與內容。
- 播放 PPT ( 附錄二十四 )，說明 introduction 的主旨與要點。
- 請學生繼續搜集資料，開始進行論文正文的文字初稿。

##### 3. Conducting individual consultation ( 60 mins)

- 繼續進行個別指導，由三位指導老師組成諮詢小組，進行三對一的討論會，針對上週尚未完成者的 topic, research question, thesis statement, outline 審視，以了解論文發展是否有任何問題。

##### 4. Lab work (50 mins)

- 學生繼續進行資料蒐集與論文寫作，老師在旁提供諮詢與指導。

## 第八週：Revising, proofreading, and formatting the rough draft

#### 第二十二~二十四節

##### 1. Writing the research paper & individual consultation

- 與學生討論個別的進度，並請學生修改完成的部分。

### ★差異化：

依照個人論文題目不同，給予個別指導。

### ★差異化：

依照個人論文題目不同，給予個別指導。



- 協助特別有困難的學生，釐清無法完成進度的原因，例如：對論文寫作失去動力、無法找到更多發展線索、無法確定方向可行與否等等。

## 第九週：Lab work

### 第二十五~二十七節

1. Writing the research paper & individual consultation
  - 學生繼續進行論文寫作，並安排學生進行個別討論。
  - 發下論文檢核表( [附錄二十五](#) )，請學生在完成論文寫作的同時，利用檢核表，確認內容的完整與格式的正確。
2. Uploading the finished paper
  - 請學生在本週內，上傳完成的論文，未完成全文者，也必須上傳所完成的部分。
3. Getting ready for the presentation
  - 準備下週上台報告的論文題目順序與時間流程，包括報告與提問兩部分。

### ★差異化：

依照個人論文題目不同，給予個別指導。

## 第十週：Paper Presentation & Review

### 第二十八~三十節

1. Before the presentation (20 mins)
  - 確認論文報告流程與順序。
  - 每位講者有 5~8 分鐘說明論文主旨大要，3 分鐘接受提問。
  - 發下評量指標( [附錄二十六](#) )，解釋指標的意涵與評分標準。
2. Presenting the paper (110 mins)
  - 設定計時器，計時提醒學生把握時間。
  - 學生就評量指標給予回饋，提供講者與老師參考評量。
3. Evaluation & feedback (20 mins)

- 老師以評量指標給分，就學生論文報告提出建議。
- 鼓勵學生依據回饋修正論文內容，並在下學期開學前上傳最後修正稿，為參加小論文比賽投稿之用。

 **討論 & 寫作：**

學生上台發表論文，依照評量指標，給予等第分數。

## 參考資料：

- Lester, J. D. & Lester J. D. Jr. (2015). *Writing Research Papers: A Complete Guide*. Pearson.
- Markman, Peter T., Alison L. Heney, Roberta H. Markman & Marie L. Waddell. (2011). *10 Steps in Writing the Research Paper*. New York: Barron's.
- 董幸正 (2012)。中學生小論文寫作完全指導。台北市：寂天文化。
- *Choosing & Using Sources: A Guide to Academic Research*, Ohio State University Libraries  
<https://osu.pb.unizin.org/choosingsources/>
- How to Narrow Your Topic, Doug Achterman. (2003)  
[http://www.gavilan.edu/library/documents/narrow\\_topic.pdf](http://www.gavilan.edu/library/documents/narrow_topic.pdf)
- SASS—Student Academic Success Service, AWHC, University of Ottawa  
<https://sass.uottawa.ca/en/writing/resources>
- APA Citation Worksheet  
<http://secondary.oslis.org/orig-steps/research/citesource/APACitationWorksheet.pdf>

## 附錄：

- 一、第 1 節 1. Introducing the course 課程教學計畫表 “Course Syllabus”
- 二、第 1 節 3. Why do research 小組討論學習單
- 三、第 2 節 6. Tying things up 與第 4 節 1. Reviewing the rules for narrowing a topic 《如何縮小論文題目》PPT 簡報 “How to Narrow a Research Topic”
- 四、第 2 節 6. Tying things up 與第 4 節 2. Producing your first narrowed topic 《如何縮小論文題目》講義
- 五、第 2 節 6. Tying things up 《如何縮小論文題目》學習單
- 六、第 5 節 4. Establishing the thesis statement 《撰寫論文步驟》PPT 簡報
- 七、第 5 節 4. Establishing the thesis statement 《何謂論文主旨》講義 “What Is a Thesis Statement”
- 八、第 5 節 4. Establishing the thesis statement 《從題目到研究問題》講義 “From Topic to Research Question”
- 九、第 5 節 4. Establishing the thesis statement 《預設論文主旨》學習單 “Establishing the Thesis”
- 十、第 6 節 5. Individual work on the preliminary thesis statement 《草擬論文主旨》“Drafting a Thesis Statement and a Research Proposal”
- 十一、第 7 節 1. Review: from a research question to a thesis statement 《論文主旨檢查表》“Thesis Statement Checklist”
- 十二、第 8 節與第 9 節 《整理思考與定目標》講義 “Organizing Ideas and Setting Goals”
- 十三、第 8 節 3. Organizing ideas and setting goals 《整理思考與定目標》簡報
- 十四、第 10 節 1. Documenting sources 《整理紀錄資料來源》簡報
- 十五、第 10 節 2. Using online resources 講義 “Gathering Sources Online”
- 十六、第 11 節 4. Doing exercises on the worksheets 學習單 “APA Citation Worksheet”

- 十七、第 11 節 4. Doing exercises on the worksheets 學習單 “My Working Bibliography”
- 十八、第 12 節 6. Reviewing the working bibliography 學習單 “Bibliography Checklist”
- 十九、第 13 節 3. Writing effective notes 講義 “Note Card Check In”
- 二十、第 14 節 3. Writing outlines 《撰寫論文大綱》簡報 “Outlining Your Paper”
- 二十一、第 14 節 3. Writing outlines 講義 “The Basic Outline of a Paper”
- 二十二、第 15 節 5. Peer-reviewing the outline 學習單 “Outline Worksheet—CRLS”
- 二十三、第 16 節 1. More about note-taking and outlining 講義 “Research Question Checklist”
- 二十四、第 19-21 節 2. Writing the paper 《撰寫論文引言》簡報 “Writing an Introduction”
- 二十五、第 25-27 節 1. Writing the research paper & individual consultation 《論文檢核表》“Research Paper checklist”
- 二十六、第 28-30 節 1. Before the presentation 《論文評量指標》“Research Paper Rubric”














**TENTATIVE SYLLABUS FOR THE COURSE OF  
WRITING RESEARCH PAPERS,  
September, 2017**

**Instructor:** Jill Lin (林敏靜)      jillmjlin@gmail.com

**Course description:** This course is designed to prepare students for writing longer research papers and developing strong research and synthesis skills. Students are required to participate in individual and group work from weekly assignments to discussions of their research projects.

**Schedule:**

WEEK	DATE	TOPIC	ACTIVITIES & ASSIGNMENTS
1	09/06	<ul style="list-style-type: none"> <li>• Introducing the course</li> <li>• Finding a topic</li> <li>• A trip to the library</li> </ul>	<ul style="list-style-type: none"> <li>📖 Chapter 2 (pp.29-41)</li> <li>✍ Selecting &amp; narrowing a topic ❶</li> <li>📄 Peer review of topics</li> </ul>
2	09/13	<ul style="list-style-type: none"> <li>• Developing a thesis statement</li> <li>• Organizing ideas and setting goals</li> </ul>	<ul style="list-style-type: none"> <li>📖 Chapter 2&amp;3 (pp.42-59)</li> <li>✍ Drafting a thesis and research proposal ❷</li> <li>📄 Peer review of theses &amp; proposals</li> </ul>
3	09/20	<ul style="list-style-type: none"> <li>• Gathering sources online</li> <li>• Gathering sources in the library</li> <li>• Reading &amp; evaluating sources</li> </ul>	<ul style="list-style-type: none"> <li>📖 Chapter 4&amp;5 (pp.60-101)</li> <li>✍ Reading &amp; creating a working bibliography ❸</li> <li>✍ Creating notes ❸</li> <li>📄 Peer review of bibliographies &amp; notes</li> </ul>
4	09/27	<ul style="list-style-type: none"> <li>• Understanding &amp; avoiding plagiarism</li> <li>• Conducting field research</li> </ul>	<ul style="list-style-type: none"> <li>📖 Chapter 6&amp;7 (pp.102-126)</li> <li>📄 Conducting a survey with a questionnaire</li> </ul>
5	10/04	★ Mid-autumn Festival	
6	10/11	★ Theatre Workshop ❶	
7	10/18	★ Theatre Workshop ❷	
8	10/25	<ul style="list-style-type: none"> <li>• Writing effective notes &amp; creating outlines</li> </ul>	<ul style="list-style-type: none"> <li>📖 Chapter 9 (pp.153-172)</li> <li>✍ Organizing &amp; outlining the paper ❹</li> <li>📄 Peer review of outlines</li> </ul>
9	11/01	☺Exchange activity with King George V School, Hong Kong	
10	11/08	★ Theatre Workshop ❸	
11	11/15	★ Theatre Workshop ❹	

12	11/22	<ul style="list-style-type: none"> <li>• Drafting the paper in an academic style</li> <li>• <i>Blending reference material into your writing in APA Style</i></li> </ul>	 Chapter 10 (pp.174-191)  <i>Writing a list of your references</i>
13	11/29	<ul style="list-style-type: none"> <li>• Writing the introduction, body and conclusion</li> <li>• Lab work</li> </ul>	 Individual consultation  Drafting the paper
14	12/06	★ Theatre Workshop ⑤	
15	12/13	<ul style="list-style-type: none"> <li>• Revising, proofreading, and formatting the rough draft</li> </ul>	 Peer review of the rough draft  Individual consultation  Formatting/editing the paper
16	12/20	<ul style="list-style-type: none"> <li>• Lab work</li> <li>• 異國文化在附中 HSNU Culture Bazaar</li> </ul>	 Individual consultation  Submitting the first draft ⑤
17	12/27	★ Theatre Workshop ⑥	
18	01/03	<ul style="list-style-type: none"> <li>• Lab work</li> </ul>	 Individual consultation  Revising & proofreading  Submitting the final paper ⑥
19	01/10	<ul style="list-style-type: none"> <li>• Paper Presentation &amp; Review</li> </ul>	 Presenting the research paper ⑦

### Materials:

1. Lester, J. D. & Lester J. D. Jr. (2015). *Writing Research Papers: A Complete Guide*. Pearson.
2. Markman, Peter T., Alison L. Heney, Roberta H. Markman & Marie L. Waddell. (2011). *10 Steps in Writing the Research Paper*. New York: Barron's.
3. 董幸正 (2012)。中學生小論文寫作完全指導。台北市：寂天文化。

### Grading policy:

1. Participation (10%)
2. Weekly assignments (20%) ①~⑤
3. Final paper (60%) ⑥
4. PPT presentation (10%) ⑦

Unit 1  
Introduction  
Writing Research Papers

Why do research?  
Research teaches...

- methods of discovery
- investigative skills
- inquiry-based techniques

Why do research?  
Research teaches...

- critical thinking
- logic
- the basic ingredients of argument

How to write a research paper  
Step 1:  
Select a subject

How to write a research paper  
Step 2:  
Narrow the topic

THEME (Broad): SPORTS

Topic (General): basketball

Focus (Specific): inventor

Research Question: Who is the inventor of basketball?

Keywords: basketball + inventor

How to write a research paper  
Step 3:  
State the tentative objective (or thesis)

THESIS STATEMENT

**Checklist for a Thesis Statement**

- ✓ Does it make an assertion about your topic?
- ✓ Does it convey your purpose, opinion, and attitude?
- ✓ Is it **limited** to only one strong idea?
- ✓ Is it **specific**?

How to write a research paper  
Step 4:  
Form a preliminary bibliography

Gathering Sources

Now that you have your topic, it is time to gathering your research.





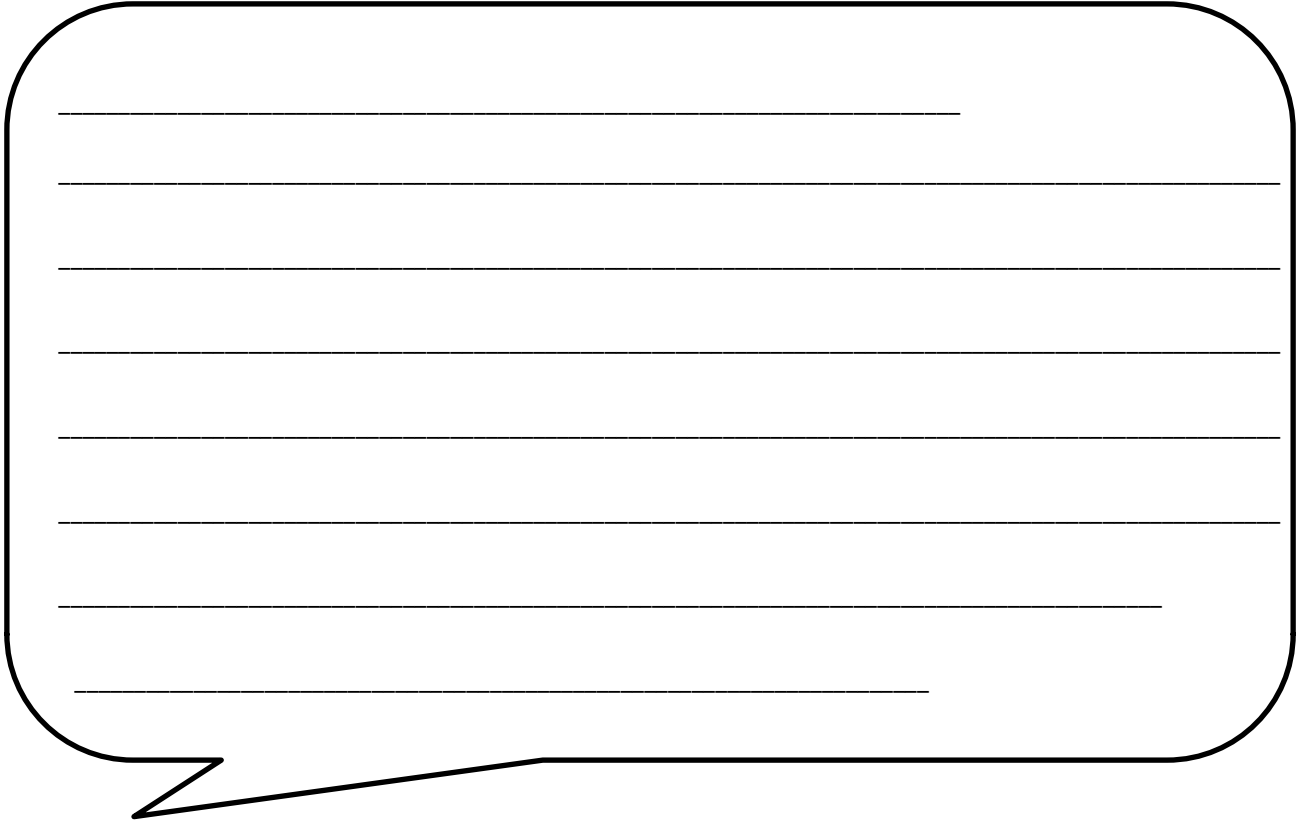
The image shows a document page with several formatting features highlighted by yellow arrows. The document content includes a header with the author's name and course information, a title, a date, and several paragraphs of text. The arrows point to the following features:

- Heading:** Points to the author information: Beth Collin, Professor Elaine Bassett, English 106, 3 August 2009.
- Title:** Points to the title: Andrew Carnegie: The Father of Middle-Class America.
- Header:** Points to the page number: Collin 1.
- Double-Space:** Points to the spacing between paragraphs.
- Left-Justify:** Points to the alignment of the text.
- one-inch margins:** Points to the margins of the text.
- No Extra Spaces:** Points to the spacing between words.

17

## Group Discussion

### I. Why do research?



### II. Group Activity: an exercise—knowing the language of search engines

#### 1 交集 AND

A AND B, 表示只找出 A 跟 B 同時出現的資料, 用於縮小搜尋範圍。

#### 2 聯集 OR

A OR B, 表示找到的資料是 A 或是 B 都可以, 用以擴大搜尋的範圍。

#### 3 差集 NOT!

A AND (NOT B), 表示要找出包含 A 關鍵字, 但是排除 B 關鍵字的資料, 通常用來縮小查詢的範圍。

Suggested Topics for Exercise: **Cyberbullying, Hip Hop, Chocolate**

Key word(s)	Boolean Operator	Numbers of Results
	AND	
	OR	
	(NOT )	

Final Topic:

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## How to Narrow a Research Topic




Adopted from OSU Libraries

## Narrowing or broadening your topic is necessary.




- Narrow topics
- The number of available relevant sources of information
- A rule of thumb: one resource for every page of text

## Identifying when a topic is too broad




- when it cannot be covered in detail in your assignment
- when all you can write are general statements about a general subject
- when it is hard to research because there is so much information

## Identifying when a topic is too narrow



- when it can be discussed in great detail in less than the required size of your assignment
- when it is hard to research because there is so little information


## Strategies for Narrowing a Topic



## Use AND, OR, NOT


Use AND to narrow down a topic.      Use OR to broaden a topic.

children      depression      Children or Adolescents




Use NOT to eliminate a information not wanted.

Great Depression




## Ask yourself these questions:



When your research topic is too **broad**, ask these questions:

- Who?
- What?
- When?
- Where?
- Why?


## Topic: Immigration reform



- Example of a broad topic: Immigration reform
- This topic is too broad and needs to be narrowed down to something more specific.

## Who?

**TOPIC: Immigration Reform**



**Populations**


Age  
Gender  
Race or Ethnicity

**NEW TOPIC:**  
Immigration Reform for Latinos.

How to Narrow a Research Topic

## What?

**TOPIC: Immigration Reform**



**Types**


Build a Fence  
Tough Laws  
Amnesty

**NEW TOPIC:**  
How Will Building a Border Fence Affect Illegal Immigration?

How to Narrow a Research Topic

## When?

**TOPIC: Immigration Reform**



**Timeframes**


Current or historical view  
Period of life

**NEW TOPIC:**  
Illegal Immigration's Effect on Young Males.

How to Narrow a Research Topic

## Where?

**TOPIC: Immigration Reform**



**Places**


States  
Regions  
Countries

**NEW TOPIC:**  
Illegal Immigration in Arizona.

How to Narrow a Research Topic

## Why?

**TOPIC: Immigration Reform**




**Evaluate**

Causes  
Treatments  
Outcomes

**NEW TOPIC:**  
Potential Solutions for Dealing with Illegal Immigration.

How to Narrow a Research Topic


## Mix n' Match



- Combine any number of elements that you derive from asking these questions until you find an interesting topic to research.
- **Some examples:**
- Causes and treatment of anorexia in college athletes.
- Prevalence of bulimia in teen-age males in the United States.
- Changes in treatment for compulsive overeaters, 1950-present.

How to Narrow a Research Topic

## Narrow your topic




Use the following resources for an overview of your topic:

1. Encyclopedias - Give a brief summary
  1. Print - Found on the Reference Shelves
  2. Online - Gale Virtual Reference Library
2. Opposing Viewpoints - (Reference Articles)
3. CQ Researcher (Print and Online)
4. SIRS Issue Researcher

### Inverted Triangle

Start with general/broad idea on the top row and try to specify the idea next row



**Gun Control**

**In California**

**New Laws**

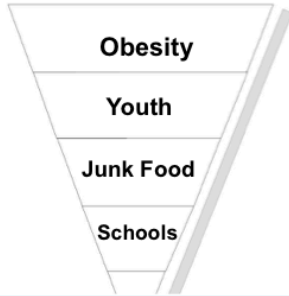
**Crime**

**Would there be less crime in California if new laws controlling guns were passed?**

Specific

### Inverted Triangle

Start with general broad idea on the top row and try to specify the idea next row



Could the obesity epidemic plaguing our youth be solved by eliminating junk food from schools ?

Specific

### Construct a keyword search

#### Sample Search

"junk food"

And (obesity or obese)

And school\*

Research question:

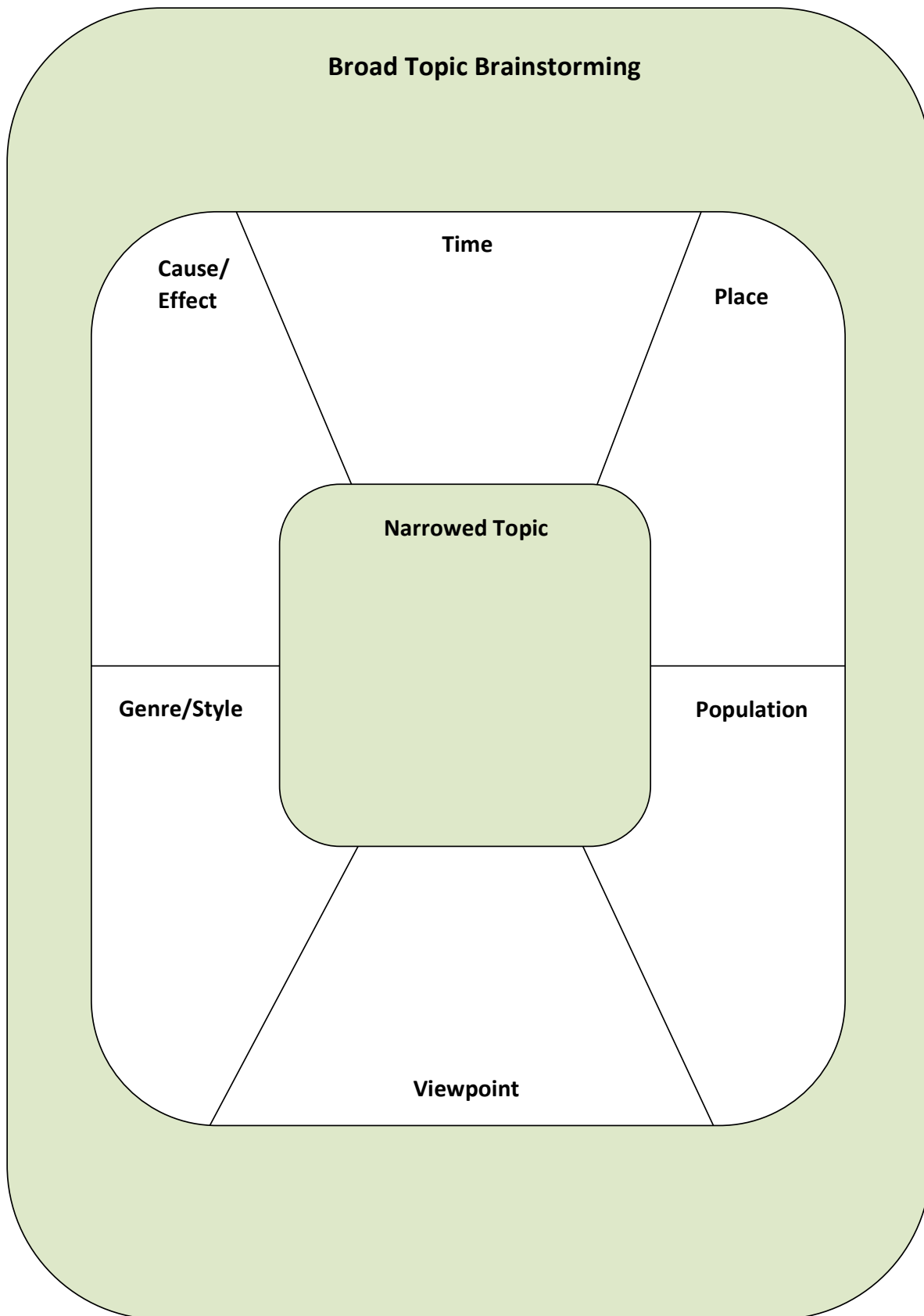
Could the obesity epidemic plaguing our youth be solved by eliminating junk food from schools ?

## How to Narrow Your Topic

When you begin researching, you may discover that your topic is too large to cover in the amount of time you have. There are many ways to narrow your topic.

The chart below shows many ways you can narrow your topic. You can also use the Narrow Your Topic worksheet on the next page.

<b>Narrow by</b>	<b>Original Topic</b>	<b>Sample Narrowing Questions</b>	<b>Narrowed Topic</b>
<b>Time</b>	Homeland Security	During what time span? During the current year? In the future?	What improvements to homeland security have been made since September 11, 2001?
<b>Place</b>	The decline of the sea otter population	In what country or geographic region?	Why does the sea otter population keep declining in the Monterey Bay?
<b>Population</b>	Voting Trends in the United States	What is the gender, age, occupation, ethnicity, nationality, educational level, or species?	Voting Trends among Hispanics, age 18-24 in the United States.
<b>Viewpoint</b>	Steroid Abuse among Athletes	What are the ethical, medical, social, economic, legal, political, religious, biological, psychological or historical aspects?	What are the psychological aspects of steroid abuse?
<b>Genre or Style</b>	Influence of Silent Films On today's movies	What are the different styles or genres related to this topic?	Influence of screwball comedy silent films on today's movies.
<b>Causes or Effects</b>	Rap Music	What are the factors that influenced or brought about this topic? What influence or effect did this topic have on a people, place, or other topics related to this one?	How did blues and rock & roll artists influence Rap artists?





## Unit 3 Drafting a Thesis & a Research Proposal

Writing Research Papers

### A Thesis

- = a thesis statement
- It expands your topic into a scholarly proposal, one that you will try to prove and defend in your paper.

### A short Research Proposal

- a short paragraph to identify the project for yourself and your instructor

### A short Research Proposal 5 elements

- The specific **topic**.
- The **purpose** of the paper (to explain, analyze, or argue).
- The intended **audience** (general or specialized).
- Your **voice** as the writer (informer or advocate).
- The preliminary **thesis statement** or opening **hypothesis**.

### A short Research Proposal Common errors

1. A thesis cannot be a fragment; it must be expressed in a **sentence**.
2. A thesis must **not** be in the form of a **question**.
3. A thesis must **not** contain phrases such as "I think."
4. A thesis must **not** contain elements that are not clearly related.

### A short Research Proposal Common errors (lecture 1)

5. A thesis must **not** be expressed in vague language.
6. A thesis must **not** be expressed in muddled or incoherent language.
7. A thesis should **not** be written in figurative language.

## What is a Thesis Statement?

One of the most important components of most scientific papers, whether essay or research paper, is the thesis statement.

A thesis statement is a sentence that states what you want your paper to show, what you want to convince your readers after having read your thesis.

This is the foundation of the entire work and informs the reader exactly what you wish to achieve with the paper, what you wish to prove or disprove.

Unless you are documenting research or writing a purely descriptive essay, you will be basing the paper around this thesis statement, so it needs to be well thought out and described.

## What is a Thesis Statement Good For?

If an assignment asks you analyze, argue, compare and contrast, establish a cause or otherwise interpret, the chances are that you will need to base it around a clearly defined thesis statement.

This sets out your position, and every part of the paper will need to refer to back to it in some way.

## The Four Step Plan to Writing a Good Thesis Statement

1. **Assertive:** Your thesis statement must state exactly what you intend to prove with the paper.
2. **Singular:** The thesis statement, in most cases, should contain only one idea, keeping the paper focused.
3. **Specificity:** The thesis statement should be as specific as possible, whilst making your stance clear. One sentence is enough for shorter papers.
4. **Position:** It should be in the introduction, in most cases at the very end.

# 1. Assertive

## Tell the Reader What You Intend to Prove

Knowing what you are trying to achieve, and committing it to paper, can often be the difficult part, and writing the actual statement can be one of the most daunting aspects of the essay. You are trying to make sure that it informs the reader of exactly what you are proposing.

A thesis is not the subject of the paper but an interpretation or point of view.

For example, you may be writing a paper about the effects of adding omega-3 fatty acid supplements to the diet. That is the subject of the paper.

The thesis would set out what you believe, for example, you may decide to argue the case that you believe that Omega 3 fatty acids supplements are beneficial to health. You could equally argue that they have no effect, or that they are harmful.

# 2. Singular

## One Paper = One Concept

For most papers, you want to discuss one concept and elaborate upon that, otherwise the paper quickly loses direction, never answering a point and thoroughly confusing the reader.

For example, you may have decided to write a paper about gambling addiction. Trying to write a paper stating that both Pavlovian <sup>[1]</sup> and Skinner's <sup>[2]</sup> conditioning influence behavior is difficult.

It is better to pick one of the two types and base an essay around that. You could argue that operant conditioning is the major factor underlying the addiction, and set out to prove it. Pavlov would still crop up in the paper, but as part of the background.

# 3. Specific

## Drawing Things Together

Your thesis statement should draw together all of the background contained in your introduction and turn it into a single statement. It is not a short rerun of the introduction [3], but a position.

## 4. Position

### Where Does the Thesis Statement Belong?

A thesis statement should be in the introduction [3] of the paper, taking up a sentence or so. It is generally in the first paragraph, although some writers prefer to discuss the background and build up to the thesis at the end of the introduction.

This is generally perfectly acceptable, although you should check with your supervisor.

### The Thesis Statement - Changeable

In a research paper [4], it is a little easier to write the thesis statement, because you already know your hypothesis [5], and will be basing it around that.

For an essay, you will need to establish your aim [6], and the overall direction of the paper. Just because the thesis statement is the foundation of the experiment does not mean that you need to do it first.

It is usually best to do some background information and skim through the sources before trying to fashion a statement. This will become your 'working' thesis and, unlike a hypothesis [7], it can change and adapt as you write and modify the paper.

A thesis statement is not set in stone, and can be modified and refined as you develop the essay. As you uncover more information, you may change your view slightly.

In an argumentative essay, for example, where you have to try to rebut arguments, it is not unknown for the writer to convince themselves that the opposite is true, and completely change the thesis. This is not a problem, and is all part of the scientific process [8].

Once you have written your essay [9], and are ready to proof-read, it is important to check your work and ensure that it addresses the thesis. Every single paragraph should be related to this initial statement in some way, or it risks drifting off into irrelevance.

---

**Source URL:** <https://explorable.com/what-is-a-thesis-statement>

**Links:**

[1] <https://explorable.com/classical-conditioning>, [2] <https://explorable.com/operant-conditioning>,  
[3] <https://explorable.com/how-to-write-an-introduction>, [4]  
<https://explorable.com/writing-a-research-paper>, [5] <https://explorable.com/research-hypothesis>,  
[6] <https://explorable.com/research-paper-question>, [7]  
<https://explorable.com/how-to-write-a-hypothesis>, [8]  
<https://explorable.com/steps-of-the-scientific-method>, [9]  
<https://explorable.com/write-a-research-paper-0>, [10] <https://explorable.com/users/martyn>, [11]  
<https://explorable.com/what-is-a-thesis-statement>

# FROM TOPIC TO RESEARCH QUESTION

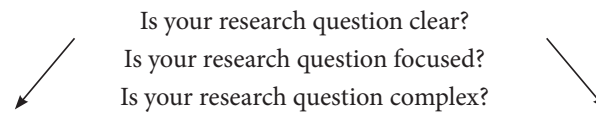
*After choosing a topic and gathering background information, add focus with a research question.*

## Explore Questions

- Ask open-ended “how” and “why” questions about your general topic.
  - Consider the “so what” of your topic. Why does this topic matter to you? Why should it matter to others?
  - Reflect on the questions you have considered. Identify one or two questions you find engaging and which could be explored further through research.

## Determine and Evaluate Your Research Question

What aspect of the more general topic you will explore?



*\*Note\* - Research questions must be specific enough to be well covered in the space available. Questions shouldn't have a simple yes/no answer and should require research and analysis.*

## Hypothesize

- After you've come up with a question, consider the path your answer might take.
  - If you are making an argument, what will you say?
    - Why does your argument matter?
    - How might others challenge your argument?
  - What kind of sources will you need to support your argument?

## Sample Research Questions

### Clarity

**Unclear:** Why are social networking sites harmful?

**Clear:** How are online users experiencing or addressing privacy issues on social networking sites like MySpace and Facebook?

### Simple vs. Complex

**Too simple:** How are doctors addressing diabetes in the U.S.?

**Appropriately complex:** What are common traits of those suffering from diabetes in America, and how can these commonalities be used to aid the medical community in prevention of the disease?

### Focused

**Unfocused:** What is the effect on the environment from global warming?

**Focused:** How is glacial melting affecting penquins in Antarctica?

Adapted from: George Mason University Writing Center. (2008). How to Write a Research Question.

## Planning the Paper: Establishing the Thesis

Before writing a paper, make sure that you narrow down the topic so that you can find a unique way to address it. By defining a broad topic into a specific statement or question, you will progressively be establishing the thesis of the paper, i.e. its central idea.

### Brainstorming

Brainstorming helps to collect information and organize ideas at each step of the writing process. As you narrow down the topic, write down all the ideas that come to mind in order to transform a broad topic into a specific thesis statement or question. If there is too much information to cover, you may need to define the topic further; if there is not enough information available, you may need to find another topic. Try the following strategies:

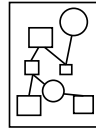
#### Bulleted Lists



#### Highlighted Words



#### Mind Maps



#### Sticky Notes



### Defining the Topic

The initial topic of the paper is often too broad to be fully explored in the required number of pages; it is up to you to define it and make it your own. Think of this as a funnel!

#### Use critical thinking to narrow down the topic.

- What is my topic? What are my goals? (What)
- Does it focus on a community, on a group or on a person? (Who)
- Does it focus on a continent, on a country or on an area? (Where)
- Does it focus on the past, on the present or on the future? (When)
- What is the targeted event or process? (How)
- What are its possible causes and consequences? (Why)

The thesis of a paper is the idea on which the entire paper is based. Therefore, it must be the result of a comprehensive reflection. If it is formulated as a statement, the paper must prove its validity; if it is formulated as a question, the paper must answer it. Whether it is expressed in the form of a statement or question, a strong thesis has three qualities: it is specific, argumentative, and explanatory.

#### Use critical thinking to formulate a clear thesis.

- What are the different aspects of the topic? Which ones will I study? (Specific)
- What is the debate surrounding the topic? Which position will I take? (Argumentative)
- Why do I want to take this position? How will I defend it? (Explanatory)

To know more, see the *Purdue OWL*, *SPARK*, *Infosphère*, or similar writing centre websites.

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## Establishing the Thesis

**Topic:** Mary Shelley's *Frankenstein*

**1st attempt:** In *Frankenstein*, Mary Shelley portrays an interesting cast of characters.

- Is it specific? No, this thesis does not specify which characters will be discussed in the paper. Who is interesting?
- Is it argumentative? No, this thesis does not take a position. How can it be backed-up?
- Is it explanatory? No, this thesis does not explain what makes the characters interesting. Why will the paper discuss them?

**2nd attempt:** In *Frankenstein*, Mary Shelley establishes an important contrast between Victor and the monster.

- Is it specific? Not quite. This thesis now mentions two characters, but what opposes them?
- Is it argumentative? Not quite. This thesis does not take a strong position. How can it be reinforced?
- Is it explanatory? Not quite. This thesis now mentions a contrast, but why is it important?

**3rd attempt:** In Mary Shelley's *Frankenstein*, the contrast in attitude between Victor and the monster shows that the true horror is not the monster itself, but the selfishness that made Victor abandon him.

- Is it specific? Yes, the thesis specifies the nature of the contrast between the two characters.
- Is it argumentative? Yes, this thesis offers an interpretation of the novel that can be challenged and discussed.
- Is it explanatory? Yes, this thesis explains the effect of the contrast between the two characters.

**Thesis:** In Mary Shelley's *Frankenstein*, the contrast in attitude between Victor and the monster shows that the true horror is not the monster itself, but the selfishness that made Victor abandon him.

To know more, see the *Purdue OWL*, *SPARK*, *Infosphère*, or similar writing centre websites.

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## Drafting a Thesis and a Research Proposal

A **thesis**, also called a **thesis statement**, expands your topic into a scholarly proposal, one that you will try to prove and defend in your paper.

### Examples

- Chat rooms and online matching services enable people to meet only after a prearranged engagement by e-mail.
- Through the contrast in attitude between Victor and the monster in *Frankenstein*, Shelley shows that the true horror is not the monster itself, but the selfishness that made Victor abandon it.

A short **research proposal** is presented in a short paragraph to identify the project for yourself and your instructor. A short proposal identifies five essential ingredients of your work:

- The specific **topic**.
- The **purpose** of the paper (to explain, analyze, or argue).
- The intended **audience** (general or specialized).
- Your **voice** as the writer (informer or advocate).
- The preliminary **thesis statement** or opening **hypothesis**.

### Example

- The world is running out of fresh water while we sip our Evian. However, the bottled water craze signals something—we do not trust our fresh tap water. We have an emerging crisis on our hands, and some authorities forecast world wars over water rights. The issue of water touches almost every facet of our lives, from religious rituals and food supply to disease and political stability. We might frame this hypothesis: Water will soon replace oil as the economic resource most treasured by nations of the world. However, that assertion would prove difficult to defend and may not be true at all. Rather, we need to look elsewhere, at human behaviour, and at human responsibility for preserving the environment for our children. Accordingly, this paper will examine (1) the issues with regard to supply and demand, (2) the political power struggles that may emerge, and (3) the ethical implications for those who control the world's scattered supply of fresh water.

~Adapted from Lester, J. D. & Lester J. D. Jr. (2012). *Writing Research Papers: A Complete Guide*. pp.22-25

Name:

No.:

Your turn

**Topic:** .....

**Thesis:** .....

.....

.....

**Research proposal:** .....

.....

.....

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## Thesis Statement Checklist

### Does your thesis “do” these things?

- It should NOT be vague, but should clearly express what the essay is about.
  - (your person)
- It should NOT be factual information, but make a discussable/arguable point.
  - (that your person should be considered a modern day hero)
- It should NOT start with, “In this essay I will...”, but indicate the structure of the essay.
  - (what you’ll include/talk about to show why your person is a hero)

example:

*“Timothy Treadwell is considered a modern day hero for his work as an environmentalist and his hands-on effort to protect the Alaskan brown bear.”*

This thesis statement clearly <sup>(1)</sup> expresses what the essay is about [Timothy Treadwell], gives a topic that can be <sup>(2)</sup> discussed and argued [that he is a modern day hero], and <sup>(3)</sup> indicates the structure of the essay [that he’s a hero because of his environmentalist work and his work of protecting brown bears].

- Do I answer the question?** Re-reading the question prompt after constructing a working thesis can help you fix an argument that has missed the focus of the question.
- Have I taken a position that others might challenge or oppose?** If your thesis simply states facts that no one could disagree with, it’s possible that you are simply providing a summary, rather than making an argument.
- Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like “good” or “successful,” see if you could be more specific.
- Does my thesis pass the “So what?” test?** If a reader’s first response after reading your thesis statement is, “So what?”, then you need to clarify or connect to a larger issue.
- Does my thesis pass the “How?” and “Why?” tests?** If a reader’s first response after reading your thesis statement is, “How?” or “Why?”, your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on what your position is in the paper.

## Organizing Ideas and Setting Goals

Instead of plunging too quickly into research, first decide what to look for and why you need it. One or more of these exercises will help your organization:

- Chart the course of your work with a **basic order**.
- Revisit your **research proposal**, if you developed one, for essential issues.
- List **key terms, ideas, and issues** that you must explore in the paper.
- Develop a **rough outline** for your topic.
- Ask a thorough set of **questions**. (See example 1 below.)
- Use **modes of development** (e.g., definition or cause/effect) to identify key issues.
- Search issues across the curriculum (e.g., economics, psychology, biology).
- Let your **thesis statement** point you toward the basic issues. (See examples 2 & 3 below)

### Examples

#### 1. **Questions about “nutritional foods”:**

What is a functional food?

How does it serve the body in fighting disease?

Can healthy eating actually lower health care costs?

Can healthy eating truly prolong one’s life?

Can we identify the components of nutritional foods that make them work effectively?

What is an antioxidant? a carcinogen? a free radical? a triglyceride?

#### 2. **Thesis:** Misunderstanding about organ donation distort reality and set serious limits on the availability of those persons who need an eye, a liver, or a healthy heart.

Issue 1: Many myths mislead people into believing that donation is unethical.

Issue 2: Some fear that as a patient they might be terminated early for their body parts.

Issue 3: Religious views sometimes get in the way of donation.

#### 3. **Thesis:** Television can have positive effects on a child’s language development.

Consequence 1: Television introduces new words.

Consequence 2: Television reinforces word usage and proper syntax.

Consequence 3: Literary classics come alive verbally on television.

Consequence 4: Television provides the subtle rhythms and musical effects of accomplished speakers.



## Checklist

Evaluating your overall plan	Yes	No
• What is my thesis? Will my notes and records defend and illustrate my proposition? Is the evidence convincing?		
• Have I found the best plan for developing the thesis with elements of argument, evaluation, cause/effect, or comparison?		
• Should I use a combination of elements—that is, do I need to evaluate the subject, examine the causes and consequences, and then set out the argument?		

~Adapted from Lester, J. D. & Lester J. D. Jr. (2015). *Writing Research Papers: A Complete Guide*. pp.51-59

### Your turn

1. Make a list of key terms related to your topic.

.....

.....

.....

2. Develop a list of questions about your topic.

.....

.....

.....

.....

.....

3. Revisit your thesis statement. What kind of direction does it set for your paper's development?

.....

.....

.....

.....

## Organizing Ideas

### Writing Research Papers

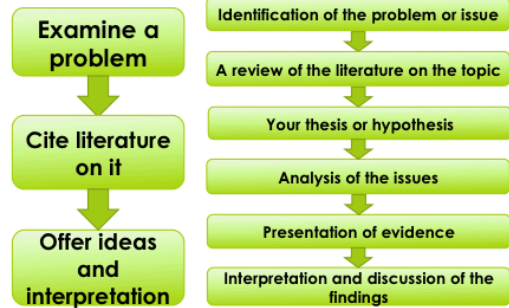
### Ideas for charting the direction

- Using a clear order for the course of your research work
- Using your research proposal to direct your notetaking
- Listing key terms and phrases for taking notes
- Asking questions to identify issues

2

- Writing a rough outline
- Setting goals by using organizational patterns
- Using your thesis to chart the direction of your research

### Using a clear order



4

5

### Using your research proposal

Everybody thinks water is plentiful and will always be here. I'm afraid that water might soon replace oil as an economic resource most treasured by nations. .... Accordingly, this paper will examine some of the issues with regard to supply and demand, the political power struggles that are emerging, and the ethical and perhaps even moral implications engulfing the world's scattered supply of fresh water.

5

5

### Listing key terms and phrases

- Jot down ideas and words in a rough list
- Expand the list to show a hierarchy of major and minor ideas

6

### Using questions to identify issues

- What is functional food?
  - How does it serve the body in fighting disease?
  - Can healthy eating actually lower health care cost?
  - Can healthy eating truly prolong one's life?
- Although medical professionals are just beginning to open their minds and eyes to the medical power of food, others have known about food's healthful properties for centuries.

### Writing a rough outline

- Prehistoric wars
  - Evidence of weapons
  - Evidence from skeletal remains
  - Evidence of soldiers and fortresses
- Reasons for early fighting
  - Resources
  - Slaves, concubines, sacrificial victims
  - Revenge/defend honor
- Cause for human compulsion to fight
  - Biology
  - Culture

8

## Using organizational patterns

- Define
- Compare and contrast
- Process
- Illustrate
- Cause and effect
- Classify
- Analyze
- Describe/give narrative examples

## Using your thesis

- Arrangement by issues
- Arrangement by cause/effect
- Arrangement by interpretation and evaluation
- Arrangement by comparison

<h2>Unit 5</h2> <h3>Documenting Sources</h3> <p>Writing Research Papers</p>	<h3>What is documenting</h3> <ul style="list-style-type: none"><li>*= showing where you got source information that's not your own</li></ul>
<h3>Why document</h3> <ol style="list-style-type: none"><li>1. establish your credibility</li><li>2. make your argument more believable</li><li>3. retain your academic integrity</li></ol>	<h3>What to document</h3> <ul style="list-style-type: none"><li>*Document any specific ideas, opinions, and facts <b>that are not your own.</b></li></ul>
<h3>Where to document</h3> <ul style="list-style-type: none"><li>•Identify your sources in two places in your paper:<ol style="list-style-type: none"><li>1. at the end</li><li>2. in your paper as you use direct quotations or paraphrases and summaries of ideas<ul style="list-style-type: none"><li>•According to D. James Watts...</li><li>•Carly Simon maintains that...</li></ul></li></ol></li></ul>	<h3>Plagiarism</h3> <ul style="list-style-type: none"><li>•To steal and use the ideas and writings of another as your own</li></ul>
<h2>Gathering Sources online</h2>	<h3>The Good</h3> <ul style="list-style-type: none"><li>•loaded information and material</li><li>•easy, simple, instant access</li></ul>



## The Bad

- irrelevant material
- personal opinions
- commercial websites

## The Ugly

- Plagiarism

## Evaluating online sources

- Prefer the *.edu* and *.org* sites.
- Prefer the *.gov* (government) and *.mil* (military) sites
- The *.com* (commercial) sites are generally developed by for-profit organization.
- Look for the professional affiliation of the writer.
- Look for a bibliography that accompanies the article.

## Evaluating online sources

- Look for the timeliness of the information on the site.
- Treat e-mail messages as "mail," not scholarly articles.
- Links to commercial sites are often attempts to sell you something.
- Distinguish from among the different types of Web sites, such as advocacy pages, personal home pages, informational pages, and business and marketing pages.

Exercise on worksheets

<http://oslis.org/@@apa>

## Gathering Sources Online

Electronic sources are a major source of research information. You may start your research on the Web, but do not stop there! What are the good, the bad, and the ugly on matters of using electronic sources and the Internet?

### The good:

- The Internet is loaded with marvelous material.
- It offers instant access to millions of computer files relating to almost every subject, including articles, illustrations, audio and video clips, and raw data.

### The bad:

- You will find articles that are not worthy of citation in your paper.
- You must filter personal opinion pieces that are unsubstantiated in any way.
- You must also filter commercial sites that disguise their sales pitch with informative articles.
- You will encounter advocacy pages with a predetermined bias that dismisses objective analysis of an issue in favor of the group's position on the environment,

### The ugly:

- You can buy a canned research paper and submit as your own. This is considered **plagiarism**.
- You can download Internet material into your paper without citation and documentation, thereby making it appear to be your own work. This is also considered plagiarism.



### Checklist

Using Online Rather Than Print Versions	Yes	No
Online versions of articles offer advantages, but they also present problems. On the plus side, you can view them almost instantly on the computer monitor. You can save or print an abstract or article without the hassle of photocopying, and you can even download material to your flash drive and, where appropriate, insert it into your paper. However, keep these issues in mind:		
<ul style="list-style-type: none"> <li>The text may differ from the original printed version and may even be a digest. Therefore, cite the Internet source to avoid giving the appearance of citing from the printed version.</li> </ul>		
<ul style="list-style-type: none"> <li>Online abstracts may not accurately represent the full article. In fact, some abstracts are not written by the author at all but by an editorial staff. Therefore, resist the desire to quote from the abstract and, instead, write a paraphrase of it—or, better, find the full text and cite from it.</li> </ul>		
<ul style="list-style-type: none"> <li>You may need to subscribe to some sites. A company has the right to make demands before giving you access. However, your school library can often provide you with access to the sites most suitable for your research.</li> </ul>		

~Adapted from Lester, J. D. & Lester J. D. Jr. (2015). *Writing Research Papers: A Complete Guide*. p.61



### Checklist

Evaluating Online Sources	Yes	No
The Internet and other online sources supply huge amounts of material, some of it excellent and some not so good. You must make judgments about the validity and veracity of these materials. In addition to your common sense judgment, here are a few guidelines:		
<ul style="list-style-type: none"> <li>Prefer the <i>.edu</i> and <i>.org</i> sites. Usually, these are domains developed by an educational institution or by a professional organization.</li> </ul>		
<ul style="list-style-type: none"> <li>The <i>.gov</i> (government) and <i>.mil</i> (military) sites are generally considered to be reliable, but look closely at any information that involves politically sensitive materials.</li> </ul>		
<ul style="list-style-type: none"> <li>The <i>.com</i> (commercial) sites are generally developed by for-profit organization. Keep in mind that (a) they are selling advertising space, (b) they often charge</li> </ul>		

<p>you for access to their files, (c) they can be ISP sites (Internet Service Provider) that people pay to use and to post their “material.” Although some .com sites contain good information (for example, reputable newspaper and magazine sites), use these sites with caution unless you can verify their reliability.</p>		
<ul style="list-style-type: none"> <li>• Look for the professional affiliation of the writer, which you will find in the opening credits or an e-mail address. Search for the writer’s home page. Type the writer’s name into a search engine to see how many results are listed. Also, type the writer’s name into Amazon.com for a list of his or her books. If you find no information on the writer, you will need to rely on a sponsored web site. That is, if the site is not sponsored by an organization or institution, you should probably abandon the source and look elsewhere.</li> </ul>		
<ul style="list-style-type: none"> <li>• Look for a bibliography that accompanies the article, which will indicate the scholarly nature of this writer’s work.</li> </ul>		
<ul style="list-style-type: none"> <li>• Look for the timeliness of the information on the site. Check dates of publication and how often the information is updated.</li> </ul>		
<ul style="list-style-type: none"> <li>• Treat e-mail messages as “mail,” not scholarly articles.</li> </ul>		
<ul style="list-style-type: none"> <li>• Does the site contain hypertext links to other professional sites or to commercial sites? Links to commercial sites are often attempts to sell you something.</li> </ul>		
<ul style="list-style-type: none"> <li>• Learn to distinguish from among the different types of Web sites, such as advocacy pages, personal home pages, informational pages, and business and marketing pages.</li> </ul>		

~Adapted from Lester, J. D. & Lester J. D. Jr. (2012). *Writing Research Papers: A Complete Guide*. pp.44-45



you narrow your keyword searches by answering prompts on an onscreen menu.

One way to locate sources that are “scholarly” is to search for sites within the .edu domain. Scholarly sources can also be located using a specialized search engine like **Google Scholar** (<http://www.scholar.google.com>).

Using **Boolean expressions** or **Boolean operators** with keywords lets you focus your search even more by stipulating which words and phrase *can* appear in the results, which words *must* appear, or which terms *must not* appear in the search results.

- **AND (+):**

Example: food dye is searched as **food + dye**.

Example: **food + dye + ADHD** will only list Web sites that contain all three terms

- **NOT (-):** If you want to eliminate “cancer” from your search about hyperactivity caused by food dye, add the word NOT before that term.

Example: **food AND dye AND hyperactivity NOT cancer**

**food + dye + hyperactivity – cancer**

- **OR:** If you want to expand your search to include sources about food dye’s connection to hyperactivity, or its relationship to allergies, use the expression “OR” in your search.

Example: **food AND dye AND hyperactivity OR allergy**

- **Quotation marks (“”):** Placing a phrase or term inside quotation marks will exclude sources that don’t contain the exact phrase.

Example: **“food dye” AND “hyperactive children”**

- **Wildcard searches (\*) (?):** The asterisk (\*) usually takes the place of one or more characters at the end of a word. The question mark (?) usually takes the place of a single character in a word.

Example: **diet\*** Results: **diet, diets, dietary, dietician, dietetics**

**ne?t** Results: **neat, nest, next**

## 2. Subject Directory Search Engines

These search engines are human compiled and indexed to guide you to general areas that are then subdivided to specific categories. Your choices control the list.

- About.com <http://www.about.com>
- Answers.com <http://www.answers.com>

- Lycos <http://www.lycos.com>
- Yahoo! <http://www.yahoo.com>

### 3. Robot-Driven Search Engines

Another set of engines responds to a keyword by electronically scanning millions of Web pages. Your keywords will control the size of the list.

- Ask <http://www.ask.com>
- Bing <http://www.bing.com>
- Google <http://www.google.com>
- Go.com <http://go.com>

### 4. Metasearch Engines

A metasearch examine your topic in several of the search engines listed previously. Thus, you need not search each engine separately. For example, when you enter a query at the Mamma.com Web site, the engine simultaneously queries about ten of the major search engines, such as Yahoo!, Webcrawler, and Google. It then provides you with a short, relevant set of results. You will get fewer results than might appear at one of the major search engines. Listed below are four metasearch engines:

- Dogpile <http://www.dogpile.com>
- Mamma.com <http://www.mamma.com>
- Metacrawler.com <http://www.metacrawler.com>
- Surfswax.com <http://www.surfswax.com>

### 5. Educational Search Engines

Educational search engines provide subject indexes to the various disciplines (humanities, sciences) and to subtopics under those headings (history, literature, biochemistry, and so on). Try several, because they will take you to academic material, not commercial sites with advertising banners popping up all over the screen.

- English Server <http://eserver.org>
- Internet Public Library <http://ipl.org/>
- ProQuest K-12 <http://www.proquestk12.com/>
- Library of Congress <http://www.loc.gov/index.html>
- Discovery Channel <http://dsc.discovery.com/>
- SearchEDU <http://www.searchedu.com>
- SearchGOV <http://www.searchgov.com>
- SearchEBOOKS <http://www.searchebooks.com>

- SearchMIL <http://www.searchmil.com>
- Voice of the Shuttle <http://vos.ucsb.edu/>

## Searching for Articles in Journals and Magazines

### 1. Online Journals

You can find online journals in one of the three ways:

- Access your favorite search engine and use a keyword search for “journals” plus the name of your subject.

Example: **journals + fitness**

Results: **Health Page, Excite Health, Physical Education**

Example: **women’s studies + journals**

Results: **Feminist Collections, Resources for Feminist Research, Differences**

- Access a search engine’s subject directory.

Example: Yahoo!

- If you already know the name of a journal, go to your favorite search engine to make a keyword query.

### 2. Online Magazines

Several directories exist for discovering articles in magazines.

- Magazine-Directory.Com <http://magazine-directory.com/>
- Pathfinder <http://pathfinder.com>

## Searching for Articles in Newspapers and Media Sources

Most major news organizations maintain Internet sites. Consult one of these:

- CNN Interactive <http://www.cnn.com>
- C-SPAN Online <http://www.c-span.org>
- Fox News <http://www.foxnews.com>
- *The New York Times* on the Web <http://www.nytimes.com>
- *USA Today* <http://www.usatoday.com>
- *U.S. News online* <http://www.usnews.com>
- *Wall Street Journal* <http://online.wsj.com/home-page>



## Accessing E-books

One of the best sources of full-text online books is the Online Books Page at the University of Pennsylvania: <http://digital.library.upenn.edu/books/>

This site indexes books by author, title, and subject.

### Examining Library Holdings via Online Access

Most major libraries now offer online access to their library catalog. This allows you to search their collections for books, videos, dissertations, audio tapes, special collections, and other items.

- Library of Congress            <http://www.loc.gov/index.html>
- LIBCAT                            <http://www.librarysites.info>
- LIBWEB                          <http://lists.webjunction.or/libweb>

~Adapted from Lester, J. D. & Lester J. D. Jr. (2012). *Writing Research Papers: A Complete Guide*. pp.46-72



Name	Initial	Initial	Date)			Number	Number)	Numbers

### Newspaper Article

Example: Mattick, M. (2010, July 4). Defending the all-American tart [Letter to the Editor]. *The Register-Guard*, p. G2.

Author Last Name	First Initial	Middle Initial	(Publication Date)	Article title[Letter to the editor]	Newspaper Title	Pages

### Electronic Sources

#### Encyclopedia Article – online database

Example: Rogers, F. (2005). Southern flying squirrel. In *Encyclopedia of animals*. Retrieved from <http://search.ebscohost.com>

Author Last Name	First Initial	Middle Initial	(Publication Date)	Article title	Encyclopedia Title	URL

#### Magazine/Scholarly Journal Article – online database

Example Magazine: Hosenball, M. (2010, July 19). Spying a real payday. *Newsweek*, 156(3), 12. Retrieved from <http://www.newsweek.com/>

Example Scholarly Journal: Rowena, J. & Collins, C. (2010) Can we treat our way out of HIV? *AIDS Research and Human Retroviruses*. 26, 1-4.

doi: 10.1089/aid.209.0267

Author Last Name	First Initial	Middle Initial	(Publication Date)	Article title	Original Magazine Title	Volume (Issue Number) if available	Pages	DOI or URL

#### Magazine/Scholarly Journal Article – Internet

Example Scholarly Journal: Hubbard, R. E., Andrew, M. K., & Rockwood, K. (2009). Effects of parental age at birth on accumulation of deficits, frailty and survival in older adults. *Age and Ageing*, 38, 380-385. doi: 10.1093/ageing/afp035

Example Magazine: O'Malley, C. (2000, March). It's an Internet world. *Popular Science*, 256(3), 47-51. Retrieved from <http://www.popsoci.com/archive>

Author Last Name	First Initial	Middle Initial	(Publication Date)	Article title	Magazine/Scholarly Journal Title	DOI or Article URL

#### Web Page Professional

Example: Reid-Walsh, J. (n.d.) *Jane Austen home page*. Retrieved March 30, 2001, from University of Wisconsin website: <http://www.polyglot.1ss.wisc.edu/1ss/jane/janeasthen.html>

Author Last Name	First Initial	Middle Initial	(Publication Date)	Web page title	Date Accessed	Sponsoring Organization (if necessary)	URL

--	--	--	--	--	--	--	--

~ Adapted from APA Citation Worksheet, from



Class 1426 No. \_\_\_\_\_ Name: \_\_\_\_\_

### Bibliography Checklist

What Makes a Good Bibliography?	For a good bibliography, you should answer “ <b>Yes</b> ” to every question.
Have you included at least 3 sources of written information on your subject? (If you include Web pages, they should be in addition to the written sources.)	Yes / No
Have you included complete information to identify each of your sources (author’s name, the title, the date, and where it was published)?	Yes / No
Have you used the proper format (APA format) for each of your sources?	Yes / No
Is your Bibliography in alphabetical order, by author’s last name?	Yes / No
Do you have sources of information to answer all of your research questions?	Yes / No
<p>Are the sources authoritative?</p> <p>(Articles come from journals whose standards for publication include conscientious editorial review or peer review. Books cited are authored by individuals with appropriate credentials. Websites are attributed to organizations or individuals with expertise on the topic at hand.</p>	Yes / No

## Note Card Check In

In order to gather enough information to write your paper, you will need to take notes. Using note cards to take your notes will enable you to better organize your research before putting it into your paper later.

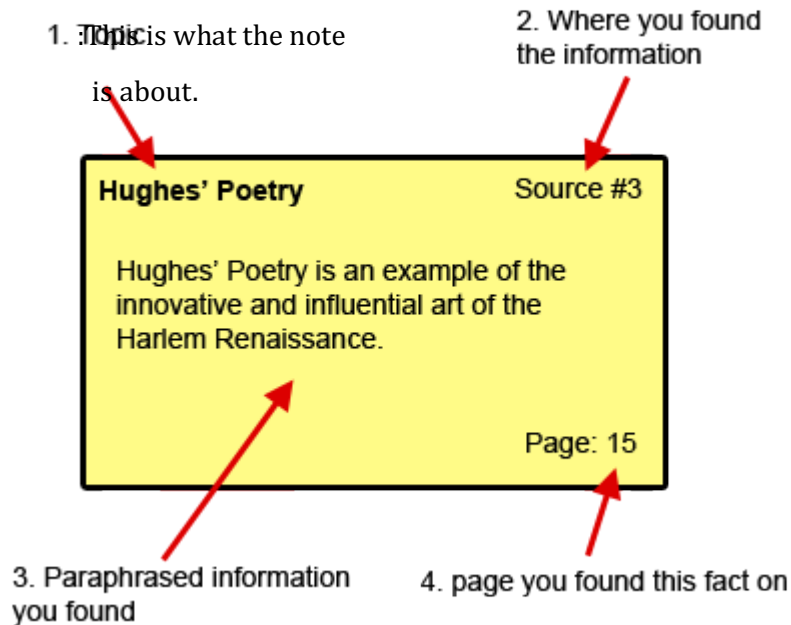
To earn full credit you will need:

5 note cards for each argument or section you include in your thesis statement.

Each note card must include:

- ✓ The section title
- ✓ The name of the source
- ✓ The page number(s) on which the note was found
- ✓ The note
- ✓ An indication of whether it is a direct quote (with quotation marks) or paraphrase

See example:



Section Title

Source #

Note (paraphrase/direct quote/personal note)

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Page #

Section Title

Source #

Note (paraphrase/direct quote/personal note)

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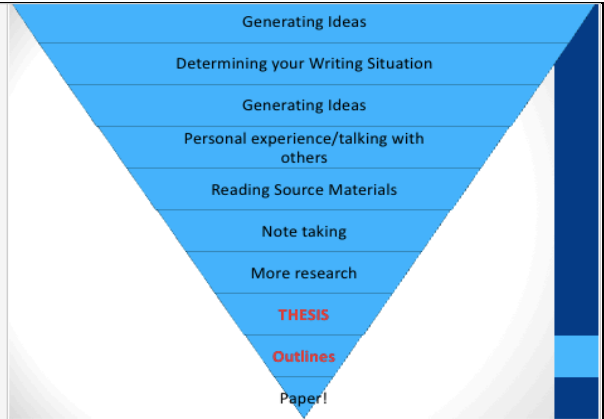
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Page #

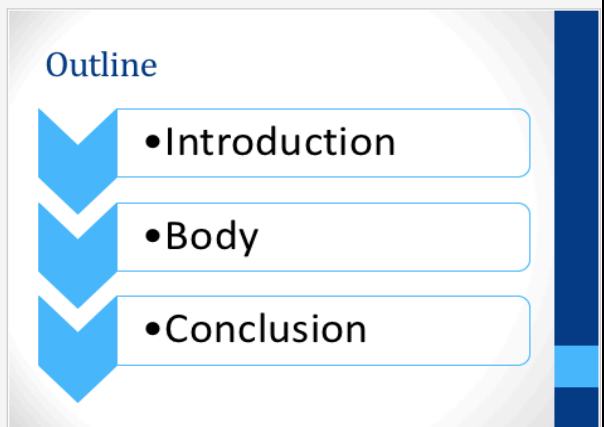
# Outlining Your Paper

1



2

- ### Why write an outline?
- Helps you to make sure you cover the key points and guide your research
  - Classifies the issues of your study into clear, logical categories with headings and subheadings
  - Changes all the collected materials into an ordered progression of ideas
  - Like an architect's blueprint, it contributes to the construction of a finished product.



## A General All-Purpose Model

5

- **Identify the subject** **Introduction**
  - Explain the problem
  - Provide background information
  - Frame a thesis statement
- **Analyze the subject** **Body**
  - Examine the first major issue
  - Examine the second major issue
  - Examine the third major issue
- **Discuss your findings** **Conclusion**
  - Restate your thesis and point beyond it
  - Interpret the findings
  - Provide answers, solutions, or a final opinion

6

## Model for the Analysis of Creative Works

7

- **Introduction**
  - Identify the work
  - Give a brief summary in one sentence
  - Provide background information that relates to the thesis
  - Offer biographical facts about the artist that relate to the specific issues.
  - Quote and paraphrase authorities to establish the scholarly traditions.
  - Write a thesis statement that establishes your particular views of the literary work.

8



### • Body

- Provide evaluative analysis divided according to such elements as
  - Imagery
  - Theme
  - Character development
  - Structure
  - Symbolism
  - Narration
  - Language

9

### • Conclusion

- Keep a fundamental focus on the artist of the work, not just the elements of analysis as explained in the body.
- Offer a conclusion that explores the contributions of the artist in accord with your thesis statement.

10

## Model for Argument and Persuasion Paper

11

### • Introduction

- In one statement, establish the problem or controversial issue your paper will examine.
- Summarize the issues.
- Define the key terminology.
- Make concessions on some points of the argument.
- Use quotations and paraphrases to clarify the controversial nature of the subject.
- Provide background information to relate the past to the present.
- Write a thesis to establish your position.

12

### • Body

- Develop arguments to defend one side of the subject.
- Analyze the issues, both pro and con.
- Give evidence from the sources, including quotations as appropriate.

13

### • Conclusion

- Expand your thesis into a conclusion that makes clear your position, which should be one that grows logically from your analysis and discussion of the issues.

14

## Model for A Comparative Study

15

### • Introduction

- Establish A.
- Establish B.
- Briefly compare the two.
- Introduce the central issues.
- Cite source materials on the subjects.
- Present your thesis.

16

## Body (choose one)

- Examine A.
  - Examine B.
  - Compare and contrast A and B.
- Compare A and B.
  - Contrast A and B.
  - Discuss the central issues.
- Issue I
    - Discuss A and B.
  - Issue 2
    - Discuss A and B
  - Issue 3
    - Discuss A and B

17

★

## • Conclusion

- Discuss the significant issues.
- Write a conclusion that ranks one side over the other, or
- Write a conclusion that rates the respective genius of each side.

18

## Writing a Formal Outline

19

## Using Standard Outline Symbols

Thesis: \_\_\_\_\_

- I. \_\_\_\_\_ First major heading
  - A. \_\_\_\_\_ Subheading of first degree
    - 1. \_\_\_\_\_ Subheading of second degree
    - 2. \_\_\_\_\_ Subheading of second degree
  - B. \_\_\_\_\_ Subheading of first degree
    - 1. \_\_\_\_\_ Subheading of second degree
    - 2. \_\_\_\_\_ Subheading of second degree
- II. \_\_\_\_\_ Second major heading
- III. \_\_\_\_\_ Third major heading

20

## The Basic Outline of a Paper

The following outline shows a basic format for most academic papers. No matter what length the paper needs to be, it should still follow the format of having an introduction, body, and conclusion. Read over what typically goes in each section of the paper. Use the back of this handout to outline information for your specific paper.

### I. Introduction

The introduction should have **some** of the following elements, depending on the type of paper:

- Start with an attention grabber: a short story, example, statistic, or historical context that introduces the paper topic
- Give an overview of any issues involved with the subject
- Define of any key terminology need to understand the topic
- Quote or paraphrase sources revealing the controversial nature of the subject (argumentative papers only)
- Highlight background information on the topic needed to understand the direction of the paper
- Write an antithesis paragraph, presenting the primary opposing views (argumentative paper only)

The introduction must end with a THESIS statement (a 1 to 2 sentences in length):

- Tell what the overall paper will focus on
- Briefly outline the main points in the paper

### II. Body

- Clearly present the main points of the paper as listed in the thesis
- Give strong examples, details, and explanations to support each main points
- If an argumentative paper, address any counterarguments and refute those arguments
- If a research paper, use strong evidence from sources—paraphrases, summaries, and quotations that support the main points

### III. Conclusion

- Restate your thesis from the introduction in different words
- Briefly summarize each main point found in the body of the paper (avoid going over 2 sentences for each point)
- Give a statement of the consequences of not embracing the position (argumentative paper only)
- End with a strong clincher statement: an appropriate, meaningful final sentence that ties the whole point of the paper together (may refer back to the attention grabber)

### Additional Tips

- Decide on the thesis and main points first
- You do not need to start writing your paper with the introduction
- Try writing the thesis and body first; then go back and figure out how to best introduce the body and conclude the paper
- Use transitions between main points and between examples within the main points
- Always keep your thesis in the forefront of your mind while writing; everything in your paper must point back to the thesis
- Use the back of this handout to make an outline of your paper

Paper Topic: \_\_\_\_\_ Audience: \_\_\_\_\_

### **I. Introduction**

Possible ideas for the introduction (see front side of handout for suggestions):

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

**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)

Main Point: \_\_\_\_\_

Examples/Details/Explanations:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Main Point: \_\_\_\_\_

Examples/Details/Explanations:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Main Point: \_\_\_\_\_

Examples/Details/Explanations:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Main Point: \_\_\_\_\_

Examples/Details/Explanations:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### **III. Conclusion**

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

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

Other Ideas to Conclude:

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

Clincher Ideas: \_\_\_\_\_

Name \_\_\_\_\_

## Outline Worksheet

### I. Introduction

A. Background

B. Thesis Statement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

II. \_\_\_\_\_ (First subtopic)

A. \_\_\_\_\_ (First Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

B. \_\_\_\_\_ (Second Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

II. \_\_\_\_\_ (Second subtopic)

A. \_\_\_\_\_ (First Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

**B.** \_\_\_\_\_ (Second Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

**IV.** \_\_\_\_\_ (**Third subtopic**)

**A.** \_\_\_\_\_ (First Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

**B.** \_\_\_\_\_ (Second Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

**VI.** Conclusion: A restatement of the main points of your paper.

• **Research Question Checklist**

- Is this an issue that has not been resolved or settled? yes no
- Does this issue potentially inspire two or more views? yes no
- Are you interested and engaged with this issue, and do you want to communicate with an audience about it? yes no
- Can you inspire your audience to be sufficiently interested and pay attention? yes no
- Do other people, besides you, perceive this as an issue? yes no
- Is this issue significant enough to be worth your time? yes no
- Is this a safe issue for you? Not too risky? Scary? Will you be willing to express your ideas? yes no
- Will you be able to establish common ground with your audience on this issue, that is, a common set of terms, some common background and values? yes no
- Can you get information and come up with convincing insights on the issue? yes no
- Can you eventually get a clear and limited focus on this issue, even if it's a complicated one? yes no
- Is it an enduring issue, or can you build perspective by linking it to an enduring issue? yes no
- Can you predict some of the audience outcomes? yes no

If you cannot answer “yes” to all of these questions, you may need to change or modify your topic for argument. This may require either doing more research or considering working with a topic that may be affiliated with this topic. Or it may require that you simply broaden or narrow your topic.

**Adapted:** Wood, Nancy V., *Perspectives on Argument*, 6th ed. New York: Prentice Hall, 2008



## Writing an Introduction

ALLPPT.com - Free PowerPoint Templates, Diagrams and Charts

1

### What is it?

1. Summary of current understanding and background information about the topic
2. Stating the purpose of the work in the form of the research problem supported by a hypothesis or a set of questions
3. Highlighting the potential outcomes your study can reveal
4. Outlining the remaining structure and organization of the paper

2

### Why do it?

- Think of the introduction as a mental road map that your reader can refer to throughout your paper.

3

### What's in the map?

- What was I studying?
- Why was this topic important to investigate?
- What did we know about this topic before I did this study?
- How will this study advance new knowledge or new ways of understanding?

4

### When to do it?

- If you have written a good outline and stick to it, then it is fine to start writing your introduction first.
- Make sure your introduction accurately reflects what you will be saying.

5

### How to do it?

- Do not give too much detailed information.
- Get your readers interested in the line of thinking you are going to develop in your project. (the hook)
- State your thesis.

6

### The Narrative Flow

- Clearly identify the subject area of interest.
- Provide a brief and balanced view of the pertinent published literature that is available on the subject.
- Clearly state the hypothesis that you investigated.
- Why did you choose this kind of research study or design?

7

### Engaging the Reader

- Open with a compelling story.
- Include a strong quotation or a vivid, perhaps unexpected, anecdote.
- Pose a thought-provoking question.
- Describe a puzzling scenario.
- Cite a stirring example or case study that illustrates why the research problem is important.

8



## Example 1

During the Middle Ages in Europe and the Middle East there was much armed conflict between Christians and Muslims. Christians called these conflicts the Crusades because they were fighting under the sign of the cross to save the holy lands of the Bible from being desecrated by non-Christians. **However, the true reason for fighting for these lands was less than holy. It was mainly a desire for economic gain that prompted the Christian leaders to send soldiers to fight in the Holy Land.**

9

Interpretation of the initial events of the French Revolution. In particular, John Dent's *The Triumph of Liberty*, performed in 1790, and *The Royal Fugitives*, staged in 1791, offer intriguing samples of British sentiment surrounding the Storming of the Bastille and Louis XVI's flight to Varennes. Despite their decidedly French subject matter, the plays' intense professions of British nationalism and their inclusion of Englishmen in leading roles suggest that Britain celebrated the rise of liberty and democracy in France, but refused to honor the role of French citizens in promoting these virtues.

11

## Example 2

In 1789, Britain's eyes were fixed on France's turbulent political arena. In just a few decades, France's once-formidable divine-right monarchy had been reduced to a state of relative powerlessness by frequent warfare, burgeoning social unrest, and a pressing financial crisis from the nation's incessant militarism and the court's lavish expenditures. As France's sociopolitical scene intensified, noteworthy events found their way onto London stages with a flourish of historicity, drama, and hyperbole. These plays, consequently, provide a revealing lens for examining Britain's response to and

10

Instead, the plays seem to interpret French radicalism as the product of an undercurrent of democratic sentiment initiated by Britain, thereby allowing Britain to take credit for such favorable circumstances as the fall of the Bastille and Louis XVI's recapture.

12

## References

1. [www.crlsresearchguide.org/17\\_Writing\\_Introduction.asp](http://www.crlsresearchguide.org/17_Writing_Introduction.asp)
2. [libguides.usc.edu/writingguide/introduction](http://libguides.usc.edu/writingguide/introduction)
3. [writing.wisc.edu/Handbook/Introduction.html](http://writing.wisc.edu/Handbook/Introduction.html)

13

### Research Paper Checklist

	Yes	Needs Work
<b>First Paragraph and Introduction</b>		
Introductory sentence is interesting.		
The thesis sentence is specific.		
The thesis statement makes a clear declaration that I back up with examples.		
<b>Body Paragraphs</b>		
Does each paragraph begin with a good topic sentence?		
Do I provide clear evidence to support my thesis?		
Have I used examples with citations evenly throughout the work?		
Do my paragraphs flow in a logical manner?		
Have I used clear transition sentences?		
<b>Paper Format</b>		
Title page meets assignment requirements.		
Page numbers are in the right location on the page.		
Page numbers start and stop on the right pages.		
Each citation has a bibliography entry.		
In-text citations have been checked for proper formatting.		
<b>Proofreading</b>		
I've checked for confusing word errors.		
I've checked for logical flow.		
My summary restates my thesis in different words.		
<b>Meeting the Assignment</b>		
I mention previous research or positions on this topic.		
My paper is the right length.		
I've used enough sources.		
I've included the required variety of source types.		

**Research Paper Rubric**

	<b>EXPERT</b>	<b>PROFICIENT</b>	<b>APPRENTICE</b>	<b>NOVICE</b>
<b>INTEGRATION OF KNOWLEDGE</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer’s own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>TOPIC FOCUS</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
<b>DEPTH OF DISCUSSION</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer’s own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
<b>COHESIVENESS</b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author’s writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author’s writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author’s writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.
<b>SPELLING &amp; GRAMMAR</b>	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
<b>SOURCES</b>	More than 5 current sources. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources. Works cited do not come from varied sources. All web sites utilized are authoritative.	Fewer than 5 current sources. All web sites utilized are credible.	Fewer than 5 current sources. Not all web sites utilized are credible, and/or sources are not current.
<b>CITATIONS</b>	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.



### 三、 學生學習成果

## 1. Armadillo Culture Industry and Totalitarianism : Take Nazi Germany as an Example

Figure 1: Research Paper Rubric

	10	8	6	4
	EXPERT	PROFICIENT	APPRENTICE	NOVICE
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs on excessively. Quotations from others outweigh the writer's own ideas excessively.	cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
SOURCES	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-reviewed journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

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44 / 70

2. Alice

Taipei Dome Complex

Figure 1: Research Paper Rubric

	10 EXPERT	8 PROFICIENT	6 APPRENTICE	4 NOVICE
<b>INTEGRATION OF KNOWLEDGE</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>TOPIC FOCUS</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
<b>DEPTH OF DISCUSSION</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	cursory discussion in all the sections of the paper or brief discussion in only a few sections.
<b>COHESIVENESS</b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
<b>SPELLING &amp; GRAMMAR</b>	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
<b>SOURCES</b>	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
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38/70

Partially finished.

-5-

4. Amy - A Closer Look at the Unification of North and South Korea after Kim Jang-Un Took Office

Figure 1: Research Paper Rubric

	10 <b>EXPERT</b>	8 <b>PROFICIENT</b>	6 <b>APPRENTICE</b>	4 <b>NOVICE</b>
<b>INTEGRATION OF KNOWLEDGE</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>TOPIC FOCUS</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
<b>DEPTH OF DISCUSSION</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Curry discussion in all the sections of the paper or brief discussion in only a few sections.
<b>COHESIVENESS</b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
<b>SPELLING &amp; GRAMMAR</b>	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
<b>SOURCES</b>	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-reviewed journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
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54/70

B. Shannon

# Ideology and Censorship in Dystopian Literature

Figure 1: Research Paper Rubric

	10 EXPERT	8 PROFICIENT	6 APPRENTICE	4 NOVICE
<b>INTEGRATION OF KNOWLEDGE</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>TOPIC FOCUS</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
<b>DEPTH OF DISCUSSION</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content rights-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Curry discussion in all the sections of the paper or brief discussion in only a few sections.
<b>COHESIVENESS</b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
<b>SPELLING &amp; GRAMMAR</b>	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
<b>SOURCES</b>	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
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57/70

#### 四、觀課及議課紀錄

時間：106年11月29日下午1點30分 - 2點50分（共2節課；課間無休息）

對象：一對一個別諮詢指導

教師：國立臺灣師範大學附屬高級中學林教師敏靜、蔡教師正儀、林教師秀娟

紀要如下：

##### 物理環境：

1. 圖書館設有牆面電視及電腦連線
2. 擴音系統
3. 學生無固定座位，依照順序與教師商談

##### 教材教具：

1. 放置雲端的小論文綱要

班級經營：一對一的口試，無班級經營。

##### 英語教學流程：（以每2分鐘為單位，簡要說明上課流程）

13:30：學生說明小論文內容架構，教師提供反饋。

13:32：下一位學生（女）進入，學生使用自己的筆電進行介紹。

13:34：學生開始發表，教師會進行討論並詢問學生問題。

13:36：學生不知道該怎麼用英文表達，教師准許學生可以使用中文，學生開始使用中文說明。

13:38：教師針對學生的資料進行詢問與回饋。

13:40：教師協助學生撰寫，說明需要更改之處為何，幫助釐清重點。

13:42：教師說明一篇小論文的篇幅比例應該怎麼做，

13:44：教師們繼續討論這位學生的文本應該如何撰寫並提供不同的意見；學生亦表達自己撰寫時的邏輯或構想，與教師進行討論。

13:46：教師建議學生可以上網查詢資料，以加強小論文的力量，到時學生發表的時候也會更有自信。學生提出個人見解並與教師討論。

13:48：教師再次針對整體提供建議：修改標題和目標。

13:50：下一位學生（女）進入。教師於雲端打開學生的小論文檔案。

接著請學生選擇中英一個語言說明內容；教師提供一些問題，讓學生有方向知道怎麼說明。

13:52：教師針對學生的文章進行講評，共同檢核學生的大綱內容。

13:54：教師建議學生要涉獵的範圍太廣了，建議簡化至兩個面向即可，以幫助文章做個整合。



- 13:56：教師詢問學生問題，並指出文章中應該要增添甚麼要素，並請學生寫出自己的見解。諮詢結束，學生離開。
- 13:58：下一位學生（女）進入。
- 14:00：教師認為學生選擇的主題很有趣，先請學生說明選擇本主題( criticism against Romanticism )的原因以及撰寫的大綱。
- 14:02：教師依內容進行回饋，並針對學生參考資料中角色的批判進行聚焦
- 14:06：教師建議學生可以觀看他人的分析；並再次思量小論文的方向能否與內容和標題更契合，讓標題更具體、聚焦。
- 14:08：教師提供很多建議，請學生把建議寫下，改完之後再次上傳。
- 14:10：教師建議學生可以先寫出浪漫主義者的思考模式為何，再去套入作者在寫文章時所帶出的思想；學生只要抓住大重點就可以了。
- 14:12：教師協助學生更聚焦於某主題，學生表示想要製造衝突點。
- 14:14：教師請學生還可以再多找點書，並提供學生可以到師大圖書館、國圖的館藏找尋書籍，或是碩博士的論文；以避免流於一般文章。
- 14:16：教師提供學校與他校的資源。
- 14:18：下一位學生（女）進入。題目：regeneration of abandoned tunnels，教師請學生說明選擇該主題的原因，並建議在 introduction 做更詳盡的說明。
- 14:20：學生開始說明原因：比較成功與失敗的案例。教師詢問選擇鐵道是否跟台灣有關？還是與學生的生活經驗有關。
- 14:22：建議學生要把原因寫出來比較好。
- 14:24：教師強調學生要找出原因，才可以把結論扣回這個小論文的題目。
- 14:26：教師希望內文和題目可以進行結合。
- 14:28：教師說明學生的研究比較屬於質性，需要多一點的個人見解；教師詢問學生如何定義成功的鐵道。並不斷幫助學生找出研究動機。
- 14:32：教師建議可以提供數字來佐證研究的可信度：觀光客的進入、經濟的提升；教師詢問學生做到這裏還有沒有第二個選擇。
- 14:34：教師與學生繼續討論。
- 14:40：教師協助學生訂定題目，並定義成功和失敗。
- 14:44：教師希望學生的文章可以與台灣接軌；因撰寫論文時多半會與自己個人的經驗或背景有關係。
- 14:46：教師們之間討論結束後，小論文修正結束。

## 五、 教學省思與建議

1. 小論文寫作課程在 2015 年執行第一輪的操作，以師大附中語資班高二學生為對象。本課程模組為 2017 年執行第二輪的修正版。本修正版一樣以高二語資班為主體，課程規劃共 30 節。內容原本規劃為 15 週，每週 2 節，因配合語資班學生的文化交流活動( Exchange Activities with Hong Kong King George V High school 與 HSNU Culture Bazaar )，以及下學期成果發表的表演培訓課程 ( Theater Workshop )，必須將各單元內容重新調整為 10 週，每週 3 節。這樣的進度表，不見得適用於一般多元選修課程，老師必須考慮實際的需求，建議增加學生修正論文題目與個別諮詢指導的時間。
2. 本課程在執行上，是語資班的專題研究課程的一門，與中文專題研究並行，學生可就中英文兩種語言選擇其一，進行小論文寫作。雖然選修英文小論文寫作的學生人數只有 10 名，但是對指導老師的教學負擔仍重，建議開課的老師在科內尋求合作夥伴，爭取獲得校方行政經費的支持，至少有兩人合作，以便減輕論文個別指導的負擔。
3. 本課程的規劃，著重在研究方法的訓練，以培養學生獨立思考與英文論述的能力為目標，為了提高學生寫作動機，建議與教育部小論文比賽時程一致，透過合宜的課程發展，可以讓學生在上學期完成初稿，並根據指導老師的意見，於寒假中修正，以在下學期開學後發表，並在 3 月底前，投稿參加小論文比賽。
4. 本課程若設定高二普通班級學生，為了幫助學生順利完成論文並參加比賽，建議老師設定選修學生英文成績門檻，以確認課程進行順利。
5. 本課程在規劃與執行過程中，仰賴圖書館的資源頗多，建議老師與圖書館密切合作，以方便學生了解圖書館的軟硬體設施與資源共享的便利。
6. 本課程需要用到雲端硬碟，活動進行仰賴網路，教師必須考慮硬體環境的建置，以避免課程設計的執行上受到干擾與挫折。例如：依課程設計，教師必須先建置 Google Classroom，每位學生也必須都有一個官方設定的帳戶，在老師發出邀請通知之後，學生必須依規定上網註冊，才能順利上傳作業。為避免發生混亂與干擾，建議老師第一堂課在電腦教室示範操作，並確定每位學生都順利註冊之後，再開始進行正式課程。
7. 學生的論文進行速度不一，快慢之間，會影響下一步的論文發展，也會造成最後收件時間的延誤。
8. 在搜尋資料過程中，難免會有發現新的資料而發展出不同的論點，所以如果能及早做較完整的資料搜集，outline 的架構比較不會偏離，相反地，搜集資料太少，不夠支持論點，便需要較多修正，甚至重新擬定題目，整個論文進度也會受影響。
9. 多數學生和老師討論過之後，對自己的論文發展比較有信心，也更有方向感，或更知道下一步如何著手開始書寫正文。可見得指導論文的過程中，個別性的會談有其重要性，能有不同審閱老師的參與，也較能提供多元的觀點。