

# **Term Paper Guide**

## ***Social Studies 8***

### ***2010***

**History Department**  
**John Burroughs School**

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# ***Introduction***

The History Department introduces the term paper at the 8th grade level, because the course teaches students about political issues and the political process in the United States. The project enables students to analyze in depth current political and social issues that governmental bodies address. Additionally, students are now able to complete the assignment, because they have acquired some facility in sentence structure and paragraph composition. In this term paper, students will identify a problem or issue, describe its conditions and causes, and will offer a thesis that proposes a solution to the issue. Because of the thinking and writing skills inherent in the process of creating a term paper, students will learn about evaluating evidence, considering sources, determining relevant information, and marshalling the appropriate evidence to support a thesis. All of these skills are necessary tools for effective citizenship in a democracy. The History Department views the term paper as an essential part of a student's personal and academic growth at John Burroughs School.

Writing a term paper might be a new type of writing for students, although many of the rules and skills learned covered elsewhere still apply. Grammar, punctuation, and spelling are all equally as important in a history term paper as in an English paper. Each year, you will have different tasks to complete with your history term paper. Following is a description of the term paper which you will complete this year:

## ***8th Grade Term Paper***

***Students will explore a contemporary public policy/political issue on which there is disagreement about how the state or national government should proceed. They will identify two or more solutions to the issue. Students will craft a thesis statement that identifies the strongest resolution of these viewpoints. The paper will present each position and prove that their solution is the best one for the government to pursue.***

The information contained in this manual, as well as the instructions teachers and librarians provide in class, will assist students with the term paper process. Those students who research diligently, stay on top of the daily assignments, respond well to criticism, and have fun learning about their issue find the most success.

## ***Project Materials***

- \* Research Guide –Bring this guide to class every day.
- \* Index Cards – Purchase at least 100 index cards (3x5 or 4x6) for use as bibliography cards and note cards.
- \* Note Card Container – Recipe boxes work well. The school store also sells containers. Write your name on it. Do not lose it. A set of recipe box dividers will help you organize your cards.
- \* Pens – Use pen not pencil, because pencil smears after being repeatedly handled.
- \* Folder or Binder – You must have something to hold your printouts and photocopies of your research materials.
- \* Electronic Technology – You will be typing your paper and saving it multiple times. If your computer at home is unreliable, make sure to either burn it to a CD or bring it to school on a USB flash drive. You can also save it to the shared student folder, use JBNet, e-mail periodic drafts to a friend, or e-mail your assignment to yourself and access it at school. Whatever system you choose, you should ensure your assignments (especially the final draft) arrive in class on time. ***Computer problems or printer issues are not acceptable excuses for late work or papers.***

## ***Project Overview***

The syllabus breaks the project up into daily tasks so that students will not be overwhelmed by the amount of the work to be done. It also demonstrates how future projects should be broken up when students must set their own pace. Teachers will check assignments each day to ensure students maintain the proper pace. The project contains these phases:

- \* Selecting a Topic – Your teacher may provide a list of possible topics. You should investigate several topics that interest you, choosing two or three acceptable ones, in case your first choice is no longer available at the time you sign up for your topic.
- \* Searching for Sources, Making Bibliography Cards, and Taking Notes—You will gather the information that will provide the basis of your research paper. Seek a variety of sources and take careful bibliography and note cards.
- \* Outlining and Writing the Paper –A good outline is crucial, since it will provide focus for the paper. Each section of writing will be discussed and edited in class.
- \* Editing and Assembling – Once the essay is complete, you must ensure that everything is well edited. During this stage you will prepare your footnotes, bibliography, cover page based upon the style requirements laid out in this guide. You will be asked to submit an electronic copy of your paper along with a hard (printed) copy. Each paper will be sent to a website that will check your work for plagiarism.

## ***Scheduling Time***

To avoid falling behind in this project, you should schedule your time carefully. Whatever you do, **do not fall behind**. In 8th grade, you will have a syllabus to direct your daily assignments. You should enter these into the planning calendar on page 34 in the Appendix. Then, you should record all other obligations—family and school—in the calendar. If you find that you have multiple obligations on the same day, **work ahead** on this project so that you can get everything accomplished. Do **not** use this paper as an excuse not to do work for other classes. Every deadline must be met with carefully prepared work to minimize stress and ensure the quality of the final product.

You should also make sure **well before you go to bed** that any paragraph or section of the paper that needs to be printed for class the next day is complete. That way, you can respond to any problems while you still have time. Use your flash drive, e-mail, JBNet, or any other device mentioned on page 2 to save your work. Written assignments must be printed before class begins. Barring genuine catastrophes, you will be expected to have your sections completed on time. **Your final copy must be complete and ready to hand in on the day that it is due!**

## Grading

Your term paper grade is a combination the scores you earn in five separate categories. Each of the categories is worth 20% of the grade. The categories are:

- \* **Process** – This category evaluates your ability to meet deadlines, to work independently and productively in the library and classroom, and to be a cooperative, supportive, and helpful peer editor.
- \* **Mechanics** – This category evaluates how well you followed the format of the paper, as presented in this manual. Your cover page, margins, pagination, bibliography entries and footnotes will all be examined.
- \* **Research** – Your instructor will evaluate the diversity and quality of your research and citations. Some sources must be printed materials (your instructor will tell you how many).
- \* **Writing** – This category evaluates your writing style, grammar, and spelling. A clear introduction and conclusion, as well as well-organized paragraphs, functional topic sentences, and good transition sentences are essential.
- \* **Development** – Finally, your instructor will evaluate how successfully you proved your thesis, supported it with evidence, presented conflicting arguments clearly and fairly, and cited the materials you use appropriately.

## Selecting a Topic

**All topics should follow the following criteria:**

- \* Topics must be issues that can be resolved or improved by **government** action.
- \* Topics must have a variety of plausible positions, supported by experts, as to what the government should do.
- \* A variety of sources that address the topic, including the different sides of the debate, must be easily accessible. Examine the library web site for places to search.
- \* Topics and your solution must be able to be explained in a 5-7 page paper.

If you are interested in a topic that was not on your instructor's list, and it passes these criteria, ask your instructor if you can do it.

Switching to a new topic is very difficult once you have begun your research. You should discuss any research problems with your instructor as soon as possible.

# Searching for Sources

The library staff has gone to great lengths to make information for this project available and easy to find. You will learn how to search for information and sources in your computer class and in this class. Additionally, the library has many useful databases, and its staff has constructed a website to assist you with your research. It can be found at:

**<http://www.jburroughs.org/library/studyguides/termpapers8.htm>**

Many of the web sites they list can only be accessed from the JBS campus without a password. The library has a printed sheet with logins and passwords so that you can access these sites from your home as well. You can also join the *Howard A. Stamper Library* classroom on JB Net. Once accepted, you can access the logins and passwords online.

Some sources that students have found helpful in the past include:

- *Newsbank* – This website contains a searchable database of many newspapers and magazines, including the New York Times and the St. Louis Post Dispatch. It is also a good place to look for editorials.
- *CQ Researcher* – This web database contains information in lengthy reports on certain subjects. Note: This site also contains the *CQ Supreme Court Collection*.
- *Gale Opposing Viewpoints* – This database presents arguments on both sides of controversial issues, including material previously printed in the Opposing Viewpoints series.
- *Facts.com* – This web service contains a wealth of information on different topics, including statistics and background material about controversial issues.
- *Reference Books* – The library has many reference books that deal specifically with the types of topics covered by this paper.
- *Books* – The library has several series of books (Opposing Viewpoints, Current Controversies) that provide arguments from people with very different opinions on controversial topics.
- *Organizations' Web Pages* – Many organizations produce material supporting or opposing various public policies. Think Tanks (Heritage Foundation, American Enterprise Institute, Brookings Institution, etc.) cover a wide variety of topics, while other organizations (National Rifle Association, NARAL Pro-Choice America, etc.) will have more focused information and will not be useful for every topic.
- *Historical Statistics of the United States* – This database contains a wide variety of statistics covering all sorts of different topics in American history.
- *Librarians' Internet Index* – This search engine contains only links to sites that have been examined and approved by librarians. These sources are reliable to use for your term paper.
- *SIRS* – This organization collects diverse items from other publication and groups them by category.
- *ABC-CLIO Issues* – A database with a wealth of sources on different current issues.

While this list should provide you with a good start, you may well need to go beyond these resources.

***You should not pursue your research by simply “Googling” your topic. You may also not use Wikipedia as a research source. The Internet is full of questionable websites and information. Google does not discern between bad and good websites and Wikipedia has no controls over who adds content. Before using any website that is not associated with a legitimate organization or one of the databases listed above, you should show the site to your instructor and discuss whether it is of good quality.***

## ***Making Bibliography Cards***

Once you possess some good sources, you will make bibliography cards. The following pages explain the importance of those cards, describe the information they must contain, and provide examples.

Bibliography cards form the basis of your bibliography, an organized list of the sources you consulted and used in researching and writing your term paper. ***It is essential that each bibliography card includes all of the information identified below and does so in the appropriate format.*** These cards serve as a paper trail for you or your instructor to find the exact sources of your research. Bibliography cards include information such as the author, title, publication date, city of publication, publisher, web address, etc. If you create your bibliography cards correctly for each of your sources, completing your bibliography will be as easy as alphabetizing your sources by author and copying them into the bibliography.

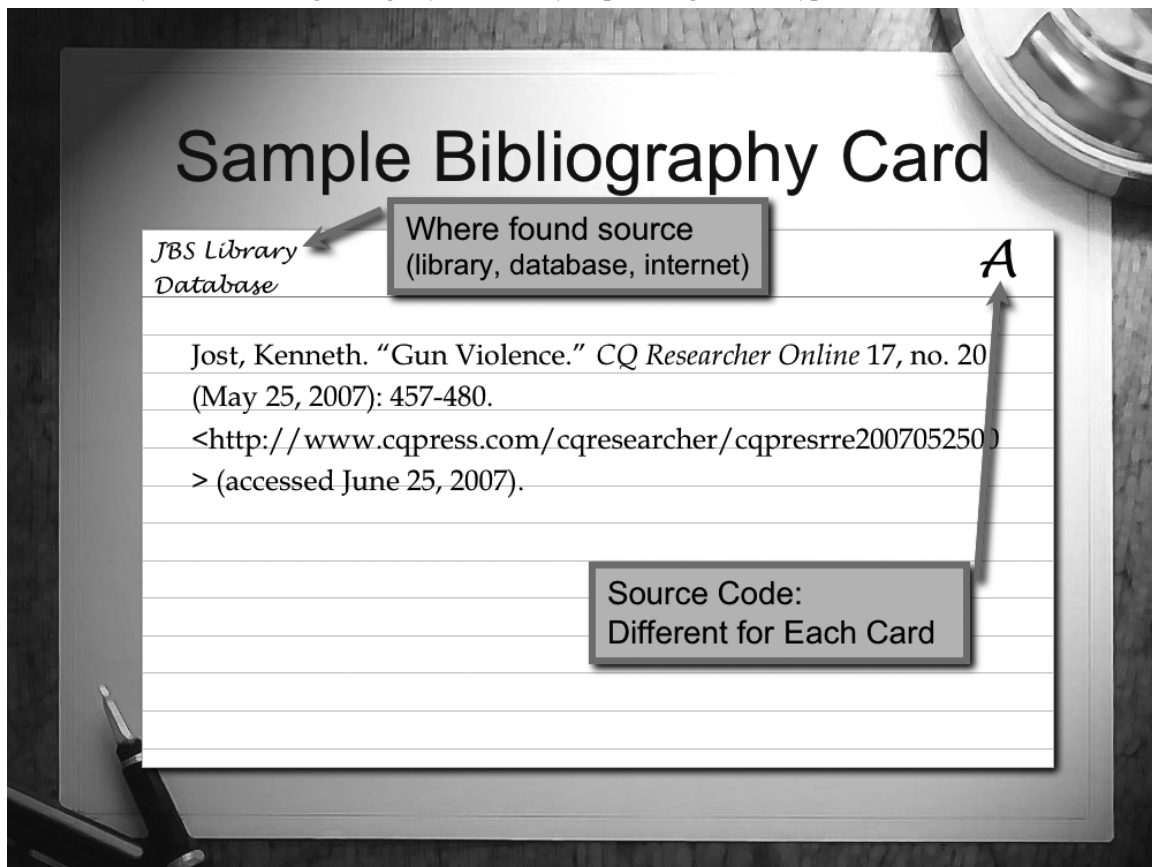


# Sample Bibliography Cards

## EXAMPLE 1: Generic Card

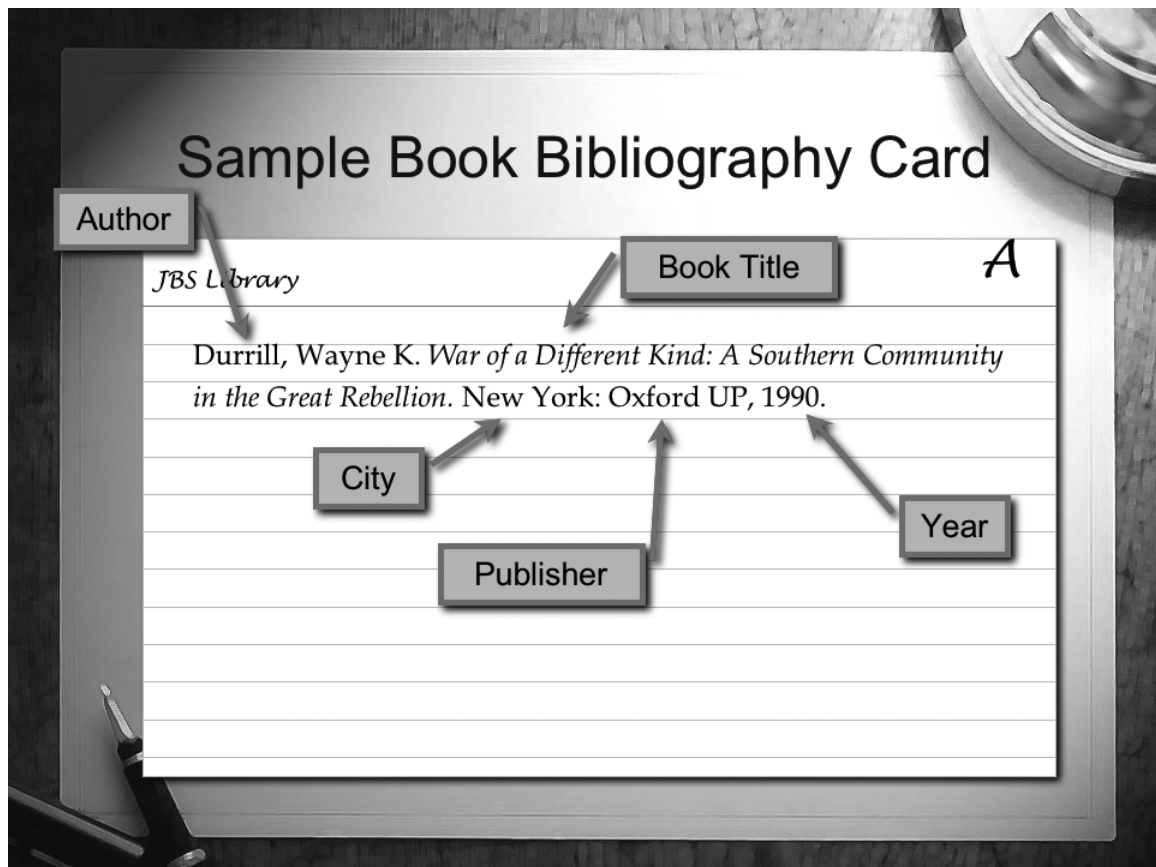
First, you must establish a code system for your bibliography cards. Each card needs a code letter, number, or symbol in the upper right hand corner. Each card must have a unique code. For example, your first bibliography card might be *Source A*, the next *Source B*, etc. Then, every time you make a note card from *Source A*, you simply write “A,” and the page number where you found the information on the card. Doing so will help to keep your note cards organized, as well as save you time. Store your note cards by source code. Dividers will help you do so. Later in the project, you may want to organize the cards by subject. This code system will allow you to remember the origin of the information.

All of your entries should use the same punctuation, italics, order of information, etc. The images below provide examples of how to do so for various sources. Use this manual to determine the information you need to have for each bibliography card. These are the same types of information needed for all of your sources, but they will be arranged slightly differently depending on the type of source.



Example #2: Books

Bibliography cards for books are fairly simple. All of the needed information is on the front and back sides of the title page for virtually every book. The title page is usually the first or second page of the entire book. Necessary information for the bibliography card and entry include the author, title, city where published, the name of the publisher, and the year published. In this card, the publisher is Oxford University Press. University Press can always be shortened to UP in bibliographies.



### Example #3: Articles or Essays from an Anthology

Anthologies are collections of different authors' work. For example, a poetry anthology would include poems from a variety of poets in one edited volume. Anthologies of essays will be useful for the term paper project. In particular, the *Opposing Viewpoints* book series are very well suited to research for the project. Bibliography entries for anthologies require the student to get both information about the article/essay they are using, as well as information from the title page of the book itself. Required information includes the author and title of the article, as well as the pages it occupies in the book. For the book itself, students must note the name of the editor(s), and the other information that would normally be gathered about a book.

**Sample Article/Essay from an Anthology (Use for  
Opposing Viewpoints Print Edition)**

*JBS Library* A

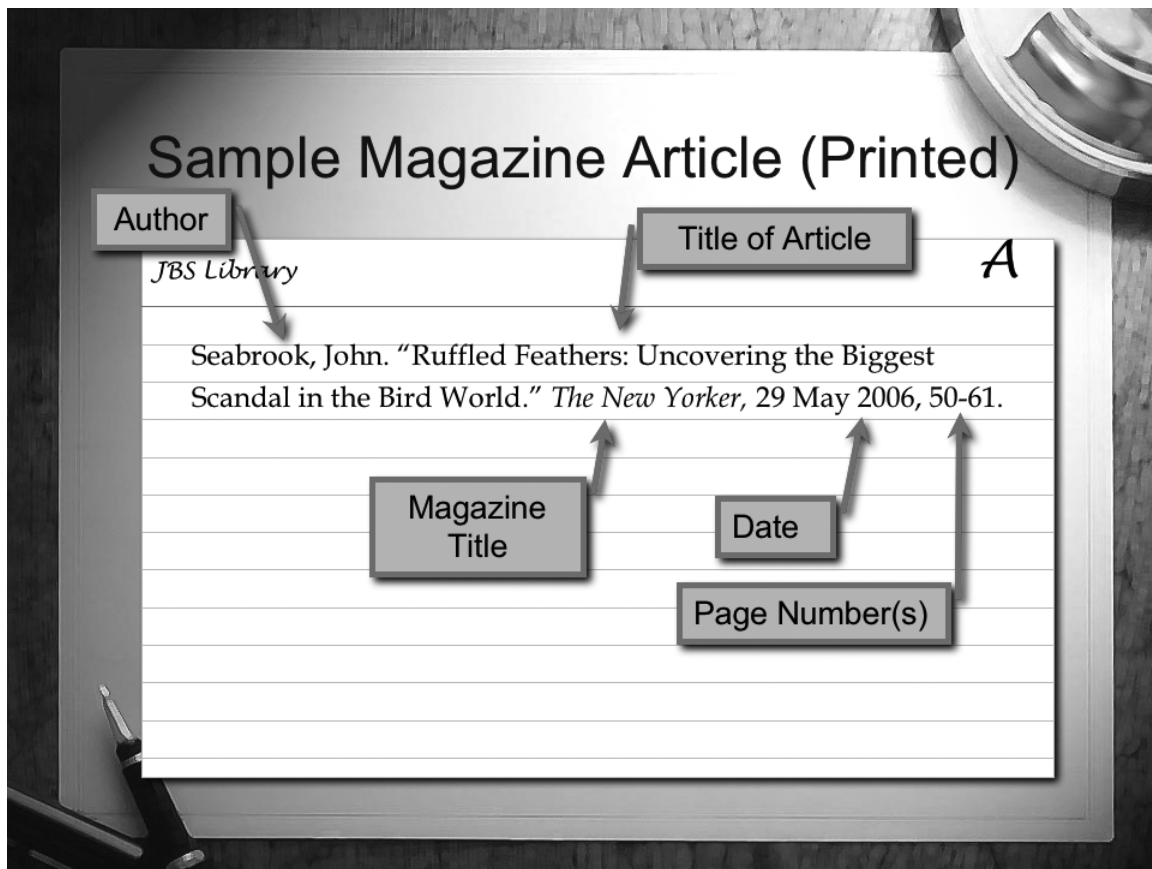
Paterson, Thomas G. "The Origins of the Postwar Internation System." In *Major Problems in American History Since 1945*, edited by Robert Griffith and Paula Baker, 26-33. Boston: Houghton Mifflin, 2001.

Labels and their corresponding parts in the entry:

- Author:** Paterson, Thomas G.
- Article/Essay Title:** "The Origins of the Postwar Internation System."
- Book Title:** *Major Problems in American History Since 1945*
- Editor(s) of Book:** edited by Robert Griffith and Paula Baker
- Date:** 2001
- City:** Boston
- Page Number(s) Of Article/Essay:** 26-33
- Publisher:** Houghton Mifflin

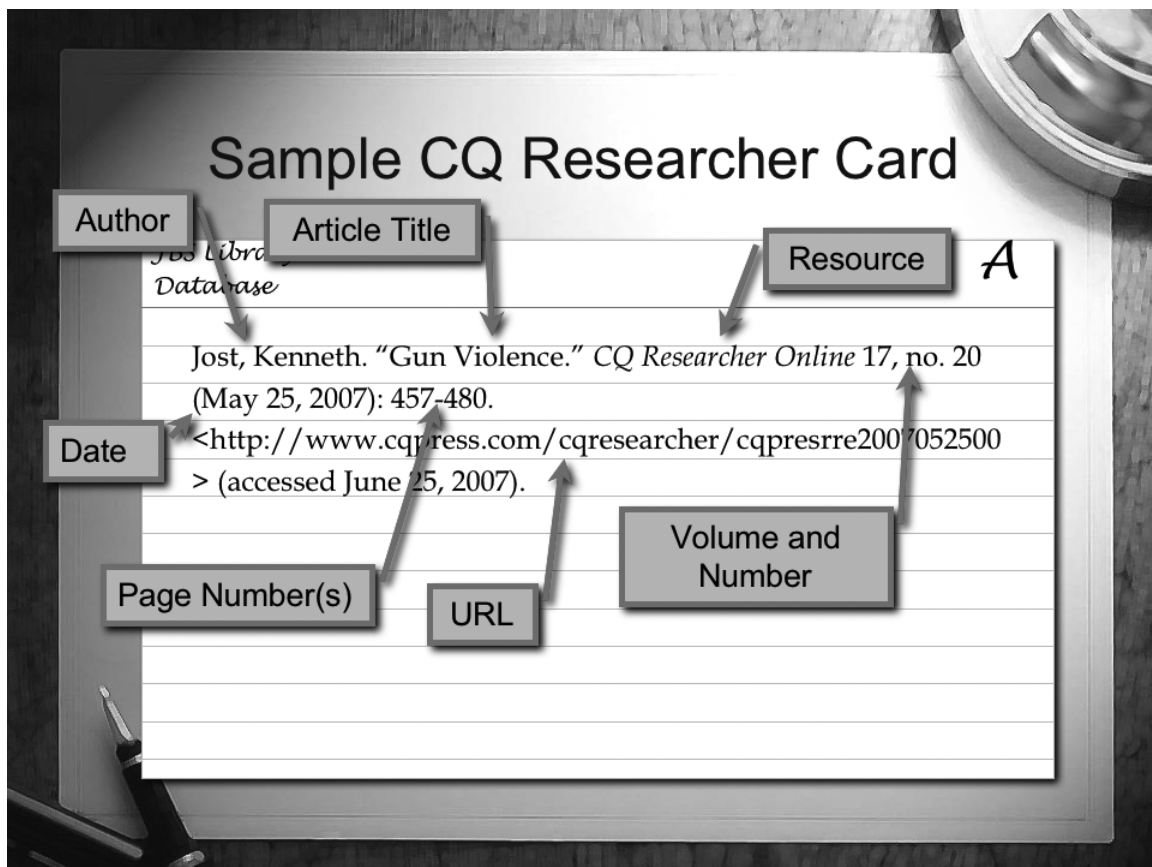
### Example #4: Magazine Article

Magazine articles require some different information than a book entry. A magazine entry must include the author of the article, the title, the publication in which the article appeared, the date of publication (the issue,) and also the page numbers where the article was found. If the magazine was taken from a different source such as a database or webpage, the bibliography entry should fit the source where the magazine article was found.



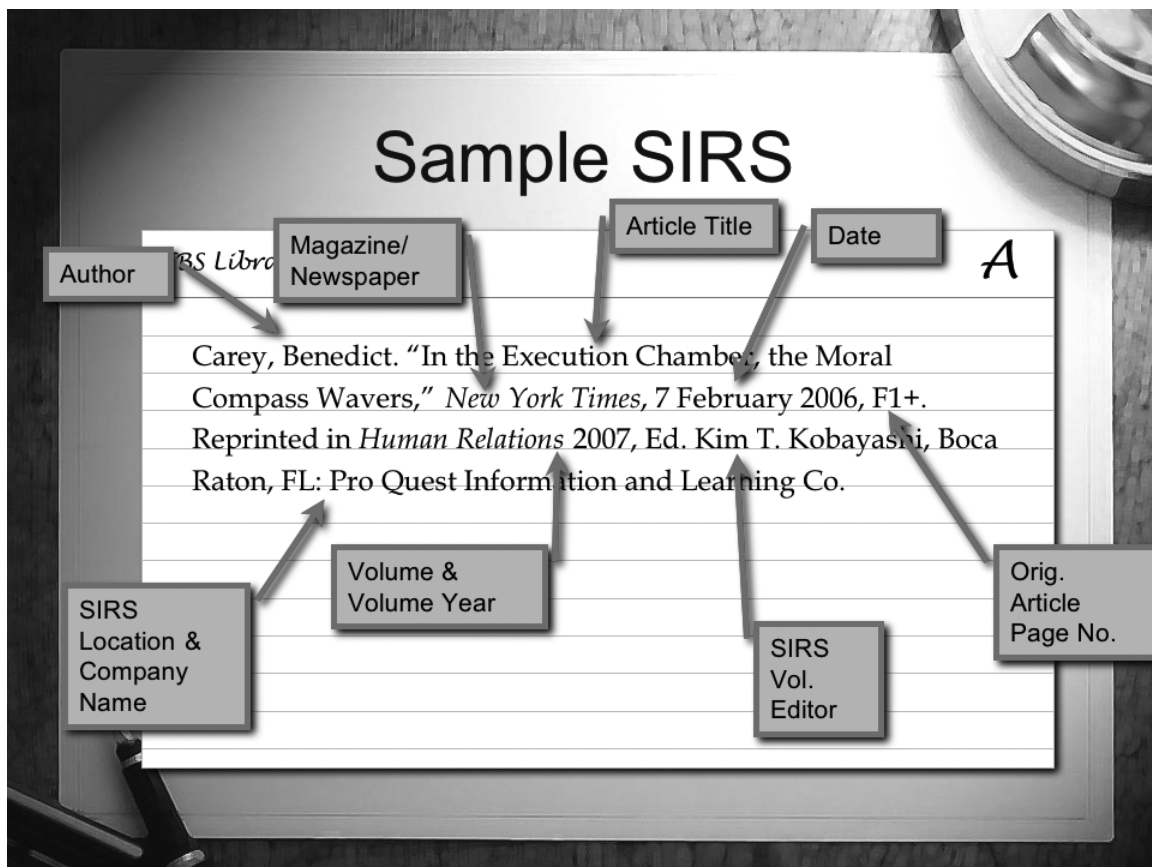
EXAMPLE 5: CQ Researcher and Other Online Databases

The bibliography entry information is clearly labeled on the card below. For a *CQ Researcher* article and other database articles, you can often get your citation information from the web page. If you are given an option, select “Chicago” style. You may have to make subtle changes, like adding the <> around the URL.



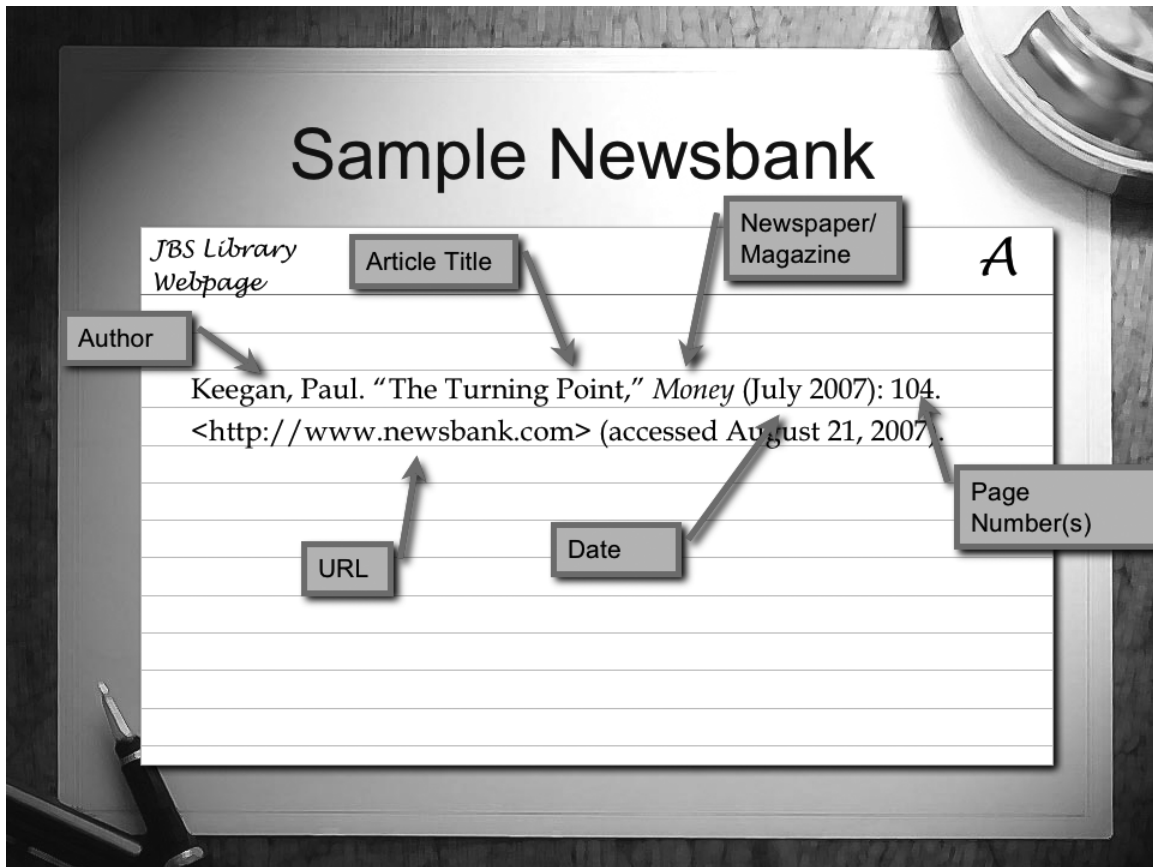
EXAMPLE 6: SIRS

For *SIRS*, you need to note the original bibliography entry, as well as the *SIRS* information, as *SIRS* reprints articles originally found elsewhere. Each binder has a title and a year, and each binder also has an editor. You must include this information on your bibliography card. Some binders have numbers and some have years. You should always include the name of the Volume Editor and include the correct company name for the particular binder you are using.



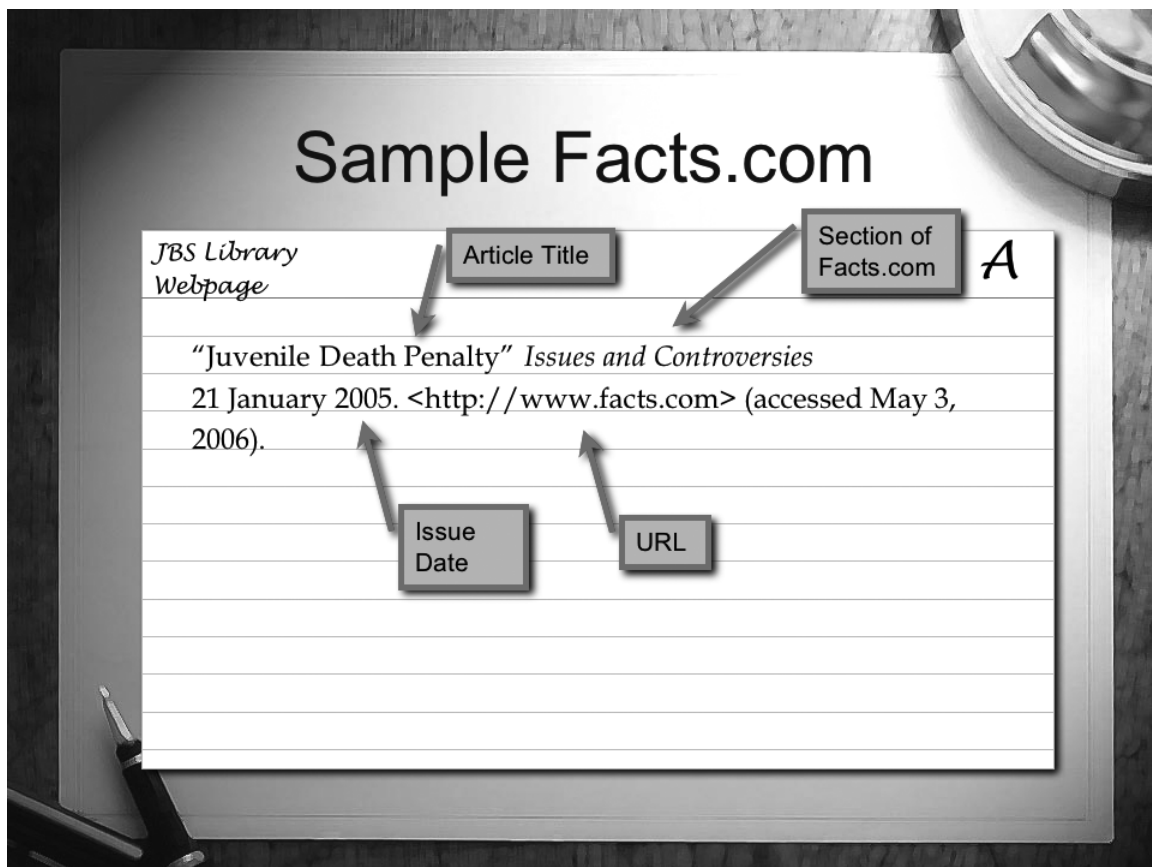
EXAMPLE 7: Newsbank

Newsbank articles contain all of the information you need to make the bibliography entry for the article. You make an entry like a normal magazine article. Then you add the URL for Newsbank, and add the date on which you accessed the article.



EXAMPLE 8: Facts.com

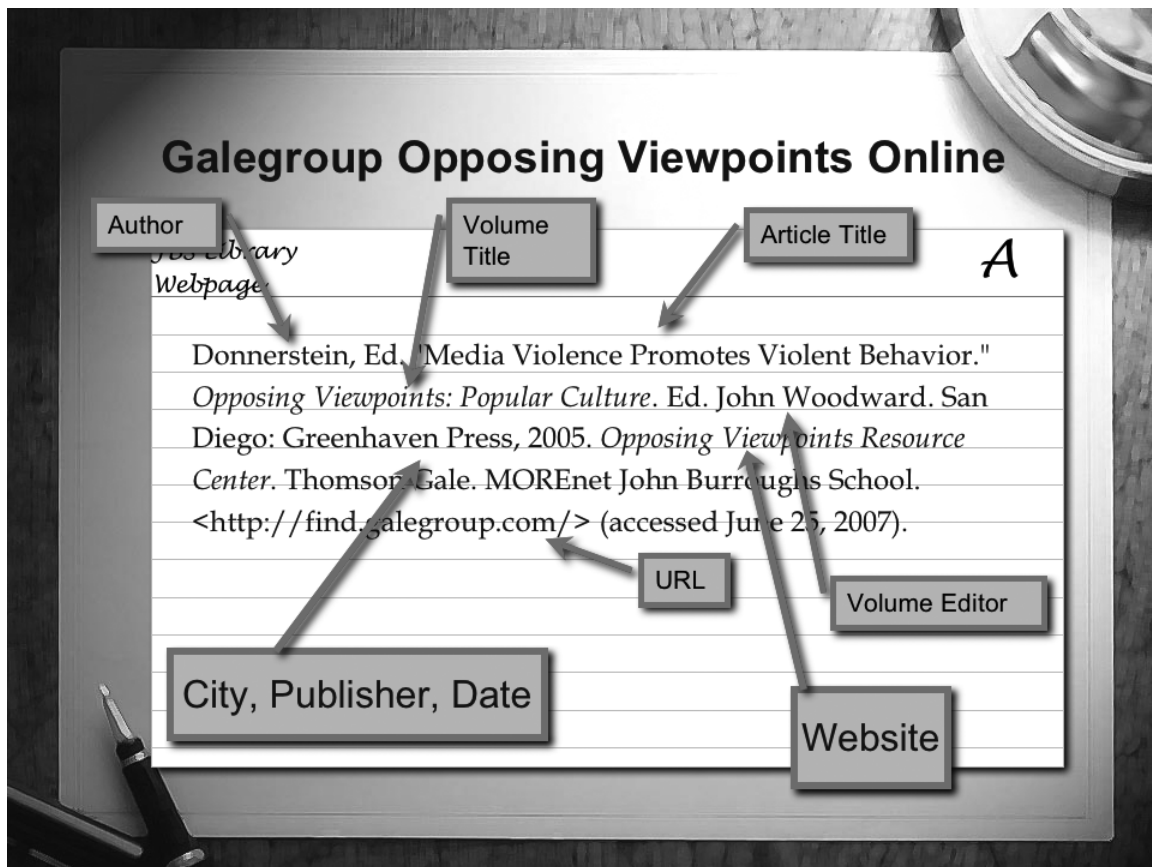
Each article you obtain from Facts.com, even if it is from the same section of their web page, needs a separate bibliography card and bibliography entry. Like other web pages, Facts.com provides a variety of citation information with its articles. Still, you will need to rearrange their citation information.





**EXAMPLE 9: Gale Opposing Viewpoints**

For Gale Opposing Viewpoints, you will only need to change a few things from the computer generated bibliography entry. First, remove everything in the URL after “find.galegroup.com/” and add the <>. Once you have shortened the URL, you should then move the access date to the end of the citation. In Gale’s automatic citation, it will be the last thing before the URL. In this case, it was listed as 25 June 2007. Put it in parentheses and follow this format: (accessed Month, Day, Year), making it consistent with the other sources.

**Other types of sources**

For a complete listing of bibliography card/entry examples for all types of sources, please see the section entitled “Bibliography Samples” in the Appendix, beginning on page 27.

# ***Making Note Cards***

Taking accurate notes is essential for a successful project. Be sure to keep them well organized. In order to do a good job on your paper, you need to have a wide variety of information. You need to know the history of your controversy, as well the arguments that support the distinctive solutions that experts have offered. You also will need to prove *your* conclusions, so you need to assemble evidence (statistics, examples, etc.) and quotations that support your thesis. The different types of notes that you should be taking include:

## **1. Background Material**

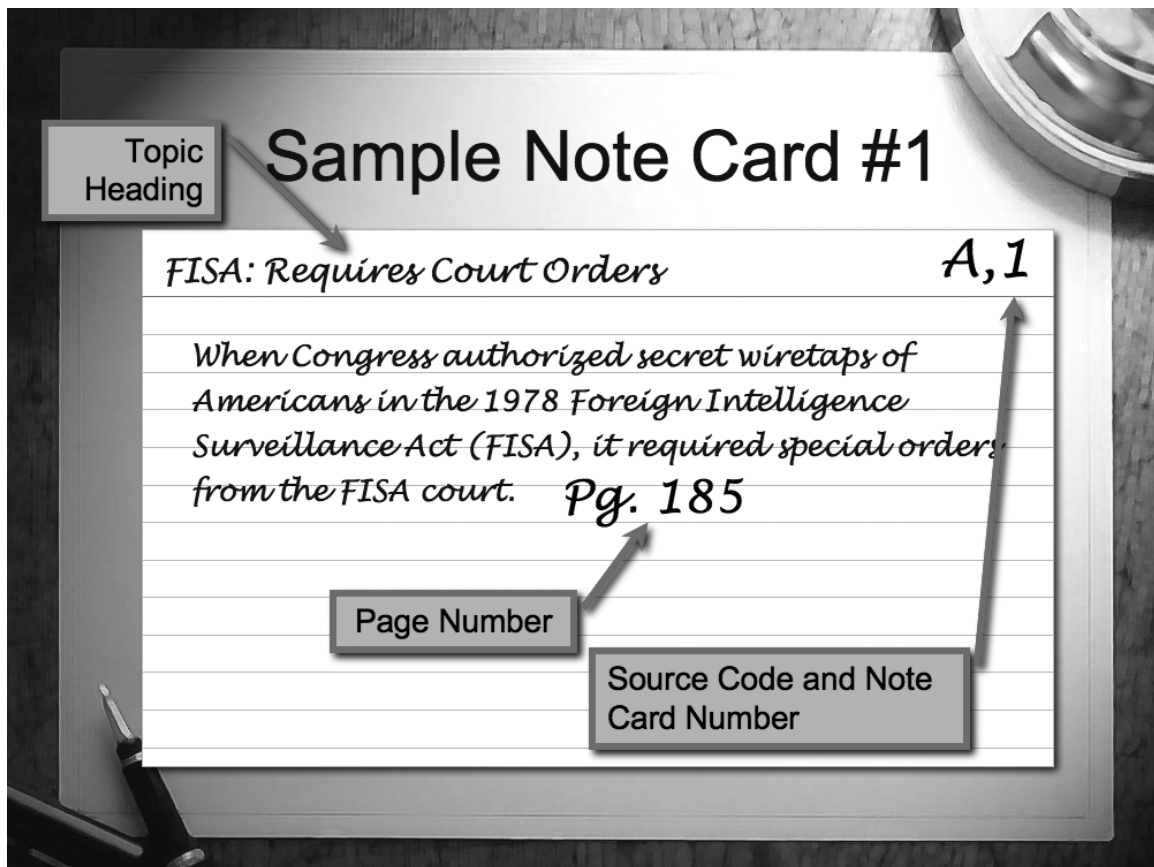
- The prior and the current state of the law
- Relevant portions of the Constitution
- Relevant Supreme Court decisions
- Important historical background, events, people, etc.

## **2. Notes on Arguments**

- Different opinions about how the government should resolve your controversy
- Names and titles of individuals or organizations that have a viewpoint that concerns your topic
- Quotes from these groups/individuals that clearly summarize their views
- Facts and statistics used by these groups to make their case
- Arguments groups/individuals make to attack or to respond to the other side
- Information that might discredit one side's argument
- Impartial groups who might be able to settle these disputes

## Sample Note Card

For your notes to be useful, they must be well organized. First, make sure that you know the origin of every card. Use the bibliography cards code system and page numbers to do so. (Web pages and other electronic articles do not have page numbers for you to use.) Each note card should only have notes on it from **one** source. Each separate note on that card should have a page number with it, so that when you make your footnotes, you will have the information at hand. Second, each card needs a subject heading that summarizes the information on it. Finally, use quotation marks if you copy directly from the source. You should also note the author of the quote and that person's title (when applicable.)



## ***Writing the Paper - Overview***

You will not be required to write the essay in one sitting. By the time your final draft is due, your peers and your teacher will have provided you with detailed feedback on each section of your paper. As with other phases of the project, it is crucial that you stay up to date during the writing stage. If you miss a deadline, it is extremely difficult to catch up. If you fail to bring your work with you to class, you'll miss out on the opportunity to get feedback on your work.

## ***Creating an Outline***

A detailed outline is essential. It will allow you to use your research effectively, give your paragraphs focus and structure, and insure that you do not omit any important parts of the paper. Each type of term paper you write at Burroughs will require a different type of outline. Tailor your outline to the assignment you are working on. For this year's project, the following outline usually results in successful term papers. *Note: This outline does not work for all topics, but it will for most. An alternative outline for the Problem/Solution type of essay is available from your teacher. Also, an outlining worksheet is located on page 32 of the Appendix.*

### **Standard Outline for 8<sup>th</sup> Grade Term Paper**

*Please note that the roman numerals can stand for either a paragraph or a section, which is a series of related paragraphs that cover a part of the outline*

#### **I. Introduction**

- a. Craft an opening sentence that is unique to your topic and that draws the interest of the reader.
- b. Introduce the topic of your term paper, discuss the controversy, and briefly state the differing sides.
- c. Mention the organizational structure that you will follow in the essay.
- d. Write a thesis statement, a one sentence description of your solution to the problem and why that solution is preferable to the opposing side.
- e. Avoid using quotes, specific facts, and statistics. Save them for your body sections.
- f. Aim for your introduction to be between ½ to one full page

#### **II. Background Section**

- a. Make a topic sentence that will set up the main points in this section
- b. Cover the necessary facts, laws, dates, and court cases that the reader will need to know to understand the rest of the essay
- c. Transition to the **CON** section (the arguments you do not agree with)
- d. Aim for the background section to be no more than one page

#### **III. CON Arguments Section**

- a. Craft a topic sentence that demonstrates the main arguments on this side of the issue that you do not agree with
- b. Report and cite the arguments of this side, including statistics, facts, and quotations
- c. Do not critique or attack the arguments you offer in this section, you should report them fairly without a bias
- d. Transition to the side PRO section (the arguments that you agree with)
- e. Aim for the CON section to be between a page and a page and a half

#### IV. PRO Arguments Section

- a. Craft a topic sentence that states the solution to the controversy that you support
- b. Report and cite the arguments of this side, including statistics, facts, and quotations
- c. Do not defend your thesis here or critique the CON side, merely report the arguments without a bias
- d. Transition to the next section in which you defend your solution
- e. Aim for the PRO section to be between a page and a page and a half

#### V. Solution Section

- a. Craft a topic sentence that incorporates your thesis; this will be your thesis statement
- b. Defend your solution with statistics, facts, and quotations
- c. Critique the arguments, methods, assumptions, etc., of those in the CON section with statistics, facts, and quotations
- d. Prove to the reader why the solution(s) you offered in the PRO section is more appropriate than those offered in the CON section
- e. Aim for this section to be between a page and a page and a half

#### VI. Conclusion

- a. Restate the controversy and explain the larger significance of the topic
- b. Allude to the history of the controversy, and briefly restate the main point of each sides' argument
- c. Restate your thesis
- d. Avoid using any new information or argument.
- e. Aim for your conclusion to be around a half a page

## ***Writing an Introduction***

A good introduction serves several purposes in building a quality term paper. An introduction that begins with a well-crafted opening will catch your reader's attention. By providing your reader with the organizational structure of the paper, the reader will know what to expect. The most important goal that your introduction will accomplish, however, is that it will present your thesis statement. Your thesis statement must clearly and concisely state what you believe the government should do to solve the problem you are addressing and why it should do so.

There are several other things to keep in mind when writing your introduction. First, an introduction is just that, an introduction. Do not go into detail about your topic, the positions you will be presenting, or your own argument. You also should not quote experts or include factual information. Introduce your issue, identify the main areas of disagreement, briefly sketch the two sides' main positions, and state your thesis.

## ***Footnoting***

Citations tell where you found the information that you have used in your paper. A footnote is a type of citation that appears at the bottom of the page on which the information appears. Footnotes are numbered consecutively. After the relevant information appears in the body of your paper, you place the corresponding number, so that your reader knows which footnote it refers to. Footnotes serve two crucial purposes. First, whenever you borrow someone else's ideas or words, you must give them credit. A footnote signals to your reader that the ideas or words that precede it are not yours. Second, they allow your reader to track down the source of your information if they want to learn more or double check your work. Inaccurate or sloppy footnoting can result in you inadvertently taking credit for someone else's work; this is plagiarism, a serious academic and school offense. Therefore, you need to be extremely careful when recording source codes and page numbers as you complete your note cards. Remember that your paper will be checked for plagiarism.

### ***When to Cite a Source***

1. When you **use someone else's words** (written or spoken), you need to include a footnote. You also need to put quotation marks around the material you are using. Not doing so is still plagiarism, even if you properly footnote.
2. When you **paraphrase** someone's original opinions or interpretations, even if you alter the wording completely, you must cite their work.
3. When you use someone's **original research**, you must also give them credit. All statistics, studies, court cases, laws, etc. must have citations. You do not require citations for *common knowledge*, material that you can reasonably conclude most people know. If you are unsure about what is common knowledge and what is not, ask your teacher.

# ***Making Footnotes***

## ***Using Your Word Processor to Create Footnotes***

Virtually all word processors have a footnote command. When possible, use this command. It will create the footnote reference (a superscript number after the material requiring a citation), create a footnote entry at the bottom of the page, and place the footnotes on the appropriate page. Your word processor also automatically rennumbers the footnotes if you add or delete notes.

## ***Placing the Footnote Numbers***

Always place the footnote number at the **end** of the section you are citing. Put it after all punctuation, including quotations marks and periods. Every quotation requires its own footnote. If, however, a series of sentences paraphrase information from the same source, you can put **one note** at the end of that material; just be sure to include the page number(s) for all the material from your source.

## ***Formatting Footnotes***

There is a complete list of footnote formats for different types of sources in the Appendix. As you write, you may want to just put the source code and page number(s) of the cited information in the footnote (or number your note cards and put that number in the footnote), and go back latter to enter the complete information.



## ***Writing a Background Paragraph***

The background paragraph should include facts, statistics, current laws, and court decisions that are necessary for your reader to understand later sections of your paper. If something is simply interesting, but not necessary for your reader to know, do not include it. Keep this section focused, brief, logically organized, and directly relevant to the topic at hand. You must have a topic sentence that presents the content to follow. End this section with a transition sentence that introduces the CON argument section. Background sections should be no longer than a page and some teachers may limit you to less space.

## ***Reporting Arguments***

A large part of your term paper project will be dedicated to accurately, neutrally, and fairly presenting the arguments of advocates of the different solutions to your issue. Remember that you are recounting others' argument, not making your own. Be sure that you carefully organize these sections. Divide your note cards into Pro and Con piles. Then organize these by subtopic. Finally, for each side's section, craft a topic sentence that presents the main argument of that side. If practical, create one paragraph for each major line of argument that you will use in this section. Be sure to identify the author of quotations in the body of the paper, so that your reader knows who originally wrote it. Be sure that your analysis of the quote makes it clear why you included it. When you are done presenting one side's argument, then craft a transition sentence that summarizes the material you have just written and offers a preview of the next section.

## Thesis Statement Construction

Writing your topic sentences for the PRO/CON sections and your thesis statement for your argument section are some of the most important tasks to be accomplished in the term paper. These sentences have a special structure that you need to consistently use, since they will provide a framework for your writing in these sections.

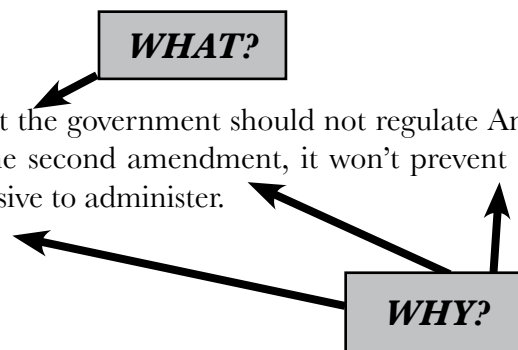
Simply put, these sentences should answer two questions. They can either be a *reported* answer, like in your PRO/CON sections, or they form the basis of *your argument*, which makes it your **thesis**. These two questions to be answered are:

- **What?**
- **Why?**

The what part of the sentence is a statement, and the why part of the sentence is a series of points. This will provide the basis for these sections of your term paper. Here are some examples:

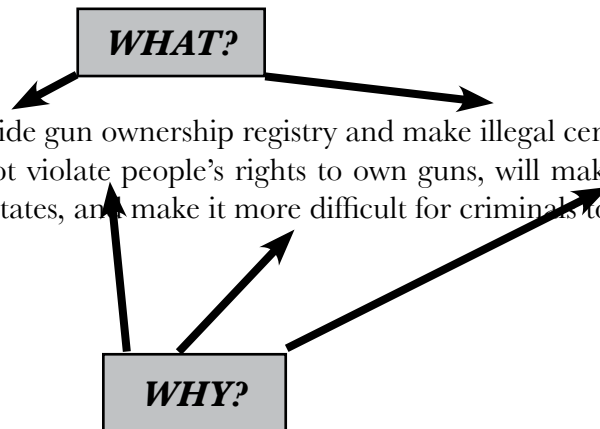
CON Section

Opponents of gun control argue that the government should not regulate Americans' ownership of firearms because it will violate the second amendment, it won't prevent crime, and any gun control program would be too expensive to administer.



Your Argument Section (THESIS)

The US Congress should pass a nationwide gun ownership registry and make illegal certain types of weapons because this solution will not violate people's rights to own guns, will make it more difficult to sell guns illegally in different states, and make it more difficult for criminals to get their hands on weapons.



### Organizing Your Sections

After constructing a clear topic/thesis sentence, you should then use the order of the points in your sentence to organize your paragraph (or section if you break the section down into several smaller paragraphs). This will give your paper a clear structure and make it easier to understand!

## ***Defending a Thesis***

The section in which you defend your thesis is the most important section of the paper. If you can logically structure your argument and support it with enough relevant evidence, your paper will be more persuasive. The topic sentence of this section should acknowledge the debate you have previously discussed and restate your thesis. (It need not be the same word for word). This topic sentence should also outline the main reasons you believe your thesis is correct. If you believe that your thesis is correct for multiple reasons, you will have multiple paragraphs in this section, each with its own topic sentence, argument, and evidence. Use facts, statistics, and quotations from experts to persuade your reader that your position is correct and that other positions are unfounded. In addition to supporting your assertions, identify weaknesses of opposing viewpoints. Avoid sarcasm and snide comments. Instead, let the evidence and logic of your position persuade your reader.

## ***Writing a Conclusion***

A good conclusion is important for your paper, as it ties your whole argument together. A good conclusion reminds the reader of the paper's topic and highlights the main positions presented earlier. You should not go into great detail or introduce any new information in the conclusion. Thus, the conclusion lacks citations. Remind your reader of the main aspects of your argument and restate your thesis so that it is clear how you want the government to solve your controversy. Finally, end by explaining why your reader should care about your problem, thus emphasizing the importance of implementing your solution.

## ***Making a Bibliography***

The bibliography presents the reader with the origin of the paper's research. You will use your bibliography cards to construct it. You should include all sources in your bibliography that you used for your research, **even if you did not cite the work in your essay**. For this year's project, you must have **at least** ten sources in your bibliography. Using the correct format for your bibliography is important. Each source must be in the correct format for its type, and they must be in alphabetical order. Arrange the bibliography cards in alphabetical order by first letter in each entry. Usually it is the author's last name, but since some entries do not have an author's name, you will need to use the first letter of the title, webpage name, or organization, etc. Then, type your bibliography, matching the format described in this manual. It must be double-spaced, and the first line of each entry must begin at the left margin. The subsequent lines must be indented ½ inch. Make sure to double-check the format for each type of source. The Appendix includes samples for a wide variety of sources as well as a sample bibliography page.

# Appendix

## Bibliography Entry Samples

Here is a list of bibliography entry examples. Select the appropriate example and alter it with the information in your source appropriately. If for some reason you cannot locate the necessary information because your original source did not contain it (not because you failed to record it on your bibliography card) use the following abbreviations to indicate what is unknown: n.d.=no date; n.p. (before colon)=no place; n.p.(after colon) =no publisher

### Printed Sources

#### Book With One Author

Durrill, Wayne K. *War of a Different Kind: A Southern Community in the Great Rebellion*. New York: Oxford UP, 1990.

#### Book With Two or More Authors

McKay, John P., Bennet D. Hill, John Buckler, and Patricia Buckley Ebrey. *A History of World Societies Sixth Edition*. Boston: Houghton Mifflin, 2004.

#### Book With an Editor or Translator

Schnitzler, Arthur. *The Road to the Open*, translated by Horace Samuel. Evanston, IL: Northwestern UP, 1991.

**Essays or Chapters from a Multi-author Book** (Note: This is the form you use for sections from *Opposing Viewpoints* print or *Current Issues*, etc.)

Paterson, Thomas G. "The Origins of the Postwar International System." In *Major Problems in American History Since 1945*, edited by Robert Griffith and Paula Baker, 26-33. Boston: Houghton Mifflin, 2001.

#### Book With A Corporate or Organization Author

United Nations Organization. *Report on Peacekeeping Operations in Sierra Leone 2005*. New York: United Nations Organization, 2006.

**Article or Section from a Reference Book** – (Note: These books will not usually give authors for the sections. If they do, simply omit the author part of the entry. Be sure to include the name of the editor(s), however.)

"Assault Weapons." *Guns in American Society: An Encyclopedia of History, Politics, Culture, and the Law*. Edited by Gregg Lee Carter, 234-240. Santa Barbara, CA: ABC-CLIO, 2002.

**Magazine Article With An Author**

Seabrook, John. "Ruffled Feathers: Uncovering the Biggest Scandal in the Bird World." *The New Yorker*, 29 May 2006, 50-61.

**Magazine Article With No Author** – (Note: These are usually little short articles, but occasionally they will be useful and you may need to cite some information from one. Simply use the headline / title of article and omit an author's name.)

"Time Capsule." *Missouri Conservationist*, December 2007, 33.

**Newspaper Editorials** – (Note: These are generally in the opinion section of the newspaper. They represent the opinion of the newspaper, and are generally not signed. No page number is necessary.)

"Students Gain, Lenders Lose." Editorial, *St. Louis Post-Dispatch* June 25, 2007.

**Newspaper Article with No Author Given**

*Wall Street Journal*, "Deal is Arranged for Sale of Essex Crane Rental," 10 March 2008.

**Newspaper Article with an Author Listed**

Miller, Judith, "Threats and Responses: Chemical Weapons; Iraq said to try to buy antidote against nerve gas." *New York Times*, 12 November 2002.

**SIRS**

Carey, Benedict. "In the Execution Chamber, the Moral Compass Wavers," *New York Times*, February 7, 2006, F1+. Reprinted in *Human Relations* 2007, Ed. Kim T. Kobayashi, Boca Raton, FL: Pro Quest Information and Learning Co.

## **Online Sources**

### **CQ Researcher**

Jost, Kenneth. "Gun Violence." *CQ Researcher Online* 17, no. 20 (25 May 2007): 457-480. <<http://www.cqpress.com/cqresearcher/>> (accessed June 25, 2007).

### **Newsbank**

Keegan, Paul. "The Turning Point," *Money* (July 2007): 104. <<http://www.newsbank.com>> (accessed August 21, 2007).

**Facts.com** – (Note: Remember to be as specific as possible about *which section* of Facts.com your source came from, for example, *Issues and Controversies*.)

"Juvenile Death Penalty" *Issues and Controversies* January 21, 2005. <<http://www.facts.com>> (accessed May 3, 2006).

**A Downloaded Article from an Organization Web Site** – (Note: Always include an author's name if there is one. Generally, articles on sites will have them. If they do not, go to the next sample.)

Lieberman, Ben. "American-Made Energy from ANWR at a Modest Cost." *Heritage Foundation Web Memo*, number 1192 (August 10, 2006). <[http://www.heritage.org/Research/EnergyandEnvironment/upload/wm\\_1192.pdf](http://www.heritage.org/Research/EnergyandEnvironment/upload/wm_1192.pdf)> (accessed August 24, 2006).

**Material from a Corporate or Organization Website** – (Note: Be as specific as possible with a title if you can get one. If you are using material from a bunch of places within a site, simply use the name of the website or the organization sponsoring it as an author.)

Republican Party. "2004 Republican Party Platform." *The Republican Party*. <<http://www.gop.com/images/2004platform.pdf>> (accessed March 15, 2008).

**An Article from Gale Opposing Viewpoints** – (Note: the sample slide on page 12 if you get confused.)

Donnerstein, Ed. "Media Violence Promotes Violent Behavior." *Opposing Viewpoints: Popular Culture*. Ed. John Woodward. San Diego: Greenhaven Press, 2005. *Opposing Viewpoints Resource Center*. Thomson Gale. MOREnet John Burroughs School. <<http://find.galegroup.com/>> (accessed June 25, 2007).

## Sample Footnote Formats

Find the format that matches the source you are using and change the information to fit your own source.

### **Printed Sources**

#### **Book With One Author**

Wayne K. Durrill, *War of a Different Kind: A Southern Community in the Great Rebellion* (New York: Oxford UP, 1990) 23.

#### **Book With Two or More Authors**

John P. McKay, Bennet D. Hill, John Buckler, and Patricia Buckley Ebrey, *A History of World Societies Sixth Edition* (Boston: Houghton Mifflin, 2004) 23.

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**Article or Section from a Reference Book** – (Note: These books will not usually give authors for the sections. Include it if they do, but omit the author if they do not provide it. Be sure to include the name of the editor(s), however.)

"Assault Weapons." *Guns in American Society: An Encyclopedia of History, Politics, Culture, and the Law*. Edited by Gregg Lee Carter (Santa Barbara, CA: ABC-CLIO, 2002) 23.

#### **Magazine Article With An Author**

John Seabrook, "Ruffled Feathers: Uncovering the Biggest Scandal in the Bird World." *The New Yorker* (May 29, 2006) 23.



**Magazine Article With No Author** – (Note: These are usually little short articles, but occasionally they will be useful and you may need to cite some information from one. Simply use the headline / title of article and omit an author's name. Include a page number.)

“Time Capsule.” *Missouri Conservationist* (December 2007) 33.

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“Students Gain, Lenders Lose.” Editorial, *St. Louis Post-Dispatch* (June 25, 2007).

**Newspaper Article with No Author Given** – (Note: If there are multiple articles from the same paper, and you go back and forth in your notes, include the paper and enough of the article title so that your reader knows to which article you are referring.)

*Wall Street Journal*, “Deal is Arranged for Sale of Essex Crane Rental.” (10 March 2008).

### **Newspaper Article with an Author Listed**

Judith Miller, “Threats and Responses: Chemical Weapons; Iraq said to try to buy antidote against nerve gas.” *New York Times* (12 November 2002).

### **SIRS**

Benedict Carey, “In the Execution Chamber, the Moral Compass Wavers,” *New York Times*, February 7, 2006, F1+. Reprinted in *Human Relations* 2007, Ed. Kim T. Kobayashi, Boca Raton, FL: Pro Quest Information and Learning Co.

## **Online Sources**

### **CQ Researcher**

Kenneth Jost, “Gun Violence.” *CQ Researcher Online* 17, no. 20 (25 May 2007): 465. <<http://www.cqpress.com/cqresearcher/>> (accessed June 25, 2007).

### **Newsbank**

Paul Keegan. “The Turning Point,” *Money* (July 2007): 104. <<http://www.newsbank.com>> (accessed August 21, 2007).

### **Facts.com**

“Juvenile Death Penalty” *Issues and Controversies* January 21, 2005. <<http://www.facts.com>> (accessed May 3, 2006).

**A Downloaded Article from an Organization Web Site** – Always include an author’s name if there is one. Generally, articles on sites will have them. If they do not, go to the next sample.

Ben Lieberman. “American-Made Energy from ANWR at a Modest Cost.” *Heritage Foundation Web Memo*, number 1192 (August 10, 2006). <[http://www.heritage.org/Research/EnergyandEnvironment/upload/wm\\_1192.pdf](http://www.heritage.org/Research/EnergyandEnvironment/upload/wm_1192.pdf)>

(accessed August 24, 2006).

**Material from a Corporate or Organization Website** – (Note: Be as specific as possible with a title if you can get one. If you are using material from a bunch of places within a site, simply use the name of the website or the organization sponsoring it as an author.)

Republican Party. “2004 Republican Party Platform.” *The Republican Party*. <<http://www.gop.com/images/2004platform.pdf>> (accessed March 15, 2008).

### **An Article from Gale Opposing Viewpoints**

Ed Donnerstein, “Media Violence Promotes Violent Behavior.” *Opposing Viewpoints: Popular Culture*. Ed. John Woodward. San Diego: Greenhaven Press, 2005. *Opposing Viewpoints Resource Center*. Thomson Gale. MOREnet John Burroughs School. <<http://find.galegroup.com/>> (accessed June 25, 2007).

***Sample Cover Page for a Term Paper (omit this writing, the footer, and the page number for your cover page)***

Why the Government Should Encourage Investment in Nuclear Energy

by

John Doe

Social Studies 8

Ms. Teacher

May 19, 2007

**Sample Bibliography Page for a Term Paper (omit this writing, the footer and the page number. Add the correct page number, in the correct place, to reflect the page number of your own term paper)**

### Bibliography

“Assault Weapons.” *Guns in American Society: An Encyclopedia of History, Politics, Culture, and the Law*. Edited by Gregg Lee Carter, 234-240. Santa Barbara, CA: ABC-CLIO, 2002.

Donnerstein, Ed. “Media Violence Promotes Violent Behavior.” *Opposing Viewpoints: Popular Culture*. Ed. John Woodward. San Diego: Greenhaven Press, 2005. *Opposing Viewpoints Resource Center*. Thomson Gale. MOREnet John Burroughs School. <<http://find.galegroup.com/>> (accessed June 25, 2007).

Durrill, Wayne K. *War of a Different Kind: A Southern Community in the Great Rebellion*. New York: Oxford UP, 1990.

Jost, Kenneth. “Gun Violence.” *CQ Researcher Online* 17, no. 20 (May 25, 2007): 457-480. <<http://www.cqpress.com/cqresearcher/cqpresrre2007052500>> (accessed June 25, 2007).

“Juvenile Death Penalty” *Issues and Controversies* January 21, 2005. <<http://www.facts.com>> (accessed May 3, 2006).

Lieberman, Ben. “American-Made Energy from ANWR at a Modest Cost.” *Heritage Foundation Web Memo*, number 1192 (August 10, 2006). <[http://www.heritage.org/Research/EnergyandEnvironment/upload/wm\\_1192.pdf](http://www.heritage.org/Research/EnergyandEnvironment/upload/wm_1192.pdf)> (accessed August 24, 2006).

“Students Gain, Lenders Lose.” Editorial, *St. Louis Post-Dispatch* June 25, 2007.

United Nations Organization. *Report on Peacekeeping Operations in Sierra Leone 2005*. New York: United Nations Organization, 2006.

## Planning Calendar for Term Paper Project

**Note:** Insert project due dates along with other classes' test and due dates. This will help you pace your work.

| Monday       | Tuesday      | Wednesday    | Thursday     | Friday       | Saturday     | Sunday       |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> |
| <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> |
| <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> |
| <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> |
| <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> |
| <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> | <i>Date:</i> |

**Outlining Sheets for Term Paper**

Name \_\_\_\_\_

Topic \_\_\_\_\_

**Note: For factual information/quotes on the outline put your note card number/letter, so when you are writing you can find your stuff.**

**I. Introduction**

a. Unique opening sentence:

b. Organizational Structure/Main arguments for each side

**c. My Thesis:****II. Background Section**

a. Topic Sentence for Background Section

b. Key facts, history, court cases, laws, etc.

b. Transition sentence to CON argument section



## V. My Argument

a. Restatement of my thesis:

c. Facts, statistics, quotations, attacks on the CON argument and things that support my thesis ...

c. Wrap Up Argument/Transition to conclusion

## VI. Conclusion

a. Topic sentence:

b. Restate the key background facts

c. Restate the strongest CON arguments

d. Restate the strongest PRO arguments

e. Restate why this topic is important

f. Restate your thesis

**Note:** Are you missing any information that would strengthen any part of your paper? If you are, **now's the time to dig it up.**