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Section 1 - General Guidelines

An expository essay informs the reader about a particular subject. It is intended to provide information rather than convince the reader of a particular point of view (so, keep your opinions to yourself). Avoid subjective expressions like 'I think', 'I feel', 'I believe', or 'In my opinion'. You aren't trying to persuade your reader - you're trying to INFORM the reader.

Assignment Type:	Major
Value:	15% of Course
Topic:	Student Choice (with Coffin-approval)
Audience:	Coffin
Purpose:	To Inform
Sources:	3 to 5 REPUTABLE sources (one must be non-Internet); must be available upon request
In-Text Citations:	A minimum of 5 in-text citations must be included in the paper <ul style="list-style-type: none">➡ at least one direct quote➡ at least one paraphrase➡ at least one summary
Length:	800 - 1000 words
Due Date:	May 7, 2009
Written Format:	<ul style="list-style-type: none">➡ must be double-spaced➡ must include a catchy title and a properly-formatted cover page➡ must be typed in 10 - 12 point font or very neatly handwritten

General Requirements

- ➡ Research must be accumulated on INDEX CARDS. We will conduct a lesson on proper note-taking very early in the research process. You are not permitted to print pages for research purposes. All information must be kept on an index card using an agreed-upon note-taking format. Each student must produce 10-15 cards with his/her good copy. Index cards are available from Mr Coffin and Mrs Pendergast in the library.
- ➡ Students must be able to produce a list of ALL research sources and - at given times - submit an up-to-date source list.
- ➡ Must be written with proper sentence/paragraph structure, including an introduction with thesis, body paragraphs, and conclusion.
- ➡ ALL information gained in research must be properly quoted, paraphrased, summarized, giving appropriate citation where necessary.
- ➡ Any plagiarized work will earn you a ZERO.
- ➡ Should be focussed on a narrow topic and should display what you know/have learned about that topic.
- ➡ We will only dedicate a small amount of class time to research. Students will be responsible for researching and writing on their own time.

Rationale

Research Process

This essay is about the RESEARCH PROCESS and the FINAL PRODUCT. Throughout, students shall conference with Coffin during class time where feedback shall be provided and each research element (from topic choice, to thesis statement, note-taking, rough drafts and outline, and use of class time/attendance shall be evaluated.)

Final Product

On the final due date, students shall submit requested components in an envelope which shall be corrected outside class time. Each component shall be taught and practised in the classroom prior to the submission date. Handouts and notes shall also be provided to clarify information.

Section 2 - Calendar & Assessment Criteria

2009 - ENGLISH 621 RESEARCH PAPER CALENDAR					
TIMELINE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 ➡	April 13 Easter Monday	April 14 INTRODUCTION AND DISCUSSION	April 15 RESEARCH DAY	April 16 TOPICS CHOSEN	April 17 PD Day
WEEK 2 ➡	April 20 THESES DECLARED	April 21	April 22 RESEARCH DAY	April 23 LIST OF SOURCES DUE	April 24 SOURCE LIST RETURNED
WEEK 3 ➡	April 27	April 28	April 29 RESEARCH DAY	April 30 ROUGH OUTLINE DUE	May 1 PD Day
WEEK 4 ➡	May 4	May 5 PEER REVISION	May 6	May 7 DUE DATE	May 8

FINAL PRODUCT ASSESSMENT			Confirmed Research Dates in Library:	
April 16	Topic Choice Submitted	1 Point	April 15	
April 20	Thesis Statement x 2	2 Points	April 22	
April 23	Sources Revealed	3 Points	April 29	
April 30	Tentative Essay Outline	2 Points		
May 5	Rough Copy Peer Revision	4 Points		
Ongoing	Using Index Cards for Research	4 Points		
Ongoing	Use of Class Time	4 Points		
May 7	GOOD COPY DUE			
	Title Page	1 Point		
	Pagination	1 Point		
	Final Abstract	2 Points		
	Final Outline	4 Points		
	Written Introduction	4 Points		
	Written Body of Essay	16 Points		
	Written Conclusion	4 Points		
	In-Text Citations	2 Points		
	References Page	2 Points		
	Mechanics	8 Points		
	Index Card Assessment	6 Points		
	Total Points	70 Points		
			<p>Valuable Research Resources:</p> <p>coffinblog research:</p> <p>http://coffin.wordpress.com/research/</p> <p>For a detailed rubric, go to the following link, provided on coffinblog's English 521 page.</p> <p>http://users.eastlink.ca/~icoffin/521assessment.htm</p> <p>Index cards are available in the library from Mrs Pendergast and from Mr Coffin.</p>	

Section 3 - Explanation of Components

<u>Process Component</u>		<u>Due Date</u>
Introduction	➔ Distribute Expository Research Activity and discuss some of the ground rules. ➔ Review Thesis Statements and begin thinking about topics.	April 14
Topic	➔ You must have your topic chosen and cleared with Coffin on or before this date. ➔ If you do not provide a topic by this date, one shall be provided for you.	April 16 ➔ 1 Point
Theses	➔ You must have two well-formulated thesis statements written, discussed, and approved. ➔ These are tentative since you may change your focus slightly as you research.	April 20 ➔ 2 Points
Sources	➔ Must submit (in MLA format) at least three sources you've been exploring to date. ➔ Enter source information into a citation generator and submit three MLA entries.	April 23 ➔ 3 Points
Outline	➔ You must complete a tentative outline in proper MLA format - as outlined in class. ➔ This must be completed in good copy and follow all rules for essay outlines.	April 30 ➔ 2 Points
Revision	➔ You must participate in the in-class revision, meaning the rough copy must be complete. ➔ The rough copy should also be typed and double-spaced, for reviewer readability.	May 5 ➔ 4 Points
Index Cards	➔ You must compile your research on index cards and in the proper format. ➔ You will be watched and will periodically have to show Coffin your research progress.	Ongoing ➔ 4 Points
Time Usage	➔ You will be assessed on in-class productivity, time-management, and efficiency. ➔ On days we dedicate class time to the project, don't waste your time or Coffin's time.	Ongoing ➔ 4 Points
<u>Final Product Component</u>		<u>Due Date</u>
Title Page	➔ You must create a formal cover page, according to the rules discussed in class.	May 7 ➔ 1 Point
Pagination	➔ Correct pagination must be applied throughout the paper, as in directions.	May 7 ➔ 1 Point
Abstract	➔ Prepare a 100-word precis including the most vital sections your paper discusses.	May 7 ➔ 2 Points
Final Outline	➔ The polished version of your earlier outline, reflecting additional research/information.	May 7 ➔ 4 Points
Introduction	➔ Clear and concise paragraph(s) that contain a solid thesis.	May 7 ➔ 4 Points
Body	➔ Topic developed in a well-formatted manner supporting the thesis.	May 7 ➔ 16 Points
Conclusion	➔ Bring the essay to a concise and thoughtful conclusion, reminding the reader of thesis.	May 7 ➔ 4 Points
Citations	➔ Appropriate support for arguments gained through research and cited properly.	May 7 ➔ 2 Points
References	➔ Resources listed - in alphabetical order and in proper MLA-citation format.	May 7 ➔ 2 Points
Mechanics	➔ Grammar, spelling, sentence fluency, punctuation.	May 7 ➔ 8 Points
Index Cards	➔ Must be included, and organized by sub-topic. Also must be written in proper format.	May 7 ➔ 6 Points

To avoid confusion, make certain that the final product is submitted containing the following:

- ➔ Printed Final Good Copy (in MLA format, paginated, containing an outline, proper in-text citations, and References page).
- ➔ Submit rough copy.
- ➔ E-mail attached good copy to iecoffin@edu.pe.ca
- ➔ Provide Index Cards used in research (10-15), organized by sub-topic

1. SELECT A TOPIC

Make it narrow enough so its manageable within the essay length. Be specific - not general. See the INCLUDED HANDOUT.

2. WRITE AT LEAST TWO POSSIBLE THESIS STATEMENTS

The thesis expresses a CONTROLLING IDEA that is not too broad nor too specific which will be developed effectively. This is the expression of the main idea covered in the essay. See the INCLUDED HANDOUT dealing with writing theses.

3. CHOOSE A METHOD OF DEVELOPMENT

Consider all of the following methods before you finally settle on the one which best serves the purpose of your essay.

Compare and Contrast: Showing the similarities and differences
Cause and Effect: If this occurs, then this is the result
Classification: Scientific, placing your subject into categories
Process Analysis: Explanation of how to do something or the step-by-step process of completing tasks

YOUR ESSAY: Will be structured much like 'The Truth About Lying' in the Echoes 11 text (page 386) which divides the topic. It MUST include headings for each paragraph.

4. ORGANIZE THE ESSAY IN AN OUTLINE

List the major topics that each section of your essay will discuss. Fill in the supporting points that each section of the body of the essay will contain. Use the PROVIDED HANDOUT to assist you in creating the outline.

5. WRITE TOPIC SENTENCES FOR THE BODY PARAGRAPHS OF THE ESSAY

For each section of the body of the essay, write a topic sentence that directly relates to the thesis. These topic sentences should be your guide for the rest of the paragraph.

6. WRITE AN INTRODUCTION

Introductory paragraphs should state the THESIS of the essay, introduce the major topics in the body paragraphs of the essay, and gain the interest of the reader. Introductions usually limit themselves to a paragraph or two.

7. WRITE THE DIFFERENT SECTIONS OF THE BODY OF THE ESSAY

Each section of the body should develop the main supporting point covered in that section's topic sentence. These sections include any researched material which supports your claims and is properly cited (MLA-style).

8. WRITE A CONCLUSION

A conclusion re-states the thesis and major points (but never in exactly the same words) and bring the essay to an appropriate and effective close without raising new issues. Always conclude with a vivid and interesting PARTING SHOT.

9. REFERENCES

In order to research this essay's content, you had to find information that you didn't previously know. Now, you have to properly cite it (both in-text and afterward). Use the handbook/the websites above to discover how to properly do so.

10. ASSESSMENT

You will be assessed at various points during this activity. We will look at the writing process and also the final product. Always be mindful of the due dates (and the assessment rubrics).

Section 5 - Narrowing Your Topic

Tutorial

Too General:

Teen Gangs

AIDS

Teen Pregnancy

Pro Basketball

Commercials

More Specific:

- Why do teens join gangs?

- Current treatment of AIDS patients.

- How does teen pregnancy affect teen fathers?

- What does it take to become a pro player?

- How do commercials manipulate their audiences?

Try Some of Your Own:

Child Poverty -

Animal Cruelty -

Violence in Sports -

School Uniforms -

Title Page

- ➔ Type the essay's title (make it catchy) 1/3 of the way down your page.
- ➔ At the bottom of the page, include your name, name of the course, date, and your favorite teacher's name (or just my name).

Introduction

- ➔ Give the introduction a cool heading (don't just write 'Introduction').
- ➔ Introduce the topic.
- ➔ Refer to your sub-topics or supporting ideas.
- ➔ State your explicit thesis statement near the end of your introduction.

Body Section (at least 3 to 5 solid paragraphs)

- ➔ Each body section must also have its own heading.
- ➔ Address your sub-topics one section at a time.
- ➔ Arrange sections in climactic order - the most important one is last.
- ➔ Each section should begin with a topic sentence (mini-thesis).
- ➔ Sentences should be connected by transition words that flow smoothly.
- ➔ If you are using researched material, make sure to use proper citations.

Conclusion

- ➔ Again, the conclusion should have a heading (not 'Conclusion'). Be witty.
- ➔ Restate thesis at the beginning of conclusion (in different words).
- ➔ Briefly recap your evidence (don't introduce any new supporting details).
- ➔ End with a clincher - a memorable statement tying main ideas together.

References Page (preferred)

- ➔ Must be on a separate page.
- ➔ Must have the term 'REFERENCES' centered at the top of the page.
- ➔ Sources listed in ALPHABETICAL ORDER with HANGING INDENTS.
- ➔ Use Citation Machine Generator (coffinblog research) to make sure you have the proper citation. Copy and paste generated citations from this page to your References page - it's that easy!

In-Text Citations

- ➔ If you use any direct quotations, précis, or paraphrased material, you must cite the source directly following that entry in your paper.
- ➔ Example Paraphrase:
Dana White became president of the UFC in 2001 (www.ufc.com).
- ➔ Example Direct Quotation:
According to Larry Martin, President Kennedy, *'with all his style and savoir-faire, decided that Prime Minister John Diefenbaker was boring'* (Martin 192)

Section 7 - Developing a Thesis

- ➔ A statement declaring the main idea of your paper.
- ➔ It tells the reader what your report is about/identifies the main idea.
- ➔ Typically located at the end of your introduction.

A good thesis will also help you focus your search for information.

ATTRIBUTES OF A GOOD THESIS STATEMENT

- ➔ It is specific and focused.
- ➔ Clearly asserts your points based on evidence and/or clear writing.
- ➔ Provides the reader with a map to guide him/her through your paper.
- ➔ Avoids vague language ('it seems' 'it appears')
- ➔ Avoids first person ('I believe' or 'in my opinion').
- ➔ It should pass the 'so what' or 'who cares' test - your statements should be interesting and thought-provoking - make your reader want to read more.

EXAMPLE THESIS STATEMENTS

(Notice they are all about the same main topic (deafness), but each is narrowed to prove or argue a specific part of that topic)

- ➔ Many children became deaf in the 1960s due to a Rubella outbreak.
- ➔ Deaf people raised using American Sign Language seem to be more successful than deaf people raised orally.
- ➔ The quality of deaf education varies from country to country.
- ➔ Many members of the deaf community oppose putting cochlear implants in deaf babies.
- ➔ Deaf people think they are lucky to be deaf because they are members of a close-knit community.

Section 8 - Developing an Outline

Outlines you complete for this course must include your thesis and a re-stated thesis. Also, the main components of an effective outline include:

- ➔ **Parallelism**
Each heading and subheading should follow parallel structure, meaning if you are using a verb or a noun, each statement following should be using a verb or a noun also.
Example: Choose desired colleges, Prepare application
Example: Choosing a college, Preparing an application
- ➔ **Coordination**
Headings should be of equal importance
Example: Visit and evaluate college campuses
Visit and evaluate college websites
- ➔ **Subordination**
Information in the headings should be more general and the information in the subheadings should be more specific.
- ➔ **Division**
Each heading should be divided into two or more parts
Example: Compile resume
List relevant course work
List work experience
List volunteer experience

Sample Outline

The College Application Process

- I. Thesis:
When applying to college, a student follows a certain process which includes choosing the right schools and preparing the application materials.
- II. Choose Desired Colleges
 - A. Visit and evaluate college campuses
 - B. Visit and evaluate college websites
 - 1. Look for interesting classes
 - 2. Note important statistics
 - a. Student/faculty ratio
 - b. Retention rate
- III. Prepare Application
 - A. Write Personal Statement
 - 1. Choose interesting topic
 - a. Describe an influential person in your life
 - i. Favorite high school teacher
 - ii. Grandparent
 - 2. Include important personal details
 - a. Volunteer work
 - b. Participation in varsity sports
 - B. Revise personal statement
- IV. Compile resume
 - A. List relevant course work
 - B. List work experience
 - C. List volunteer experience
 - 1. Tutor at foreign language summer camp
 - 2. Counselor for suicide prevention hotline
- V. Re-Stated Thesis:
The process a student follows in college application process is the first important step in making sure he/she is on the right educational track.

Section 9 - Expository Essay Revision Checklist

While writing essays, it pays to use a checklist like the one below to ensure you have satisfied all the required elements. Both the writer or a peer editor should refer to this checklist while reviewing.

I. THESIS STATEMENT

1. ___ Is the thesis statement clear and explicit? If not, clarify it.
2. ___ Does it give away too much evidence?
3. ___ Does it state the main idea of the opening paragraph/essay?
4. ___ Does it catch your attention?
5. ___ Is the topic sentence supported in the body of the paragraph?

II. CONTENT

1. ___ Does the essay use good and accurate information?
2. ___ Is my argument convincing; that is, will anyone buy your argument?
3. ___ Are you using good examples?
4. ___ Is the essay interesting to read?

III. STYLE AND GRAMMAR

1. ___ Does the essay contain misspellings? If so, fix them.
2. ___ Do the paragraphs contain run-on sentences/ fragments? Fix them.
3. ___ Do I use transition words effectively?
4. ___ Do I use adverbs/adjectives effectively?
5. ___ Do the paragraphs contain frequent errors? If so, fix them.
6. ___ Do the paragraphs contain errors in capitalization? If so, fix them.
7. ___ Do the paragraphs contain punctuation errors? If so, fix them.
8. ___ Do you repeat yourself? Fix/reword these passages.

IV. CONCLUDING SENTENCE

1. ___ Does concluding thesis statement show the importance of the essay?
2. ___ Does concluding thesis simply restate the topic sentence? Fix it.
3. ___ Does concluding thesis simply summarize the paragraph? Fix it.

V. MLA STYLE

1. ___ Has the work of other researchers been properly documented?
2. ___ Have all references been properly formatted in MLA-style?
3. ___ Have I included a Works Cited page if I've used my research?
4. ___ Am I certain my paper is free of plagiarism?

VI. MISCELLANEOUS

1. ___ What one or two things did you do very well in this paragraph?
2. ___ What one or two things do you need to do better/change?
3. ___ What is your overall impression of the essay?

NOTES:

* If you have taken the time to plan an outline for your essay before you begin writing, then the task of writing becomes much easier since you now have a plan.