

# Why create a detailed outline for note-taking?



- It ensures that you follow your set order
- It ensures that you don't accidentally insert new content without changing the outline
- It ensures that you don't accidentally forget to write about something that you planned to address
- It helps you scan to make sure that you have included all proper elements of writing

# How to create a detailed outline for note-taking



- Open your outline
- Make a copy and call it your “detailed” or “working” outline
- Scan your resources for useful content and copy/paste OR reword your content straight into the area of the outline that it supports
- Change the text to red to identify that it is from an outside source

## Further labeling

Every time that you use ideas or specific words from outside sources, they must be cited. It's the best idea to do this now so that you don't accidentally plagiarize later.

If using MLA Style, place the author(s) last name or the article title (in quotation marks) or the italicized book title with page numbers into parentheses as you would cite it parenthetically. Color your citation **blue**.



# Annotations



This is your paper! You created a unique thesis statement based upon your interests. You get to lead your reader on a path that you set. The way that you do this is by introducing or following expert information with your own thinking. You “cushion” the research with your own inferences or thoughts. You do this using formal writing techniques (no personal pronouns, etc.) that possibly “break down the meaning” of the information presented or “connect the human element” Be careful that any of your own writing does not present new information and, instead, analyzes the information gathered from experts. Color any annotations **green**.

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Annotation ideas:

# *Teach the reader by...*



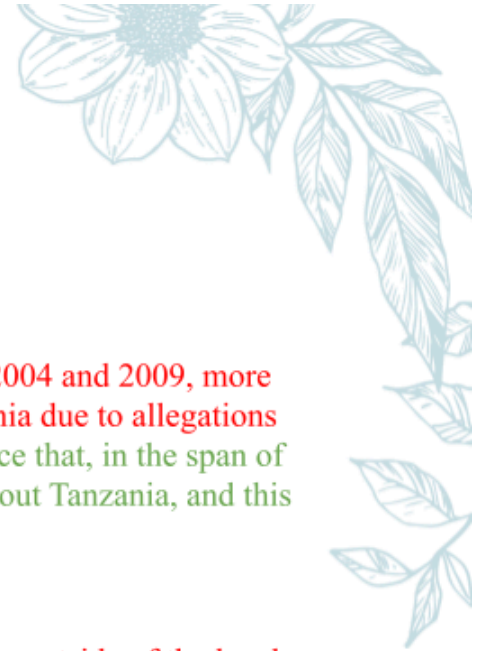
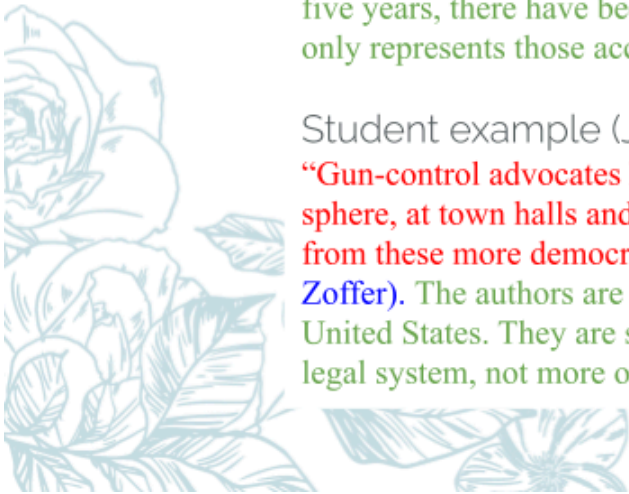
## Illuminating the author's purpose

Student example (Jake Lucera):

“The Tanzanian Legal and Human Rights Centre reports that between 2004 and 2009, more than 2,585 older women were killed in eight different regions of Tanzania due to allegations of witchcraft” (“A Snapshot”). The author is urging readers to take notice that, in the span of five years, there have been an approximately 2,500 plus deaths throughout Tanzania, and this only represents those accused of witchcraft.

Student example (Jason Hemminger):

“Gun-control advocates have long been making these sorts of arguments outside of the legal sphere, at town halls and televised rallies. The March for Our Lives brief takes its inspiration from these more democratic arenas and brings that approach into the courtroom” (Feinzig and Zoffer). The authors are clearly providing their opinion on how to fix the gun crisis in the United States. They are suggesting that the only way to bring about change is through the legal system, not more outrage and violence.



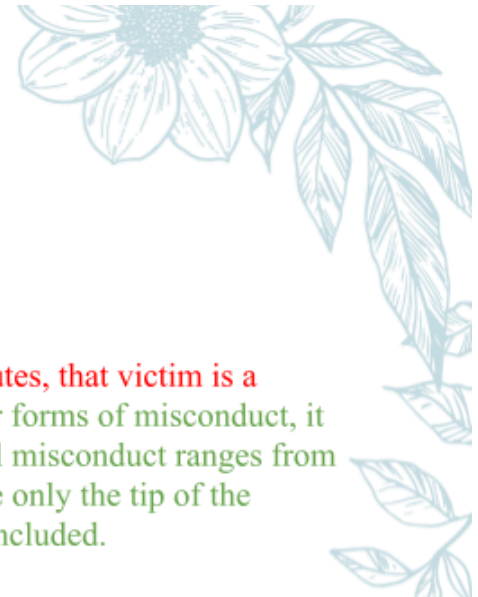
# *Teach the reader by...*



## Setting definitions

Student example (Erin DeAngelis):

“Every 73 seconds, an American is sexually assaulted. And every 9 minutes, that victim is a child” (“Scope of the Problem”). When defining sexual assault and other forms of misconduct, it is salient to recognize how prevalent it is amongst certain groups. Sexual misconduct ranges from harassment, assault, to rape. The reported cases of sexual misconduct are only the tip of the iceberg, since there are numerous cases that are unreported or are not concluded.



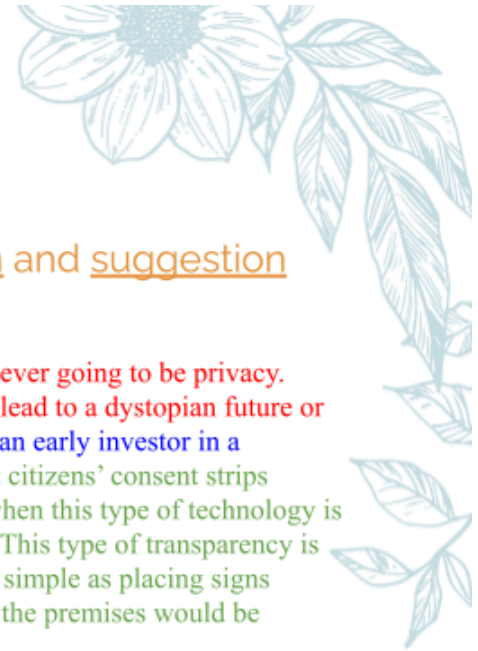
# *Teach the reader by...*



Making inferences and connections & providing opinion and suggestion

Student example (Sean Johnson):

“I’ve come to the conclusion that because information constantly increases, there’s never going to be privacy. Laws have to determine what’s legal, but you can’t ban technology. Sure, that might lead to a dystopian future or something, but you can’t ban it,” states David Scalzo, founder of Kirenaga Partners, an early investor in a biometrics start-up called Clearview AI (Hill). Surveilling the general public without citizens’ consent strips Americans of basic privacy rights that they are entitled to. People deserve to know when this type of technology is being used, so they are able to ask questions and exercise some choice in the matter. This type of transparency is vital for building public knowledge and confidence in this technology. Something as simple as placing signs outside of public places which state that facial recognition software is being used on the premises would be effective.



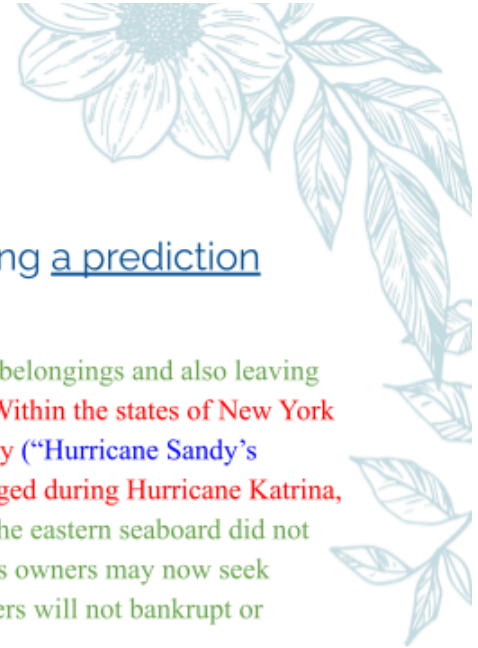
# *Teach the reader by...*



Leading into the information, Stating the impact or offering a prediction

Example:

Many homes are destroyed during hurricanes, leaving families without their personal belongings and also leaving them with no familiar place to return to and call their own for months or even years. Within the states of New York and New Jersey, approximately 650,000 homes were damaged during Hurricane Sandy (“Hurricane Sandy’s Impact”). The number of homes damaged was lower than the number of homes damaged during Hurricane Katrina, where 800,000 homes were damaged (“Katrina Impacts”). While the numbers along the eastern seaboard did not reach the loss suffered in the gulf, locals would still feel the effects for years. Business owners may now seek insurance coverage that is more comprehensive as a result, ensuring that future disasters will not bankrupt or disable them to the point of no return.



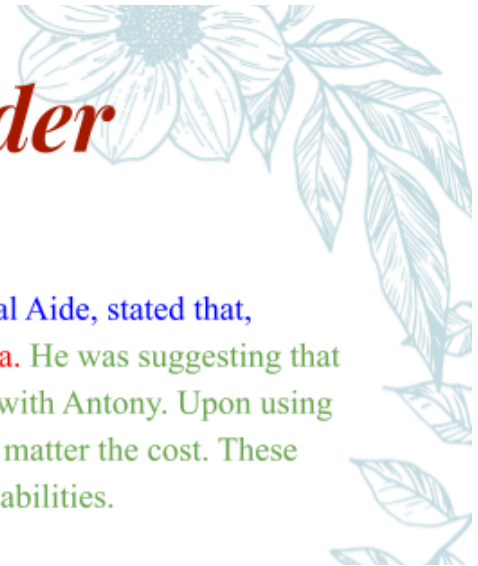


# *Compare/contrast for the reader*



Student example #1:

Michael Bohn, a former Naval intelligence officer and White House Social Aide, stated that, “Appetite comes with eating” in reference to Putin’s annexation of Crimea. He was suggesting that Putin’s taking of Ukrainian land would drive him to obtain more. So it is with Antony. Upon using his power he became obsessed and was driven to gain more influence, no matter the cost. These leaders are motivated to build power and show off the magnitude of their abilities.

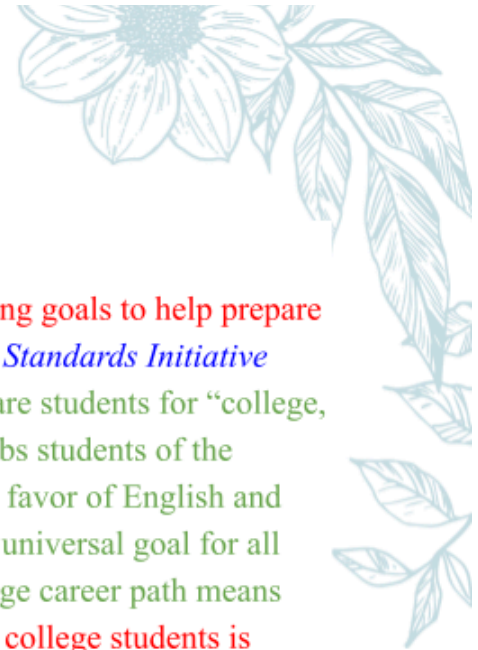
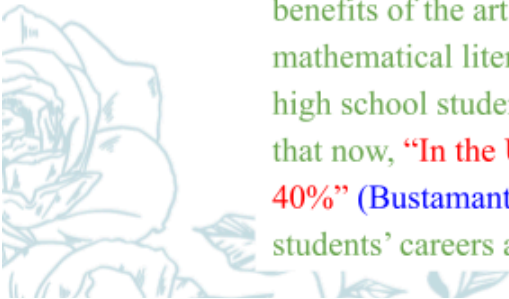


# *Challenge the text*



Student example (Honey Smith):

“...The Common Core State Standards provide clear and consistent learning goals to help prepare students for college, career, and life” or so states the *Common Core State Standards Initiative* (“Read the Standards”). The Common Core is purportedly meant to prepare students for “college, career, and life,” when in fact its overemphasis on standardized testing robs students of the benefits of the arts, a key part of life, which are thrown by the wayside in favor of English and mathematical literacy. College readiness should not be considered such a universal goal for all high school students especially seeing as the overprescription of the college career path means that now, “In the United States the overall dropout rate for undergraduate college students is 40%” (Bustamante). This in fact means that the Common Core is of a detrimental effect on students’ careers and financial health.



**Example Detailed Outline - adapted from Melissa Koch's work**  
**Melissa has orange topic and transition sentences included, also!**

I. Introduction

A. Hook

1. Brief/Broad Overview

Anxiety is becoming an epidemic in the United States, affecting students' education. Although every person has a different experience, *Dictionary.com* defines anxiety as “a feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome” (“Anxiety”). Every student copes with their anxiety differently, but there is no doubt that it affects their education and overall mental health.

2. Case Study

Jake, a college student at the University of North Carolina, Chapel Hill, recalls his worries about succeeding in life surrounded by a highly competitive atmosphere. He ended up enduring three hospitalizations for suicide attempts resulting from his extreme and untreated anxiety (Denizet-Lewis). Stories such as Jake's are, unfortunately, becoming more and more common.

3. Statistic

Based upon a *New York Times* Article by Benoit Denizet-Lewis, “over the last decade, anxiety has overtaken depression as the most common reason college students seek counseling services. In its annual survey of students, the American College Health Association found a significant increase to 62 percent in 2016 from 50 percent in 2011 of undergraduates reporting ‘overwhelming anxiety’ in the previous year.” This increasing epidemic demands immediate attention from all of America's educators.

B. Thesis Statement: Triggers of anxiety in secondary students are increasing and affecting students' education and mental health; more actions and awareness should be enforced in schools to solve this issue.

II. Main Body

A. School anxiety affecting education

1. Use of technology

a) Increases chance to stay off task

Schools are increasingly harnessing technology to educate students which is a trend that must be evaluated with regards to mental health along with the common practices seen within the classroom. One use of technology is

social media. A recent survey indicated that students felt that going off-task to check social media was not only acceptable but helpful. They felt it allowed for a brief distraction while class was boring and helped them become more engaged in class later. Student respondents continued by claiming social media during class time offered a mental break when they felt overwhelmed. Instructors were not so quick to agree and sixty-eight percent reported being bothered by cell phone use. They furthered by stating that cell phone use has become more brazen which they view as insulting. A study cited within the article confirmed that technology impaired the students' ability to retain the information from the class (Hazelrigg). By checking their social media, the students bring the outside world into their classroom experience. At any point in time when emotional distress is triggered, the ability to learn becomes secondary and the student is more likely to divert their focus away from the classroom task. For each moment of time away from the educational task, the student will have to work harder to catch up on what they missed and is likely to suffer in the end. When one is off-task, they are more easily distracted by outside influences.

#### b) Distractions

This is where a topic sentence related to distractions would be written.

This is where a summary from an outside source on distractions would appear (Melissa had not populated this section yet - this is normal as the note-taking process is not linear throughout the outline. Students are likely to go source by source and the population of the outline will jump around) (This is where the parenthetical citation for the source used would appear). This is where the analysis of the content provided by the outside source would appear.

The student who has suffered after being off-task and distracted will still be expected to continue with their class and take each test along with the rest of the class.

### 2. Test anxiety

The likelihood to perform well on a test is significantly lowered if a student has been off-task or distracted often during the course of the instruction which would greatly increase test anxiety.

#### a) Statistic

“It’s not clear exactly how many students have it but severe test anxiety could affect as much as 20 percent of the school-going population and another 18 percent may have a moderate form of the condition” (Strauss). It is imperative that researchers probe into this issue to gather more accurate statistics as it already may impact more

than one-third of the student population. The blame for these increased statistics cannot be directed solely toward the student or their parents as the message to succeed academically is highly institutional in nature.

b) Feeling of “needing to succeed”

As American schools were asked to justify the quality of learning, departments of education adopted methods to quantify success. In turn, the public latched onto this data in order to gauge how “elite” or “in-need” their local schools would “prove” to be. “Even in schools that are high performing, there is increased pressure to perform better than in years previous” (Embse and Hasson). With the prevalence of scores being published in local news sources and a multitude of academic awards given to excelling schools that are also highly publicized, school administrators are feeling the pressure to stay at the “head of the pack.” When asked to perform better than each past year, administrators heading high-performing schools are often driven to push their staff and students in order to continue receiving high-performance ratings by the state or nation. The “need to succeed” can be further exacerbated by the value college admissions place upon standardized test scores.

c) SAT and ACT

The most popular standardized test scores in the United States are the SAT and the ACT. Students often prepare heavily for these exams prior to taking them. Some students are in class from approximately 8 am until 3 pm followed by sports, music, or other extracurriculars, and then attending an evening SAT or ACT test prep session in order to score highly on the tests. Driven by a culture that states that there is no worse fate than failure, many students throughout the nation are attempting to achieve performance as near to perfection as they can attain (Cullotta et al.). This message is being heard loud and clear as many students attend these courses and take and retake the SAT exam multiple times. Students often have set expectations for themselves along with the results that believe they will be happy with. Sometimes parents echo the same message or are the ones who initiated the mindset. The student then goes into the exam with these desired numbers in mind. When students are anxious, they leave fewer cognitive resources to take the test because their test anxiety uses some of their working memory (Strauss). A normal level of anxiety can heighten alertness and motivation, but test anxiety often surpasses normal levels of anxiety and, as Strauss points out, can inhibit performance. SATs and ACTs are only one standardized measure of student success; students within the public school system have long been unable to escape the “high-stakes test” beginning as early as the third grade.

d) Graduation Requirements

Many states have adopted their own version of the standardized test and embedded the requirement to pass the test into graduation requirements. “Legislation, such as No Child Left Behind, have created test-based accountability systems thus increasing the importance placed on student test outcomes” (Embse and Hasson). Such legislation only solidifies the impact that standardized tests place upon the competitive student culture as a whole.

High-stakes testing presents a stress level to students that, unfortunately, will not disappear upon entrance into the postsecondary world.

### 3. College

College presents new stressors to students related to high levels of both debt and competition.

#### a) Life-changing debt

**Note: the detailed outline continues further through the main body and into the conclusion. This is where we have ended the example. You will see that the author of the paper can check to ensure that the outline has red, blue, and green and that orange writing throughout. The author of the paper can also check to ensure that all areas of the set outline are supported by a multitude of expert resources. Remember, teachers will be looking to identify resources that are of top-notch quality and fully synthesized to each other and to the thesis.**

**This example includes all pertinent items to meet the requirements for notes on research: (a) expert information/content (b) location/identification of the outline element it supports (c) proper indication of source citation, and (d) an indication of whether it is a direct quote or summary (this one completed through the usage of quotation marks or absence of quotation marks in the text colored red).**

**For grading, this counts as one notecard since it contains one piece of information from an outside source, the citation, and the location that it fits within the outline.**

a) Feeling of "needing to succeed"

"Even in schools that are high performing, there is increased pressure to perform better than in years previous" (Embse and Hasson). With the prevalence of scores being published in local news sources and various awards that are also highly publicized, school administrators are feeling the pressure to stay at the "head of the pack."

**This counts as two notecards**

b) SAT and ACT

An increase in expensive SAT prep courses sends a message that the student must excel at everything to get into a competitive college (Morin). The message is being heard loud and clear as many students attend these courses and take and retake the SAT exam multiple times. Students often have set expectations for themselves and the results that they will be happy with. Sometimes parents echo the same message or are the ones who initiated the mindset. The student then goes into the exam with these numbers in mind.

When students are anxious, they leave fewer cognitive resources to take the test because their test anxiety uses some of their working memory (Strauss). A normal level of anxiety can heighten alertness and motivation, but test anxiety often surpasses normal levels of anxiety and, as Strauss points out, can inhibit performance.

**While you have a note-card deadline that will state a number of note-cards due on a given date, you will want to continue this work to fully complete the detailed outline before your first draft is due. Your teacher may ask that you turn in your first draft utilizing the same color-coding system. This is a great way for your teacher to check where your source content is, that they all have associated citations, and that you have followed up with your own writing.**

- This is most likely NOT the outline your teacher wants you to turn in when they ask for an outline. You should begin with a topic/phrase or sentence outline and then make a working copy for yourself to create your detailed outline solely for note-taking purposes.
- Once complete, you are likely to want to make another copy and remove the outline formatting to make it become your first rough draft. Remember to continue to edit and develop your writing.
- Please limit direct quotes (copied/pasted, word for word, inserted into quotation marks) to under 20% of the expert content provided, for the approximate remaining 80%, it is advised that you summarize the expert information that you have gathered.
- Likewise, please limit in-text citations to under 20% of the citations (only use these for important or top-notch experts) and use parenthetical citations for the approximate remaining 80%.

Senior Project Notes on Research rubric

Criteria	Excellent	Meets Expectations	Needs Improvement	Unacceptable
<b>Quality and quantity of relevant information to complete assignment.</b>  Possible total – 10 pts.	-Notes cover nearly all of topics/subtopics from student's outline. (5 pts.)  -Amount of relevant information shows strong research skills as research includes specific examples, data, statistics, expert opinion. (5 pts.)	-Notes cover at least half of topics/subtopics from student's outline. (4 pts.)  -Appropriate amount of relevant information. (4 pts.)	-Notes cover only a few of topics/subtopics from student's outline. (2 pts.)  -Adequate amount of information, however, all facts may not be relevant /timely. (2 pts.)	-Notes cover none of topics/subtopics from student's outline. (1 pt.)  -Minimal and/ or irrelevant information. (1 pt.)
<b>Information recorded in student's own words or annotated photocopied/printed materials.</b>  Possible total – 5 pts.	-All typed or handwritten notes written in own words and/or all photocopied/printed materials are fully annotated by the student in great detail. (5 pts.)	-Most typed or handwritten notes written in own words and/or most photocopied/printed materials are annotated by the student. (4 pts.)	-Some typed or handwritten notes are written in own words but many copied phrases and/or some photocopied/printed materials are annotated by the student. (2 pts.)	-Most notes copied directly from source, with minimal attempt to rephrase or use summarize into own words and/or no attempt has been made to annotate photocopied/printed materials. (1 pt.)



<p><b>Accessed a variety of quality sources.</b></p> <p>ie: website, reference, article, scholarly journal, database, book.</p> <p>Possible total – 15 pts.</p>	<p>-Excellent quality of credible and timely sources. (5 pts.)</p> <p>-Used <b>more than</b> three <i>types</i> of sources. (5 pts.)</p> <p>-Notes come from 6+ sources from the preliminary bibliography. (5 pts.)</p>	<p>-Good use of quality sources. (4 pts.)</p> <p>Used three <i>types</i> of sources. (4 pts.)</p> <p>-Notes come from 4 sources from the preliminary bibliography.(4 pts.)</p>	<p>Sources were of reasonable quality. (2 pts.)</p> <p>Used two <i>types</i> of sources. (2 pts.)</p> <p>Notes come from only 3 sources from the preliminary bibliography. (2 pts.)</p>	<p>Sources were of poor quality. (1 pt.)</p> <p>Used one <i>type</i> of source (web only). (1 pt.)</p> <p>Used only a minimum of two sources from the preliminary bibliography to create notes. (1 pt.)</p>
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**Seniors also have to submit a preliminary bibliography on the same document as their detailed outline. Export your NoodleTools sources and paste the Works Cited after the outline in one single document for submission. The rubric for that portion of the assignment is below:**

<p><b>Preliminary Bibliography</b></p> <p>Possible total – 20 pts.</p>	<ul style="list-style-type: none"> <li>-There are a minimum of 6 sources cited. (5 pts.)</li> <li>-Sources are properly cited in MLA format. (5 pts.)</li> <li>-ALL sources appear varied, authoritative, and reliable. (5 pts.)</li> <li>-At least 4 of the sources have current copyrights (within the last 5 years). (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>-There are 5 sources cited. (4 pts.)</li> <li>-Sources are cited in MLA format but contain 1-3 mistakes. (4 pts.)</li> <li>-MOST sources appear varied, authoritative, and reliable. (4 pts.)</li> <li>-3 of the sources have current copyrights (within the last 5 years). (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>--There are only 4 sources cited. (2 pts.)</li> <li>-Sources are cited in MLA format but contain 4 or more mistakes with little evidence of revision. (2 pts.)</li> <li>-SOME sources appear varied, authoritative, and reliable. (2 pts.)</li> <li>-Only 2 of the sources have current copyrights (within the last 5 years). (2 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>-There are 3 or less sources cited. (1 pt.)</li> <li>-Sources are not cited in MLA format. (1 pt.)</li> <li>-Only 1 or none of the sources appear varied, authoritative, and reliable. (1 pt.)</li> <li>-Only 1 or none of the sources have current copyrights (within the last 5 years). (1 pt.)</li> </ul>
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