

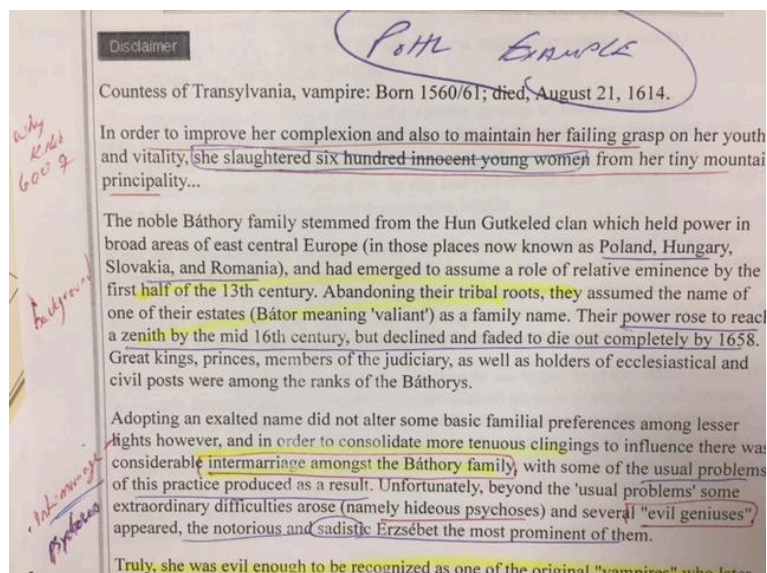
POHL Senior Research Paper 2023

Grading Sheet and Tasks

SEE CLASSROOM AND SCHEDULE CALENDAR FOR DUE DATES.
DON'T FALL BEHIND!

Date	Assignment	Points
	Select your topic	5 points
	Printed articles and annotations (15-20 pages of text)	30 points
	Outline	40 points
	First Draft (at least 4 pages)	40 points
	FINAL DRAFT with voice edits	170 points
	Presentation	66 points
	Responses to Other Presentations	40 points
		TOTAL POINTS 390

Annotations



Once you have found your articles, print them out and annotate them. As you read, underline and/or highlight them, and make notes in the margins summarizing the content. Think about summarizing briefly in the left or right margins, just a few words, every paragraph or so of text. This will make it easy to create an outline and know what you have and what information you still need to gather.

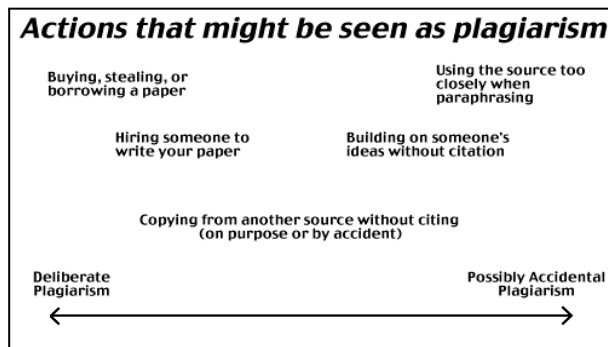
In-text Citations

You will need to cite your information throughout the book in the form of in-text citations (also known as parenthetical citations). These occur AT LEAST at the end of every paragraph, but usually WITHIN the paragraph too. I will expect you to use at least 3 sources, using each source at least 3 times. All sources will need to be credible and from our databases at school.

Works Cited

Using the MLA guidelines found in the Grammar Quick Guide on Classroom, create a Works Cited page for your paper. Your format will need to be perfect to get full credit. You need at least 3 sources, and you will need to show me you **have used each one at least three times in your paper.**

Plagiarism will result in a zero on the paper.



http://nsulibraries.blogspot.com/2006_09_01_archive.html

Example of rewriting text and giving credit with in-text citations

1. Whenever you use a source that is not from your own head (which is this entire paper), you need to cite it. **You will need BOTH in-text citations and a Works Cited page for this assignment.**
2. Your paragraphs will likely merge different sources. Therefore, you will need in-text citations **within** the paragraph too (not just at the end). Give credit to the right source.
3. Use your **Grammar Quick Guide**, pages 14-15, as a resource for correctly citing your sources.

The example below shows 4 sources:

- Borders and Burnett (last names, 2 authors)
- Mittal (last name)
- Faber (last name)
- "Direct U.S. Government Payment" (title of the article when there's no author)

The screenshot shows a document with the following text and annotations:

Pohl
English 4
2/01/17

subsidies negatively impact developing countries by causing about \$24 billion in lost agricultural income. Their own unsubsidized farms cannot compete with cheap food from America (Borders and Burnett). The United States has made an effort to reduce its impact on poor nations by entering the Agreement on Agriculture of the World Trade Organization to reduce farm subsidies (Mittal).

In recent years U.S. farmers make an average annual income of \$61,000 and receive an estimate of \$20,000 each year from farm subsidies ("Direct U.S. Government Payment"). This brings up the question, are farm subsidies relevant when the average taxpayer is poorer than the receiver of funds? Some argue that farming is no riskier than other industries, yet the government has created a unique welfare system to support agriculture, spending more than \$25 billion a year on subsidies for farm businesses (Faber).

Annotations:

- A box labeled "Authors' last names" points to "(Borders and Burnett)" and "(Mittal)".
- A box labeled "Article Title in quotes (if no author)" points to "Direct U.S. Government Payment".

MLA Works Cited Example from Purdue Owl

Note also: The citation for *An Inconvenient Truth* below assumes the film has been cited by its title in the text. If it had been cited by the name of its director, the citation would need to begin with Guggenheim's surname. MLA guidelines specify that both styles are acceptable (see, e.g., this **"Ask the MLA" page**).

Works Cited

- Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007, www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0. Accessed 29 May 2019.
- Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *Ebert Digital LLC*, 1 June 2006, www.rogerebert.com/reviews/an-inconvenient-truth-2006. Accessed 15 June 2019.
- "Global Warming Economics." *Science*, vol. 294, no. 5545, 9 Nov. 2001, pp. 1283-84, DOI: 10.1126/science.1065007.
- Harris, Rob, and Andrew C. Revkin. "Clinton on Climate Change." *The New York Times*, 17 May 2007, www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html. Accessed 29 July 2016.
- An Inconvenient Truth*. Directed by Davis Guggenheim, Paramount, 2006.
- Leroux, Marcel. *Global Warming: Myth or Reality?: The Erring Ways of Climatology*. Springer, 2005.
- Milken, Michael, et al. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly*, vol. 23, no. 4, 2006, p. 63.
- Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review*, vol. 96, no. 2, 2006, pp. 31-34.
- Shulte, Bret. "Putting a Price on Pollution." *US News & World Report*, vol. 142, no. 17, 14 May 2007, p. 37. *Ebsco*, Access no: 24984616.
- Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge UP, 2003.

The Introduction Paragraph

There are many ways to do an introduction, but this approach helps students who panic at the sight of a blank page. There are no specific facts from your articles, unless you hook with a startling statistic. Do not try to summarize all your articles. What you want to do in your introduction is identify your topic, and set the stage its complexity (pros and cons/ benefits and harms/ controversies, etc.).

The format looks like this:

- Sentence # 1:** This is your HOOK (see list below)
- Sentence # 2-3:** Expands your hook
All commentary—reflect on the idea you presented
- Sentence #3-4:** The THESIS or ROADMAP
Proponents of/ those who support argue ____, ____, and ____.

Critics of/ those who oppose.... argue ____, ____, and ____.

Here is a sample introduction:

Children are as much as six times more likely to get childhood leukemia when pesticides are used in the home and garden. In addition, pesticides are linked with cancer in dogs, cognitive delays in pickers' children, and even death. Almost all conventional foods Americans eat are linked with pesticides in some capacity. This should make us wonder if higher crop yields are worth the subsequent harms associated with and caused by pesticides. Those who support widespread use of pesticides argue that many chemicals are benign or safe or human consumption, and they highlight the higher crop yields, the booming economics of pesticide production, and the millions of lives that have been saved by preventing outbreaks such as malaria. Critics of pesticides point out the human health concerns, environmental concerns, and suggest organic and less toxic pesticides as an alternative.

Hooks

A hook or lead is the beginning of any writing, its first sentence or first few sentences. The hook gives the writer control over her subject and informs and captures the interest of the reader. Therefore, it is crucial for a writer to learn a variety of approaches to writing clear and imaginative hooks.

A hook may be simple:

- Sam True ate cigars.
- Mr. Braxton was the first person I hated. (D.Murray, *A Writer Teaches Writing*)

A hook may inform:

- Washington, Friday, April 14, 1865- The President was shot in a theater tonight, and perhaps mortally wounded. (L.L. Snyder and R.B. Morris, *A Treasury of Great Reporting*)

A hook may raise a question (DO NOT OVERUSE THIS ONE, OR ASK A YES OR NO QUESTION):

- "Isn't disloyalty as much the Writer's virtue," asks Graham Greene, "as loyalty is the soldier's?" Elizabeth Bowen, "Disloyalties"

A hook may create an image:

- The old man puffed into sight like a venerable battlewagon steaming up over the horizon. First a smudge of smoke, then a long cigar, then the familiar, stooped-shoulder hulk that a generation had come to know as the silhouette of greatness. Prime Minister Winston Churchill scowled as he emerged from the Queen Mary...(Time Magazine, January 13, 1952)

A hook may be surprising:

- Mom and Pop were just a couple of kids when they got married. He was 18, she was 16, and I was three. (William Duffy for Billie Holiday, Lady Sings the Blues)

Hooks not limited to this list.

Transitions

Purdue Owl Contributors: Ryan Weber, Karl Stolley

Last Edited: 2013-03-01 10:35:20

Good transitions can connect paragraphs and turn disconnected writing into a unified whole. Instead of treating paragraphs as separate ideas, transitions can help readers understand how paragraphs work together, reference one another, and build to a larger point.

It is a good idea to continue one paragraph where another leaves off. (Instances where this is especially challenging may suggest that the paragraphs don't belong together at all.) Picking up key phrases from the previous paragraph and highlighting them in the next can create an obvious progression for readers. Many times, it only takes a few words to draw these connections. Instead of writing transitions that could connect any paragraph to any other paragraph, write a transition that could only connect one specific paragraph to another specific paragraph.

Example: Amy Tan became a famous author after her novel, *The Joy Luck Club*, skyrocketed up the bestseller list.

There are other things to note about Tan as well. Amy Tan also participates in the satirical garage band the Rock Bottom Remainers with Stephen King and Dave Barry.

Revision: Amy Tan became a famous author after her novel, *The Joy Luck Club*, skyrocketed up the bestseller list.

Though her fiction is well known, her work with the satirical garage band the Rock Bottom Remainers receives far less publicity.

The Conclusion

Like the introduction, the conclusions must accomplish three things: restate your controversy or thesis, summarize your points, and provoke further thought. The conclusion's structure is exactly opposite that of the introduction. In the conclusion, move from the specific to the general.

The format looks like this:

Sentence #1: The THESIS restated

Sentences # 2-3: Summarize the main points of your essay.
All commentary—do not introduce any new, specific idea

Sentence # 4: Try to provoke further thought by connecting your argument or paper to the world at large. You can do this by making strong statements, asking questions, and/or making final observations. If you are successful, your reader will come away thinking about your points.

Here is a sample conclusion:

Proponents of pesticides argue that most pesticides are safe if used correctly and that higher crop yields, the profit accrued from the pesticide business, and preventing disease outbreaks outweigh the costs associated with using chemicals to manage pests. Critics of pesticides point out the human health concerns, environmental concerns, and suggest organic and less toxic pesticides as an alternative. Though the issue is complex, it may be that our approach to pesticides should not be an "either or" argument. If used in moderation and tempered with alternatives to the most toxic of pesticides, Americans can manage pests and reduce the controversial effects associated with conventional pesticides. After all, no one wants to feel their apple is linked with child leukemia.

Research Paper Rubric

Name: _____

Period: _____

Score: _____

/170

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	Score
Citations Works Cited Page In-text Citations	No errors in MLA formatting. Cites all data obtained from other sources. 4 + sources, including those required.	Few errors in MLA formatting. Cites most data obtained from other sources. 3 sources, including those required.	Citation style is inconsistent. Cites some data obtained from other sources. 2-3 sources, relies too heavily on one.	Does not cite sources or fewer than 2 sources.	/15
Elements of Voice	Incorporates a variety of voice techniques. Maintains a consistency in voice through the paper. Uses voice strategically to engage the audience. HIGHLIGHTS ELEMENTS OF VOICE	Incorporates a variety of voice techniques. Maintains a consistency in voice through the paper. HIGHLIGHTS ELEMENTS OF VOICE.	Incorporates some voice techniques. Relies too heavily on one type. Voice is not consistent through the paper. HIGHLIGHTS SOME ELEMENTS OF VOICE.	Attempts to incorporate voice techniques at times. Voice may be inconsistent or inappropriate. DOES NOT HIGHLIGHT ELEMENTS OF VOICE.	/20 /10
Introduction	The introduction is engaging, states the main topic and creates a focus for the paper. Presents a thorough roadmap for both sides of the issue.	The introduction states the main topic and creates a focus for the paper.	The introduction states the main topic.	There is no clear introduction or main topic.	/10
Organization Transitions	Writer demonstrates logical sequencing of ideas through well-developed paragraphs. Transitions show how paragraphs work together.	Paragraph development present but not perfected. Logical organization. Transitions sometimes show how paragraphs work together.	Organization of ideas not fully developed. Transitions used, but could connect any paragraph to any other paragraph.	No evidence of structure or organization. Transitions not used.	/10
Development / Content/Local Focus	<ul style="list-style-type: none"> 5-6 pages In-depth discussion and elaboration in all sections Local focus is 2/3 of the paper and offers information new to the audience. Researched concepts are integrated with the writer's own insights. Claims are fully supported with evidence. 	<ul style="list-style-type: none"> 4 pages In-depth discussion and elaboration in some sections Local focus is 2/3 of the paper and offers information new to the audience. Includes a few of the writer's own insights. Most claims are supported with evidence, i.e. details, examples, anecdotes, statistics, etc. 	<ul style="list-style-type: none"> 3-4 pages Author has some or an obviously biased understanding of the topic. Local focus is too much or too little of the paper. Discussion is superficial Some claims are supported with evidence, i.e. details, examples, anecdotes, statistics, etc. 	<ul style="list-style-type: none"> Less than 2 pages Author shows limited understanding of topic Imbalance of local focus Claims are insufficiently supported. 	/65
Ethical Analysis	Thoughtfully considers all the components of an ethical analysis. Sees the complexity of the issue expands beyond the predictable.	Considers all the components of an ethical analysis but feels more like a "listing off" of the terms. May not see some complexity.	Considers most of the components of an ethical analysis but may leave some out or have a "misreading" or bias in the issue.	Incomplete, partial, or major misreading of the ethical components.	/10
Conclusion	The conclusion is engaging and effective. Reflects on implication of thesis. Provides "food for thought."	The conclusion is effective. Reflects on implication of thesis.	The conclusion merely restates the thesis or repeats the introduction.	Incomplete, unfocused, or absent.	/10
Mechanics and grammar	Very few or no mistakes in grammar, spelling, and punctuation.	Few mistakes in grammar, spelling, capitalization, and punctuation.	Some mistakes in grammar, spelling, caps., and punctuation.	Considerable mistakes in grammar, spelling, caps., punct..	/ 10
Sentence Structure	Incorporates appositive and participial phrases. Very few or no fragments, comma splices, or run-ons. Communicates ideas with a high degree of clarity and effectiveness.	Incorporates appositive and participial phrases. Few fragments, comma splices, or run-ons. Communicates ideas with clarity and effectiveness.	Does not vary sentence structure. Some fragments, comma splices, or run-ons. Communicates ideas with some clarity and effectiveness.	Considerable fragments, comma splices, or run-ons. Communicates ideas with limited clarity and effectiveness.	/ 10

Research Paper Outline

Name: _____ Period: _____

Introduction

A. General Background Information (Topic): a hook, definition, and broad overview

1. _____

2. _____

3. _____

B. Roadmap (what concepts and details will you discuss in your work): pro arguments/con arguments

1. _____

2. _____

Body Paragraph (Major Idea) _____

1. Supporting Detail: _____ Source: _____ Page: _____

2. Supporting Detail: _____ Source: _____ Page: _____

3. Supporting Detail: _____ Source: _____ Page: _____

Body Paragraph (Major Idea) _____

1. Supporting Detail: _____ Source: _____ Page: _____

2. Supporting Detail: _____ Source: _____ Page: _____

3. Supporting Detail: _____ Source: _____ Page: _____

Body Paragraph (Major Idea) _____

1. Supporting Detail: _____ Source: _____ Page: _____

2. Supporting Detail: _____ Source: _____ Page: _____

3. Supporting Detail: _____ Source: _____ Page: _____

Body Paragraph (Major Idea) _____

1. Supporting Detail: _____ Source: _____ Page: _____

2. Supporting Detail: _____ Source: _____ Page: _____

3. Supporting Detail: _____ Source: _____ Page: _____

Body Paragraph (Major Idea) _____

1. Supporting Detail: _____ Source: _____ Page: _____

2. Supporting Detail: _____ Source: _____ Page: _____

3. Supporting Detail: _____ Source: _____ Page: _____

Body Paragraph (Major Idea) _____

1. Supporting Detail: _____ Source: _____ Page: _____

2. Supporting Detail: _____ Source: _____ Page: _____

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Body Paragraph (Major Idea) _____

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Body Paragraph (Major Idea) _____

1. Supporting Detail: _____ Source: _____ Page: _____

2. Supporting Detail: _____ Source: _____ Page: _____

3. Supporting Detail: _____ Source: _____ Page: _____

Body Paragraph (Major Idea) _____

1. Supporting Detail: _____ Source: _____ Page: _____

2. Supporting Detail: _____ Source: _____ Page: _____

3. Supporting Detail: _____ Source: _____ Page: _____

Ethical Analysis

1. Stakeholders: _____
2. Two Competing Goods: _____
3. Potential Harms: _____
4. Negative Duty to stay out of the way? _____
5. Are there higher and lower pleasures to consider in weighing the alternatives? If so, what?

6. Would one outcome lead to an injustice where someone/something did not get what they deserved?
How?

7. What would Utilitarian Ethics say about how to handle the dilemma? Apply the Hedonic Calculus and explain if the outcome changes if it's Act- vs. Rule-Utilitarianism.

Conclusion

A. Restate the issue

General Overview of key points: _____

B. Expand Ideas beyond the details within your paper. Give us something to think about in the future.

1. _____
2. _____

/40 Points