



English 3: American Literature and Composition Argumentative Research Paper



You and a partner will be conducting research about a contemporary social or political issue. One of you will argue the pro or affirmative case, and one of you will argue the con or negative case. While you may assist each other in researching the issue, each of you will be graded on the paper that you produce. If time allows, we will debate the topics in class. Final drafts of the research paper must be submitted to Turnitin.com, they must include documented research from at least five sources, they must include a works cited page, and they must follow MLA formatting and style guidelines. For more information about MLA formatting and style guidelines, refer to this packet, your *Student Planner* (pp. 64-67), and the OWL Purdue website @ <http://owl.english.purdue.edu/owl/resource/747/01/>.

As mentioned above, final drafts of the research paper must include documented research from at least **five** sources. More specifically, they must include at least **fifteen** citations—at least **seven** or **eight** of which need to be **direct references/quotes**, and each body paragraph must include at least **three** citations—at least **two** of which need to be direct references/quotes. In addition to direct references, citations should include **indirect references**—paraphrasing and summarizing, facts, and statistics.

Schedule of Events

- Wednesday, March 21 Introduce research paper.
- **Thursday, March 22** Go to media center for introduction to research.
Research paper topics due!
- Tuesday, April 3 Go to media center to conduct research.
- Wednesday, April 4 Go to media center to conduct research.
- **Thursday, April 5** Go to media center to conduct research.
Two-column notes or source and note cards due!
(At least five sources and fifteen notes, including at least seven or eight direct references/quotes!)
- Tuesday, April 10 Review how to outline and write the research paper.
- Wednesday, April 11 Go to media center to type rough drafts of research papers.
- Thursday, April 12 Go to media center to type rough drafts of research papers.
- **Friday, April 13** Go to media center to type rough drafts of research papers.
Research paper rough drafts due! (Rough drafts must be submitted to Turnitin.com!) Sign up for conferences! (You must submit your rough draft to Turnitin.com prior to our conference date!)
- Monday, April 16 Conferences begin!
- Friday, May 4 Conferences end!
- **Monday, May 7** **Revised drafts of research papers due! (Revised drafts must be submitted to Turnitin.com!)**



Note Taking Options



1. Two-column notes

Source: "Great Chicago Fire, The." *Disasters*. Eds. Henry Billings, Melissa Billings, and Dan Dramer. Chicago, Illinois: Jamestown Publishers, 1999. 146-148. Print.

Notes	Explanation/Commentary
The Great Chicago Fire began "late in the evening of October 8, 1871" (147).	This is when the Great Chicago Fire occurred. It probably raged out of control since it occurred late and caught people unaware. Plus, the fire equipment back in 1871 was not as effective as it is today.
Daniel Sullivan "claimed he saw Daisy kick over the lantern" (147).	This is the common myth associated with the cause of the Great Chicago Fire.
Bales hypothesis is that Sullivan most likely started the fire, "probably from his pipe ashes, and then pinned the blame on poor Daisy" (147).	This is the most likely the real cause of the fire; "poor Daisy" was a convenient scapegoat.

Source: Smith, Carl. "Introduction." *The Great Chicago Fire and the Web of Memory*. 1996. The Chicago Historical Society and the Trustees of Northwestern University. Web. 23 Feb. 2008. <<http://www.chicagohs.org/fire/>>.

Notes	Explanation/Commentary
The fire inspired "flights of creativity and imagination."	As a result of the fire, many stories were created—some factual, some fictional.
"The city rose so quickly and then was so speedily rebuilt because it was in the right geographical place at the right historical moment, and also because it was energized by the booster spirit of its leading citizens, which shaped the memory of the fire. Their bullish outlook was endorsed and fortified by the continuing stream of newcomers...who swelled Chicago's population in the decades that followed."	Despite the devastation of the conflagration, Chicago rose from the ashes like the Phoenix, thus illustrating the tenacity and strong will of Chicagoans.

Source: "Fanning the Flames." *The Great Chicago Fire and the Web of Memory*. 1996. The Chicago Historical Society and the Trustees of Northwestern University. Web. 23 Feb. 2008. <<http://www.chicagohs.org/fire/>>.

Notes	Explanation/Commentary
<p>Many poets and songwriters such as John Greenleaf Whittier, Bret Harte, Julia Moore, and George F. Root "set the conflagration to rhythm and rhyme."</p> <p>"British Painter Edward Armitage depicted Chicago as a naked and prostrate maiden receiving the tender mercies of two clothed female figures symbolizing England and America."</p>	<p>Here are two examples of creative and imaginative responses to the fire.</p>

2. Source and note cards

<p>Source Card 1</p> <p>"Great Chicago Fire, The." <i>Disasters</i>. Eds. Henry Billings, Melissa Billings, and Dan Dramer. Chicago, Illinois: Jamestown Publishers, 1999. 146-148. Print.</p>	<p>Source Card 2</p> <p>Smith, Carl. "Introduction." <i>The Great Chicago Fire and the Web of Memory</i>. 1996. The Chicago Historical Society and the Trustees of Northwestern University. Web. 23 Feb. 2008. <http://www.chicagohs.org/fire/>.</p>
<p>Source Card 3</p> <p>"Fanning the Flames." <i>The Great Chicago Fire and the Web of Memory</i>. 1996. The Chicago Historical Society and the Trustees of Northwestern University. Web. 23 Feb. 2008. <http://www.chicagohs.org/fire/>.</p>	<p>Note Card 1</p> <p>Background Information: When did it occur?</p> <p>The Great Chicago Fire began "late in the evening of October 8, 1871."</p> <p style="text-align: right;">Page 147</p>
<p>Note Card 2</p> <p>Effects</p> <p>The fire inspired "flights of creativity and imagination."</p>	<p>Note Card 3</p> <p>Effects</p> <p>Many poets and songwriters such as John Greenleaf Whittier, Bret Harte, Julia Moore, and George F. Root "set the conflagration to rhythm and rhyme."</p>

Research Guide

Please use this as a guide to help make your research easier. You can access these databases from home using the username and password information provided below.

1. Go to the media center's website (<http://www.fenton100.org/MediaCenter/>) and click on "Pathfinders," which is located on the left side of the page. You will need to enter your FHS username and FHS password when prompted.
2. Click on "Argumentative Essays."

Fenton High School

Driving Directions | School Calendar | Media Center | Emergency Closing | Guidance

Around The District | Our School | For Families | For Students | Staff Resources | For Alumni

PATHFINDERS

- Media Center Index
- Fenton Catalog
- Fenton Databases
- Pathfinders
- Research Paper Documentation
- Plagiarism
- Media Center Services

- Absolute Monarchs
- Adventures of Huckleberry Finn
- Alternative Fuel Sources
- Ancient Greece and Rome
- Ancient Greek Project
- Argumentative Essay
- Art Era 3-D
- Current Events
- Disasters
- Drug Abuse
- Early Childhood Development
- Eating Behaviors
- Education Resources for Graduate Study
- Music Research
- The 1920's
- The 1960's
- Nutrition Report
- Persuasive Research (Citations)
- Persuasive Research
- Poetry Project

3. The next screen will provide you with different reliable sources for your essay.



Media Center

● Pathfinders Index

[Back to Main Page](#)

2. Next, you'll use these databases. These will be long. Do not print the entire document. Instead copy and paste what you need. REMEMBER to get the proper citation

ARGUMENTATIVE ESSAY

1. You'll start your search here.



Library Catalogs

Fenton's library catalog has over 29,000 books in its database. In addition, there are also a number of videos, CD-ROMs, DVD's, and other materials.

Series Search

Type in these series titles and click on SERIES to see if a book on your subject is listed.

At Issue
Hot Pro/Con
Ideas in Conflict
Issues in Focus

Lucent Overview
Opposing Viewpoints
Talking Points
Taking Sides

Current Events

CQ Researcher presents a high quality, comprehensive, and balanced summary of hot new topics.

[CQ Researcher](#)

[Issues & Controversies](#)

Issues & Controversies provides access to articles about current controversial topics.

Magazine and Newspaper Articles

ProQuest Platinum includes general magazines, national and international newspapers, and professional education journals.

[ProQuest](#)

[Chicago Tribune](#)

Chicago Tribune-Index and full text articles of the Chicago Tribune newspaper from 1986-today. Includes the entire paper except the comics.

Encyclopedias

Grolier Multimedia Encyclopedia is a basic encyclopedia but with a few extra features, including web links, news stories, and a few other enhancements.

[Grolier Multimedia Encyclopedia](#)

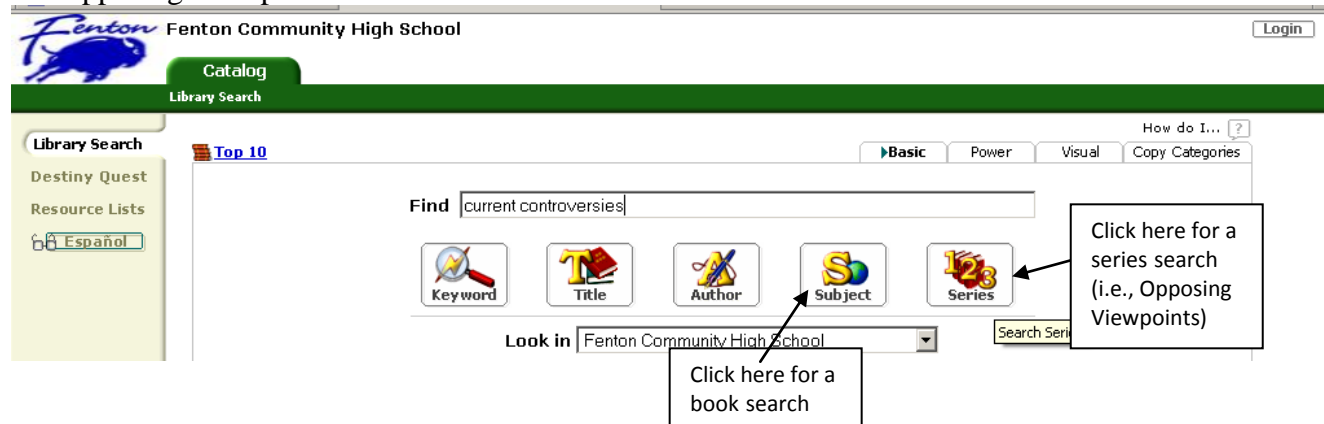
Websites

Multnomah County Library
Homework Center on Social Issues

[Multnomah County Library](#)

3. These databases will take a bit more time to search because of the number of articles you'll need to skim through, but you can find very current and valid research here! REMEMBER to get the proper citation information.

4. Begin looking for recent print sources in Fenton’s catalog (Click on Destiny).
5. If you are confident about your topic, just type in the main topic (e.g., immigration) and then click “Subject.” However, if you’d like to browse through some good argumentative topics or your search doesn’t get you anything, then complete a “Series” search, which will let you browse through the different series that are set up specifically for these types of argumentative essays. Do the following Series searches: At Issue, Current Controversies, Opposing Viewpoints.



6. Next, return to the “Argumentative Essay” pathfinder, and search *CQ Researcher* (Username: fenton / Password: bison). Then search *Issues & Controversies* (Username: fenton100 / Password: facts).
7. If you still need more sources, use any of the other sources provided on the “Argumentative Essay” pathfinder.

MLA Works Cited Quick Guide

A Book by a One Author

Format:

Last Name, First Name of Author. *Title of Book*. City of Publication: Publisher, Date of Publication. Print.

Sample:

Stokes, Henry Scott. *The Life and Death of Yukio Mishima*. New York: Noonday, 1995. Print.

A Work in an Anthology: At Issue, Current Controversies, Opposing Viewpoints, etc.

Format:

Last Name, First Name of Author. “Title of Article.” *Title of the Book/Issue*. Ed. Editor’s First and Last Names. City of Publication: Publisher’s Name, Year of Publication. Page Numbers. Print.

Sample:

Dillard, Annie. “Hidden Pennies.” *Abortion*. Ed. William, Glenn. New York: Harper, 1990. 101-113. Print.

Online Databases

The CQ Researcher (Click “Cite Now” and select MLA Style, and this will be done for you.)

Format:

Last Name, First Name of Author. “Title of Issue.” *CQ Researcher*. Volume. Issue (Date of issue). *CQ Researcher Online*. CQ Press. Your library’s name, city, state abbreviation. Web. Date issue was viewed. <<http://library.cqpress.com/cqresearcher>>.

Sample:

Jost, Kenneth. “Death Penalty Controversies.” *CQ Researcher*. 15.33 (2005): 785-808. CQ

Researcher Online. CQ Press. Fenton High School, Bensenville, IL. Web. 4 Mar. 2008
<<http://library.cqpress.com/cqresearcher/cqresrre2005092300>>.

Issues & Controversies (The MLA style citation is listed on the bottom of the article.)

Format:

"Title of Issue." *Issues and Controversies On File*. Date of Issue *Issues & Controversies*. Facts On File News Services. Web. Date issue was viewed. <<http://www.2facts.com>>.

Sample:

"Update: Global Warming." *Issues & Controversies On File*. 13 Apr. 2007. *Issues & Controversies*. Facts On File News Services. Web. 4 Mar. 2008 <<http://www.2facts.com>>.

Online Encyclopedias

Format:

"Title of Article." *Title of Online Reference Database*. Version Number Date of Publication or Last Update. Name of Reference Book. Web. Date Accessed. <URL Address>.

Sample:

"Euthanasia." *Britannica Online*. Vers. 98.1 1 Mar. 1998. Encyclopedia Britannica. Web. 21 Oct. 2006.
<<http://www.eb.com:204>>.

Online Magazines and Newspapers

ProQuest (Click on "cite this" and select MLA format.)

Format:

Author's Last Name, Author's First Name. "Article Title." *Journal Title*. Date of Publication: Page Numbers of Article. Name of Database. Library Name or System, City, State. Web. Date of Access. <URL of Database>.

Sample:

Bush, George W. "Remarks During a Discussion With President Elias Antonio Saca Gonzalez of El Salvador in New York City." *Weekly Compilation of Presidential Documents*. 29 Sep. 2008: 1250. *Platinum Full Text Periodicals*. ProQuest. Fenton High School, Bensenville, IL. 17 Oct. 2008. <<http://www.proquest.com/>>.

Works Cited

Sample Works Cited Page

- Bednarz, Agata A. "Withdrawing Life Support from the Terminally Ill Is Ethically Acceptable." *The Ethics of Euthanasia*. Ed. Nancy Harris. Farmington Hills: Greenhaven Press, 2005. 36-40. Print.
- Euthanasia." *Issues and Controversies On File*. 12 Sept. 2003. *Issues & Controversies @ FACTS.com*. Facts On File News Services. Web. 13 Apr. 2006. <<http://www.2facts.com>>.
- Gunderson, Martin, and David J. Mayo. "Assisted Suicide Should Be Restricted to the Terminally Ill." *Euthanasia*. Ed. Lisa Yount. San Diego: Greenhaven Press, 2003. 80-89. Print.
- Jost, Kenneth. "Right to Die." *CQ Researcher* 15.18 (2005): 421-444. *CQ Researcher Online*. CQ Press. Fenton High School, Bensenville, IL. Web. 17 Mar. 2008.
<<http://library.cqpress.com/cqresearcher/cqresrre2005051300>>.
- Lund, Nelson. "Assisting Patient's Suicide Violates Medical Ethics." *Euthanasia*. Ed. Lisa Yount. San Diego: Greenhaven Press, 2003. 41-42. Print.
- Reagan, Peter. "Assisting a Patients' Suicide Can Be Ethical." *Euthanasia*. Ed. Lisa Yount. San Diego: Greenhaven Press, 2003. 43-48. Print.



Outline Options



Option 1

Introduction

- Generate interest with an anecdote, definition, startling statistic or fact, or quotation.
- Introduce the topic and purpose of the essay.
- State the position/thesis of the essay and preview the main points/reasons.

Body

- One by one, refute the opposing arguments by explaining what makes them unreasonable, unjust, and/or unethical.
- Present the first main point/reason with at least two to three supporting details, examples, facts, statistics, and/or quotes from your research.
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote
- Present the second main point/reason with at least two to three supporting details, examples, facts, statistics, and/or quotes from your research.
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote
- Present the third main point/reason with at least two to three supporting details, examples, facts, statistics, and/or quotes from your research.
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote

Conclusion

- Summarize main points/reasons.
- Restate the position/thesis.
- Leave a lasting impression or make a call to action.

Option 2

Introduction

- Generate interest with an anecdote, definition, startling statistic or fact, or quotation.
- Introduce the topic and purpose of the essay.
- State the position/thesis of the essay and preview the main points/reasons.

Body

- Present the first main point/reason.
 - Refute the opposing argument by explaining what makes it unreasonable, unjust, and/or unethical.
 - Defend the first main point/reason with at least two to three supporting details, examples, facts, statistics, and/or quotes from your research
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote
- Present the second main point/reason.
 - Refute the opposing argument by explaining what makes it unreasonable, unjust, and/or unethical.
 - Defend the second main point/reason with at least two to three supporting details, examples, facts, statistics, and/or quotes from your research
 - Supporting detail, example, fact, statistic, or quote
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- Present the third main point/reason.
 - Refute the opposing argument by explaining what makes it unreasonable, unjust, and/or unethical.
 - Defend the third main point/reason with at least two to three supporting details, examples, facts, statistics, and/or quotes from your research
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote
 - Supporting detail, example, fact, statistic, or quote

Conclusion

- Summarize main points/reasons.
- Restate the position/thesis.
- Leave a lasting impression or make a call to action.

Option 3

Monroe's Motivated Sequence: Monroe's Motivated Sequence is an inductive process that motivates an audience to respond positively to the author's position by following the normal thinking process. It consists of five steps, which are outlined below.

Attention Step: gain the audience's attention with an anecdote, definition, startling statistic or fact, or quotation; introduce the topic and purpose of the essay, state the position/thesis of the essay.

Need Step: describe the problem and establish a need by using supporting details, examples, facts, statistics, and quotes from your research.

Satisfaction Step: present a solution to the problem that satisfies the aforementioned need.

Visualization Step: help the audience to visualize what will happen if the solution is adopted (positive method), what will happen if the solution is not adopted (negative method), or contrasting adoption with non-adoption of the solution (contrast method).

Action Step: motivate the audience to act by summarizing main points, restating the thesis, and making a call to action. Ending with an appropriate quotation is sometimes an effective tool.