

WRITING AND RESEARCH HANDBOOK

What are the basic tools for building strong sentences, paragraphs, compositions, and research papers? You'll find them in this handbook—an easy-to-use “tool kit” for writers like you. Check out the helpful explanations, examples, and tips as you complete your writing assignments.

Writing Good Sentences

A sentence is a group of words that expresses a complete thought. Every sentence has a subject and a predicate.

Using Various Types of Sentences

How you craft a sentence—as a statement, question, command, or exclamation—depends on the job you want the sentence to do.

Type	Job It Does	Ways to Use It
Declarative	Makes a statement	Report information <i>October is National Pizza Month.</i>
Interrogative	Asks a question	Make your readers curious <i>Why is pizza so popular?</i>
Imperative	Gives a command or makes a request	Tell how to do something <i>Spread the toppings on the pizza dough.</i>
Exclamatory	Expresses strong feeling	Emphasize a startling fact <i>Every second, Americans eat about 350 slices of pizza!</i>

Varying Sentence Structure and Length

Many sentences in a row that look and sound alike can be boring. Vary your sentence openers to make your writing interesting.

- **Start a sentence with an adjective or an adverb.**
Suddenly the sky turned dark.
- **Start a sentence with a phrase.**
Like a fireworks show, lightning streaked across the sky.
- **Start a sentence with a clause.**
As the thunderstorm began, people ran for cover.

Check It Out

For more about how to vary sentence length and structure, review Unit 21, *Sentence Combining*, pages 628–637.

Many short sentences in a row make writing sound choppy and dull. To make your writing sound pleasing, vary the sentence length.

- **Combine short sentences into longer ones.**

Tornadoes are also called twisters. They are spinning clouds. The clouds are funnel shaped.

Tornadoes, also called twisters, are spinning funnel-shaped clouds.

- **Alternate shorter sentences with longer sentences.**

Tornado winds are powerful. They can hurl cows into the air, tear trees from their roots, and turn cars upside down.

Using Parallelism

Parallelism is the use of a pair or a series of words, phrases, or sentences that have the same grammatical structure. Use parallelism to call attention to the items in the series and to create unity in writing.

Not Parallel Gymnasts are strong, flexible, and move gracefully.

Parallel Gymnasts are strong, flexible, and graceful.

Not Parallel Do warm-up exercises to prevent sports injuries and for stretching your muscles.

Parallel Do warm-up exercises to prevent sports injuries and to stretch your muscles.

Not Parallel Stand on one leg, bend the other leg, and you should pull on your heel.

Parallel Stand on one leg, bend the other leg, and pull your heel.

Revising Wordy Sentences

Revise wordy sentences to make every word count.

- **Cut needless words.**

Wordy We need to have bike lanes in streets due to the fact that people like to ride their bikes to work and school, and it's not safe otherwise.

Concise We need bike lanes in streets so that people can safely ride to work and school.

- **Rewrite sentences opening with the word *there*.**

Wordy There are many kids riding their bikes in the street.

Concise Many kids ride their bikes in the street.

- **Change verbs in passive voice to active voice.**

Wordy Bikes are also ridden by grown-ups who want to keep fit.

Concise Grown-ups who want to keep fit also ride bikes.

TRY IT OUT

Write four sentences, one of each type—declarative, interrogative, imperative, and exclamatory—about food, sports, or another topic that interests you.

Writing Good Paragraphs

A paragraph is a group of sentences that relate to one main idea. A good paragraph develops a single idea and brings that idea into sharp focus. All the sentences flow smoothly from the beginning to the end of the paragraph.

Writing Unified Paragraphs

A paragraph has **unity** when the sentences belong together and center on a single main idea. One way to build a unified paragraph is to state the main idea in a topic sentence and then add related details.

Writing Topic Sentences A **topic sentence** gives your readers the “big picture”—a clear view of the most important idea you want them to know. Many effective expository paragraphs (paragraphs that convey information) start with a topic sentence that tells the key point right away.

Elaborating Topic Sentences Elaboration gives your readers a specific, more detailed picture of the main idea stated in your topic sentence. Elaboration is a technique you can use to include details that develop, support, or explain the main idea. The following chart shows various kinds of elaboration you might try.

Revising Tip

To make a paragraph unified, leave out details that do not relate to the topic sentence.

Topic Sentence: The state of Florida is known for its alligators.

Descriptions	Alligators look like dinosaurs from millions of years ago.
Facts and statistics	Alligators can weigh as much as six hundred pounds.
Examples	Alligators eat a wide variety of foods, such as fish, insects, turtles, frogs, and small mammals.
Anecdotes (brief stories)	Silvia almost fainted when she came home to find an alligator paddling around in her swimming pool.
Reasons	Face-to-face encounters with alligators are now common because people have built golf courses over the animals' habitat.

Writing Coherent Paragraphs

A paragraph has **coherence** when all the sentences flow smoothly and logically from one to the next. All the sentences in a paragraph *cohere*, or “stick together,” in a way that makes sense. To be sure your writing is coherent, choose a pattern of organization that fits your topic and use transition words and phrases to link ideas.

Organizing Paragraphs A few basic patterns of organization are listed below. Choose the pattern that helps you meet your specific writing goal.

- Use **chronological order**, or time order, to tell a story or to explain the steps in a process.
- Use **spatial order** to order your description of places, people, and things. You might describe the details in the order you see them—for example, from top to bottom or from near to far.
- Use **order of importance** to show how you rank opinions, facts, or details from the most to least important or the reverse.

Check It Out

For more about transitions, see page 72.

Using Transitions Linking words and phrases, called **transitions**, act like bridges between sentences or between paragraphs. Transitions, such as the ones shown below, can make the organization of your paragraphs stronger by showing how ideas are logically related.

To show time order or sequence

after, at the beginning, finally, first, last year, later, meanwhile, next, now, second, sometimes, soon, yesterday

To show spatial relationships

above, ahead, around, at the top, below, beyond, down, here, inside, near, on top of, opposite, outside, over, there, under, within

To show importance or degree

above all, first, furthermore, in addition, mainly, most important, second

TRY IT OUT

Copy the following paragraph on your paper. Underline the topic sentence. Cross out the sentence that is unrelated to the topic sentence. Add a transition to make a clear connection between two of the sentences.

A local artist creates weird and funny sculptures from fruits and vegetables. First he uses a sharp knife to carve faces that look like animals, such as bears and pigs. He glues on tiny beans to make eyes. Finally he uses beet juice to paint the mouth. Although the process sounds easy, it requires great imagination. The octopus sculpted from a banana is the silliest work of art I've ever seen.

Writing Good Compositions

A **composition** is a short paper made up of several paragraphs, with a clear **introduction, body, and conclusion**. A good composition presents a clear, complete message about a specific topic. Ideas flow logically from one sentence to the next and from one paragraph to the next.

Making a Plan

The suggestions in the chart below can help you shape the information in each part of your composition to suit your writing purpose.

Introductory Paragraph

Your introduction should interest readers in your topic and capture their attention. You may

- give background
- use a quotation
- ask a question
- tell an anecdote, or brief story

Include a **thesis statement**, a sentence or two stating the main idea you will develop in the composition.

Body Paragraphs

Elaborate on your thesis statement in the body paragraphs. You may

- offer proof
- give examples
- explain ideas

Stay focused and keep your body paragraphs on track. Remember to

- develop a single idea in each body paragraph
- arrange the paragraphs in a logical order
- use transitions to link one paragraph to the next

Concluding Paragraph

Your conclusion should bring your composition to a satisfying close. You may

- sum up main points
- tie the ending to the beginning by restating the main idea or thesis in different words
- make a call to action if your goal is to persuade readers

Drafting Tip

You may need two paragraphs to introduce your topic. The first can tell an anecdote; the second can include your thesis statement. See page 847 for an example.

Drafting Tip

A good conclusion follows logically from the rest of the piece of writing and leaves the reader with something to think about. Make sure that you do not introduce new or unrelated material in a conclusion.

Revising Tip

Use the cut-and-paste features of your word processing program to experiment with the structure—the arrangement of sentences or paragraphs. Choose the clearest, most logical order for your final draft.

Using the 6+1 Trait® Model

What are some basic terms you can use to discuss your writing with your teacher or classmates? What should you focus on as you revise and edit your compositions? Check out the following seven terms, or traits, that describe the qualities of strong writing. Learn the meaning of each trait and find out how using the traits can improve your writing.

Ideas The message or the theme and the details that develop it

Writing is clear when readers can grasp the meaning of your ideas right away. Check to see whether you're getting your message across.

- ✓ Does the title suggest the theme of the composition?
- ✓ Does the composition focus on a single narrow topic?
- ✓ Is the thesis, or main idea, clearly stated?
- ✓ Do well-chosen details elaborate the main idea?

Organization The arrangement of main points and supporting details

A good plan of organization steers your readers in the right direction and guides them easily through your composition—from start to finish. Find a structure, or order, that best suits your topic and writing purpose. Check to see whether you've ordered your key ideas and details in a way that keeps your readers on track.

- ✓ Are the beginning, middle, and end clearly linked?
- ✓ Is the order of ideas easy to follow?
- ✓ Does the introduction capture your readers' attention?
- ✓ Do sentences and paragraphs flow from one to the next in a way that makes sense?
- ✓ Does the conclusion wrap up the composition?

Voice A writer's unique way of using tone and style

Your writing voice comes through when your readers sense that a real person is communicating with them. Readers will respond to the **tone**, or the attitude, that you express toward a topic and to the **style**, the way that you use language and write sentences. Read your work aloud to see whether your writing voice comes through.

- ✓ Does your writing sound interesting when you read it aloud?
- ✓ Does your writing show what you think about your topic?
- ✓ Does your writing sound like you—or does it sound like you're imitating someone else?

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Word Choice The vocabulary a writer uses to convey meaning

Words work hard. They carry the weight of your meaning, so make sure you choose them carefully. Check to see whether the words you choose are doing their jobs well.

- ✓ Do you use lively verbs to show action?
- ✓ Do you use vivid words to create word pictures in your readers' minds?
- ✓ Do you use precise words to explain your ideas simply and clearly?

Sentence Fluency The smooth rhythm and flow of sentences that vary in length and style

The best writing is made up of sentences that flow smoothly from one sentence to the next. Writing that is graceful also sounds musical—rhythmical rather than choppy. Check for sentence fluency by reading your writing aloud.

- ✓ Do your sentences vary in length and structure?
- ✓ Do transition words and phrases show connections between ideas and sentences?
- ✓ Does parallelism help balance and unify related ideas?

Conventions Correct spelling, grammar, usage, and mechanics

A composition free of errors makes a good impression on your readers. Mistakes can be distracting, and they can blur your message. Try working with a partner to spot errors and correct them. Use this checklist to help you.

- ✓ Are all words spelled correctly?
- ✓ Are all proper nouns—as well as the first word of every sentence—capitalized?
- ✓ Is your composition free of sentence fragments?
- ✓ Is your composition free of run-on sentences?
- ✓ Are punctuation marks—such as apostrophes, commas, and end marks—inserted in the right places?

Presentation The way words and design elements look on a page

Appearance matters, so make your compositions inviting to read. Handwritten papers should be neat and legible. If you're using a word processor, double-space the lines of text and choose a readable font. Other design elements—such as boldfaced headings, bulleted lists, pictures, and charts—can help you present information effectively as well as make your papers look good.

Revising Tip

Listen carefully to the way your sentences sound when someone else reads them aloud. If you don't like what you hear, revise for sentence fluency. You might try adding variety to your sentence openers or combining sentences to make them sound less choppy.

Check It Out

See the Troubleshooter, pages 308–331, for help in correcting common errors in your writing.

Evaluating a Composition Read this sample composition, which has been evaluated using the 6+1 Trait® model.

Organization

Attention-getting introduction includes a thesis statement, which clearly expresses the main idea.

Word Choice

Scientific terms convey precise information.

Organization

Transitions at the start of each body paragraph signal that key points are arranged in order of importance.

Ideas Details, facts, and examples support key points.

Sentence Fluency

Variety of sentence types provides smooth and effortless rhythm.

Voice Writer's values and attitude toward the topic shine through.

Conventions The composition is free of errors in spelling, grammar, usage, and mechanics.

The Treasures of the Rain Forest

Do you ever wonder what incredible discoveries might result from exploring other worlds? Are there miraculous cures for healing the sick? Are there delicious foods that could improve our diets? Are there animals too beautiful to imagine? You don't have to travel through outer space to find this promising but unknown world. It's right here on Earth: It's the rain forest—a warm, lush, and soggy region located mostly in countries near the equator. We have only begun to uncover the treasures of the rain forest and to recognize its many benefits.

First, we know that many rain forest plants provide substances helpful in treating illnesses. For example, the bark of a plant found in Latin America contains a chemical used to treat illnesses such as multiple sclerosis and Parkinson's disease. This same chemical has pain-killing qualities, making it a good drug to use during some kinds of surgery. Madagascar's rosy periwinkle contains two important chemicals that slow the growth of tumors. Wild yams from Mexico and Guatemala are used to make a drug for treating certain diseases, including some forms of cancer.

Second, we know that the rain forest is a source of countless foods that either taste great or keep you healthy. The list of foods that would satisfy hungry teenagers seems endless. Favorite snack foods with ingredients that originally came from the rain forest include chocolate, popcorn, peanuts, cashew nuts, colas, and salsa. Fruits from the rain forest include bananas, pineapples, lemons, coconuts, and avocados.

Finally, we know that as many as 50 million different kinds of animals live in various rain forests. Millions of these animals have no names because scientists haven't identified the animals yet. This number includes animals so tiny you can see them only with a microscope. Brilliantly colored butterflies and birds, jaguars, gorillas, and boas are just some of the animals you would see if you explored rain forests around the world.

All treasures are precious, and the treasures of the rain forest are no exception. These treasures bring important benefits that continue to increase as we learn more about this promising but little-known world.

Writing Good Research Papers

A research paper reports facts and ideas gathered from various sources about a specific topic. A good research paper blends information from reliable sources with the writer's original thoughts and ideas. The final draft follows a standard format for presenting information and citing sources.

Exploring a Variety of Sources

Once you've narrowed the topic of your research paper, you'll need to hunt for the best information. You might start by reading an encyclopedia article on your topic to learn some basic information. Then widen your search to include both primary and secondary sources.

- **Primary sources** are records of events by the people who witnessed them. Examples include diaries, letters, speeches, photos, posters, interviews, and radio and TV news broadcasts that include eyewitness interviews.
- **Secondary sources** contain information that is often based on primary sources. The creators of secondary sources conduct original research and then report their findings. Examples include encyclopedias, textbooks, biographies, magazine articles, Web site articles, and educational films.

When you find a secondary source that you can use for your report, check to see whether the author has given credit to his or her sources of information in **footnotes**, **endnotes**, or a **bibliography**. Tracking down such sources can lead you to more information you can use.

If you're exploring your topic on the Internet, look for Web sites that are sponsored by government institutions, famous museums, and reliable organizations. If you find a helpful site, check to see whether it contains links to other Web sites you can use.

Evaluating Sources

As you conduct your research, do a little detective work and investigate the sources you find. Begin by asking some key questions so you can decide whether you've tracked down reliable resources that are suitable for your purpose. Some important questions to ask about your sources are listed in the box on the next page.

Research Tip

Look for footnotes at the bottom of a page. Look for endnotes at the end of a chapter or a book. Look for a bibliography at the end of a book.

Ask Questions About Your Sources

- ✓ **Is the information useful?**
Find sources that are closely related to your research topic.
- ✓ **Is the information easy to understand?**
Look for sources that are geared toward readers your age.
- ✓ **Is the information new enough?**
Look for sources that were recently published if you need the most current facts and figures.
- ✓ **Is the information trustworthy and true?**
Check to see whether the author documents the source of facts and supports opinions with reasons and evidence. Also check out the background of the authors. They should be well-known experts on the topic that you're researching.
- ✓ **Is the information balanced and fair?**
Read with a critical eye. Does the source try to persuade readers with a one-sided presentation of information? Or is the source balanced, approaching a topic from various perspectives? Be on the lookout for **propaganda** and for sources that reflect an author's **bias**, or prejudice. Make sure that you learn about a topic from more than one angle by reviewing several sources of information.

Giving Credit Where Credit Is Due

When you write a research paper, you support your own ideas with information that you've gleaned from your primary and secondary sources. But presenting someone else's ideas as if they were your own is **plagiarism**, a form of cheating. You can avoid plagiarism by citing, or identifying, the sources of your information within the text of your paper. The chart below tells what kinds of information you do and don't need to cite in your paper.

DO credit the source of . . .	DON'T credit the source of . . .
<ul style="list-style-type: none"> • direct quotations • summaries and paraphrases, or restatements, of someone else's viewpoints, original ideas, and conclusions • photos, art, charts, and other visuals • little-known facts or statistics 	<ul style="list-style-type: none"> • information that can be found in many places—dates, facts, ideas, and concepts that are considered common knowledge • your own unique ideas

Citing Sources Within Your Paper The most common method of crediting sources is with parenthetical documentation within the text. Generally a reference to the source and page number is included in parentheses at the end of each quotation, paraphrase, or summary of information borrowed from a source. An in-text citation points readers to a corresponding entry in your **works-cited list**—a list of all your sources, complete with publication information, that will appear as the final page of your paper. The Modern Language Association (MLA) recommends the following guidelines for crediting sources in text.

- **Put in parentheses the author’s last name and the page number where you found the information.**

Until then, some women had worked in clothing factories (Appleby, Brinkley, and McPherson 308–309).

- **If the author’s name is mentioned in the sentence, put only the page number in parentheses.**

According to Appleby, Brinkley, and McPherson, some women had worked in clothing factories until then (308–309).

- **If no author is listed, put the title or a shortened version of the title in parentheses. Include a page number if you have one.**

All able-bodied citizens, including women, should go to work in jobs that would help the war effort (“Office”).

Preparing the Final Draft

Ask your teacher how to format the final draft. Most English teachers will ask you to follow the MLA guidelines listed below.

- Put a heading in the upper left-hand corner of the first page with your name, your teacher’s name, and the date on separate lines.
- Center the title on the line below the heading.
- Number the pages one-half inch from the top in the right-hand corner. After page one, put your last name before the page number.
- Set one-inch margins on all sides of every page; double-space the lines of text.
- Include an alphabetized, double-spaced works-cited list as the last page of your final draft. All sources noted in parenthetical citations in the paper must be listed.

On the next three pages, you’ll find sample style sheets that can help you prepare the list of sources—the final page of the research paper. Use the one your teacher prefers.

Check It Out

Study the sample research paper on pages 847–848 to see the relationship between parenthetical documentation and a works-cited list.

MLA Style

MLA style is most often used in English and social studies classes. Center the title *Works Cited* at the top of your list.

Source	Style
Book with one author	Price-Groff, Claire. <i>The Manatee</i> . Farmington Hills: Lucent, 1999.
Book with two or three authors	Tennant, Alan, Gerard T. Salmon, and Richard B. King. <i>Snakes of North America</i> . Lanham: Lone Star Books, 2003. [If a book has more than three authors, name only the first author and then write "et al." (Latin abbreviation for "and others").]
Book with an editor	Follett, C. B., ed. <i>Grrrrr: A Collection of Poems About Bears</i> . Sausalito: Arctos, 2000.
Book with organization or group as author or editor	National Air and Space Museum. <i>The Official Guide to the Smithsonian Air and Space Museum</i> . Washington: Smithsonian Institution Press, 2002.
Work from an anthology	Soto, Gary. "To Be a Man." <i>Hispanic American Literature: An Anthology</i> . Ed. Rodolfo Cortina. Lincolnwood: NTC, 1998. 340–341.
Introduction in a published book	Weintraub, Stanley. Introduction. <i>Great Expectations</i> . By Charles Dickens. New York: Signet, 1998. v–xii.
Encyclopedia article	"Whales." <i>World Book Encyclopedia</i> . 2003.
Weekly magazine article	Trillin, Calvin. "Newshound." <i>New Yorker</i> 29 Sept. 2003: 70–81.
Monthly magazine article	Knott, Cheryl. "Code Red." <i>National Geographic</i> Oct. 2003: 76–81.
Online magazine article	Rauch, Jonathan. "Will Frankenfood Save the Planet?" <i>Atlantic Online</i> 292.3 (Oct. 2003). 15 Dec. 2003 < http://www.theatlantic.com/issues/2003/10/rauch.htm >.
Newspaper article	Bertram, Jeffrey. "African Bees: Fact or Myth?" <i>Orlando Sentinel</i> 18 Aug. 1999: D2.
Unsigned article	"Party-Line Snoops." <i>Washington Post</i> 24 Sept. 2003: A28.
Internet	"Manatees." <i>SeaWorld/Busch Gardens Animal Information Database</i> . 2002. Busch Entertainment Corp. 3 Oct. 2003 < http://www.seaworld.org/infobooks/Manatee/home.html >.
Radio or TV program	"Orcas." <i>Champions of the Wild</i> . Animal Planet. Discovery Channel. 21 Oct. 2003.
Videotape or DVD	<i>Living with Tigers</i> . DVD. Discovery, 2003. [For a videotape (VHS) version, replace "DVD" with "Videocassette."]
Interview	Salinas, Antonia. E-mail interview. 23–24 Oct. 2003. [If an interview takes place in person, replace "E-mail" with "Personal"; if it takes place on the telephone, use "Telephone."]

CMS Style

CMS style was created by the University of Chicago Press to meet its publishing needs. This style, which is detailed in *The Chicago Manual of Style* (CMS), is used in a number of subject areas. Center the title *Bibliography* at the top of your list.

Source	Style
Book with one author	Price-Groff, Claire. <i>The Manatee</i> . Farmington Hills, MI: Lucent, 1999.
Book with multiple authors	Tennant, Alan, Gerard T. Salmon, and Richard B. King. <i>Snakes of North America</i> . Lanham, TX: Lone Star Books, 2003. [For a book with more than ten authors, name only the first seven authors and then write "et al." (Latin abbreviation for "and others").]
Book with an editor	Follett, C. B., ed. <i>Grrrrr: A Collection of Poems About Bears</i> . Sausalito, CA: Arctos, 2000.
Book with organization or group as author or editor	National Air and Space Museum. <i>The Official Guide to the Smithsonian Air and Space Museum</i> . Washington, DC: Smithsonian Institution Press, 2002.
Work from an anthology	Soto, Gary. "To Be a Man." <i>Hispanic American Literature: An Anthology</i> , edited by Rodolfo Cortina, 340–341. Lincolnwood, IL: NTC, 1998.
Introduction in a published book	Dickens, Charles. <i>Great Expectations</i> . New introduction by Stanley Weintraub. New York: Signet, 1998.
Encyclopedia article	[Credit for encyclopedia articles goes in your text, not in your bibliography.]
Weekly magazine article	Trillin, Calvin. "Newshound." <i>New Yorker</i> , September 29, 2003, 70–81.
Monthly magazine article	Knott, Cheryl. "Code Red." <i>National Geographic</i> , October 2003, 76–81.
Online magazine article	Rauch, Jonathan. "Will Frankenfood Save the Planet?" <i>Atlantic Online</i> 292, no. 3 (October 2003). http://www.theatlantic.com/issues/2003/10/rauch.htm .
Newspaper article	[Credit for newspaper articles goes in your text, not in your bibliography.]
Unsigned article	[Credit for unsigned newspaper articles goes in your text, not in your bibliography.]
Internet	Busch Entertainment Corp. "Manatees." <i>SeaWorld/Busch Gardens Animal Information Database</i> . http://www.seaworld.org/infobooks/Manatee/home.html .
Radio or TV program	[Credit for radio and TV programs goes in your text, not in your bibliography.]
Videotape or DVD	<i>Living with Tigers</i> . Discovery, 2003. DVD. [For a videotape (VHS) version, replace "DVD" with "Videocassette."]
Interview	[Credit for interviews goes in your text, not in your bibliography.]

APA Style

The American Psychological Association (APA) style is commonly used in the sciences. Center the title *References* at the top of your list.

Source	Style
Book with one author	Price-Groff, Claire. (1999). <i>The manatee</i> . Farmington Hills, MI: Lucent.
Book with multiple authors	Tennant, A., Salmon, G. T., & King, R. B. (2003). <i>Snakes of North America</i> . Lanham, TX: Lone Star Books. [For a book with more than six authors, name only the first six authors and then write "et al." (Latin abbreviation for "and others").]
Book with an editor	Follett, C. B. (Ed.). (2000). <i>Grrrrr: A collection of poems about bears</i> . Sausalito, CA: Arctos.
Book with organization or group as author or editor	National Air and Space Museum. (2002). <i>The official guide to the Smithsonian Air and Space Museum</i> . Washington, DC: Smithsonian Institution Press.
Work from an anthology	Soto, G. (1998). To be a man. In R. Cortina (Ed.), <i>Hispanic American literature: An anthology</i> (pp. 340–341). Lincolnwood, IL: NTC.
Introduction in a published book	[Credit for introductions goes in your text, not in your references.]
Encyclopedia article	Whales. (2003). In <i>World Book encyclopedia</i> . Chicago: World Book.
Weekly magazine article	Trillin, C. (2003, September 29). Newshound. <i>The New Yorker</i> , 70–81.
Monthly magazine article	Knott, C. (2003, October). Code red. <i>National Geographic</i> , 204, 76–81.
Online magazine article	Rauch, J. (2003, October). Will Frankenfood save the planet? <i>Atlantic Online</i> , 292. Retrieved from http://www.theatlantic.com/issues/2003/10/rauch.htm
Newspaper article	Bertram, J. (1999, August 18). African bees: Fact or myth? <i>The Orlando Sentinel</i> , p. D2.
Unsigned article	Party-line snoops. (2003, September 24). <i>The Washington Post</i> , p. A28.
Internet	Busch Entertainment Corp. (2003). Manatees. In <i>SeaWorld/Busch Gardens animal information database</i> . Retrieved October 3, 2003, from http://www.seaworld.org/infobooks/Manatee/home.html
Radio or TV program	Orcas. (2003, October 21). <i>Champions of the wild</i> [Television series episode]. Animal Planet. Silver Spring, MD: Discovery Channel.
Videotape or DVD	<i>Living with tigers</i> . (2003). [DVD]. Discovery. [For a videotape (VHS) version, replace "DVD" with "Videocassette."]
Interview	[Credit for interviews goes in your text, not in your references.]

Evaluating a Research Paper Read this sample research paper, which has been evaluated using the 6+1 Trait® model.

Rosie the Riveter

If you had been alive during World War II, you would have seen posters on the walls of banks, post offices, and other public places of a young American woman wearing overalls and carrying a wrench or a rivet gun in her hand. Who was this woman, and why was her image seen all over town?

The woman in the posters was known as Rosie the Riveter. She was one of the most famous women in the United States in the early 1940s. She was a made-up character. But her name—and her image—may have been based on a real woman named Rosie Bonavita, who was part of a two-woman crew that set more than three thousand rivets in a record six hours (*Our Glorious* 218). Even though the Rosie in the posters wasn't a real person, she set a powerful example for women during the war. She called on them to serve their country by doing jobs they had never done before.

During World War II, millions of men left their jobs to fight for their country. While they were away, somebody had to fill their jobs to keep the country running. Who could do peacetime jobs like driving buses? Who could do special wartime jobs like making weapons? The country needed women to go to work, and that's where Rosie and the Office of War Information, or OWI, came in.

The OWI was created by the U.S. government in 1942. One of the OWI's many tasks was to run an advertising campaign. They weren't selling a product, though. They were selling an idea: All able-bodied citizens, including women, should go to work in jobs that would help the war effort ("Office"). Until then, some women had worked in clothing factories (Appleby, Brinkley, and McPherson 308–309). But posters of Rosie that were created by the OWI helped convince women that they could play an important part in the war effort here at home. They could do men's work, and they could do it well.

The posters featuring Rosie at work were created by famous American painters who were hired by the advertising designers in the OWI. One poster showed a confident and muscular Rosie, eating a sandwich and holding a rivet gun in her lap. Another poster showed a more delicate Rosie holding a wrench and thinking of her husband off fighting the war. Different posters portrayed Rosie in slightly different ways, but they all had the same purpose. They all challenged women to do their patriotic duty. The posters sent the message that women could help the United States win the war by performing jobs that traditionally had been done by men.

(continued)

Organization The opening paragraph captures readers' attention and makes them curious about the subject.

Ideas The ideas give important background information. A thesis statement clearly tells the main point or central idea.

Sentence Fluency These two questions are a good example of parallelism.

Ideas Carefully chosen details support the paragraph's main idea. The writer uses parenthetical citations (MLA style) to document the sources of information.

Voice The writer's attitude toward the topic shines through.

Sentence Fluency Sentences vary in length and structure, and the writing flows smoothly and easily.

Word Choice A direct quotation supports the main idea of the paragraph. It makes the information seem more trustworthy.

Organization The conclusion ties the ending to the beginning. Using different words, it repeats the idea set out in the thesis statement.

Presentation A properly formatted works-cited list is part of every good research report. This one follows MLA style (see page 844). Remember to double-space your entire report and to put your works-cited list on a separate sheet of paper.

Conventions The composition is free of errors in grammar, usage, spelling, and mechanics.

More than six million women met the challenge (“Rosie”). Women learned many new skills, such as welding, hammering, and—of course—riveting. Joining the work force during the war changed many women’s lives. One of these women, Jane Ward Mayta, said, “I learned a lot in those years. . . . I learned to look for a job. I learned to get along with and mingle with people from totally different backgrounds. We were all in little pockets before then” (Wise and Wise 12).

In 1945 World War II came to an end. Men who returned from the war expected to return to their old jobs. As a result, many women had to leave their factory jobs. But the example set by Rosie the Riveter would continue to inspire women in the years that followed. Women now had a real choice about whether they would work outside the home. They also had more choices about the kinds of work they would do, since more jobs were open to them. As the Web page for the American Airpower Heritage Museum says, “Lasting social changes were brought about by the fact that women began working outside the home” (“Rosie”). To this day, the symbol of Rosie the Riveter hard at work remains a real inspiration for generations of women.

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