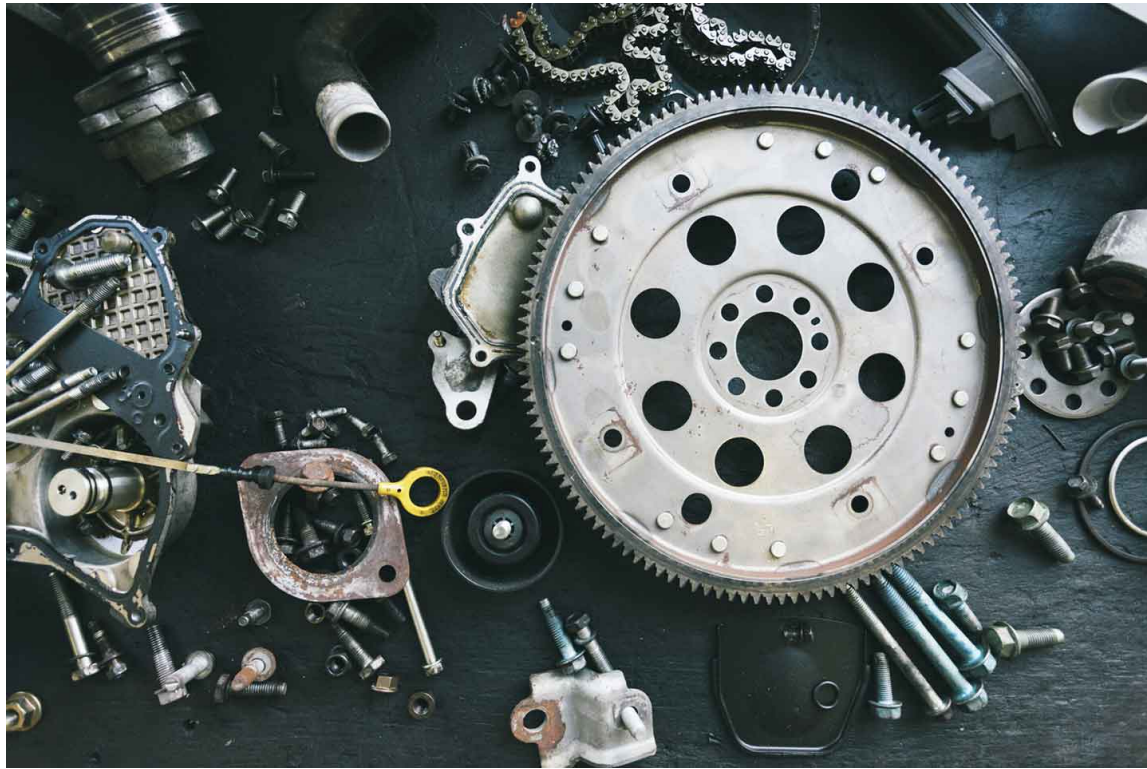


TEACHING THE RESEARCH ESSAY

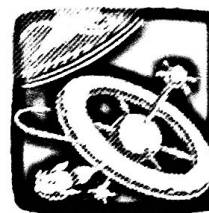
Dr. Caneen

Date

SESSION 2



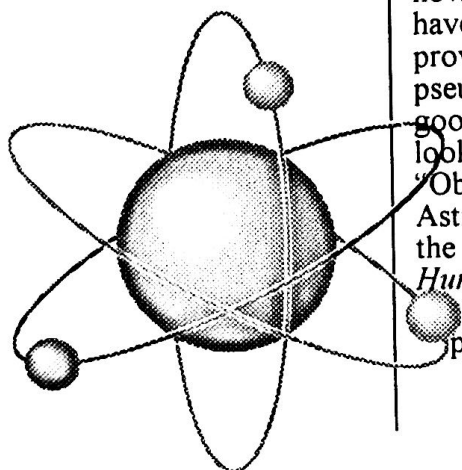
Research Questions



Compare the organization/infrastructure of an ant colony to the organization/infrastructure of a modern, military outpost, with an eye toward how modern military organizations are more similar to the insect organization than military outposts of centuries past.

*Something that might prove helpful: Wilson, E.O., "Chemical Systems," in T.A. Seboek, ed., *Animal Communication: Techniques of Study and Results of Research*.

Bloomington: Indiana University Press, 1970. Another is: Regnier, F.E. and Wilson, E.O., "Chemical C communication and 'Propaganda' in Slave-Maker Ants," *Science*, 172-267-69, 1971.



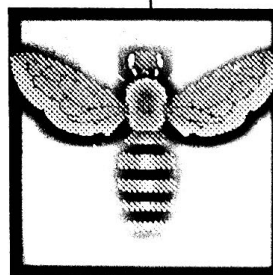
Please choose one of these as your primary topic

Examine the ways in which the earliest Mediterranean cartographers created maps of their world and its oceans, and compare that to the most modern methods now available for map-making One book to get you started: Fraser, Peter Marshall: *Ptolemaic Alexandria*. Three volumes. Oxford: Clarendon Press, 1972.

Examine some of the specific improvements in telescope and radio astronomy in the past century and discuss how astrology buffs have applied these improvements to their pseudo-science. *A good place to start looking: Sagan, Carl: "Objections to Astrology" (letter to the editor), *The Humanist*, vol. 36, no 1, (Jan/Feb '76), p. 2

Examine how the discovery of telling time accurately provided the first truly effective and safe ocean-navigational tools for mariners. *A good book to start with: Sovel, Dava: *Longitude*. New York: Penguin Books, 1995.

Examine and discuss the means by which one of the western conquerors (Spanish in South America OR European in North America, Dutch in South Africa, etc. ONLY ONE) used their superior technology to gain control, not only of the physical lives of the indigenous populations they conquered, but the spiritual lives as well. *An excellent book to consult is McNell, William: *Plagues and*



Peoples. New York: Doubleday, 1977.

Co Conduct research (both surveys and background research) on how modern, technological societies view their quality of life and their opinions regarding the quality of life enjoyed by the peoples of this planet who still live what is considered a "primitive" existence. Compare that to the FACTS of their (the primitives') actual existence. *A good place to start would be to consult: Lee, Richard Borshay, *The !Kung San: Men, Women, and Work in a Foraging Society*, Cambridge, UK: Cambridge University Press. 1979.

Describe the most immediate and profound affects on medicine and how medicine was practiced right AFTER the discovery of bacteria.

Examine the ways in which sports physiology/science was applied to early 20th century swimming techniques, and the most modern means by which technology is used to enhance the sport of competitive swimming.

Discuss the understanding of our solar system during the early 20th century, and how many planets we believed we had at that time, then discuss the most current problems we have regarding the planetary status/non-status of the outermost planet, Pluto.

Pick a single problem that could not be solved without the development of differential or integral calculus in the 17th century by Leibniz and Newton and discuss how the advent of calculus has enabled the development of modern technology in outer-space directed payload delivery. *Beer, A. (ed.). *Vistas in Astronomy*: Kepler, Vol. 18. London: Pergamon Press, 1975.

Examine funerary traditions of modern North America, and make some conclusions about what these say our beliefs regarding the proper treatment of the dearly departed. Now compare those beliefs and traditions to the earliest examples of 'funerals' our species has. *An article that might help you get started is: Sullivan, Walter. "The Neanderthal Man Liked Flowers," *The New York Times*, June 13, 1968.

Examine how the theoretical understanding of general relativity has altered the ways in which popular science fiction writers deal with the concept of interstellar travel. *Rather than giving you a specific book to refer to, I would advise you to investigate the fiction and nonfiction of two authors who frequently work together: Larry Niven and Jerry Pournell. These guys are scientifically literate and very successful science fiction authors.

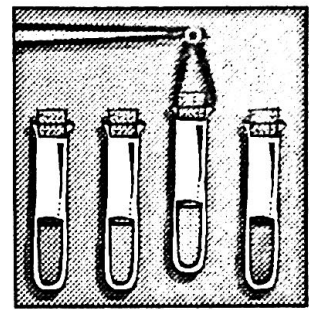
Examine the relation between improvements in modern sanitation technology and the concurrently evolving attitudes that

modern, industrialized societies have regarding bodily waste.

Examine the rhetoric that was used by writers who encouraged people to pick up their roots and settle in the western United States in the 1800's and the rhetoric contemporary writers use when encouraging people/the government to support the space program, especially the space station and/or the Mars program. In what ways are the rhetoric similar?

Examine the ways in study of brain physiology in the early 1900's provided society with a means to legitimize their racism against another people. Now compare that to one of the most recent example of the very same phenomena occurring today. *McIver, Tom, "The Protocols of Creationism: Racism, Anti-Semitism and White Supremacy in Christian Fundamentalism," *Skeptic*, vol. 2, no. 4 (1994), pp. 76-87.

Define contemporary attitudes toward the mechanics of childbirth, i.e., how medicine helps/interferes with the process and its



proper place IN childbirth - compare that to the supplanting of midwives by the medical establishment in the late 1600's in England. * NOT SURE OF THE TITLE, but the author is Stone, Lawrence "Family, Sex and Marriage in England."

Define some of the ancient superstitions of Europe that we as a culture now find laughable and compare them to past and present superstitions of the East. * A place to start is: Xianghong, Wu "Paranormal in China," *Skeptical Briefs*, vol. 5, 1995, no. 1 pp. 1-3, 14.

Examine the accounts of Catholic religious apparitions recorded in the 17th century and write about them in relation to modern beliefs concerning hallucinations caused by brain pathology. A good place to start is: Persinger, Michael, "Geophysical Variables and Behavior: *LV*



Predicting the Details of Visitor Experiences and the Personality of Experiencers (sic): The Temporal Lobe Factor," *Perceptual and Motor Skills*, vol. 68, (1989), pp. 55-65. Another one is Christian, William. *Apparitions in Late Medieval and Renaissance Spain* (Princeton, NJ: Princeton University Press, 1981).

Examine stories of supernatural abduction from the early American period (1600-1700) and compare them with popular UFO abduction narratives. *

Bullard, Thomas, "UFO Abduction Reports: The Supernatural Kidnap Narrative Returns in Technological Guise," *Journal of American Folklore*, vol. 102, no 404 (April - June 1989), pp. 147-170.

Examine the popular and scientific assumptions concerning memory loss/amnesia during the 19th century, and compare them to the most contemporary

understandings of this disorder. *A good place to start: Sterman, A.B. et al "The Acute Sensory Neuropathy Syndrome" *Annals of Neurology* (1972) 7: 354-8.

Discuss the medical understanding of the phenomenon of 'phantom limbs' experienced by amputees, and then explain the importance of this phenomena for amputees who must use a prostheses,

according to the most current thinking in this area: * an excellent place to start is an old book that will provide you with

background: Weir Mitchell, S. *Injuries of Nerves*. originally published 1872, reprinted by Dover, 1965.

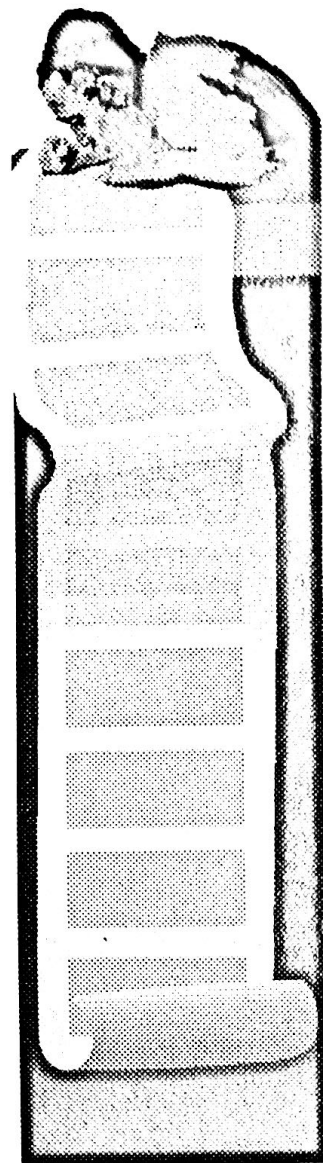
Compare the scientific understanding of near death experiences from the early 1900's and the most contemporary explanations science has to offer for the "Go toward the light!" experiences those who've had a near death experience recount. * This may be of some help: Myers,

F.W.H. *Human Personality and its Survival of Bodily Death*, London 1903.

Compare the apocalyptic notions of the late 1500 and early 1600's to the apocalyptic predictions we are now experiencing in this new century. *A good place to start is: Sagan, Carl and Richard Turco, *A Path Where No Man Thought: Nuclear Winter and the End of the Arms Race* (New York: Random House, 1990).

Examine the beliefs concerning heritability in the 1800's (re: European and N. American attitudes) and compare them to the most current understanding of the science of genetics.

Trepanning: Examine the Incan belief regarding this technique, the means by which Renaissance medicine used it, the use of it during WWI and the most contemporary beliefs regarding the benefits of this medical application of 'rough' brain surgery. *You will be able to find references to this rediscovered 'medical procedure' in popular magazines - a recent article was in *SPIN*.



Think about ALL the resources this campus offers! Don't forget to look in the bibliographies of your science course textbooks, or the textbooks of your friends! Talk to your professors, talk to the librarians, check out documentaries on video that address your topic, etc.

Research essays are made up of sub-topics. Brainstorm as many as you can to start.

ENGL 1320 Brainstorming Ideas

Time Investment

Initial investigation for each possible topic:

10 - 20 minutes each

Focused research for four sub-topics: the introduction and conclusion can be considered mini-sections, containing some research as well as orienting materials.

2 - 3 hours each

Drafting / revising each of your four sections.

2 - 3 hours each.

Organizing your sections into a suitable order. Include appropriate transition words & sentences.

2 - 3 hours each.

Revising: This depends on how well you've done the pre-writing up to now.

Two 1- hour sessions

Editing for grammar, usage & mechanics:

Two ½ - hour sessions



Lobster Fishing in Maine

10 Potential Sub-Topics

1. How and when lobster fishing first became an industry in Maine.
2. Description of a representative town where it's still a major part of the town's income & business.
3. A descriptive day-in-the-life of a lobster fisherman, and/or an interview with a lobster fisherman.
4. A projection of the likely future of lobster fishing in Maine.
5. A description of the lobsters' life span / eco-system / reproductive rate.
6. A cultural investigation into when and why lobsters became a luxury food.
7. A look at the economics and demographic pressures from major customers such as:
8. Environmental concerns regarding the industry in general and the north-east region in particular.
9. Mail-order businesses run by small organizations.
10. Point-of-view vignettes from enthusiastic lobster-eaters, vegans, and perhaps those with shell-fish allergies.

Red Lobster

Grocery chains that carry lobsters

Producers that prepare lobster-based dishes for retail in grocery stores

Topics to consider include— changing weather patterns / over-fishing / demographics / the cost of doing business

Below is one possible outline choice:

Introduction

1. Introduction / History. 3 paragraphs
2. Description of one contemporary business, including an interview. 4 - 5 paragraphs
3. The rise of small mail-order businesses. 2 - 3 paragraphs
4. The lobster's lifecycle. 2 paragraphs
5. The concerns and warnings from environmentalists. 2-3 paragraphs (use transition words indicating you're introducing another p.o.v.)
6. The anticipated future of lobster fishing in Maine 1- 2 paragraphs

Conclusion

*Consider an emotional **or** funny **or** serious remark about the future for the family business. You might also close with a quotation from your interview subject.*



Write your introduction and conclusion last!

Until you've completely written the body of the essay, you won't really know what you're introducing, or what conclusion(s) you might make.

Research Journal

Use Modern Language Association citation (MLA) for every entry. Bookmark OWL Purdue's MLA site.

You will take a series of specific notes for each of the 5 research sources you are using

- I. **Describe**, "in approximately 300 words, its purpose, audience, arrangement, evidence, implications, and word choice" (Jensen & Childers 43).
- II. **Do one** each of the following:
 - a. Summarize a portion of the text: general enough to need only a signal phrase (not in-text-citation).
 - b. Paraphrase a portion of the text: be specific enough to need in-text citation.
 - c. Directly quote a portion of the text: use a signal phrase and in-text citation.
- III. **Connect** something from this academic article to one of your other articles, and begin with that article's works cited entry on top. Write about a particular subject two of your researched sources write about in common and make a point.
- IV. **Include** at least 3 pages of the text you're summarizing behind the A.B. entry. This text should be highlighted and annotated.
 - Each *A.B. Journal* entry should be roughly 2 pages.
 - Please *do not* print front and back.
 - Submit your completed *A.B. Journal* in a folder or slim 3-ring binders.
 - Be neat. I will not accept sloppy work that's not in a folder or binder.
- V. It's ok if not all your A..B. entries appear in your revised Research Essay. Your writing always evolves as you become more familiar with your topic, and some sources may no longer be relevant or useful.

Objectives

- Familiarize yourself with the plethora of resources available in the UNT databases
- Obtain a working knowledge of the facts, questions, controversies, etc. on your topic.
 - Nothing you learn is useless. Confident writing grows from familiarity with your topic
- Appreciate the fact that a substantial research paper requires at least twenty hours of effort (locating, reading and re-reading/annotating credible sources).
- Practice the technical aspects of research writing (the conventions you must follow).
 - Understanding and summarizing a text's primary theme(s).
 - Paraphrasing, summarizing, and quoting from your text.
 - Documenting a text's bibliographical information (the Works Cited entries).
 - Making connections between your other texts.

SOURCE # 1

Kennan Ferguson. "Intensifying Taste, Intensifying Identity: Collectivity through Community Cookbooks." *Signs*, Vol. 37, No. 3 (Spring 2012), pp. 695-717.

Description (Approx 300 words) of author's purpose, audience, arrangement, evidence, implications, and word choice

Ferguson addresses the "politics of community cookbooks" (691), examining the rhetoric of Ladies church cookbooks for their multiple registers of rhetoric. His audience is primarily a college educated and perhaps a specialist one, ostensibly interested in the cultural history of cookbooks, as this essay appears in a scholarly journal that is itself not available to the average reader. He arranges his article by first giving us his thesis—that the production of community cookbooks that celebrated the admirable activities of the unsung heroine of the household who labored to produce a comfortable and welcoming home without expectations of monetary remuneration—is belied by the activities that actually took place in order to produce them. He begins with a general background of community cookbooks and provides excerpts from typical examples of the genre. He then proposes that these cookbooks, which overtly promoted and defended the *wife as homemaker* ideal, actually contradict their overtly stated purpose, as he provides evidence that the very production of these cookbooks ironically contradicts their stated mission because these cookbooks were commercial enterprises that—while promoting 'old fashioned values'-- simultaneously made and marketed a for-profit product (hardly lady-like activities). He provides excerpts from the cookbooks themselves, as well as data indicating the thoroughly business-like activities that produced, published, and sold these books.

Summary of a portion of the text: *this is general enough only to need a Signal Phrase*

Ferguson notes that predominantly white protestant organizations frequently featured "ethnic" subsections in their cookbooks (Mexican or Japanese), but the resulting recipes were distinctly middle-American. What would be swimming in soy sauce or lashed with cumin and turmeric in the original version became faint echoes of the real thing, often including ingredients utterly foreign to the original, like Jell-O, butter, or mayonnaise.

Paraphrase a portion of the text: *this is your own language but with details that must be cited*

Anne Bowers warns of the deceptively simple rhetoric of these texts. While they overtly proclaim the values of traditional, patriarchal values, these cookbooks were created by committee and thus do not reflect one distinct voice (qtd. in Ferguson, 698).

Quotation of a portion of the text:

Ladies church groups began collecting recipes for sponsored publication by the late 1800's, almost exclusively through the auspices of their church associations. Indeed, as Ferguson remarks that "these proved such excellent fund-raisers . . . [and] by the mid-twentieth century . . . publishers who specialized precisely in community cookbooks had emerged" (699).

Connect this text to one of your other texts

Tobias, Steven. "Early American cookbooks as cultural artifacts." [sic] *Papers on Language and Literature* 34.1 (Winter 1998): 3-18.

Tobias's article is more interested in looking at theories of social structures as they're revealed in early cookbooks, while Ferguson's is more straightforward as he examines the rhetoric of the Ladies Auxillary publications to discover the subliminally contradictory nature of texts that are supposed to represent and even celebrate the status quo. But both authors make the obvious yet important point that no culture on earth is without specific traditions for the manufacture, preparation and serving of food and these practices – documented as they are in cookbooks—serve as excellent sources for cultural critique.

The *Research Journal* should do all of the following:

- Reflect a breadth of research.
- Have an accurately formatted works cited page.
- Have one correctly cited quotation, one paraphrase and one summary per article.
- Have a coherent summary of the theme of each text.
- A coherent connection with one other text you've included in the *Research Journal*.

Critical Evaluation of Resources

In the research process you will encounter many types of resources including **books, articles** and **websites**. But not everything you find on your topic will be suitable. How do you make sense of what is out there and evaluate its authority and appropriateness for your research?

Suitability

Scope. What is the breadth of the article, book, website or other material? Is it a general work that provides an overview of the topic or is it specifically focused on only one aspect of your topic. Does the breadth of the work match your own expectations? Does the resource cover the right time period that you are interested in?

Audience. Who is the intended audience for this source? Is the material too technical or too clinical? Is it too elementary or basic? You are more likely to retrieve articles written for the appropriate audience if you start off in the right index. For instance, to find resources listing the latest statistics on heart disease you may want to avoid the Medline database which will bring up articles designed for practicing clinicians rather than social science researchers.

Timeliness. When was the source published? If it is a website, when was it last updated? Avoid using undated websites. Library catalogs and periodical indexes always indicate the publication date in the bibliographic citation.

Authority

Who is the author? What are his or her academic credentials? What else has this author written? Sometimes information about the author is listed somewhere in the article. Other times, you may need to consult another resource to get background information on the author. Sometimes it helps to search the author's name.

Other Indicators

Documentation. A bibliography, along with footnotes, indicate that the author has consulted other sources and serves to authenticate the information that he or she is presenting. In websites, expect links or footnotes documenting sources, and referring to additional resources and other viewpoints.

Objectivity. What point of view does the author represent? Is the article an editorial that is trying to argue a position? Is the website sponsored by a company or organization that advocates a certain philosophy? Is the article published in a magazine that has a particular editorial position? Consult these resources which indicate whether a publication is known to be conservative or progressive, or is affiliated with a particular advocacy group:

Primary vs. secondary research. In determining the appropriateness of a resource, it may be helpful to determine whether it is primary research or secondary research.

Primary research presents original research methods or findings for the first time. Examples include:

- A journal article, book, or other publication that presents new findings and new theories, usually with the data
- A newspaper account written by a journalist who was present at the event he or she is describing is a primary source (an eye-witness, first-hand account), and may also be primary "research"

A **secondary research** does not present new research but rather provides a compilation or evaluation of previously presented material. Examples include:

- A scientific article summarizing research or data, such as in *Scientific American*, *Discover*, *Annual Review of Genetics*, or *Biological Reviews*
- An encyclopedia entry and entries in most other Reference books
- A textbook

Take an article in a popular magazine such as *Time Magazine* about the public health aspects of handgun control -- if it relies on interviews with experts and does not present any new research in the area, this article would be considered secondary research. If one of the experts interviewed in the *Time's* article published a study in *JAMA (The Journal of the American Medical Association)* documenting for the first time the effect that handguns have on youth mortality rates, only the *JAMA* article would be considered primary research.

Websites. While most of the strategies listed above for evaluating information can be applied to any type of resource (books, articles or websites), the unfiltered, free-form nature of the Web provides unique challenges in determining a website's appropriateness as an information source. In evaluating a website, these are some questions that you can ask yourself:

- Is there an author of the document? Can you determine the producer's credentials? If you cannot determine the author of the site, then think twice about using it as a resource.
- Is the site sponsored by a group or organization? If it is sponsored by a group or company, does the group advocate a certain philosophy? Try to find and read "About Us" or similar information.
- Is there any bias evident in the site? Is the site trying to sell you a product? Ask why the page was put on the web?
- Is there a date on the website? Is it sufficiently up-to-date? If there is no date, again, think twice about using it. Undated factual or statistical information should never be used.
- How credible and authentic are the links to other resources? Are the links evaluated or annotated in any way?

RESEARCH JOURNAL GRADE RUBRIC

Does your Research Journal contain _____ credible resources found using UNT's Databases?

_____ / _____

Are all sources formatted correctly with standard MLA citation for a Works Cited page?

Yes

Somewhat

No

_____ / _____

Are all 15 sources summarized in a few sentences (and is the summary sufficient)?

Yes

Somewhat

No

_____ / _____

Are sources equally used, with paraphrases, summaries and quotations adequately representing a legitimate engagement with each text's components?

Yes

Somewhat

No

_____ / _____

Have you connected something from each text to another one of the texts and made a credible point?

Yes

Somewhat

No

_____ / _____

TOTAL: _____ / _____

COMMENTS:

Classical Argument Strategy

1. **Introduction:** Get readers interest and attention, state the problem, and explain why they should care.
2. **Background:** Provide some context and key facts surrounding the problem. Keep this brief, you're still introducing your topic.
3. **Thesis:** State your position or claim and outline your main arguments (more below).
4. **Argument:** Discuss the reasons for your position and present evidence to support it (largest section of paper)
5. **Refutation:** Convince the reader why opposing arguments are not true or valid.
6. **Conclusion:** Summarize your main points, discuss their implications, and repeat why you're right.

1: Introduction: some ideas to get you started

1. Tell a true story.
2. Present a hypothetical situation that illustrates the problem.
3. Ask a thought-provoking question.
4. State a startling fact or statistic (cite a reputable source).
5. Compare and contrast.

#2: Background: Be concise. You're only introducing your argument, not debating it.

- Think about your audience—who are you talking to (besides your professor)?
- Appeal to emotions. We are more persuaded if we can empathize with your point of view.
- Introduce undeniable facts from highly regarded sources. This builds trust and indicates a solid argument.
- The thesis should state your position and is usually the last sentence of your introduction.

3: The Thesis Statement

A thesis statement appears at the conclusion of the first paragraph in a very brief essay, and no later than the second paragraph of your introduction in a longer essay. It concisely summarizes your main point(s) and claim(s), and presents your stance on the topic. It's worth spending time crafting a strong thesis statement so that the reader knows what the essay will be about.

Two Suggestions on How to Write a Thesis Statement

1. Question/Answer Format: The easiest way to write a thesis statement is to turn the topic or prompt into a question, and answering that question. For example:

- Does divorce cause serious problems for the children? (**Fact**)
- What is "incompatibility?" (**Definition**)
- What are the causes of divorce? (**Cause**)
- How important is it for couples to avoid divorce? (**Value**)
- What can you do to make your marriage divorce-proof? (**Proposal**)

Answer: Your question often can be the title of your paper, or it can be the first line of the introduction. Your answer to this question "What can you do to make your marriage divorce proof?" is your thesis.

The most important way to make your marriage divorce-proof is to make sure you have carefully prepared for that commitment.

In this example, you answered the question, "What can you do to make your marriage divorce-proof?" You also let the reader know that the focus of the article will be on being "carefully prepared for that commitment."

2. Refute Objections: Another way to craft a thesis statement is to state one side of the argument and present a refuting statement.

While some people think there is no way to divorce-proof your marriage, studies have shown that there are fewer divorces when people carefully prepare for that commitment.

In this example, you state one side of the argument—"there is no way to divorce-proof your marriage"—and refute it by saying "there are fewer divorces when people carefully prepare for that commitment." Make that statement stronger by referring to a credible source to back up your claim.

#4: The Argument

This makes up the body of the essay, and presents the reasons your reader should agree with you.

1. Reasons and support

Usually, you will have three or more sub-topics related to your topic, each of which give you the opportunity to express reasons why the reader should accept your position. Support each of these reasons with logic, examples, statistics, authorities, or anecdotes.

2. Anticipate opposing positions and arguments.

- What objections will your readers have? Answer them with argument or evidence.
- What other positions do people take on this subject? What is your reason for rejecting these positions?

#5: The Conclusion

The conclusion in many ways mirrors the introduction. It summarizes your thesis statement and main arguments and tries to convince the reader that your argument is the best. It ties the whole piece together. Avoid presenting new facts or arguments.

Here are some conclusion ideas:

- Think "big picture." If you are arguing for policy changes, what are the implications of adopting (or not adopting) your ideas? How will they affect the reader (or the relevant group of people)?
- Present hypotheticals. Show what will happen if the reader adopts your ideas. Use real-life examples of how your ideas will work.
- Include a call to action. Inspire the reader to agree with your argument. Tell them what they need to think, do, feel, or believe.
- Appeal to the reader's emotions, morals, character, or logic.

In-Class & Take Home Workshop

Dear author: please answer these questions as fully as possible:

1. What is your essay trying to say or show?
2. Who are you writing to? *Don't think only of the person wielding the red pen*
3. What kinds of strategies have you used to communicate your ideas?
 - commonplace “boys don’t cry”
 - appeal to authority
 - compare/contrast
 - shifting p.o.v.
 - anecdote
 - analogy
 - straw man
 - *pathos*
 - *logos*
 - *ethos*
 - *Kairotic* moments
 - extrinsic proofs
 - *Enthymemes* (a syllogism)
 - maxims
 - *Chreia*
 - invective
 - encomium

Dear Reader: please thoughtfully answer the following questions as fully as possible:

1. Identify some ways that the writing interesting and creative? Provide specific examples.
2. In what areas is the essay confusing? Why?
3. How is the clarity of the writing at the level of individual sentences?
 - a. Is individual word choice appropriate and accurate? Is the syntax correct? Is the punctuation clear and correct?
4. How is the clarity at the paragraph level?
 - a. Does the paragraph restrict itself to one major topic or try to cover too many issues? Are there transition words in the opening sentence? Does the closing sentence indicate the writer will continue in the same vein/direction, or change course/tactics?
5. How is the clarity at the essay level?
 - a. Can you as a reader sum up the essay’s thesis in one sentence? Can you identify the author’s presumed audience? Is this essay trying to cover too much? Is it padding a very little theme (or a too-obvious one) with unnecessary verbage?
6. What technical issues need addressing? Commas, MLA, apostrophes, paragraphing, spelling, homonyms, hyphenated words, appropriate use of punctuation (e.g. use [], not { }).
7. If you were grading this essay, what would you give it?

5 = excellent

4 = good

3 = fair

2 = spotty

1 = poor

0 = discombobulated *i.e., deeply, deeply confused*

TYPICAL MISTAKES

Wrong word

Missing comma after introductory element

Incomplete or missing documentation

Vague pronoun reference

Spelling (including homonyms)

Mechanical errors with quotations

Unnecessary commas

Unnecessary or missing capitalization

Missing word

Faulty sentence structure

Not indenting and single-spacing Block Quotations

Page-length paragraphs

Comma Splice

Basic in-text citation rules

In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

In-text citations: Author-page style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. Oxford UP, 1967.

In-text citations for print sources with known author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number.

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966.

In-text citations for print sources by a corporate author

When a source has a corporate author, it is acceptable to use the name of the corporation followed by the page number for the in-text citation, e.g., "It's the happiest place on earth (Disney 67).

In-text citations for print sources with no known author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number if it is available.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change" ("Impact of Global Warming").

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

"The Impact of Global Warming in North America." *Global Warming: Early Signs*. 1999.
www.climatehotmap.org/. Accessed 23 Mar. 2009.

It's important to know that parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay, so that they can either verify your interpretation of the sources or use them in their own scholarly work.

Author-page citation for classic and literary works with multiple editions

Page numbers are always required, but additional citation information can help literary scholars, who may have a different edition of a classic work like Marx and Engels's *The Communist Manifesto*. In such cases, give the page number of your edition (making sure the edition is listed in your Works Cited page, of course) followed by a semicolon, and then the appropriate abbreviations for volume (vol.), book (bk.), part (pt.), chapter (ch.), section (sec.), or paragraph (par.). For example:

Marx and Engels described human history as marked by class struggles (79; ch. 1).

Author-page citation for works in an anthology, periodical, or collection

When you cite a work that appears inside a larger source (like, for instance, an article in a periodical or an essay in a collection), cite the author of the *internal* source (i.e., the article or essay). For example, to cite Albert Einstein's article "A Brief Outline of the Theory of Relativity," which was published in *Nature* in 1921, you might write something like this:

Relativity's theoretical foundations can be traced to earlier work by Faraday and Maxwell (Einstein 782).

You would enter *Nature* in your Works Cited, as that is the source from which you took your quotation.

Citing authors with same last names

If two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Citing a work by multiple authors

For a source with two authors, list the authors' last names in the text or in the parenthetical citation: Best and Marcus argue that one should read a text for what it says on its surface, rather than looking for some hidden meaning (9).

The authors claim that surface reading looks at what is "evident, perceptible, apprehensible in texts" (Best and Marcus 9).

Corresponding works cited entry:

Best, David, and Sharon Marcus. "Surface Reading: An Introduction." *Representations*, vol. 108, no. 1, Fall 2009, pp. 1-21. JSTOR, doi:10.1525/rep.2009.108.1.1

For a source with three or more authors, list only the first author's last name, and replace the additional names

Citing multiple works by the same author

If you cite more than one work by one author, include a shortened title for the work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Citing indirect sources

An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example, you want to use something Ravitch said from Weisman's book.

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

Note that, in most cases, a responsible researcher will attempt to find the original source, rather than citing an indirect source.

Citing non-print or sources from the Internet

You may have to cite research you have completed in virtual environments. While many sources on the Internet should not be used for scholarly work, some Web sources are perfectly acceptable for research. When creating in-text citations for electronic, film, or Internet sources, remember that your citation must reference the source in your Works Cited.

Sometimes writers are confused with how to craft parenthetical citations for electronic sources because of the absence of page numbers, but often, these sorts of entries do not require a page number in the parenthetical citation. For electronic and Internet sources, follow the following guidelines:

- Include in the text the first item that appears in the Work Cited entry that corresponds to the citation (e.g. author name, article name, website name, film name).
- You do not need to give paragraph numbers or page numbers based on your Web browser's print preview function.
- Unless you must list the Web site name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *CNN.com* or *Forbes.com* as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.

When a citation is not needed

Common sense and ethics should determine your need for documenting sources. You do not need to give sources for familiar proverbs, well-known quotations or common knowledge. Remember that citing sources is a rhetorical task, and, as such, can vary based on your audience. If you're writing for an expert audience of a scholarly journal, for example, you may need to deal with expectations of what constitutes "common knowledge" that differ from common norms.

Research Essay Unit II Rubric

Any comments in the columns below pertain to *your* paper if they are bolded or highlighted. **I will only copy-edit the first three paragraphs.** Presume that the mistakes I've addressed are representative of the grammar, usage and mechanics problems found throughout the entire paper.

Thesis is lucid and consistently engaged
Opening paragraph is atypical / arresting
Logical, coherent organization
Original / relevant humor for topic
Excellent grammar, usage, mechanics (g.u.m)
Sophisticated treatment of topic(s)
Excellent vocabulary
Unusual treatment of subject
Excellent secondary sources
Thorough engagement with sources

Thesis unclear / inconsistently engaged / MIA
Opening/closing paragraphs too generic
Organization needs revising for greater coherence
Humor somewhat frivolous / inappropriate for topic
Grammar, usage, mechanics general discombobulated
Topic(s) too predictable / inadequate explanations
Inaccurate / incorrect / poor word choice(s)
Predictable OR uneven treatment of subject
Sources too general / not germane
Sources used superficially

Specific GUM issues other than MLA

Over-reliance on spell-check
paragraphing

Commas
spelling

apostrophe use
verb tense

homonyms
verb agreement

- | | | | | | |
|---|-----|--------|----------|--------------|----|
| 1. Is the major point of the essay easy to comprehend, and does it engage with the point enough to justify being called a research paper? | Yes | Mostly | Somewhat | Infrequently | No |
| 2. Does the essay engage with its research rather than feeling "tacked on" as an afterthought to writing that is more editorial than factual? | Yes | Mostly | Somewhat | Infrequently | No |
| 3. Are there enough appropriate sources? | Yes | Mostly | Somewhat | Infrequently | No |
| 4. Are all drafts different/genuinely revised? | Yes | Mostly | Somewhat | Infrequently | No |
| 5. Is MLA used correctly? | Yes | Mostly | Somewhat | Infrequently | No |
| 6. Are G.U.M. issues relatively minor (no more than 2 per page) and sufficiently edited so as not to interfere with reader-comprehension? | Yes | Mostly | Somewhat | Infrequently | No |

General comments:

Research Essay Rubric

Understanding and following directions of assignment. Does the essay?

Satisfactorily present a credible argument with a logical point?

- Please no dissertation-appropriate topics about *society* or *history* or *class* or *gender* etc.

Yes –Mostly -- Somewhat –Infrequently -- No

Effectively analyze / explain the situation under discussion?

Yes –Mostly -- Somewhat –Infrequently -- No

- *Claiming something is so doesn't make it so. Prove it.*

Clearly support any claims with germane quotations & paraphrases from the credible secondary resources, (and if applicable, from primary research)?

Yes –Mostly -- Somewhat –Infrequently -- No

- *A reliable formulae for supporting your claims is to follow Aristotle's 5 Precepts.*

Effectively using secondary sources (rather than as mere ornamentation)? **Yes –Mostly -- Somewhat –Infrequently -- No**

- *You must engage with secondary sources. Agree, disagree, or complicate the points your source argues. Don't just sprinkle quotations on top of your essay like paprika on eggs.*

Writerly Style is Successfully Deployed.¹ Does the essay?

Effectively deploy appropriate language supporting its claims?

Yes –Mostly -- Somewhat –Infrequently -- No

This means that a thesis is both proposed and defended successfully.

Competently organize itself into coherent paragraphs?

Yes –Mostly -- Somewhat –Infrequently -- No

- *The **method** in which you support your claims (#3) is sound and logical. In other words, your choice of plot points / quotations are the right ones for your purpose.*

Effectively maintain **focus** without re-telling the text's plot?

Yes –Mostly -- Somewhat –Infrequently -- No

Skillfully deploys linguistic and grammatical precision?²

¹ "The process of mastering the academic paper represents one of the most challenging tasks no matter how thorough the high school preparation. In a musical performance or an athletic competition, you can use your whole being - body, mind, and heart - to show others the results of your efforts. In an academic paper, however, you are trying to convey something that comes from deep within your understanding through the indirect, intellectual medium of writing" (University of Oregon Writing Center).

² "Early on] I approached writing as primarily a matter of wording. Like the beginning pianist who focuses on the notes rather than the music, I thought of writing as a matter of choosing and arranging words in such a way as to sound impressive, or intelligent, or amusing, or touching. I had not reached a point at which writing becomes an end in itself, a means of discovering meaning. Nor had I developed an appreciation for the mystery of life. It was not that I lacked [life-] experience -- I lacked reverence for experience." Jake Gaskins

- *This does not mean using 50 cent words when nickel words will do. Use the right language for the appropriate effect, and copy-edit after you are satisfied with what you are saying.*

Yes – Mostly -- Somewhat – Infrequently – No

Refrain from repetition

Yes – Mostly – Somewhat – Infrequently – No

- *This means that the essay doesn't flesh out word count by saying the same thing in different ways. Each new paragraph should build upon an argument, not repeat it.*

Guidelines: Is the essay

Carefully edited for grammar, usage and mechanics?

Yes – Mostly -- Somewhat – Infrequently – No

Following the required class format?³

Yes – Mostly -- Somewhat – Infrequently – No

Typical problem issues to address include:

1. Addressing **BIG THEMES** (we're not planning world peace or a revolution in the education system here).⁴
2. Trying to cover too many points.
3. Generalizations (avoid always /never statements, and aim for historical accuracy (even nuance)
 - a. For example "The people of biblical times believed" doesn't help much. That text covers numerous centuries, geographical locations, cultures, and peoples. Furthermore I'm fairly sure the Egyptians and Hebrews wouldn't appreciate being lumped together!
4. Redundant sentences.
5. *Cherry picked* quotations that don't engage with the point(s) being made.
6. Secondary sources used for ornamentation rather than for content. I call these [Watermelon Moments](#).
7. Essay is more of an editorial than a research essay.
8. Misunderstanding a vital / commonly known aspect of the topic. This can occur when the writer hasn't done enough secondary research before committing 'pen to paper'.
9. Failing to clearly state the thesis no later than the second paragraph.
10. Changing or not following through on the primary topic.

³ Essay's Format should use a serifed font (e.g., TNR or Georgia). 1" margins. 1.5 spacing. **No double spaces between paragraphs**. No cover page.

⁴ **Focus and Simplicity**: Starting with a narrow focus helps keep you "in your lane". If you start with "Society often punishes those who challenge authority" it's likely your essay will spend precious time editorializing on the evils of censorship rather than proving how and why, in this play, a particular character is being silenced. Taking one idea, one passage, from the text as your main focus provides the template for the ensuing paragraphs.

Consult a style manual for the following:

- a) Choosing / using appropriate (and adequate amounts of) quotations
- b) How to cite text correctly
- c) How to format titles correctly
- d) Imprecise word choices
- e) [Purple prose](#)
- f) Paragraphing
- g) Your font size and/or choice does not follow required “house” style
- h) Learn to wield a signal phrase – it will streamline your writing immensely

Still struggling with MLA? *SMH*



ENGL 1320

UNIT 1: ANNOTATED BIBLIOGRAPHY & UNIT 2: RESEARCH ESSAY

Dr. Caneen Fall 2016



ENGL 1320 Dr. Caneen
MWF 11 – 11:50 Wooten 111 8/29 – 12/16
MWF 12 – 12:50 MATT 113

September
2016


Detailed Activity Schedule for

- UNIT 1: The Annotated Bibliography
- UNIT 2: The Research Essay

9/29 – 10/02: Schedule changes may be made other than Drop
10/13 – 11/7: May drop course with instructor permission

Mon	Wed	Fri
5 Labor Day – UNT Closed	7 Discuss: Databases What is an academic resource? Look at AB & RJ assignment Homework Read <i>IGAW</i> UNT 1-2, 6-10, 21-31	Discuss: Academic Articles & Databases Look at our Blackboard site & the Course pamphlet with directions & exercises for AB & RJ & Research Essay Homework Read <i>IGAW</i> UNT 33- 42, 50- 55 & Cha. 4. Find 4 sources & bring to class Monday
12 Discuss: <i>IGAW</i> , in particular pages 63 – 70 & 76-78. Workshop Annotated Bibliography (AB) Entry: Look at your 4 sources Homework Do “Inside Work” p. 60	14 Workshop Annotated Bibliography (AB) Discuss: “Inside Work” p. 60 Homework Do “Inside Work” p. 62 & Read “Should Freshmen Specialize”. Answer questions listed on BB.	16 Workshop Annotated Bibliography (AB) Discuss: “Should Freshmen Specialize” Homework Do “Inside Work” p. 65. Find 4 more sources & bring to class Mon.
19 Workshop Annotated Bibliography (AB) Discuss: “Inside Work” p. 65 Do MLA Exercises	21 Workshop Annotated Bibliography (AB) Do MLA Exercises Homework Finish all 8 AB’s and collect them—along with the annotated articles, in your Research Journal	23 DUE Annotated Bibliography, collected in your <i>Research Journal</i> Do Identify 4 sub-topics Homework Read <i>IGAW</i> Cha. 3 (skip 49 – 57) & Do “Inside Work” p. 39 using one of your sources

<p>26 Discuss: "Inside Work" p. 39 w/one of your sources & Thesis vs. Hypothesis</p> <p>Homework Do "Inside Work" p. 42 using one of your sources</p>	<p>28 Discuss: "Inside Work" w/one of your sources & Rhetorical Terms</p> <p>Homework Do "Inside Work" p. 46 using one of your sources</p>	<p>30 Discuss: "Inside Work" w/one of your sources & Rhetorical Fallacies</p> <p>Homework Do "Inside Work" p. 48 using one of your sources</p>
---	--	--

	<p>ENGL 1320 Dr. Caneen MWF 11 – 11:50 Wooten 111 8/29 – 12/16 MWF 12 – 12:50 MATT 113</p>
	<p>October 2016</p> <p>10 / 07: Last day to drop a course or withdraw from university with a W for a course student is not passing. 10 / 08 : Instructors may drop a student with a grade of WF for non-attendance or for exceeding allowable absences.</p>

Mon	Wed	Fri
<p>3 Discuss & vote on which cha. Of <i>IGAW</i> you would like to read next, 6, 7, or 8.</p> <p>Do: Handbook exercises</p> <p>Homework continue researching & writing</p>	<p>5 Workshop Essay</p> <p>Do: Handbook exercises</p> <p>Homework continue researching & writing</p>	<p>7 Discuss <i>IGAW</i> Cha. ?</p> <p>Do: Handbook exercises</p> <p>Homework Read "How You Became You" and answer discussion questions on BB</p>
<p>10 Discuss "How You Became You" Workshop Essay</p> <p>Homework continue researching & writing</p>	<p>12 Workshop Essay for grammar, usage, and mechanics</p> <p>Homework continue researching & writing</p>	<p>14 DUE: Research Essay</p>

In our data-saturated world one key to success is in knowing how to find information. This assignment helps you develop the skills and habits necessary to successfully conduct research and to discriminate between credible and questionable material.

The Annotated Bibliography

- 1) Choose eight (8) of the most credible & informative texts you found. Print/photocopy them & highlight & annotate in whatever manner you find useful.
- 2) Fill out the AB Template, found on the last page of this document. Reformat it as necessary but keep the headings.
- 3) These eight annotated sources and your AB Templates are your Research Journal.

You will produce this in steps, not all at once. You will find and fill each 2 or 3 each week (I'll check each Monday) finishing the entire project by Sept. 23. The pace should encourage you to revise your original ideas as tangential information leads you into more focused and productive venues. This task will also reinforce the fundamental truth that fruitful research takes time.

While not all 8 of the articles required for the Annotated Bibliography assignment need appear in your final research paper, it [The Research Journal] should only contain articles relevant to your research enterprise. For each journal entry, do the following:

1. Compose the appropriate MLA works cited entry for that text or item.
2. Summarize the text's thesis in a few sentences (that's the "Annotated" part).
3. Using the appropriate MLA citation, do one each of the following:
 - a. Type out a block quote, excising portions and indicating if they're removed from one sentence (3 ellipses) or from more than one sentence (4 ellipses).
 - b. Paraphrase a major element of the essay (this means it's in *your own words*).
 - c. Use a signal phrase to introduce a direct quote or paraphrase.
 - d. Quote/paraphrase a source your essay's author has quoted or paraphrased.
4. Make a connection between this text and another of the texts you're using. Do your best to summarize in your own words a relevant fact, p.o.v., or question (etc.) these two texts contribute to your own thinking.

Don't settle for superficial connections. If you do this last step diligently, you will have useful notes and/or text to incorporate into your essay, which is the primary purpose of all this groundwork after all.

Your 8 Annotated Articles and AB Entries comprise your Research Journal. Done conscientiously, it should:



1. Reflect a breadth of research
2. Have correctly formatted bibliographical entries for each of its 8 sources
3. Have a coherent summary of each source
4. Have a number of correctly cited quotations, paraphrases, and summaries for each source
5. Have a comparison of each source's themes with one other sources's themes

1) SOURCE # 1

Ferguson, Kennan. "Intensifying Taste, Intensifying Identity: Collectivity through Community Cookbooks." *Signs*, Vol. 37, No. 3 (Spring 2012), pp. 695-717.

2) Summary:

This essay examines the "politics of community cookbooks" (Ferguson 691), specifically by analyzing the rhetoric of cookbooks produced by Ladies Auxiliary and church (etc.) clubs. The author notes that while these publications overtly promoted and defended the ideal of the *role of wife as homemaker*, he argues that their literal production ironically contradicted their implicit mission. Publishing and marketing these cookbooks were commercial enterprises that—while promoting 'old fashioned values'—simultaneously participated in the production of a commodity that would be marketed for a profit (hardly lady-like activities).

3 Use appropriate MLA citation for each of the following:

a) **Block quote:**

Ironically, in the production of their cookbook, Lutheran Church Women engaged in many of the behaviors . . . nascent American feminism advised all women to do They entered the economic sphere both to produce and to sell their cookbooks, and they negotiated and developed a corporate process that gave them an important voice in their community . . . in the service of a domestic ideology that feminism opposed, but their methods and goals were closer to those of contemporary feminists than either side was then likely to admit. (696 Ferguson)

b) **Paraphrase of a major concept:**

Ladies church groups began collecting recipes for sponsored publication by the late 1800's, almost exclusively through the auspices of their church associations. Indeed, these Ladies Auxiliary cookbooks were so successful that specialty publishers were created exclusively to address the business needs of these new enterprises (699).

c) **Signal phrase introducing a paraphrase:**

Ferguson notes that predominantly white protestant organizations frequently featured "ethnic" sub-sections in their cookbooks (Mexican or Japanese), but the resulting recipes

were distinctly Middle-American. Foods doused in soy sauce or lashed with cumin and turmeric in the original version called for scant quarter teaspoons to appease virginal American taste buds.

d) Quoting a source my primary source uses:

Anne Bowers warns of the deceptively simple rhetoric of these texts. While they overtly proclaim the values of traditional, patriarchal values, she reminds us that committee created these texts and thus do not reflect one distinct voice (qtd. in Ferguson, 698).

4) Connection with another text:

Tobias, Steven. "Early American cookbooks as cultural artifacts." [sic] *Papers on Language and Literature* 34.1 (Winter 1998): 3-18.

Steven Tobias' more theoretical investigation of this topic frequently cites Foucault and Santayana, but he uses their high-theory as a strawman, diminishing the importance they place on philosophy or sexuality as the most influential aspects of culture. Both he and Ferguson (whose work does not engage with esoterica) are engaged in a close-reading that reveals the contradictory rhetoric of texts ostensibly created to bolster and even lionize the status quo even as they subvert it. Both authors see cookbooks as valuable cultural resources that deserve more academic attention and scholarly critique than they have heretofore enjoyed.

The final page below (p. 4) is your **AB Template**. Please copy/paste into your favorite word processing software. Adjust the spacing and colors as necessary, & insert your name in the header, but otherwise please don't change the formatting.

1. SOURCE # _____ (please number your sources, 1 – 8).

2. Summary:

3. Using appropriate MLA citation, do one each of the following:

a. Block quote

b. Paraphrase of a major concept

c. Signal phrase

d. Quote or paraphrase a source your text quotes

4. Make a connection between this source and another one of your sources

Consult your syllabus for specific due dates

1. **Initial research.** Your topic's focus will change (a little or a lot). That's ok
2. **Annotated Bibliography. Compile 8** annotated articles germane to your topic, and fill out an Annotation Bibliography Template for each. Collect articles and templates together in a Research Journal.
3. **Prospectus.** Now that you are familiar with your topic, write a brief explanation of what you intend to write about and what arguments you intend to investigate / pursue.
4. **Drafts:** These will be work-shopped in class. They should show evidence of plenty of scribbling and revising.
5. **Revise** your thesis. As you write, the direction of your topic(s) and/or argument are almost certainly going to change. That's ok too.
6. **Draft 3 and 4:** WS group continues to give feedback.
7. **Copyedit:** Do this once the content and organization are fairly complete.

Stages

- 1) Select a subject that interests you.
- 2) Throw yourself into research mode. Give yourself permission to read anything remotely related to your topic. Jump into the water. Investigate tangential eddies and underground lakes.
- 3) Once you've some working knowledge of the complexity of your topic, choose a manageable aspect (one you can live with for a semester).
- 4) Develop a working thesis. This will almost certainly change as you continue researching, and that's ok.
- 5) As your research progresses, be ruthless about eliminating anything not genuinely related to your topic.
- 6) Decide on the methods or methods you will use in developing your ideas:
 - i) definition, classification, analysis, comparison and contrast, examples.
- 7) Give yourself permission to write crappy first drafts: **get drafting.**
- 8) Once you have at least six pages or so of *content*, review your research & drafts.
- 9) Make an outline to keep you focused as you revise for *organization* and *coherence*.
- 10) Start revising your separate sections and see how they fit together. Prune the dead-weight, and see if there's anything missing.
- 11) When everything is copacetic, write your opening and closing paragraphs.
- 12) Copy-edit for grammar, usage & mechanics. Employ as many extra sets of eyes you can. Read your copy out loud. Consult your style manual for proper formatting.

Primary Research: involves study of a subject through firsthand observation and investigation such as conducting a survey or carrying out a laboratory experiment.

Secondary research entails the examination of studies that others have made of the subject.

Quotations and paraphrases: should support your statements and provide considered information about the research cited. It should not overshadow the paper or distract the reader from the ideas you present.

Works Cited: carefully read through the bibliography of any text you find helpful to your topic. That author has done hundreds of hours of research and what *they* found useful is in their Works Cited page. Keep track of bibliographical information. Looking for it after the fact is a huge headache.

Notes/References: three types of note-taking:

- Summarize: record only the general idea of large amounts of material.
 - Paraphrase: notes on specific sentences and passages, without exact wording.
 - Quote: when you believe the sentence or passage **in its original wording** makes an effective addition to your paper. Transcribe it exactly as it appears in the original, word for word, comma for comma. Mistakes are followed by the editorial notation [*sic*], which is Latin for *thus* or *so*, indicating the mistake was in the original.
1. You MUST follow the MLA system of citation and quotation. This is a professional obligation and is not optional.
 2. You must cite at least **8 sources**. No dictionaries, encyclopedias, or similarly superficial research sources are allowed.
 3. While we will focus on how to find and use academic, peer-reviewed articles, your final essay may also contain any other variety of research sources you find useful and credible. Vary the sources you use; employ periodicals, journals, interviews and newspapers; radio, television, movies; take polls, personally interview people; take pictures, use pictures, etc.
 4. **Be careful of unintentional plagiarism:** it is more than inappropriate, it is against the law. Even close paraphrasing must receive proper citation.

Understand the difference between a research paper and a research report.

Research Report: A study of various cults and their followers from around the US.

There are no opinions in this paper.

Research Paper: A study of cults from around the US shows demonstrating that college campuses are breeding grounds for a possible conformist cult takeover.

This paper has an opinion and is doing something original with it.

The first-person pronoun question: Should you insert “I think” (etc.) in your research essay? It depends upon your topic and how formal you want to sound. A research paper can have a more informal tone, in which case “I” usually works. To sound more authoritative, however, avoid using that technique. Look at the example below.

- “I think that much of the controversy over body-piercing is a media generated issue.”
- “Much of the controversy over body-piercing appears to be a media generated issue.”

If you use the second sentence with the phrase *appears to be*, you have removed yourself from reminding your reader that he or she is still reading your opinion. This is the strategy used by lawyers and speech-writers everywhere.

While you cannot say “The controversy over body-piercing **is** a media generated issue,” (unless you can prove that this statement is a fact), a clever writer can compose her opinions in a persuasive manner without inserting “I think,” “It seems to me,” “In my opinion,” etc.

Use modifying phrases such as *perhaps, it appears, maybe, it could be considered, another point of view is, it's possible that*, (etc. etc.) and that timeless classic Fox News just loves, “*Many people think*”! Remember, you are the writer who is reporting on what you have learned, ergo anything in your essay which is not cited **is already understood to be your opinion**, and so you don't need to remind us of that fact by overusing “I”.

Engage your quotes: Including large block quotes without much—or any—context of your own or explanation of their relevance to your own argument is really little more than filler. While block quotes should be used sparingly, if you include them, you must use them as a starting off point for your own argument—agree with them, expand upon them, object to them, prove why they're wrong, demonstrate that this was a point of view that is no longer current, relevant, true, etc. Use the research/quote to back up your point, not vice versa.

Learn to disagree: Don't only find articles that support your case. Articles that argue against your opinion are tools by which you bolster your position! Set up your own opinion by disagreeing with a critic. Don't ignore adverse facts, do battle with them!



Time Investment

- **Initial investigation** for each possible topic.
30 minutes each
- Focused research for four sub-topics. Accept that this is a major time-investment. The more work you do here, the less work you have to do later.
20 hours
- Drafting and revising four sub-topic sections / drafts.
4-8 hours each
- Organizing your drafts into a suitable order. Include appropriate transitional words and sentences.
3-5 hours
- **Revising:** This depends on how well the drafting process has been going.



www.shutterstock.com - 84130723

Lobster Fishing in Maine

1. How and when lobster fishing first became an industry in Maine.
2. Description of a representative town where it's still a major part of the town's income & business.
3. A description of the day-in-the-life of a lobster fisherman. AND/OR an interview with a lobster fisherman.
4. A projection of the likely future of lobster fishing in Maine.
5. A description of the lobsters' life span / eco-system / reproductive rate.
6. A cultural investigation: when and why lobsters came to be considered high-class eating?
7. A look at the economics and demographic pressures from major customers such as:

Red Lobster

Grocery stores selling lobsters

Lobster-based dishes for retail in grocery stores

8. Environmental concerns regarding the industry in general, and the north-east region in particular.
9. Mail-order businesses run by small organizations.
10. Point-of-view vignettes from enthusiastic lobster-eaters, vegans, and perhaps those with shell-fish allergies.

Below is one possible outline choice. Each four sub-topics should be at least two pages.

Introduction. History of lobster fishing in Maine

1. Sub-topic A)
Description of one contemporary business, including an interview
2. Sub-topic B)
The rise of small mail-order businesses
3. Sub-topic C)
The lobster's lifecycle
4. Sub-topic 4)
The concerns and warnings from environmentalists
5. **Conclusion:** The anticipated future of lobster fishing in Maine

Consider an emotional or funny or serious remark about the future for the family business. You might also close with a quotation from your interview subject.

Write your Introduction and Conclusion last. Until you've completely written the body of the essay, you won't really know what you're introducing, or what conclusion(s) you might make.



Compose two paragraphs, using MLA formatting, that address the issue of pizza delivery. The concept is that poor service, high prices and an unwillingness to expand their delivery areas does not stop the person desperate for pizza. That person will keep on trying until they find a business that will deliver.

You must do all of the following:

- Include a direct quote
- Include a paraphrase
- Include a quote interrupted with ellipses
- Use a quote or paraphrase introduced with a signal phrase that provides the author's name
- Use a quote or a paraphrase introduced with a signal phrase that provides the name of the book or journal or magazine from which it was culled.

"Although it's a college town, Tallahassee is so far removed from a competing metropolis that good service isn't really a necessity: the consumer doesn't have many options" (Gordan 97).

- Gordan, Roger. "That's the Fact, Jack." *Rutgers Computer & Technology Law Journal* 32.2 (2006): 247.

"Pizzerias are an incredibly profitable business, and as the average person who depends on their services isn't a cook. These establishments have their clientele over the proverbial barrel" (Smith).

- *Pizzapizza Daddy-0*. Dir. John Smith. Columbia, 2009. Film.

"The Greek system and athletic departments are a big part of our business model: large organizations that routinely throw parties are our – well – our 'bread and butter' (excuse the expression) and the driver also usually gets a really big tip, but for him it's hardly any more work than delivering one!" (Contemporary 444).

- "Dialing Out". *Journal of Contemporary Ethnography* 27.1 (2006): 15 – 20.

"The average college student consumes twenty-seven pizzas a year: this is a substantial share of the take-out and delivery market: the importance of this demographic cannot be underestimated" (Stein).

- Stein, William. *Piece of Pizza*. New York, N.Y: HarperCollins Publishers, 1998.

"If a person wants pizza badly enough, they'll keep dialing until someone says yes!" (Ortega).

- Ortega, Stan. Interview. January 23, 2007.

"Pizzerias are incredibly busy: the lower they keep their overhead, the more profit they make, and as it's almost impossible to fail in this business, customer service isn't too much of an issue: there is 'like it or lump it'" (Taylor).

- Taylor, Greg. *Pizza Wars*. New York: Three-Wheel Publishers 2009.

RESEARCH JOURNAL GRADE RUBRIC

Does your Research Journal contain _____ credible resources found using UNT's Databases?

_____ / _____

Are all sources formatted correctly with standard MLA citation for a Works Cited page?

Yes

Somewhat

No

_____ / _____

Are all 15 sources summarized in a few sentences (and is the summary sufficient)?

Yes

Somewhat

No

_____ / _____

Are sources equally used, with paraphrases, summaries and quotations adequately representing a legitimate engagement with each text's components?

Yes

Somewhat

No

_____ / _____

Have you connected something from each text to another one of the texts and made a credible point?

Yes

Somewhat

No

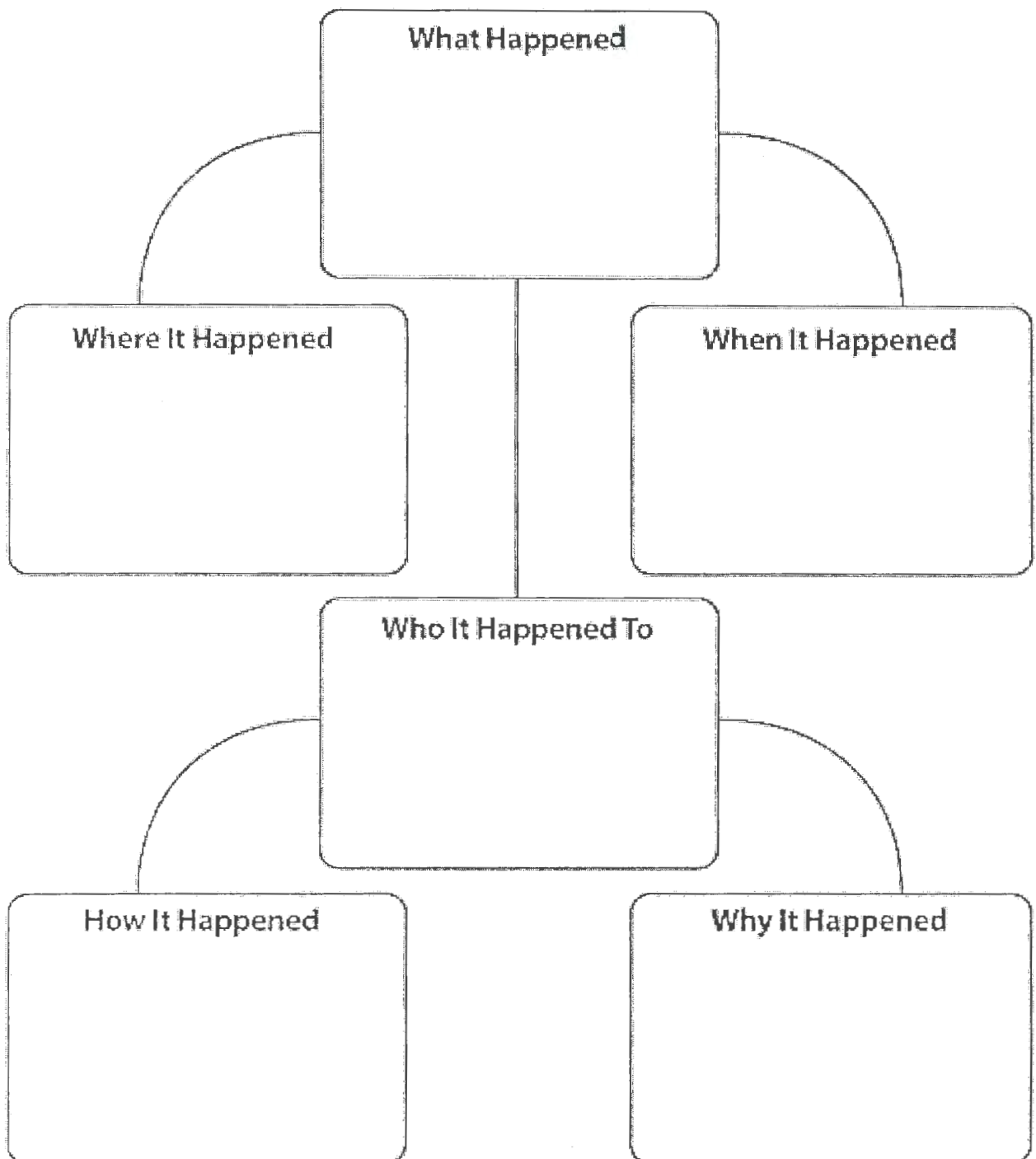
_____ / _____

TOTAL: _____ / _____

COMMENTS:

NAME:

TOPIC



Now that you've done some preliminary research, try completing the following sentences and see if that process helps you clarify what you'd like to say about your subject.

1. What I'm trying to say is that
2. The main problem with this subject is
3. What really interests me about this idea is
4. The major question I'd like to answer is
5. _____ got me interested in this subject in the first place.
6. I think that _____ results from _____.
7. If I had to put my idea into one sentence, I'd say
8. When they get through reading my paper, I'd like people to be thinking about

Two exercises to use in-class for invention exercises or work-shops

Probing Questions

Who What When Where Why How

What caused it?

What will it affect?

What are its parts?

What is it part of?

What does it look like?

What would I define it?

What are its functions?

What is it like?

What is it unlike?

What does it connect or relate to?

How did it start?

How will it end?

How is it relevant to our lives?

How do I feel about it?

Why am I interested in it?

Who else is interested in it?

The Physicist's metaphors

Metaphors are, by definition, a verbal connection between two things that allows us to see one of the things in a new way: the three metaphors we'll be borrowing from physics are;

Particles (or objects) wave (or action) and field (or network).

As a Particle or Object: What is the concept in itself? How could you define it? What are its boundaries? To describe fully this scenario as a particle, you'd need to give a reasonably complete and objective description of those events that you feel constitute the 'story'.

As a wave or action: A wave exists in time - something precedes and follows it. What led up to this scenario? What resulted from it?

As a field or network: Imagine this story as part of a field of interconnected lines; think of it as a spider web; when you touch one part of the web, everything else moves. To what parts of our society and way of life is this story connected?
(society/schools/industry/economics/environment, etc.)

This exercise should leave you with a sense of how much there is to say about any one subject, and the interconnectedness of things. Once this has been accomplished you should be able to narrow YOUR topic to one aspect of the whole, one segment of the unfolding events, one connection or cause-and-effect link, or to one comparison to something else in the same vein.

Analysis Tree (neurotic branches?)

This is a tool that can help you understand how to systematically analyze a subject before writing about it. Starting with a large, perhaps overwhelming question, you break it down into parts until you're left with relatively small questions that can often be answered with data. This method works much better for some subjects than for others, so before you try it, be sure you can formulate the central question that you're trying to answer in such a way that subsequent answers can be logically queried/presented.

For example: a central question about nuclear power would be: 'Should the U.S. continue to build nuclear power plants?' Although this question is probably too large to be answered in your paper, it could provide a good beginning for an analysis of the subject.

1. What are the advantages of nuclear power?
2. What are the disadvantages?
3. What are our energy needs?

These questions, too, should be broken down. For example, the 'disadvantages' question might break into:

1. What are the economic disadvantages?"
2. What are the social disadvantages?
3. What are the dangers?

To answer the question about economic disadvantages, you'd have to break the question down to cover the disadvantages for the companies involved, for the surrounding area, for the nations balance of trade, and so forth.

As you continue to break all these questions down into smaller ones, you'll eventually come to question like "How does building a nuclear power plant affect a utility company's financial balance sheet?" and "How does a local nuclear plant affect an area's property value?" These still will not be easy questions to answer but they're getting further away from opinions and closer to facts. They're now research questions.

The major benefit of this approach is that seeing how many questions you need to answer before you can argue for either side; you might decide it is necessary to limit your topic to one much narrower than you originally had in mind. You might decide just to address one of your subsidiary questions, for example "What economic effects does the bldg. of a nuclear power plant have on the people in the surrounding area?"



Lets see these facts and figures. I absolutely fail to see how space exploration directly has an impact on our economy. Total science fiction. And there is no way you can compare the safety of our nation and its people to space exploration.

12 hours ago via mobile · Like



A November 1971 study of NASA by the Midwest Research Institute of Kansas City, MO concluded that the \$25 billion in 1958 dollars spent on civilian space R & D during the 1958-1969 period has returned \$181 billion through 1981 to the US Public. This period, 1958-1969, was ONLY space exploration for NASA. Even today, the larger portions of NASA's budget deal directly with space exploration. With each mission -a Mars rover, a space telescope, a probe to study the sun - two big multipliers happen. First, new technology is invented every time for each mission. New things are constantly being invented within NASA because none of this exploration has happened before. That technology is patented and licensed out to American companies. NASA has done this tens of thousands of times. Many of the everyday items we take for granted have roots in America's space program as a result. Many of the spin-off technologies that result from the effort to explore space have even created WHOLE industries. Things like weather forecasting, the Ventricular Assist Device and Improved Radial Tires (which Goodyear now uses). The James Webb Space Telescope, for example, hasn't even launched and it is already improving the Ophthalmology industry through its new "wavefront" sensing technology, which can measure the "topography" of the eye in seconds rather than hours. Second, there is the direct monetary impact of NASA projects. NASA does not manufacture anything on its own...it contracts most of its needs out to American companies, like Boeing, for example and many, many small companies around the nation (like the above video I posted). And it does this to every state. Just the NASA Glenn Research Center in Ohio, for example, has returned \$1.2 billion to Ohio, created 8,051 jobs and generated \$401.6 million in household income JUST FOR 2007 (Cleveland State University Study). In 2011, NASA invested \$900 billion in the state of Florida and \$817 million in Alabama. All this money goes to the citizens of those states, creates jobs that affect industry in those states and is directly related to NASA's effort to explore the Universe. NASA's multiplier effect can be felt in every US state like this. I know that politically its easy to scapegoat NASA because it SEEMS that it doesn't help us economically. However, I assure you NASA contributes at a higher return than most things the US government does. And, most importantly, while the rest of the world (Brasil, India, China, and Russia) catch up with US manufacturing and economy, the US appears to be losing its edge. But not in Space. NASA is an economic trump card for the United States - no one else in the world can do what we do in space.

a few seconds ago · Like

Critical Thinking Skills

Critical thinking helps you evaluate whether arguments are logical and based on facts rather than on feeling. Two common types of problems are logical fallacies and improper appeals to emotions.

Logical Fallacies

Type	Description	Example
Overgeneralization	statement that falsely claims something to be universally true	Everyone is concerned about illiteracy.
Circular reasoning	statement that supports a point by merely restating it	Car buyers shop for the best price because they are cost-conscious.
Either/or fallacy	presentation of only two alternatives when others exist	Either the government must raise taxes or the parks will close.
Cause-and-effect fallacy	inaccurate claim that one event caused another	Dropping out of school causes illiteracy.

Improper Appeals to Emotion

Type	Description	Example
Bandwagon appeal	suggestion to think or act like everyone else does	Take an aerobics class—all your friends will be there.
Snob appeal	statement focusing on people's need to be part of an elite group	The most popular students join the Drama Club .
Name-calling	personal attack that distracts readers from the issue	Writers like her are irresponsible rabble-rousers.
Loaded language	words with positive or negative connotations that stir readers	Do you want savage dogs roaming unchecked in our parks?



Cicero's Classical Format for Persuasive Argument

The Six-Part Classical Arrangement:

1.	<u>Introduction</u>
2.	<u>Statement of Facts</u>
3.	<u>Division</u>
4.	<u>Proof</u>
5.	<u>Refutation</u>
6.	<u>Conclusion</u>

Classical arrangement (simplified):

1. **The Introduction** is where you announce your standpoint.
2. **The Statement of Facts** is put in terms that even your opponents cannot deny.
3. **The Division** is a discussion of at what exact point you stop agreeing with the opponent, and start disagreeing (what it is you *really* disagree on).
4. **The Proof** is where you present the arguments and evidence you have to support your standpoint.
5. **The Refutation** is where you bring up your opponents' main arguments and prove they are wrong.

Caution: Refutation is not about YOU, it is all about your OPPONENTS and their arguments (and why they are wrong).

6. **The Conclusion** may include an appeal to emotion (pathos). In modern argument, it may also include a discussion of what good things will happen if the audience accepts your argument, what bad things will befall them if they do not agree, and a clear statement of what you want your audience to do.

SAY BACK WORKSHOP

Reader: hold up your hand any time you are paraphrasing or quoting a source.

Auditor: take notes while listening, recording the facts & opinions you hear. When the Reader has finished, do the following steps below.

1. Tell the reader the gist of what you heard.
2. Relate at least one thing you learned that you didn't know before.
3. Ask the Reader if he or she has considered _____ or ask them to clarify _____.

ALSO CONSIDER THE FOLLOWING

- Is the text more editorial than research? Facts and findings should constitute a major portion of the text. Conjectures, conclusions and recommendations should relate strictly to the facts and findings of the research.
 - This is not to say the author may not use the first person pronoun, but we shouldn't be hearing a lot of "I think" or "I feel" sentences.
- Is the writer making a generalization that might harm her or his credibility?
- Are there any claims being made that aren't backed up by credible sources or data?
- Are you hearing sentences that remark on the author's research, e.g. "In my research I learned that growing almonds requires an enormous amount of water"? Make those sentences declarative instead. "Almond trees require a great amount of water to flourish."

Dear author, please answer these questions as fully as possible:

1. What is your essay trying to say or show?
2. Who are you writing to? *Don't imagine only me as your audience!*
3. What kinds of strategies have you used to communicate your ideas?

- | | | |
|---|---|---|
| • commonplace
(e.g., <i>boys don't cry</i>) | • ethos | • proverb |
| • appeal to authority | • <i>Entechnoi</i> "I'm not withdrawing, I'm reloading" | • invective |
| • compare/contrast | • <i>Kairotic</i> moments | • encomium |
| • shifting point of view | • extrinsic proofs | • sarcasm (I strongly suggest you not try that) |
| • anecdote | • <i>Enthymemes</i> (a syllogism) | • irony (a tough one to pull off) |
| • analogy | • maxims | |
| • straw man | • <i>Chreia</i> | |
| • pathos | | |
| • logos | | |

Dear Reader: please cut and paste the 8 questions listed below into a separate document. Type up your answers as fully as possible:

1. Identify some ways that the writing is interesting and creative? Provide specific examples.
2. In what areas (if any) is the essay confusing? Why?
3. How is the clarity of the writing at the level of individual sentences?
 - a. Is individual word choice appropriate and accurate? Is the syntax (word order) correct? Is the punctuation clear and correct?
4. How is the clarity at the paragraph level?
 - a. Does the paragraph restrict itself to one major topic or try to cover too many issues? Are there transition words in the opening sentence? Does the closing sentence indicate the writer will continue in the same vein/direction, or change course/tactics?
5. How is the clarity at the essay level?
 - a. Can you as a reader sum up the essay's thesis in one sentence?
 - b. Can you identify the author's presumed audience?

- c. Is this essay trying to cover too much? Is it padding a very little theme (or a too-obvious one) with unnecessary or redundant words or sentences? If the answer is yes, what do you suggest? Removing entire paragraphs? Sentences? Individual words?
6. Identify any areas that would benefit from a thorough re-writing, as opposed to tinkering around with individual words.
7. What technical issues need addressing?
- Commas
 - MLA citation
 - Apostrophes
 - Paragraphing
 - Spelling
 - Homonyms (e.g., there/their/they're – threw/through)
 - Appropriate use of punctuation (e.g. use [], not { }).
8. If you were grading this essay, what would you give it?
- | | | | |
|---------------|--|----------|------------|
| 5 = excellent | 4 = good | 3 = fair | 2 = spotty |
| 1 = poor | 0 = discombobulated <i>i.e., deeply, deeply confused</i> | | |

BELOW ARE THE MOST TYPICAL GOOFS

Wrong word

Missing comma after introductory portion

Incomplete or missing documentation

Vague pronoun reference

Unnecessary or missing hyphen

Spelling (including homonyms)

Mechanical errors with quotations

Unnecessary commas

Unnecessary or missing capitalization

Missing word

Faulty sentence structure

Missing comma with nonrestrictive element

Sentence fragment

Poorly integrated quotation

Unnecessary shift in verb tense

Missing comma in a compound sentence

Comma Splice

Apostrophe

Thesis cogent, focused and consistent
 Opening paragraph is atypical / engaging
 Logical, coherent organization
 Smooth transitions between paragraphs / topics
 Sophisticated thinking
 Very good vocabulary
 Topnotch secondary sources
 Thorough engagement with sources

Thesis unclear / inconsistent
 Opening/closing paragraphs too generic
 Organization needed revising for greater coherence
 Paragraphs often lack transitional sentences
 Topic(s) too predictable / inadequate explanations
 Inaccurate / incorrect / poor word choice(s)
 Sources too general / not effective / not germane
 Sources engaged with superficially

1. Is the major point of the essay clearly articulated no later than the second paragraph?
 Yes-----Somewhat-----No
2. Is its major point consistently engaged with throughout the essay?
 Yes-----Somewhat-----No
3. Does research support the thesis rather than provide decoration for a thinly disguised editorial?
 Yes-----Somewhat-----No
4. Are there enough appropriate sources? Yes----- Somewhat-----No
5. Are all drafts different/genuinely revised? Yes----- Somewhat-----No
6. Is MLA used correctly? Yes----- Somewhat-----No
7. Are grammar mistakes insignificant enough so as not to interfere with reader-comprehension?
 Yes-----Somewhat-----No

COMMENTSSPECIFIC GRAMMAR, USAGE & MECHANIC ISSUES other than MLA

Over reliance on spell check
 Missing words
 Comma use
 Apostrophe use
 Subject / Verb agreement

The beauty spot is the trademark of the eighteenth-century's powdered beauties, both male and female. To achieve a beauty spot when one did not occur naturally, people took to wearing false ones made from velvet and stuck on to the face.

In Antoine Le Camus' *Abdeker: or the Art of Preserving Beauty* (1754), after seeing a fly land on Fatima's beautiful face, Abdeker remarks, 'I think its Blackness sets off the Lustre of the Vermillion [and] makes your Eye look more lively and amorous (150). However, despite the intention of highlighting the paleness of the wearer's skin, the beauty spot or patch could appear similar to a medical plaster, and this meant their reputation was as ranging as their shape. Patches were not only the height of fashion, but could be attributed to the concealment of scars or signs of disease. It is this dichotomy that John Bulwer discusses in *Anthropometamorphosis: Man Transform'd or, the Artificiall Changling* (1652):

[T]hey that suppress and smother [their sins] by paintings, and unnaturall helps to unlawfull ends, do not deliver themselves of the plague, but they do hide the markes and infect others, and wrastle against Gods notifications of their former sins. The invention of which Act of Palliation of an ascititious deformity against Gods indigitation of sin, is imagined one reason of the invention of black Patches, wherein the French shewed their witty pride, which could so cunningly turne Botches into Beauty, and make ugliness handsome; yet in point of Phantasticalnesse we may excuse that Nation, as having taken up the fashion, rather for necessity than novelty, in as much as those French Pimples have need of a French Plaister. (272-73)

The adoption of this French fashion, which reached its height under Louis XVI's reign, meant that on the one hand these patches represented luxury; they depicted status and wealth, were available from perfumeries and often made from expensive coloured fabrics. On the other, they became associated with flirtation, licentious behaviour and the treatment venereal disease. For example, Peter Wagner¹ suggests that the beauty patch became codified, with the position of each patch indicating a secret message to the viewer:

[W]omen who wanted to create the impression of impishness stuck them near the corner of the mouth; those who wanted to flirt chose the cheek; those in love put a beauty spot beside the eye; a spot on the chin indicated roguishness or playfulness, a patch on the nose cheekiness; the lip was preferred by the coquettish lady, and the forehead was reserved for the proud. (114-15)

Morag Martin's work on French cosmetics suggests that these patches, also known as *mouches*, had various names depending on the position on the face: the 'assassin' (forehead); 'gallant' (cheek) and 'coquette' (lips) (15). In England the position took on a political meaning, with the Whigs and Tories adopting opposing sides of the face (15).²

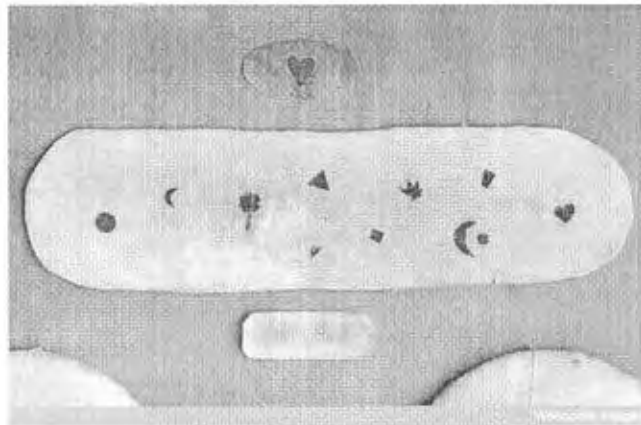
¹ Wagner refers to the work of German sexologist Eduard Fuchs for these details.

² Joseph Addison notes this connection in *The Spectator*, Saturday 2 June 1711: 'I found that the body of Amazons on my right hand were Whigs, and those on my left were Tories'.

But the position of the patch was not always in the wearer's control. Roy Porter claims in *Bodies Politic* that many beauty products, particularly the fashionable patches, were made to mask the signs of disease, small pox and syphilis in particular (78). According to N. F. Lowe, some medical treatments required skin plasters to 'hold a curative unction in place' (179). Lowe suggests that the treatment for the French pox was often mercury-based, and it could be 'mixed with turpentine in a mortar until a brown or black powder was obtained [and] when applied to the sore it could resemble a beauty spot' (179). William Hogarth is a particularly prolific example for making the connection between cosmetic beauty patches and the disguise and treatment of syphilis. They are present in many of Hogarth's works, and can be seen gracing the faces of numerous men and women in *A Rake's Progress* (1733), *Morning* (1738) and in *A Harlot's Progress* (1731–32); as the fresh-faced beauty Moll Hackabout descends into the world of prostitution, her face becomes increasingly blotted with black patches.

While cosmetics and medical treatments enjoy common ground, Caroline Palmer notes the instability they cause to the social hierarchy. She suggests 'cosmetics were used, not only by women of dubious repute, but also by ladies – and even gentlemen – of status'. (199). Cosmetics clearly played their part in connecting the worlds of fashion and promiscuity, but the beauty spot is particularly interesting. On one face, like Moll Hackabout's, the patch is symbolic of her sexual exploits and medical treatment. On another, it can indicate their status, wealth and even their marital status.

Glass display case containing various 18th century cosmetic devices, two cheek plumpers, eye brows, patches and two breast pads, English, 1880-1930. Credit: Wellcome, London



Thus the patch, in its surge of popularity, managed to dictate a century's standard of beauty, and at the same time, become a recognised symbol of sexual promiscuity.

Works Cited

Le Camus Antoine. *Abdeker: or the Art of Preserving Beauty*. London: A. Millar, 1754.

John Bulwer, *Anthropometamorphosis: Man Transform'd: or, the Artificiall Changling*, 2nd edn (London: William Hunt, 1653) pp. 272–73.

Wagner, Peter 'Representation in William Hogarth' *Hogarth: Representing Nature's Machines*, Ed. Frédéric Ogée, Peter Wagner, David Bindman. Manchester: Manchester University Press), pp. 114–15.

Martin, Morag *Selling Beauty* (Baltimore: Johns Hopkins University Press, 2009), p. 15.

Porter, Roy. *Bodies Politic: Disease, Death and Doctors in Britain, 1650–1900* London: Reaktion Books, 2001.

Lowe, N.F. 'The Meaning of Venereal Disease in Hogarth's Graphic Art', *The Secret Malady: Venereal Disease in Eighteenth-Century Britain and France*, Ed. Linda Evi Merian. Lexington: University Press of Kentucky, 1996. pp. 168–82 (p. 179).

Palmer, Caroline. 'Brazen Check: Face-Painters in Late Eighteenth-Century England', *Oxford Art Journal*, 31, 2 (2008), 195–213 (p. 199).

Terms for Rhetorical Strategies: by Andrea Batarse

Rhetoric: the ancient art of finding the best available means of persuasion. Those means of persuasion can be generally divided among logos, ethos, and pathos

Logos: the logical appeal, considered the strongest appeal by the Greeks; may employ deductive reasoning, reliance on authority, facts as evidence, research, tradition, cause/effect, effective metaphors; rhetorical devices include antithesis, juxtaposition, parallelism

Pathos: the pathetic or emotional appeal, useful for moving the audience to action, but dangerous when used merely to manipulate the audience's actions or thoughts by use of its emotional vulnerabilities; may employ strong or emotional language, sound devices, imagery, comparisons; rhetorical devices include polysyndeton, asyndeton, anaphora

Ethos: the ethical appeal, otherwise known as the credibility of the speaker or the moral claims of the argument; may restate opposing views fairly, associate self with relevant authorities, make relevant allusions, use first person plural pronouns, use reasonable language, avoid an inflammatory tone

Rhetorical modes: This flexible term describes the variety, conventions, and purposes of the major kinds of writing

The four most common types of rhetorical modes: the purpose of exposition, the purpose of argumentation, the purpose of description, the purpose of narration

Rhetorical mode synonym: "modes of discourse"

The purpose of exposition (expository writing): is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion. The AP language exam essay questions are frequently this .

The purpose of argumentation: is to prove the validity of an idea, or point of view, by presenting sound reasoning, discussion, and argument that thoroughly convince the reader. Persuasive writing is a type of this having an additional aim of urging some form of action. Often this form embodies assertion and justification

The purpose of description: is to recreate, invent, or visually present a person, place, event or action so that the reader can picture that being described. Sometimes an author engages all five senses in this ; good types of this writing can be sensuous and picturesque. this writing may be straightforward and objective or highly emotional and subjective.

The purpose of narration: is to tell a story or recount an event or series of events. This writing mode frequently uses the tools of descriptive writing.

Classical argument components: introduction, narration, confirmation, refutation, summation

Narration? summarizes relevant background material and sets up the stakes in the question or issue posed

Confirmation: lays out in a logical order the claims that support the thesis and supports each claim with evidence. (Claim = one of the points supporting a thesis or the thesis/argument itself)

Refutation: examines opposing viewpoints to the writer's claims, anticipates objections from reader, and allows as much of opposing viewpoint(s) without weakening thesis

Summation: provides a strong conclusion by amplifying the force of the argument in order to leave readers feeling the argument offers the best solution or idea

Argumentation: Qualities of Successful this

- a. Articulate a position with clarity while recognizing complexity
- b. Make a definitive judgment about the issue
- c. Acknowledge your reader may have a difference of opinion, so logic is employed
- d. Support and illustrate logic with specific details
- e. Demonstrate self-awareness

Bathos: the use of insincere or overdone sentimentality. Compare to pathos, a higher form of emotional appeal.

Persona: The role or façade that a character/speaker assumes or depicts to the reader, a viewer, or the world at large. It works hand in hand with ethos, the ethical attitude of this speaker.

Dramatic irony: A circumstance in which the audience or reader knows more about a situation than a character.

Verisimilitude: Similar to the truth; the quality of realism in a work that persuades readers that they are getting a vision of life as it is.

Wit: the quickness of intellect and the power and talent for saying brilliant things that surprise and delight by their unexpectedness; the power to comment subtly and pointedly on the foibles of the passing scene. It often uses humor, but it isn't the same as humor.

Grotesque: Characterized by distortions or incongruities

Invective: a direct verbal assault; a denunciation. An emotionally violent, verbal denunciation or attack using strong, abusive language. (For example, in Henry IV, Prince Hal calls the large

character of Falstaff "this sanguine coward, this bedpresser, this horseback breaker, this huge hill of flesh.")

Irony: a mode of expression in which the intended meaning is the opposite of what is stated, often implying ridicule or light sarcasm.

Sarcasm: From the Greek meaning "to tear flesh," it involves bitter, caustic language that is meant to hurt or ridicule someone or something. It may use irony as a device, but not all ironic statements are this (that is, intended to ridicule). When well done, it can be witty and insightful; when poorly done, it is simply cruel or banal.

Pathetic fallacy: Faulty reasoning that inappropriately ascribes human feelings to nature or non-human objects.

Epigram: A concise but ingenious, witty, and thoughtful statement.
"Man proposes but God disposes."

Aphorism: A short, pithy statement of a generally accepted truth or sentiment.

Apostrophe: Direct address, usually to someone or something that is not present; also, a sudden turn from the general audience to address a specific group or person or personified abstraction absent or present. A figure of speech that directly addresses an absent or imaginary person or a personified abstraction, such as liberty or love. It is an address to someone or something that cannot answer. The effect may add familiarity or emotional intensity. Many of these imply a personification of the object addressed.

William Wordsworth addresses John Milton as he writes, "Milton, thou shouldst be living at this hour: / England hath need of thee."

In "Ode to a Grecian Urn," Keats addresses the urn itself: "Thou still unravished bride of quietness."

"For Brutus, as you know, was Caesar's angel. Judge, O you gods, how dearly Caesar loved him." Shakespeare, *Julius Caesar*.

Allusion: A direct or indirect reference to something which is presumably commonly known, such as an event, book, myth, place, or work of art. They can be historical, literary, religious, topical, or mythical. There are many more possibilities, and a work may simultaneously use multiple layers of this.

Ambiguity: The multiple meanings, either intentional or unintentional, of a word, phrase, sentence, or passage.

Satire: A work that targets human vices and follies or social institutions and conventions for reform or ridicule. It can be recognized by the many devices used effectively by the person writing this: irony, wit, parody, caricature, hyperbole, understatement, and sarcasm. The effects

of this are varied, depending on the writer's goal, but good this, often humorous, is thought provoking and insightful about the human condition. (Do not use interchangeably the words "this" and "irony." It is a genre or a style. Irony is a tone).

Caricature: writing that exaggerates certain qualities of a person to produce a ridiculous effect. More frequently associated with drawing than literature.

Malapropism: inappropriateness of speech resulting from the use of one word for another.

Parody: To imitate the techniques and/or style of some person, place, or thing in order to ridicule. For this to be successful, the reader must have knowledge of the original text being ridiculed.