

## **BIOGRAPHY RESEARCH: AVOIDING PLAGIARISM**

Remember to take brief notes in your own words from each source as they are gathered to avoid plagiarism. Be sure and write the source information on your notes so you can cite the source later.

Instructions: Write a 4-5 page paper discussing an Arkansas Governor which you will be assigned. Emphasize his strengths and weaknesses, successes and failures. The paper must be typed, double-spaced, in Times New Roman 12-point font.

DISCUSS:

1. Family (parents/siblings) - BRIEFLY
2. Childhood (place, birth date, early life)
3. Accomplishments (Works, Awards)
4. Date of Death

Your paper must include a Works Cited Page with references. You must include at least one reference from each of the following:

1. Online Database
2. Reference Book
3. Internet Source – This source must be from a quality internet site. Before selecting your Internet source verify that it meets the criteria for a quality website. Determine author's expertise, site purpose (scholarly or non-professional audience), site objectivity (is it biased?), is the contact information accurate and are facts accurate, and finally is the site current?

You can use Wikipedia as a starting point for your research but do not include it as a reference.

## **Criteria/Rubric for Biography Assignment and Research Paper**

(90-100 points)

- Consistently uses accurate data and analysis
- Offers comprehensive and complete analysis of information and issues
- Provides a variety of facts to explore major and minor issues
- Extensively uses previous historical knowledge to provide in-depth understanding of the issue
- Develops ideas fully using such things as examples, reasons, details, explanations, and generalizations that are relevant and appropriate.

(80-89 points)

- Generally uses accurate data and analysis
- Facts provided relate to the major and minor issues involved
- Recalls previous general historical knowledge to examine historical issues
- Demonstrates satisfactory development of ideas through the use of adequate sources
- Generally expresses ideas clearly

(70-79 points)

- Uses only some accurate data.
- Relates only major facts to the basic issues with a fair degree of accuracy
- Analyzes information to explain at least one issue with essential support
- Uses general ideas from previous historical knowledge with a fair degree of accuracy

(60-69 points)

- Provides only basic facts with only some degree of accuracy
- Refers to information to explain at least one issue or concept in general terms
- Limited use of previous historical knowledge with only limited accuracy

- Major reliance on the information provided in the textbook

(/0-59 points)

- Repeats one or two facts without complete accuracy
- Deals only briefly and vaguely with concepts or ideas
- Indicates little or no previous historical knowledge
- Does not use support materials
- Does not express ideas clearly

In addition to the above scoring criteria, failure to follow format instructions (Times New Roman 12 point font, double-spaced, page length requirement, listing of resources, etc.) will result in point deductions per incident!

## History of Arkansas

### Assignment: RESEARCH PAPER

Search the Library/Learning Resource Center's Online Databases to locate pertinent articles that you will use to write on one of the topics you select from below. You may also use printed reference material (books and magazines) located in the library.

Gather at least five sources and write a minimum of a four-five page paper discussing one of the topics below.

The typed paper must be in Times New Roman 12 point Font and lines double-spaced. Indent Paragraphs. A Works Cited page must be compiled in MLA or APA Format and attached at the end of your paper. (The Works Cited page DOES NOT count as one of the four-five pages.)

Research Paper:                      Worth – 100 Points

#### SELECT ONE OF THE FOLLOWING TOPICS:

1. Discuss the major Native American tribes found in Arkansas during the age of European exploration of the state. Name and briefly discuss the major European explorers. How did the tribes interact with the European explorers and settlers?
2. Describe politics in Arkansas prior to the Civil War. How did political parties contend with territorial and early statehood problems such as a need for better transportation systems, law enforcement agencies, fire protection in towns/cities, business/industry, etc.
3. Discuss the evolution of education in Arkansas. Go into detail from the earliest schools to the contemporary period.
4. Describe the similarities and differences of the several state Constitutions that Arkansas has had since the territorial time to the most recent Constitution of the state.
5. Make an account of the impact that soldiers from Arkansas have made in the following wars in the nation's history: Mexican-American War, Civil War, Spanish-American War, World War I, and World War II.

## **Part 1: Essay Content (100 points)**

<b><u>Introduction (15 points)</u></b>	<b><u>Points Earned</u></b>	<b><u>/15</u></b>
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Introduction should include each of the following:

- A surprising statement that gets the reader's attention
- Appropriate and necessary background information for an uninformed audience
- Thesis statement that clearly states the main point of the essay and lays out a plan for the body paragraphs of the essay
- At least 6 sentences

<b><u>Body (60 points)</u></b>	<b><u>Points Earned</u></b>	<b><u>/60</u></b>
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Body should include each of the following:

- At least 4 body paragraphs that focus on the main points being discussed
- Evidence of a thorough reading of sources and analysis of the topic
- An effective topic sentence in each body paragraph that introduces the main point of that paragraph
- Cited quotes and content in each body paragraph that support the main point of the paragraph
- At least 7 supporting sentences in each body paragraph
- At least 1 direct quote and correct documentation in each body paragraph
- Body paragraphs include enough information to support the thesis

<b><u>Conclusion (15 points)</u></b>	<b><u>Points Earned</u></b>	<b><u>/15</u></b>
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Conclusion should include each of the following:

- A restating or reminder of the thesis
- A wrap-up of the important points of the essay
- A creative closure that provides a solid ending to the discussion
- At least 6 sentences

<b><u>Additional (10 points)</u></b>	<b><u>Points Earned</u></b>	<b><u>/10</u></b>
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Essay also:

- Adequately addresses the topic
- All information is necessary and contributes to the overall point, does not veer off topic
- Includes effective transitions between and within each paragraph
- Is objective and does not include personal thoughts or opinions
- Includes correct parenthetical citations for all direct quotes and paraphrases
- Quotation marks are used correctly to indicate direct quotes
- Demonstrates a logical and organized progression of ideas
- Maintains an appropriate and formal tone
- Includes a variety of sentence lengths and structures

<b><u>Deductions</u></b>	<b><u>Points Deducted</u></b>
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Points will be deducted

- 1 point for each grammatical, mechanical, stylistic, or writing error (up to 20 points)
- 1 point for each incorrect use of personal pronouns, the word "you," or any of its forms (up to 10 points)
- 1 points for each extra space between paragraphs (up to 4 points)
- Various numbers of points will also be deducted for failing to meet length requirement
- Various numbers of points may also be deducted for plagiarism errors

**Part 1 Total: \_\_\_\_\_/100**

## **Part 2: Documentation and Formatting (100 points)**

### **In-text citation (20 points)**

Points Earned /20

- Each body paragraph includes at least one direct quote with a correct MLA parenthetical citation
- Body of the essay demonstrates ample research (facts and citations)
- Quotation marks are consistently used correctly for indicate direct quotes
- Correct MLA Parenthetical citations are also provided for all summarized and paraphrased information

### **Works Cited and Documentation (60 points)**

Points Earned /65

Works Cited should include:

- Start on new page
- Same font and font size as the essay
- Double-spacing
- Title that is centered, no bold, on the top line of the page
- Citations begin with the first line flush to the left, with a hanging indent
- Citations for at least 5 sources
- All citations are in correct MLA format
- Citations in alphabetical order
- At least one source from a reliable database
- At least one source is a book, either print or eBook
- All sources are referenced with a correct parenthetical citation within the essay
- Titles should be placed in italics or quotes, whichever is appropriate for the specific text
- Titles should be correctly capitalized
- Correct punctuation
- Parenthetical citations within the essay should easily match-up with the correct source on the Works Cited page
- MS Word citation “builder” tool is **NOT** used

### **Formatting (15 points)**

Points Earned /15

Essay should include:

- Last name and page number in the top right corner, placed with the “Insert” tool
- Correct MLA heading in the top left corner, only appears on the first page, NOT placed with the insert tool
- A title that is centered, the same size font as the essay, no quotation marks, is not all caps, no bold, no italics
- Font is Times New Roman, size 12
- Paragraphs are indented using the “tab” key
- Essay is double spaced
- Essay includes 1-inch margins

**Part 2 Total: \_\_\_\_\_/100**

**Total Points Earned      /200**

# How to Write a Biography

A biography is simply the story of a life. Biographies can be just a few sentences long, or they can fill an entire book—or two.

- Very short biographies tell the basic facts of someone's life and importance.
- Longer biographies include that basic information of course, with a lot more detail, but they also tell a good story.

Biographies analyze and interpret the events in a person's life. They try to find connections, explain the meaning of unexpected actions or mysteries, and make arguments about the significance of the person's accomplishments or life activities. Biographies are usually about famous, or [infamous](#), people, but a biography of an ordinary person can tell us a lot about a particular time and place. They are often about historical figures, but they can also be about people still living.

Many biographies are written in [chronological](#) order. Some group time periods around a major theme (such as "early adversity" or "ambition and achievement"). Still others focus on specific topics or accomplishments.

Biographers use primary and secondary sources:

- Primary sources are things like letters, diaries, or newspaper accounts.
- Secondary sources include other biographies, reference books, or histories that provide information about the subject of the biography.

## To write a biography you should:

1. Select a person you are interested in
2. Find out the basic facts of the person's life. Start with an encyclopedia or your textbook.
3. Think about what else you would like to know about the person, and what parts of the life you want to write most about. Some questions you might want to think about include:
  - What makes this person special or interesting?
  - What kind of effect did he or she have on the world? Other people?
  - What are the adjectives you would most use to describe the person?
  - What examples from their life illustrate those qualities?
  - What events shaped or changed this person's life?
  - Did he or she overcome obstacles? Take risks? Get lucky?
  - Would the world be better or worse if this person hadn't lived? How and why?
4. Do additional research at your library or on the Internet to find information that helps you answer these questions and tell an interesting story.
5. Write your biography.

Please follow the same format you use in the research paper. Remember, this involves the following:

- Times New Roman 12 point font
- Double spaced
- One inch margins on top/bottom and both sides
- Include a bibliography or works cited page utilizing the MLA method. An example of this notating style would be similar to the following:

For a book – *World Civilizations*, Adler, Philip J., Pouwels, Randall L. 5<sup>th</sup> edition. Boston, MA: Wadsworth, Cengage Learning, 2008.

For an internet site – <http://search.eb.com>

Within the body of your paper, when you quote something, make sure to notate which page of the book or internet document from which you quoted. Include a list of sources (works cited) you use on a separate sheet, NOT counted as one of your required written pages.

Your biography needs to be four-five pages in length. Upload your biography paper to me on Brightspace.

The due date will be announced well in advance in class and on Brightspace and in your course calendar.



### **Course Learning Outcomes (CLOs)**

Upon successful completion of this course, at 70% or better, students will be able to:

CLO 1. Demonstrate critical thinking through analysis of various readings by examination, comprehension, and reflection. (GEC 2a1, 2a2, 2a3, 2a4, 2a5, 2a6)

CLO 2. Demonstrate standard English conventions, common formatting, and citation practices through various writing assignments. (GEC 2a1, 2a2, 2a3, 2a4, 2a5, 2a6)

CLO 3. Demonstrate research skills through finding evidence, supporting analysis, and synthesizing ideas. (GEC 2a3, 2a4, 2a5, 2a6, 3d)

### **Essay Assignments**

Each Essay **MUST** be submitted as a MSWord attachment and submitted using **TurnItIn**, a plagiarism catcher that scans documents for copied portions from books, articles, websites, and other college's papers.

### **Academic Honesty**

Professional integrity requires academic honesty. Only the student registered for this course should take the exams or complete the assignments. Cheating, plagiarizing, and/or copying of other student work, copying and pasting from the internet, having another person complete work for you, or any other form of academic dishonesty for a grade is expressly prohibited and can result in an "F" for the course. The first time a student is caught plagiarizing, an "F" will be given for that assignment. If a student is caught plagiarizing a second time, the student will be dropped and given an "F" for the course. This policy applies to all work within the course: essays, assignments, exams, etc. This course abides by the SAU Tech policy and regulations regarding student academic honesty as set forth in the catalog. If it is suspected that academic dishonesty of any kind is taking place, the instructor may require that a student take their exams in person or before a proctor.

### **Honor Code (Institutional Policy)**

The Vice Chancellor for Academics is responsible for processing all matters pertaining to academic misconduct, including honor code violations. The Honor Code is based on the philosophy of mutual trust and honesty that is inherent in the SAU Tech mission and goals statements. Academic violations of the Honor Code consist of the following:

**Cheating** – The actual giving or receiving of any unauthorized aid of any form on any academic work.

**Plagiarism** – Direct copying of the language, ideas, and/or thoughts of another and representing the same as one's own work.

**Falsification** – The statement of any untruth either verbally or in writing with respect to any circumstances relating to one's academic work.

**Attempts** – Attempts toward the commission of any act which would constitute an academic violation as herein defined (that is, cheating, plagiarism and/or falsification) shall be deemed to be a violation of the honor code and may be punishable to the same extent as if the attempted act had been completed.

Any student who is found by SAU Tech to have either given or received or to have attempted to give or receive information that compromises the intent of a test, quiz, examination, or other form of academic

work shall be deemed guilty of a violation of the honor code. The Vice Chancellor for Academics will review all cases and make decisions concerning honor code violations.

## **Sections of Syllabus Detailing Plagiarism**

### **Biography and Research Paper**

Again, you will be required to write a biography of a former Arkansas governor which I will assign you. A detailed instruction sheet will be provided to assist you in completing this assignment. The Biography must be at least **FOUR-FIVE FULL PAGES OF CONTENT** and contain a work cited page with at least **FIVE** sources.

The Research Paper you must complete also requires **FOUR-FIVE FULL PAGES OF CONTENT** and contain a work cited page with at least **FIVE** sources. You will be given three topics to choose one from. As with the Biography assignment, you will be provided with a detailed instruction sheet as to how to complete the Research Paper.

All written work in the course should adhere to the established rules and principles of writing as learned in Writing Workshop and Composition I courses.

### **STUDENT RESPONSIBILITIES AND ACADEMIC HONESTY**

Students are responsible for maintaining the appropriate self-discipline and motivation for completing all required work by the deadlines. It is the responsibility of the student to ensure your ability to complete required work in this course. **PERSONAL COMPUTER PROBLEMS, ISP ISSUES, OR FAILURE TO HAVE THE NECESSARY SOFTWARE OR TEXTBOOKS ARE NOT EXCUSES FOR FAILING TO MEET COURSE DEADLINES.** Students may contact me at any time through the course email with questions or concerns. **IMPORTANT:** It is the student's responsibility to drop the course if he/she does not intend to complete the work required.

Professional integrity requires academic honesty. Only the student registered for this course should take the exams or complete the assignments. Cheating, plagiarizing, and/or copying other student work, copying and pasting from the internet, having another person complete work for you, or any other form of academic dishonesty for a grade is expressly prohibited and can result in an "F" grade for the course. The first time a student is caught plagiarizing, an "F" will be given for that assignment. If a student is caught plagiarizing a second time, the student will be dropped and given an "F" for the course. **THIS POLICY APPLIES TO ALL WORK WITHIN THE COURSE.** This course abides by the SAU Tech policy and regulations regarding student academic honesty as set forth in the catalog.

### **Honor Code**

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## MEMORANDUM

TO: Dr. Jason Morrison, Chancellor; Sara Landaverde, Division Chair

FROM: Johnie Hall

DATE: October 16, 2019

RE: Research assignment information

I require research on an author in Composition II, World Literature I, and World Literature II. The assignment is intended to provide not only a biography of the author but also a summary of the influences and historical and cultural significance of the author's life and works.

The assignments are first introduced in the syllabus for each class, along with the point values and method of submission. Detailed explanations are then given within each course in the content provided through Brightspace. All courses, both online and on campus, have specific online modules containing instructions for the research assignments, grading rubrics, MLA style guidelines and formatting help, hints for helping them write, research packets to aid them in information gathering, and links to external sites for help. For on-campus classes, I also give a printed copy of all materials if someone in class does not have online access capabilities.

Links for submitting the assignments are provided through the online modules to the specific Assignment folder or Discussion for submissions. Students also may submit through the Assessments tab and access the appropriate folder through Assignments, or they may access the Discussion through the Communications tab. All written assignments go through Turnitin as a plagiarism deterrent. I also may search online in some cases if I suspect copying or if I accepted a printed hard copy or received one through email.

The following excerpts are from each syllabus:

From Evaluation Criterion section of Composition II Syllabus:

Research	200 points	Two Assignments--Written Report and PowerPoint	You will choose an author and prepare a researched written report (worth 100 points) and upload in Assignments. You also will prepare a PowerPoint presentation for the class (worth 100 points) and upload in Discussion.
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From Evaluation Criterion section of World Literature I Syllabus:

Author Research	200 points	2 Assignments--Written Report and PowerPoint	You will choose an author and prepare a researched written report (worth 100 points), which must be uploaded in the Assignment folder. You also will prepare a PowerPoint presentation for the class (worth 100 points) and upload in Discussion.
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## MEMORANDUM

From Evaluation Criterion section of World Literature II Syllabus

Author Research	200 points	2 Assignments--PowerPoint and Written Report	You will choose an author and prepare a researched written report (worth 100 points), which must be uploaded in the Assignment folder. You also will prepare a PowerPoint presentation for the class (worth 100 points) and upload in Discussion.
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For Composition II, I require an Author Research Packet as a guide for directing them to the specific information needed for research. I introduce the assignment in the classroom classes and usually accompany the Comp II students to the library to help them get started. I do not require the packet in the World Literature classes; however, I have had students ask for one like they had in Comp II. I post the Packet online in case anyone chooses to use it, and send email reminders .

I have attached a sample packet for the research requirement, which includes assignment instructions, MLA style guidelines, and rubrics for the research project. Classroom students deliver a speech along with the PowerPoint, but at this time, online students only submit the PowerPoint through Discussion and respond to other students' submissions. I would like to require a video presentation to be posted for online students, but I have had too many students who say they do not have the technical equipment to do it.

For all classes, the information presented by students is part of the final exam for each class.

Johnie Sue Hall, Faculty  
Arts & Sciences

Enclosure/jsh

# Author Research Assignment (Hall)

AUTHOR'S NAME

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STUDENT'S NAME

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1. Choose an author from the text.
2. Prepare a PowerPoint presentation about your author according to the following criteria:
  - Provide a biography
    - Personal and family life
    - Educational qualifications and achievements
    - Professional background information, including major works
  - Research the author's influences
    - Who influenced the author? How?
    - Whom did the author influence? How?
  - Provide the historical context of author's time period
    - What was going on in the world during the author's lifetime?
    - In which (if any) historical events (i.e. war, social or political movement) did the author participate during his or her lifetime?
  - Provide societal, philosophical, theological, etc. impact of author's work
    - How did the author's work impact the world around him or her during his or her lifetime and later?
  - Provide a bibliography in MLA style using at least three sources: a reference book, a journal source, and a reputable Internet site (NOT Wikipedia).
3. Your PowerPoint should include a title slide with the author's name, birth and death date, and student's name.
4. On the day of your presentation—have handouts for the class, turn in this completed packet, and turn in a copy of your PowerPoint on CD.
5. Write a four-page report detailing your author information. Follow MLA style guidelines. Include works cited in proper MLA style from the same sources used in the PowerPoint.

**NOTE: Plagiarism is against the law. Do not copy material from sources directly onto slides or into your paper unless you are using a direct quote. Do not quote without giving credit to the original writer. Plagiarism will be rewarded with a zero; an "F" will be given for the assignment if it is not in the student's own words and properly cited when using quotations.**



I. Choose an author for your oral presentation and research report, and list the name in the blank.

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II. Go to the Reference section of the Learning Resource Center (Library).

III. Find a reference book containing information about your author and answer the following questions.

1. What is the title of the reference source?

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2. Are there multiple volumes of the reference source? \_\_\_\_\_

3. Which volume are you using? \_\_\_\_\_

4. Who is the author(s) or editor(s)?

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5. Who is the publisher of the reference source?

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6. Where was the reference source printed?

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7. When was the reference source printed? \_\_\_\_\_

8. List the page numbers you read. \_\_\_\_\_

9. Give the MLA citation for the source:

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IV. Answer the following questions about your author.

A. Biographical Information

1. When was your author born? \_\_\_\_\_ Died? \_\_\_\_\_

2. Where was your author born? \_\_\_\_\_

3. Who were your author's parents? \_\_\_\_\_

4. Did your author have any siblings? \_\_\_\_\_ How many? \_\_\_\_\_

5. List the author's siblings by name and gender.

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6. Did your author attend school/college? \_\_\_\_\_

Where? \_\_\_\_\_

7. Did your author earn a degree? \_\_\_\_\_

8. List relevant details of your author's personal life.

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B. Professional Information

1. Your author's works can be categorized in which genre(s)?

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2. List any other work your author has done.

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3. List significant works your author has produced.

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4. Give a summary of your author's work in the text.

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#### V. Influences

List the names of those who had a significant influence of the author and explain. Also list whom the author has influenced.

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#### VI. Historical Context

List important events, facts, or cultural events relevant to your author's life and works.

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#### VII. Impact

What impact has the author had on society, religion, philosophy, and/or government?

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VIII. Bibliography

List (in MLA style) two other sources consulted.

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OTHER NOTES:

**MLA Style Guidelines (Hall)**

**Materials:** Use 8½" X 11" white paper. Use one corner staple in the upper left. Do not use a binder, paper clip, or plastic cover sheets. Five-paragraph model essays should be at least 1½ pages in length. Research papers should be at least 4 - 5 pages in length (NOT counting Works Cited page).

**Margins and Spacing:** Use one inch margins on all sides of each page. Do not justify the right margin. Double-space all lines and indent the first line of each paragraph one-half inch from the left margin. Quotations of more than four lines should be indented one inch per line from the left margin. Do not use extra spacing between paragraphs.

**Pagination and Font:** The writer's last name, followed by a space and the inserted page number should be in the upper right corner of each page, one-half inch below the top edge, flush with the right margin. The entire paper (including pagination) should be typed in Times New Roman 12 point regular font.

**Identification and Title:** MLA does not require a separate title page. The writer's name, the course title, the instructor's name, and the date should be on separate lines, double-spaced, flush with the left margin, one inch from the top edge. The title of the paper should be centered, should be in regular font, and should be original.

**Punctuation and Typing:** Leave one space after words, commas, semicolons, and colons. Use one or two spaces after periods, question marks, and exclamation points—but be consistent. When typing an Internet address, do not allow it to appear as a link (underlined). Divide Internet addresses if longer than one line. Do not use headings within the paper. Spell out numbers of one or two words unless they are figures used for time, dates, addresses, fractions, decimals, statistics, identification numbers, or money.

**Works Cited:** You must include a Works Cited page listing each source you used for information within the text of the paper. Follow MLA style requirements for a guide. For examples and instructions, go to the Online Writing Lab at Purdue University. The site is: <https://owl.english.purdue.edu/owl/resource/747/01/>.

**RESEARCH SKILLS RUBRIC****YES NO SCORE****I. Research Focus—Does the student**

- |   |     |       |       |
|---|-----|-------|-------|
| 1. Follow the guidelines for the project?     | Yes | No    |       |
| 2. Include all aspects of the intended focus? | Yes | No    |       |
|   |     | Score | _____ |

**II. Research Sources—Does the student locate**

- |   |     |       |       |
|---|-----|-------|-------|
| 1. A reference (not Internet) source?           | Yes | No    |       |
| 2. A periodical (newspaper/magazine) source?    | Yes | No    |       |
| 3. A reputable Internet source (not Wikipedia)? | Yes | No    |       |
| 4. A professional/Academic journal source?      | Yes | No    |       |
| 5. A book source?                               | Yes | No    |       |
| 6. A personal interview?                        | Yes | No    |       |
|   |     | Score | _____ |

**III. Research Information Usage—Does the student use information properly**

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|-------------------------------|-----|-------|-------|
| 1. By using relevant details? | Yes | No    |       |
| 2. In a direct quote?         | Yes | No    |       |
| 3. In a summary?              | Yes | No    |       |
| 4. In a paraphrase?           | Yes | No    |       |
| 5. Without plagiarism?        | Yes | No    |       |
|                               |     | Score | _____ |

**IV. Research Citations—Does the student cite sources**

- |   |     |       |       |
|---|-----|-------|-------|
| 1. Properly for the Works Cited page?     | Yes | No    |       |
| 2. Properly within the text of the paper? | Yes | No    |       |
|   |     | Score | _____ |

STUDENT NAME \_\_\_\_\_ TOTAL SCORE \_\_\_\_\_

\_\_\_\_\_

**RUBRIC FOR WRITTEN RESEARCH REPORT**

Student \_\_\_\_\_

Essay \_\_\_\_\_

Date \_\_\_\_\_

**UNITY (15 points)** \_\_\_\_\_

Clearly stated thesis in the introductory paragraph

Each supporting paragraph substantiates the thesis

Each supporting paragraph begins with a topic sentence

Clearly understood conclusion that reminds the reader of the thesis

**SUPPORT (30 points)** \_\_\_\_\_

Three separate supporting points for thesis

Sufficient, detailed evidence or explanation for each supporting point

**COHERENCE (15 points)** \_\_\_\_\_

Clear method of organization

Proper paragraph structure (topic sentences, etc.)

Use of transitions and connecting words

Effective introduction, conclusion, and title

**SENTENCE SKILLS (40 points)** \_\_\_\_\_

Spelling (5 points)

Fragments (5 points)

Run-ons (5 points)

Comma splices (5 points)

Parallelism

Correct word choices

Agreement in:

Subject-verb

Verb tenses

Pronoun-antecedent

Point-of-view

Capital letters

Use of underline / italics

Punctuation marks:

End marks (period, question mark, exclamation point)

Comma

Semicolon

Apostrophe

Quotation marks

Colon

Dash / hyphen

Parentheses

Ellipses

Total Points \_\_\_\_\_



**RUBRIC FOR POWERPOINT PRESENTATION****AUTHOR** \_\_\_\_\_**CONTENT:** 60 % possible based on the required criteria \_\_\_\_\_

Biography: Personal information \_\_\_\_\_(dates, residences, family, jobs)

Educational \_\_\_\_\_(schools, training)

Professional \_\_\_\_\_(major works, awards, honors)

Influences: \_\_\_\_\_

Historical Context: \_\_\_\_\_

Impact of Works: \_\_\_\_\_

Posted in Discussion Online \_\_\_\_\_

**CLARITY:** 20 % possible based on a clear, understandable, \_\_\_\_\_

and organized presentation of information, level of familiarity with subject

**DELIVERY STYLE:** 10 % possible based on conversational \_\_\_\_\_

tone, personal style, use of visual aids (PowerPoint, posters,

video, etc.), and eye contact.

**BIBLIOGRAPHY:** 10 % possible with at least 3 sources \_\_\_\_\_**TOTAL SCORE** \_\_\_\_\_

NOTES:



# GATHERING AND EVALUATING INFORMATION

## Chapter 6

Verderber, Rudolph F., et al. *The Challenge of Effective Speaking*. Wadsworth, 2014.



# EVIDENCE

- Conduct research to find evidence to support your topic and ideas
- Evidence: any information that clarifies, explains, or otherwise adds depth or breadth to a topic

## Locate and Evaluate Information Sources

1. Start by assessing your own knowledge, experience, and personal observations (Primary Research)
2. Then, search credible sources for additional information (Secondary Research)

# PRIMARY RESEARCH

- The process of conducting your own study to acquire the info you need
- If you have first hand experience with the subject, you are likely to share your personal observations and examples
- Provide **credentials** to bolster credibility
  - Credentials: your experiences or education that qualifies you to speak with authority on a specific subject

# SECONDARY RESEARCH

- Locating information about your topic that has been discovered by other people
- Start by conducting a search to locate potential sources for your speech
  - Search Internet for online libraries and databases
  - Search at a local library
- Internet search engines are a great place to start because the Internet stores so much information from a variety of sources, but websites alone should not be your main source.

# TYPES OF SECONDARY SOURCES

The most specialized and recent research will come from print resources, particularly articles in periodicals because they are printed frequently.

## 1. Encyclopedias

- Give excellent overview on subjects and basic terminology about the topic
- Should never be the only source since info is general
- Wikipedia – popular research tool, but controversial because anyone can add or edit info. Wikipedia can serve as a starting point, but should never be the main source.

## 2. Books

- For topics that have been around for 6 months or more
- Excellent source of in-depth materials, but most information is likely at least two years old by the time it is published



### 3. Articles

- Often more current than a published book because articles are published weekly, biweekly, or monthly
- Popular article databases: InfoTrac College Edition, InfoTrac University Library, Periodical Abstract, EBSCO

### 4. Newspapers

- Provide local perspective

### 5. Statistical Sources

- Present numerical info on a variety of subjects

### 6. Biographies

- Account of a persons life

### 7. Quotation Books and Websites

### 8. Government Documents



# DETERMINING SOURCE VALUE

- Skimming: method of rapidly going through a work to determine what is covered and how
- Skim sources to determine whether or not to read them in full
- Read the abstract (a short paragraph summarizing research findings) of articles
- Skim table of contents in books



# EVALUATING SOURCES

1. Authority – evaluate the expertise of a sources author and/or the reputation of the publishing or sponsoring organization
  - URLs endings
    - “.gov” = Government
    - “.edu” = Educational
    - “.org” = noncommercial sites with institutional publishers
    - “.com” = for-profit organizations
  - If you do not know whether you can trust a source, do not sue the info
2. Objectivity – determine viewpoints and potential bias
3. Currency – Date article was posted, revised or published on a website
4. Relevance – Does the info directly relate to the topic and main points?

# PRIMARY RESEARCH

- Fieldwork Observations – focus on specific behaviors and take notes on observations, so you will have a record of specifics to use in your speech
- Surveys – Canvassing of people to get information about their ideas and opinions, which are then analyzed for trends
- Interviews – a planned, structured conversation where one person asks questions and another answers them
- Original Artifacts or Document Examination – View an object to get the information you need, such as a geographic feature, a building, a monument, or an artifact in a museum
- Experiments – design a study to test your hypothesis and report the results of your experiment in your speech

# FACTUAL STATEMENTS

information that can be verified

Factual Statements can come from:

**Statistics** - numerical facts

**Examples** - specific instances that illustrate or explain a general factual statement

- Hypothetical examples: specific illustrations based on reflections about future events that develop the idea of "What if...?"
  1. Examples should be clear and specific enough to create a picture the audience can understand
  2. Examples should be representative
  3. Use at least one example to support every generalization

**Definition** – statement that clarifies meaning of a word or phrase



# ELABORATIONS

- Anecdotes and Narratives – stories should directly state or reinforce the point you are making in your speech
- Comparisons and Contrasts – illuminating a point by showing similarities and differences
- Quotations – reinforce a point vividly



# USING RESEARCH CARDS

- Record each factual statement, expert opinion, or elaboration on a notecard with bibliographical info on back
- Recording info on individual cards allows you to easily find, arrange, and rearrange each item of info as you prepare your speech
- Bibliographical info recorded depends on the type of source used

# CITING SOURCES

- Failure to cite sources is unethical for both written papers and oral presentations
- Communicating ideas that are not your own, but delivering them to the audience as if they are is a form of stealing also known as plagiarism.
- Plagiarism can result in:
  - Failing an assignment by receiving a 0
  - Dismissal from class, program, college, or work
  - Lawsuit
- Oral footnotes: references to an original source, made at the point in the speech where information from that source is presented
  - Including a footnote does not cover you from plagiarism. You still need to include oral citation.