**CLASS 24: Sources and Journals**

**TODAY: R 11/8** Debrief on Death Penalty paper zero/ Journals, Brief on Citations and Works Cited

**T 11/13** Sample grade an ENG102 paper (counts as quiz 11 bonus)

**R 11/15** Work on research paper/ AND…

**T 11/20** Work on research paper/ AND

**R 11/22** THANKSGIVING

**T 11/27** **ARGUMENTATIVE PAPER DUE (200 pts)**

**R 11/29** IN CLASS FINAL EXAM (if quizzes < 81)

**T 12/4** WORK ON GBS work

**R 12/6** HONORS projects due

**Remember RESEARCH ESSAY DESCRIPTION:**

**4 arguments**

**4 sources (2 journals + 2 websites) minimum**

**ENG101 Research paper CHECKLIST (cut and paste and email along with paper or attach to paper):**

\_\_\_ At least 4 argumentative TPEOEO paragraphs \_\_\_IMPT: at least 2 peer reviewed journals
\_\_\_ Title page \_\_\_ 2 quotes with citations for EACH argument
\_\_\_Works Cited page (MLA) \_\_\_ INTRO \_\_ CONCLUSION
\_\_\_ at least 4 sources \_\_\_Every source in citation matches Works Cited
\_\_\_at least 4 pages TO THE BOTTOM

1. **FINDING JOURNALS**

GOOGLE IS EASY BUT JOURNALS: WHY?

Cgc.edu

Choose library

Choose eresources

**MF RECOMMENDS: JSTOR and Academic Search Premier**

Each missing journal = -10 pts so missing 2 journals = -20 x 2 = -40/200 pts

**IMPT!!! THESE BELOW DO NOT COUNT AS PEER Rev. JOURNALS**

**1)CQ researcher,
2)Credo,
3)Gale Virtual Reference Library &
4)Opposing Viewpoints are NOT peer reviewed journals!**

**You can definitely use those as your ‘other’ sources, especially if you found good ones when looking for arguments, but they do not count as the 3 minimum PEER reviewed journals….**

**II SO HOW (BEST) DO I FIND PEER REVIEWED JOURNALS?**

[**http://www.cgc.maricopa.edu/Library/Pages/eResources2.aspx**](http://www.cgc.maricopa.edu/Library/Pages/eResources2.aspx)

**And use:
A)Academic Search Premier !!
(make sure to check the box saying 'peer reviewed only' on database searches, or you will get magazines, etc.)**

**And
B)JSTOR**

**\*These TWO above are the quickest and best ways to find your minimum 3 peer reviewed journals**

**\*Peer reviewed journals are the ‘holy grail’ of good sources. You could do your entire paper with just peer reviewed journals, if you wanted to do so.**

1. **Title Page**

ICU Nurses Have Elevated Stress Levels

CCCCCCC

Class Section #21354

10/27/08

1. **Works Cited**

**General RULES for WORKS CITED PAGE**: ALL SOURCES TOGETHER

0) Near top, centered between left and right: **Works Cited**

1) All Entries on Work Cited page are together (not separated into sections of books, webpages, etc) and in alphabetical order (by author last name – if no author, then by first letter of title). DO NOT NUMBER the entries.
 **IF YOU HAVE THE AUTHOR** (even if website etc): YOU MUST USE AUTHOR’S LAST NAME!
2) Every line for a source in a work cited page AFTER the first line is indented 8 spaces.

3) ON WORK CITED PAGE: If multiple authors, the primary author is listed in Works Cited page with Last Name, First Name. All other authors are listed (after commas) first name<space>last name

ON CITATION: Only list the last name of the PRIMARY author (the author listed lastname, firstname) in a citation. DO NOT include FIRST NAME or MULTIPLE AUTHORS.

4) TITLE of a book or ebook is underlined. Name of magazine, newspaper or journal is underlined. A live event (like a Sports game) is underlined. Title of article on a webpage, magazine, newspaper is in QUOTES. If Webpage name, but no title or author (for example Something Awful Homepage), neither underline nor in quotes.

<http://EASYbib.org>

Works Cited

Durham, Jack. Sedentary USA. New York: Madsoot Press, 2005.

"Fast Food Nutrition: Guide to Making Healthy Choices." Healthy Restaurant Eating.
 07 Mar 2006 <http://www.helpguide.org/life/fast\_food\_nutrition.htm>.

Kuhn, Betsey. “Weighing in on Obesity.” Food Review Magazine. 26 Feb. 2006 . <http://www.ers.usda.gov/publications/FoodReview/DEC2002/frvol25i3.pdf>.

Nestle, Marion. Food Politics. Los Angeles: University of California Press, 2002.

"Nutrition Guide." Wendy's. Wendy's. 07 Mar. 2006 .
 <http://www.wendys.com/food/index.jsp?country=US〈=EN>.

Putnam, Judy. "Food Consumption and Spending." Food Consumption and Spending. USDA. 02 Mar. 2006.
 <http://www.ers.usda.gov/publications/foodreview/sep1999/frsept99a.pdf>.

Putnam, Judy. “U.S. Per Capita Food Supply Trends: More Calories, Refined Carbohydrates and
 Fats.” Food Review Magazine. 03 Mar. 2006.

Reiter, Ester. *Making Fast Food : From the Frying Pan into the Fryer.* Montreal, QC, Canada:
 McGill-Queen's University Press, 1991. p 63. <http://site.ebrary.com/lib/cgcc/ 10147102pg=74>

Schlosser, Eric. Fast Food Nation. New York: Houghton Mifflin Company, 2001.

Spurlock, Morgan. Don't Eat This Book : Fast Food and the Super Sizing of America. New
 York: G.P. Putnam Sons, 2005.

1. **Citations**

**EACH ARGUMENTATIVE PARAGRAPH:** TPEOEO

\* Should have at least 2 evidence/examples of expert knowledge **w/ citation** (from book, websites,

 etc) – **EACH piece of evidence (usually a quote) shows WHY we should believe your topic sentence. It is usually 1-3 lines long and directly supports your argument in some clear and specific way.**

**\***A citation gives credit & identifies the source for a quote or paraphrase. Without source, you wouldn’t know fact.

**I. When is a CITATION REQUIRED?**

A.)When using any specific fact you wouldn’t know without reading the source (This is expert knowledge) **OR** referring to something that has a copyright **OR** a **non-common sense**/ NOT easy to figure/ quantity/statistical value.
(eg “One of every 15 students in a class who have a cell phone will get brain, prostate or uterine cancer.” Vs “The new American Idol has 2 eyes.”)

B.) When using any fact that your audience could doubt and that doubt couldn’t be resolved quickly with a general fact check of a few people’s common knowledge

 (eg “Though veggies are considered healthy, an avocado has as much fat as a bacon cheeseburger”)

NEEDS OR DOESN’T NEED A CITATION? (Y/N)

The two main candidates who ran for President are Obama and McCain.

Gene Amondson also ran as a president candidate (Prohibition Party).

Obama was 46 years old.

Obama was kidnapped by Aliens in 1985 while McCain had an encounter with a UFO in 1999.

Obama was once kidnapped by Aliens, while McCain had an encounter with a UFO.

McCain has children in the military.

One of McCain’s son flew with the Navy, one is a Marine.

Obama has some family links with Jefferson Davis (of Civil War fame).

Obama is a junior senator from Illinois.

He assumed senate office on Jan 4 2005.

**II part 1. How do you put a quote w/ citation into a paragraph?**

**A. Direct Quote**: (citation is needed at end of sentence)

Any good player can hit a ball hard with an aluminum bat, but it takes real talent to be consistent with a wood bat: “It take three to five years longer to build the same batting power when training with wood” (Abe 22).

**B. In-line use:** (no citation needed at end of sentence, **just page#:** since you start by mentioning the author and book/website/etc) **Remember to underline title/website name.**

In talking about aluminum bats, Coach Dave Van Horn of the University of Nebraska said in his book Baseball Dreams, “What new bats are going to do is change things as far-ranging as the line-up and recruiting” (7).
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END

Your team is assigned to argue SIDE: **\_\_AGAINST any application of the death penalty.**

**GROUP # \_\_\_\_\_\_\_\_\_\_\_** Members Present: (print names)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

* **PART ONE: The Activity: Agree on/Choose the best/strongest argument for your side
 Next, For each argument, match the two best quotes from the sources handout in support**

Choice 1: \_#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Best quote is LETTER# \_\_\_\_\_\_\_\_\_\_\_

 Best quote is LETTER# \_\_\_\_\_\_\_\_\_\_\_

* **PART TWO: Identify the two weakest arguments you could use supporting your side (bad choices)from the list and briefly (1-2 sentences) explain why they’re weak.**

weakest: \_#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2nd weakest: \_#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **PART THREE: On the back: As a group, one argument and evidence as a TPEOEO (TPEE) paragraph. Make sure to trim the quotes/evidence to 3 lines or less! Give a citation (not graded on MLA..yet).**

Your team is assigned to argue SIDE: **\_\_FOR the quick application of the death penalty.**

**GROUP # \_\_\_\_\_\_\_\_\_\_\_** Members Present: (print names)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

* **PART ONE: The Activity: Agree on/Choose the best/strongest argument for your side
 Next, For each argument, match the two best quotes from the sources handout in support**

Choice 1: \_#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Best quote is LETTER# \_\_\_\_\_\_\_\_\_\_\_

 Best quote is LETTER# \_\_\_\_\_\_\_\_\_\_\_

* **PART TWO: Identify the two weakest arguments you could use supporting your side (bad choices)from the list and briefly (1-2 sentences) explain why they’re weak.**

weakest: \_#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2nd weakest: \_#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **PART THREE: On the back: As a group, one argument and evidence as a TPEOEO (TPEE) paragraph. Make sure to trim the quotes/evidence to 3 lines or less! Give a citation (not graded on MLA..yet).**

**V. BEATING ENG102: THOSE PARAGRAPHS**Reminder: The universal argumentative paragraph formula: TPEOEO

**WHAT does an argumentative paragraph look like?**

\*Each content paragraph in an argumentative paper is TPEO or TPEOEO or TPEOEOEO

Topic Sentence: one sentence in EACH paragraph – what the paragraph is about or **ONE ARGUMENT** – in an argumentative paper: a specific argument under paper’s thesis.

Point: In your own words, how the topic sentence/subtopic/this paragraph is important to, argues for the paper’s thesis. ‘Point’ is necessary in paragraph to prevent lack of clarity or misinterpretation by audience different POV

Evidence or Example: one of **TWO** quotes or paraphrased details and expert knowledge from an outside source that supports your paragraph’s topic sentences. ALWAYS with a citation

Optional explanation of Evidence: in your own words, commentary or how the evidence you quoted is important or supports your topic sentence and/or your paper thesis. Not always required if your evidence (quote) is straightforward.

**SAMPLE PARAGRAPH SHOWING EACH PART AND ESPECIAL THE ‘E” of evidence/expert knowledge**

 **Thesis: Adopting the aluminum bat instead of the wood bat in amateur baseball fundamentally changes the game.**

 **YELLOW: T BLUE: P grey =E(vidence/xpert knowledge)**

**green: Optional comment**

Safety issues on the playing field increase immensely when aluminum bats are present. In any competitive sport, no one wants anyone to get hurt. Unfortunately aluminum bats increase the risk in baseball. Teams across the country are beginning to return to the traditional wood bat; one of those teams is the Wellesley Raiders. Eric Winer, president of the Wellesley American Little League, said in the July issue of Greater Boston Magazine, “We had an incident last year…when one of our top pitchers, Billy Hughto, got struck by a line drive of a metal batted ball and was out for the season” (22). This incident easily helped Eric Winer make the decision to switch from aluminum to wood. Winer was not alone in making the safety choice: “The Millburn Mullvers tried aluminum bats, but quickly switched back after a line drive broke the hand of the first baseman despite gloves. This kind of line drive with wood bats had never led to an injury” (“Millburn Mullvers website”).

SPOT THE PARTS: TPEOEO

**YELLOW: T BLUE: P grey =E(vidence/xpert knowledge)**

**green: Optional comment**

THESIS**: The military instils positive qualities within its ranks that benefit not only the American economy but the community as well.**

**ARGUMENT**: **Veterans have traveled the world and are well versed in multiple cultures that can be useful at the civilian corporate and community level**

Veterans have traveled the world and are well versed in multiple cultures that can be useful at the civilian corporate and community level. Part of being in the military is not only fighting wars but being knowledgeable of allies and civilians in the regions in which they operate. Veterans are made aware of cultural behaviors and traditions in advance of operations in the effort to make deployments run smoothly and safely. “Some Marines have tried to expand on their familiarity with the culture by interacting with Iraqis whenever possible. Kendall, who didn’t go through the intensive Arabic course, has learned a few Arabic greetings on his own” (Schonauer). Knowing what to do and what not to do can not only save lives but also boost relations with host nations. This has been a growing problem in the modern world wide business place. “Today’s business landscape is increasingly global. Employees interact with colleagues, customers and prospects from different parts of the world on a daily basis. To successfully compete, business leaders need to have an understanding of the cultural nuances of the different regions in which their business operates” (Gupta). Having a pre-existing knowledge, as well as experience, of working with foreign nations is a large benefit the veterans bring to the table.

SPOT THE PARTS: TPEOEO

**YELLOW: T BLUE: P grey =E(vidence/xpert knowledge)**

**green: Optional comment**

THESIS**: Children of divorce have more problems than still-married households.**

**ARGUMENT**: **When the child is told that their parents are getting divorced, their life drastically increases in stress and negative emotional side-effects**

When the child is told that their parents are getting divorced, their life drastically increases in stress and negative emotional side-effects. For most, the divorce is often an unexpected and devastating surprise. This kind of trauma can create an immediate emotional toll on the adolescent. “Children are often confused about why the divorce is happening, who is to blame, and what will happen after the divorce is final” (Portes 233). During this time, the adolescent may be experiencing a plethora of negative emotions ranging from stress, anger, heartbreak, apathy, confusion, and so on. As Tamara G. Coon and Mark A. Fine explain in their section “Divorce: Effects on Children” of the *Encyclopedia of Diversity Education*, “Adolescents of divorce are more likely than adolescents from two-biological-parent households to have externalizing and conduct problems” (712). This suggests that children of divorce are already enduring far more emotional problems than the typical child of an intact household would.

NEXT CLASSES:

Tues 11/15 OPTIONAL ARGUMENTS WORKSHOP

R 11/17 Work on paper (optional conferences)

T 11/22 Work on paper (optional conferences)

R 11/24 THANKSGIVING

T 11/29 RESEARCH ESSAY DUE

R 12/1 FINAL EXAM