

Research and the Research Paper- MLA Style

English Department

Table of Contents

Pages

2. MLA Overview and Page set-up

3. Procedure for Research Paper

3-4. Bibliography Cards and Note Cards

5. Internet Criteria and Thesis Statement

6. Plagiarism

7-9. Outlines

10-11. Parenthetical Documentation

12. Outline Checklist; Writing the Paper: Revision/Proof Reading Directions

13-15. Preparing a works Cited Page

15. Turnitin.com directions

Addendum—Sample Research Paper

Rubrics for Content, Style, Structure, and Written Presentation

MLA Style Overview

The MLA is a practical and uniform system that ensures that papers are clear, and that sources are valid and easy to check. You can always consult the MLA web site at <http://www.mla.org>.

How to Set Up MLA Style

Please follow this handy list to set up your papers in MLA style.

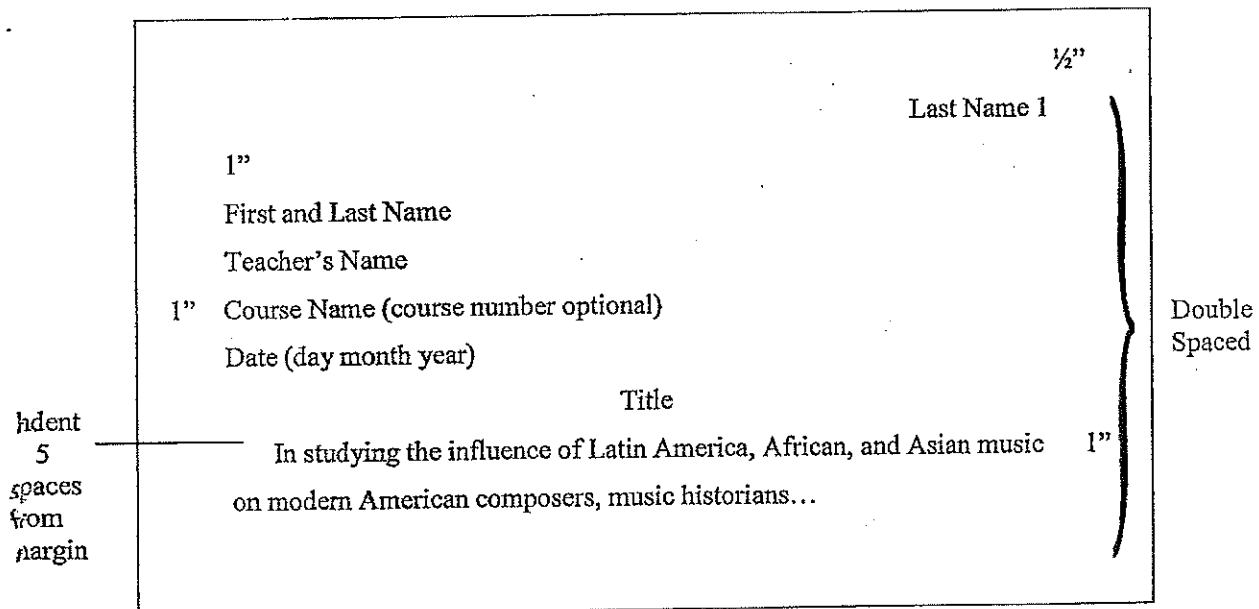
Open a new page in your word processing program.

Change the following defaults:

- 1) Change the spacing to double-space.
- 2) Change the font to an easily readable one such as Helvetica or Times New Roman; 10- or 12- point size throughout. Be Consistent!

Select "header" from the menu bar. A grey box or shaded box should appear. Select "right justify" from the alignment choices. Your cursor should jump to the right side. Select the type and size of font you will use in the body of your essay. Type your last name, followed by a space; then select "insert page number." The page number will automatically appear. Select "return" to make your header a double-spaced space at the top of your page. Close "header."

Select "left-justify" from the alignment choices. Place your cursor at the left side of your paper, just below the header box. Type your heading.



Procedure for Research Paper (MLA standards)

- a) **Choose a general subject** (MLA 1.3)(have 1or2 backup topics)
- b) **Check all available sources** (books, magazines, research materials) on the subject before you begin the process. Make sure there is available info and interest. Don't commit to something that you will later regret.
- c) **Select your topic.** Reread instructor's requirements to make sure the topic relates.
- d) **Start research.** (MLA 1.4.) Be sure to make a Working Bibliography as well as taking notes according to teacher requirements (MLA 1.5.). Be certain that all bibliographic information is included with the research.
- e) **Organize notes.** (MLA 1.7)
- f) Make a **Working outline** (MLA1.8.1.) or **Preliminary Outline.**
(Read and take more notes in weak areas)
- g) **Final Outline.** (MLA 1.8.3)
- h) **First Draft with documentation and Works Cited.**
*Body (MLA 1.9)
*Convert **Working Bibliography** to final **Works Cited** (MLA 1.5.6.)
- i) **Proofread paper.** Leave yourself time to reevaluate and regenerate.
- j) **Revise** as often as needed. **Final Draft**-(MLA 1.9.5.) includes the works cited page.

Preparing Bibliography and Note Cards

The list below shows the possible components of a book entry and the order in which they are arranged. An asterisks () is placed next to the most common components used.*

1. Author's full name (last name, first)*
2. Full title (including any subtitle)*
3. Name of the editor, translator, or compiler (abbreviation as Ed. or Trans. or Comp.)
4. Edition (if book is a second or later numbered edition or revised edition)
5. Number of the volume and the total number of volumes (in a multivolume work)
6. Name of series
7. City of publication*
8. Shortened form of the publisher's name*
9. Year of publication (use the latest copyright year listed)*
10. Page numbers (if the book contains many different works)

Bibliography Cards

1. Label each of your sources: Ex: B1, B2, B3... (the 'B' stands for bibliography source #1)
2. Make a bibliography card for each source. (Label it to match the source it corresponds with.)

B1
Poniewozik, James. "What You See vs. What They See." <u>Time</u> . 7 April 2003: 68-69.

Note Cards

Quotation Note: A quotation must be copied **exactly** as it appears in the source and must be enclosed in quotation marks.

Paraphrase Note: A paraphrase note requires you to write down information in your own words, using complete sentences.

Combination Note: This type of note includes a direct quote as well as a brief summary in your own words. This is the best kind of note taking because it easily blends the author's words and your own thoughts.

Meltzer 133 Concentration camps
"Later in my capacity as doctor, was present at the punishment by whipping 8 prisoners and an execution by small-bore rifles. Was given soap flakes and two bars of soap." Professor Johann Kremmer
His description of torture and death is presented in a matter of fact tone, not allowing these events to mar his pleasure at receiving soap. Self-indulgence had become Kremmer's priority at the expense of his compassion and his humanity.

Internet Criteria

Research on the Internet is becoming increasingly more popular. While information from the internet may be more recent and credible, there are also more unqualified and undocumented sources. You can find opinions and essays on the internet concerning any subject; that does not make the work reputable. In addition, there are few standard rules and forms since this is such a new and ever-changing medium. The following checklist will help to determine the validity of an internet source.

Author

- What is the author's name? _____
- Are the author's credentials listed? YES NO
- Is the author's affiliation listed? YES NO
- Is there a link to the home page of the author's institution? YES NO
- Does the author provide a link to his/her biographical page? YES NO

Document Information

- List the date of the last revision of the document _____
 - Does the document have a header? or footer with site information? YES NO
 - Can the information be verified with given references? YES NO
 - If the document quotes statistics, can you tell if the statistics are from a reliable source or credible source? YES NO
 - Can the information be verified with given references? YES NO
 - Are links to other documents working? YES NO
- These items must be present in order to give site validity.

Composing a Thesis Statement

Your thesis statement is the basic position you are taking on limited subject. It is your directed argument that introduces the unifying support you will present in its defense.

A thesis is restrictive, unified, and specific.

A THESIS IS NOT: a fragment; a sentence that contains "I think," "I feel," or "I believe"; expressed in vague language; ritten in figurative or symbolic language; a title, a question, or an absolute fact.

Plagiarism (MLA 1.8)

Plagiarism is literary theft and it is unacceptable. It is the stealing of another's ideas and claiming the ideas as your own. Because plagiarism is categorized as a form of theft and fraud, it is a serious charge with serious consequences. Students who plagiarize another's work often fail the assignment and even the course. They can also suffer disciplinary action as well as incurring shame due to loss of trust. Thus, it is important to document any ideas, information, or expressions that are not yours.

For students, plagiarism is often unintentional. Merely rewording someone else's work and then claiming it as your own is plagiarism. Using a particularly unique word in your paper without giving the original author credit is plagiarism. You must give credit to the original author. In fact, many students feel as if they have to document every single sentence, and sometimes you do. You will need to use common sense in order to determine the need for documentation. You do not need to document well-known information, proverbs, or sayings.

The words, phrases, and sentences that must or should be documented are direct quotations and paraphrases that use the same basic sentence structure as the original source. To avoid unintentional plagiarism, use the following methods:

- Keep careful and precise notes.
- Record all necessary information with each note such as the author and the page number on which you found the information.
- Distinguish among the three major types of notes: your ideas, your summaries and paraphrases for another's ideas, and your exact quotations of another's ideas.
- Use quotation marks diligently when citing an author's exact words. Forgetting to use quotation marks with a direct quotation is still plagiarism even if you gave the author credit for the idea, information, or expression.
- Keep in mind that documenting your paraphrases is the most common problem for beginning researchers. Remember that these words and phrases are not yours, and you must give credit to the original creator. This does not lessen the value of your paper; it validates the honesty and accuracy of your research.
- In the end, you must be ethical; so if you have any doubt, cite the source and play it safe.

When a beginning researcher looks over the rough draft, the amount of the paper that is truly original can be evident from the amount of documentation used. The paper may seem dry and lacking in individuality. This is a good time to try to add more of your logical conclusions, more of your own views. As a result, the paper will be honest and accurate as well as a reflection of you and your ideas.

Outline Overview

An outline is an organized or systematic arrangement of important elements of a topic. The topic should be divided into parts; each of these parts is divided again. These subdivisions may also be divided. An outline can help a writer see if a paper is balanced, rich in material, and logical in development.

There are **working outlines** (rough drafts of ideas) and **final outlines** (finished product) There are also **topic** and **sentence outlines**. All outlines should be **parallel in structure** (matching grammatical structure within headings). Use standard letters and numbers, capitalize the first word of every line, and indent correctly. **For every A., you must have a B. For every 1. you must have a 2. For every a., there must be a b.**

Preparing a Working Outline

In preparation for your working outline, reread your thesis statement and make a jot list of ideas that might support your thesis. From the ideas generated by your jot list, choose the main ideas that will support your thesis. Then decide on the details that will be needed to support the chosen main idea.

(At this point, check the note cards and determine whether there is sufficient information to support the main ideas established in the outline. You should be able to determine if you have sufficient material or if you need to do more research.)

Skeletal form of a working outline:

Thesis:

- I. Major division or support of thesis
 - A. Subdivision that supports I
 - B. Subdivision that supports I
- II. Major division
 - A. Subdivision that supports II
 - B. Subdivision that supports II
- III. Major division
 - A. Subdivision that supports III
 - B. Subdivision that supports III
 - C. Subdivision that supports III

Topic Outlines are composed of words or phrases throughout. No end punctuation is needed.

Sentence Outlines use a full thought for every segment and should exactly reflect your paper.

Sample Topic Outline:

Thesis: English is a valuable course of study for everyone.

I. Branches of English

A. Study of literature

1. Insight into history
2. Knowledge of lifestyles

B. Study of grammar

1. Correctness of speech
2. Improvement in writing

Note: In the topic outline every phrase is parallel in construction. In this example, every phrase is a noun followed by a prepositional phrase. The writer could also use gerund phrases, participial phrases, or other phrases which serve the need, but all must be parallel in construction.

Sample Sentence Outline:

Thesis:

I. Child abuse effects perhaps as many as one in four children in the United States.

- A. Statistics are difficult to analyze because child abuse is defined differently by different experts.
- B. Statistics from all expert sources do show that child abuse is increasing.
 1. Large cities, with accurate reporting systems, report dramatic increases.
 2. Researchers estimate that the actual number of abuse cases is much larger than actually reported.

II. etc.

Sample Working Outline

Determine the main ideas that will support **your thesis**. These areas are **your ideas**. The research will support your ideas. This is what gives the paper **your voice**.

Thesis:

I. (Introduction)

A.

B.

II.

A.

B.

III.

A.

B.

1.

2.

IV.

A.

B.

C.

V. (Conclusion)

A.

B.

MLA Parenthetical Citations

FOLLOW THE FOLLOWING RULES OF WRITING RESEARCH PAPERS:

You can incorporate your facts as you go along. Use these directions for incorporating your fact/research cards into your OUTLINE and your PAPER:

HOW TO WRITE A PROPER DOCUMENTED CITATION:

*Proper citations are (author's last name page #).

- Period on the outside of the ().
- No "pg." or commas in the ().
- "quotes go before" ().
- doesn't have to have author's last name in citation if using same author twice in a row or if author's name is already stated in the sentence
- If there is no author listed on the source, refer to step "9f" below

- 9a: **If the fact/research is in your own words**, copy the card and add citation:
Ex: The findings from stem cell research have the power to cure millions of people of debilitating diseases (Smith 128).
*a citation is (author's last name page #).
- 9b: **If the fact is left word-for-word (a direct quotation)**, lead into the quotation with your own words, "then write the quotation and end with your citation" (Smith 103).
- 9c: There are 2 cases when you will not put the author's last name in the citation. They are:
 - If you refer to the author by name in the sentence.
Ex: According to Dr. Smith, "blah blah blah" (103).
 - If you just used a quotation by the same author.
* If you use a quotation or paraphrase another author, you **MUST** use the author's names to specify who you are referring to.
- 9d: **Long Quotations (Multiple word-4-word sentences)**
You may have **ONLY** one or two **long quotations** (3-4 lines). All other direct quotes must be 2 lines or under.
You will lead into the quotation in your own words and then put a colon:
Then indent the quotation and do not put quotation marks around it. Keep indenting until the end of the quotation to show that it is being taken from another sources. Do not put quotations because you are showing that it is not your words simply by indenting. Then end with a period and put the citation. (Smith 103)

- 9e: Using ellipses

If a whole quotation does not apply to your paper, then you can shorten it using ellipses. They look like this: ... (dot dot dot)

Type 1: in the middle of a quotation:

First, lead into the direct quote with your own words, "if you want to show that you are skipping part of a quotation because it is too long, cut out the part you don't want, add your ellipses... and pick back up where you want to" (Smith 109).

Type 2: at the beginning of a quotation:

To edit out parts you don't want, "...you would start like this, cut out the part you don't want, add your ellipses, and pick back up where you want to" (Smith 109).

Type 3: at the end of the quotation:

First, lead into the direct quote with your own words, "if you want to show that you are skipping part of a quotation because it is too long or there are parts that don't matter at the end of the quotation..." (Smith 109).

*** Ellipses represent the part you cut out. They show that you have edited the author's work to fit your own needs.**

***9f: Parenthetical Citations if there is NO author:**

Book with no author, but has an editor – Ed. stands for editor
(Last name of editor Ed. Page#).
(Kinsella Ed. 13).

Book with no author and NO EDITOR (*Book Title in Italics* page#).
(*Literature Through the Ages* 13).

Article with no author ("Article Title" page#).
("Romantic Literature" 13).

Article with no author from the internet that also has no REAL page #'s
("Article Title").
("Romantic Literature").

***Basic rule is:** The first item that is listed in your Works Cited entry for that source is what you put in the ().

Outline Checklist

	Yes	No
Main Headings		
1. Do they all relate to the paper's purpose?	_____	_____
2. Do they cover the subject?	_____	_____
3. Do some of them overlap?	_____	_____
The Subheads		
1. Are there enough to tell the reader what's going on?	_____	_____
2. Are they in the right place?	_____	_____
How the Parts Go Together		
1. Are there main headings without subheads? If so, do you divide things differently?	_____	_____
2. Are there main headings with too many subheads? Should you divide things differently?	_____	_____
3. For every "A" do you have a "B" for every "1" do you have a "2"?	_____	_____
4. Does the order of arrangement make sense?	_____	_____
Form of the Outline		
1. Are main headings and subheadings properly indented?	_____	_____
2. Is each item correctly labeled?	_____	_____
3. Is punctuation and capitalization correct?	_____	_____
4. Are topics of equal importance described in words or phrases that are parallel in structure?	_____	_____

Writing the Paper

First Draft – This draft is not the final copy, so expect there to be weaknesses. The purpose of this draft is to convert the main ideas in your final outline into paragraph form. Each paragraph must support your thesis. Your emphasis should be on structure.

Ask yourself: Does the paper have a clear beginning, middle, and end?
Is your thesis clear and concise?
Does the paper adequately discuss and support your thesis?

Second Draft – Now is the time to recognize any serious errors – structural and grammatical – and make necessary changes. You may rewrite your thesis statement, restructure the body of information, or find new, needed research. Have other people read your paper and comment. Remove material that is irrelevant and add material that is essential.

Subsequent and Final Drafts – You may write as many drafts as needed to improve unity, clarity, and support of your thesis. The following is a short list to consider:

- Transitions between sentences and paragraphs
- Technical errors eliminated – spelling, punctuation, grammar, usage
- Precise and economical wording; Strong diction
- Varied sentence patterns
- Margins, pagination, spacing
- Review of rubric – self grade

Preparing a Works Cited page
(from *MLA Handbook for Writers of Research Papers – Sixth Edition*)

The works cited page is the last component of your research paper. It continues consecutively with the pagination of the paper. The works Cited page is essential as it allows you to briefly refer to works in your paper by means of parenthetical documentation.

1. The title of the page – Works Cited – is located and centered an inch from the top of the page. Do not italicize, bold, underline, or enlarge the title beyond the standard 10 or 12 point font.
2. Double space between the title and the first entry.
3. Begin each entry at the left hand margin; if the entry is longer than one line, indent each subsequent line or lines half an inch (5 spaces).
4. Double space the entire list of entries, both between and within each entry.
5. Alphabetize the list of work cited according to the first word in the entry, excluding articles (a, an, the).

Here are some examples from the MLA Handbook for citing various sources:

❖ **The Basic Entry: A Book by a Single Author**

Wilson, Frank R. The Hand: How Its Use Shapes the Brain, Language, and Human Culture. New York: Pantheon, 1998.

❖ **A Book by Two or More Authors.**

Eggs, Suzanne, and Diana Slade. Analyzing Casual Conversation. London: Cassell, 1997.

Marquart, James W., Sheldon Ekland Olson, and Jonathan R. Sorensen. The Rope, the Chair, and the Needle: Capital Punishment in Texas, 1923-1990. Austin: U of Texas P, 1994.

If there are more than three authors, you may name only the first and add et al (“and others”).

An Article in a Newspaper:

Lohr, Steve. “Now Playing: Babies in Cyberspace.” York Times 3 Apr. 1998. C1+.

❖ **Anonymous Book:**

History of World Cinema. Indianapolis: Indiana U P 1963.

❖ **Magazine:**

Svitil, Kathy A. "Probing the discoveries of the Space Station." Discover, 15 Nov. 1998: 97-101.

❖ **Film:**

Raider of the Lost Ark. Dir. Steven Spielberg. Paramount, 1982.

❖ **Interview:**

Albertson, Adolpho. Personal Interview. 1 Jan. 1998.

❖ **Cartoon:**

Trudeau, Garry, "Doonesbury." Cartoon. New Yorker 7 Apr. 1997: 72.

❖ **E-Mail:**

Andrec, Mike. "New England School of Bandura." 18 Apr. 1996. Personal e-mail. 19 Apr. 1996.

❖ **Map or Chart:**

Michigan. Map. Chicago: Rand, 2000.

❖ **Sound Recording:**

Marsalis, Branford. Creation. Orpheus Chamber Orch. Sony, 2001.

❖ **A Musical Composition:**

Berlioz, Hector. Symphonie fantastique, op. 14.

❖ **Electronic Publications:**

Bartleby.com: Great Books Online. Ed Steven van Leeuwen. 2002. 5 May 2002.

"City Profile: San Francisco." CNN.com. 2002. Cable News Network. 14 May 2002.

Ross, Don. "Game Theory." 11 Sept. 2001. Stanford Encyclopedia of Philosophy. Ed. Edward N. Zalta. Fall 2002 ed. Center for the Study of Lang. and Information, Stanford U. 1 Oct. 2002.

Zeki, Semir. "Artistic Creativity and Brain." Science 6 July 2001: 51-52. Science Magazine. 2002. Amer. Assn. for the Advancement of Science. 24 Sept. 2002.

***Upon completion of your Works Cited Page, check that each of your parenthetical documentations in your paper corresponds to its first word entry in the Works Cited page.**

Turnitin.com Directions

Your class ID: _____

Your class password:  _____

To set up your account if you never had one:

1. Go to www.turnitin.com
2. click on "create account" in top right corner.
3. click on "student" at the bottom.
4. Enter your class ID and Password I have provided you.
5. Enter your email address (I suggest writing it down.)
6. create a password for turnitin.com (WRITE IT DOWN.)
7. Then select a security question from the drop-down box and provide an answer.
8. Click on "I agree" on the terms page.

If you already have an account, just log-in and just ADD MY CLASS using our class ID #.

If you have an account from a previous class, but forgot your password: Your email address is your username. Plug in your email address, click on "forgot password" and follow directions.

How to submit your work:

1. log in with your own e-mail address and password
2. Then click on class period
3. Click on the submit button
4. Type in your first and last name, and the title of your paper
5. click on the browse button to attach your work, or do it by the pull down menu
6. find your paper, and then submit it
7. **copy down the Paper ID # for your paper listed in red at the top**
8. **PRINT ORIGINALITY REPORT**

Pagination is in correct place (1/2 inch from the top).

Smith 1

Sally Smith

Monesterio

English IV

6 November 2011

Correct MLA heading

English Research Paper

Love can be immortalized through writings, songs, and artwork. The feeling of love can be immortalized. Love continues beyond death and will never die. True love is a feeling that is boundless, endless, and forever. Love is felt by the heart and soul of the individuals who are connected by their feelings and emotions for each other. True love cannot be destroyed by external forces that may be imposed upon the individuals. Immortal love as a theme can be found in the sixteenth century poem "Sonnet 75" by Edmund Spenser, the twentieth century song "Immortality" by Céline Dion, and the twentieth century sculpture *Immortal Love* by Daniel

Her APPROVED thesis statement is the last sent. of her intro. paragraph.

Topic sent. relating to theme

French.

The theme of immortal love is present throughout the poem "Sonnet 75" written by

Edmund Spenser. Spenser wrote about changes and emotions, and about the love he had for his

wife ("Spenser, Edmund (c. 1552-1599)" 3). He loved his wife so much that he attempted to immortalize their love through his poetry. He first tries to do this by writing her name in the sand

multiple times, but it was continuously washed away by the sea. Spenser's wife then calls him a

"Vain man" because of these actions, knowing that the water would wash it away (Spenser 1).

He believes their love can be immortalized, but the woman thinks he is crazy and disagrees with

Even when she puts her research in her OWN WORDS she STILL CITES the author to give him credit so she is not plagiarizing.

NOTE: None of her research is back-to-back; she always explains the research IN BETWEEN and HOW IT RELATES TO HER THEME.

After her research she explains the research and how it LINKS BACK TO HER THEME OF "IMMORTAL LOVE"

Smith 2

his belief. The woman then tells him "For I myself shall, like to this, decay, And eek my name be wiped out likewise" (Spenser 1). In her words, she tries to explain to him that they will

Author's name was used in sent., so only page number has to go in ().

eventually die and neither of them can change their fate. Spenser then implies that even when they die his writings will keep their true love for one another alive and unforgettable. Spenser then tells the woman "Where whenas death shall all the world subdue Our love shall live, and later life renew" (1). He is trying to persuade her that even though their lives are mortal,

their love is, and will remain, immortal. Sonnets usually discuss themes of love and romance (Benson 10). The poem "Sonnet 75" symbolizes his belief of everlasting, immortal love for his mate and that they will be together in heaven.

NO extra spaces between the paragraphs- your paper is already double-spaced.

The theme of immortal love is also portrayed in the song "Immortality" by Céline Dion.

Céline wrote several ballads about romance ("Celine Dion" 1). Several events in her life may

If it's an article title, it's punctuated correctly in the () w/ quotes around the title.

have influenced her to write these ballads. For example, she had a romantic relationship with a man named Angeli when she turned nineteen ("Celine Dion" 1). She was in love and got married at a relatively young age. Their young, child-like love may have seemed immortal to Celine at the time. Then, Céline decided to use in-vitro fertilization to have a baby with her husband ("Celine Dion" 2). This shows that she went beyond natural ways to have her husband's child.

After her research she explains the research and how it LINKS BACK TO HER THEME OF "IMMORTAL LOVE". Even her background info on her singer is explained in her OWN words and she LINKS IT BACK TO HER THEME.

This is a more god-like, immortal way of obtaining a pregnancy, outside of the more traditional means. Her husband was much older than her and she used science to ensure that this would be accomplished. In her song "Immortality," she sings "Fulfill your destiny, is there within the child" ("Celine Dion - Immortality Lyrics" 1). This demonstrates that she wanted a child to

show that their love will never be forgotten, even beyond their death. This showed her love and devotion for him. In Céline's song "Immortality," she states "But you are my only We don't say goodbye" ("Celine Dion - Immortality Lyrics" 1). She is stating that she only loves one person and that they will be together forever. Céline then states "I keep the memory of you and me, inside We don't say goodbye" ("Celine Dion - Immortality Lyrics" 1). She is implying that she will always remember her lover and that they will never split apart. Their love will live on forever and they will never go their separate ways. Céline immortalizes their love through her words: their love will live on through her lyrics. Céline Dion's songs express her belief that love can be immortalized.

She has explanation sentences that explain her research AND LINK it to her theme BEFORE SHE WRITES HER CONCLUDING SENT.

Then she has a concluding sent. for her paragraph that has NO research in it.

She starts out the paragraph with a clear topic sent. of the theme in her artwork.

The theme of immortal love is illustrated in the sculpture *Immortal Love* created by Daniel French. The man and women in the sculpture are memorialized. Their love becomes immortal when Daniel French creates a statue with the two lovers holding each other romantically and in love (French 1). This shows that their love will live on and be immortalized through this piece of artwork. Daniel French built funeral sculptures to memorialize and depict the female figure ("Daniel Chester French (1850-1931)" 1). This makes the women live on forever past her death. A sculpture is solid and strong which symbolizes how an individual can love someone forever and their love will never be forgotten. In the sculpture the man is portrayed with wings of an angel; whereas, the woman is not, suggesting that she is a mere mortal. He is holding onto her so their love will continue to exist. Daniel French depicts true love through the sculpture *Immortal Love*.


What she put in the () matches her works cited page exactly - even when there's no author. Look at how this source matches her works cited.

NOTE: She has no facts from her research that are not documented (). All research, even if in her own words is, properly cited AND matches her Works Cited Page.

Immortal love is a universal theme presented in a variety of writings, songs, and artwork that is found in past and present times. This can be found in "Sonnet 75" by Edmund Spenser, the song "Immortality" by Céline Dion, and the sculpture *Immortal Love* by Daniel French. In "Sonnet 75," Daniel Spenser writes poetically about his love for his wife. He believes that through his poetic writings he can keep their love alive forever. Céline Dion sings about her devotion and love for her husband. Her having his child symbolizes their present love and their love beyond death. Daniel French memorializes everlasting love through his artwork. The statue of the man with angel wings holding onto his female mortal lover represents how he is trying to keep their love real and memorable in the present life and the afterlife. These writers and artists attempt to describe and explain true love through their personal, romantic experiences. They express their belief that love is immortal. They use their artistic talents to demonstrate this concept. They want to express that true love will continue to be felt and eternalized beyond death. Love can be immortalized by poetry, song, and art.

Note: She does not use 1st person in her paper. She writes in 3rd person.

There's NO research in her intro or concluding paragraphs.



NOTE: ALL sources listed on her Works Cited page are works she ACTUALLY CITED/USED in her paper!

Works Cited page is labeled correctly, and is last page in paper.

Smith 5

↓
Works Cited

Benson, Sonia G., and Jennifer York Stock Ed. "The Arts in the Elizabethan World."

Elizabethan World Reference Library. Vol 1 (2001) : 141-161. *Gale Virtual Reference Library*. Web. 2 Oct. 2011.

"Celine Dion." *Biography*. N.p. N.d. Web. 9 Oct. 2011. <www.biography.com>.

"Celine Dion - Immortality Lyrics." *Sing365*. N.p. N.d. Web. 9 Oct. 2011. <www.sing365.com>.

"Daniel Chester French (1850-1931)". *The Metropolitan Museum of Art*. Web. 3 Oct. 2011.

<www.metmuseum.org>.

French, Daniel. *Immortal Love*. 1923. *Monument Light Photography*. Web. 3 Oct. 2011.

Spenser, Edmund. "Sonnet 75." *Prentice Hall Literature: Timeless Voices, Timeless Themes*. Ed.

Kate Kinsella. New Jersey: Prentice Hall, 2003. 238. Print.

"Spenser, Edmund (c. 1552-1599)." *Encyclopedia of World Biography*. (1988) : 1-4. *General*

OneFile. Web. 1 Oct. 2011.

NOTE: She used at least 6 sources in her actual paper.

RESEARCH PAPER RUBRIC FOR: WRITTEN PRESENTATION

LEVEL	DOCUMENTATION	FORM
<p align="center">4 CONSISTENT CONTROL</p>	<ul style="list-style-type: none"> • Uses correct MLA documentation • Uses a variety of sources • For every source on the works cited page, there is at least one matching parenthetical citation in the body of the paper 	<ul style="list-style-type: none"> • Uses correct MLA page formatting and numbering • Paper legible and neat
<p align="center">3 REASONABLE CONTROL</p>	<ul style="list-style-type: none"> • Uses MLA documentation with few errors • Uses a variety of sources • For most sources on the works cited page, there is at least one matching parenthetical citation in the body of the paper 	<ul style="list-style-type: none"> • Uses correct MLA page formatting and numbering with few errors • Paper legible and generally neat
<p align="center">2 INCONSISTENT CONTROL</p>	<ul style="list-style-type: none"> • Uses MLA documentation with many errors • Uses sources with little variety • Many sources on the works cited page do not have a matching parenthetical citation in the body of the paper 	<ul style="list-style-type: none"> • Uses MLA page formatting and numbering inconsistently • Paper difficult to read
<p align="center">1 LITTLE OR NO CONTROL</p>	<ul style="list-style-type: none"> • Uses little or no MLA documentation • No variety in sources • No sources on the works cited page are cited in the body of the paper 	<ul style="list-style-type: none"> • Uses little or no MLA page formatting and numbering • Paper very difficult to read

RESEARCH PAPER RUBRIC FOR CONTENT

LEVEL	THESIS	EVIDENCE/SUPPORT	UNITY	ORGANIZATION
<p align="center">4 CONSISTENT CONTROL</p>	<ul style="list-style-type: none"> One central idea/concept/hypothesis/premise fully and precisely stated Developed consistently throughout the paper 	<ul style="list-style-type: none"> Strong support for thesis by drawing information from multiple sources All information relevant, reliable, and up-to-date All information accurately stated, appropriate use of summarization, paraphrasing and quotations 	<ul style="list-style-type: none"> No distracting information All differences among sources handled effectively Appropriate balance between narrative/descriptive material and critical analysis 	<ul style="list-style-type: none"> Uses logical progression of evidence or support for ideas/concepts/hypotheses/premises according to the content area Transitions facilitate flow of ideas/concepts/hypotheses/premises Conclusion contains no distracting information which digresses from the thesis (if appropriate, the conclusion clearly indicates unsolved questions and new questions that have emerged from the research)
<p align="center">3 REASONABLE CONTROL</p>	<ul style="list-style-type: none"> One central idea/concept/hypothesis/premise fully and precisely stated Developed somewhat throughout the paper 	<ul style="list-style-type: none"> Adequate support for thesis by drawing information from multiple sources Most information relevant, reliable, and up-to-date Most information accurately stated, appropriate use of summarization, paraphrasing and quotations 	<ul style="list-style-type: none"> Little distracting information Most differences among sources handled effectively Adequate balance between narrative/descriptive material and critical analysis 	<ul style="list-style-type: none"> Generally uses a logical progression of evidence and support for ideas/concepts/hypotheses/premises according to the content area Transitions used between many ideas Conclusion contains no distracting information which digresses from the thesis
<p align="center">2 INCONSISTENT CONTROL</p>	<ul style="list-style-type: none"> Idea/concept/hypothesis/premise suggested but not stated Inconsistent development throughout the paper 	<ul style="list-style-type: none"> Support for thesis weak or from too few sources Some information irrelevant, unreliable, or out-of-date Some information accurately stated; information mostly paraphrased or quoted 	<ul style="list-style-type: none"> Some distracting information Differences among sources inadequately handled Some balance between narrative/descriptive materials and critical analysis 	<ul style="list-style-type: none"> Lapses in progression of evidence or support for ideas/concepts/hypotheses/premises according to the content area Few transitions between ideas Conclusion is simply stated
<p align="center">1 LITTLE OR NO CONTROL</p>	<ul style="list-style-type: none"> No apparent idea/concept/hypothesis/premise in the paper 	<ul style="list-style-type: none"> Support for thesis inadequate Most information irrelevant, unreliable or out-of-date Much information inaccurately stated 	<ul style="list-style-type: none"> Much distracting information Differences among sources not handled Inadequate balance between narrative/descriptive material and critical analysis 	<ul style="list-style-type: none"> Little or no progression of evidence or support for ideas/concepts/hypotheses/premises according to the content area No transitions between ideas No conclusion

RESEARCH PAPER RUBRIC FOR: STYLE

LEVEL	VOCABULARY	AUDIENCE/PURPOSE	SENTENCE VARIETY
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses precise vocabulary unique to the content area or topic 	<ul style="list-style-type: none"> • Relates to a specific audience with a clearly identified purpose • Tone/voice/point of view are appropriate to content and grade level; compelling and sustained throughout 	<ul style="list-style-type: none"> • Appropriate to content and grade level • Varies in length and complexity
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • Uses less precise vocabulary unique to the content area or topic 	<ul style="list-style-type: none"> • Relates to a specific audience with a clearly identified purpose • Tone/voice/point of view are appropriate to content and grade level and generally sustained throughout 	<ul style="list-style-type: none"> • Adequate to content and grade level • Varies in length and complexity
2 INCONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses general vocabulary not specific to the content area or topic 	<ul style="list-style-type: none"> • Does not relate to an audience or has no clear purpose • Tone/voice/point of view not sustained 	<ul style="list-style-type: none"> • Inadequate for content and grade level • Frequently used simple sentences
1 LITTLE OR NO CONTROL	<ul style="list-style-type: none"> • Uses little or no vocabulary from the content area or topic 	<ul style="list-style-type: none"> • No awareness of audience or purpose • Little or no control of tone/voice/point of view 	<ul style="list-style-type: none"> • Inappropriate to content and grade level • Little or no control of sentence variety

RESEARCH PAPER RUBRIC FOR: STRUCTURE

LEVEL	SENTENCE FORMATION	MECHANICS	USAGE
<p style="text-align: center;">4 CONSISTENT CONTROL</p>	<ul style="list-style-type: none"> • Writes in complete sentences, using standard word order and subordination 	<ul style="list-style-type: none"> • Uses capitalization, punctuation, spelling, and format (paragraph indentation, division of words by syllables) correctly 	<ul style="list-style-type: none"> • Uses standard grammar
<p style="text-align: center;">3 REASONABLE CONTROL</p>	<ul style="list-style-type: none"> • Makes occasional errors, but not significant enough to distract from the meaning of the document 	<ul style="list-style-type: none"> • Use of occasional errors is not sufficient to distract from the meaning of the document 	<ul style="list-style-type: none"> • Makes occasional errors in grammar but not sufficient to distract from the meaning of the document
<p style="text-align: center;">2 INCONSISTENT CONTROL</p>	<ul style="list-style-type: none"> • Makes frequent errors which distract from the meaning of the document 	<ul style="list-style-type: none"> • Use of frequent errors distracts from the meaning of the document 	<ul style="list-style-type: none"> • Makes frequent errors which begin to distract from the meaning of the document
<p style="text-align: center;">1 LITTLE OR NO CONTROL</p>	<ul style="list-style-type: none"> • Displays little or no understanding of sentence formation 	<ul style="list-style-type: none"> • Displays little or no understanding of appropriate punctuation or conventional spelling 	<ul style="list-style-type: none"> • Displays little or no understanding or grammar usage