

Mini Research Paper and Draft

1 Part 2: Paper Draft (Due Nov. 19)

The draft is required in order to receive credit for the final paper. Along with the draft, you must turn in a copy of your Proposal/Outline/Annotated Bibliography assignment with the TA's comments, along with the grading rubric completed by the TA, so that they can see how you've progressed. This will allow them to give you better feedback on your draft.

We do not expect this to be a polished final draft—for instance, your argument might not yet be entirely worked out—but at this point there should be a clear indication of where you are going with your essay. You should have a thesis statement and be thinking critically about your sources. Every section should be written out in prose (i.e., **no point form**). The draft must conform to the formatting requirements of the final paper (i.e., the draft should be four full pages, plus a bibliography). See below for more information and guidance about the expected structure of your paper.

In your paper, your research question should be replaced by a clear thesis statement that expresses your stance on the topic that you have formed after thoughtful consideration of your sources, the related course material, as well as feedback you received from your TA. Your thesis should be supported by evidence you have gleaned from your sources. Your paper should look critically at each of the sources, summarizing each one and noting where you agree and/or disagree with one or another and with what you have learned in the course. Remember, in your paper you are building an argument to support your thesis using evidence from your sources, so **be bold and argue for your thesis!**

The draft will not be marked separately for its own grade (as the Proposal/Outline/Annotated Bibliography was), but it will be read and commented on by your TA using the same marking rubric as will be used for your final paper. Part of the mark on the final essay will include how well you take into consideration the comments and feedback you receive on the draft.

2 Part 3: Final Paper (Due Dec. 3)

Using the research question and sources from your Proposal/Outline/Annotated Bibliography assignment, along with any further sources you may have found, and taking into account the feedback you received from that assignment and the comments/feedback you received on your draft, you will hand in a **4 page research paper addressing the research question you proposed** on December 3 (see formatting requirements below).

It is crucial that you properly cite each source whenever you refer to it in your paper. You must make it clear when you are quoting, paraphrasing, or summarizing each source. See my slides from Lecture 4 for more information on citing and referencing properly.

*** When you hand in your final paper, you must also hand in a copy of your Proposal/Outline/Annotated Bibliography and your Paper Draft, both with the TA's comments and your rubric, so that they can see how you have progressed throughout the process and taken their feedback into account. If you do not include both your Proposal/Outline/Annotated Bibliography and your draft, your final paper will not receive credit, as outlined in the syllabus!***

3 Final Paper Grading

The paper (plus draft) is worth 15% of your course mark. Papers will be graded for the appropriateness of the scope/relevance of the research question, for the clarity and relevance of the thesis statement, for demonstrating understanding of relevant linguistic concepts, for effective use of your sources and evidence of critical evaluation of each, and for effective use and implementation of the feedback you received on your annotated bibliography and paper draft. A good paper will note points of intersection and contradiction among your sources, will attempt to resolve or choose among conflicting statements, and will relate what is said in the sources back to the thesis statement. A grading rubric will be posted before your draft is due to help you understand what is expected of you.

4 Formatting

Your paper must follow these formatting rules:

Maximum length: 4 pages.

Be sure that your essay has a title and that you clearly put your name and student number on your essay. You do not need to provide a cover page.

The margins should be **no more than 1 inch**. You should use **12 point, Times New Roman font** and your paper should be **double spaced**.

You must include a bibliography that lists all of the sources you make reference to in your paper. Your bibliography should be on a separate, fifth page.

Please print double-sided.

The marking rubric must be printed and stapled to the front of your paper.

5 Citations and References

Don't forget to properly use embedded citations and include a bibliography at the end of your paper including full citations for all your sources in the APA or LSA style.

6 Need help?

Below are some common questions (and answers) about how to proceed from the Proposal/Outline/Annotated Bibliography to a completed draft (and eventually a final paper). Please read these before consulting with your course instructor or TA for help.

1. WHAT IF I DON'T WANT TO USE SOURCES THAT ARE IN MY ANNOTATED BIBLIOGRAPHY?

You should make every effort to use all of the sources that were in your annotated bibliography, even if you disagree with all of them or have found additional sources that you want to use (see below). If you have drastically changed your topic or research question, and the original sources you listed are no longer relevant, please see the instructor for advice (if you haven't already).

2. WHAT IF I WANT TO USE SOURCES THAT ARE NOT IN MY ANNOTATED BIBLIOGRAPHY?

If you have found additional sources you wish to cite in your essay, you may do so. However, you should probably limit the essay to five or six sources (including the source the instructor posted on blackboard for your topic). You have a short page limit, so you cannot thoroughly discuss a large number of sources. It is better to thoroughly explore the ideas in each source and their implications for your main claim than it is to mention many sources but not discuss them in detail. Remember, the purpose of the paper is to think about an issue relevant to language and to develop a thesis about it based on a few articles/books, rather than to thoroughly review all of the literature on the topic and come up with the "right" analysis.

3. HOW DO I PROPERLY QUOTE OR PARAPHRASE A SOURCE?

The most important thing is to make it clear to the reader when you are using someone else's ideas, and when you are using your own. Quoting means you are telling us that person's exact words; paraphrasing means you are telling us that person's ideas in your own words. In either case, it is essential to attribute those words and ideas to the source. When you don't attribute an idea to a source, the reader assumes that it is your own. This is why not citing a source is considered plagiarism; you are allowing the reader to believe that someone else's idea (opinion or observation) is your own.

When quoting or paraphrasing a source, use the author's last name, the year of publication of the source and the page number in parentheses, either after or before the relevant idea/quote. Below are some examples:

Paraphrase 1 According to Chomsky (1996:25), a speaker's lexicon must include not only the pronunciation of words and their meanings, but also some syntactic information about them.

Paraphrase 2 Chomsky (1996:25) argues that a speaker's lexicon must include not only the pronunciation of words and their meanings, but also some syntactic information about them.

Quote 1 According to Chomsky (1996:25), “lexical entires contain at least some syntactic information, in addition to the phonological and semantic information that surely must be present.”

Quote 2 One’s mental dictionary contains a lot of information. “[L]exical entires contain at least some syntactic information, in addition to the phonological and semantic information that surely must be present” (Chomsky 1996:25).

My slides from lecture 4 contain lots of other examples and direction on citing properly.

4. HOW SHOULD THE PAPER BE ORGANIZED?

Some flexibility and creativity is allowed, but it should be clear to the reader from the start what question you are asking and what you have concluded about it. They should also have a sense of how you are going to argue for that conclusion. By the end, they should understand what each of the sources you used contributed to your understanding of the issue, and why you came to the conclusion you did.

A simple and effective way to accomplish these things in a short paper is as follows (you do not need to follow this structure):

1. The first paragraph begins with a thesis statement, and elaborates on that thesis statement (in bold below) by mentioning some of the background information or underlying questions and summarizing some of the evidence in favour of it.

*e.g., Popcorn is not only a tasty snack; it is a good source of essential nutrients, including complex carbohydrates, dietary fibre, and B vitamins. Over the years, popcorn has been described as “fattening” and “high in sodium” (O’Connor 1986:12). I will show that these descriptions are unfair; **it is only through the addition of butter and salt that popcorn becomes unhealthy.** A 100 g serving of plain popcorn is low in both calories and sodium, and the texture and volume added by the popping process make it more satisfying than comparable snacks. Herbs and spices can make popcorn as enjoyable as butter and salt.*

2. The second paragraph explains the organization of the essay in further detail, introducing the sources and showing how they will be used, as well as explaining to the reader what arguments are going to be presented in favour of the thesis statement and in what order.

e.g., There is, in fact, a preponderance of evidence in favour of popcorn as a healthy snack; in this essay, I have space to introduce only a small amount of it. In the next section, I will present studies from Edwin (1993) and Smythe (2006) in which the precise nutritional breakdown of corn was analyzed, and some new experiments by Irani (2006), which reveal that the dietary fibre in corn bran is more nutritious than that found other brans. Following this, I will discuss some of the counter-claims that have been made against popcorn (e.g., O’Connor 1986; Peters 2004), and show how these are in fact misleading. I will then present my own experimental evidence which shows how popping enhances the “snackability” of corn. Finally, I will offer some healthy suggestions for “dressing up” plain popcorn, following recipes from the Mayan empire (Reynolds 1998), Sri Lanka (Michaels

2005), and my own kitchen. I will conclude with a summary of the evidence and the implications for the promotion and marketing of popcorn as a healthy snack alternative.

3. Each argument in favour of the thesis statement will require at least one paragraph to develop, and some will require more. Each paragraph should begin with a topic statement that introduces the specific argument and several sentences which elaborate or support it.
4. The essay should conclude with a paragraph that summarizes the paper. You may want to finish with some suggestions for further research (such as questions you have uncovered but not answered), or some practical implications.

e.g., In conclusion, there is plenty of evidence that popcorn is a healthy snack which does not require the addition of unhealthy toppings, such as butter and salt, to make it enjoyable and satisfying. Corn is lower in calories and higher in dietary fibre and B vitamins than comparable snacks. The popping process gives it a crunchy texture and adds volume; these things, in turn, make it a satisfying snack that takes time to eat and sates the appetite. Herbs and spices can be added in near-infinite combinations to appeal to every appetite. This means that there is great potential for creating and marketing new, healthy popcorn flavours, including masala, chili, teriyaki, and garlic. Further experimentation and market research are needed to determine the best combinations of flavours and the target demographics for each.

NOTE: The paragraphs about popcorn were made up as examples. They are not taken from an essay. The sources cited in these paragraphs do not exist. The claims made in these paragraphs are entirely fictional. Do not do this in your own essay!

In addition to this document, please refer to the two other documents I've posted on blackboard: "FAQ—Final Paper LIN200" and "8 Tips to Help You Write a Linguistics Paper".