

Turning Research Notes into a Report

1. Review your rubric!
 - a. **The response has a clear and effective organizational structure, creating a sense of unity and completeness.**
 - i. The response is fully sustained, and consistently and purposefully focused: **controlling or main idea** of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task
 - ii. Consistent use of a variety of **transitional strategies** to clarify the relationships between and among ideas
 - iii. Effective **introduction and conclusion**
 - iv. **Logical progression** of ideas from beginning to end; strong **connections** between and among ideas with some **syntactic variety**
 - b. The response provides thorough and convincing **support/evidence** for the controlling idea and supporting idea(s) that includes the effective use of **sources, facts, and details.**
 - i. The response clearly and effectively **elaborates ideas**, using precise language: comprehensive **evidence from sources is integrated**; references are **relevant and specific**
 - ii. Effective use of a variety of **elaborative techniques***
 - iii. Vocabulary is clearly appropriate for the audience and purpose
 - iv. Effective, appropriate **style enhances content**
2. Review your outline and informational structure
 - a. Does your outline line up with your planned paragraphs? If not, revise
 - b. Are your notes organized by topic?
 - c. **Introduction:** catchy title, hook or lead that interests reader with a description of experience or product, an interesting statistic, or another interesting way to draw readers into the topic. Give a brief introduction to the topic. BRIEF. Last line(s) is the THESIS
 - d. **Body paragraphs** should have embedded transitions (another, also, later on, furthermore, additionally, finally, etc.) and topic sentences that set up the main purpose of that paragraph. Every body paragraph after the first should have transitional phrases.
 - e. Organizational structures have transition words, too. Use them
 - f. Connect paragraph
 - g. **Conclusions** wrap up your major points and thesis and end with a big so what? Why does this all matter? A big picture conclusion.

3. Embedding research

- a. All facts need to be credited to a source.
- b. If all the facts in a paragraph are from the same source, you just need to mention the source once, but if there are multiple sources, you'll need to credit each source.
- c. Three ways to cite research:
 - i. At the beginning of the paraphrased info:
 1. According to Smith-Shaw, ...
 2. Jones reports ...
 - ii. At the end of the paraphrased notes
 1. The reign of the V. C. R. ended in 1977 (Shaw-Smith).
 - iii. A direct quotation
 1. Kevin Ramos, a researcher from Harvard Business, noted in an article in *Wired* magazine, "The largest entertainment lie is that streaming service killed the D. V. D. player."
 - iv. No author? Use the title of the article
 1. The reign of the VCR ended in the early 80s ("Whatever Happened to the VCR?").

4. Revision session #1: Elaboration and style

- a. Research and notes can be DRY! You must elaborate on your own ideas, language, and style.
- b. Spice it up by explaining and elaborating the facts in your own way--add commentary and vivid language, use **sensory imagery, metaphors or analogies, tell a story or describe in detail**. Consider an **extended metaphor**.
- c. Change up how you start sentences--SYNTACTIC VARIETY!
 - i. Radios were invented... Radios peaked...Radios were in every house...BORING! ALL THE SAME!
 - ii. CHANGE IT UP! See fluency activity for first revision.

5. Final draft quality

- a. 12-pt. Font, double spaced, centered and capitalized title (interesting), full heading
- b. Works Cited page attached
 - i. Full heading, 12-point font, double-spaced, title centered and capitalized
 - ii. MLA style with hanging indent.