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Research Paper Checklist: Peer Editing

Research Paper Checklist

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Points	(20)	Title Page
		Header Visible with Student's Last name, space and page number: Choose "Insert" and then "Header," for page number again choose "insert" page #
		Heading: Student's First and Last Name Upper Left Hand Corner
		Teacher's Name
		English Class
		Date written in MLA Format February 15, 2013
		Title Centered: No Bold or Italics, All Important Words Capitalized.
		Whole Text is Double-Spaced, Times New Roman, Size 12
		Margins are set at 1 inch
Points	(13.5)	RESEARCH PAPER CONTENT
		Introduction with attention getter
		Clear Thesis Statement: NEED TO BE UNDERLINED
		Transitions between each paragraph (initially, for example, furthermore, additionally, similarly, however, ultimately, etc.)
		Correct MLA Citations for every fact (Brown 7) or (Computers) or (Jones Interview). No commas or # symbols. Period is AFTER citation!
		If a fact is a direct quote, quotations are used. There are no more than 5 direct quotations in the entire paper.
		Facts are summarized by student and have parenthetical citation.
		Topic sentence that introduces the main focus of each paragraph.
		The paper is not just a list of facts but has a natural "flow" of information.
		There is a logical and organized progression of ideas in the paper.
		Paper maintains academic/formal tone. Avoid statements like, "People who disagree with this are morons!"
		The paper does not use I, you, we, our.
		The paper does not contain contractions (For example, can't, won't, couldn't, isn't, etc.).
		The paper does not contain any words in bold or CAPS
		Conclusion restates the thesis AND provides a powerful, thought-provoking statement for the reader concerning the topic.
		Standard: Student has 5-6 Complete Pages (Not including outline or works cited page).
Points	(4.5)	WORKS CITED
		Works Cited Title is Centered and starts on a new page; the page is double-spaced. There are no extra spaces between the entries.
		Entries are alphabetical in order
		Citations begin flush to the left. The second line of any entry is indented.
		Minimum 5 Sources are listed on the Works Cited. Correct MLA format
		All five sources were used with a parenthetical citation (Brown 7) at least once in the paper.
		The sources include at least one print (book) sources and a total of five sources. All sources are credible (no Wikipedia, Blogs, EHow,

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Barbara Millis



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The Bedford Guide for College Writers with Reader, Research Manual, and Handbook X. J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, 2011-01-06 With its process oriented rhetoric provocative thematic reader up to date research manual and comprehensive handbook The Bedford Guide for College Writers gives your students the tools they need to succeed as writers all in one book Each of the book's four main components has been carefully developed to provide an engaging well coordinated guide for student writers This edition's new more open design and sharper focus on active learning do even more to help students develop transferable skills The Bedford Guide for College Writers prepares students to be the confident resourceful and independent writers they will need to be

Tao of Composition Stuart Kantor, William Storey (Teacher), 2003-06-26 With the Tao of Composition no longer does producing a paper become a tedious process filled with endless redundancies and plagiarism Now students can learn and apply a basic organizational structure to their writing without wondering how to construct the basic elements of any academic essay No longer will you have to sit in front of the computer the night before the paper is due and regurgitate stream of consciousness driven connected loosely with evidence

Cooperative Learning in Higher Education Barbara Millis, 2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning If you've been interested in cooperative learning but wondered how it would work in your discipline this book provides the necessary theory and a wide range of concrete examples Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments The authors describe the application of cooperative learning in biology economics educational psychology financial accounting general chemistry and literature at remedial introductory and graduate levels The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability positive interdependence heterogeneous

teams group processing and social or leadership skills The authors build upon and cross reference each others chapters describing particular methods and activities in detail They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues Elementary Literacy Lessons Janet C. Richards, Joan P. Gipe, 2012-11-12 Innovative and practical this text helps prepare teachers to support the literacy learning needs of all children in grades K 6 including academically linguistically and culturally diverse students It features original teaching cases written by preservice teachers enrolled in field based reading language arts methods courses accompanied by commentaries written by experienced teacher educators and skilled classroom teachers High interest content and a reader friendly format encourage critical and reflective thinking about topics important to effective literacy instruction By promoting reflection about case issues the text helps prepare future teachers to respond to teaching narratives presented on the practical applications section of the PRAXIS II an examination required in most states for teacher licensure The authentic cases candidly and poignantly describe preservice teachers plans problems hopes disappointments dilemmas and reflective thinking as they address the multilayered complexities and ambiguities associated with learning to teach reading and language arts in elementary classrooms These teaching stories reveal glimpses of literacy instruction and allow us to enter real classrooms and experience the wide varieties of situations that reading language arts teachers encounter daily Although the cases are grouped according to specific dimensions of literacy theory and pedagogy just as in real classrooms other issues are woven through each case as well The commentaries provide scholarly and sometimes contrasting perspectives and approaches through which readers might consider the issues presented in the cases The commentaries represent only particular perspectives but readers are encouraged to explore and consider as many perspectives and issues as possible regarding each case Each chapter includes helpful pedagogical features New or critical concepts and terms listed at the beginning of each chapter alert readers to what might be unfamiliar vocabulary Applications and Reflections pages help readers take an active part in analyzing documenting and talking about the particular issues portrayed in the case narratives Using the questions on these pages the cases and accompanying commentaries can be read and discussed as a whole class activity in small collaborative groups or by individuals The questions can also be used by readers to guide their own case writing initiatives Margin References direct readers to correlated readings for the strategies and parallel concepts mentioned in the cases and commentaries Suggested readings can be discussed within the format of literacy study groups Annotated Bibliographies at the end of each chapter help readers construct more in depth knowledge for the instructional strategies and activities discussed in the teaching cases The cases commentaries and pedagogical features in this distinctive text provide rich opportunities for readers to discover what they need to know and how they need to think in order to teach reading and language arts effectively and successfully **STEM Student Research Handbook** Darci J. Harland, 2011 A comprehensive resource for high school teachers and students STEM Student Research Handbook

outlines the various stages of large scale research projects enabling teachers to coach their students through the research process

The Bedford Guide for College Writers with Reader, Research Manual, and Handbook with 2009 MLA and 2010 APA Updates X. J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, 2010-04 When it was first published twenty years ago The Bedford Guide for College Writers brought a lively and innovative new approach to the teaching of writing Since that time authors X J and Dorothy M Kennedy have won praise for their friendly tone and their view apparent on every page of the text that writing is the usually surprising often rewarding art of thinking while working with language More recently experienced teacher and writer Marcia F Muth joined the author team adding more practical advice to help all students even those underprepared for college work become successful academic writers While retaining the highly praised Kennedy touch The Bedford Guide continues to evolve to meet classroom needs The new edition does even more to build essential academic writing skills with expanded coverage of audience analysis source based writing argumentation and reasoning and more

Yes, No, Maybe So Jenna Kaye Lindsey, 2008 **LETS**, 2015 Within and Beyond the Writing Process in the Secondary English Classroom Reade W. Dornan, Lois Matz Rosen, Marilyn J. Wilson, 2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice

Concept Mapping as a Pre-search Activity in the Research Process Carol Ann Gordon, 1995 **Writing Wisely and Well** Marlene Martin, Maureen Girard, 1993 This mainstream rhetoric reader combines process theory writing instruction with examples of professional and student writing The text is organized rhetorically by purpose and includes many innovative features for instruction drafting revising graphics and writing assignments Research is divided into two parts informal at first then more formal research Ch 5 and the more formal documented paper is covered later Ch 12

Handbook for College Research Robert Perrin, 2005 Complete concise and specially designed for easy access this guide to the process of writing the research paper features a no nonsense handbook format that helps students quickly find the information they need The Third Edition of Handbook for College Research provides the latest information on locating and evaluating print and electronic source material as well as documenting sources in four different styles the APA Chicago CBE and updated MLA guidelines In addition to guiding students in the stages of writing the research paper planning drafting and revising this edition includes convenient in text annotations with each citation providing clear visual models of the four styles

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where appropriate It endorses the written word while recognizing the value of graphics audio video and slide presentations It includes numerous student samples and excerpts of model research papers with particular attention to MLA documentation style

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Writer's Solution Prentice Hall PTR,1997

Writing Smarter! Keith T. Manos,1999 Writing Smarter provides 106 detailed lesson plans with reproducibles to help students begin writing better immediately These writing improvement materials are complete and self contained can be used with individual students or an entire class in any order and are organized into 13 sections Orientation Description Character Sketch Sentence Structure Personal Narratives Persuasion Research Interviews The News Writing Letters Short Fiction Poetry and Peer Editing

Writing Research Papers James D. Lester,James D. Lester (Jr.),2002 This money saving package includes the 12th edition of Insurance Handbook for the Medical Office Text and Workbook

Teaching Process Writing with Computers Randy Boone,1991 Grade level 1 2 3 4 5 6 7

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