

ENG 1101/Fall 2017  
**RESEARCH ESSAY**  
**Assignment-Handout 1**

12 pt. font

MLA Format (all pages) with a Works Cited page

Length requirements: See guidelines below

**DUE: Tuesday, Nov. 29** in class with a Works Cited page, interview transcript, and Research Handouts 4, 6, and 7

A research paper asks you to synthesize and support **your own ideas and analysis** with those of others drawn from secondary sources. The research paper you write in this class will incorporate the Modern Language Association (MLA) style including a Works Cited page showing all of the sources you've used and in-text citations (also called parenthetical citations) used for direct quotations and paraphrases from your sources.

Your final grade on this essay will include assessment of how well you have integrated your ideas with the ideas in the text, the organization of your argument, and the development of your support for your thesis.

**RESEARCH ASSIGNMENT:**

In class we have discussed and read various viewpoints about gentrification and specific areas of change, such as housing/displacement, economic shifts, schooling, changes in crime, safety, and security. We also had a class debate about whether changes brought by gentrification improve or reduce quality of life in New York City. In addition, you wrote Essay 3. For this Research Essay, you will deepen your argument by integrating library research and by conducting and incorporating an interview with someone you know.

**OUTSIDE SOURCES:**

You must integrate six sources into your paper. (Your sources for Essay 3 may be used for the first three.) The last three will be new.

1. One of the articles assigned in this class
2. One of the videos assigned in this class
3. A point made by one of your peers in our classroom debate
4. An interview conducted with someone you know about gentrification in your neighborhood. Think of someone who has knowledge in the area of gentrification you are writing about
- 5-6. Two articles found through library search engines, such as **Academic Search Complete** or **Lexis Nexis**.

**To successfully complete this essay, you must:**

1. Have a thesis statement that takes a clear stance on a **specific aspect** of gentrification (displacement, school quality, amenities, population shifts) and identifies your **specific area** in New York City and goes beyond a general statement. If you have successfully completed Essay 3, you may use the same thesis.
2. Give context: you might provide a brief historical exploration that provides context for your thesis/stance about gentrification in your neighborhood or other section of the city. You might also add a description of this area based on your own observations. (Your own observations do not count as a "source.")
3. Incorporate different types of argumentative strategies. In class we've discussed: description, definition, narration, comparison and contrast, cause and effect, and presentation and rebuttal of the opposing view.
4. Integrate the six different sources identified above.
5. Provide in-text citations
6. Add a Works Cited page identifying all Works Cited. **Research essays submitted without a Works Cited page will not pass.**
7. Turn in the required handouts with your essay. (You will get a checklist to guide you regarding handouts.)

**LENGTH REQUIREMENT:**

A very well written 3 ¼ page paper may qualify for a C.

A very well written 4 ¼ paper may qualify for a B.

A very well written 4 ¾ page paper may qualify for an A.

As always:

- These page counts do not *guarantee* the above grade.
- These page counts **do not** include the separate Works Cited page or other handouts

## GENERAL ESSAY STRUCTURE:

While you will receive a planning sheet to jump off from when composing your ideas, your essay should demonstrate understanding of the classic essay structure:

1. An opening paragraph introducing the topic and your thesis.
2. Three distinct sections, each with a clear, focused point of support for your thesis. Each section *may* include more than one paragraph.
3. A concluding paragraph that thoughtfully draws your already argued thesis and points of support together
4. Clear transitions to show the sequence of your thought and to show when you are transitioning between your ideas and the ideas of the author.
5. A separate Works Cited page that identifies your six sources

## List of Research Essay Handouts: All will be available on our OpenLab Site

Research Handout 1 (**RH 1**): Research Essay Assignment

Research Handout 2 (**RH 2**): Thesis Statements and Library Key Words

Research Handout 3 (**RH 3**): Interview Requirements

Research Handout 4 (**RH 4**): Planning Sheets

Research Handout 5 (**RH 5**): Creating a Timeline for Research Projects

Research Handout 6 (**RH 6**): Final Checklist

Research Handout 7 (**RH 7**): Grading Rubric

Research Handout 8 (**RH 8**): Revised Timeline

This schedule is taken from your syllabus:

DATE	CLASS AGENDA	DUE:	HOMEWORK ASSIGNMENTS
Thursday, October 26	<b>Research Essay: The Task</b> Research Handout 1 ( <b>RH 1</b> ): <b>Research Essay Assignment</b> Research Handout 2 ( <b>RH 2</b> ): Thesis Statements and Library Key Words <b>Research Essay: Finding Sources</b> <b>LIBRARY VISIT</b> 11:30-12:45 p.m.		<b>Complete RH 2</b> <i>Bring to next class:</i> RH 1 and completed RH 2
Tuesday, Oct. 31	<b>Research Essay: Developing Sources</b> Understanding the Interview <b>Research Handout 3 (RH 3):</b> Interview Requirements <b>Course Resource 21:</b> “Conducting Primary Research: Interviewing” <b>Course Resource 22:</b> Introduction to Primary Research: Observations, Surveys, and Interviews <i>Writing Spaces</i> <b>Group Practice:</b> Peer Interviews <b>Grammar:</b> The FIX Integrating Sources/Transitions <b>LAB:</b> Mid-term Assessments/OpenLab 2	<b>DUE:</b> <b>Research Handout 2 (RH 2)</b>	<i>Finish:</i> Interview Questions (see RH 3) <i>Conduct</i> your research essay interview if possible <i>Bring to next class</i> RH 1, 2, 3.  <i>Complete:</i> OpenLab Assignment 2
Thursday, Nov. 2	<b>Research Essay: Planning</b> <b>Research Handout 4 (RH 4):</b> Planning Sheets <b>Peer Review:</b> Talking out Your Essay <b>Research Handout 5 (RH 5):</b> Creating a Timeline for Research Projects timeline to finish your research essay <b>Resource 23:</b> “Inside the Mind of a Master Procrastinator by Tim Urban”-TedTalk	<b>DUE:</b> OpenLab Assignment 2	<i>Develop</i> your research essay using RH 1-5 <i>Finish</i> interview & type transcript (RH 3) <i>Bring your research sources/articles</i> <i>Atrium Learning Center:</i> Set up appointment with tutor or Instructor’s office hours

Tuesday, Nov. 7	<b>Research Essay: MLA Review</b> <b>In-Text Citations</b> Class practice using your resources <b>Resource 24:</b> “Introduction” and “General Information about Parenthetical Citations”- The Writer’s Handbook MLA Documentation Guide <i>Grammar Strategy:</i> Improving Verbs for In-Text Citations Writing for Success, 13.2, “Citing and Referencing Techniques”	<b>DUE:</b> <b>Interview Transcript</b> (RH 3)	<i>Continue</i> Writing the Research Essay. <i>Begin</i> your Works Cited Page and bring to class
Thursday, Nov. 9	<b>Research Essay: MLA Review</b> <b>Works Cited Pages</b> Works Cited pages, samples/practice <b>Resource 25:</b> “Creating an MLA Works Cited Page” The Writer’s Handbook MLA Documentation Guide-U. of Wisc. Writing Center		<i>Continue writing</i> your research essay Bring resources and <b>draft of your essay to class</b> Bring all Handouts
Tuesday, Nov. 14	<b>Research Essay: Final Steps</b> Peer Review, Part 1 <b>Handout 6 (RH 6):</b> Final Checklist <b>LAB:</b> Integrating Sources/Transitions		<i>Continue</i> writing the Research Essay and the Works Cited Page Schedule an extra appointment at the Learning Center
Thurs., Nov. 19	<b>Research Essay</b> Peer Review, Part 2 <b>Self-Editing Strategies</b> <b>Research Handout 7:</b> Grading Rubric <b>Research Handout 8:</b> Revised Timeline <i>Writing for Success</i> , 12.2: “Developing a Final Draft of a Research Paper”		Finish the Research Essay  <i>Read:</i> Part 1: Selection from “Letter to My Son” by TaNehisi Coates (handout)
Tues./Thurs., Nov. 21 and 23	No Classes		
Tuesday, Nov. 29	Analysis: Ta-Nehisi Coates, Part 1 See Syllabus for fuller agenda LAB: Group in-class summaries of Coates <b>DUE: Research Essay and Handouts 4, 6, 7 and Interview Transcript</b>	<b>DUE: Research essay with handouts 206</b>	<i>Read:</i> Part 2: Selection from “Letter to My Son” by TaNehisi Coates (handout) Prepare for Reading Quiz 2