LOGIC EXERCISE #4: How can you connect nine dots in three straight rows of three with four straight lines without raising the pencil from the paper?

HINT: Think outside the box—literally. Think inside it, too.

This calls for a creative answer. The lines must go beyond the end of the square of nine dots:

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The RESEARCH PAPER You have a topic. Now what?

The Thesis Statement
- Use a tentative thesis to get started, but remember that it may change as your research progresses.
- Remember that your thesis must make a claim that requires support (not just state a fact).
- Submit your working thesis statement (and/or research question) on MyHCC by Tuesday, Sept. 17!

The Thesis Statement
- should contain a narrowed topic and a controlling idea: \[ TS = \text{narrowed topic} \oplus \text{controlling idea} \]
- should make a strong statement (No wimpy thesis statements!)
- should not be too limited or too broad (Can you address it adequately in 2,200 words without being repetitive?)
The Thesis Statement
To decide on a **controlling idea**, you might consider the **reading strategies** discussed in pages 43-58 of your textbook (which must be read before **Tuesday**):

- **Formalist** (How does the language or style used affect the reader?)
- **Psychoanalytical** (Is there anything Freudian in the work? Why?)
- **Reader-Response** (Consider your personal reactions to the work.)
- **Historical** (How did or does the time period affect the writer or reader?)
- **Poststructuralist** (Maybe there’s no point in seeking meaning in the work, but you’ll have a hard time writing 2,000 words on that!)
- **Gender** (Does the work have a feminist or homosexual level of meaning?)
- **Mythological** (Does the work echo a universal story? If so, why?)
- **Biographical** (How does the work reflect aspects of the author’s life?)

The Thesis Statement
Remember, the research paper is meant to **offer and investigate an interpretation** of the literary work. It is **NOT** a summary!

The Note Cards

- Identify your **need** as a writer (your thesis).
- Collect **information** from which you can draw to meet that need (clues→evidence).
- Take an **inventory of existing information** and then map out a plan for the future.
- The purpose of note-taking is to gather ideas and comments to help you produce a clear, logical commentary on a given topic. You want to **write what you think the work means** (an interpretation) — with proof.

The Note Cards

1. **QUOTE** A quote is the writing of information *exactly as it is given in the original*. No changes are made in the information, its spelling, or its order.
2. **SUMMARY** A summary note is a **brief retelling** of the information from the original in **your own words**. Here, the information is much **shorter** than in the original.
3. **PARAPHRASE** A paraphrase is put in **your own words** but is **about the same length** as the original. The reason for making a paraphrase is that the original is too difficult to follow and can be put in **simpler, easier-to-understand terms**.
4. **COMBINATION** A combination note brings **two of these note types together**. You write part of the note as a summary and part as a quote or some other combination of those, making absolutely clear what part is what.

Paraphrasing

Involves putting a passage from source material into **your own words**. A paraphrase must also be attributed to the original source with a **citation**. Paraphrased material is sometimes shorter than the original passage, but often it is just put into **language that is easier to understand**.
Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source with a citation. Summaries are significantly shorter than the original and take a broad overview of the source material.

Paraphrasing is...  
- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.  
- One legitimate way (when accompanied by accurate documentation) to borrow from a source.  
- A more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...  
- It is better than quoting information from an undistinguished passage.  
- It helps you control the temptation to quote too much.  
- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing
1. Reread the original until you understand its full meaning.  
2. Set the original aside and write your paraphrase on a note card.  
3. Jot down a few words below your paraphrase to remind you later how you envisioned using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.  
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.  
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.  
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Some examples
The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

Work Cited
Lester, James D. Writing Research Papers.  

A legitimate paraphrase:

- In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46–47).  

The original passage:  
Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.
An acceptable summary:

- Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:

- Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

QUOTATIONS SHOULD NOT MAKE UP MORE THAN 20 PERCENT OF YOUR PAPER, AND SUMMARIES AND PARAPHRASES SHOULD NOT EXCEED 60 PERCENT.

The paper presents your ideas; the research you collect merely supports your ideas.

MLA Style in Text of Paper

Basic format of citation in the body of the essay:

... blah, blah, blah” (Shelley 146). Your next sentence continues here with yadda, yadda, yadda....

- author’s last name and page
- no comma between the name and the page number
- period at the end of the whole sentence. (The citation is part of the preceding sentence.)

MLA Style on Works Cited Page

- Alphabetize by first word in each entry
- Double-space
- Use hanging indent (First/Paragraph/Special/Hanging/0.5’)
- Style of details like punctuation is very specific — get it right!

Works Cited


Making Your Life Easier?
Using MS Word’s citation tool or an Internet site like EasyBib.com, CitationMachine.net, or BibMe.org can make citations easier, but **DO NOT RELY SOLELY ON SUCH A SITE! YOU ARE WISER THAN A COMPUTER!** Computers can (and do) make mistakes. You have to catch them!

Citation Tips

- **Brackets [ ]** are used when you must add your own words to a quote. This may be necessary to provide a definition of a word, to explain a pronoun, to direct in meaning, or to complete a term.

  Example: Because “the Folger [Shakespeare Library] has found a way to make those treasures face the outside world,” the bard’s works remain relevant (Witmore 62).

Citation Tips

- **Single quotes** are used only when quoted material contains quoted material inside it.

  Example: Richards immediately worries about Mrs. Mallard when he discovers “Brently Mallard’s name leading the list of ‘killed’” (Chopin 40).

Citation Tips

- An **ellipsis (...)** indicates omitted information in a quote. Ellipses are not used in paraphrase or summary.

  Example: When Mrs. Mallard “wept at once… in her sister’s arms” (Chopin 40), she may have been weeping not about losing a man she loved but about facing frightening changes in her life.

Citation Tips

- **When introducing a quote or expert source, explain who the person is** and why the reader should pay attention to that person as an authority.

  Example: Michael Witmore, Ph.D., director of the Folger Shakespeare Library in Washington, D.C., writes, “One of the things that Shakespeare does best is to make life more vivid” (62).

  Then a parenthetical citation may not even be necessary unless Witmore wrote more than one work in your works cited list.

Citation Exercise (50 points)

1. Write an MLA-style Works Cited page entry for Kate Chopin’s “The Story of an Hour” from your textbook.
2. Write an MLA-style Works Cited page entry for William Faulkner’s “A Rose for Emily” from your textbook.
3. Write an MLA-style Works Cited page entry for one of the paperback novels I’ve brought.
4. Add a parenthetical citation to this sentence, giving Chopin credit for her words *(a monstrous joy)*:

   Louise calls this new feeling a monstrous joy.