**RESEARCH ESSAY WRITING: "FORMULA SHEET"**

**Introduction to Essay**

1. Introduction to essay topic. Minimal background information. Limit this to a few sentences.

2. Thesis Statement: the controlling idea of the paper a statement of opinion vs. fact. A thesis establishes what you will prove

3. "Game plan" statement(s): introduce your arguments. It is often easiest and most logical to think about a three part body/ argument structure. We will call these Arguments I, II, III.

**Body of Essay: Argument I**

(i) Topic sentence which introduces Argument I and links it to your thesis

(ii) Introduce the first point (a) you are making, to support the Argument I, in your own words.

(iii) Introduce evidence to support your point (a). Be sure to provide context for your evidence. If it is a quotation, note not only who is speaking, but with what authority that person speaks, when he/she made the statement if relevant.

(iv) Provide a second and subsequent piece of evidence to support point (a). Be sure that the argument flows; in places, it will be necessary to integrate analysis between points of evidence.

v) Provide your own analysis for the evidence you have just presented to support point (a). Be sure to link your analysis to your argumentative point.

(vi) Conclude paragraph by summarizing argumentative point and linking it to Argument I.

(vii) Follow the same format for however many argumentative points you wish to make in this Argument I. Each major argument point you want to make should constitute one paragraph. Be sure to provide a transition from the previous point to the next one in the Topic Sentence of each argumentative point paragraph, (a),(b), (c), etc.

**Conclusion to Argument I:** In a separate paragraph, summarize the points you have presented, i.e. (a), (b), (c) etc. Link Argument I to thesis.

The Transition from Argument I to Argument II should occur in the first paragraph of Argument II, not in the conclusion to Argument I.

**Follow the same format for succeeding Arguments (II and III) in body of essay.**

**Conclusion to Essay:**

Summarize your general arguments (I, II, III)

Restate thesis

DO NOT INTRODUCE NEW INFORMATION IN YOUR CONCLUSION

DO NOT INCLUDE HYPOTHETICAL QUESTIONS IN YOUR CONCLUSION

BE FORCEFUL

**Some general rules for analytical essays**

NO PERSONAL PRONOUNS

AVOID PARENTHETICAL STATEMENTS

AVOID HYPOTHETICAL QUESTIONS

AVOID CONVERSATIONAL STYLE

AVOID METAPHORICAL LANGUAGE

PROOFREAD CAREFULLY FOR SENTENCE STRUCTURE AND SPELLING ERRORS

WATCH PRONOUN USE AND AGREEMENT

**Plagiarism is a serious offence and one that can lead to automatic failure or in the most serious cases, expulsion. You will receive an automatic “O” if you deliberately plagiarize.**

**When to footnote:**

Remember that for quotes more than 4 lines you need to indent.

Remember to introduce the context of the quote, i.e. the source or the speaker,

the authority of the source or the speaker, the place or/and time if appropriate.

Remember to frame your evidence with your words. Make your argument. Introduce your evidence and include it either by paraphrasing or quoting an authoritative source that supports your argument. Provide analysis of the evidence.

**Essay Checklist**

As you write your essay ensure that you have done the following:

**Introduction**

* Introductory statement (s) to begin your essay
* The major arguments of the body are outlined
* Evidence is not presented in the introduction
* A clear thesis is presented

**Body**

* Each body paragraph begins with a topic sentence that:
  + Introduces the topic of the argument/subtopic
  + Links the argument/subtopic to the thesis/argument
  + Transitions from the previous argument/subtopic
* Specific detailed evidence is presented for each argument – two pieces per argument
  + All evidence is properly integrated and cited
* Analysis is presented explaining how the evidence supports the argument and proves the thesis
* Each paragraph has a concluding sentence in your own words

**Conclusion**

* Recap of the arguments with some detail – no new evidence presented
* Restating of the thesis

**Formatting**

* Essay is typed in a standard font and size with consistent borders
* Essay is double spaced with no extra lines between paragraphs
* Paginated at the centre or right corner of the bottom, or right corner of the top
* Include a title page that includes: essay title, your name, teacher’s name, and date of submission
  + Essay title only on the title page – not on the first page of the essay
* Include a properly formatted bibliography of all works consulted
* Written with consistent tense form and punctuation, and proper spelling and grammar
* The essay has been proofread – read it aloud to ensure cohesion and clarity
* Ensure essay is well organized and focused
* Use footnotes/endnotes to reference material
* Follow the Chicago Style for formatting
* A Superscript number indicating the Footnote/Endnote is placed at the end of the sentence
* Citations are tracked numerically
* Avoid the following:
  + Personal pronouns (ie I, me, you, we, us, our)
  + Pronoun use and agreement
  + Contractions (ie don’t, can’t, won’t, isn’t)
  + Colloquialism and slang
  + Metaphors and similes
  + Hypothetical questions and parenthetical remarks
  + Vague and confusing wording
  + Phrases such as: the first argument is, in conclusion, this essay, this evidence
  + Question marks and exclamation marks

**Senior History Essay Rubric**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Allocated Marks** | **Student Mark** | **Comments** |
| **Introduction *(Communications)***  Introduces Topic effectively   Develops a clear thesis statement   Scope of essay clearly outlined   | **20** |  |  |
| Body and Evidence ***(Knowledge and Understanding)***   * Provides background and context for development of thesis & arguments * Includes relevant research, detail, and examples * Understands chronology of events   ***(Thinking and Inquiry)***   Develops and organizes arguments logically   Logically develops relationships and provides analysis   Includes and utilizes a variety of appropriate resources to develop arguments & thesis   Uses supporting research, evidence, and example | **30**  **50** |  |  |
| **Conclusion *(Communications)***   Thesis clearly restated   Supporting arguments summarized and evaluated for efficacy | **10** |  |  |
| **Essay Mechanics *(Communications)***   Paragraphing structure used effectively   Punctuation, grammar, and grammar show evidence of editing process   Essay unity and coherence effectively developed | **20** |  |  |
| **Documentation *(Application)***   Footnotes/endnotes formatted correctly   Bibliography formatted correctly   Variety of bibliographical sources used to reduce bias; sources reflect relevant research on topic. | **30** |  |  |
| TOTAL MARK ** KNOWLEDGE AND UNDERSTANDING**  ** THINKING AND INQUIRY**  ** COMMUNICATIONS**  ** APPLICATION** | **30**  **50**  **50**  **30** |  |  |