Spearfish Middle School
Research Writing Packet

6th, 7th, and 8th Grades
Table of Contents

Glossary of commonly used vocabulary......................................................1-2
Plagiarism........................................................................................................3-4
Research paper guidelines for 6th, 7th, and 8th grades..................................5
Progress Chart.................................................................................................6
Research Paper Rubric Part A.........................................................................7
Part B..............................................................................................................8
Steps to a Great Research Paper.................................................................9
Step 1..............................................................................................................10
Choosing Your Topic Worksheet.................................................................11
Step 2..............................................................................................................12
Question Stems...............................................................................................13
Step 3..............................................................................................................14
Web Site Check..............................................................................................15
Step 4..............................................................................................................16
Source Cards.................................................................................................17-25
Step 5..............................................................................................................26
The Thesis Statement......................................................................................27
Developing a Thesis Statement.................................................................28-29
Step 6..............................................................................................................30
Sample Outline..............................................................................................31-32
Step 7..............................................................................................................33
Edit Suggestions for First Draft Research Paper.........................................34
Step 8..............................................................................................................35
Proofreader Symbols......................................................................................36
Step 9..............................................................................................................37
MLA Style of Documenting Sources.........................................................38-40
Step 10...........................................................................................................41
Step 11...........................................................................................................42
Table of Contents (Continued)

Step 12 ................................................................................................................................. 43
Step 13 ................................................................................................................................. 44

Sample Research Paper

Included in this packet are research ideas and samples modified or used from the following:

Great Research Projects: Step by Step. Mary E. Mueller
How to Write a Great Research Paper. Leland Graham and Isabelle McCoy
Writing a Research Paper. Phyllis Goldenberg
Research Project Guide. Lankau, Parrish, Quillin, and Schilling
Research Project Handbook. Howell Township Public Schools
Middle School Research Booklet. Shenendehowa Middle School
Glossary of Commonly Used Terms

**Draft:** a preliminary version of a piece of writing

- **1st draft:** The 1st draft of your research paper is a work in progress. It will continually change as you add new information or delete information you find you don’t need. When you turn in your 1st draft, it should be a complete research paper and it should be as perfect as you can make it.
- **2nd draft:** After receiving your 1st draft back from your teacher with the edit suggestions, you will proofread, edit, and revise your 1st draft to produce a 2nd draft. After you have done this, you will have a peer or an adult edit your 2nd draft to find any mistakes that still remain.
- **Final draft:** After editing and revising your 2nd draft, it now becomes your final draft and is ready to turn in.

**Essential Question:** the essential question guides and centers your research. A research paper is not just a re-stating of facts—it answers a question about the subject. For example, if you want to research electric guitars, your paper will not just re-state facts about guitars. You might come up with an essential question such as, “Why do more rock stars choose the Gibson Les Paul electric guitar?”

**MLA Format:** MLA stands for Modern Language Association, and MLA format refers to the format the association created that is commonly used in many areas of academic writing. An example of MLA formatting is included in this packet.

**Outline:** An outline is a guide for writing your paper. An example is included.

**Plagiarism:** using someone else’s ideas or words in your research paper and not giving credit to that person.

**Proofread:** to look over your research paper in order to detect and mark errors to be corrected.

**Proofreader symbols:** a copy of proofreader symbols is included. Use these symbols to mark a research paper for errors to be corrected.

**Research Paper:** an investigative, written report based upon information compiled from a variety of sources.

**Revise:** to change something already written or printed, in order to make corrections, improve, or update.

**Rewrite:** write something again in order to improve it.
**Rubric:** a document that gives the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor. Rubrics are used to grade student work. A rubric for each grade level is included. Teachers may change a rubric to fit a specific assignment.

**Source Cards:** A source card template is included in this packet. You will use this template to create your bibliography card and use the back to create notecards. These cards will be used to correctly cite sources and create your Works Cited page.

**Thesis Statement:** a one sentence summary stating the purpose of your paper. For example: “In this paper, I will determine why the greatest rock musicians played a Gibson Les Paul guitar and what qualities influenced their choice.”

**Works Cited Page:** a list of works that you referenced in the body of your paper. An example is included.
PLAGIARISM

Plagiarism is using someone else's ideas or words in your research and not giving credit to that person. **PLAGIARISM IS CHEATING!** To avoid plagiarism, you should give credit to your sources, paraphrase, and quote when the ideas or words are not yours.

**SAMPLE A**

The grand style of living in Alexandria came to an end more than 1,600 years ago. That's when a series of earthquakes struck - and sank parts of ancient Alexandria, including the royal quarters of Cleopatra which were on the island of Antirhodos. Alexandria was thought to have been lost forever – that is, until archaeologist Franck Goddio began his quest to uncover the lost ancient city.

This is the original source. If you were to copy it word for word, that would be **PLAGIARISM.**

**SAMPLE B**

1600 years ago, the grand style of living in Alexandria ended. Earthquakes sank parts of ancient Alexandria. Alexandria was thought to have been lost. Frank Goddio, an archeologist, had a quest to uncover the lost city.

This is plagiarized. In order to make it acceptable, you would need to give credit to the source it is taken from, and put it into **YOUR OWN WORDS.**

**SAMPLE C**

Many earthquakes caused much of Alexandria to sink into the sea. This happened around the 15th Century. Everyone thought that Alexandria would never be found again. Frank Goddio, an archaeologist, wanted to find the ancient city (Prokos 8).

This is acceptable because you are giving credit to the source and it is in **your own words** (paraphrasing).

**WORKS CITED**

PLAGIARISM IS ILLEGAL...

- Buying a paper from a research service or term paper mill.
- Turning in another student’s work.
- Turning in a paper a peer or parent has written for the student.
- Copying a paper from a source text without proper acknowledgment.
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.
- Turning in a paper from a “free term paper” website.

Main Entry: plagia·rize
Pronunciation: ‘plA-ˌjə-“riz also -jɛ-ˌ-
Function: verb
Inflected Form(s): -rized; -riz·ing
Etymology: plagiarize
Date: 1716
transitive senses: to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source
intransitive senses: to commit literary theft: present as new and original an idea or product derived from an existing source
- plagia·ri·zer noun

- Merriam-Webster’s Collegiate Dictionary
  www.m-w.com/cgi-bin/dictionary

To avoid plagiarism in your writing, use your source and fact cards to keep track of your information.

- Use internal citations when quoting, paraphrasing, and/or summarizing
- Enclose direct quotes in quotation marks
- Include a Works Cited page
- Write a hand-written rough draft (requirement)

You can avoid plagiarism if you develop good compelling questions, and work from the information you find to answer these questions.
Research Paper Guidelines
Spearfish Middle School

Students in 6th, 7th, and 8th grades at Spearfish Middle School will be required to write at least one research paper in their ELA classes, and may complete various research projects in other subjects. The following guidelines will be followed for all papers, but can be modified to fit each teacher's specific requirements.

1. Sources: The requirements for each grade are:
   6th grade: 1 book and 2 online sources
   7th grade: 1 book, 1 magazine or journal article, and 2 online sources
   8th grade: 1 book, 1 academic journal, and 2 online sources

2. Notecards: Students will follow the notecard template in this packet. Teachers may modify this guideline, but will provide their own format to follow.

3. All students will generate an essential question and a thesis statement.

4. Writing of research papers: Students will write their papers after research and notecards have been completed.

5. Citing Sources: Students will create a Works Cited page following the MLA standards for citing sources. This must be completed in the correct MLA format included in this packet and handed in with the research paper.

6. Formatting: All paper must be typed in 12 font, black ink, Times New Roman, and double spaced. Failure to do so will result in a reduction of points.

7. Total page requirements (may be modified by teachers):
   6th grade: a minimum of 2 typed pages, plus a cover page and works cited page.
   7th grade: a minimum of 3 typed pages, plus a cover page and works cited page.
   8th grade: a minimum of 4 typed pages, plus a cover page and works cited page.

8. Due Dates: All parts of the research paper must be turned in by the due dates assigned by the teachers. Students will receive a schedule of due dates from teachers at the beginning of the assignment.

- We will use the MLA format for all section of the research paper. You can find how-to help at mlaformat.org
- Teachers may not have the resources (computers) or time to allow students to complete a research paper during class time only. Students may be required to work on and finish a research paper outside of class time. This may be done by working at home or by arranging time in Directed Study, before or after school in the computer labs, or with an individual teacher.
## Progress Chart

**Name:** ____________________________  
**For Research Paper On:** ____________________________

<table>
<thead>
<tr>
<th>Tasks Completed</th>
<th>Due Date</th>
<th>Teacher's Comments</th>
<th>Teacher's Initials</th>
<th>Parent Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define purpose &amp; Choose Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Develop Essential Question(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Locate and Evaluate Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Create Notecards and Bibliography cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Thesis Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Outline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. First Draft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Proofread, Revise, and Rewrite 1st draft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Works Cited Page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. 2nd Draft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Proofread and Revise 2nd Draft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Submit Final Research Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Presentation (if required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Paper Rubric--Part A

Students will be given points for completing the Step **on time** and **with effort**. Grading of the steps will be at teacher discretion.

<table>
<thead>
<tr>
<th>Step</th>
<th>Point Value</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1—Choose Topic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 2—Essential Question</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 3—Resources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 4—Notecards/Bibliography Cards</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 5—Thesis Statement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 6—Outline</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 7—Turn in First Draft</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Step 8—Rewrite first draft</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 9—Works Cited Page</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Step 10—Turn in second draft</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 11—Revise second draft</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Step 12—Submit Final Copy</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Number of sources correct</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Page Requirement correct</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>25</strong></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Exceeds Standard</td>
<td>Meets Standard</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Title Page</strong></td>
<td>Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors</td>
<td>Evidence of four</td>
</tr>
<tr>
<td><strong>Thesis Statement</strong></td>
<td>Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.</td>
<td>Clearly states the paper's purpose in a single sentence.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction is engaging, states the main topic and previews the structure of the paper.</td>
<td>The introduction states the main topic and previews the structure of the paper.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>Each paragraph has thoughtful supporting detail sentences that develop the main idea.</td>
<td>Each paragraph has sufficient supporting detail sentences that develop the main idea.</td>
</tr>
<tr>
<td><strong>Organization-Structural Development of the Idea</strong></td>
<td>Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.</td>
<td>Paragraph development present but not perfected.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The conclusion is engaging and restates the thesis.</td>
<td>The conclusion restates the thesis.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No errors in punctuation, capitalization and spelling.</td>
<td>Almost no errors in punctuation, capitalization and spelling.</td>
</tr>
<tr>
<td><strong>Usage</strong></td>
<td>No errors sentence structure and word usage.</td>
<td>Almost no errors in sentence structure and word usage.</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>All cited works, both text and visual, are done in the correct format with no errors.</td>
<td>Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>Done in the correct format with no errors.</td>
<td>Done in the correct format with few errors.</td>
</tr>
</tbody>
</table>
Step 1

Define the purpose of your paper and choose a topic

What is a research paper? A research paper is an investigative, written report based upon information compiled from a variety of sources. Your school, local library, and the Internet will contain most of the resources and materials you will need for your research paper. Teachers are concerned with not only the finished product, but also with the process you follow to produce a research paper.

What is the purpose of your paper? You will need to decide if the purpose of your paper is to:
- Explain
- Analyze
- Persuade

How do I choose a topic? When choosing a topic for a research paper, it is important to select one that is interesting to you—a subject about which you have always wanted to learn more or an adventure into an entirely new realm of study.

You will need to choose a workable topic that meets all the following requirements:
- You can find enough information on the topic
- The topic interests you
- The topic is objective, not subjective (an objective topic is factual, not personal)
- The topic is limited enough to be covered in the number of pages you are allowed

Use the following “Choosing Your Topic” worksheet to help you complete Step 1.
Choosing Your Topic

Activity Three

General to Specific

When you select your topic, begin with a general subject, such as Learning to Speak a Foreign Language. Then think of a specific topic, for example, Learning to Speak Spanish.

Look at the subjects below. Then write a topic for each subject that might be of interest to you if you were writing a research paper. Finally, circle the specific topic that would interest you the most.

<table>
<thead>
<tr>
<th>GENERAL SUBJECTS</th>
<th>SPECIFIC TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Experiments</td>
<td></td>
</tr>
<tr>
<td>Native Americans</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Natural Disasters</td>
<td></td>
</tr>
<tr>
<td>American Authors</td>
<td></td>
</tr>
<tr>
<td>Space Explorations</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
</tbody>
</table>

Choosing Your Topic

Activity Four

Are There Readily Available Resources?

Using the topic you circled in Activity Three, locate a variety of resources (newspapers, magazines, books, encyclopedias, dictionaries, almanacs, interviews, and online resources) that you could use to learn about the topic. List at least six actual resources.

**TOPIC:**

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>PAGE(S) OR VOLUME OR WEB ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
Step 2

Develop an “Essential Research Question”

Once you have selected a research topic, you need to formulate an “essential” question that your research will answer. A quality essential question is not one that can be answered with a simple “yes” or “no”.

Make sure that your question is not so broad that it cannot be answered, or so narrow that it can be answered in only a sentence or two.

A good question usually leads to more questions as you get deeper into your research.

A research question guides and centers your research. It should be clear and focused, as well as synthesize multiple sources to present your unique argument.

Characteristics of a good research question:
- The question is feasible.
- The question is clear.
- The question is significant.
- The question is ethical.

Use the following “Question Stems” to help you formulate your essential research question and complete Step 2.
Name: ______________________________

Topic: ______________________________

Question Stems

See how many of these stems you can use to write a research question about your topic.

How do/does/did...

What procedures or actions...

What problems...

What happens when...

What is/was the role of... in...

What is/was the difference between...

What causes/caused...

What are/were the effects/results of...

How/why did... decide to...

Who/what influenced... to...

What is/was the relationship between... and...

What are the competing sides...

How does/did... change...

Step 3

Locate and evaluate resources

Writing a research paper requires that you learn to find and use print and electronic resources and materials.

Looking for and collecting facts and information in order to learn as much as possible about a topic is research. This is achieved through the use of reliable sources in a variety of print and non-print formats such as books, encyclopedias, magazines, research databases, internet sites, software, videos, as well as interviews with people who are knowledgeable about the topic. These sources should contain factual information that is accurate and up-to-date.

Check with your librarian or media specialist for additional sources that you might use for researching your topic.

Use the following “Web Site Check” to help you evaluate the credibility of websites you are using and complete Step 3.
**Web Site Check**

For each site you use, evaluate it by recording the address, and then using a check +, check -, or check -, rate the Web sites.

<table>
<thead>
<tr>
<th>Web Site Address</th>
<th>Author Is it signed? Is there a way to contact the author?</th>
<th>Authority Is the author qualified to write the site?</th>
<th>Current When was the site created &amp; last updated?</th>
<th>Source* What is the domain? Is it .com, .net, .gov, .k12, .edu, .org?</th>
<th>Overall Does the site have facts, opinion, mistakes or good info? Is it easy to use?</th>
<th>Rating Great! Okay? Not!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*What are the "domains"? The domain tells us the source of the Internet site, and it can be an indicator of the reliability of information.*

- **.com** is a **commercial** site (Commercial sites can have an agenda that may possibly influence the quality of information.)

- **.net** is an **internet source** (Like .com, .net sites can be excellent resources, but they may be very unreliable depending on the author.)

- **.gov** is a **government** site (Since these are published to the Web by the government, they are usually reliable.)

- **.k12** is a **school** site (Information here may be the work of students or teachers. Check to see who’s responsible for the content.)

- **.edu** is a **school or university** site (Determine who wrote the site and what qualifications or research is involved in creating the site.)

- **.org** is an **organization** (Some organizations are excellent resources and others are very opinionated.)

Step 4

Create notecards and bibliography cards

Use the following “Source Cards” to help you keep track of your sources and use for your works cited page.

How to use the “Source Cards”:

- Identify the Source Card that fits the type of resource you are using
- Either copy the template by hand on a piece of paper, or copy it using a copy machine.
- Fill out the template using the “sample format for works cited page” section.
- Use the back of the page for notes that you can use in your research paper.

Use the following “Source Cards” to complete Step 4.
SOURCE CARDS

Every time you use a source you must first complete a source card. On each source, list all needed information. This will be used later for citations and the works cited page. You will also give each source a number, beginning with #1 for the first source you use, #2 for the second source, and so on. Every source must have a different number; different articles from the same encyclopedia or periodical will count as different sources.

Because different types of sources are located in different ways, we have provided sample source cards for various print and electronic sources. See your teacher or a librarian if you do not see a sample representing one of your sources.

- Complete a source card for each source you use.
- Number source cards.
- Copy information completely and accurately.
- Some articles have not author listed. Indicate “no author” on these cards.
- Source cards will be used for citations and the works cited page.
- Every source will mean one source card and numerous fact cards.
- Complete all source cards before you begin fact cards or rough draft.
## Books

**ONE AUTHOR**

### BIBLIOGRAPHY CARD FORMAT

1. Author(s)/Editor(s)*
   *If there are two or three authors, list them after the first author (first name first) with commas in between.
2. Title of Book (underlined)
3. City of Publication
4. Publisher
5. Year of Publication

### SAMPLE FORMAT FOR WORKS CITED PAGE


*(If Albert Marrin were the editor, the entry would look like this: Marrin, Albert, ed. instead)*

### TEMPLATE

<table>
<thead>
<tr>
<th>author’s last name</th>
<th>first name</th>
<th>title of book (underlined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(indent)</td>
<td>city of publication</td>
<td>publisher</td>
</tr>
</tbody>
</table>
# Books

MORE THAN THREE AUTHORS (et al.)

<table>
<thead>
<tr>
<th>BIBLIOGRAPHY CARD FORMAT</th>
<th>SAMPLE FORMAT FOR WORKS CITED PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First author's last name, first name, followed by et al. (this means and others)</td>
<td></td>
</tr>
<tr>
<td>2. Title</td>
<td></td>
</tr>
<tr>
<td>3. City of Publication</td>
<td></td>
</tr>
<tr>
<td>4. Publisher</td>
<td></td>
</tr>
<tr>
<td>5. Year of Publication</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT NAME**

## TEMPLATE

```
_________________________  __________________________  __________________________
author's last name        first name                title of book (underlined)
```

(Indent)  
```
_________________________  __________________________  __________________________
  city of publication      publisher                year of publication
```
**Encyclopedia/Dictionary/Almanac**

**General Article**

<table>
<thead>
<tr>
<th>BIBLIOGRAPHY CARD FORMAT</th>
<th>SAMPLE FORMAT FOR WORKS CITED PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title of Article (in quotes)</td>
<td>Source #</td>
</tr>
<tr>
<td>3. Volume Number</td>
<td></td>
</tr>
<tr>
<td>4. Year of Publication (if the edition includes the year, you may omit this item)</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT NAME**

---

**TEMPLATE**

Author (If there is one)  

---

*title of article (in quotes)*  

*(indent)*  

*title of encyclopedia/dictionary/almanac (underlined)*  

*(indent)*  

*Volume #*  

year of publication (copyright date)
## Magazine Article

### BIBLIOGRAPHY CARD FORMAT

<table>
<thead>
<tr>
<th></th>
<th>SAMPLE FORMAT FOR WORKS CITED PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Author of article (last name, first name)</td>
<td>Source #</td>
</tr>
<tr>
<td>3. Title of magazine (underlined)</td>
<td></td>
</tr>
<tr>
<td>4. Issue date of magazine (day/month/year)</td>
<td></td>
</tr>
<tr>
<td>5. Page(s) of article</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT NAME**

### TEMPLATE

---

Author of article – last name  
first name  
title of article (in quotes)

title of magazine (underlined)  
issue date (day/month/year)  
page(s) of article

---
# Newspaper Article

<table>
<thead>
<tr>
<th>BIBLIOGRAPHY CARD FORMAT</th>
<th>SAMPLE FORMAT FOR WORKS CITED PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Author of article (last name, first name)</td>
<td>Source #</td>
</tr>
<tr>
<td>3. Title of newspaper (underlined)</td>
<td></td>
</tr>
<tr>
<td>4. Issue date (day/month/year)</td>
<td></td>
</tr>
<tr>
<td>5. Page(s) of article (If paging is not continuous, cite the first page number and a + sign).</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT NAME**

---

**TEMPLATE**

---

<table>
<thead>
<tr>
<th>Author of article – last name</th>
<th>first name</th>
<th>title of article (in quotes)</th>
</tr>
</thead>
</table>

*(indent)*

<table>
<thead>
<tr>
<th>title of newspaper (underlined)</th>
<th>issue date (day/month/year)</th>
<th>page(s) of article</th>
</tr>
</thead>
</table>

*[If city is not in title, add it in brackets]*
<table>
<thead>
<tr>
<th>BIBLIOGRAPHY CARD FORMAT</th>
<th>SAMPLE FORMAT FOR WORKS CITED PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source #</td>
<td>&quot;King, Martin Luther.&quot; Grolier Multimedia Encyclopedia, Online.</td>
</tr>
<tr>
<td>2. Title of reference work (underlined)</td>
<td></td>
</tr>
<tr>
<td>3. Web address of article &lt;in angled brackets&gt;</td>
<td></td>
</tr>
<tr>
<td>4. Date of online visit (in parentheses)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TEMPLATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>title of article (in quotes) title of reference work (underlined)</td>
</tr>
<tr>
<td>&lt;<strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong>&gt;. (</strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong>).</td>
</tr>
<tr>
<td>web address date of online visit</td>
</tr>
</tbody>
</table>
# Website

<table>
<thead>
<tr>
<th>BIBLIOGRAPHY CARD FORMAT</th>
<th>SAMPLE FORMAT FOR WORKS CITED PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Title of Article (if available - in quotes)</td>
<td></td>
</tr>
<tr>
<td>3. Title of Website (underlined)</td>
<td></td>
</tr>
<tr>
<td>4. Date of publication/revision</td>
<td></td>
</tr>
<tr>
<td>5. Website address &lt;in angled brackets&gt;</td>
<td></td>
</tr>
<tr>
<td>6. Date of access</td>
<td></td>
</tr>
</tbody>
</table>

*Use the original web address, not the one that is found through a search engine.*

## TEMPLATE

<table>
<thead>
<tr>
<th>Author (If there is one)</th>
<th>title of article (in quotes)</th>
<th>Name of website (underlined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(indent)</td>
<td>Copyright/last update</td>
<td>web address &lt;In angled brackets&gt;</td>
</tr>
</tbody>
</table>
# Online Article

**JOURNAL/MAGAZINE/NEWSPAPER**

<table>
<thead>
<tr>
<th>BIBLIOGRAPHY CARD FORMAT</th>
<th>SAMPLE FORMAT FOR WORKS CITED PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Author of article (last name, first name)</td>
<td>Source #</td>
</tr>
<tr>
<td>3. Title of journal/magazine/newspaper (underlined)</td>
<td></td>
</tr>
<tr>
<td>4. Date of journal/magazine/newspaper</td>
<td></td>
</tr>
<tr>
<td>5. Web address of article &lt;in angled brackets&gt;</td>
<td></td>
</tr>
<tr>
<td>6. Date of Online Visit (in parentheses)</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT NAME**

---

## TEMPLATE

<table>
<thead>
<tr>
<th>author of article – last name</th>
<th>first name</th>
<th>title of article (in quotes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(indent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>title of journal/newspaper/magazine (underlined)</td>
<td>date of journal/newspaper/magazine</td>
<td>web address &lt;in angled brackets&gt;</td>
</tr>
<tr>
<td>(indent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>date of Access (d/m/y)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 5

Write your Thesis Statement

A thesis statement:
- tells the reader how you will interpret the significance of the subject matter under discussion.
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel.
- makes a claim that others might dispute.
- is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

Use the following pages titled, “The Thesis Statement” and “Developing a Thesis Statement” to help you generate a strong thesis statement and complete Step 5.
The Thesis Statement

A thesis statement is an assertion, not a statement of fact or an observation.

- Fact or observation: People use many lawn chemicals.
- Thesis: People are poisoning the environment with chemicals merely to keep their lawn clean.

A thesis statement takes a stand rather than announcing a subject.

- Announcement: The thesis of this paper is the difficulty of solving our environmental problems.
- Thesis: Solving our environmental problems is more difficult than many environmentalists believe.

A thesis statement is the main idea, not the title. It must be a complete sentence that explains in some detail what you expect to write about.

- Title: Social Security and Old Age.
- Thesis: Continuing changes in the Social Security System make it almost impossible to plan intelligently for one's retirement.

A thesis statement is narrow, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.

- Broad: The American steel industry has many problems.
- Narrow: The primary problem in the American steel industry is the lack of funds to renovate outdated plants and equipment.

A thesis statement is specific rather than vague or general.

- Vague: Hemingway's war stories are very good.
- Specific: Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

A thesis statement has one main point rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.

- More than one main point: Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.
- One main point: Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist.

A thesis statement may be revised while you are writing your essay.

- Writers often discover what their real purpose and point is in the process of putting their thoughts into words and then reading what they've written.
- Revision is an ongoing process.
DEVELOPING A THESIS STATEMENT

A thesis statement can also be called a purpose statement. A thesis statement is a one sentence summary stating the purpose of the paper. Keep in mind that the focus of this thesis statement may change as you progress through your research paper. For example:

The purpose of this paper is to:
- show the development of a (an)
- summarize the information about
- to discuss
- to analyze
- to prove
- to make comparisons between
- to explain why ________________ happened
- etc.

MY THESIS STATEMENT

Write the purpose of your research paper below. Be sure to make it one, strong sentence.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Attachment: Thesis Handout
Thesis Statements

1. ____________________________ had a huge/small effect on the outcome of ____________________________.

2. ____________________________ was/was not an important cause of ____________________________.

3. ____________________________ was/was not a good leader before/during/after ____________________________.

4. Without ____________________________, we would not have ____________________________.

5. ____________________________ was a difficult point during ____________________________.

6. ____________________________ was a hero of ____________________________.

7. ____________________________ changed between ____________________________ and ____________________________.

8. ____________________________ is an important idea in ____________________________.

9. ____________________________ needed ____________________________ in order to ____________________________.

10. ____________________________ has an interesting history.

11. There were several stages in the ____________________________ of ____________________________.

12. ____________________________ caused many problems for ____________________________.

13. A huge challenge for ____________________________ was ____________________________.
Step 6

Create your Outline

Outlining is an important step in organizing a paper. When done well, it clearly shows the relationships between ideas in your paper and provides a plan for writing. It also helps you to think about your topic and to reach the level of synthesis and evaluation in learning. Further, it can help you to determine whether you have researched the topic thoroughly. Finally, it can help you to determine whether the paper makes a convincing argument, before you spend time agonizing over grammar, sentence structure, word choice, and transitional sentences.

Your research paper outline is intended to serve as a guide for writing your paper. Your outline may change as you discover new resources or relevant facts to include in your paper.

Use the following outline titled, “The Technology of Baseball: 1884-Present”, as a template for your outline. Your outline does not have to be exactly the same. Adjust your outline to fit your topics and subtopics. Creating your outline will complete Step 6.
The Technology of Baseball: 1884—Present

Thesis: The technology of baseball throughout history has improved the game significantly.

I. Introductory paragraph that includes your thesis statement

II. Baseballs
   A. Dead Ball Era
   B. Lively Ball Era
   C. 2000 MLB baseball

III. Bats
   A. Wood
      1. Ash
      2. Maple
   B. Aluminum
   C. Controversy between aluminum and wood bats

IV. Gloves
   A. Early models
   B. Bill Doak model
   C. Modern
      1. Manufacturers
      2. What glove do professionals choose and why
V. Protective Equipment

A. 1884—1905
   1. Injuries
   2. Safety policies

B. Facemasks

C. Batting helmets

D. OSI

VI. Conclusion
Step 7

Write your 1st draft

With your note cards and outline as references, you are ready to write the first draft of your research paper. Here are some reminders as you write:

- **Introduction**
  - The purpose of the introduction is to grab a reader’s attention
  - The thesis statement is often written as the last sentence in the introductory paragraph.

- **Body**
  - Before writing the body of your paper, separate your note cards according to the main topic and subtopics as shown on your outline
  - Find a logical order to your note cards. Do not discard any, as you may find you are able to use them later.

- **Documentation**
  - Make sure information included in your paper is properly documented
  - Use the MLA format of parenthetical documentation
  - If you use a word-for-word quotation, enclose it in quotation marks and identify the source

- **Conclusion**
  - The conclusion signals the paper is coming to an end
  - The conclusion should summarize the main ideas in the paper
  - The conclusion should not introduce any new information

The first draft of your research paper is not perfect...BUT, before turning in your paper for this step, make sure you check the requirements and proofread the paper for errors. **It is not your teacher’s responsibility to correct and edit every aspect of your paper!**

After turning in your first draft, your teacher will read it and complete a “Edit Suggestions for First Draft Research Paper” and return both to you. Use the edit suggestions to check your first draft before you turn it in to complete Step 7.
Edit Suggestions for First Draft Research Paper

Please look at your research packet for specific examples. If you have questions, please see me!
Your paper needs attention in the areas that are checked:

☐ Heading
☐ Title
☐ Introductory paragraph
☐ Thesis statement
☐ Concluding paragraph
☐ Do NOT print front to back
☐ Paraphrasing (appears that you are copying and pasting information)
☐ Quotations and paraphrases are not cited properly
☐ Bibliography is not in the correct format
☐ Paper needs to be Double Spaced
☐ Spelling errors in paper
☐ Indenting errors
☐ Sentence structure needs work (sentences do not make sense!)
☐ Spacing between paragraphs is incorrect
☐ Capitalization errors
☐ Punctuation errors
☐ Transitions between paragraphs need work
☐ Length of paper is not acceptable

Other suggestions:

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Step 8

Proofread, revise, and rewrite 1st draft

It is now time to revise your first draft. If you have kept to your schedule, you should have sufficient time to do this part of the research process properly. It is important that you not rush through this critical phase of your writing process.

As you review your paper, answer the following questions:
- Does your paper have an introduction that will make readers want to discover what you discovered as you were doing your research?
- Does your introduction include a thesis statement?
- Does your paper follow your outline?
- Is each of your main topics included in the body of the paper?
- Have you included evidence to support your findings?
- Are your ideas in a clear and logical sequence?
- Do you have a strong conclusion that summarizes your research?
- Have you paraphrased correctly and given authors credit?

Next, proofread for conventions:
- Check for fluency and completeness of sentences
- Check for correct grammar
- Check for correct spelling, capitalization, and punctuation

Have a peer or an adult proofread your paper! The teacher's editing suggestions will assist someone in proofreading and making suggestions to improve your paper. Make your revisions and have that adult read it again!

After proofreading and revising, re-write your paper.

Use the following “Proofreader's Symbols” to assist you in editing your paper to complete Step 8.
### Proofreader's Symbols

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>^</td>
<td>Insert</td>
<td>Cells are the basic units of life.</td>
</tr>
<tr>
<td>-</td>
<td>Delete (remove)</td>
<td>Plant cells have a wall and chloroplasts.</td>
</tr>
<tr>
<td>⊙</td>
<td>Delete and close up</td>
<td>An egg is a single cell.</td>
</tr>
<tr>
<td>≡</td>
<td>Transpose (switch)</td>
<td>Red [cells blood] carry oxygen.</td>
</tr>
<tr>
<td>/</td>
<td>Capitalize</td>
<td>All cells store genetic information in DNA.</td>
</tr>
<tr>
<td>#</td>
<td>Make lowercase</td>
<td>We studied cells last year in biology.</td>
</tr>
<tr>
<td>⊐</td>
<td>Add space</td>
<td>When I looked at a drop of pond water through the microscope, I saw an amoeba.</td>
</tr>
<tr>
<td>○</td>
<td>Close up space</td>
<td>The study of cell biology is called cytology.</td>
</tr>
<tr>
<td>¶</td>
<td>Start new paragraph</td>
<td>&quot;Wow! Look at this!&quot; Sue yelled, peering into the microscope. ¶ Did you ever see anything so weird-looking?&quot; Martin asked.</td>
</tr>
<tr>
<td>.</td>
<td>Period</td>
<td>Cells perform many important functions.</td>
</tr>
<tr>
<td>,</td>
<td>Comma</td>
<td>Plant cells contain chlorophyll, but animal cells do not.</td>
</tr>
<tr>
<td>:</td>
<td>Semicolon</td>
<td>Nerve cells transmit messages, muscle cells contract to make movement possible.</td>
</tr>
<tr>
<td>:</td>
<td>Colon</td>
<td>Most cells have these three things: a nucleus, a membrane, and cytoplasm.</td>
</tr>
<tr>
<td>—</td>
<td>Hyphen</td>
<td>An amoeba is a one-celled organism that moves by changing its shape.</td>
</tr>
<tr>
<td>′</td>
<td>Apostrophe</td>
<td>A plant's green color comes from its chlorophyll.</td>
</tr>
<tr>
<td>&quot;/&quot;</td>
<td>Quotation marks</td>
<td>Your lab report is due tomorrow, Mrs. Merckel reminded the class.</td>
</tr>
</tbody>
</table>
Step 9

Create a Works Cited Page

The Works Cited page is an alphabetical list of all the sources you have referred to in your paper. Place the Works Cited page at the end of the research paper.

You will use the MLA style for documenting. You used the MLA style when you filled out your note and bibliography cards that were provided in this packet.

There are several websites that will assist you in creating a Works Cited page. If you choose to use one, make sure you choose MLA style!

If you have further questions, or would like to double-check if you prepared your Works Cited page correctly, please use the following "MLA Style of Documenting Sources" and the example of a Works Cited page at the end of the sample research paper to complete Step 9.
Computer Connection

With your teacher’s permission, you might record source information on a computer instead of making bibliography cards. Create a bibliography document, and list each source’s publishing information in the style shown on pages 31–34. With a click of the mouse, you can alphabetize your sources by selecting the Sort command from the Tools menu.

**MLA STYLE OF DOCUMENTING SOURCES**

**BOOKS**

**Book by a Single Author**

**Two or More Books by the Same Author**
After the first mention of an author’s name, use three hyphens followed by a period to indicate “same author as above.”


**Book by Two Authors**

**Book by Three or More Authors**
You may either list all of the authors in the order in which they are listed on the title page, or you may list only the first author followed by the abbreviation *et al.* (“and others”). Either style is acceptable. Find out which one your teacher prefers.


**Book by a Single Editor**

**Book by Single Author with Editors and Translator**

**Book by Two Editors**

**Book by Three or More Editors**

**Book with No Author Cited**

**Book That Is Part of a Series**
Multivolume Work

Edition

Translation

Government Publication

Pamphlet

Parts of Books
Story, Essay, Poem, or Play in an Anthology


Introduction, Foreword, or Preface
By the Author of the Work

By Someone Other than the Author of a Work

Article in an Encyclopedia or Other Reference Book
Unsigned
For a familiar reference work, you do not have to cite the city and publisher. Articles from less familiar reference books should have full publishing information (city of publisher and publisher).


Signed

Magazine and Newspaper Articles
Magazine Article
Notice how the date (day of month followed by abbreviated month) and page numbers are cited. Do not cite volume or issue numbers. A plus sign (+) indicates that the article begins on that page and is continued on the following pages, which are not consecutive.


Newspaper Article

Newspaper Editorial

Newspaper Column

Letter to the Editor

Review

Other Sources
Information from CD-ROM

Information Accessed by Computer


Television or Radio Program

Online Article

Sound Recording (Tape, CD, LP)

Film or Video Recording


Performance (Concert, Play, Opera, Ballet)

Work of Art

Interview
Published Interview

Unpublished Interview
Balsamed, Liz. Personal interview. 28 Nov. 1996.

Letter
Published Letter

Website
Step 10

Prepare your 2\textsuperscript{nd} draft

You are now ready to produce a "perfect" copy of your research paper.

Please refer to the sample research paper with Works Cited page to complete Step 10.
Step 11

Proofread and revise 2nd draft

(Peer or Adult Edit)

Even though you have produced your "perfect" copy, you are not done! Now is the time to find any remaining mistakes and correct them before you turn in a final copy. This is the step most students do not take the time to do and it is the one step that can make a big difference in your grade!

1. Check your progression chart to make sure you have followed each step correctly and in order.

2. Check your teacher's editing suggestions to double-check you have addressed each one.

3. Have you had a peer and an adult edit your research paper?

4. Read your paper out loud to someone. It is easier to catch a mistake when you hear it.

5. You are now ready to make revisions if necessary and produce your final paper.
Step 12

Submit
Final
Research
Paper
Step 13

Presentation

of

paper

if

required
The following is a sample research paper.

The sample includes:
A cover page
A research paper
MLA Works Cited page
Cell Phones:
Do Concerns Outweigh the Benefits?

Student Name

Teacher’s Name

Class and Period (ELA—Period 7)

Date
Cell Phones: Do Concerns Outweigh the Benefits?

As cell phone usage rates continue to sky-rocket higher and higher each year, more concerns are being raised about potential health risks. A growing number of American teenagers text each other every day and the number of adult texters are increasing as well. As the number of cell phone users increase, so do the number of studies that examine the social, emotional, and physical health concerns tied to cell phone use. Most people are more than satisfied with their phones and focus on the benefits of cell phones. Yet, health concerns are real. Users of cell phones should balance any benefits against potential health problems.

There are numerous concerns being raised, physically or mentally, about overall cell phone use. Scientists from all over the globe have been testing people and filing reports, and the press has devoured every piece of it. Most reports have focused on the distractions of phones while driving. When people talk on the phone while driving, people say that it causes distractions, but when people text and drive, some specialists say it should be more accurately called drunk driving (Hanes). One report points out that a large 28% of accidents are caused by talking on the phone or texting (Halsey III). One teen, who was able to text under the table while conversing with her family, died while texting and driving. She simply would not let her driving stop her from communicating with her friends (Copeland). There is no predicting what you can or will do when you are texting while driving, just the same as when you have drank too much. Many car crashes have been caused by stupid, unnecessary text messages. They are not worth the taking someone’s life.
Psychiatrists and counselors may be facing a different problem: an emotional one. Emotional concerns involving people and their cell phones occur when people get very attached to their cell phones. They could quite possibly develop a "virtual life," says author Laura Reynolds. They cannot individualize themselves and they cannot always live that way virtually. Experts and researchers are saying that people, but teens especially, need to find a sense of who they really are and you cannot do that through text messages. You cannot say and phrase things like you would in real life. There is no way to control your voice through the phone (Reynolds). In order to maintain a healthy lifestyle, teens need to put down the phone for a while and find some confidence within themselves to talk directly to their peers.

People can also get physical and mental injuries from too much texting. How skilled, exactly, have we become at this form of communication? How fast can we go? Can we do it without looking? Some teens are able to text underneath the table while conversing with their parents during dinner (Copeland). Some are able to text while their cell phone is in their pocket. Two hundred texts a day is considered excessive texting. And a growing number of cell phone users are reaching these levels. These people are called "heavy texters" by some reports (Reisinger). When texting so much, teens do not realize or understand that they can be hurt by doing something so innocent as messaging their friends. It can be quite serious.

Many of the numerous side effects of too much texting concern the arm and hand. The already "popular" BlackBerry thumb, which has been on the map for some time now, is being joined by carpal and cubital tunnel syndrome on a list of health concerns of texting. Too much texting can cause the thumbs to be irritated because of too much repetitive motion, and therefore BlackBerry thumb is not necessarily rare (DeNoon). Similarly, carpal tunnel syndrome concerns fingers and thumbs as well. It is triggered by too much weight and strain on a major nerve in your wrist. It will send numb feelings
through your thumbs and fingers. Its brother, cubital tunnel syndrome, is also called cell phone elbow. It will send numbness to your hands.

Radiation has also shown some potential of being dangerous according to news broadcasts and reports. When walking through the halls of school or the aisles of a store, looking around you can see the numerous shapes of cell phones in people's pockets. Scientists are concerned about the amounts of RF radiation coming off the cell phones. These waves, if strong enough, may cause brain cancer.

"As cell phones make and take calls," says Time magazine reporter Bryan Walsh, "they emit low-level radio-frequency (RF) radiation. Stronger than FM radio signals, these RF waves are still a billionth of the intensity of known carcinogenic radiation like x-rays." Although these waves are not very strong, brain cancer can take many decades to develop and start to show up, and cell phones' radiation could hurt cells. It is not entirely proven that it can cause brain cancer yet. Currently, the effects are not that extreme. The most damage they could do, for now, is to confound the cells' way of repairing some DNA, at most (Walsh). Although not a current concern, it does not mean that it will not evolve into one in the future.

Although there are many physical, social, and emotional concerns about cell phone use, people see many benefits to this form of technology. All people love their cell phones. Who would not? The pure convenience of it is considerable. One can talk to friends without being face-to-face at the press of a button. People across the country can call for the "one flat rate." With smart phones, people can get their email anywhere and update their calendars whenever they want. Parents can carry their shopping lists with them everywhere and they can never get lost on the way to the store. Everything seems easier with a cell phone.

Also, when looking at safety, having a cell phone is a load off your shoulders for some people. After the disaster of 9-11, many parents wanted their kids to be able to call for help, to know where they were at all times. With their cell phone, those children can now always rely on it to make that call.
and to always be there (What Are the Benefits of Cell Phones for Young Teens?). Parents can also track their children's cell phone from their own. All of the cell phones in the United States are capable of coming with a tracking micro-chip and many phone plans give the ability to track a phone (Reynolds). Safety and GPS tracking are allowing people to feel more secure when they have their phones with them. Some senior citizens will not leave the house without their cell phones, just in case something were to happen.

The effect of the cell phone on the business world is great. There are many ways that business men and women can now do things that they could not do before. In a cabinet example, they can: check their stocks, close deals, call clients, make appointments and update their schedules. Things can move so much more quickly and efficiently now that you have access for virtually anything at your fingertips.

When the concerns and benefits of overall cell phone use are considered, the usefulness and convenience cannot be ignored. Cell phones offer many hands to people balancing personal and professional lives. But, it must be remembered that there are risks. Social, physical, and emotional risks and harm can all arise from excessive cell phone use. As long as they are used in moderation, they can be a great tool. However, when not used in moderation, cell phone risks could outweigh benefits.
Works Cited


