

Research Paper Title

Ms. Pamela Chodosh

Survey in Literature

### Education Today (Research Paper Title)

In the first introductory paragraph you set the scene. Since I am trying to prove that we need to do something in education that is different than what we are doing now, I will write about the problems with public education in a general way. I might also begin this graph with an actual quote and then go from there. You don't want to use too many specific facts because you will want to save these for the body of your paper. This graph leads up to your THESIS statement which should appear at the very end of the first graph.

#### 1st Paragraph

“Education just isn't what it used to be and neither are the students,” says educator Ms. Foster. “I don't understand why the system has lagged so far behind the rest of society.” There is much discussion about this subject these days. Failure rates are skyrocketing and literacy is the newest buzz word in education news. It is no wonder that worry about this very important subject is in the front of most people involved in education. What they don't seem to be able to understand is how much the world has changed and how little education has been altered. **Though there is of course no easy answer, education and how we deliver it needs to change. <<THESIS**

#### First point>>

This paragraph will deal with a brief history of education from the one room school

#### 2nd graph

house model to large regional school districts. If I were to put a fact in about what percentage of people graduated with high school diplomas in 1945 I would have to cite my source, which in

this case is page 35 from a book by Mr O’Henry right after the statement. It would look like this:

No more than 35% of people in 1945 had high school diplomas (O’Henry 35).

I would continue writing about the history of education for a few paragraphs. One important thing to remember is that you connect your thoughts by referencing the previous paragraph with a small statement before you jump into the new paragraph. These are called **transitions**.

Say I am finished with the history and now want to talk about the changes in society my new paragraph might read like this:

**Transition>>** Besides changes in the way education has been delivered and to whom, there have been many changes in the way people live. This paragraph and others if needed would continue with examples of computer use, the pace of life, the kind of jobs people are doing, video technology and more. Each time I launched into a new paragraph (you would deal with each of the examples above in a single paragraph unless there was just a little information) I would use a transition to connect my thoughts. If this graph were about computer use and I wanted the next to be about the pace of life, see the sentence which begins the next graph.

**Transition>>** **Computer use is but one factor in our modern life. The pace at which we live is another.** This graph would continue and be about pace of life. The facts and quotes you use to support your points **ALL** need to be cited correctly, even interviews (remember to check noodletools for details).

My paper and paragraph would continue until I felt I had proven my point using the research I gathered. My support would go step by step. I would always tell the reader where the information came from. I would never write in a way that would make me look like I was the

expert because I am not an expert in this subject and you aren't either, even if you have some personal experience.

## Conclusion>>

Like the first paragraph, your final conclusion should appear at the very end of your last graph. In this paragraph you can recap in a general way some of the points you have made or in this case you might imagine and then make me see a world in which education was different. At the end of this you would write a concluding sentence that goes beyond the original thesis. If for instance my thesis is: **Education and how we deliver it needs to change**, I would NOT want to write a sentence that said the exact same thing. Instead I might write: **A world in which students were fully engaged in the act of learning would in all ways be a better place. See example of last paragraph below:**

Whether it was being able to kill game for food or build a shelter against the weather, f people have thought about learning for as long as humans have wandered this earth. Learning begins at birth and is a natural part of being human.. No one has to instruct a baby as to how to learn to walk or talk for instance. A baby learns this by observing and imitating. It happens naturally. I am not suggesting that teachers would no longer have a place. Instead teachers would be expected to lead students to knowledge, not force knowledge down their throats. To allow this kind of “natural” learning, the system of education would look completely different than it does today. **Whether or not there would classrooms, school buildings or large rooms of computers and desks, a world in which students were fully engaged and in charge of their own learning would in all ways be a better place.** <<<<<<Concluding Sentence

## NOTES:

1. Your paper must have an issue which could be argued from one, two or both sides.
2. Outlines and pre-writing plans help.
3. The more research you have the better.
4. Organizing your research on some sort of note card will enable you to organize your thoughts and your paper.
5. You may have to alter your original thesis a little to fit the information you find.
6. Always cite your sources; if you don't it is **plagiarism**.

## GRADING

1. Papers which do not deal with an ISSUE will be given back and you will be asked to correct.
2. Papers without proper THESIS will be given back and you will be asked to correct.
3. Papers that are INFORMATIONAL will be given back and you will be asked to re-write.
4. Papers without proper CITATION will be given back and you will be asked to correct.
5. Papers without TRANSITIONS will be given back and you will be asked to correct.
6. Papers without enough RESEARCH will be given back and you will be asked to correct.
7. Papers with poor ORGANIZATION will be given back and you will be asked to correct.
8. Papers which lack DEVELOPMENT of ideas will be given back for correction.
9. Papers which have many GRAMMATICAL or SPELLING errors will need correction.
10. Papers which do not use an INTERVIEW will be given back for correction.
11. Papers in which sources are quoted but not cited will be given back for correction.