

Formal Outlining

Complex topics sometimes require a complex arrangement of ideas. Constructing a formal outline that is both tightly arranged and detailed can provide a visual confirmation of the main ideas and support as they should be arranged in an essay according to importance.

The principles of the formal outline are as follows:

- Labels and indentions indicate order and relative importance.
 - Sections and subsections reflect logical relationships.
 - Topics of equal generality appear in parallel headings.
 - Each subdivision has at least two parts.
 - Headings are expressed in parallel grammatical form.
 - The introduction and conclusion may be omitted.
- Search strategies*
- Truncation * educat * colle
- quote marks - "social media"
Filter/Limiters - dates/publications/geograph (where)
- use of subject listening

Labeling

- All parts are indented and labeled. Roman numerals (I, II) label the primary divisions of the essay.
 - Indented capital letters (A, B) label secondary divisions.
 - Farther indented Arabic numerals (1, 2) label principal supporting points and examples.
 - A fourth level would be indented farther again and labeled with lower case letters (a, b).
- Treasurses*

There are two types of formal outlines: Sentence Outlines and Topic Outlines.

Example of a Sentence Outline

Have to be parallel
Outline

Thesis statement: Government and business must ensure that libraries and schools have the hardware, connections, and training capabilities for computer technology to make Americans more rather than less equal.

- I. The digital divide is wide.
 - A. People at poverty level have much less access to computer technology than middle- or upper class people do.
 - B. People who are not online are at risk for missing important information.
- II. Public libraries can provide internet access to those who do not own computers, but they face several challenges.
 - A. Those who have no access to computers at work or school take advantage of library computers for internet access.
 - B. Providing funding for internet access is challenging for libraries, especially.
 - C. The FCC's E-Rate program is the most reliable funding source for library technology, but it is modest.
- III. Schools offer many children their main exposure to computers, but computers raise educational as well as funding issues.

- A. Some experts question the value of technology in the classroom, but evidence suggests that internet access can enhance learning.
 - 1. Some critics say technology undermines education.
 - 2. Some teachers say that technology fits in well with recent theories of education.
 - 3. Students in many schools are using the internet effectively.
- B. Low-income students have less access to technology than high-income students do.
 - 1. Low-income students use the internet half as often.
 - 2. When low-income students have access to computers, they spend more time using instructional software.
- IV. Governments and businesses must play a more active role in financing internet access for libraries and schools.
 - A. The federal government must reverse the recent cuts in funding of the technology-assistance programs.
 - B. Businesses must recognize their long-term interest in bringing potential employees online.

Example of a Topic Outline

Outline

Thesis statement: Government and business must ensure that libraries and schools have the hardware, connections, and training capabilities for computer technology to make Americans more rather than less equal.

- I. A wide digital divide
 - A. Less access to computer technology for poverty-level people
 - B. Missed information for those not online
- II. Challenges for public libraries offering internet access
 - A. People who take advantage of library internet access
 - B. Funding challenges for libraries offering internet access
 - C. The FCC's E-Rate funding limitations
- III. Issues with public schools that offer internet to students
 - A. Internet access and enhanced learning
 - 1. Technology that undermines education
 - 2. Effective internet use in the classroom
 - 3. Recent theories in education
 - B. Low-income students vs. high-income students
 - 1. Low-income students and internet access
 - 2. Instructional software for low-income students
- IV. Financial support for internet access through the government and businesses
 - A. Federal government support
 - B. Business support

**Content adapted from Little, Brown Handbook, 10th ed.*

Created Spring 2015 by Dawn Copeland

Argumentative Research Paper Draft Defense

The purpose of the Argumentative Research Paper Draft Defense is to give students a chance to prove that they have written a complete draft of a well-formed argument, with appropriate academic research used as specific evidence that supports the writer's ability to "win" that argument.

This is an opportunity to "defend" the choices made by each writer, and to go through the complete draft of the Argumentative Research Paper in a one-on-one setting. It is a chance for each of you to ask and get answers to questions, and to discuss any and all concerns you may have regarding your draft.

At the Defense, we will use two hard copies of the complete draft, so that we can go through the writing together. You will either send me a copy electronically, in advance of our meeting, to speed up the process and allow me to read through the draft prior to our meeting. Or, you should plan on showing up to the Defense with two hard copies of the complete draft.

During the Defense, students should be able to show:

1. The writer's Thesis.
2. The writer's Claim. Discussion on why that stance is the most valid is expected.
3. Evidence of all of the research done and used, both in-text and on the Works Cited page(s).
4. Evidence that the resources used span a variety of types and come from a variety of sources.
5. Evidence that the resources used are current and come from reputable, unbiased "experts."
6. Evidence of appropriate and correct use of each resource.
7. Evidence of each example where research is used to support the Claim. (These are the "pro" viewpoints).
8. Evidence of each example where research supports the Opposing Viewpoints. (These are the "con" viewpoints).
9. Evidence of the Refutation (Rebuttal) of Opposing Viewpoints.
10. Evidence of the Concession of an Opposing Viewpoint.
11. Evidence of the use of the Jon Ronson book used in class.
12. Definitions of any words or phrases important to the argument. Definitions should be cited.
13. Paragraph(s) fully explaining the background of the subject. (This is the "yesterday" view).
14. The bulk of the paper fully explores how the subject affects society at large, and why some resolution or next step is necessary. (This is the "today" view).
15. Paragraphs fully explaining what should happen next, and why. Remember, there could be many possibilities (alternatives) of actions taken. Your job is to prove that your idea for what happens next is the most appropriate, and why. You will have to also project on what a consequence of your choice could be. (This is the "tomorrow" view).
16. Clear proof that your tone is appropriate throughout the argument, and that you considered all three Rhetorical Appeals: Ethos, Logos, and Pathos.
17. Clear evidence of following MLA style for all documentation, both in-text and Works Cited.

Hood - Act 14

Non-library Sources to Use

General News:

- nbcnews.com
- cnn.com
- ✓ bbc.com
- npr.org
- pbs.org

articles and more

under the CO and search bar

Full text

Federal Government documents:

- gpoaccess.gov

Advanced search

State and Local Governments documents:

- Statelocalgov.net

PDF page numbers for citing

Census Data:

- <http://factfinderz.census.gov>

Permalink - gives you UR

General Quick Reference:

- odci.gov/cia/publications/factbook (CIA World Factbook)
- infoplease.com (Almanac)

RESEARCH PAPER REMINDERS

As you look over your drafts, consider the following aspects of quality academic research-based writing as items you should consider checking for carefully. Ideas related to correctly documenting in MLA style are listed on the back side of this paper. Go through this list, one item at a time, SLOWLY! There is **no excuse** for making errors.

Research & Writing:

1. Does the introduction contain a strong, clear, specific **Thesis**? Is my **Claim** strong, definitive, and clearly expressed? Have I gotten rid of words that sound vague and/or tentative? Is my claim clear, strong, and definitive? Is it clear **exactly** what I am arguing for, and what my stance is on the issue?
2. Did I put an **MLA citation for EVERY FACT** I used in my paper? (Unless the fact is guaranteed as common knowledge!)
3. Did I remember to check the original assignment sheet, for details on the number of minimum required pages of text? Did I remember that, as per MLA, a page does not get counted as complete, with less than a complete page of text on it?
4. Did I remember to check the original assignment sheet, for details on the number of minimum required individual sources?
5. Have I made sure all of my **sources are recent and credible**? Do all of my statistics have clear dates showing when the numbers were compiled? **Statistics without an idea of when they are from are meaningless!**
6. Have I checked that I used **signal phrases** to lead into my direct quotes? (Remember, no sentence can begin with quote marks.)
7. Do I have a blend of direct quotes and indirect quotes?
8. Do the **opposing views** appear in my paper? Are the comments opposing my stance actually quoted? Did I **refute** those opposing arguments? Did I **concede** one point?
9. Have I identified my experts as "real" experts and established their credibility?
10. Have I **gotten rid of all contractions** in my writing, unless they are inside quote marks as part of a direct quote?
11. Have I **gotten rid of personal pronouns** such as "I" and "you" in my writing?
12. Have I checked that my subject-verb agreement is correct?
13. Does my paper include a good, creative **title**? Does it represent my argument?
14. Did I use the MLA header function on all of my pages?
15. Is my paper **formatted correctly**, using Times New Roman font in 12-point? Is it all double-spaced? Did I take out extra spaces between paragraphs? Did I set it to just be left-side justified, and NOT right-left justified?
16. Did I remember to try to **Save my paper in Word 1997-2003 format**? Did I check my file is a ".doc" sort and NOT a ".docx" sort?

MLA Documentation:

17. Does my paper contain MLA documentation style of **BOTH in-text citations and Works Cited pages**? (Remember, no paper will be graded that does not have both in-text and Works Cited documentation.)
18. Are the **in-text citations** inside parentheses? Is the citation information inside the parentheses correctly written? If I have an author for the source, did I use the author's last name? If I have a page number, did I include it in the in-text cite? If I don't have an author for an article, did I use the title of the article inside quote marks? (Remember, for a long article title, using just the first part of the title inside quote marks is enough.)
19. Does the information provided inside the parenthesis **EXACTLY MATCH** the first element of citation of my Works Cited entry for each source?
20. Did I give an **in-text citation in EVERY instance** I used a direct quote, or even just an idea (indirect quote), from a source? (Remember, **anything taken from a source must be cited!**)
21. Did I use a **SIGNAL PHRASE** to lead into all quotes from other sources? (Sentences should not stand alone as direct quotes!)
22. Did I use **quote marks** around every direct quote, even if it is just a phrase coined by my expert in a source? This includes the **opposing voices** I have quoted.
23. For **direct quotes**, did I put any changed words or deleted words, using an ellipsis, inside hard brackets []?
24. Did I make sure **not to have any back-to-back direct quotes**?
25. Did I follow the rules of when to use formatting expressly for a **long/block quote**?
26. Have I followed the **line format for each entry on my Works Cited pages**? Are they double-spaced?
27. Have I followed the **models for what a Works Cited entry should look like**? Have I checked that I used the correct punctuation, italics, and abbreviations? Have I checked my alphabetical ordering?
28. Did I include the **URL** for each online source used? Did I remove http:// from each URL? Did I use the permalink for database resources, wherever possible?
29. Did I remember to **remove the hyperlink** for each URL?
30. Did I remember to put the date of access at the end of each Works Cited entry? Did I remember to put a period after the "Accessed" date?
31. Did I make sure that **every source cited in-text appears on my Works Cited list**?
32. Did I make sure that **only those sources cited in-text appear on my Works Cited list**?
33. Did I make sure my Works Cited page begins on a separate page from my text? Did I check it is still consecutively numbered to follow my text pages? Did I remember **not** to send my Works Cited pages as a separate document?
34. **Papers without both complete in-text and Works Cited documentation will be considered plagiarized. Grades of zero will be given. No exceptions can be made.**

Karl Richard

Professor O'Neal

English 100

04/14/2018

Use of Drones or Spambots

Drones have been around since 2010 mostly for military purposes to detect enemies and send missiles. When they first were sold publicly they were not affordable to the average consumer. Eventually, prices were decreased to become more affordable to the average consumer. Multipliable drones will be sold by 2020 with over 7 million being shipped all over the world. There are many reasons for the usage of drones mainly for emergencies services. Even though criminal can use drones for illegal activities. Spambots is an effective tool when used properly for businesses. But it can also be used in an illegal way, which then it can become harmful to consumers or businesses. The country should regulate the uses of drones and spambots for individual's safety and privacy.

used

fragment

use

who? how?

This would be cited - but no cites in #

There is too much in this #. It's scattered + unclear.

Thesis: The country should regulate the uses of drones for individual's safety and privacy regardless if the drones are used for hobbies or any kind of personal or business use.

I. Regulating use of drones even for personal use are imperative in 2018.

A. uses of illegal activities of use of drones.

1. Drug illegal activities

- a. transporting drugs over prison walls.
- b. drug delivering with drones without detection,

2. Terrorism

- a. ISIS has increased use of drones for weapons and surveillance
- b. Larger drones can lift to 500lb explosives

B. Privacy issues such as taking photos without permission of individuals.

II. Laws and regulations currently made for drones.

- A. Flying below 400 feet for safety of all air devices.
- B. Registering drone and obtaining license for commercial uses if drones.
- C. Respect Privacy.
- D. Use for hobby and not illegal activities

III. Passing laws on all drones to be licensed like a car or plane be mandatory.

- A. Passing same test FAA uses for commercial Drone operators
- B. Limiting number of drones purchased by names, cards, home addresses
- C. Chip Tracking in drones for police to track any crashed drone or captured

IV. The laws that do exist are regarding what can happen from drones and it operator is caught.

- A. Having physically flown drone into an individual can be considered assault.
- B. Peeping Tom laws, is when you spy and take photos and publish them on web
- C drone crashing on people personal property and automobiles is covered under 5th amendment

V. Some states have few laws or regulations regarding drone's usage.

- A. Some states won't allow the use of drones for hunting a killing
- B. Requiring police to have a warrant before use of drones in some states.

Research Paper Topic Form – English 100

Student Karl Richard

Date 4/15/18

1. Using the numbered list on the assignment sheet, the broad, General Subject Areas that my subject falls under is:

Use of Drones

2. My more specific focused subject (relates to my thesis) is:

Regulating Drone usage for all individuals not related to government, military, police

3. My Claim (stance) on the issue (exactly what it is arguing for) is:

All drones should be registered by law and tracked to ensure that if used for illegal activities the individuals in questions can be prosecuted.

4. My purpose for this argument (what I want the audience to do with the information; what should happen “tomorrow” is:

Drones require no paperwork, and anyone can buy one from any store, and use them for illegal activities from spying on someone, hurting them, stealing from them.

5. My main Audiences those who are involved and who would benefit from and should read this paper specifically are:

Any person that wants their self-protected and their privacy kept.

6. The 3 main points I found so far supporting my claim (pro viewpoints) are:

1. privacy worries

Many worry about photos being taken by individuals, but a drone can follow someone and take photos where and when a person cannot. It is hard to detect a drone from high up. They can be equipped to record things on the drone.

Sources where found: www.bbc.com

2. Drones and prison smuggling.

Many outside individuals from outside the prison walls are finding ways to smuggle things inside prison walls.

Sources where found: Taurus.hood.edu

3. Security issues.

convince?

is a big issue when concerning drones bought by any individual that cannot be monitored by the FAA due to it being so small? Drones are used for military to carry bombs, this can be the case for terrorism in the US. It would be harder to track stop.

Sources where found: www.cnn.com

7. The 3 main points I found so far opposing my claim ("Con" Viewpoints) are:

1. Hobbies such as Drone racing.

Since drones are more affordable to average consumer, there has been a new sport invented using drones as competitive racing.

Sources where found: www.bbc.com

2. Sports

are using drones for great actions shots and angles that are hard to get. Technology has just advanced to another level with sports, selfies, real estate.

Source where found: www.npr.org

3. Photography

is what the drones will allow any individuals to capture and obtain the best shots ever not being reached by human.

Sources where found: www.pbs.org

8. The following are the data bases and other sources I am using so far:

Databases: Hood Library

News Websites: cnn.com, pbs.org, npr.org, bbc.com

Organization Websites: aclu.org

Other Sources:

9. How I will use the Ronson book is: In chapter 6 Hank and Alex were joking to each other and did not mean for anyone to invade their conversations and here what they were saying. Until Adria invaded their privacy and took what they said out of context and tweeted their picture and reviled to everyone only what she thought she heard and got Hank fired. This is a case of invasion of someone privacy.

Professor O'Neal

English 100

04/14/2018

Use of Drones

Drones are unmanned aerial vehicle and commonly used by consumers for fun and hobbies. Drones initial usage were for military and commercial purposes. The FAA did not feel that consumers had to obtain a license to operate a drone. Commercial users of drones must take a test, register and obtain a license. Unfortunate since there are no ways to control drone users, drones have often fallen into wrong hands. Some consumers have found wrong ways of using them. Governmental officials including local authorities are scrambling to catch up to criminal uses of drones. Unlawful ways are from illegal surveillance, being used to transport illegal material and uses for terrorism. All drones should be registered by law and tracked. To ensure that if the drones are used in any illegal activities the individuals in questions can be identified and maybe prosecuted.

Not here

Fragment

Fragment

Federal Aviation Association (FAA)