

It may also use gerund phrases:

III. Sensing the environment

A. Detecting light

1. Sensing dim light with retina rods
2. Sensing bright light with retina cones

And it may also use infinitive phrases:

III. To use the senses

A. To detect light

1. To sense dim light
2. To sense bright light

Writing a Formal Sentence Outline

The sentence outline requires full sentences for each heading and subheading. It has two advantages over the topic outline:

1. Many entries in a sentence outline can serve as topic sentences for paragraphs, thereby accelerating the writing process.
2. The subject/verb pattern establishes the logical direction of your thinking (for example, the phrase "Vocabulary development" becomes "Television viewing can improve a child's vocabulary").

Consequently, the sentence outline brings into the open any possible organizational problems rather than hiding them as a topic outline might do. The time invested in writing a complete sentence outline, like writing complete, polished notes (see 21a, pages 450–451), will pay off when you write the rough draft and revise it.

Jamie Johnston's sentence outline is shown in the following example. As shown here, the thesis statement should appear as a separate item in the outline. It is the main idea of the entire paper, so try not to label it as Item I in the outline. Otherwise, you may search fruitlessly for parallel ideas to put in II, III, and IV. (See also pages 488–489 on using the thesis in the opening.)

Outline

Thesis: Prehistoric humans were motivated by biological instincts toward warfare rather than cultural demands for a share of limited resources.

I. The conflict of "noble savage" versus prehistoric warriors has surfaced in recent literature.

A. Some literature has advocated the existence of harmony and peace among early tribes.

1. Rousseau argued for a noble savage in the 1700s.
2. The Bible speaks of the Garden of Eden.
- B. Recent research suggests that wars have existed since the dawn of life.
 1. LaBlanc cites evidence from the Southwest Indians.
 2. Yates reports on Chinese weapons from 28,000 BC.
 3. Ferrill has examined cave paintings.
- II. The evidence points clearly to the existence of prehistoric wars.
 - A. Anthropologists have uncovered skeletal remains of captives who were executed.
 1. Victims were skinned alive.
 2. Victims were decapitated.
 3. Massacres occurred in Europe, North and South America, Japan, and other parts of the world.
 - B. Weapons of mass destruction (on their terms) have been unearthed along with fortifications.
 1. Clubs, slings, daggers, spears, and bows give testimony to early fighting.
 2. Fortress cities prove that villagers attempted to protect themselves from ravaging hordes.
- III. Many reasons for prehistoric fighting have been advanced.
 - A. Some fought to capture resources of various kinds.
 1. Humans were captured to serve as slaves, concubines, and sacrificial victims of religious ceremonies.
 2. Food, water, and cattle were targets of desperate tribes during famines.
 3. Gold, silver, bronze, and copper were prized commodities and worthy of a good battle.
 4. Trade routes and key locations were subject to dispute.
 - B. Some fought for personal reasons and points of honor.
 1. Revenge was often a motivating factor for attacks on a village.

2. Religion motivated warriors to search out not only religious icons but sacrificial victims.
 3. Defending the tribe's honor was sometimes motivation for desperate battles.
- IV. At issue is the primary motivating factor that prompted mass carnage at the dawn of civilization.
- A. Some argue that society as a whole wants to preserve its culture and will fight to maintain it.
 - B. Others argue that human beings by nature are aggressive and love a good fight in the search for power over others.

II YOUR RESEARCH PROJECT

1. Look carefully at each of the sources you have collected so far—books, photocopies of journal articles, and Internet printouts. Try writing a summary or précis of each one. At the same time, make decisions about material worthy of direct quotation and material that you wish to paraphrase or summarize.
2. Decide how you will keep your notes—in a research journal, on handwritten note cards, or in computer files. *Note:* The computer files will serve you well because you can transfer them into your text and save typing time.
3. Write various types of notes—that is, write a few that use direct quotations, some that paraphrase, and some that summarize.
4. Conscientiously and with dedication, write as many personal notes as possible. These will be your ideas, and they will establish your voice and position. Don't let the sources speak for you; let them support your position.
5. If you have access to Take Note! or some other notetaking program, take the time to consider its special features. You can create notes, store them in folders, and even search your own files by keyword, category, and reference.
6. Sketch out an outline for your project. List your general thesis and, below that, establish several divisions that will require careful and full development. Test more than one plan. Do you need several criteria of judgment? causal issues? arguments? evidence from field research? Which seems to work best for you?