

Unit V Formal Sentence Outline

Follow the directions below for the completion of the Formal Sentence Outline assignment for Unit V.

Purpose:

The purpose of the Formal Sentence Outline is to help you organize, design, and outline your final Research Paper for this course. Now that you have researched your topic and composed a review of literature that demonstrates your understanding of the conversation surrounding your topic, you are ready to begin fleshing out your paper—one section at a time. In the last three units of the course, you will write the remaining sections of your paper (introduction, body, conclusion, and abstract), and this outline will guide you through that process.

Description:

In this 300-500-word, Formal Sentence Outline, you will organize and outline the project that you intend to write about for your final Research Paper. If your Formal Sentence Outline is less than the word count, it is likely you have not fully developed your outline or adhered to the assignment appropriately, and this lack of development can severely impact your grade for this assignment. Your outline will include the elements listed below.

Your Formal Sentence Outline should also include a list of references in APA style and should adhere to APA convention throughout for in-text citation and style.

Elements:

Your grade is largely based on your inclusion of the following elements, as well as your development of the project. For a model, you might want to refer to [redacted]. Your outline must contain the following elements:

1. Cover page and APA formatting:

[redacted] the cover page for your Formal Sentence Outline. [redacted] Your cover page should include the following: the title (in this case, only the word "Outline" needs appear where the title would be), your name, the title of the course, your professor's name, and the date of submission (with the month, date, and year). Because this is an outline, your last name should appear as the running head, along with a sequential page number in the upper right-hand corner, instead of a portion of your paper title.

The entire outline should be double-spaced throughout, without additional spaces between sections.

2. Thesis:

The thesis statement should be provided at the beginning of the outline, and it should be labeled "Thesis," followed by a colon. The thesis statement should be an argumentative statement that embodies the argument of your paper. Please see the directions for double-checking the argumentativeness of your thesis statement in the lecture for Unit V.

3. Headings and subheadings:

You must include at least four headings in your outline, indicated by Roman numerals (I, II, III, IV). Each of these headings must have at least two subheadings, indicated by capital letters (A, B, C). The best outlines will break down these subheadings into topics, indicated with numerals (1, 2, 3). A framework for an outline might look like the following.

Thesis: Hydrogen cars might be the future's best hope for an environment-friendly family vehicle, but the unstable nature of the hydrogen that powers them is not worth the risk of personal injury.

- I. There have been a number of alternative cars designed in the last decade, but none that are as efficient as the hydrogen models. (Heading)
 - A. Efficiency for alternative car models means production costs do not exceed the financial strain of

consumers. (Subheading)

- 1. Hybrid cars are not as efficient as electric cars. (Topic)
- 2. Electric cars place undue energy demands on society. (Topic)

B. Subheading 1.2

- 1. Topic
- 2. Topic

II. Heading II

A. Subheading 2.1

- 1. Topic
- 2. Topic

B. Subheading 2.2

- 1. Topic
- 2. Topic

C. Subheading 2.3

- 1. Topic
- 2. Topic

III. Heading III

A. Subheading 3.1

- 1. Topic
- 2. Topic

3. Topic

B. Subheading 3.2

- 1. Topic
- 2. Topic

IV. Heading IV

A. Subheading 4.1

- 1. Topic
- 2. Topic

B. Subheading 4.2

- 1. Topic
- 2. Topic

3. Topic

4. References:

Include a references list as the last page of the paper.

All entries are those that have been cited in the text. No others are to be included. No textbooks should be included on the references list.



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

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 it, 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?