

## Revise

- **Develop a first draft.**
  - Have I used an appropriate format to present my work?
  - Have I documented my sources within my text, using parenthetical citations (MLA or APA)?
  - Have I documented my sources at the end of my work, using the required format (e.g., MLA or APA)?
  - Have I considered my audience?
- **Edit the first draft.**
  - Have I proofread my work for spelling, punctuation, and grammar?
  - Is my work clear, accurate, and properly documented?
- **Polish the final draft.**
  - Have I met all project requirements?

## Present

- **Organize my work.**
  - Have I organized my work for the format required: oral, written, or multimedia presentation?
- **Present my work.**
  - Have I incorporated good production and presentation skills?
  - Do I need charts and graphs?
  - Do I need visual aids to make my message clearer?
  - Do I need to use presentation software?
  - Have I rehearsed?
  - What equipment do I need?
- **Share new learning.**
  - Can I share my findings with other audiences in other ways (e.g., with another class; in a school or community newspaper; with other interested organizations)?

## Reflect

- **Reflect on this project.**
  - What new knowledge and skills have I learned?
  - What was successful?
  - How did the research process help me with this project?
  - Did I make effective use of information and communication technologies?
- **Reflect on future projects.**
  - What could I change next time I do research?
  - How can I improve my research skills?
  - How will this new learning make a personal difference to me?

## Transfer

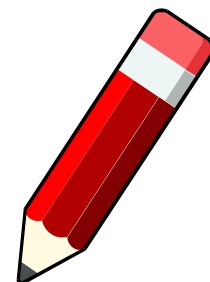
- **Apply what I have learned to other research projects.**
  - How can I use knowledge that I have learned in other subjects?
  - How can I use skills that I have learned in other subjects?
- **Apply what I have learned to my lifelong learning.**
  - What action or exploration could I take from this research?
  - How will my new skills and knowledge help me in my personal decisions and possible career options?

# Editing the First Draft – Checklist

Almost all famous writers have editors. During the process of research and writing, writers sometimes become too close to the content to see errors. This editing process clarifies thoughts; ensures ideas are in logical order; and corrects spelling, grammar, and punctuation. Ask your parents, friends, or a teacher or teacher-librarian to assist.

## How do you edit?

- I have read my draft at least twice.
- I have read my draft once aloud to find missing word or sentence problems.
- I have edited my work for content, organization, spelling, and grammar.
- I have had help editing from another person to double-check my work.



## What to look for?

### 1. Content

- I have met the content and length requirements of the assignment.
- I have considered the nature and need of my audience.

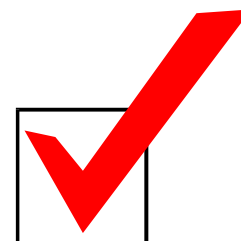
### 2. Structure

- My introduction includes:
  - an interesting opening
  - relevant background information
  - a clear statement of purpose or thesis
- The paragraphs or sections of my presentation include:
  - an opening sentence for each paragraph that:
    - clearly states the topic
    - relates to my purpose or thesis in some way
    - begins with a link to the previous paragraph
  - enough details and analysis to develop each idea
  - ideas arranged in an effective order (usually ending with my strongest statements)
- My conclusion:
  - reinforces purpose or thesis
  - makes recommendations, demonstrates impacts, and/or offers solutions (report)
  - provides a synthesis of the main ideas presented (essay)



### 3. Style and Format

- My sentences are varied in length for interest, and free from grammatical errors (e.g., subject–verb non-agreement; incorrect change in tense; sentence fragments).
- My paragraphs and sentences flow smoothly and progress logically.
- I have listed my resources, quotations, and parenthetical documentation in the correct MLA or APA format.





# Formatting the Title Page

When setting up the title page for a report or essay using the **MLA format**, include your name, teacher, course, and date **on the first page** of the report or essay.

## MLA Title Page

- ✓ Set margins for the paper at one inch all around.
- ✓ Create a Header – one-half inch from top on the right – type in surname, add five spaces, and begin paging with the number 1. This header is repeated on each page with sequential page numbers.
- ✓ At top margin (one inch) and flush with the left margin (one inch), enter your name, teacher, course, and date.
- ✓ Centre the title and capitalize main words. Do not underline, italicize, or bold; underline only the words that you underline in the text.
- ✓ Double space throughout.

When setting up the title page for a report or essay, using the **APA format**, you need to create a **separate title page**.

## APA Title Page

- ✓ Set margins for the paper at one inch all around.
- ✓ Create a Header – one-half inch from top on the right – type in a key phrase from your essay title (two or three words). Add five spaces and add the number 1. This header is repeated on each page with sequential page numbers.
- ✓ One third of the way down the page, centre the following information, using double space throughout:
  - your full title (capitalize the main words in the title, but do not underline, italicize, or use bold or oversize type)
  - your name
  - your course
  - your teacher's name
  - the due date of the paper

- ✓ Set margins for the paper at one inch all around.
- ✓ Include your surname as header one-half inch from top, with five spaces and then page number.
- ✓ Indent five spaces for each paragraph.
- ✓ Use 12-point font and be consistent.
- ✓ Double space throughout.
- ✓ Indent long quotations five spaces and put a period at the end.

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1"

Another instance where Blanche Ingram negatively affects Jane is when Jane draws the two portraits - one of herself and one of Blanche. The whole purpose of sketching the portraits is to lower her opinion of herself by comparing her own face to what she supposes is "the loveliest face you can imagine" (237). Jane explains,

Whenever, in future, you should chance to fancy Mr. Rochester thinks well of you, take out these two pictures and compare them: say, 'Mr. Rochester might probably win that noble lady's love, if he chose to strive for it, is it likely he would waste a serious thought on this indigent and insignificant plebeian?' (238).

Here, Jane refers to Blanche as a lady, and to herself as insignificant, whereas with Bessie Leaven and Grace Poole, Jane considered herself a lady. Her entire perception of herself is altered, solely because of class and appearance. Jane is convinced that qualities such as beauty and rank are most important in defining who a person is and she ignores personality and character. Jane sees the portrait drawings as an opportunity to excise her feelings of love for Rochester (Fraser, 45); however, it is unsuccessful as her love continues and grows.

Being an aristocrat as well as the man Jane loves, Rochester also affects Jane's self-esteem and perception. The relationship of Rochester and Blanche is very public and social, whereas the relationship of Rochester and Jane is more personal and private. Jane recognizes that "rank and wealth sever [them] widely" (253), and consequently, she believes that Rochester would choose Blanche as a

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Works Cited

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Fraser, Rebecca. *The Bronte's: Charlotte Bronte and Her Family*. London: Crown,



## 1. How do I indicate where I found the ideas or quotations?

One way to indicate the source of words and ideas is to use **parenthetical citations**.

	MLA	APA
<b>Common Approach</b>	Place citations in parentheses within the text at the end of the quotation or paraphrased sentence. If your quotation runs to more than four lines in your report/essay, begin a new line and indent the quotation one inch from the left margin, without the usual opening paragraph indent. Double space the quotation and do not use quotation marks.	
<b>Direct Quotation</b>	Include surname(s), short title, and page, with no punctuation between title and page number, and no abbreviation for "page." (e.g., Smith, <i>Books</i> 6).	Include surname(s), date, and page, with comma between date and page number, and abbreviation for "page." (Jones, 2004, p. 16)
<b>Paraphrase</b>	State the author's surname within the sentence, followed by the short title and page number. (e.g., Smith ( <i>Books</i> 8) found that...)	State the author's surname within the sentence, followed by the date without the page number. (e.g., Jones (2004) claimed that...)

## 2. Do researchers still use traditional footnotes and endnotes?

This system of small raised numbers indicating footnotes or endnotes, followed by a bibliography, used to be the standard method of documentation. It is still preferred by some disciplines in the humanities.

Footnotes and endnotes are used to give credit to sources quoted, summarized, or paraphrased. They are intended to refer readers to the exact pages of the works listed in the Bibliography. Footnotes are placed numerically at the foot of the very same page where direct references are made, while endnotes are placed numerically at the end of the essay on a separate page entitled "Notes." In research essays, make all notes endnotes unless your teacher tells you otherwise. Your word processor's footnote or superscript function help you deal with this format.

<b>Direct Quotation</b>	Place the excerpt in quotation marks. Write the footnote number half a space up at the end of a quotation. e.g., "Deforestation in Ontario requires a national solution." <sup>1</sup>
<b>Paraphrase</b>	Place the number at the end of the sentence. e.g., As Smith has stated, Ontario must seek American co-operation to fight deforestation. <sup>2</sup>
<b>First and Subsequent References</b>	When you refer to a source the first time, you must give full bibliographic information. These entries are the same as what you would list in your Works Cited or References List, except that the author's name is in normal order (e.g., John Smith rather than Smith, John as it would be in Works Cited). When you refer to a source subsequently, you can shorten the note by using only the author's last name and the page number (e.g., Smith 435). That's easier than learning the old-fashioned system of Latin abbreviations such as <i>op. cit.</i> ("in the same work") and <i>ibid.</i> ("in the same place").
<b>Other</b>	Number the footnotes <i>consecutively</i> from the start to the end of your essay, not starting again on each separate page. Indent the first line of a footnote five spaces from the left. For more information and examples, please see I. Lee, "How to Write Footnotes and Endnotes in MLA Style." <i>A Research Guide for Students</i> . <a href="http://aresearchguide.com/7footnot.html">aresearchguide.com/7footnot.html</a> .

### 3. What is an annotation and how do I write one?

Sometimes your teacher will require an Annotated Works Cited List (MLA) or an Annotated Reference List (APA), either in Stage 2 when locating and selecting resources or when the project is complete. This means doing a brief summary and evaluation of the resources.

Set up your list in the same way as your Works Cited or Reference List, but include an annotation of about five lines for each entry, which gives the following information:

- ✓ the author's background and educational qualifications, where given
- ✓ the author's point of view or thesis
- ✓ a brief summary about the specific information present in the source
- ✓ a comment on whether the source is objective or biased
- ✓ a comment on the usefulness of the resource

#### **An example of an annotation**

Covey, Sean. *The 7 Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*. New York: Fireside, 1998. Sean Covey has an M.B.A. from Harvard and is an authority on youth leadership. Covey seeks to motivate teens to develop positive life habits: taking responsibility, setting goals and priorities, and developing an "everyone can win" attitude. The book is an unbiased guide to growing up and will help teens achieve more in life.

### 4. What is an abstract and how do I write one?

An abstract provides your audience with a brief summary of the most important findings and recommendations in your paper. An abstract is sometimes requested as part of a formal paper. It is:

- ✓ one paragraph in length
- ✓ written after the paper is completed
- ✓ formal in language and objective in tone
- ✓ placed at the beginning of your paper

#### **An example of an abstract**

This paper suggests three strategies by which innovative technology will eventually solve the fuel shortage in Canada: development of hybrid car engines, incentives for solar-powered vehicles, and investment in rapid intercity public transit projects. Current technical problems in replacing the internal combustion engine are explored and existent international solutions are presented.

Use the school library web page Research Toolkit for more support.

# Formats for Presenting Research

Consider the variety of possible formats to present your research.

<b>Visual</b>	Bulletin board	Display	Model	Picture book
	Carving	Experiment	Mural	Poster
	Chart or table	Floor plan	Overhead transparency	Puzzle
	Collage	Game	Painting	Scrapbook
	Computer drawing	Graph	Papier mâché	Sculpture
	Comic strip	Illustration	Photograph	Sketch
	Costume	Kiosk	Photo essay	Storyboard
	Diagram	Map	Picture	Timeline
<b>Oral</b>	Debate	Lesson	Panel discussion	Slide/film
	Dramatization	mp3	Report	Song
	Interview	Podcast	Script for seminar	Speaker
<b>Performance</b>	Ceremony	Forum theatre	Puppetry	Skit
	Chanting	Game	Radio broadcast	Slide show
	Dance	Musical performance	Reader's Theatre	Tableau
	Demonstration	Play	Role play	Talk show
	Docudrama			
<b>Written</b>	Abstract	Editorial	Poetry	Scroll
	Anthology	Essay	Press release	Story
	Article	Letter	Quiz	Summary
	Blog	Manual	Review	Survey
	Booklet	Menu	Report	
	Brochure/pamphlet	Newspaper article	Response journal	
	Diary/journal	Novella	Script	
<b>Multimedia/ Technological</b>	CD	Music file/mp3	Teleconference	Web page
	Concept mapping	Portfolio	Video conference	Wiki
	Database	Slide show	Video/film	
	DVD	Spreadsheet		

Use these statements to decide which format might be the most appropriate to present your research:

The purpose of my research presentation is
My motivation for doing this presentation is
My personal learning styles are
My intended audience is
My research project will be assessed by

The format, or combination of formats, I have decided to use is:
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# Persuasive Presentations

Good presentations require good research, so follow the stages of research when planning presentations, seminars, debates, and panel discussions. In your presentation, an effective introduction, well-organized information, and the appropriate use of voice and gesture will convince your audience of the worth of your topic, the quality of your research, and your point of view.

## General

- ✓ Know your audience and, if possible, start by involving them with a question or survey.
- ✓ Use cue cards with your information on it. Do not read word for word.
- ✓ Rehearse: listen to the words and your voice.

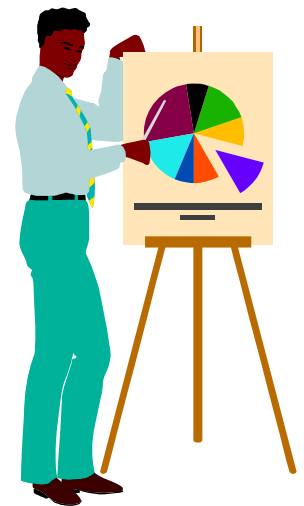
## Content

### 1. Introduction

- ✓ Hook your audience with a story, a question, or provocative example.
- ✓ Be clear about why your topic is important to know and understand.
- ✓ Give an overview of your presentation.

### 2. Organize your information

<b>By chronology</b>	past, present, and future
<b>By sequence</b>	first, second, and third
<b>By category</b>	e.g., punk, rock, hip hop
<b>By comparison</b>	similar and different; positive and negative
<b>By importance</b>	least important to most important
<b>By perspective</b>	solution 1; solution 2; solution 3
<b>By micro to macro</b>	local to global



### 3. Conclusion

- ✓ Emphatically restate your topic and summarize your main points.
- ✓ When possible, end with a story, poem, or quotation that sheds light on the topic.

## Style

- ✓ Memorize key statements so that you can maintain eye contact.
- ✓ Speak slowly so others follow. Let your voice convey interest in your topic without a monotone.
- ✓ Smile at the audience. They want to know you are confident and enjoying yourself.
- ✓ Monitor your movement and hand motion.
- ✓ Consider how your clothes contribute to the presentation. Don't let them distract the audience.

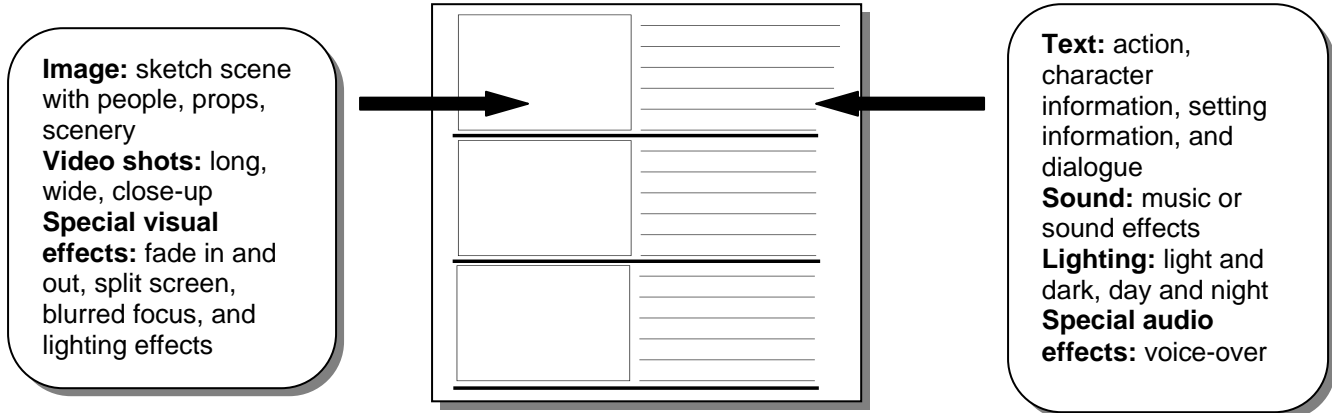
### **Seminars are different from presentations. In a seminar:**

- everyone—the presenter and the audience—is expected to participate
- the presenter is the expert on the topic and facilitator of the discussion
- the presenter offers in-depth information and perspectives on a topic and his or her own opinion
- the presenter questions, involves, and answers participants in a discussion
- time is usually longer than for presentations
- one person leads the discussion, while presentations can involve a number of people

**Tip:** Check with your teacher if a resource list is required.

# Multimedia Formats: Planning and Presenting

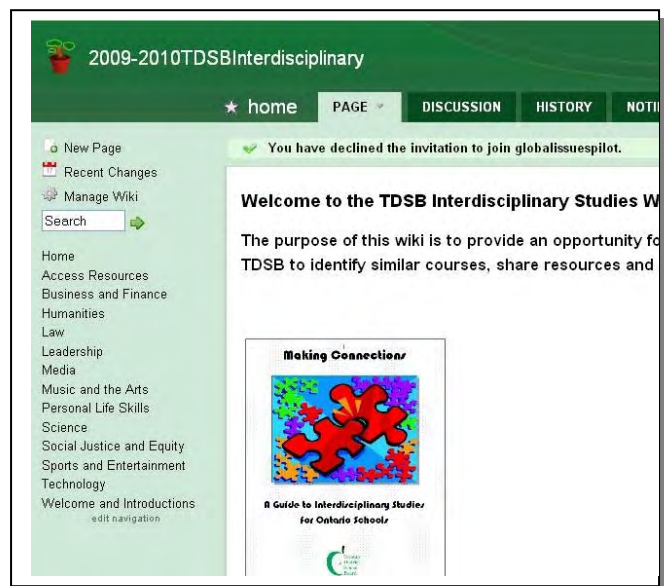
**A. A storyboard** is a sequenced visual representation of images, text, and sound, that is used to plan a film, video, television program, or drama.



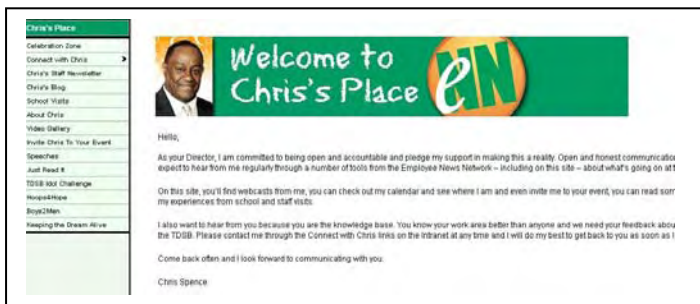
**B. Web pages, blogs, and wikis** combine visuals, text, and audio to present and/or broadcast your ideas, with links to supporting evidence or other information.



Web page



Wiki

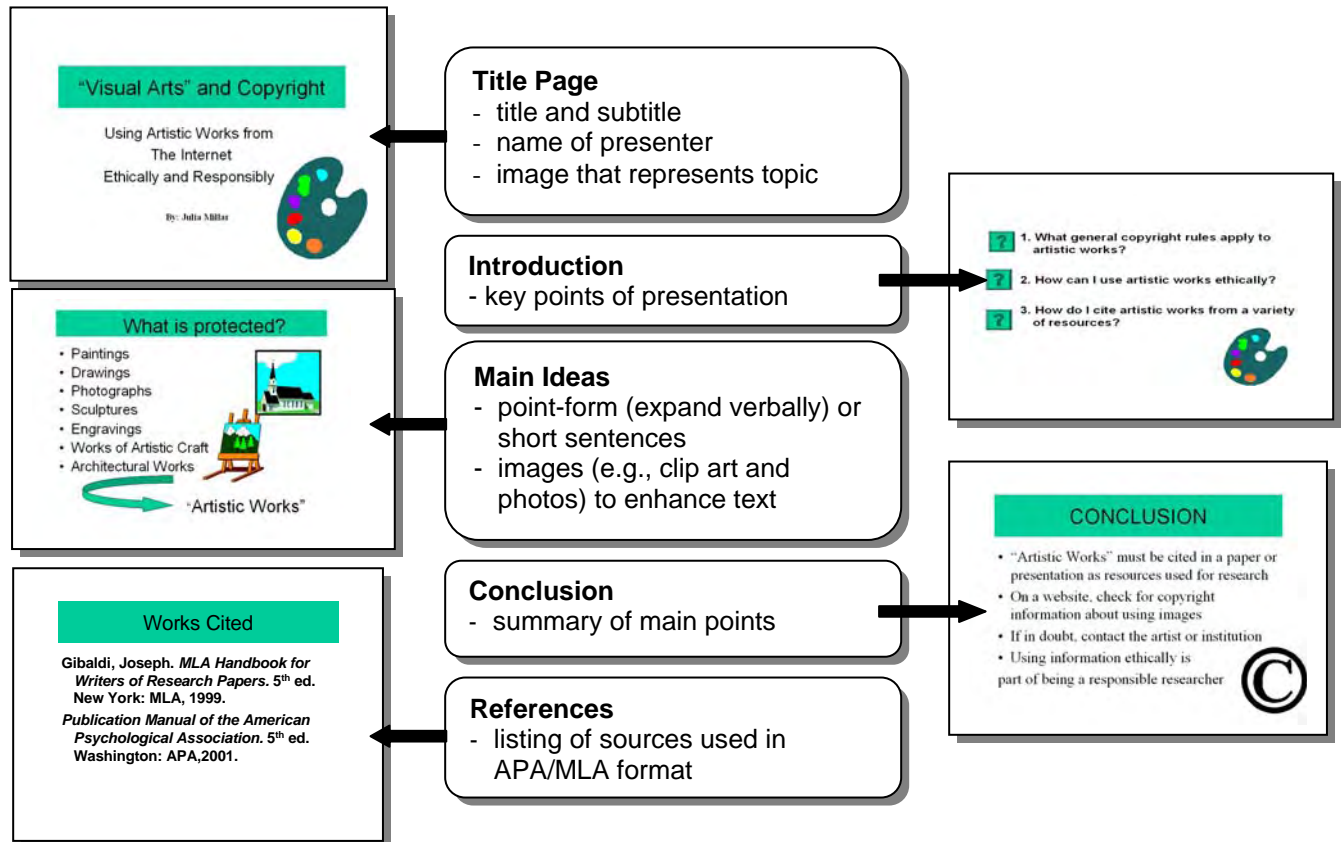


Blog

**Design:**  
 The design and layout of your web page is as important as the content.

- Determine the purpose of your page.
- Identify clearly who the audience is.
- Plan where text and images will be.
- Choose fonts, sizes, and colours carefully to support, not detract, from your work.

C. Slide-show presentations are visuals and text that enhance an oral presentation.



## Tips on using slide presentation applications

- ✓ **Keep it simple and clear.** Let text, image, and multimedia work together naturally and without clutter.
- ✓ **Choose fonts carefully.** Use no more than two fonts, use them consistently in the same places on each slide, and pick a font that matches your tone (formal or informal; serious or lighthearted).
- ✓ **Use a text size that's readable.** Keep larger-size text for headers and subheaders, and avoid using a smaller font than 18-point for any text on a slide.
- ✓ **Give the presentation a "look."** Choose a background colour, texture, and images that will convey the appropriate message. Set these on the Master Page or change as the inspiration moves you.
- ✓ **Control the pace.** Learn how to time and transition slides to improve the learning of your audience.
- ✓ **Rehearse with a friend.** Check your timing and delivery. Create notes for each slide, but do not simply read the slide. Summarize its message and let the audience read the slide for itself.

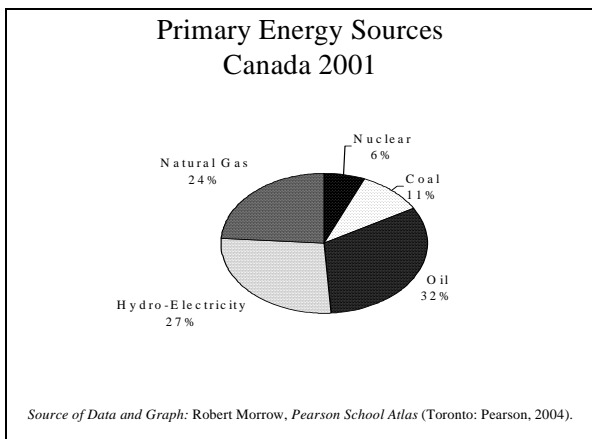
## Advanced tips

- ✓ **Start with "Master Pages."** Master pages allow all of your slides to have a consistent look: place any repeated image and set font type and size for headers, subheaders, bulleted text, and footers.
- ✓ **Create links on the Introduction page.** Create an action button as the "bullet" beside each key point that links (navigates) to each section of your presentation.



Tables may be all you need to present small data sets. However, when data is more complex, well-designed charts and graphs can help your audience see data at a glance, identify trends, and translate data into meaningful information.

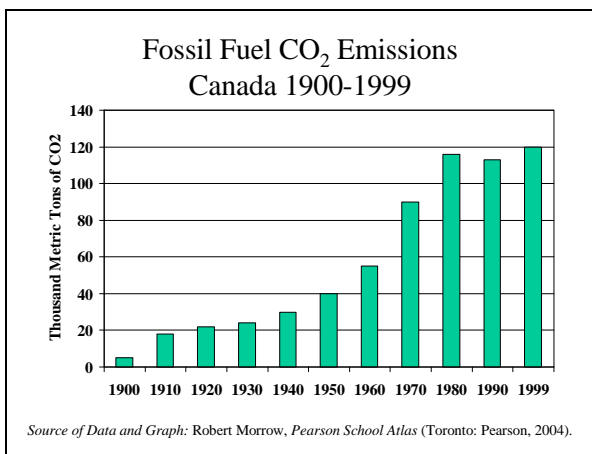
The following six charts and graphs were made using a spreadsheet program. The result was inserted into a word-processed document. Check “Help” files for types of, and tips on creating, charts and graphs.



## Pie Charts

Use pie charts to illustrate parts of a whole as percentages. Keep it simple in two dimensions; three dimensions don't add value. Use black-and-white formats to show different parts clearly.

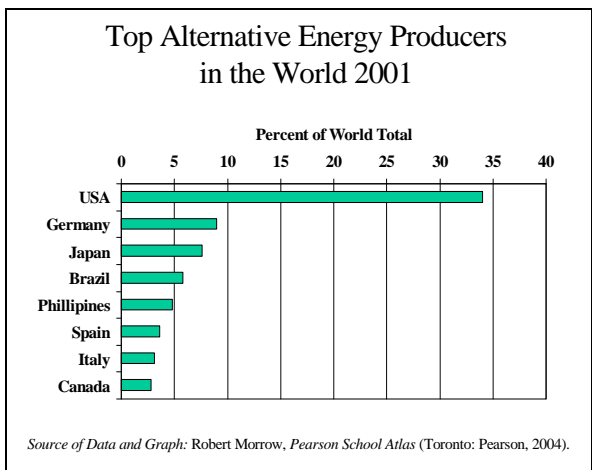
Pie charts are a clear way of showing comparative values; however, don't use them if there are too many categories (use bar graphs instead).



## Bar Graphs (Vertical Column)

Use bar graphs (vertical column) to compare values/quantities across categories. Label each column, either on the axes (shown here) or on the bars themselves.

Adding a horizontal “average line” may help a reader compare the values more easily.

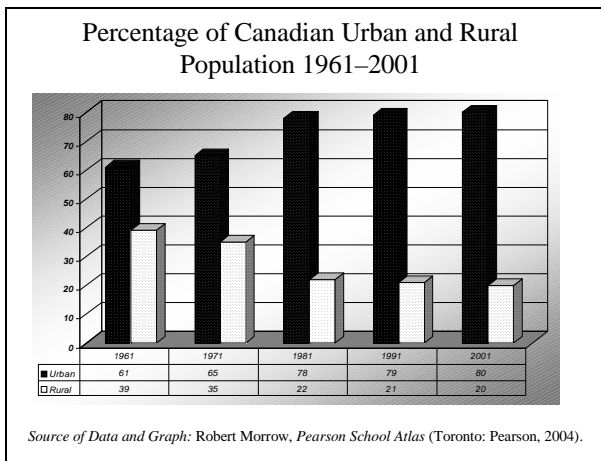


## Bar Graphs (Horizontal Bar)

Use bar graphs (horizontal bar) to compare values/quantities across categories, especially when you need longer descriptive labels for each category than in vertical columns.

Put the label for the x-axis values above it if you have inverted the chart so the highest value appears at the top (shown here).

# Presenting Information Visually: Charts and Graphs (cont'd.)

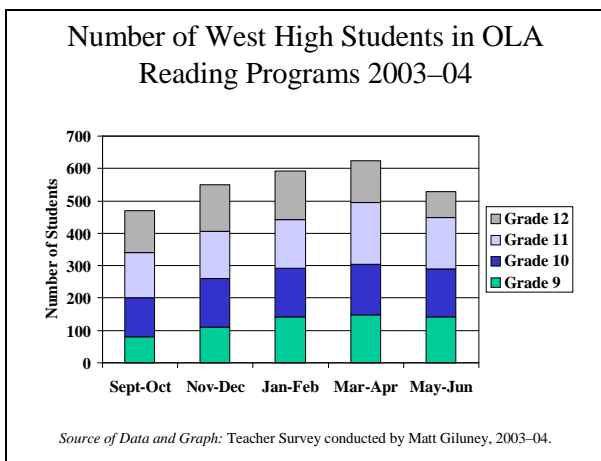


## Grouped Bars (Vertical Columns)

Use grouped bars in columns to compare data for the same categories in several periods. Here three-dimensional columns are helpful in showing relative values.

Either include “data table” below (shown here) or label each column clearly. The data table option is found under Chart Options in Microsoft Office applications.

Keep categories in the same order and use the same colour for the same category.

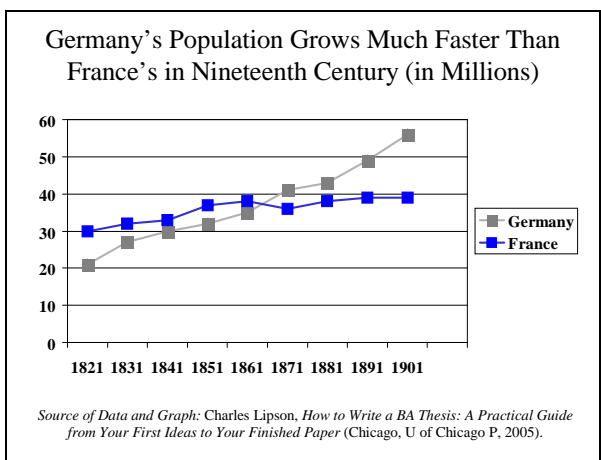


## Stacked Bars (Columns)

Use stacked bars in vertical columns in two ways:

1. as stacked columns that compare the contribution of each value to a total across the categories (shown here)
2. 100 percent stacked columns that compare the percentage that each value contributes to a total across the categories

In the bars, order and colour the categories in the same way. Use a legend (shown here) or write the categories on or across the bars.



## Line Graphs

Use line graphs to compare data series over time. Line markers in different symbols, such as squares, circles, or triangles, identify each data value on the line.

Use a legend that identifies the label and symbol, or label each data series on the graph itself.

**Tip:** To choose the best way to present your information visually, use a spreadsheet application to run through how different types of charts and graphs could represent your data differently. Keep things simple for your audience, label all axes and graphs, and clearly identify the source of data and graph below the graph.



# Group Effectiveness Appraisal



Name ..... Group .....

Project Title .....

Audience .....

Rate your group on a 1 to 5 basis  
(1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = excellent)

We worked co-operatively with all group members.	1	2	3	4	5
We accomplished what we set out to complete.	1	2	3	4	5
We were satisfied with our performance of this group task.	1	2	3	4	5
We used our group time efficiently, without misusing time.	1	2	3	4	5
We all contributed equitably to the completion of this group task.	1	2	3	4	5

## Personal assessment and observations

*Did you feel satisfied with your own participation in the project? Discuss your feelings honestly.*

.....  
.....

*Do you think that the project participation was reasonably equal (that is, do you feel others in your group worked well and contributed equitably)?*

.....  
.....

*Do you think there are some ways your group could have improved and therefore produced a better finished project?*

.....  
.....

*What have you learned about working with others?*

.....  
.....



# Works Consulted



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