

<p style="text-align: center;">What Does Your Future Hold? Write a Career Research Paper</p>	<p>Student/Class Goal As students contemplate continuing their postsecondary education, they are asked to determine what career they want to pursue. For their courses, they will be asked to write research papers and want to know the steps involved.</p>
<p>Outcome <i>(lesson objective)</i> Students will choose a topic to research that relates to their career path and write a paper on that career.</p>	<p>Time Frame 10 Class Sessions</p>
<p>Standard <i>Convey Ideas in Writing</i></p>	<p>NRS EFL 6</p>
<p>Activity Addresses Benchmarks (content) Primary Benchmarks W.6.9 Supporting Benchmarks W.6.2, W.6.3, W.6.5, W.6.6, W.6.7, W.6.8, W.6.11, W.6.12, W.6.13, W.6.14, W.6.15, W.6.16, W.6.17, W.6.18</p>	
<p>Materials Notebook paper (draft/notes) Computer (final paper) Writing a Research Paper PowerPoint <i>A Career as a Pharmacist</i> Research Paper <i>Career Research Paper</i> Handout <i>Research Paper</i> Rubric</p>	
<p>Learner Prior Knowledge Students starting this paper should possess higher skill levels in reading/writing and in most cases be unfamiliar with the research paper process. Student skills should include prior writing experience with essays and English skills. This is an introduction to research paper writing and prepares students with an overview of what to expect in college. Students will decide on a career to research. A career awareness inventory could be completed prior to lesson if students are unsure of their own career path.</p>	
<p>Instructional Activities Step 1 - Discuss with students what a research paper involves. A research paper is a report summarizing the answers to the research questions you generated from the sources you gathered information from. Then presenting them in a formal writing presentation. Use the <i>Writing a Research Paper</i> PowerPoint to talk about each of the steps involved in the writing process:</p> <ul style="list-style-type: none"> Step 1. Choose a Topic Step 2. Find Information Step 3. State Your Thesis Step 4. Make a Tentative Outline Step 5. Organize Your Notes Step 6. Write Your First Draft Step 7. Revise Your Outline & Draft Step 8. Type Final Paper <p>Teacher Note Step 5 in the PPT contains information about plagiarism and the MLA format. If you would like more information on MLA style, please go to MLA FORMAT. The sample research paper using parenthetical notes, Just Sheer Naked Magic should be copied and used to explain source guides with the students.</p> <p>When you turn in your final paper, it must contain the following items in this order:</p> <ul style="list-style-type: none"> Title Page Final Outline Body of Paper 	

Works Cited
Additional Resource Page (optional)

Step 2 – Introduce the *Research Paper* Rubric and criteria. Discuss what will be expected, explaining how the grading criteria are calculated.

Step 3 – Students can read and discuss research papers similar to ones they are being asked to write; such as *A Career as a Pharmacist* or other selected papers.

Step 4 – Students will write their research paper on their desired career pathway. Students can work in and out of class on this project; establish a timeline of the steps with completion dates.

Step 5 - Students will work with peer(s) or teacher to edit draft of career research paper. After editing paper, the students will rewrite/revise research paper using constructive ideas presented by peers and teacher.

Step 6 – Class presentations can be made on their career choice and what area of study they would pursue in their academic career.

Assessment/Evidence *(based on outcome)*

Outline
Career research paper
Rubric
Teacher observation

Teacher Reflection/Lesson Evaluation

This lesson has not yet been field tested.

Next Steps

Students can reflect on own personal thought on research outcomes. Did the outcome of the research paper satisfy him or herself? Are the job duties what the students expected? Is the amount of salary what the students expected?

Technology Integration

A Research Guide for Research Students <http://www.aresearchguide.com/1steps.html>
MLA Formatting <http://owl.english.purdue.edu/owl/resource/747/01/>
College Board <http://www.collegeboard.com/student/plan/college-success/10358.html>
MLA Format <http://limestone.k12.il.us/mla.htm>
Basic Outlining <http://www.lib.jjay.cuny.edu/research/outlining.html>
Just Sheer Naked Magic Research Paper <http://www.telecollege.dcccd.edu/library/Module5/Sample.htm>
Writing a Research Paper PowerPoint <http://literacy.kent.edu/eureka/EDR/9/writingaresearchpaper.ppt>

A Career as a Pharmacist

<http://www.bookrags.com/essay-2005/10/16/222823/34>

Summary: All about becoming a career as a pharmacist: the training and schooling requires is described as well as typical salaries.

Pharmacy

Pharmacists serve patients by providing information and advice on well-being. They also supply medication to patients in need of a better health. A qualified pharmacist must go through a certain amount and type of schooling to obtain certain degrees; these degrees will make an individual eligible to become a qualified pharmacist. Many colleges and universities across the United States offer great schooling to be part of this profession. There are many reasons for people to join such an appealing profession to with benefits such as a great living.

Pharmacists are experts in drugs developed to treat and prevent human diseases. They advise doctors and patients on which prescriptions and over-the-counter drugs, medicines and therapies are appropriate for treating certain health conditions. They also prepare medications, fill prescriptions, and teach patients how to take the medication. Therefore, they must have excellent communication skills so that they can listen, understand, and ask questions. In addition, they must be able to express ideas clearly when speaking and writing so that patients understand correctly. A pharmacist must make sure that they explain the composition of the drug, the side effects, the dosages, and the any complications with other drugs the patient might use. A person in this profession must be organized and always focused to make sure they do not give the wrong medication to the incorrect person because the consequences can be fatal. In summary for a person to be a successful pharmacist they must be a focused, well trained, and organized person.

To become a pharmacist a person must go to a school that offers a pharmacy program and receive a degree in pharmacy to prove to patients and employers that a person is qualified for this job. Students do not have to complete a formal pre-pharmacy program but they must have certain pre-requisites such as general biology, physics, and chemistry with labs. They must also be educated in areas such as math, humanities, communication, and writing skills. Once a student is enrolled in a pharmacy school they must complete at least two years of pre-pharmacy courses in college, graduate from a four-year pharmacy program, complete an internship; and pass a state licensing exam. These programs teach students to fill prescriptions, advise patients, and confer with physicians and other

health workers. Once a student has gone through all of the schooling they will receive certain degrees. The degrees are Bachelor of Pharmacy, Graduate Diploma in Community Pharmacy, Postgraduate Diploma in Pharmacy, Master of Science (Pharmacy), Doctor of Philosophy. There are many colleges and universities across the United States that offer a pharmacy program. A few would be The University of Arizona, Rutgers University, Long Island University, and St. John's University. A student that follows all the correct steps and is focused and dedicated they will be prepared to be a successful pharmacist. There are multiple reasons for a person to want to become a pharmacist such as the large salary which averages between 80,000 to 120,000 dollars a year.

Career Research Paper

Name: _____

Date: _____

1. What type of career do you want?
2. What are the job trends in your area of interest?
3. What type of education will you need?
4. What college/school will you go to?
5. How much will your education cost?
6. How long will it take you to complete your education?
7. After college, what career will you have?
8. What are the job requirements/duties?
9. What type of company will you work for?
10. Will you have to relocate? If so, where will you have to relocate?
11. Will you be paid hourly or salary? What will be your income yearly?
12. Do you have room for advancement? If so, then what are your options?

MLA FORMAT

<http://limestone.k12.il.us/mla.htm>

What is MLA?

MLA stands for **Modern Language Association**, and it is the standard format for research and term papers. MLA format includes specific rules for quoting authors, called *citations*. It also allows for documenting source authors within the text of your research paper, called *parenthetical citations*. There is also a specific format for creating a *Works Cited* page, which is sometimes called a *bibliography*.

What are Bibliography Cards?

Bibliography cards contain all of the *publication information from your sources*. It is important to recognize all MLA format regulations when creating your bibliography cards, which will eventually become your **Works Cited page**.

When you find a source that you would like to use for your research, you should immediately create a **Bib (liography) card**. That way, you have all the necessary information needed for your Works Cited page.

A **Works Cited** page is what we commonly think of as a bibliography. You will put all of your bibliography cards in alphabetical order and type the information exactly as it appears on the cards.

The Works Cited page belongs at the end of the paper, and lists only those authors that you have cited in your paper. If you have read other authors for information but did not cite them, they will appear on an **Additional Resources** page.

Some rules for your Works Cited page are listed below. These are a guideline only, however, and your instructor may give you special instructions.

- **Double space the entire page**
- **Begin the first line of an entry flush left, and indent all other lines five spaces (this equals tab)**
- **List entries in alphabetical order according to the author's last name**
- **If you are listing more than one work by the same author, alphabetize the individual books according to title. Do not re-type the author's name; use three dashes instead**
- **Underline the titles of works published independently (books, plays, pamphlets, newspapers, magazines, films)**
- **Use quotation marks for the titles of short works that appear in larger publications (newspaper and magazine articles). You will underline the publication in which these works appear (the name of the magazine or newspaper)**
- **It is important to use the correct punctuation in between all pieces of information**

Make sure you gather this information as soon as you locate a source. If you do not, you may have a hard time finding the source at a later date. Without this information, you cannot use the source in your paper.

Sample Entries for Works Cited page/Bibliography Cards

Books

When citing books, provide the following information in this order. Pay particular attention to punctuation.

Author's last name, first name. Title of Book. City of Publication: Publishing company, publication date.

The examples below will show how to cite most types of publications. Ask your teacher if your citation is not shown below.

A Book by One Author

Boorstin, Daniel J. A History of the Heroes of the Second World War. New York: Random House, 1983.

Two or More Books by the Same Author

Garre, Thomas. American Literature is Dead. Boston: Morrow Publishers, 1907.

---. The New Language of America. Boston: Morrow Publishers, 1911.

A Book by Two or Three Authors

Smith, Jane, and Joshua Landis. The Truth About Baby Jane and the System That Failed Her. Los Angeles: Broughten Company, 1999.

Albers, James, Kelly King, and Jon Jones. The Beautiful Country of Scotland. London: Lofthouse Publishers, 2002.

A Book With Four or More Authors

Black, Jonathan, et al. The Way of the World and Other Short Stories in American Literature. New York: Bridgton Company, 1977.

A Book With An Editor

Smith, Don, ed. The New Look of Life. California: Telecast Publisher, 1902.

A Book With An Author and An Editor

Toomer, Jean. Cane and Other Stories. Ed. Darwin T. Turner. New York: Norton, 1988.

A Book in Several Volumes

Blottan, Jon. Mark Twain: A History. Vol. 3. New York: Random House, 1982.

Newspaper Articles

Bennigan, Jan. "When It Rains, It Pours." Chicago Tribune 8 April 1994: A14.

"Children Fail at Learning." Peoria Journal Star 30 March 1998: B14.

Magazine Articles

Willis, Drummond. "What My Years Have Taught Me." New Yorker 17 May 1998: 49-55.

Potter, Sherman T. "How to Run A Hospital." Time Oct 1992: 74-75.

Magazine Articles With No Author

"My Story: The Jack Tripper Saga." TV Guide Dec 1982: 46-53.

Web Pages

Try to find all available information. If information is missing, skip to the next item. Place information in the following order (if available)

Author's last name, first name. "Article Title." Publication /Last Updated dates <www.url.com>

Smith, Joe. "My Time in the Nam." 18 Nov 2001 <<http://www.jsmith.com>>

"Training Mom and Dad for Baby." <<http://www.dataforparents.org>>

Houlihan, Margaret. "I Was a War Time Nurse." <<http://www.mash.com>>

Personal Interviews

Dickinson, Carol. Telephone interview. 30 Sept 2001.

ELibrary/SIRS sources

When using these sources, list the **primary source** on your bibliography cards and your Works Cited Page. This will be the book, newspaper, magazine, transcript publication information. This information is provided on these sources.

On-line Database

"Photographer." Career Cruising. 2001. <<http://www.careercruising.com>> (22 October 2001).

FACTS.com Databases

Provide the following information:

"Title of the Article." The Print Publication and issue date. FACTS.com. <www.2facts.com> (Date site was accessed).

"Healthy Kids." Parenting Monthly April 2000. FACTS.com. <<http://www.2facts.com>> (16 Nov 2002).

There are literally hundreds of additional resources that can be included in your Works Cited. If your particular resource is not mentioned above, see your teacher for help.

When you find a source, always make a bibliography card. This eliminates the need to re-check books or to find the source again when you type your Works Cited page. You will write everything on the bibliography card exactly the way it will appear on your Works Cited Page.

What Are Notecards?

Once you find a source, you will begin reading that source for information that will eventually help you write your research paper. The best way to store this information is on **notecards**.

Notecards will contain information from your sources. On your notecards, you may paraphrase the information (in your own words, that is), citing the author and page number. You may also copy the information from the book directly, *word for word*. If you do this, use quotation marks, so you are aware that it is a direct quote. If you copy **all** of your notecards word for word, there is no need for quotation marks.

Notecards will also contain the author's last name and the page number on which you found the information. This goes in the lower right hand corner. There should not be a comma in between the last name and the page number. (Smith 479)

Your notecards can contain one or two pieces of information or may contain longer sections from your source.

What Do I Do With My Notecards?

After gathering all of the needed information on notecards, you will be ready to begin writing your paper. Your next step is to design a **Working Outline**. This will be a basic roadmap for your paper. It will also keep you organized.

Organize your notecards according to major divisions on your Working Outline (I's, II's, III's, etc). Next, put all of your notecards in the proper order within the divisions. These smaller divisions will be the minor points (A's, B's, and C's) on your Outline.

Once all of your notecards are in order, you are ready to begin writing. It is recommended that you handwrite your rough draft, rather than simply sit at a computer and begin typing. You will begin writing in your own words, and will use the information on the notecards to **support** your statements. When you use a notecard in your paper, it is called a *citation*, and must be followed by a *parenthetical citation*.

What are citations?

When you use information from a notecard in your paper, it is called a **citation**. It must be followed by a **parenthetical citation**. You can quote the author directly (word for word) or indirectly, where you put things into your own words, but each citation (quote) must be followed by a parenthetical citation. This gives the reader the author and the page number where the original quote can be found. All of this information should be on your notecard. For example,

Many people enjoy reading short stories more than novels. "Most short stories are works of substance and subtlety," (Sohn 14).

This quote can be found on page 14 of the book written by Sohn. **All parenthetical citations must include the author's name (if known) and a page number**. If the author is not known, use a key word from the title.

This rule only changes when you are using information from the internet. Pages on the internet are often not numbered; if page numbers are present, use those numbers. With other information used from World Wide Web pages, ELibrary sources, or SIRS sources, simply omit page numbers. **DO NOT NUMBER THE PARAGRAPHS** unless they are numbered by the author. If paragraphs are numbered by the author, your

parenthetical citation should include the author's last name (or key word) and the paragraph number. For example,

“It is often the case that high school students who were average in their classes are those who become exceptional adults,” (job hunting para. 4).

This quote can be found on the job hunting website in paragraph four, as numbered by the creator of the cite.

Types of Citations

Direct Citations

These are **word for word** quotes from the author, taken directly from your notecards. These must be included in quotation marks, and must be followed by a parenthetical citation. The order for punctuation must be followed **exactly** as follows:

“Longfellow's last decades were uneventful, save for the fatal burning of his wife, which eventually led to her death,” (Baym 578).

It is important that you do not “close” the sentence with its ending punctuation until you have given the parenthetical citation. This way the reader knows who said this about Longfellow before the end of the sentence.

Indirect Citations

Indirect citations also come from your notecards, but you do not incorporate them into your paper word for word. With indirect citations, you keep the author's basic *idea*, but you put it in your own words. You do not put indirect citations in quotation marks, because you are not “quoting” the author word for word. It is still important, however, to give the author credit for his idea, **so each indirect citation must be followed by a parenthetical citation.**

One of my notecards contains the following information:

In order to be clourophobic, one must, as a child, have experienced a traumatic clown encounter. Herring 39

To **indirectly cite** this author, you must take the main idea and put it in your own words:

There are many different causes listed for clourophobia. One major cause insists that the victim must have had a traumatic clown experience as a young child (Herring 39).

In the above example, Herring made a statement that all clourophobics had to have a certain experience as a child. Although you haven't quoted him directly, this is still his idea. He must get credit. This is why you must have a parenthetical citation after the indirect quote.

Note that the parenthetical citation still must come before the ending punctuation, just as with direct citations. This format must be followed exactly.

Extended or Long Quotes

If the information on a notecard is more than four typed lines, it is called an extended or a long quote. Long quotes must be treated differently.

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- **Long quotes are typed so that each line is double tabbed**

- **Long quotes are always direct (word for word)**
- **Long quotes do not need quotation marks; the indent at the start of each line indicates a direct quote**
- **The ending punctuation goes directly after the quote, before the parenthetical citation**

Below is an example of a long quote in a paper:

Plays in Shakespeare's time were performed at a much swifter pace than what we would be able to follow. While most plays all consisted of five acts, they didn't take as long as would be expected.

The pace of a performance was rapid; Shakespeare's plays were put on in two hours. There was no scenery, no lighting, few props, and no curtain on the main stage. As a result, the action moved quickly from one scene to the next. (Akley 132)

There were also very few costume changes in Shakespeare's plays. The actors usually wore their own clothing.

After you have written your paper, you must update your outline. Include and add any additional divisions.

This will become your Final Outline.

A Word About Plagiarism

Plagiarism is defined as using another writer's words or ideas without crediting him or her. Plagiarism is a serious offense. At LCHS, the penalty for plagiarism is outlined in Limestone's Plagiarism Policy, and will be enforced. Penalties include failure of the paper, losing double the points that the paper is worth, and Saturday detentions.

What Needs To Be Cited?

- ✓ **Direct Quotations.** Any time you quote word for word, you must include a parenthetical citation.
- ✓ **Indirect Quotations.** When you paraphrase (restate in your words) another writer's ideas, you must give him credit with a parenthetical citation.
- ✓ **Facts or Statistics that are not common knowledge.** Historical dates, general biographical information, general truths do not need to be cited. Specific information should be followed by a parenthetical citation.

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Get help with plagiarism issues before you run into trouble. Talk to your teacher if you are worried about plagiarism before you turn in your paper.

Now It's Written; What Comes Next?

Once your paper is written (preferably by hand), you must format it correctly. There are some specifics you must follow when formatting your paper:

- ◆ You must provide a title page
- ◆ You must have a final outline
- ◆ Page numbering should begin on **page two** of the body of the paper; numbers should go in the **upper right hand corner**
- ◆ The page numbering continues onto your Works Cited page; that number belongs in the **bottom middle of the page**
- ◆ Use size 12 font; Times New Roman, Courier, or other standard fonts are the only acceptable fonts; print in black ink only
- ◆ Do not place additional spacing between paragraphs. Your entire paper is double spaced; it is not necessary to return twice between paragraphs.

When you turn in your final paper, it must contain the following items in this order:

Title Page

Final Outline

Body of Paper

Works Cited

Additional Resource Page (optional)

Research Paper Rubric

Name _____ Date _____ Score _____

Category	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Does Not Meet Standard (1)	No Evidence (0)	Score
Title Page	Title, Your Name, Teacher's Name, Course Period, Date, Neatly finished/no errors	Evidence of four	Evidence of three	Evidence of two or less	Absent	
Thesis Statement	Clearly and concisely states paper's purpose in single sentence, which is engaging and thought provoking	Clearly states paper's purpose in a single sentence.	States the paper's purpose in single sentence.	Incomplete and/or unfocused.	Absent, no evidence	
Intro	Intro is engaging, states main topic and previews the structure of the paper.	Intro states main topic/previews structure of paper.	Intro states main topic, but does not adequately preview structure of paper.	No clear intro or main topic and structure of paper is missing.	Absent, no evidence	
Body	Each paragraph has thoughtful supporting detail sentences that develop main idea.	Each paragraph has sufficient supporting detail sentences that develop main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop main idea.	Absent, no evidence.	
Organizational Structural	Writer demonstrates logical subtle sequencing of ideas through well-developed paragraphs, transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	Not applicable.	
Conclusion	Conclusion, is engaging/restates thesis.	Conclusion restates thesis.	Conclusion does not adequately restate thesis.	Incomplete/unfocused	Absent	
Mechanics	No errors in punctuation, capitalization and spelling	Almost no errors in punctuation, capitalization and spelling	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable	
Usage	No errors in sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable	
Citation	All cited works, both text and visual, are done in the correct format with no errors.	Some cited words, both text and visual, correct format, inconsistencies evident.	Few cited works, but text and visual, correct format.	Absent	Not applicable	
Bibliography	Done in correct format with no error. Includes 5 major references (e.g. minimum two career related materials along with Internet sites).	Done in correct format with few errors. Includes 5 major references (e.g. minimum two career related materials along with Internet sites).	Done in correct format with some errors. Includes 4 major references (e.g. two career related materials, no more than two Internet sites)	Done in correct format with many errors. Includes 3 major references (e.g. career related materials, books, but no more than two Internet sites)	Absent or only cites are Internet sites	
					Total Score	