

 When you finish your notes, show them to your teacher.



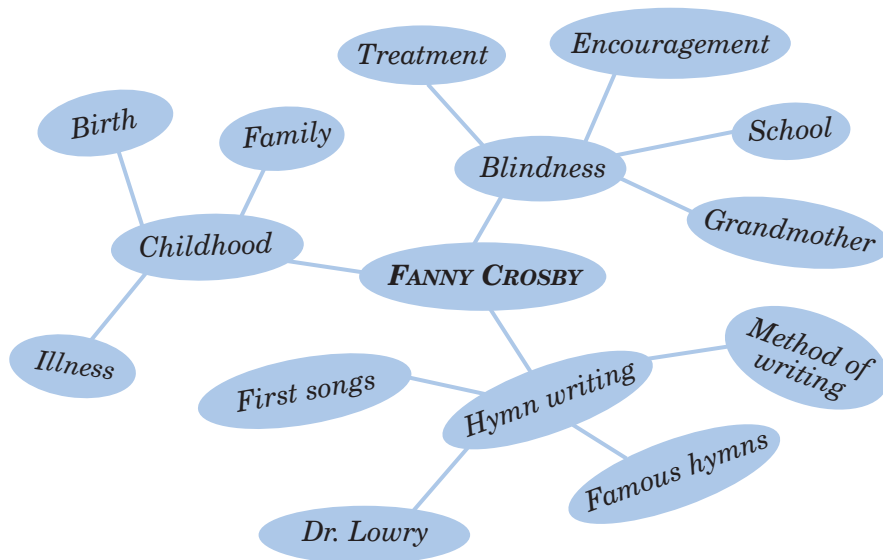
Lesson 9

Organizing Your Notes

By now you should have at least thirty note cards—enough to write your paper, though you may still need to fill in some gaps later. Use your note cards to help you organize your information in a complete outline. First, sort the cards into stacks by their slugs.

- ◆ If you used the main points from your preliminary outline as slugs, put the piles in order according to your outline. Within each stack, put the individual cards in the order you wish to use them. Look through the notes to determine subpoints and details for your outline.
- ◆ If you did not use the main points from your preliminary outline as slugs, determine which slugs fit with each main point. Then decide in what order you wish to discuss each topic. Within each stack, put the individual cards in the order you wish to discuss them. You may be able to use the slugs as subpoints or details on your outline.

You may find it easier to make a graphic organizer (such as a cluster) of the information before completing the formal outline. Study Kaylene’s cluster:



Lesson 9

Remember these guidelines in making an outline.

1. Use Roman numerals for the main points, capital letters for the subpoints, and Arabic numbers for the details.
2. Indent each level of the outline.
3. Line up all beginning letters or numbers of each section of the outline vertically.
4. Capitalize the first word on every line, except for details.
5. Use a period after each numeral or letter at the beginning of a line.
6. Each entry on the outline should be in parallel form to the other entries of that section.

Fanny Crosby

- I. Childhood
 - A. Birth
 - B. Family
 - C. Illness
 - 1. infection in eyes
 - 2. hot poultice treatment
- II. Blindness
 - A. Treatment
 - 1. tried many ways
 - 2. New York City doctor
 - B. Encouragement
 - C. Grandmother
 - D. School
 - 1. attended Institute for the Blind
 - 2. wrote poetry
 - 3. taught at the institute
- III. Hymn writing
 - A. First songs
 - B. Composers
 - 1. William Bradbury
 - 2. Dr. Robert Lowry
 - 3. Philip Phillips
 - C. Method of writing
 - 1. meditated
 - 2. "wrote" in her head
 - 3. memorized
 - D. Famous hymns



Write an outline for your research paper. If your teacher wishes you to do so, make a cluster first.



Writing the Introduction

The first paragraph (or two) of your paper will be the introduction. The introduction is one of the most important parts of your paper; it should both introduce your topic

and catch the reader’s attention. Begin with some sort of attention-getting device, and then narrow your focus to the specific thesis statement you already wrote.

The attention-getting device is a statement or paragraph that hooks the reader, making him think, “This is intriguing! I want to read more.” You could begin with an anecdote, rhetorical question, quotation from a famous person, Bible verse, or a description. Make sure that the method you choose fits directly with your topic.

In the introduction—and throughout the paper—tie ideas together with transitions. These may be single words (*next, then, first...*) or phrases (*after that, not only...but also*). And like all paragraphs within the paper, the introduction should be developed with a minimum of three or four sentences. Also remember that in a formal paper such as this, you should use third-person pronouns.

Kaylene thought of several ways she could begin.

Bible verse: “Count it all joy when ye fall into divers temptations; Knowing this, that the trying of your faith worketh patience.” James 1:2-3

Rhetorical question: How would it be to be blind?

Poem: “Oh what a happy child am I, although I cannot see!
I am resolved that in this world, contented I will be.
How many blessings I enjoy that other people don’t!
To weep and sigh because I’m blind I cannot—and I won’t!”
– Fanny Crosby, age 8

Eventually, Kaylene wrote an introduction beginning with a rhetorical question:

How would it be to be blind? To never see all the beautiful things on this earth? Many people would give up, thinking they wouldn’t have a chance at doing anything great because of their handicap. Fanny Crosby is a wonderful example of somebody who didn’t give up on life just because of her handicap of blindness. Instead she followed God’s leading and made a difference in many people’s lives. Fanny Crosby’s blindness caused her early life to be difficult, but accepting her handicap as a gift from God, she became the writer of over 8,000 hymns.



Follow the directions.

1. Write ideas for three possible beginnings for your research paper, each with a different attention-getting device.

2. Choose your favorite beginning and write the introduction to your essay on your own paper. Remember to include your thesis.



Acknowledging Your Sources

Every time you paraphrase, quote, or in any way use information from another source, you must give credit to that source. At the end of the sentence in which you used the information, you should give a *parenthetical citation* consisting of the author's last name and the page number(s) of the source.

The following examples cover most kinds of sources you will need to document. If you have a source you do not know how to credit, ask your teacher or consult an MLA handbook.

- ◆ Put the citation in parentheses *before* the ending punctuation of the sentence. Do not put a comma between the author's last name and the page number.

Frances Jane Crosby, also known as Fanny Crosby, was born March 24, 1820, in Southeast Putnam County, New York (Ruffin 20).

- ◆ If you have several sentences in a row that came from the same source, you may use only one citation at the end of the section.
- ◆ If you introduce the quotation or paraphrase with the author's name, include only the page number in the citation.

Bernard Ruffin said in his biography titled *Fanny Crosby* that Frances Jane Crosby was born March 24, 1820, in Southeast Putnam County, New York (20).

- ◆ If the work did not give the author's name, use the first few words of the title instead.

After graduating, Fanny taught at the same school she had attended. In 1858, she married one of her former students, Alexander Van Alstyne ("Fanny Crosby" 752).

- ◆ If the work has more than one author, include all of their names in the citation.

Frances Jane Crosby, also known as Fanny Crosby, was born March 24, 1820, in Southeast Putnam County, New York (Marks and Ruffin 20).

If you use a direct quote fewer than five lines long, include it within the sentence, enclosed in quotation marks.

A friend wrote the tune for a song and played it on her organ for Fanny. The friend asked Fanny what she thought; Fanny replied, "That melody to me sounds 'blessed assurance'" (Miller 81).

If it is five or more lines long, introduce it with a colon, indent it two tabs, and do not use quotation marks.

According to her biography in *Religious Leaders of America*, Fanny had a difficult childhood:

Frances Jane Crosby, known popularly as Fanny Crosby, the most popular hymn writer of the American church, was the daughter of John and Mercy Crosby. The victim of an incompetent doctor, she was blinded when she was but six weeks old. Her father died before the year was out. A short time later her mother moved to North Salem, New York, and in 1828 to Ridgefield, Connecticut, where Fanny grew up (118).



Write the citation that would appear at the end of a sentence, according to the source information given.

1. Dengler, Sandy. *Fanny Crosby: Writer of 8,000 Songs*. Chicago: Moody Press, 1985. 385.
“...even though she couldn’t see” (_____).
2. “Gutsy Women in 19th-century American Religion.” *Publishers Weekly*. Vol. 252, Issue 15, 04/11/05. 49.
“...even though she couldn’t see” (_____).
3. Turner, Fred and Valeria St. John. *The Light in the Darkness*. New York: Andrews Publishers, 2002. 267.
“...even though she couldn’t see” (_____).

Writing the Rough Draft

You already have your introduction written; today you will work on the rest of your rough draft. Because editing is much easier on a computer, type the rough draft on a computer if possible. (Be sure to save it often.)

Write your rough draft with your note cards and outline in front of you. Once you have used the information from one note card, flip it over and go on to the next one. Add in your thoughts and analysis as you go. Typically, six or seven note cards combined with your thoughts and transitions should fill a page.

Do not worry about mistakes at this point, but focus on getting your ideas down.



Begin writing your rough draft.



Lesson 11

Writing the Rough Draft, Continued



Continue writing your rough draft. Make sure you don’t get stuck for too long on any one idea. If you are at a loss for words on one topic, move on to another section. You can always return later in the writing process.



Lesson 12

Writing the Conclusion

Finish your paper with a concluding paragraph or two. The conclusion should pull your thoughts together and leave the reader thinking. Often a conclusion includes a summary and a closing device similar to the attention-getting device. You may wish to

go “full circle,” ending with the idea with which you began. You can also use a question, quotation, anecdote, or prediction.

While you don’t have to repeat your thesis statement, the conclusion should emphasize the idea of the thesis. Read Kaylene’s thesis; then notice how her conclusion summarizes and reinforces the thought of the thesis.

Kaylene’s thesis: **Fanny Crosby’s blindness caused her early life to be difficult, but accepting her handicap as a gift from God, she became the writer of over 8,000 hymns.**

Kaylene’s conclusion, ending with an anecdote:

Fanny Crosby always accepted her blindness with a positive attitude, saying that it was a gift from God. She believed that she was blind because if she had been able to see things would have distracted her. She wrote many hymns about sight, though, and about seeing the Lord’s face in heaven. The doctor who caused her blindness never forgave himself for causing her blindness, but Fanny never felt any bitter feelings toward him. Instead, she said that if she ever met him she would thank him, because otherwise she would likely not have become a hymn writer (Wiersbe 23, 26).



Follow the directions.

1. Write one or two sentences that summarize your thesis.

2. List three possible ideas for concluding your paper.



Choose the idea you like best and write the conclusion of your paper. If you have not completed the rest of the rough draft, do so now.



Choosing a Title

The title you choose should tell more about your paper than the general topic: it should point to the main focus of the paper. Typically, a title has three to seven words. They should be strong words: specific nouns and verbs. Often the title of a major research paper consists of a one- or two-word phrase, followed by a colon and a subtitle. You may even wish to pull a phrase directly from the paper to use as your title.

Since Kaylene’s topic was Fanny Crosby, she knew the name should appear in her title. In her first attempt at a title, she tried to include all the main points of her paper: “Fanny Crosby: Blind From Childhood but Successful in Life.” She soon realized, however, that this was too long to be effective. After several more attempts, she eventually chose the title “Fanny Crosby: The Blind Hymn Writer.”



Compose a title for your paper.

○ 3. _____

Lesson 13

Revise and Edit

Even though you have finished the rough draft, you are not done with your paper. Revising and editing are just as important as the actual writing, and generally will take about as long to do. (You may find it helpful to use the proofreaders' marks given on page 30.) During the revision process, you will “re-see” and rewrite your paper to make it as clear and concise as possible. Read through it several times, focusing on only one or two specific items each time. This checklist gives you some ideas of things to look for.

- Do all the details support the thesis?
- Are all of your main points in order?
- Is the paper logical?
- Is it interesting?
- Does it fit the audience to whom it is directed?
- Are the sentences and paragraphs in logical order?
- Did you use transitions to tie ideas together?
- Did you use concrete nouns and strong action verbs?
- Have you used the active voice whenever possible?
- Are any ideas unfinished?
- Does each paragraph have unity?
- Are sentences concise and clear?
- Did you vary sentence lengths and patterns?
- Did you use a variety of words to begin sentences and paragraphs?
- Are sentences and phrases parallel?
- Are the words and style natural?
- Is the introduction interesting?
- Does the conclusion leave the audience thinking?
- Have you eliminated plagiarism by indicating direct quotes and by giving citations for every quote or paraphrase?

During the editing process, you check for mechanical errors. Again, read through the paper several times, looking for specific items each time. This checklist shows what to look for as you edit.

- | | |
|---|---|
| <input type="checkbox"/> spelling | <input type="checkbox"/> paragraph indentation |
| <input type="checkbox"/> capitalization | <input type="checkbox"/> correct adjective and adverb usage |
| <input type="checkbox"/> subject-verb agreement | <input type="checkbox"/> correct citation form |
| <input type="checkbox"/> pronoun-antecedent agreement | <input type="checkbox"/> good grammar |
| <input type="checkbox"/> punctuation | |
| <input type="checkbox"/> sentence run-ons and fragments | |

Lesson 13

Here is a part of Kaylene’s rough draft, with the marks she made while revising and editing her paper.

avoid split infinitive

How would it be to be blind? ~~To never~~ see all the beautiful things on this earth? Many people would give up, thinking they wouldn’t have a chance at doing anything great ^{because} of their handicap. Fanny Crosby didn’t give up on life just because of her ~~handicap~~ of blindness. Instead, she followed God’s leading and made a difference in many people’s lives. Fanny Crosby’s blindness caused her early life to be difficult, but accepting her handicap as a gift from God, she became the writer of over 8,000 hymns.

eliminate redundancy

move citation to end of sentence

Frances Jane Crosby, also known as Fanny Crosby, ~~(Ruffin 20)~~ was born March 24, 1820, in Southeast Putnam County, New York. She described her mother as a “brave, industrious woman of the New England type.” She had no remembrance of her father John Crosby, since he died before her first birthday (Jackson 25).

vary paragraph beginnings

stringy sentence

pronoun-antecedent agreement

~~Fanny Crosby was not born blind.~~ For the first six weeks of her life, ^{Fanny} she could see, but then she became ill with an infection in her eyes, ~~and~~ since the family doctor was gone, she was taken to a man who claimed to be a doctor. He put a hot poultice directly on her eyes, saying ^{it} they would draw out the infection. ^{The poultice} ~~It~~ did make the infection go away, but also left scars on her eyes that caused her to be blind (Ruffin 20). At first she was still able to tell the difference between night and day and ^{see} whether there ~~was~~ a bright light, but later ~~of~~ she went completely blind (Miller 11).

improve poor sentence flow and logic

more concise

Fanny Crosby’s mother tried many ways to restore Fanny’s sight, ~~including a trip to New York City.~~ Her mother ^{saving} saved up all their money, and when Fanny was five years old, ^{when Fanny was five} they went to New York City to consult a physician. The doctor checked her eyes but told her mother ~~there was nothing that~~ could be done (Miller 17-18). ~~It was at this time that Fanny’s mother realized that Fanny would always be blind, which caused her great disappointment.~~ ^(join paragraphs)

eliminate wordiness

Even though she knew she would always be blind, Fanny had a positive attitude towards her blindness. She said about it, “Soon I learned what other children possessed, but I made up my mind to store away a little jewel in my heart, which I called content. This has been the comfort of my whole life” (Jackson 27);

pronoun usage

~~She also had~~ ^{Several} people in her life ~~which~~ contributed to this positive attitude. Her mother told her, “Providence deprives persons of some physical faculty in order that the spiritual insight might more fully awake” (Jackson 26). ^{Fanny’s mother also} ~~Also she~~ told her that great people in history, such as Euclid the mathematician, Homer the greek poet, and John Milton ~~were all blind but~~ had achieved great things, ^{even though they were blind} (Miller 12). Fanny’s ~~Grandmother~~ ^{Grandmother} who lived with the family, spent time describing to Fanny the ~~things she couldn’t see.~~ Her grandmother told her of the sunrise and sunset, the birds, the moon and stars, and the colors of the rainbow (Jackson 29-30).

eliminate repetition and unnecessary words

Fanny Crosby had good Christian influences. Her family walked to church every Sunday (Ruffin 21). She memorized large portions of the Bible, ^{including} ~~when she was a young girl, she had memorized~~ many Psalms, Proverbs, Ruth, and the Song of Solomon (Jackson 35). She also had a neighbor in Connecticut, Mrs. Hawley, who read and taught Bible stories to her (Wiersbe 23).



Print a copy of your rough draft. Make the editing and revision marks on your research paper.

If you have time, make the changes in the saved document in the computer.

