

Silver Lake Regional School District Manual of Style

First Edition
September 2003

In a collaborative effort among various disciplines, we have designed this manual to be a guide for writing research papers across the curriculum.

The text explores research, style, and format through the lenses of many disciplines, helping students in the humanities and sciences to approach a topic in a given field, to conduct valid research and to present the results in an appropriate format.

An effort was made in the creation of this manual to acknowledge the difference in research styles across disciplines.

Students are encouraged to use this as a guide, but to also ask their teachers for individual and specific instruction. It should be noted that the MLA Handbook for Writers of Research Papers is the primary reference for this manual and for Silver Lake.

The Silver Lake Style Manual Committee

Sources

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 5th ed. New York: The Modern Language Association of America, 1999.

Goldenberg, Phyllis. A Student Guide to Writing a Research Paper. New York: Sadlier-Oxford, 1997.

Lester, James and James Lester, Jr. The Essential Guide: Research Writing Across the Disciplines. New York: Longman, 2002.

Lester, James and James Lester, Jr. Writing Research Papers. New York: Longman, 2002.

Section 1.0 - Getting Started

1.1 Thesis Generation

Even though your teacher may give you a subject or general topic to work with, you will still have to refine it into a workable **thesis**. A thesis is a sentence that sums up the position of the writer and does the following:

- ⇒ **Identifies the narrow topic**
- ⇒ **States the writer’s position or point of view**
- ⇒ **Outlines the evidence given in support**

Development of a Good Thesis

General Subject: Defined by the subject or course work

Ex: Korean War

Working topic: One specific issue, not a broad subject; argues from a position and explains complex details

Ex: causes of the Korean War

Thesis: An arguable statement of position

Ex: Nationalism, not communism, was the leading cause of the Korean War, as shown by post-war speeches and policies.

Source: (Lester 11)

World’s **Worst** Thesis Statements

“This paper will prove...” (Your paper may *argue, suggest, indicate* or *support* an opinion or idea, but your paper will rarely **PROVE** anything unless it’s a mathematical theorem or scientific treatise.)

“I will now show...” (Use **THIRD PERSON** Point of view, not **FIRST**. Don’t use “I”.)

“The Korean War.” (MUCH too general. This is not a statement of opinion, argument, or position.)

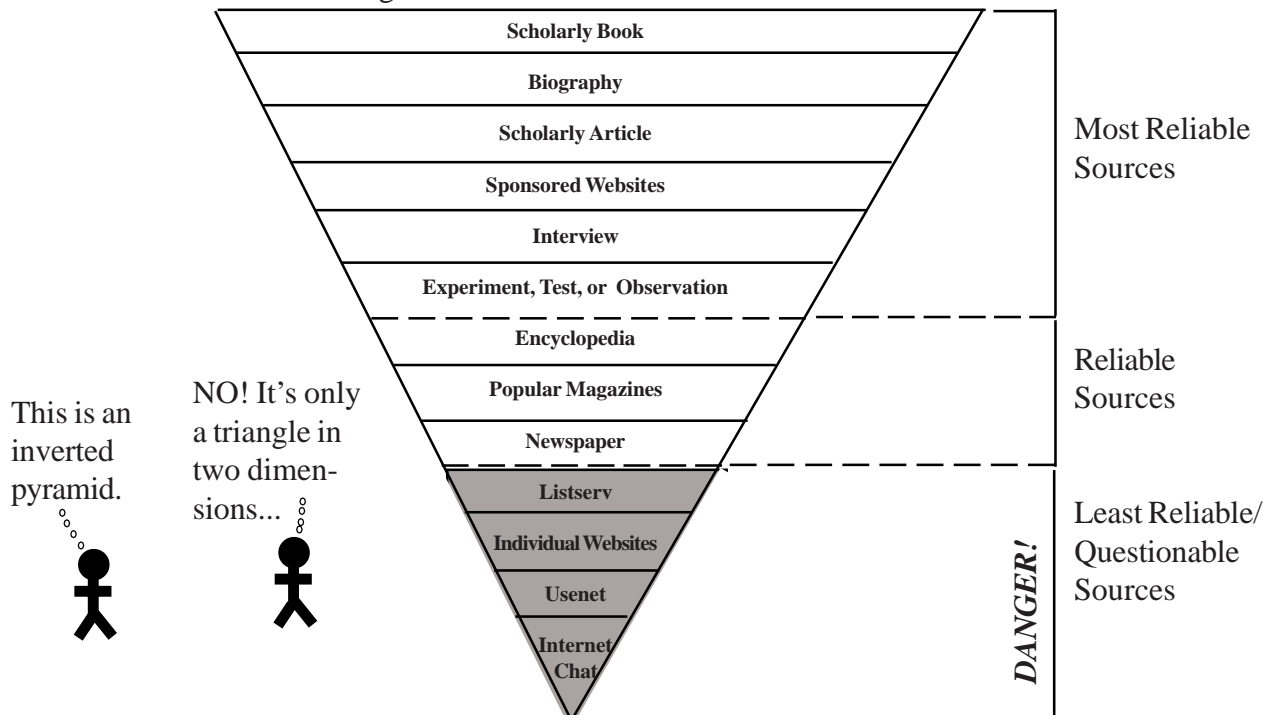
“John Steinbeck was one of America’s best authors.” (This statement is **TOTALLY** opinion. It will be very difficult to support such an arbitrary and biased opinion.)

“Culture changed in the 1920’s.” (Of course it did! Too **FACTUAL** and **OBVIOUS**. This will be more of a book report than an actual arguable position.)

“The lab shows...” (Which **ONE?! The Hydrate Lab? The one your older brother did last year? Be specific about what you are referencing.**)

1.2 Identifying Sources

This is an inverted pyramid that shows a progression of sources from the most to least reliable. Consider this when evaluating the usefulness of sources.



Scholarly Book: treats academic topics with in-depth discussions and careful documentation of the evidence.

Biography: a book devoted to the life of one person and that person's work.

Scholarly Article: can appear in a magazine, newspaper, journal or on line. The content is more reliable as the authors write for academic honor, document all sources, and publish for university presses and academic organizations.

Sponsored Websites: one that is supported by an institution or professional organization.

Interview: the key element is the experience of the person as it applies to your thesis.

Experiment, Test, or Observation: brings primary evidence as you explain your hypothesis, test results, and the implications of your findings.

Encyclopedia: usually offers brief surveys not critical perspectives. Most instructors require that you go beyond the use of encyclopaedias to cite from scholarly books and journal articles.

Popular Magazines: seldom offers in depth information and does not face critical review by a panel of experts.

Newspaper: does not reflect the type of careful research that you find in a journal article. They can provide insight into past attitudes or events.

Listserv: can be a way to seek out general subjects, rather than a search for specific material.

Individual Websites: provides a publication medium for someone who may or may not possess knowledge. You should approach these sources with caution!

Usenet: posts information on a site, and invites opinions from a variety of people, some reliable and some not.

Internet Chat: Real-time internet conversations have no value for academic research and are not legitimate sources for your paper.

Source: (Lester 58-64)

1.3 Distinguishing Primary from Secondary Sources

Primary source: A primary source is an original text document, interview, speech, or letter: it is the text itself.

Ex: Literary works, documents, autobiographies, letters, interviews, speeches, surveys and tables of statistics.

Secondary sources: Secondary sources are writings *about* the primary sources, *about* an author, or *about* someone's accomplishments.

Ex: Comments or analysis of an original text or document, critical reviews, discussions of world events in newspapers, magazines or journals..

Source: (Goldenberg 18)

Primary

- ⇒ *The United States Manuscript Census*
- ⇒ *The Autobiography of Malcolm X*
- ⇒ *The Diary of Anne Frank*
- ⇒ *The Merck Index*
- ⇒ *Munsell Color Charts*
- ⇒ *Euclid's Elements*

Secondary

- ⇒ A history textbook
- ⇒ *The Lives of Noble Greeks and Romans*
- ⇒ *The Rise and Fall of the Third Reich*
- ⇒ *Encyclopedia of American Authors*
- ⇒ *Dictionary of American Biography*

1.4 Evaluating Sources

Many writers have trouble determining the value of material and the contribution it can make to the research paper.

The following criteria should be used in evaluating a source:

- | | |
|--------------------|---|
| ⇒ Relevancy | <i>How well does the source support your thesis ?</i> |
| ⇒ Authority | <i>Is the source published or sponsored by a professional person or institution ?</i> |
| ⇒ Accuracy | <i>Does the source show verification or evidence in support of its findings?</i> |
| ⇒ Currency | <i>Does the source represent the most recent research ?</i> |

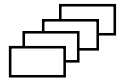
Source: (Lester 64-65)

Section 2.0 - Drafting the Paper

2.1 Setting a Schedule

Your teacher will give you a timeline to follow with steps due at intervals throughout the writing process. This timeline may run anywhere from two to eight weeks. You must learn to organize and budget your time efficiently following the guideline below:

1. Getting Topic Approved
2. Reading and teaching yourself about the topic
 - ⇒ Preliminary bibliography
 - ⇒ Begin using note cards
3. Refining topic into a coherent thesis statement
4. Organizing supportive arguments for thesis in an outline
5. Taking notes on 3x5 cards for support of thesis statement
6. Drafting the Paper
7. Formatting the Paper (MLA)
8. Writing a Works Cited List
9. Revising and Proofreading
10. Submitting the Manuscript



Teacher Deadlines

topic: _____

thesis: _____

outline due by: _____

note cards due by: _____

first draft due by: _____

FINAL draft due by: _____

2.2 Model Paper Outline

This five part paper outline can be used when writing any thesis essay from one page to 10 pages or longer.

Introduction - Expository, background information. What are you writing about? Why? Where did you get these ideas? Thesis statement should go at the end of this introductory paragraph stating your position or opinion you intend to argue in this paper.

Point I. - In the body of the paper, you will organize your argument point by point with as much factual, expert and critical data as you can find through research. This first point may include multiple paragraphs, but smooth transition should be used and solid conclusions should be drawn before moving onto the next point.

Point II. - The second point may again be multiple paragraphs, but should be a different point than the one discussed in the previous section. Don't forget transition between paragraphs and conclusions (therefore..., as a result..., consequently...).

Point III. - The third point may again be multiple paragraphs, but should be a different point than the one discussed in the previous section. The third point may also be used to anticipate and refute counter arguments.
(There may be more than three points to your argument depending upon the amount of material you found through research.)

Conclusion - This section should be one final paragraph which restates your thesis and summarizes your argument. Do not introduce new material here. Your argument is over and you are wrapping up the paper. When you are finished, STOP WRITING! No cute endings, don't end with a "cliffhanger" question, no jokes or puns and especially don't write "THE END"!

2.3 Outline Format

As part of the writing process some teachers may require you to show your argument logically arranged in the following format:

Thesis Statement: This must be approved by the teacher.

I First Supporting Argument (Note: This may include multiple paragraphs)

- A.
 - 1.
 - a. (if needed)
 - b.
 - 2.
- B.
 - 1.
 - 2.
- C.

II Second Supporting Argument

- A.
 - 1.
 - a. (if needed)
 - b.
 - 2.
- B.
 - 1.
 - 2.

III Third Supporting Argument (Note: You may need additional supporting arguments)

- A.
 - 1.
 - a. (if needed)
 - b.
 - 2.
- B.
 - 1.
 - 2.

Hints

Seek help-early and often.

A bad thesis spells disaster.

A vague thesis leads to a vague paper.

Realize that quantity does not equal quality.

A swell report cover doesn't make up for a lousy paper.

Don't assume the reader is familiar with your topic.

Don't include graphics which don't support your thesis.

Don't Xerox dozens of pages - Use note cards.

Conclusion: Reiterate thesis statement and summarize supporting arguments.
Do not introduce new ideas or questions here.

2.4 Note Cards

This method is preferred by some writers and teachers as a way of physically organizing the argument by arranging and analyzing data.

Taking Notes on Note Cards

Follow these guidelines for taking notes:

1. Write the **author** of the source in the **upper-right hand corner** of the card. Use a separate card for each source.
2. Write on only one side of each card, and **write about** only **one main idea**. (You will then be able to arrange and rearrange your note cards easily according to their main ideas.)
3. Write a **heading**-a key word or phrase-**at the top** of the note card and underline it. The heading tells the main idea discussed on the note card. Usually the heading is one of the topics or subtopics in your outline.
4. Make a conscious effort to **use your own words** when taking notes. It may help to close the book and explain to yourself what the author has written and then transfer that "explanation" to your note card. You do not need to write in complete sentences. Use abbreviations and symbols.
5. Enclose **direct quotations** in **large quotation marks**. Make sure you have quoted word for word, *exactly* as the author wrote it. If you wish to leave out material from the quoted passage-a sentence or phrase or even a single word-you must show that you have done so by inserting ellipses (. . .) at the appropriate point.
6. **At the bottom** of each note card, **write the page number(s)** where you found the information.
7. Before you go on to a new note card, double-check to see that you have written **the author** of the **source** and the **page numbers**. (This will make it easier for you to find and document your sources later.)

Source: (Goldenberg 41).

The diagram illustrates three overlapping note cards. The top card, titled Concern for Elderly Drivers by Manning, contains the following text: "A 1998 study by the Transportation Research Board and the National Research Council discovered that elderly drivers rank second only to 16 to 24 year olds in the number of accidents per mile driven." p.57. The middle card, titled Marta, contains: "By the National Research Council, elderly drivers are the most dangerous group of drivers." p.59. The bottom card, titled Health, contains: "A 2000 study by the Transportation Research Board and the National Research Council discovered that elderly drivers are the most dangerous group of drivers." p.124.

2.5 Paraphrasing and Quotation

Using language and ideas from professionally published sources to support your argument is an important feature of a good research paper. However, when including material from professional sources, care must be taken to accurately quote or paraphrase the material and to accurately cite sources.

Quotations are word-for-word sections from source material that are borrowed from other writers and sources. Quotations should be accurately represented word-for-word from the original and enclosed in quotation marks.

Ex: “Students at Silver Lake are among the most generous and giving on the South Shore,” said Principal Kelley (Nash 51).

Paraphrases are restatements of source material into your own words, but attribution still needs to be given to the source of the ideas.

Ex: Principal Kelley indicated that Silver Lake students are some of the most charitable students he has ever known (Nash 51).

Source material in good papers should be smoothly blended into the text of the paper by mentioning the author’s name and title of the source as a lead-in to the quotation or paraphrase.

Quotation Example

John Nash, in his article in the October 2001 issue of the Laker Legend, wrote, “Principal Kelley said, ‘Students at Silver Lake are among the most generous and giving on the South Shore,’” (Nash 51).

Paraphrase Example

*John Nash, in his article in the October 2001 issue of the Laker Legend, noted that Principal Kelley indicated that Silver Lake students are some of the most charitable students he had ever known (Nash 51).**

(* The Silver Lake Style Manual modifies the MLA Handbook in this instance by including the author’s name and page number in ALL in-text citations.)

Short quotations less than four lines of text should be blended into the body of your paper. Longer quotations of more than four lines of text should be set off from the body of the paper in block quotation form, with double indentations and single spacing.

Ex: John Nash, in his article in the October 2001 issue of the Laker Legend, wrote:

Students at Silver Lake are among the most generous and giving on the South Shore. The Key Club Penny Drive, The Laker Legend Santa, Honor Society Clothing Drive and Food Drives and Kiss-A-Pig Contest are just a few examples of the many instances of charitable works which have generated thousands of dollars for area organizations (Nash 51).*

(* The Silver Lake Style Manual modifies the MLA Handbook in this instance by single spacing block quotations.)



2.6 Plagiarism

Plagiarism may be done on purpose as a kind of shortcut or accidentally because the writer didn't know any better. Either way it's a bad mistake.

Definition: (Latin) “*Plagiarius*” (Kidnapper) *A form of cheating defined as the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own*” (Gibaldi 30).

You Need to Cite	You Do Not Need to Cite
<ul style="list-style-type: none">⇒ Direct quotations⇒ Opinions and ideas of others - Even if paraphrased (stated in your own words)⇒ Unique words or phrases from the source⇒ Statistics not commonly known⇒ Charts, maps, and drawings	<ul style="list-style-type: none">⇒ Your own original ideas or opinions⇒ General information and common knowledge - common sense observations, generally accepted facts, and information readily available

Borrowing from a Source Correctly

Let's say you are writing a paper on “Aging in America” and you find a great quote about Alzheimer's disease that reads as follows:

Imagine your brain as house filled with lights. Now imagine someone turning off the lights one by one. That's what Alzheimer's disease does. It turns off the lights so that the flow of ideas, emotions, and memories from one room to the next slows and eventually ceases. And sadly...there is no way to stop the lights from turning off, no way to switch them back on once they've grown dim. At least not yet.

But sooner than one might have dared hope, predicts Harvard University neurologist Dr. Dennis Selkoe, Alzheimer's disease will shed the veneer of invincibility that today makes it such a terrifying affliction. Medical practitioners, he believes, will shortly have on hand not one but several drugs capable of slowing - and perhaps even halting - the progression of the disease...

from J. Madeleine Nash, “The New Science of Alzheimer's” *Time* 17 July 2000:51.

(Student A - Plagiarism)

Alzheimer's disease is like having a brain that's similar to a house with all the lights on, but the owner turns out the lights one by one until the brain, like the house, is dark.

The writer has borrowed the analogy and much of the wording from the original source without the appropriate citation.

Student B - (Plagiarism)

Alzheimer's is a terrible disease, for both victim and relatives. However, sooner than we might expect, medical scientists will have available several drugs capable of slowing and perhaps even halting - the progress of the disease. In addition, earlier diagnosis will mean patients can receive treatment before their brains start to fade.

In this example, the writer again has used key phrases like “drugs capable of slowing and perhaps even halting” and “brains start to fade” from the original without using citations or quotation marks identifying the source.

Student C - (Plagiarism)

Nash notes that Alzheimer's disease is like having a brain that's similar to a house with all the lights on, but the owner goes through the house and turns out the lights one by one until the brain, like the house, is dark. (Nash 51)

This is also plagiarism even though the writer notes the source and documents it with a parenthetical reference. The student has misunderstood the difference between quoting and paraphrasing. No quotation marks were used to indicate the actual wording of the quote. The passage masquerades as a paraphrase when it is in fact a direct quotation.

Student D - (Correct Use of Citation)

Alzheimer's is a terrifying disease, an insidious stalking of some of our best and brightest, such as former president Ronald Reagan. But help is on the way. In a recent report in Time, medical reporter Madeleine Nash cites Dr. Dennis Selkoe, a researcher at Harvard University, who believes that the scientific community is knocking on the door of a cure or maybe even a set of cures. The goal, according to Nash, is to halt the disease or at least slow its progress (Nash 51).

In this example, the writer correctly paraphrases the ideas of another and credits the source. You may use others' work to support your thesis, simply give the author credit. When even **one source** is questioned, the credibility of the *entire paper* is in question.

Source: (Lester and Lester Jr. pp. 81-83)



WARNING!!!!



Teachers are aware that ready-made papers can be purchased from internet sites. We have a database of those sites and we check them. We also use sites that analyze sentence strings to check originality of papers submitted by students.

See Student Handbook for consequences of plagiarism.

Section 3.0 - MLA Sample Entries

3.1 In-Text Citation

The following are examples of how to properly cite sources within the text. Notice that for most in-text citations, the **author's name** and a **page number** are what is cited. A more detailed explanation of the source is given in the list of "Works Cited" which comes at the end of the paper (see Section 3.2).

Type of Entry

In-Text Citation

Book: Single Author

(Keyser 75)

Book: Two or Three Authors

(Anti, Blocker, Plummer, and Richardson 52-57)

NOTE: If there are more than three authors, name only the first and add *et al.* or name each author.

(Anti, *et al.* 23-27)

No Author Given

(A Handbook of Korea 241-247)

Author's Work in an Anthology

(Auerbach 10)

A Multivolume Work

(Daiches 2: 538-39)

Edition Other Than the First

(Chaucer 545)

A Republished Book

(Doctorow 209-212)

A Book in a Series

(Reiman 113)

An Article in a "familiar" Reference Book

("European Populations 1997")

Article in a Journal

(Spear 94)

Article from a Weekly or Biweekly Magazine

(Gleick 33)

Article from a Monthly or Bimonthly Magazine

(Snyder 68)

Article from a Newspaper

(Jereski C1)

Film Review

(Harrington D1)

Interview

(Brokaw)

Television Program

("Face the Nation")

CD-ROM Periodically Published Database

("Faneuil Hall")

Internet Electronic Journal

(Readings)

NOTE: If you use the author's name in a sentence, you need not repeat it in the parenthetical page citation that follows.

3.2 Works Cited

The following are examples of how to properly cite sources on a *Works Cited* page. Notice that the citations are much more detailed than the in-text citations. This is the list the reader will refer to verify your in-text sources, and therefore its accuracy is critical.

Entries are arranged in alphabetical order by the author's last name or, if the author's name is unknown, by the title of the work. In the "Works Cited" list, second and subsequent lines should be indented one-half inch, or five spaces.

*These citations should be *double spaced* in your final paper as they are in the attached sample paper, Section 5. They have been single spaced here simply to save room.

Type of Entry

Works Cited Form*

Book: Single Author

Keyser, Elizabeth. Whispers in the Dark: The Fiction of Louisa May Alcott. Knoxville: U of Tennessee Press, 1993.

Book: Two or Three Authors

Anti, Barbara, Clyde E. Blocker, Robert Plummer, and Richard Richardson. The Two Year College: a Social Synthesis. Englewood Cliffs, NJ: Prentice, 1965.

No Author Given

A Handbook of Korea. 4th ed. Seoul: Korean Overseas Information Service, 1982.

Author's Work in an Anthology

Auerbach, Nina. "Jane Austen and Romantic Imprisonment." Jane Austen in a Social Context. Ed. David Monaghan. Totowa, NJ: Barnes, 1981. 9-27

A Multivolume Work

Daiches, David. A Critical History of English Literature. 2nd ed. 2 vols. New York: Ronald, 1970.

Edition Other Than the First

Chaucer, Geoffrey. The Works of Geoffrey Chaucer. Ed. F.N. Robinson. 2nd ed. Boston: Houghton, 1957.

A Republished Book

Doctorow, E.L. Welcome to Hard Times. 1960: New York: Bantam, 1976.

A Book in a Series

Reiman, Donald H. Percy Bysshe Shelley. Updated ed. Twayne's English Authors Series. 81. Boston: Twayne, 1990.

An Article in a "Familiar" Reference Book

"European Populations 1997." Information Please Almanac. 1993 ed.

Article from a Journal	Spear, Karen. "Building Cognitive Skills in Basic Writers." <u>Teaching English in the Two-Year College</u> 9 (1983): 91-98.
Article from a Weekly or Biweekly Magazine	Gleick, Elizabeth. "Sex, Betrayal and Murder." <u>Time</u> 17 July 1995: 32-33+.
Article from a Monthly or Bimonthly Magazine	Snyder, Mark. "Self-Fulfilling Stereotypes." <u>Psychology Today</u> July 1982: 60-68.
Article from a Newspaper	Jereski, Laura. "Entertainment Stocks: Is a Boffo Performance Over?" <u>Wall Street Journal</u> 1 Aug. 1995. eastern ed.: C1+.
Film Review	Harrington, Richard. "Pearl Harbor: a Bomb." Rev. of <u>Pearl Harbor</u> . <u>Washington Post</u> 15 July 1995: D1+.
Interview	Brokaw, Tom. <u>NBC Evening News</u> . 8 Aug. 2000.
Television Program	"Debate on Welfare Reform." <u>Face the Nation</u> . CBS. 6 Aug. 1995.
CD-ROM Periodically published Database	"Faneuil Hall." 1999. <u>Microsoft Encarta</u> . CD-ROM Microsoft. 1999.
Internet. Electronic Journal	Readings, Bill. "Lady Freedom Among Us." <u>The Electronic Text Center</u> . Ed. David Seaman. 1998. Alderman Lib. U. of Virginia. 19 June 1998. < http://etext.lib.virginia.edu.html >

See Section 5 for an example of a model paper including in-text citations and a *Works Cited* page.



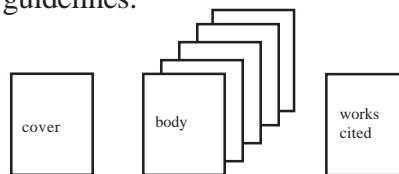
Section 4.0 - Presentation

4.1 General Guidelines

The final product should be something you've spent some time on and are proud to pass in. Therefore it should look as good as it reads. Follow these guidelines:

All final papers MUST:

- ⇒ have a cover page, text, and works cited page.
- ⇒ be typed. (Even those students without computers at home have plenty of access to word processors. Spend an afternoon in the school library or with a teacher.)
- ⇒ be stapled or paper-clipped in the upper left-hand corner.
- ⇒ have no report cover (no matter how sweet it may look).
- ⇒ be in presentation form at the START of class on the due date.



4.2 Typing Guidelines (see sample paper Section 5.2).

The typing for the entire paper MUST:

- ⇒ be in Courier or New Times Roman font, sized 12 only.
- ⇒ be justified to the left (except for the cover page).
- ⇒ be double spaced (except for block quotations).
- ⇒ use 2 spaces AFTER a period.
- ⇒ use 1 space AFTER a comma or colon.
- ⇒ have ONE INCH margin on all sides.
- ⇒ use indentations no more than one tab (five spaces).
- ⇒ have block quotations indented one tab (five spaces) and SINGLE spaced.
- ⇒ have last name and page number on the top right hand corner, from the first page of text through the Works Cited page.

• *Are these picayune details?*

Yes.

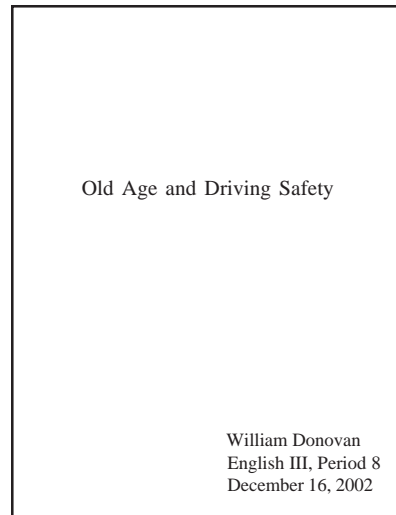
Is carefully and accurately following directions a skill needed in higher education?

Exceedingly Yes!

4.3 Cover page guidelines (see sample Section 5.2).

The cover page will have:

⇒ *the title centered down one-third of the page*
(quotation marks or underlining are NOT used)



⇒ the following information tabbed to the RIGHT down two-thirds of the page:

the student's full name
course
due date

⇒ no page number.

4.4 Further instructions

For further information see “Instructions to Format a Manuscript following Modern Language Association (MLA) Style in Microsoft *Word*” at <http://www2.gasou.edu/facstaff/jwalker/tutorials/mlaword.html> or

MLA Handbook for Writers of Research Papers, Fifth Edition.

Section 5.0 - Sample Research Paper

The following section contains both a sample outline for organizing a research paper, and a sample of the first few pages of the paper itself. Notations are made within the body of the paper to call your attention to various points of style required when writing a research paper.

5.1 Sample Outline

Old Age and Driving Safety

Thesis Statement: Elderly drivers need to be monitored carefully and have their driving privileges revoked if necessary because they are often the cause of automobile accidents.

I. Concern growing over elderly drivers (**First Supporting Argument**)

- A. People living longer- 12% of population 65 years or older
 - 1. percentage of elderly expected to increase
 - 2. risks created by elderly drivers expected to increase
- B. 77-year-old woman in fatal accident during drivers test indicates highway horrors more common among the elderly

II. Elderly drivers are a risk – (**Second Supporting Argument**)

- A. Study by Transportation Board shows elderly drivers are second to teenage drivers in the number of accidents
- B. Aging process linked to accidents
 - 1. Diminished vision and hearing
 - 2. Slower reflexes
 - 3. Decreased attention span

III. Anticipating and Refuting Objections to the monitoring of elderly drivers – (**Third Supporting Argument**)

- A. Paper would continue on from this point

Conclusion: Reiterate thesis statement and summarize supporting arguments. Do not introduce new ideas or questions here.

5.2 Sample Paper

Old Age and Driving Safety

William Donovan
English III, Period 8
December 16, 2002

Highway safety is a concern for everyone who operates or just rides in an automobile. We like to feel when we pull out into traffic that other drivers are taking the same care and exercising the same precautions that we are in order to ensure that everyone travels safely. When we think of reckless drivers, we usually think of teenagers who drive too fast in hot rods or problem drinkers who drive under the influence of alcohol. However, there is another menace on the roadways that has only recently been given the attention it deserves. This menace is the danger caused by drivers who are just too old to be on the road. Elderly drivers need to be monitored carefully and have their driving privileges revoked if necessary because they are often the cause of automobile accidents.

This is the thesis statement.

The growing concern over elderly drivers is beginning to gain the attention of the national media and law enforcement officials. James Carney, writing in a recent issue of Time magazine, examined the dangers of elderly drivers in an article entitled, "Can a Driver Be Too Old?" In this article he relates the story of a 77 year old woman who killed a person and injured three others while taking her road test (Carney 28). Carney suggests that because people are living longer than ever and a larger percentage of our society is elderly, more people

This is a topic sentence.

This is an example of a paraphrase blended into the text.

are driving who should not be. He explains, "As America's population grows older, such highway horror stories are becoming more common" (Carney 28). Carney also notes that, "12% of the population is 65 or older, a figure expected to reach 17% in the next forty years" (Carney 28). As the percentage of elderly in our society increases, so will the number of elderly drivers and the risks they create.

This is an example of a quotation blended into the text.

Note the parenthetical citation

Notice that the writer draws his own conclusion from the research.

Robert J. Manning, in the May 1999 issue of Harper's, provides statistics to support his concern for elderly drivers. He states, "A 1998 study by the Transportation Research Board and the National Research Council discovered that elderly drivers rank second only to 16-to-24-year-olds in the number of accidents per mile driven" (Manning 57). This makes elderly drivers, "more accident prone than all but those under 25" (Manning 57). Clearly, elderly drivers are often a threat to themselves and to those around them.

Note the transitional phrase used to connect the two authors' ideas.

Carney also notes that age is really the only significant reason for the problems of elderly drivers. He says:

While younger drivers often suffer most from poor judgment, the safety problems of elderly drivers are more likely to be rooted in the normal processes of aging: diminished vision and hearing, slowing reflexes, decreasing attention spans. Experts find a link between these kinds of physical degeneration and the driving errors the elderly most often commit: failing to yield the right of way, making overly wide left turns, and crashing into other vehicles when backing up (Carney 28).

This is an example of block quotation.

The most frequent objection to imposing a monitoring system on elderly drivers is that most of them consider their licenses to drive as a right, not a privilege, and are reluctant to give them up because of the subsequent loss of independence. In a recent article entitled "Older Drivers Fight Back," Helen M. Moore reports that to the elderly, losing their license to drive is a matter of their civil rights and age discrimination (Moore 23).

(This paper would go on from here to continue the argument that elderly drivers are dangerous and need to be monitored. Problems with imposing such a system and counter arguments against monitoring would need to be considered and refuted as the text develops.)

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