



# LANGUAGE ARTS

STUDENT BOOK

▶ **11th Grade** | Unit 9

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# LANGUAGE ARTS 1109

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# Research

## Introduction

God gave people inquisitive minds. Their inquisitiveness compels them to find the answers to questions, to seek the truth, and to satisfy their desire to know.

Scientists and researchers conduct experiments to satisfy their inquisitiveness. Others read and collect the available information and form conclusions from their reading.

Most people have a subject they would like to know more about or a problem they would like to solve. They can learn more about the subject of their interest by reading and studying the writings of others.

In this LIFEPAAC® you will learn where and how to find information on a subject that interests you. In addition, you will learn how to bring the information together into an original research paper that may be of interest to others.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC. When you have finished this LIFEPAAC, you will be able to:

1. Define the investigative process.
2. Describe the way to choose a subject for a research paper.
3. Define a thesis statement.
4. List three characteristics of a thesis statement.
5. Name major sources of information.
6. Describe the way to locate materials in the library.
7. Explain the necessary information for bibliography cards.
8. Identify primary, secondary, and tertiary sources.
9. Describe the process of note taking.
10. Describe the parts of the formal outline.
11. Explain the way to write a formal research paper.
12. Describe the proper form for citations.



# 1. THE INVESTIGATIVE PROCESS

Research is the process of investigating or seeking facts that will lead to the truth about something. That truth is assembled from the facts a person finds during the investigation.

The writer of a research paper discovers the facts about his or her subject by reading material related to the subject under investigation, taking notes from that material, and presenting the truth of the subject in a paper.

In this section you will learn more about the investigative process. You will choose a subject for a research paper, formulate a thesis, and become acquainted with various general sources of information.

## Section Objectives

**Review these objectives.** When you have completed this section, you should be able to:

1. Define the investigative process.
2. Describe the way to choose a subject for a research paper.
3. Define a thesis statement.
4. List three characteristics of a thesis statement.
5. Name major sources of information.

## Vocabulary

**Study these words to enhance your learning success in this section.**

**analyze**  
**cardiovascular**  
**evaluate**

**facet**  
**microcosm**

**pursue**  
**ramification**

**Note:** All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

During the investigative process, a person learns to select, **evaluate**, and **analyze** the facts. A person also learns to think and to create a new and different way of looking at the subject. In this sense the research paper is original and important enough to justify the work involved.

## CHOOSING A SUBJECT

Choosing a suitable subject for a research paper is important. Because of the time the writer will spend in researching the subject, the subject must be one that is interesting to the writer. The subject should also be one that merits extensive research and one that can be thoroughly developed in the number of words required.

In addition, the subject should be capable of being researched. A subject that has been written about

sparingly is a good choice for a doctoral student in college but is a poor choice for a high school student. The high school student must rely on a variety of sources that have been written by others. The subject must also be one that can be developed with facts. A personal subject that reflects the writer's opinions is not suitable for a research paper. The history of a person's life is also inappropriate for a research paper subject.



| Limit the subject.

### Complete these activities.

- 1.1** Read the list of subjects. On the blank indicate the appropriateness of the subject for a research paper by writing *appropriate* or *not appropriate*.
- \_\_\_\_\_ My experiences at deep-sea fishing in San Diego, California.
  - \_\_\_\_\_ Proper equipment for scuba diving.
  - \_\_\_\_\_ The history of my hometown from 1800 to 1900.
  - \_\_\_\_\_ The early life of Eleanor Roosevelt.
  - \_\_\_\_\_ Why driver education should be offered free of charge at my high school.

### Complete this activity.

- 1.2** On the lines write the reason that each of the subjects you marked *not appropriate* in Activity 1.1 is not appropriate. Indicate the letter of each inappropriate subject.
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

**Broad subject.** A writer should begin the search for a subject by examining broad areas of interest. These areas are then broken down into less general subjects. For example, a person might be interested in sports. Sports is obviously too broad a topic for a research paper. The subject contains too many specific sports to yield in-depth information. The writer would be forced to write several volumes on sports or would be able to give only a general overview of each sport.

**Limited subject.** Within the general subject of sports are many smaller subjects. Some of them are individual sports, such as football, basketball, and

tennis. The writer begins to think about which sports are of particular interest to him. If the sport of most interest is tennis, the writer examines that subject to determine if it can be broken down into even smaller subjects. The subject *tennis* contains such limited subjects as tennis equipment, rules, clothing, techniques, and courts.

Choosing a subject, then, involves deciding on a broad area of interest, limiting its scope to a less general subject, and limiting that less general subject to a very specific subject that can be researched and written about in the number of words assigned.

---

### Complete this activity.

- 1.3** Read the following list of subjects. On each line, write *broad* or *limited* to show the acceptability of the subject for a research paper.
- a. \_\_\_\_\_ How to Choose a Ten-Speed Bicycle
  - b. \_\_\_\_\_ Nutrition
  - c. \_\_\_\_\_ Farming in the Middle Atlantic States
  - d. \_\_\_\_\_ How to Make Paper in Your Own Home
  - e. \_\_\_\_\_ Jogging
- 

## READING FOR BACKGROUND MATERIAL

After the writer has chosen a subject that is interesting, appropriate for research, and limited, he should begin to gather background information by reading one or two general articles on the subject. Reading a general article helps the writer determine whether the subject is too broad or too narrow and whether others have studied the subject.

An encyclopedia article provides general information on the subject. Many encyclopedias are now online at schools or local libraries. Be careful that you use reputable encyclopedias. Some encyclopedias online are not checked by editors for factual

errors. Wikipedia is an example of a source that is not professionally edited.

Encyclopedias are excellent sources for general information. They help the writer see the possibilities and **ramifications** of the subject. These general information articles also help the writer become more familiar with the area in which he is working. Other general sources that provide effective background information are chapters in textbooks, histories, biographical references, and other specialized dictionaries. Most libraries have reference librarians who can help you find appropriate books and online sources.



**Complete these activities.**

- 1.4** Read an article from an online or print encyclopedia on the Bible. Answer the following questions.
- From what language is the word *Bible* taken? \_\_\_\_\_
  - What is the meaning of the word *Bible*? \_\_\_\_\_  
\_\_\_\_\_
  - In what language was the New Testament originally written? \_\_\_\_\_
  - What is meant by the *canon*? \_\_\_\_\_  
\_\_\_\_\_
- 1.5** Choose a general subject for a research paper. Limit the subject. Read a general article on the subject and name its source. On a separate sheet of paper, write a brief summary of the information you have discovered.

**CHECK**\_\_\_\_\_  
Teacher\_\_\_\_\_  
Date

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## FORMULATING A THESIS STATEMENT

The thesis statement is a general statement that summarizes the main idea and the purpose of the research paper. It expresses in a complete sentence the problem that the writer intends to solve or the truth that the writer will attempt to verify in this paper. A thesis statement is usually an hypothesis or a theory the writer has developed from his general reading about the subject. Often a writer finds the idea for the thesis statement included in a sentence in an encyclopedia article or a textbook chapter. The thesis statement is the unsolved problem that the writer wishes to **pursue** or prove. The writer then attempts to prove this thesis by presenting facts and examples in his paper.

The thesis acts as a controlling agent for the entire paper. Often called a statement of purpose, the thesis states the main idea and the intention of the author directly or indirectly, guiding the writer in his research and writing.

**Thesis:** "A balanced diet coupled with increased exercise is the most effective method for lifetime weight control." (purpose implied)

**Thesis:** "The purpose of this paper is to prove that a balanced diet and exercise is the most effective method for lifetime weight control." (purpose stated)

A thesis statement should have three characteristics. It must be restricted, precise, and unified.

**Complete this activity.**

**1.6** From the encyclopedia article about the Bible or the source you read in Activity 1.5, write three appropriate thesis statements.

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**On the lines under each topic, write a thesis statement that *implies* purpose (a) and one that *states* purpose (b).**

**1.7** Teenage marriages

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

**1.8** A cat's eye

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

**1.9** A small town

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_



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