

Projects 3 & 4: Advanced Research Report on the Wooden World

Ships, Pirates, Etc., From Wooden World/The Age of Sail

Overview of Research Report on The Wooden World (The Age of Sail) 1650-1852 AD

(Overview Box**--Read Only)

You will be writing an informative report over in this project. An informative report is a report that informs a reader. It has factual information in it about a topic.

I. TOPIC OF REPORT*

You will be writing an informative report **about the Wooden World (The Age of Sail) 1650-1852 AD.**

- A. **A type of ship** (Example: Ship of the Line)
- B. **Sailors**
- C. **Famous battles**
- D. **Types of ships**
- E. **English navy**
- F. **Pirates**
- G. **Other**

*Note: Paragraph topic suggestions are given in Lesson A.

II. NUMBER OF PARAGRAPHS OF THE BODY OF YOUR REPORT

- A. **Basic** students will write **5 paragraphs** of the body (P'soB), one item per paragraph.
- B. **Extension** students will write **6 paragraphs** of the body (P'soB), one item per paragraph.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **6-8 sentences*** per paragraph.
- B. **Extension** students will write **8-10 sentences*** per paragraph.

*Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any LAL+ writing assignment, with your teacher's permission.

IV. OPENING PARAGRAPH

All students will write an **Opening Paragraph**.

V. CLOSING PARAGRAPH

All students will write a **Closing Paragraph**.

*LAL = Language Arts Lady

VI. SOURCES

- A. **Basic** students will use **3 sources**. You will be told in the writing instructions what types of sources to use.
- B. **Extension** students will use **4 sources**. You will be told in the writing instructions what types of sources to use.

VII. QUOTATIONS IN YOUR REPORT

All students will include **4 direct quotations**. You will be given instructions on how to do this within the writing lesson.

VIII. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Overview Source Outlining Method**
- B. **"Color-Coded Research"**
- C. **Outlining Cards**
- D. **One-Topic-Per-Paragraph Method**
- E. **Major Works/Minor Works (optional)**
- F. **Redundancy Box**
- G. **Checklist Challenge Coding**
- H. **Opening Paragraph Instruction**
- I. **Closing Paragraph Instruction**

**Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Lesson A. Research and Study Skills: Choose Your Topic and Locate an Overview Source

<> **A-1.** Read the sample Research Report and Works Cited provided at the end of this lesson (Sample A-1 Box).

<> **A-2.** Think about these aspects of topic choosing:

- (1) You will be breaking your report down into paragraphs.
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.

Look again at the suggested Wooden World topics that were provided in the Overview Box. Note that each capital letter will be one paragraph long. Each Roman numeral is a separate report topic—thus, you will choose one Roman numeral and research the capital letter topics given below the report topic you choose.*

I. Report Topic: A Type of Ship (Example: Ship of the Line)

- PoB-A: Description
- PoB-B: Use in Battle
- PoB-C: Numbers for Various Navies
- PoB-D: Sailors and Crew
- PoB-E: Famous Battles
- PoB-F: End of Use

II. Report Topic: Sailors

- PoB-A: Captains
- PoB-B: Officers
- PoB-C: Midshipmen
- PoB-D: Crew (people)
- PoB-E: Crew (life on ship)
- PoB-F: Crew (work)

PoB = Paragraph of Body

III. Report Topic: Famous Battles

- PoB-A: Battle of Lepanto
- PoB-B: Battle of Chesapeake
- PoB-C: Valcour Island
- PoB-D: Trafalgar
- PoB-E: Battle of Hampton Roads (end of Age of Sail)

IV. Report Topic: Types of Ships

- PoB-A: Ship of the Line
- PoB-B: Frigate
- PoB-C: Sloop
- PoB-D: Caravel
- PoB-E: Privateers
- PoB-F: Clipper

V. Report Topic: English Navy

- PoB-A: Early Navy
- PoB-B: Growth of the Navy
- PoB-C: Wars with Netherlands
- PoB-D: Admiralty and Reforms
- PoB-E: Use of Privateers
- PoB-F: Growth of the Navy
- PoB-G: Napoleonic Wars

VI. Report Topic: Pirates

- PoB-A: Pirate Ships
- PoB-B: Pirate Crews
- PoB-C: Pirate Captains
- PoB-D: How Pirates Operated
- PoB-E: Pirate Legacy
- PoB-F: Pirate Language
- PoB-G: Pirates as Early Democracies

Key

Roman numerals = Report topic choices
Capital letters = Paragraph topics for each report

<> **A-3.** Write the topic you have chosen on the topic line below. (If you are not ready to commit to your exact topic yet, you may skip this now and come back to it later.)

Topic: _____

<> **A-4.** Study the “Looking Ahead at the Overview Source Method and Color-Coded Research” box provided to see the “big picture” of the research method you will be using in this project.

Quick-Look Boxes

For Overview Source Method and "Color-Coded Research"

These boxes show you the research steps we will follow--in a "quick-look" way. The actual assignments are laid out in the following pages.

In the "Overview Source Method" of writing, you will find one source (the "Overview Source") in the beginning **that will help you learn about your topic in a concise way**--and that will help you divide up information in your report more easily.

Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.**

Then when you add other sources to the research process, you will know where to plug in the information in your paragraphs from that source(s) easily.

(1) Find a source based on the criteria given. This will be your "Overview Source."

(2) Read that source (or section about your topic in that source) thoroughly. (Print source if online.)

Example: *Complete List of Sailing Vessels (online article)*

(3) As you read through your Overview Source, decide how you will divide up the information into paragraphs for your report and write those paragraph topics on the Topic of Paragraph of Body lines provided in your worktext.

Example:

Topic of Paragraph of Body A (PoB-A): Clipper

Topic of Paragraph of Body B (PoB-B): Ship-of-the-Line

Topic of Paragraph of Body C (PoB-C): Galleon

Topic of Paragraph of Body D (PoB-D): Turtle Ship

Topic of Paragraph of Body E (PoB-E): Brigantine

Topic of Paragraph of Body F (PoB-F): Chebec

Box A-4 (continued on next page)

Quick-Look Boxes (cont'd)

- (4) Highlight your Paragraph of Body (PoB) lines in this worktext and your Overview Source with "Color-Coded Research" following these steps:
- Choose the same number of colors of highlighters* as your assigned paragraphs for the body of your paper.
 - Highlight the first Topic of Paragraph line (PoB-A) in your worktext with one color of highlighter.
 - Then go through your Overview Source and highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line in step b above.
 - Continue in this manner, using the "Color-Coded Research" approach to highlight your PoB lines in this worktext and your Overview Source until you have color coded all of your PoB lines and the information in your Overview Source.

Note: Thus, if the Clipper information (information for your first paragraph) in your Overview Source is highlighted in blue, the Topic of PoB-A (Clipper) line this worktext will be highlighted in the same blue. This is the basic step of LAL's "Color-Coded Research."

- (5) a. Choose another source (or sources) that contains information specifically about the paragraph topics that that you have chosen from your Overview Source to include in your report.
- b. Color Code this source in the same way that you did your Overview Source (using the same colors in your additional sources for each PoB that you used in your Overview Source and that you used on your Topic of PoB lines in this worktext).

Example: Clipper Ship

- (6) Write information from all of your source(s) beneath your PoB note headers (for the sentences of your report) on the Outline Cards provided.

PoB-A: Clipper

Support Sentence (SS) 1: 2nd only to schooners → popularity

SS 2: First clipper → early 1800's

SS 3: well-established → mid-1800's

*You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc., (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes on the pages that you label with which paragraph the info goes with.

***Note: Your Overview Source will help you determine what your paragraph topics will be. All of your sources will be used to get the content for your outline and report.**

Let's Get Started!

<> **A-5.** Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the research, outlining, and writing process for research-based reports if you use what LAL calls the “Overview Source” when you first begin a research-based writing project.

Consider **how this source will be used** when choosing your “Overview Source” for this writing project:

- (1) The first purpose of the “Overview Source” is to determine what information (paragraph topics) you want to include in your paper--and to give you a “big picture” look at your topic.
 - a. When you have a strong Overview Source, it is simple to decide what your paragraph topics will be.
 - b. While your “Overview Source” will be excellent for giving you your paragraph topics, you will not be permitted to get more than 33% (Extension 25 %) of your report’s information (notes on your Outlining Cards) from that source.
- (2) You want to choose an Overview Source for this that contains information about all aspects of your topic. For example, if you are writing about six different types of wooden ships, your “Overview Source” needs to contain information about all six ships.
- (3) You want your section of your first source to be **short enough that you can write the assigned length** of report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.

***Note: A good rule of thumb for your Overview Source is that it be at least four times as long as your assigned text. Thus, if you are assigned six total paragraphs, you do not want your Overview Source to be shorter than twenty-four paragraphs--though it may be longer. If your source is the same length as your paper will be, you are back to early middle school writing.**

<> **A-6.** Read the information in your Overview Source(s) that pertains to your topic.

Using Multiple Sources in Research Report Writing

When using multiple sources for report writing, follow these steps with your sources:

1. **Begin with “Best” Source:** Always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source).
2. **Move to “Next Best”:** Then move on to the source that contains the next greatest amount of information you will need.
3. **Continue:** Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.

Lesson B. Research and Study Skills: Write “Working” Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

One way that you can be helped in this process is to write what is known as a **Thesis Statement**—a **statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence (Topic Sentence) of a paragraph—a sentence that tells what your entire paragraph is about.

But in the case of a Thesis Statement, you will not write just what one paragraph is about—but you will write what the entire report is going to be about.

For instance, if you were writing an Opening Sentence (or Topic Sentence) about **one** of the paragraphs in your report about the Turtle Ship, you might write, *Breaking away from Western design is another ship: the Korean turtle ship, or simply, the Turtle Ship*. This would tell your reader that **your paragraph is going to be about the Turtle Ship**.

However, you cannot use that sentence for the Thesis Statement for your entire report because it only tells what that one paragraph is about—the paragraph about the Turtle Ship. **The Thesis Statement must tell what the entire report is about.**

Your Thesis Statement for the types of wooden ships report might be *The Golden Age of Sail was an era in which "ancient ships" with sails and oars ruled the seas, ships such as the Clipper, The Ship-of-the-Line, the Galleon, The Turtle ship, the Brigantine, and the Chebec.*

<> **B-1.** Follow these tips to write the “Working” Thesis Statement for your report.*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects or many of your report (or an Overview like the sample).
- (3) Do not say, *In this report, you will read about...*

Examples of Thesis Statements

*The Golden Age of Sail was an era in which "ancient ships" with sails and oars ruled the seas, ships such as the Clipper, the Ship-of-the-Line, the Galleon, the Turtle Ship, the Brigantine, and the Chebec.

*The strengths and weaknesses of wooden vessels have been revealed through famous battles including Lepanto, Chesapeake, Valcour Island, Trafalgar, and Hampton Roads.

Sample Box B-1

Your "Working" Thesis Statement

My "Working" Thesis Statement for This Report: _____

Student Box B-1

<> **B-2.** Re-read and mark your "Overview Source" for possible aspects that you want to include in your report.

(1) Skim through the text of your source to get an idea of the various aspects of your topic.

(a) As you skim through your source, consider that you are writing five or six paragraphs about your topic---and your source contains many paragraphs!

(b) You will need to **decide which parts of your topic you want in your report** (since you cannot include all of the information from your source in just a short report).

Note: You will choose one Wooden World item for each paragraph. Each paragraph will be 6-9 sentences in length. You will only be able to include highlights about each aspect in that short space.

- (2) Now that you have skimmed and read your Overview Source, determine what your paragraph breaks will be.
- (3) Once you have determined what your PoB Topics are, list them on the Topic of PoB lines provided (Student Box B-2) in the order you will include them in your report.

<p>Topic of PoB-A: _____</p> <p>Topic of PoB-B: _____</p> <p>Topic of PoB-C: _____</p> <p>Topic of PoB-D: _____</p> <p>Topic of PoB-E: _____</p> <p>Extension--Topic of PoB-F: _____</p>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">Student Box B-2</div>
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↔ **B-3. Now begin the "Color-Coded Research" process as follows:**

- (1) Choose **five or six different colors of highlighters***---one color for each aspect you will write about in your report.
- (2) Highlight the first Topic of Paragraph of Body line (PoB-A) in Student Box B-2 with one color of highlighter.
- (3) Go through your printed Overview Source* and highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line above.

For example, after you highlight the Topic of PoB-A line in Student Box B-2 (about the Clipper for example) with a pink highlighter, highlight all of the Clipper information in your Overview Source (that you think you might want to use) with that same pink highlighter.

- (4) Continue in this manner, using the "Color-Coded Research" approach to highlight your PoB lines in Student Box B-2 in this worktext and the material in your Overview Source until you have color coded all of your PoB lines and any of the information in your Overview Source that you think you might use.

***You may use whatever you desire for color coding---highlighters, colored pencils or pens, crayons, etc. (though some implements' shading will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes (on the edges of the source's pages) that you label.**

<> **B-4.** Choose two or three other sources (based on your assigned number of sources) that contain information about your topic and that you think will help you write your report—and continue with the “Color Coded Research.”

You will need to secure three or four total sources for your report (including your Overview Source), depending on your level and your teacher's wishes.

<> **B-5.** Your Overview Source should have helped you determine your Paragraph of the Body Topics clearly. **Now you will continue highlighting/coding information in your other sources following these tips:**

(1) **Use the same color coding in your additional sources as you did in your Overview Source.**

- a. In other words, if your Clipper information in your Overview Source is highlighted in pink (as is your Topic of PoB-A line in Student Box B-2, for example), continue using pink on your other sources for the Clipper.
- b. Thus, when you are ready to create your Outlining Cards, you will lay all of your sources out in front of you and find all of the info you highlighted in pink (from all sources) to take notes for PoB-A, etc.

(2) Use your sources wisely.

- a. Your Overview Source might have strong information about the Clipper but just a small amount of information about the Chebec while your second source (or others) might be stronger on the Chebec.
- b. Mark (via "color coding") all information from all source(s) that you think will be able to use in your report.

Note: If research is new to you, you might desire (with your teacher's permission) to use a simplified multi-source research method:

(1) **Get your topics from your Overview Sour**

(2) **Then get information for each aspect from a different source (e.g., a different encyclopedia entry for each aspect).**

This is a gentle introduction to research writing and should be used only in the very beginning stages of research report writing. The goal is to learn to merge multiple sources into one paper (after the Overview Source helps you determine what information you need to search for).

Lesson C. Study Skills/Research: Quotation Inclusion

<> C. Learn how to include quotations (two or three or more if desired) in your outline and in your paper following these steps:

- (1) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), **record that quote on the lines provided in the Outlining Card** for the paragraph that will contain that quote---on the "sentence line" that coincides with where your quote will fall in your report.

Two Types of Quotes

(1) People Quotes

- a. Words that were *already quoted* in your source--*a quote that a person said, such as words spoken by a famous sailor or a ship expert or historian, etc., that you got from a source that had already quoted it.*
- b. *These words will have quotation marks around them in your source.*

(2) Lifted text

- a. Words that you *lift* from your source and include word-for-word with a speech tag that indicates the book, encyclopedia, or article from which you obtained the information (According to Britannica,...).
- b. *These words will not have quotation marks around them in your source. You are creating a quote from your source.*

Box C-1

- (2) Include your quotation word-for-word in your notes. If you do this, you will not have to look up the quote while you are writing your report.
- (3) You will be writing an Opening Paragraph and Closing Paragraph later and may choose to put a quote in either of those paragraphs. This will count as one of your quotes.
- (4) Follow these steps to record your quote in your outline (which will be similar to the steps you will use to include your quote within your report):
 - a. Write your quote neatly on the Outlining Card at the spot in your paragraph in which it will be added word-for-word as it appears in your source. Be sure you use the exact wording, punctuation, and spelling of the original quote.
 - b. You will put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
 - c. You will put the name of the book and author or the person who said it on the parenthetical line beneath the quote (like the examples given in C-2).
 - d. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence---the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.
 - e. See examples provided.

Quoting a Person or Book in Your Outline

“People” Quotes

Already a Quote in Your Source

- a. If your quote is by a person--and was already quoted in your source--you must include that person's name, as well as the source from which you got the quote.

Example on Outlining Lines:

Sentence: “There is nothing so desperately monotonous as the sea, and I no longer wonder at the cruelty of pirates” James Russell Lowell
(James Russell Lowell---Encyclopædia Britannica)⁺

- b. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

Example on Outlining Lines:

Sentence: “No, a merry life and a short one shall be my motto” Bartholomew Roberts
(Bartholomew Roberts, Welsh pirate known as “Black Bart”---Minster---
About.com)⁺

“Lifted Text” Quotes

Words Not Already Quoted in Your Source

When you quote a book, you will just lift words from a book or other source and put them in your essay or report, along with quotation marks and the name of the source. (Again, put as much information as you can, so you will have it when you write your report. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

Example on Outlining Lines:

“A pirate is anyone who uses a pirate ship to attack another ship unlawfully for personal gain.”⁺ (“How Pirates Work” by Tracy V. Wilson, How Stuff Works)

***Note:** The major works are underlined here; you will need to underline major works when you write them out by hand and italicize them when you key them on the computer.

Note: These samples are for the outline. In your text, you will use the author's name in the speech tag. These samples also show major works with underlines since you are not able to italicize if you hand-write your notes.

Box C-2

Lesson D. Study Skills/Research: Create Outlining Cards for Research Report

Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include too much in your notes that you will not need for your report or leave out information you will need in order to write a strong report.

<>D. Start with the first Paragraph of the Body of your report (PoB-A) that you listed in Student Box B-2, and complete the following steps using your sources and the Outlining Cards provided at the end of this lesson.

1. Write the topic of that paragraph on the Paragraph of Body line (i.e. PoB-A, PoB-B, etc.) that you recorded in Student Box B-2.
2. Open your "Overview Source," and find the information you "color-coded" for that topic.
3. Fill in the sentence lines on the Outlining Cards with the information about that aspect from your "Overview Source" until you have some information for some of the sentences (but not more than 33% of the sentence lines filled in). These will be your Support Sentences (SS)--the sentences that tell about what you introduced in your opening sentence.
4. Move to your other source(s) one at a time, and fill in the rest of the sentence lines on the Outlining Cards with notes about that item using the color-coded information.

Outlining Format Sample

For example:

Opening Sentence: + + + ship than Clipper = Ship of the Line

In your report, it might say: A much more massive ship than the Clipper was the Ship-of-the-Line.

Box D

5. **You may cut out the cards or leave them all on the pages.** (Cutting them out and clipping them together makes them more portable for the research process.)

6. Follow the quote outlining instructions from Lesson C for including quotes in outline.

7. Keep these tips in mind:

(1) **A paragraph is a unit of thought:**

a. Each paragraph is a unit of thought.

b. Do not put information about the Galleon and the Brigantine on the same paragraph space.

c. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note taking cards and do extra paragraphs. For example, you may do more paragraphs---with more aspects or you may do two paragraphs over each aspect, if desired.

(2) You will be using the "**Sentence-by-Sentence**" (S-by-S) approach to notetaking for this report. That means that **you will write key words on each "sentence" line that you will later use to create a complete sentence when you write your report.**

A Strong Outline

There are two primary benchmarks you may use to determine whether or not your outline is adequate--for any type of writing:

(1) You can write directly from it without looking back in your source.

(2) You like it! If you can write from it, but you don't like it or it is extremely difficult for you to create/write from or not your "style," that outlining method might not be the best for you.

Quick Tip for Outlining

Most students find it helpful to use words from the source in their outline---then not use those words in their report (except for proper nouns as needed).

Lesson E. Composition: Write Rough Draft of Informative Report On the Wooden World

<> E-1. Don't forget that you may always use symbols in your outline to reduce total number of words and to show relationships between words and thoughts.

Sentence-by-Sentence Outlining Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean *up, more, above, increase, better*

= can mean *the result of, the same as, is equal to, means, like, occurred*

can mean *number, pound, or numeral*

Numbers can mean *to (2), for (4), dates, and can also stand for time, etc.*

→ can mean *the result of, caused, said, showed, back, forward, front, to, like*

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can be spoken words or special words

<, > can mean *more, greater than, less than, less, great, important, unimportant, vast, large, small*

& shows *and*

/ can mean compound sentence, subject, or verb—or any two parts of a sentence (i.e. Girl ran → town/went → store)

Box E-1

<> **E-2.** Read through the Transition Words and Phrases box provided to learn the many ways that you may introduce sequential, cause and effect, addition, chronological information (and more!)

Transition Words and Phrases

For transition sentences, you will often use transition words. Consider the following words and phrases for introducing continuing paragraphs--as well as for showing chronology, comparisons, contrasts, cause/effect, and more in sentences within a paragraph.

- after
- next
- second, etc.,
- another
- for a minute
- to begin with
- previously
- simultaneously

- afterward
- last
- at first
- finally
- during the morning
- afterwards
- in the meantime

To Indicate Time or Order

- before
- at last
- formerly
- soon
- most important
- generally
- immediately
- then
- at length
- rarely
- meanwhile
- later
- in order to
- eventually

- once
- first
- usually
- at the same time
- ordinarily
- subsequently
- concurrently

- and
- than
- equally important
- last
- next
- consequently
- thus

- in addition to
- too
- first
- finally
- likewise
- in the same way
- therefore

To Show Addition or More

- furthermore
- also
- second, etc.,
- not only-but also
- similarly
- for example
- otherwise
- moreover
- both-and
- again
- as well as
- in fact
- for instance

- besides
- another
- further
- in the second place
- as a result
- however

To Indicate Space or Directions

- at the left
- on top
- above
- surrounding
- beside
- beyond
- across

- at the right
- below
- over
- opposite
- behind
- in the forefront
- under

- in the center
- beneath
- straight ahead
- at the rear
- next to
- in the foreground
- nearer

- on the side
- under
- at the top
- at the front
- nearby
- within sight
- adjacent

- along the edge
- around
- at the bottom
- in front of
- in the distance
- out of sight
- in the background

To Emphasize

- above all
- surely
- also

- indeed
- in fact
- furthermore

- truly
- in truth
- in addition

- of course
- again

- certainly
- besides

To Give an Example or Illustration

- for example
- as an illustration

- for instance
- in particular

- to illustrate

- thus

- in other words

Box E-2 (continued on next page)

Box E-2 (continued from previous page)

To Give Details or Specific Example(s)

- specifically
- especially
- in particular
- to explain
- to list
- to enumerate
- in detail
- namely
- including

To Show the Results of or Consequences of Something

- so that
- with the result that
- thus
- consequently
- hence
- accordingly
- for this reason
- therefore
- so
- because
- since
- due to
- as a result
- in other words
- then

<> **E-3.** Follow these steps to write your report.

- (1) Read your original Working Thesis Statement.
- (2) Read the topic of your first paragraph of the body on your Outlining Card and the sentence notes beneath it.
- (3) Add any notes to this paragraph that you desire, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

Note about the Thesis Statement: Since you are going to be writing an Opening Paragraph and a Closing Paragraph later, you do not need to include your Thesis Statement in your report yet. You will tweak the “working” Thesis Statement you wrote earlier and include it in the Opening Paragraph of your report (at the time of that writing). For now, you will just write the five or six Paragraphs of the Body (P’soB) of your report.

- (4) Write the first paragraph of the body of your report (PoB-A from Outlining Cards) in your notebook (on every other line) or key it on the computer (double spaced).
- (5) Insert any quotations you have indicated in your outline word-for-word and with the proper citation as directed in this week’s outlining instructions.
- (6) Continue the steps above for the rest of your report.