Native Studies 30 Major Term Project

**Dialectic Essay** – Outline/explain both sides of an issue, analyze both by highlighting the strengths and weaknesses of the arguments and then conclude which one is better. For example: should the Indian Act be replaced? Present the arguments for and against and then assess which side has better arguments. Whichever side has the strongest arguments is the better side. The length will be between 6-8 pages and there will be a minimum of 4 sources. The best sources are books or journal articles, but you may use Internet sources as well.

Mark Maximum on the final product: 100%

**Essay** – Describe the topic and explain its most important points. Give the context and history of the topic. For example a topic that you could describe would be Louis Riel. The length will be between 4-6 pages and there will be a minimum of 3 sources.

Mark Maximum on the final product: 80%

**Project** – You choose another project that you would like to pursue. This may be an exhibit. An exhibit is a visual representation of your research and interpretation of your topic’s significance in history, much like a small museum exhibits. For example you may produce a piece of art with elements from important Aboriginal artists like Norval Morrisseau. You will produce a paper that outlines the historical significance of these elements and your use of them. The analysis and interpretation of your topic must be clear and evident. Alternately you may decide to produce an original piece of music that follows the same lines. Again, you will be required to explain the piece’s position in the context of Native Studies. Perhaps you would like to create a comic or series of cartoons that deal with a current Aboriginal issue. Maybe you want to write and act out a key moment in Aboriginal history. Maybe you would like to research something more personal like your family or a member of your family. We will negotiate the process, format and mark maximum.

You will have to clear your project with me before you begin.

**Topic Proposal**

Your topic proposal is worth 10 marks. In it you must provide a minimum of 3 sources for a project/report or 4 for a dialectic essay. The best sources are books. They cannot be encyclopedias. Encyclopedias provide general information to get a sense of the topic but are not specific enough to help in the writing of the paper. You may use Internet sources to supplement your research. However, they must meet the standard set out on page six of this handout. The best place to look for Internet information is at ELibrary (a link is found on the Nutana home page). Once at the ELibrary page select the Magazines, Newspapers, Periodicals bar. At the top of the Magazines page you will find Infotrac. Infotrac is an excellent resource to help you find information. You can log on to Infotrac using your username (your student number) and password that you use to log on to the computers at school. Other websites that might be beneficial are Google Books and Google Scholar. Google has been digitizing books for the last 6 years and there you may find copies of books you can use. When you are looking for sources on the Internet make sure you open a Word document. Copy and paste every website that you visit into the Word document so that you will have a record of all the websites to refer to in the coming days. In the proposal you must answer the questions found in whichever option you have selected.
Dialectical Essay:
If you are doing the dialectical essay then you need to answer the following questions. What is the debate about? In other words what is the research question you are trying to answer? This question must have a yes or no answer. You do not need to know the answer, just have the question.

Briefly, what are the arguments on the “for” side?
Briefly, what are the arguments on the “against” side?

Since you will not have had much time with your resources, your answers will be little more than a list of the arguments for and against.

Essay:
If you are doing the report assignment these are the questions that you need to answer:
How did my topic develop over time?
How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic's time period influence my topic in history?
How did my topic influence history?
How is my topic important and significant in history?

The key question being why is my topic significant? If you cannot give a satisfactory answer to this question your proposal will be turned down and you will have to take a different approach to your topic or find another one. As well, explain why you want to do this topic.

The length of the proposal including bibliography should be no longer than one page.

There should be a minimum of three paragraphs. The first paragraph answers the first three questions and the second paragraph will answer the remaining one. In the third paragraph you will explain why you want to study the topic. You must also include a proper bibliography of the sources you have found. Remember that your answers will be brief because you have not had the resources very long. You can create a bibliography at these websites: http://www.bibme.org/ or http://citationmachine.net/. If these sites do not work for your source here are two websites where you can find examples for your particular source: http://www.aresearchguide.com/12biblio.html and http://honolulu.hawaii.edu/legacylib/mlahcc.html. This website has an example of a bibliography or works cited page: http://owl.english.purdue.edu/owl/resource/747/12/.

Project:
You need to answer the questions included in the essay section.
Then you need to explain in detail what your final project will look like, the materials you will need to make the project and then the process or steps that you will take to make the project. The last page of this handout has a sheet for you to fill in this information. You will need to get your parent or guardian to sign the sheet. Submit both the questions and sheet at the back when the Topic Proposal is due.

Topic Selection:
The first place to start when thinking about a topic is in a textbook or our readings. Look through the chapters in the textbook or our readings for something that interests you. We may have briefly touched on something that you would like to know more about. If you are interested in musicians then look for famous Aboriginal musicians. If you are interested in wars then look at the contributions of First Nations people. You can also look through encyclopedias for a potential topic. Textbooks, general surveys, and reference books such as encyclopedias, atlases, and dictionaries are useful for finding a topic that is interesting to you. Not all dictionaries are language publications. For example, there are biographical dictionaries and historical dictionaries. Remember that a textbook, encyclopedia and other reference
books are not to be used as a source for your essay. They are general survey books and lack the depth of information to be counted as a source.

When selecting a topic you must make sure that the topic is not too big. Narrowing the topic is a crucial stage in the process because the issue you select will provide the focus for your investigation. It is important to devote your attention to a manageable aspect that is not too big and not too small. If an issue is too narrow, there may be insufficient source material, and if it is too broad, it risks becoming a superficial survey. For example, the Aboriginal Governance is a big topic. It is so big that it would be impossible to do a meaningful essay on it. You would be lucky to superficially describe what Aboriginal Governance is in seven pages. There would be no room for you to write about the social, economic, political and cultural issues that lead to the Aboriginal Governance or the influences the Aboriginal Governance has had on Canada. This is where the heart of your essay lies. You need to be able to describe the influences that your topic had. There would be no room to do this if you did Aboriginal Governance. If you are interested in Aboriginal Governance then you need to narrow your focus to something more specific, such as Bill C-7 or the 1969 White Paper.

Some possible topics you may be interested in may be:

| Indian Act                          | First Nations War Heroes          |
| Residential Schools                | Conditions on Reserves            |
| Aboriginal Dancing                 | First Nations Leaders             |
| Norval Morrisseau                  | The Calder Decision – Supreme court decision |
| Residential Schools                | The Donald Marshall Decision      |
| U.N. Declaration on Indigenous Rights | Numbered Treaties                |
| Forced Relocation of Aboriginal Settlements | The 1969 White Paper         |
| Bill C-7                           | The Mississauga Treaties          |
| Assembly of First Nations          | Metis National Council            |
| Lubicon Lake Cree                  | The Nisga’a Treaty                |
| Land Claims                        | Urban Reserves                   |
| Gabriel Dumont                     | Louis Riel                       |
| James Bay and Northern Quebec Agreement | First Nations University of Canada |
| Treaty Land Entitlement            | Kelowna Accord                   |
| The Suppression of the Potlach     | James Bay and Northern Quebec Agreements |
| Oldman River Dam                   | First Nations Policing           |
| Sentencing Circles – The United Chiefs and Councils of Manitoulin Justice Project | |
| Regina vs. Drybones case           | First Nation take over of education-Blue Quills |
| Clean Water on Reserves            | Housing on Reserves              |
| Alkali Lake – Success Story        | Elders in High Schools/Post-Secondary Education |
| Healing Lodges – Poundmaker’s Lodge | Nechi Institute – Healing Center |
| Hollow Water Community Holistic Circle Healing Program | |
| Creation of Nunavut                | Frank Calder – Nisga’a activist and cabinet minister |
| Paul Okalik – Inuk, First Premier of Nunavut | John Amagoalik – Called “Father of Nunavut” |
| Jack Anawak-Questioned creation of Nunavut | The Caledonia Land Claim 2006 |
| The Sixties Scoop – Removal and Adoption of First Nations Children in the 1960s | |
| Matthew Coon Come                  | Phil Fontaine                    |
| Elijah Harper-Held up the Meech Lake Accord | Ted Nolan – NHL Coach |
| Ethel Blondin-Andrew – First Aboriginal woman elected to the House of Commons | |
| Donald Marshall Jr.-Wrongfully convicted | J.J. Harper – innocent man shot by police |
| Helen Betty Osborne-murdered in 1971 by young white men in Northern Manitoba but they were not apprehended and brought to justice until 1986 | |
There are many more topics. These are just a sampling.

Dialectic Essay:
When selecting a topic for the dialectic essay make sure that your research question results in a yes or no answer. For example, is Louis Riel a hero is a great question because the answer could be yes or no. This allows you to present arguments for both sides, assess those arguments and explain which side has the stronger arguments. A poor question would be who is Louis Riel? This question does not have a yes or no answer. This question leads to a description of Louis Riel. There is no place to evaluate Riel’s actions. This analysis is where the heart of your essay lies. You need to be able to demonstrate your ability to assess the arguments put forward by both sides of the issue. It is your ability to use logic to determine the weaknesses and strengths in an argument that will earn you high marks.

Remember that you need to find enough sources to complete the assignment. Do not pick a topic if you do not know whether you have enough sources because once your topic proposal has been approved you will not be allowed to change your topic.

Essay:
The question that was dismissed in the dialectic essay is a perfect question for an essay. An examination of Louis Riel is a great question for a essay. This allows you to look at the history of the Red River Rebellion/Resistance. How did it start? How did it develop over time? This question also allows you to examine the social, economic, political and cultural issues that influenced the development of Louis Riel. This is where the heart of your essay lies. You need to be able to describe the influences on your topic. As well, this will allow you to discuss the challenges Riel faced and what influences his actions had.

Sources:
Remember that you need to find enough sources to complete the assignment. Do not pick a topic if you do not know whether you have enough sources because once your topic proposal has been approved you will not be allowed to change your topic.

The next step then is to find sources on your topic. A good place to start is at the following website: http://olc.spsd.sk.ca/edlinks/magazines.html. Click the Infotrac link and type in your topic in the search area. Check our school library for books on your topic. Then check the City library system. You may have access to SIAST or the U of S library. Remember you cannot use our handouts or encyclopedias as sources. The range of your sources can dramatically enhance the quality of your essays. As you search for sources you need to start writing down the bibliographical information for your sources. You need to keep track of this information in computer files; on index cards; three ring binder paper or in a format you have developed.

After your topic has been approved: Preparing for the 1st Interview

Deciding on your vision of the Paper:
Now that you have selected a topic, collected a variety of sources and done some preliminary research it is time to decide on how you will tell the story of your topic. What are you going to begin the story with and what will follow it? This is an extremely important step in the process of writing because how you tell the story will determine what information you need. This will be your “shopping list” of information as you begin to read your sources. You will be able to quickly skim through your sources and pick out
pieces of information that will help you tell the story. If you do not have a “shopping list” the chances are you will write down everything instead of focusing on only the information you need to tell the story of your topic.

All topics have a beginning, middle and end. If you are doing a person then the story is pretty straightforward. Your first paragraph will begin with the person’s birth and probably finish with a significant event in their teenage years. The next paragraph may be about when they went to university or college and finish with them getting a job. The following paragraph may be about the beginning of their work career and highlight their early accomplishments. Continue making paragraphs right through to the end of their life. You can then add a few paragraphs dealing with the political, social, economic and cultural influences on your subject. Finally there will be a few paragraphs on the importance and influences that the person had. This is an example of how to come up with a plan for your vision of the project if your subject is a person but it can be adapted for any topic.

Once you have created your vision of the project you need to bring it to me and show me. This is important because this plan will guide you when you make jot notes from the sources that you read. Knowing what information you will need will save you time and energy during the research stage. This plan will also help you during the skeleton outline stage. During the skeleton outline stage you will be organizing your jot notes into paragraphs. Organizing the paragraphs will be relatively easy if you have already done this plan because you will have an outline of what order you want the paragraphs in. Taking the time to set out your vision of your topic will save you time and energy at the skeleton outline stage and the research stage because you will know what ideas and information to record when you are reading your sources.

Recording Information and Ideas:
Armed with a substantial list of sources, and an incisive question, you are now ready to start analyzing your material and recording the relevant information and ideas. The preliminary research is necessary: there are no shortcuts.

The number of sources that you actually use may be determined by the instructor, by the scope of the essay, or by the length of the sources themselves. You should be able to complete a high-school or undergraduate paper with between 7 and 12 sources. As you work through your resources you may find links to other sources. If you are looking through websites for information be sure to keep track of the ones you visit so that you can return to them in the future. A quick and easy way to do this is to open a Word document. Every time you go to a new website copy and paste the link into your Word document. You can save this document and refer back to it if you want to find information in the website.

Using a variety of source material will improve your essay. A source may be biased, unbalanced, or even erroneous. By consulting a number of sources, you gain access to a wider range of interpretations and information. Frequently you will encounter conflicting information, and a wider range of sources will often enable you to corroborate (or reject) controversial information.

Most of your sources will probably be secondary sources representing other writers’ interpretations in books and articles. There are means of determining the reliability of secondary sources. For example, how well known is the author, or how reputable is the publishing company? Is the article published in a respected journal? How recently was it published? How frequently is the author cited in other sources? Is the source based on primary material or just on secondary sources? Is the source based on circumstantial evidence or unfounded assumptions? Does the author treat the subject fairly? Are the arguments well supported with relevant evidence? Are both sides of the issue examined? Does the
author use slanted language? You might also consult a review of the book to ascertain its reliability. Questions of this type will help you determine the quality of your sources.

**Internet Sources:**
The Internet is a resource that many students turn to when doing research. But putting documents on the Web is easy, cheap, unregulated and unmonitored. Unfortunately, the huge amount of material and the ability for anyone to put anything on the Internet cause problems for students and require caution when looking for information. Therein lays the rationale for evaluating carefully whatever you find on the Web. The burden is on you - the reader - to establish the validity, authorship, timeliness, and integrity of what you find. Documents can easily be copied and falsified or copied with omissions and errors -- intentional or accidental. In general there are no editors of information on the Internet to proofread and "send it back" or "reject it" until the information meets the standards of a publishing house's reputation or academic institutions. There is information on the Internet that is both reliable and useful for students. However, due to the vast amount of information, finding that information is very difficult. As a result, you will have to hone your skills of evaluating websites.

Evaluating a website in order to determine its validity and usefulness is essential. In practice, to determine the scholarship of a website, you should be able to clearly identify the people associated with the site (their academic credentials, and how they can be reached), the purpose of the site (its mission, goals, its association with a specific organization, whether the site is for profit or not, whether or not it receives financial support), and the extent to which it receives the approval of peers (to establish the "authority" of a web site). In other words how many times it is referenced or housed in websites of academic institutions. An excellent example of the type of information a reliable site should have is found at the following link:  [http://faculty.marianopolis.edu/c.belanger/quebechistory/about.htm](http://faculty.marianopolis.edu/c.belanger/quebechistory/about.htm)

Leslie University has a list of criteria along with examples for evaluating websites: [http://www.lesley.edu/library/guides/research/evaluating_web.html](http://www.lesley.edu/library/guides/research/evaluating_web.html)

Dalhousie University has a checklist to help you decide if a website is reliable: [http://www.library.dal.ca/how/check2.htm](http://www.library.dal.ca/how/check2.htm)

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Research in the humanities and social sciences is not a mechanical gathering of “facts.” It is a complex process requiring insight, thought, and creative imagination. You have to dissect the material and evaluate interpretations and judgments as you search for an answer to your research question. Read critically: do not accept ideas and interpretations blindly. Be skeptical: read between the lines and beyond the print. Question continuously as you read, and examine carefully the arguments and hypotheses of the authors. Raise your own stimulating and challenging questions; they can yield surprising new insights.

The evidence that you unearth in your sources will fall into two broad categories:
- Factual information or data.
- Ideas, judgments, inferences, theories, and opinions of other writers and scholars.

Part of your task as a researcher is to determine whether a piece of evidence is established fact or personal opinion.
Remember that your task is to develop a thoughtful and convincing answer to your research question. The answer will form your thesis, argument, or point of view. Since you cannot remember everything you read, a systematic method of recording ideas and information is essential. **It is impossible to develop a good essay without an organized collection of notes.** Recording your information is much more effective than trying to remember it.

Research involves analyzing, selecting, and recording information and ideas. Analysis means breaking something down into smaller parts. As you read through your sources, examine the material carefully and extract the important ideas and information that are relevant to your research question. Once you have isolated the relevant details and identified the key ideas, you record them (the smaller parts) in your research notes. Remember that **your research question guides your research**: the question directs the analysis, the selection, and the recording of the information.

Take special care in the way you select your notes – to look for information just to “prove” a preconceived position is unethical. You should consider all sides of your question and record all relevant information whether it supports or contradicts your personal position on the issue that you are investigating.

Recorded notes can take different forms:
- Direct quotations.
- Personal ideas, insights, comments, and questions.
- Paraphrasing information and ideas.
- Summarizing information and ideas.

Itemized below are some suggestions to assist you in compiling your research notes:
- If possible, read your sources before recording information and ideas from them.
- Be concise, clear, and accurate.
- Add your own ideas and questions; do not just paraphrase and summarize what you read.
- If you develop your own shorthand system for note making, ensure that your abbreviations and symbols will make sense to you later.
- **Use your own words.**
- Restrict the number of direct quotations.
- Transcribe direct quotations carefully.
- Record the essential information so that you do not have to consult the sources again.
- Indicate whether a piece of evidence is established fact or subjective opinion.
- Material may be interesting and it may be true, but ask yourself if it is relevant to your question or purpose.
- **Plagiarism is the unacknowledged use of someone else’s ideas. Plagiarism is a serious academic offence. Identifying the sources of all your notes can help you avoid charges of plagiarism.**

**Computer Method**

Now that you have submitted your proposal with your bibliography it is time to collect the information that you will use to write your essay. The biggest problem you face is the huge volume of information on your topic. Fortunately, you created a plan for your paper so you know what information you will need. You have a “shopping list”. You also have a list of questions from the Topic Proposal.
You can open a Word document for each of the questions in the Topic Proposal. The first one is how did my Topic develop over time? If you are doing Louis Riel then you would start with his birth and then continue from there.

**How did my Topic develop over time?**

WFP – born in 1844 in the Red River settlement  
CSC p.34 – was the oldest of eleven children  
RR p. 423 – “Riel showed leadership and intellectual promise from an early age bringing him to the attention of the Priest of the settlement who recommended he be sent to Montreal for further education.”

The codes WFP, CSC and RR represent shortened forms of the titles. Codes are used to identify sources during the research. Develop your own coding system if you prefer. The code WFP stands for Winnipeg Free Press, CSC for Canada: A story of challenge and RR for Riel and Rebellion. The last two are books. The numbers that come after the code is the page where the information is found. The last entry is a direct quotation which is identified by the quotation marks. At this stage you should be putting the information in your own words. This will save you time when you start writing the paper and will prevent any plagiarism. You can continue this method for each of the questions.

You could also open a Word document for each paragraph from the plan you showed me. The down side of this is that you will probably have quite a few documents to keep track of. The upside is that you will have all the information organized into paragraphs when it is time to create the skeleton outline. Another method is to open a Word document for each source. As you work through the source then you will write down the information that you need. The down side of this method is that you will have to cut and paste the information into your skeleton outline. In the method above the information will already be organized for you.

The key to doing your research notes is to be sure that you have recorded exactly where the information came from.

**Index Card Method**

If you were doing an essay on the League of Nations, you would take one of your available sources, for example, *The League of Nations: Its Life and Times, 1920-1946* by F.S. Northedge, and start looking specifically for information relevant to the research question. On page 52 of that book there is reference to the limited power of the League, and since this point is relevant to your question, you would record it in the center of your index card as shown in the example below.

<table>
<thead>
<tr>
<th>LNLT 52</th>
<th>(the source code and page number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power of the League (Title of the Information)</td>
<td></td>
</tr>
<tr>
<td>League had limited power; decisions were recommendations and not binding on members (except when member states were at war).</td>
<td></td>
</tr>
</tbody>
</table>

You must identify the source of the note in case you need to refer to it for further details or need to acknowledge the source in a documentary note. It is not necessary to record all the publication details (author, title, publisher, year) again for each note. Simply use the code that stands for a shortened form of the title. For example, *The League of Nations: Its Life and Times, 1920-1946* becomes LNLT. In addition to the source, you must also indicate the page reference for the information. Therefore, LNLT 52 indicates
that the information is from page 52 in *The League of Nations: Its Life and Times, 1920-1946*, as illustrated in the example on the following page.

Reflect on what you have done:
- You have discovered relevant information pertaining to the research question.
- You have recorded it in note form.
- You have indicated the source and page number.

Work through your first source questioning, analyzing, selecting, and recording the relevant information. Do not record information just because it is "interesting." **Does the information help answer the research question?** That must always be your criterion. Use the table of contents and index in each book so that you can save time by focusing just on the pertinent pages.

Bear these points in mind when you are doing your research on index cards:
- Each card should contain three items: 1. the source code and page 2. Title 3. Note
- Write just one note on each card.
- Finish writing a long note on the reverse side of the card rather than continuing on another card.

**1st Interview**

The first interview is worth ten marks. This interview will be conducted in class. Each student will have a brief interview with me to discuss any problems you are having. You will be asked the same questions that were submitted in the Topic Proposal. **You need to bring your plan, your sources and the research notes you are taking. Remember that your final essay will not be marked without these research notes.**

**Dialectic essay:**
What is the debate about? In other words what is the research question you are trying to answer? This question **must have a yes or no answer.** You do not need to know the answer, just have the question. What are the arguments on the “for” side? What are the arguments on the “against” side?

**Essay:**
How did my topic develop over time?
How did the events and atmosphere (social, economic, political, and cultural aspects) of my topic's time period influence my topic in history?
How did my topic influence history?
How is my topic important/significant in history?

**Project:**
You need to bring your materials like everyone else. The questions you will answer are the same as the report. As well, you need to explain your process in the creation of your project and how you will explain your project in the report. As well, you need to be prepared to discuss how the project is to be evaluated. What are the characteristics of a project that would earn 100% or 80%?

Obviously you have had more time to look at your sources so your answers will be more in depth than they were on the Topic Proposal.
If you are having any problems this is the time to let me know so that I can help you before it is too late.

You are to bring all of the resources that you have collected to this point including the books you listed in the Topic Proposal. This interview will be worth ten marks. Since your interview will be brief be sure to bring enough work to keep you occupied for the remainder of the period.

Remember your topic has been approved so you will not be allowed to change it. It is too late for that now.

Skeleton Outline

The skeleton outline is worth ten marks. You do not need to bring your sources. What you do need to bring is a skeleton outline of your essay and your cards. This is based on the point form plan that you did after the topic proposal. You can write it out on loose leaf or do it on the computer. I would suggest the computer because it will be very easy to turn your point form ideas into full sentences. It will also be easy to make changes based on our conversation about your skeleton outline. Everyone must do a skeleton outline and bring their jot notes. You need to know how you are going to organize the information you have collected into an interesting, well-written history paper. The following is a brief example of a skeleton outline for those who may not have done a plan. Remember that yours should be based on your plan and that you are free to adapt the skeleton outline to fit your topic. These are just guidelines to help you in the organization of your ideas.

Dialectic Essay:
Introduction: Introduce your topic.
- The question that you are trying to answer. (1 sentence)
- How the topic developed over time? This gives the issue some context. (2 or 3 sentences) These sentences will be similar to the topic sentences of the paragraphs in this section.
- Arguments for the pro side of the issue. (2 or 3 sentences) These sentences will be similar to the topic sentences of the paragraphs in this section.
- Arguments for the con side of the issue. (2 or 3 sentences) These sentences will be similar to the topic sentences of the paragraphs in this section.
- Brief statement about the weakness or strength of the argument. (2 or 3 sentences)
- Thesis or answer to your question. (1 sentence)

Context: What is at issue? (You may have as many paragraphs in this section as you need)
- What is the issue? (1 or more paragraphs)
- What started the issue? (1 or more paragraphs)
- How did the conflict develop over time? (1 or more paragraphs)

Arguments for the pro side of the issue.
- Argument #1. (1 paragraph)
- Argument #2. (1 paragraph)
- Argument #3. (1 paragraph)

Arguments for the con side of the issue.
- Argument #1. (1 paragraph)
- Argument #2. (1 paragraph)
Argument #3. (1 paragraph)

Analysis of the arguments.
- Argument #1. (1 paragraph)
- Argument #2. (1 paragraph)
- Argument #3. (1 paragraph)

Conclusion: State conclusion
- State your answer to the original question
- Briefly recap what you have explained
- Leave the reader with an interesting thought about your topic

Your skeleton essay must have much more detail than this one. Yours must be specific in its detail and there should be at least eight to ten point form lines per paragraph.

Remember your skeleton outline should be based on your plan. The example below is only for those who may not have one.

Essay:
Introduction: Introduce your topic.
- The question that you are trying to answer. (1 sentence)
- How the topic developed over time? (2 or 3 sentences) These sentences will be similar to the topic sentences of the paragraphs in this section.
- How the events and atmosphere (social, economic, political, and cultural aspects) of the topic's time period influenced the topic in history? (2 or 3 sentences) These sentences will be similar to the topic sentences of the paragraphs in this section.
- How the topic influenced history? (2 or 3 sentences) These sentences will be similar to the topic sentences of the paragraphs in this section.
- Thesis or answer to your question. (1 sentence)

How the topic developed over time. You may have as many paragraphs in the following sections as you need. (Whether you are doing a person or an event will determine the questions you answer in the paragraphs of this section. Obviously if you are doing a person you do not need to answer the question where it came from, you can just skip to how the person developed from birth.)
- What it is? (1 paragraph)
- Where it came from? (1 paragraph)
- How it developed? (1 paragraph)

How the events and atmosphere (social, economic, political, and cultural aspects) of the topic's time period influenced the topic at the time.
- Describe the events. (1 paragraph)
- Describe the atmosphere. (1 paragraph)
- Explain the influences the atmosphere and events had on the development of the person or event.

How the topic influenced history. This is where you explain the importance and significance of your topic. You can explain what the experts you have found through your research (Those would be the people who have written the books you have read) have written about importance and significance
• Describe what influences they have identified. (1 paragraph)
• Explain what these influences have meant. Who has been influenced? What have they done as a result? Be sure to remember to give examples that prove the person has been influenced. In other words, show me the influence. (1 paragraph)

Conclusion: State your conclusion
• State your answer to the original question
• Briefly recap what you have explained
• Leave the reader with an interesting thought about your topic

Your skeleton essay must have much more detail than this one. Yours must be specific in its detail and there should be at least eight to ten point form lines per paragraph.

Your Choice:
Your report will follow the same structure as that found in your plan. We will also discuss your progress in the creation of your project.

Your skeleton essay must have at least eight to ten point form lines per paragraph.

Rough Draft

Your rough draft is worth ten marks. Your rough draft will not be evaluated for content. Handing in the rough draft will earn ten marks. The copy that you submit to me will not be returned to you unless you want me to let you know what needs to be referenced in your paper. In that case I will write them on your paper and give it back to you. You will then hand that in with your Final Project. You will need to spend the time between handing in the rough draft and the final draft having people proof read your essay and providing you with feedback so that you can continue to improve the essay. Failure to do so will cost you significant marks on the final copy.

Referencing and what should be referenced

References are needed for most forms of academic writing, including essays, reports and dissertations. If you read what needs referencing carefully you will realize that references are not something you should leave to the end. They are an integral part of your work and the process of referencing will help you to develop your ideas. Make referencing as you go along one of your golden rules of writing. Fortunately, you have been using your index cards or jot notes to make note of the source and page number of the information you have collected in your research. Since this is the information you will be referencing, you will have no trouble doing the referencing for the final copy.

Referencing is referring someone to the source. References (also called "citations") show the reader what different aspects of your work are based on. At points in your writing you insert a reference in brackets that leads the reader to information about the page of a book or other source that is the evidence for what you have said.
The reference after a quotation tells the reader where to refer in order to find the quotation in the book or other publication that it was taken from.

A reference at the end of a passage (such as a paragraph) of your own writing may tell the reader the book or other source you based your ideas on.

A reference after an assertion or interpretation tells the reader where to refer for a passage that supports the assertion or interpretation.

A reference after an item of information tells the reader the source of the information.

**You must always reference direct quotations, but just referencing quotations is not enough.**

The references must show what your writing is based on, and this requires substantial referencing. Much of your writing, although your own, will be based on books or articles. You should show this. If, for example, a paragraph has drawn ideas heavily from a book, you could put a reference to it at the end of the paragraph.

In academic writing you will often be interpreting sources, making an argument or evaluating evidence. It is particularly important to reference the evidence for your interpretation, argument or evaluation. Your understanding of a play, a philosopher or a theorist, should be supported by references to the text of the play or the theorist. Your assessment of the case for and against an issue should be referenced to the appropriate evidence.

In some academic writing it is particularly important to reference the sources of information. An article on the population of an area, for example, would need referencing to the sources of its statistics. An article on the history of an area would need references to the written (or other) evidence for the events it described.

**Referencing should enable the reader...**

Referencing should enable the reader to consult the source referred to. If you have outlined the argument or interpretation that an author has, there should be references to places where the argument or interpretation is expressed, and these should include the page numbers.

When you take the exact words from a source you need to introduce the quotation. For example:

According to Villehardouin, Boniface was “…one of the most highly regarded men alive” (Kinross, 1977, p. 235). As such Boniface was well placed to influence the leaders of the Crusade.

Notice that the direct quotation was introduced. You know who the reference is referring to and who said it. The same is true if you have a direct quotation that is longer than 40 words. The difference is that you have to indent the direct quotation five spaces and that no quotation marks are used. For example:

An excellent example of China’s attitude to the British traders is Emperor Ch’ien-Lung’s statement in 1793,
Your strange and costly objects do not interest me. As your Ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious, and have no use for your country’s manufactures (Fisher, 1999, p. 358).

Obviously the British traders had no option but to utilize force to gain access to the Chinese market.

Notice how you return to the normal formatting after the quotation is done. When you are referencing an idea that is not your own but that you have paraphrased into your own words you do not need quotation marks. You will still use the author’s name, date the source was published and the page number. For example:

William Daly argues that an attack on Constantinople was averted because of the religious fraternity felt between the Crusaders and Byzantines (Lewis, 1982, p. 36). Since the Crusaders and Byzantines were both Christians, the Crusaders did not attack.

By including the author and the date of publication, the reader of your paper can go to the bibliography, find the source and then look up the page number that you indicated.

**Failing to reference your material is a serious offence and is called plagiarism.** This could result in the essay earning a zero and you not earning your credit. If you are unsure of what you should reference talk to me to clarify the situation before you hand your paper in. The following website is an excellent resource. The reason that it is excellent is that it has been created by the University of Purdue’s Writing Center.

[http://owl.english.purdue.edu/owl/resource/589/01/](http://owl.english.purdue.edu/owl/resource/589/01/)

Here is another from the University of British Columbia:
[http://www.library.ubc.ca/home/about/instruct/apastyle.html](http://www.library.ubc.ca/home/about/instruct/apastyle.html)

Here is a third from the University of Alberta:
Library Research/Writing/Citation Style Guides and Tutorials
[http://www.library.ualberta.ca/guides/index.cfm](http://www.library.ualberta.ca/guides/index.cfm)

**Bibliography or Reference Page**

You can look at the APA guideline at the following website:
[http://www.apastyle.org/learn/faqs/index.aspx](http://www.apastyle.org/learn/faqs/index.aspx) if you are not sure how to create a bibliography. You can also use citation and bibliography generators. Citation and bibliography generators can be very helpful when trying to create your list of references. However, they are not “fool-proof.” You must still carefully analyze the references they produce and check for errors. Additionally, you must know the basics of what goes into creating a reference, so that all the necessary information is included in the reference.
BibMe is a bibliography generator that prompts the user to fill in the information about the source being cited. The user must carefully scan over the online source they want to reference in order to collect the information which must be entered into BibMe. When all possible information is completed, BibMe will provide a reference in APA, MLA or Chicago style, and the user can copy and paste the correct format into their reference list.

BibMe     Son of a Citation Machine
http://www.bibme.org/     http://citationmachine.net/

Final Copy

Here are some reminders to help ensure that you have prepared the final copy properly:

**Style:**
1. Do not use first and second person usage (1st = I, me, my, we, us, our; 2nd = you, you [plural], your). Formal writing uses only the third person voice (he, she, it, one, -thing, -body, -one, they, them).
2. Do not use contractions (don’t, couldn’t, it’s). Write the full words instead. Remember: not all words with apostrophes are contractions—Napoleon’s or Romans’, for example, are possessives, not contractions.
4. Transitional devices should always be used to make connections between ideas, and to provide a bridge over which the reader may pass easily from sentence to sentence, paragraph to paragraph.

**Format:**
1. Make sure you have an introductory paragraph and concluding paragraph. Use as many body paragraphs as you require.
2. Make sure you have a clear question which will guide your essay. The most basic question will be whether your topic is significant or not. Make sure your introduction ends with a clear answer - your thesis.
3. Use at least one citation from each source, with 7-10 citations. Each book included in the bibliography must be cited. No Encyclopedias. Encyclopedias provide general information but are specific enough to help with this level of an essay.
4. Use APA citation and referencing techniques throughout the essay. The student handbook has examples, layout and procedures starting on page 15.
5. Double space. If the essay is not double spaced, it will be considered incomplete and 20% will be deducted from the mark.
6. A cover page must be included; it must be the only place where the writer’s name is visible. It will include the following information: essay title, writer’s name, date, class, instructor’s name.
7. A Bibliography must also be included. Remember to put your sources in alphabetical order based on the last name of author(s). You may only include sources that you have cited in the essay. If you have not referenced or cited the source in the essay then you will not be able to put it in the bibliography.

You should ask yourself the following questions to help you decide whether your essay is ready to hand in:
1. Does my project demonstrate accuracy?
2. Does my project provide analysis and interpretation of the data rather than just a description?
3. Does my project demonstrate an understanding of the context? Does my bibliography demonstrate wide research that has resulted in a variety of perspectives?
4. Does my project demonstrate why my topic is important?
5. Does my project demonstrate my topic’s significance in history?

**Do not forget to hand in your jot notes in the order you used them in the essay along with the final copy of the essay. If you do not hand in your jot notes then your essay will not be marked.**

### Important Dates

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Due:</th>
<th>Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Proposal</td>
<td>Thursday, October 23</td>
<td>10 marks</td>
</tr>
<tr>
<td>1st Interview</td>
<td>Tuesday, October 28</td>
<td>10 marks</td>
</tr>
<tr>
<td>Skeleton Outline</td>
<td>Friday, October 31</td>
<td>10 marks</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>Tuesday, November 4</td>
<td>10 marks</td>
</tr>
<tr>
<td>Final Copy</td>
<td>Thursday, November 6</td>
<td>50 marks</td>
</tr>
</tbody>
</table>

### Checklists

**Topic Proposal:**
- You have answered the questions in the proposal to the best of your ability, knowing that they will be superficial because you have not had a lot of time.
- You have the bibliography of your sources.
- If you are doing a Project then you have included the Contract with detailed information on how you plan to go about the project.

**1st Interview Checklist:**
- You have your resources.
- You have your jot notes.
- You can answer some of the questions from the topic proposal.

**Skeleton Outline Checklist:**
- You have the point form outline of your paper.

**Rough Draft Checklist:**
- You have one copy of your Rough Draft which you will give me and not get back unless you want me to look at it and let you know what you need to reference. In that case you will hand it in with the Final Essay and the jot notes.

**Final Submission:**
- You have your jot notes organized as they are used in the paper.
- You have a cover page on the final product written as above in #6.
- You have a bibliography.
- You have referenced each of the sources you have used. If you have not used a reference from the source then you cannot include it in the bibliography.
- You have referenced direct quotations from your sources.
- You have not used first or second person usage such as I, me, we or you.
NATIVE STUDIES PROJECT CONTRACT
(This only has to be filled out by those who are choosing the Project option)

Proposed topic to study and what my project will look like:

What I propose to do to create my project:

Construction Issues: Scale, materials, time and cost.

Contract approved by: ________________________________