Conceptual Inquiry Project

# Resource Packet

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**Conceptual Inquiry Project**

**Adler’s 102 Concepts**

Angel Liberty Time

Animal Life and Death Truth

Aristocracy Logic Tyranny

Art Love Universal and Particular

Astronomy Man Virtue and Vice

Beauty Mathematics War and Peace

Being Matter Wealth

Cause Mechanics Will

Chance Medicine Wisdom

Change Memory and Imagination World

Citizen Metaphysics

Constitution Mind

Courage Monarchy

Custom & Convention Nature

Definition Necessity and Contingency

Democracy Oligarchy

Desire One and Many

Dialectic Opinion

Duty Opposition

Education Philosophy

Element Physics

Emotion Pleasure and Pain

Eternity Poetry

Evolution Principle

Experience Progress

Family Prophecy

Fate Prudence

Form Punishment

God Quality

Good and Evil Quantity

Government Reasoning

Habit Relation

Happiness Religion

History Revolution

Honor Rhetoric

Hypothesis Same and Other

Idea Science

Immortality Sense

Induction Sign and Symbol

Infinity Sin

Judgment Slavery

Justice Soul

Knowledge Space

Labor State

Language Temperance

Law Theology

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_

**Scoring Guide for LITERARY CRITICISM or PHILOSOPHICAL ESSAY Research Inquiry Page**

|  |  |
| --- | --- |
| Score | Characteristics |
| 95-100 | * Annotation of text is thorough and indicates reader’s understanding of the author’s argument.
* MLA Citation for text correctly formatted
* Biography of author gives relevant information and taken from a credible source
* Abstract accurately addresses guiding ideas and explanation of how author develops or supports the thesis in chronological order
* **Thoughtful choice of apt quotations that reveal insight into the meaning of the text**
* **Thorough, insightful discussion of the excerpt; explores many levels of relevance or makes a particularly sophisticated connection**
 |
| 85 | * Annotation of text is complete and indicates the reader’s understanding of the author’s argument.
* MLA Citation included but contains minor error in formatting
* Biography of author included and taken from a relevant source
* Abstract addresses the guiding ideas and explains how the author develops or supports thesis.
* **Appropriate choice of quotations that reveal an understanding of the text**
* **Adequate explication of quotation’s significance; may explore only one level of significance or may not fully extend thoughts on significance to the argument created by the author**
 |
| 75 | * Annotations are cursory or show an incomplete understanding of the author’s argument.
* MLA Citation is included but contains errors.
* Biography of the author included but may contain irrelevant information or is taken from a questionable source
* Abstract is included and may address some aspect of the guiding ideas of the work.
* **Choice of quotations may seem perfunctory or inappropriate; quotations may not demonstrate understanding of text**
* **Explication attempted discussion but may be undeveloped**
* **Explication may be occasionally unclear or may contain minor inaccuracies or misreading**
 |
| 0-65 | * Annotations are missing or show an incomplete understanding of the text and author’s argument
* MLA Citation is missing
* Biography is missing or taken from an unacceptable source
* Abstract is missing or inaccurately reflects the guiding ideas of the work
* **Quotations or explications missing**
* **Explications are unclear or fail to demonstrate even a basic understanding of the text**
* **Explications contain frequent and serious inaccuracies**
 |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

**Scoring Guide for SHORT STORY Research Inquiry Page**

|  |  |
| --- | --- |
| Score | Characteristics |
| 95-100 | * Annotation of text is thorough and indicates reader’s understanding of the narrative techniques employed by the author
* MLA Citation for text correctly formatted
* Bio of author gives relevant information and taken from a credible source
* Abstract accurately addresses guiding idea/summary of the work
* **Thoughtful choice of apt quotations that reveal insight into the meaning of the text**
* **Thorough, insightful discussion of the excerpt and the part it plays in the work as a whole**
* **Thorough, insightful connections to novel; explores many levels of relevance or makes a particularly sophisticated connection**
 |
| 85 | * Annotation of text is complete and indicates the reader’s understanding of the narrative techniques employed by the author
* MLA Citation included but contains minor error in formatting
* Bio of author included and taken from a relevant source
* Abstract addresses the guiding idea/summary of the work.
* **Appropriate choice of quotations that reveal a basic understanding of the text**
* **Adequate discussion of quotation’s significance and connection to novel; may explore only one level of significance or may not fully extend thoughts on significance to the argument created by the author**
* **One choice of quotation or one explanation may lack insight or thoroughness**
 |
| 75 | * Annotations are cursory or show an incomplete understanding of the author’s use of the narrative techniques.
* MLA Citation is included but contains errors.
* Bio of the author included but may contain irrelevant information or is taken from a questionable source
* Abstract is included and may address some aspect of the guiding idea/summary of the work.
* **Choice of quotations may seem perfunctory or inappropriate; quotations may not demonstrate understanding of text**
* **Attempted discussion of significance and/or connection to novel**
* **Discussion may fail to fully develop ideas**
* **Discussion may be occasionally unclear**
* **Discussion may contain minor inaccuracies or misreading**
 |
| 0-65 | * Annotations are missing or show an incomplete understanding of the text and the author’s use of the narrative techniques.
* MLA Citation is missing
* Bio is missing or taken from an unacceptable source
* Abstract is missing or inaccurately reflects the guiding idea/summary of the work
* **Quotations or explanations missing**
* **Explanations only briefly attempted; explanations undeveloped**
* **Choice of quotations or explanations may be unclear and may fail to demonstrate even a basic understanding of the text**
* **Explanations contain frequent and serious inaccuracies**
 |

# Planning and Writing a Research Paper

Writing an essay of any type requires the same skills of organization and planning, but since this research paper is particularly large and its focus is somewhat different, you might need to consider a few things.

# Argumentation and Inquiry

Because you’re dealing with a broad topic and the ideas of many other thinkers, you won’t be writing the same kind of argument that you normally write in literary analysis papers. You’re not trying to “win” an argument or to prove one point throughout a paper. Instead, your “argument” is an inquiry: you are exploring an issue, learning about the history of thought on that issue, discussing its complexities, and applying it to various works of literature.

# Organizing Your Research

This step depends on your topic, sources, and personality, but I’ll tell you how I would go about organizing my paper. What follows is not meant to restrict your ideas or style; these are only suggestions.

* Lay out all of your sources and skim over your thematic comments about each.
* List all of the different ideas about and aspects of your topic that come up in the sources.
* Try to arrange these ideas or aspects into categories.
	+ Group the ideas based on what they reveal about your topic.
* Definitions of the topic
* Aspects of the topic
* Arguments or controversies about the topic
* Implications of the topic on life or human nature
	+ You might also group ideas from broadest to narrowest or vice-versa
* e.g. love of spouse, love of family, love in society, universal love
	+ You can group ideas by historical progression
* e.g. ancient ideas of virtue, renaissance ideas of virtue, postmodern ideas of virtue
	+ You can also match up or sequence opposing or divergent views
* e.g. religious views of self, philosophical views of self, psychological views of self, biological views of self
	+ You might also group all of your sources and ideas around your novel
* How does each piece help you understand or contrast with the novel?
* Which support the novel’s view of the theme?
* Which expand the novel’s view?
* Which contrast the novel’s view?

## **Drafting the Paper**

At this point, you should be able to start filling in your paragraphs. You might skip the introduction until after you write the body; sometimes that’s easier.

Just ask me if you have any more questions. See what kind of organization you can come up with and let me take a look at it.

# Conceptual Inquiry Thought Paper—Synthesis Essay Rubric

**An “A” essay can be characterized by**:

* A clear, complex, sophisticated thesis or focus
* Organization of an argument/inquiry that is clear and logically sequenced throughout the essay
* Research that is synthesized from almost all sources into a cohesive, intellectually astute paper
* Resources that are clearly connected and obviously strong, appropriate choices for argument/inquiry concept
* Adequate support, elaboration, and exploration of individual ideas
* MLA citations/conventions that are formatted correctly
* Grammatical and mechanical accuracy

**A “B” essay can be characterized by**:

* A clear, sophisticated thesis or focus
* Organization of argument/inquiry that is clear and logically sequenced in most of the essay
* Research that is synthesized from most sources into a generally cohesive paper
* Resources that are connected and appropriate choices for argument/inquiry concept
* Adequate support, elaboration, and exploration of individual ideas
* MLA citations/conventions correctly formatted, for the most part
* Grammatical and mechanical accuracy

**A “C” essay can be characterized by**:

* A clear thesis or focus
* Organization of argument/inquiry that may lack logical sequence or may be unclear in areas
* Research synthesized from fewer sources
* Resources that may not seem clearly connected or may seem like weak choices for the argument/inquiry concept
* Little or lacking support for, elaboration of, and exploration of ideas/claims.
* MLA citations/conventions that are formatted incorrectly
* Grammatical and mechanical errors that are distracting and numerous

**A failing essay can be characterized by**:

* An unclear thesis or focus
* Organization of argument/inquiry that lacks logical sequence and is distracting in its lack of organization as it is difficult to follow the argument/inquiry
* Research synthesized from very few sources or specific sources are too heavily relied on for creation of argument.
* Resources that are not connected and are weak choices for the argument/inquiry concept
* Little or no support for, elaboration of, and exploration of ideas/claims.
* MLA citations/conventions that are formatted incorrectly
* Grammatical and mechanical errors that are distracting and numerous

Conceptual Inquiry Project—Submission Format

You will submit your final essay and works cited page on Turnitin.com by start of class on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additionally, on the due date, submit the hard copy of your work: In a three ring binder or folder large enough to hold your research and your essay, please include the following in this order:

1. **Cover page**

Well-designed, creative and relevant cover page that includes a **title** for you essay (not “Research Paper”), your name, class period, date and instructor’s name. You may also include cover art if you’d like to get extra fancy.

1. **Outline of Contemporary Thought Paper**
2. **Contemporary Thought Paper**
3. **Works Cited**

Create the Works Cited page in MLA style, giving credit for all works referenced in your paper. This will include **at least your 6-7 required sources but may include more**. If the idea is not yours, you MUST give credit on this page and in the body of your paper. You may have done more research aside from the required RIP’s—you should cite this as well.

# 5. Divider: Resources

# Annotated Literary Criticism Article #1 or 2 Annotated Poems

* **Annotated Syntopicon Essay**

Adler’s essay on your chosen concept that clearly demonstrates active reading and thinking by highlighting key passages and marginal annotation of comments, questions, connections or key ideas.

* **Annotated Short Story**
* **Philosophical Annotated Article #1**

One of Adler’s philosophical essays which should demonstrate active reading and thinking by highlighting key passages and marginal annotation of comments, questions, connections or key ideas.

* **Philosophical Annotated Article #2**

One of Adler’s philosophical essays *or* another from your research of more modern selections which should demonstrate active reading and thinking by highlighting key passages and marginal annotation of comments, questions, connections or key ideas.

SFA Library Online Resources

To access our school’s online resources, visit www.sfalibrary.weebly.com and click on “Online Resources.”

Encyclopedias

Once you’re in the Online Resources section, you have a choice between accessing databases and encyclopedias. If you’re looking for basic reference information in the encyclopedias, choose an encyclopedia, and enter the following login information:

* Britannica Online
	+ User Name: austin2
	+ Password: austin2
* World Book Online
	+ User Name: austin2
	+ Password: austin2

Subscription Databases

If you are looking for academic articles, then choose one of the database collections, Thomson Gale or EBSCO. Both of these sites contain multiple databases, so you will have to select the database(s) you want to search. Login information and a few directions follow:

* Thomson Gale (Click on any icon under this heading.)
	+ Login Information:
		- User Name: j227901
		- Password: austin2
	+ Instructions:
		- Enter login information.
		- Choose Literature Resource Center for literary criticism or click “Continue” to search all academic subjects.
		- Use an Advanced Search to limit your results to certain descriptors and to full-text documents.
* EBSCO
	+ Login Information:
		- User Name: austin2
		- Password: austin2
	+ Instructions:
		- Enter login information.
		- Choose the databases you want to search.
			* (I always select Academic Search Complete and ERIC, but you may also want to search the Psychology and Behavioral Sciences Collection or the Religion and Philosophy Collection.)
		- Click “Continue.”
		- Use an Advanced Search to limit your results to certain descriptors and to *full-text documents*.