

ASSIGNMENT OBJECTIVE: students will write an original research essay.

1). Identify a topic/concept to write about.

Select one of the following topics to write about. You can suggest your own research topic if you don't like the options below.

- Prior to the introduction of Guttenberg's printing press books were produced by hand. This made books costly which meant only the rich could afford them. However, once Guttenberg introduced the printing press suddenly books could be mass produced. In an essay, explain why the printing press was so important for spreading Renaissance ideas.
- There was a lot of competition between the various city-states with one another. These cities competed with one another for economic and political power; they even competed with one another over cultural achievements. With this in mind, answer the following question: why were the city-states of Italy so prone to fighting one another.
- There were a number of powerful families ruling the city-states of Italy during the Renaissance. In an essay compare and contrast how the Borgia and Medici families ran their respective cities. In your essay discuss how both families supported the arts and cultural achievement and how each dealt with enemies or challenges to their power. Close your essay by arguing either the Borgia or Medici was the more successful family. In all cases, support your arguments by appealing to logic and evidence.
- Jesus asserted people should follow the Golden Rule in their dealings with one another. The 14th century political philosopher Niccolo Machiavelli argued Jesus' message was nice but when it came to politics it was better to be feared rather than loved. In an essay, answer the following question: is it better to be feared or it better to be loved when it comes to politics? In your essay, you must cite historical examples from the Renaissance period (13th to 16th centuries) to defend your position. You can use Machiavelli's books *The Prince* and *The Discourses* for your historical examples.
- Humanism was a worldview which celebrated human beauty and achievement. Although Western society still had a long ways to go when it came to the equality of men and women, humanism opened up doors for female intellectuals that were previously closed. In an essay, identify and discuss some of the more important contributions made by at least two female humanists.

- There are number of different conceptual frameworks in historiography. The framework known as *historicism* suggests history takes the path it does because it follows inescapable laws and not human action. In an essay, use the conceptual framework of historicism to explain why the Renaissance began specifically in Northern Italy as opposed to England. Your essay should include a discussion of geographical, political, geo-political, economic and philosophical differences between the city-states of Northern Italy and England.
- Despite the fact humanism was such an optimistic and open way of looking at the world, there was still persecution of minorities in Europe (particularly of the Jews). In an essay, discuss the experience of Jews had with intolerance during the Renaissance period.
- Although humanism encouraged the development of a more open and free society, did women experience any real improvements to their political or economic situation? In your essay, discuss you should discuss the situation of both women born into wealth and women belonging to the poorer classes.
- Artists during the medieval period were more concerned with symbolism and biblical themes. Renaissance artists tended to be more concerned with realism, perspective, and painting mythological themes. In an essay, contrast medieval art, architecture, and literature with that of the Renaissance artists and humanists. Dedicate a paragraph to a discussion of each of these artistic mediums.
- The Renaissance eventually spread to northward to the states of Germany, France, England and the Netherlands. Why were Renaissance ideas important to monarchs in Northern Europe? Your essay should focus primarily upon how German and Austrian kings, etc. embraced the Renaissance.
- How did Renaissance ideas spread northward to France and England? In your essay, discuss how the French and English transformed Renaissance ideas making them their own.
- In an essay describe why Leonardo da Vinci and Isabella d'Este were both great examples of so-called "Renaissance Men." A well-rounded person (someone knowledgeable in many areas) was called a Renaissance Man (they didn't use gender neutral language in the 16th century). Feel free to use the phrase "Renaissance Figure" in your essay.
- In an essay, discuss the role science played in transforming the way people looked at life, the Church, and the world during the Renaissance?

2). **Develop a thesis.** The thesis is your essay's central idea or main argument. Once you have developed your thesis show it to your teacher for approval and recommendations.

You cannot realistically conduct any research until you have a clear idea what you are going to talk about or try to defend.

3). **Conduct research.** Collect information from resources which helps you develop and defend your thesis. Keep track of websites, books, etc. you get information from. You'll cite these sources using Chicago Citation Style.

The amount and type of information you gather really depends upon the thesis and type of essay being written; however, for a standard five paragraph essay you should strive to find three distinct ideas to talk about (to fill each of the three body paragraphs).

4). **Write the first draft.**

Assemble your information together into a rough first draft. Don't worry too much about grammar, spelling or logic at this time. However, identify and remove any useless (irrelevant) information you might have carelessly included. Also, keep on top of your citations, i.e. use superscripted numbers to identify your sources.

For example:

In 1492 Columbus sailed the Atlantic eventually discovering the island of Haiti.²

4). **Write the second draft.**

Focus on tightening up your logic and grammar. Add any needed information or delete what isn't needed. Precision is often achieved by removing un-necessary words and sentences. Ensure that your body paragraphs segue well from one to the next. Stay organized: if you move sentences around keep track of the order of your citations (footnotes).

5). **Begin writing your third and final draft.**

Tighten up sentences. Ensure the thesis and concluding paragraphs agree with one another. Make sure essay is properly formatted, e.g. proper font size, citations included and formatted properly, essay includes title page, footnotes page, and bibliography. Take one last look at the evaluation rubric for this assignment. Ask yourself the question: have I followed all instructions and met all of the requirements?

Note: you never finish an essay, you simply run out of time. Every minute you're given in class must be spent continually refining and re-working your essay so it is submitted in the best possible quality.

ESSAY CRITERIA

Your essay must meet the following standards before submitting for formal evaluation:

- The essay must be typed in *one* of the following fonts, e.g. Times New Roman, Calibri, Verdana or Arial. Use font size 11. Double space your essay and use standard margins.
- This essay is *formal* essay; therefore, you cannot use pronouns like I, we, our, or you.
- Use either paragraph breaks *or* indents (never both)
- The essay must be a minimum of 500 words in length (not counting quotations). Your essay must not exceed a maximum of 1000 words (not counting quotations).
- This essay can be constructed as a five paragraph piece (or not). I leave this up to you.
- The essay must be free from both stylistic and grammatical errors and composed entirely in active voice.
- Cite sources and direct quotations using Chicago Citation Style. Students must include at least one direct quotation. You must make use of at least two separate resources.
- Your essay must have a title page, footnotes page, and a bibliography (citing a minimum of two separate sources).
- Plagiarism will result in an automatic 0 on the assignment and will still have to be completed and submitted to receive course credit.
- Submit your essay by deadline (date to be determined).

The essay will be evaluated primarily based on the rubric found below.

CHICAGO CITATION STYLE: INSERTING DIRECT QUOTES & REFERENCES

Students sometimes find it useful to include direct quotations into their essays. Direct quotations are words spoken by the people themselves who you are talking about in your composition. There are different approaches to formatting direct quotations depending upon how many words are in the quotation and how you are including the quote into your essay. I strongly suggest that when in doubt about how to properly format a direct quotation ask you teacher directly for guidance.

Some simple rules to follow:

- Direct quotes 30 words and shorter are always inserted inside the current paragraph.
- Direct quotes 31 words or longer appear on their own line; that is, they are set apart from the rest of the essay's body using a paragraph break; these extended quotes are also block formatted (indented five spaces on the left and right margins).
- The source of direct quotes must be presented to the reader in the form of a superscripted number. The number used corresponds to the sources listed on the footnotes page.

Below are exemplars illustrating how to both format direct quotations and cite your sources.

Direct Quotation (30 words or less).

The Thirty Years' War was a violent conflict lasting many decades and costing many lives. The historian Rusty Bedsprings described this violence as "a disturbing series of atrocities committed by both sides of the conflict."¹ Dr. Bedsprings assessment of the situation was accurate since over 40% of Germany's population died during the conflict.

In the example above, a direct quote from Professor Bedsprings was inserted *directly* into the body of the paragraph. The superscripted number ¹ indicates this is the first quote in the entire essay. The superscripted number is always placed immediately beside the closest punctuation. The 1 indicates to the reader they should go to the Footnotes page to find the source and page number of a book, magazine or website.

Direct Quotation (31 words or longer).

The Thirty Years' War was a violent conflict lasting many decades and costing many lives. The historian Rusty Bedsprings described this violence as "a disturbing series of atrocities committed by both sides of the conflict."¹ Dr. Bedsprings assessment of the situation was accurate since over 40% of Germany's population died during the conflict. Some historians have a more optimistic view of this conflict. For example, historian Jeremy Phillips argued that the violence of the Thirty Years' War is highly exaggerated:

The violence committed in the name of religion and nationalism on either side certainly was significant; however, there has been a tendency to overinflate the numbers for different reasons by different people. What's important to appreciate is not that there were no atrocities but that these actions simply were just expected results of war.²

Professor Phillips tries to downplay the violence by simply appealing to the idea that war is violent. This argument has some problems: firstly, the deliberate targeting of civilian populations by armies was clearly unprecedented and fell well outside of armies fighting armies; and secondly, prisoners of war were generally never taken by either side.

In the example above, note that the extended direct quotation is offset from the paragraph above it in three fundamental ways: firstly, the writer uses a semi-colon to introduce the quote; secondly, the quote itself is block formatted (indented five spaces on the left and right); and lastly, the quote is offset from the paragraph above and below it by use of a paragraph break.

The last thing students need to know how to do is to cite the source where information is drawn from. For example, instead of citing a direct quote (like in the examples above) you might just want to indicate to the reader where you found some information.

Citing the Source of Information

The Thirty Years' War was a violent conflict lasting many decades and costing many lives. The historian Rusty Bedsprings described this violence as "a disturbing series of atrocities committed by both sides of the conflict."¹ Dr. Bedsprings assessment of the situation was accurate since over 40% of Germany's population died during the conflict. Some historians have a more optimistic view of this conflict. For example, historian Jeremy Phillips argued that the violence of the Thirty Years' War is highly exaggerated:

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Professor Phillips tries to downplay the violence by simply appealing to the idea that war is violent. This argument has some problems: firstly, the deliberate targeting of civilian populations by armies was clearly unprecedented and fell well outside of armies fighting armies; and secondly, prisoners of war were generally never taken by either side.³ Statistics on the war bear out the traditional view of the war's great destruction: two million people were killed in France and 4.5 million people were killed in Germany alone.⁴ In the end whenever nationalism is involved people tend to grow intolerant and impatient with their opponents. This illustrates the importance of later developments in religious tolerance and democracy.⁵

In the example above, I added a superscripted ³. The 3 denotes the source (a book or website) of an argument disagreeing with Professor Phillips. Also, there's a superscripted ⁴ indicating the reference where the statistics on war dead can be found by the reader.

There is only one other situation where you would use a citation in an essay. Sometimes a student will have a personal insight or they'll uncover some interesting research that is important but does not directly develop the current line of reasoning in the essay. In such cases you can actually use the footnotes page to include additional paragraphs (see superscript ⁵ on the footnotes page below.

See the footnotes page below to see how all the citations are properly presented and formatted. Footnotes are single-spaced.

FOOTNOTES

1. Rusty Bedsprings, *The Thirty Years' War* (New York: Pantheon, 1985), 56.
2. Jeremy Phillips, *War is War* (London, Penguin Books, 2001), 117.
3. Rusty Bedspring, *The Thirty Years' War*, 85.
4. Ibid., 87.
5. The historian Isiah Berlin, in his book *The Crooked Timber of Humanity*, argued that when people quibble over details (like how many people died in a conflict) it usually means something other than history is involved. People tend to use information for selfish purposes and Dr. Phillips, who makes a point of downplaying the scale of the violence in the Thirty Years' War, is in a sense trying to make war more acceptable.

The first two citations are straight-forward and drawn from books. Books are formatted in the following way:

1. Author(s) name, *Book Title* (Place Published: Publisher, Year of Publication), page number.

Websites are formatted differently:

1. Last Name, First Name. "Page Title." Website Title. Web Address (retrieved Date Accessed).

For example, if I cite a page from the History 10 website it'd look this:

1. Delainey, Richard. "5.1 Renaissance: Why Italy?" Civilization, War & Revolution. www.vcanada2.com/h10_website/section5/5.1_ren_why_italy.html (August 25, 2016).

You might notice above that there's thing strange word, e.g. Ibid. This word is used on the footnotes page if the same book (or source) is being used two or more times in a row. In the example above, citations 3 and 4 are both drawn from Rusty Bedspring's book *The Thirty Years' War*.

Lastly, under citation 5 the essay's author is including an interesting bit of information they uncovered which they didn't feel should go directly into essay's body but nonetheless added something to the conversation.

Note: at no time should you ever use *Wikipedia* (or any other encyclopedia) as a basis for an essay. You can use *Wikipedia* to increase your familiarity with a topic; however, you cannot directly cite such a resource in any academic work. With that said, if you go to the citation section at the bottom of any *Wiki* you'll find the resources used by the author to write the article. These resources might prove useful to you in the writing of your own essay. Again, use *Wikipedia* to acquaint yourself generally with a topic and to find potential sources of information in the citation section of an article. Yet, never directly cite *Wikipedia* in any serious academic work.

Lastly, some students struggle deciding on what to cite and what not to. For example, would you have to cite the source where you discovered Christopher Columbus sailed in 1492? No, you would not. Well-established historical or scientific facts do not have to be cited. With that said, it is arguably better to over-cite sources than to under-cite.

CHICAGO CITATION STYLE: BIBLIOGRAPHY

The bibliography is different from the footnotes page. Footnotes tell readers page numbers for books and magazines (or even webpages); however, the bibliography presents readers with a more detailed look at the books (and resources) used by the writer. On the next page, you'll find the bibliography for the books references in the Thirty Years' War exemplar essay above. Entries in the bibliography are double-spaced.

Note: the footnotes page is organized by the order of the citations, e.g. 1, 2, 3, etc. However, in the case of a bibliography the order of books and sources is alphabetical.

BIBLIOGRAPHY

Bedsprings, Rusty. *The Thirty Years' War*. New York: Pantheon, 1985.

Phillips, Jeremy. *War is War*. London: Penguin Books, 2001.

The basic format to follow for a book with one author is:

Last Name, First Name. *Book Title*. Place of Publication: Publisher, Year of Publication.

Sometimes you'll cite books with two or more authors. Cite the authors in the order they appear on the book. For example, if you are citing a book written by William Jenkins and Peter Jones you would present Jenkins first. For example:

Jenkins, Williams and Peter Jones. *An Intimate History*. New York: Knopf, 2007.

Sometimes you'll decide to cite a chapter of a book. Note that if the bibliographic entry is longer than two lines you must indent (five spaces) the second line):

Last Name, First Name. "Chapter Title." In [*Book Title*], edited by [Editor Name], Page number range.
Place of Publication: Publisher, Year of Publication.

Most students (at least at the secondary level) will typically reference websites or online articles. Use the following format to cite websites:

Website Name. "Webpage Name." Access Date. Website Address.

For example:

Civilization, War & Revolution. "5.1 Renaissance: Why Italy?" Accessed August 25, 2016.
http://www.vcanada2.com/h10_website/section5/5.1_ren_why_italy.html

*** Remember that the order of books on a bibliography is alphabetical.**

THE TITLE PAGE

Title pages aren't always required on essays. For example, some teachers will ask students to include the title of the essay as a heading at the top of page 1. For this essay you will include a separate and distinct title page. To create your title page please follow the basic guidelines presented below (and when in doubt just look at the exemplar title page and makes yours look *exactly* like the exemplar).

- The title is centered a one line above the half-way point on the page.
- Bold the title and place it into font size 12.
- Use the same font for the title that you used for the body of your essay, footnotes and bibliography.
- Place your name, course name, teacher name, and date at the bottom right of the page (see sample below).

The Status of Women during the Renaissance

Student Name
Course Name
Teacher's Name
Paper Due Date

Writing Rubric 3			
	5	3	1
<p>Precision</p> <p>Precision is achieved through a combination of minimizing word count and making effective use of repetition in order to reinforce an important idea. Also, precision is achieved by ensuring sentences segue from one to the next, paragraphs transition well from one to the next, and the thesis/conclusion agrees.</p> <p>Word fillers are extraneous (un-necessary) words that do nothing but take up space sentence. In short, word fillers add to word count while doing nothing to develop your ideas. Basically, you can remove word fillers and your composition will not suffer. In fact removing word fillers enhances the precision of your composition because it reduces word count.</p>	<p>Composition is <i>entirely free</i> of extraneous words and word fillers like the words <i>that, which</i>, etc.</p> <p>Maximum word count is not exceeded.</p> <p>Essay is written in 100 or fewer words than the maximum allow <i>and</i> the written piece does not suffer for it.</p>	<p>Composition has at least <i>two</i> examples of an extraneous word being used like <i>that, which</i>, etc. being used.</p> <p>Maximum word count is not exceeded.</p>	<p>Composition has at least <i>three or more</i> examples of an extraneous word being used, e.g. <i>that, which</i>, etc. being used.</p> <p>Maximum word count is exceeded.</p>
<p>Diction & Logic</p> <p>Diction is the writer’s choice of words used during the writing process. Effective diction is achieved by avoiding the use of clichés and the use of informal language like personal pronouns, e.g. I, we, us, ours, etc. and ensuring words are used properly (words are used in ways matching their definitions).</p> <p>Effective logic contributes to the clarity and structure of a composition. Lapses, or errors, in logic contribute to confusion in the reader and weaken the composition. Logical errors are committed when:</p> <ul style="list-style-type: none"> -you are inconsistent, i.e. saying one thing while meaning another -you make an assertion that is unsupported -you include logical fallacies in your composition 	<p>Writer makes consistent use of effective word choice as defined in the description for “Diction and Logic.”</p> <p>Composition is not affected by any obvious lapses or errors in logic as defined in the description.</p>	<p>Writer makes no more than <i>two</i> errors with respect to word usage as defined in the description for “Diction and Logic.”</p> <p>Composition is affected by <i>two</i> or <i>three</i> problems related to logic as defined in the description.</p>	<p>Writer makes <i>three or more</i> errors with respect to word usage as defined in the description for “Diction and Logic.”</p> <p>Composition is affected by <i>three or more</i> problems related to logic as defined in the description.</p>
<p>Grammar, Punctuation & Mechanics</p> <p>Grammar refers to the way words are assembled to make units of meaning, e.g. prepositional phrases, independent clauses, pronoun ambiguity, conjunctive phrases, etc.</p> <p>Punctuation refers to the appropriate usage of symbols to help readers process information, e.g. commas, periods, colons, etc.</p> <p>Mechanics refers to all the technical aspects related to writing like spelling, capitalization, run on sentences, writing in the wrong tense, etc.</p>	<p>No grammar, punctuation and/or mechanical errors detected.</p> <p>Additional things to avoid doing while writing: starting sentences with <i>it</i> without previously establishing proper or strong enough entailment; subject-verb disagreement, e.g. They is happy; comma splices, e.g. I am happy, to be here; mis-use of semi-colons, e.g. He is big; tall; and smart; pronoun ambiguity, e.g. John and Peter ate some pie but he didn’t like it, etc. etc. This list is not exhaustive.</p>	<p><i>Two</i> issues or more issues <i>one</i> issue detected with respect to either grammar, punctuation or mechanics as defined in the criterion description for “Grammar, Punctuation & Mechanics” and the “Things to avoid doing” primer.</p>	<p><i>Three or more</i> issues detected with respect to either grammar, punctuation and/or mechanics as defined in the criterion description for “Grammar, Punctuation & Mechanics” and the “Things to avoid doing” primer.</p>

<h2 style="color: white;">Style & Active Voice</h2> <p>Writing style reflects the writer’s attitude they take towards their topic as reflected in the decisions they make. For example, some writers are quite technical, i.e. they focus heavily upon logic and analysis while others might make more use of humor and personal experience. Style is largely shaped through a combination of a writer’s choice of syntax (the phrases they use), diction (word choice) and tone (attitude expressed through words and details).</p> <p>You <i>do not</i> want to write in passive voice; passive voice is achieved when either the object of an action is made the subject of a sentence, e.g. Why was the road crossed by the chicken?</p> <p>Passive voice is also achieved by making use of elaborate verb phrases, e.g. must have been, could have been, etc. To avoid passive voice use single word verbs whenever possible, e.g. <i>was</i> or <i>is</i> or verbs ending in either –s or –ing.</p> <p>Also, strive to write with confidence. For example, do not use words like maybe, possibly, or perhaps. Speak with the conviction of an expert.</p>	<p>The essay’s tone contributes <i>exceptionally</i> to the reader’s appreciation for the topic as defined in the description for “Style & Active Voice.”</p> <p>Writer uses a variety of sentence types, e.g. simple, compound, complex, and compound-complex, etc. without compromising clarity or readability.</p> <p>Composition written <i>entirely</i> in active voice.</p> <p>Writer makes use of figurative language, e.g. metaphors, simile, etc.</p>	<p>The tone contributes <i>concretely</i> to the reader’s appreciation for the topic as defined in the criterion description for “Style & Active Voice.”</p> <p>Writer uses a variety of sentence types, e.g. e.g. simple, compound, complex, and compound-complex, etc. but sometimes clarity and readability are compromised due to <i>two or three</i> errors, e.g. using run-on sentences, omitting an important detail, failing to include an effective segue, etc.</p> <p>Composition written <i>entirely</i> in active voice with the <i>exception of</i> <i>twice</i>.</p> <p>Writer makes use of figurative language, e.g. metaphors, simile, etc.</p>	<p>The tone contributes <i>somewhat</i> to the reader’s appreciation for the topic as defined in the criterion description for “Style & Active Voice.”</p> <p>Writer uses a variety of sentence types, e.g. simple, compound, complex, and compound-complex, etc. but sometimes clarity and readability are compromised due to <i>four or more</i> errors, e.g. using run-on sentences, omitting an important detail, failing to include an effective segue, etc.</p> <p>Composition written <i>entirely</i> in active voice with the <i>exception of three or more times</i>.</p>
<h2 style="color: white;">Essay Structure & Elements</h2> <p>Effectively composed essays are well-organized essays; and well-organized essays have:</p> <ul style="list-style-type: none"> -a title page formatted using MLA -a works cited page formatted according to MLA -quotations formatted according to MLA -a thesis and conclusion that <i>agree</i> -paragraphs that segue/transition effectively from one to the next <p>Effective transitions are created by linking individual sentences and paragraphs together through entailment. Entailment exists when one idea follows logically from or is implied by another idea. You create entailment by effectively using logic, making connections, and making use of certain types of punctuation like interjections (—), colons (:), and semi-colons (;).</p>	<p>Title page included and follows Chicago Style <i>exactly</i>.</p> <p>Works Cited page included and follows Chicago Style exactly.</p> <p>All quotations formatted properly as per Chicago Style.</p> <p>Thesis and conclusion completely agree and entail with one another, i.e. the conclusion <i>definitely</i> answers a question raised by the thesis.</p> <p><i>All</i> sentences and paragraphs successfully entail logically with one another, i.e. segues and transitions are rock solid.</p> <p>Essay incorporates exceptional examples which help demonstrate thesis.</p>	<p>Title page, footnotes, and bibliography pages included but do not follow Chicago Style <i>exactly</i> as presented in exemplars.</p> <p>Thesis and concluding paragraphs <i>functionally</i> agree, i.e. the conclusion <i>somewhat</i> answers a question raised by the thesis.</p> <p>All sentences and paragraphs entail with the <i>exception of one instance</i>, e.g. a segue or transition is rough or does not entail or an expected segue (idea) is omitted.</p> <p>Essay incorporates relevant examples which help demonstrate the thesis.</p>	<p>No title page included.</p> <p>No Footnotes page.</p> <p>No Bibliography page.</p> <p>Thesis and concluding paragraphs <i>do not</i> agree.</p> <p>Not all quotations formatted properly as per Chicago Style.</p> <p>Essay does not make use of two or more sources.</p> <p>Essay does not include at least one direct quotation.</p> <p>All sentences and paragraphs entail logically with one another with the <i>exception of two instances</i>, e.g. a segue or transition is rough or does not entail or an expected segue (idea) is omitted.</p> <p>Essay does not incorporate relevant examples helping to demonstrate thesis.</p>

Mark: _____ /25

Comments: