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**Topic : A Comparative Analysis of Sentencing Disparities by State Between Black Males
and Latinos Ages 16-18:2017-2020**

The Introduction

As indicated in the course syllabus (page 5) and on the document posted in Moodle, *Research Paper Information*, the first section of **everybody's** research paper is the **Introduction**. The word **Introduction** should be in boldfaced type when you prepare your paper.

As indicated in the course syllabus and the document *Research Paper Information*, the **Introduction** is the first numbered page of your paper. It should be numbered page 1. (Later in the course, I'll discuss the contents of the Cover Page, which is unnumbered).

The **Introduction** section of your paper should be approximately one and one-half pages in length. If the Introduction is over 2 pages, then it is too long for this type of paper.

A good introduction should briefly describe your thesis – that is, a statement that clearly identifies the major point or focus of your paper.

In the Introduction, you are briefly letting the reader know exactly what your paper is about. You might also want to provide the reader with some background of your topic (again briefly) in the introduction.

In this section you – again briefly – want to stress why your research paper is important, perhaps even stating why your paper is different from other research on a similar topic.

The Introduction should briefly identify what your paper will show, particularly later in the paper when you do your analysis. In other words, the Introduction to a research paper should give the reader a *general idea* of what the major findings are of your paper. Although there is no need in the Introduction to go into detail with respect to your findings, nevertheless you want to highlight the paper's major focus and conclusion.

If while doing your research you develop a hypothesis, then you want to state it in the Introduction and then inform the reader how you will be testing your hypothesis in your paper.

The second *required section* of EVERYONE'S research paper is the Literature Review.

The **Purpose** of a Literature Review is to demonstrate to the reader(s) of your paper that you are aware of other research that has already been done that is very similar to your research project. Showing the reader(s) that you are aware of this other research suggests that your work will add something new to this body of information in this general area of research.

The approximate length of a Literature Review for this course will vary depending on your specific paper and the way you organize and write this section; however, it should be no less than TWO to THREE pages. Remember, in your final paper you should have at least 25 ACDEMIC REFERENCES

The third *required section of everyone's research paper is the History Section*. This section should be roughly two pages *but no more than three pages in length*.

Recall, that in the beginning of the semester I advised everyone to try to narrow the focus of your topic. Doing this will now help you a lot in writing a focused and informative history section of your paper.

The History Section of your paper is really providing a *background* to your research topic. Thus, in this section you should identify *important and relevant information that provides a descriptive and explanatory background to your paper's topic*.

For example, let us say that the topic of your paper is focused on felony crimes taking place in four major cities in the United States from 2000 to 2019. Then the History Section of your paper should provide some *historical background to your topic*. For example, you could explain and describe felony crimes in these same cities from, let's say, 1950 to 2000. Notice what you are doing: *You are providing the reader with some contextual information by describing and explaining the nature and extent of felony crimes in these cities prior to what your research paper will analyze in later sections*.

The History Section should NOT be a lengthy discussion of ancient history. As stated, providing some historical background to your topic is useful. However, going back several hundred years and devoting most of this section to what happened a very long time ago is likely to create the appearance of awkwardness and irrelevancy. In other words, the question is likely to arise as to whether much of what you are writing about is necessary to the topic that you are researching at the present time.

Today's Notes will focus on the **fourth required section** of everyone's research paper: the **Concepts Section**.

This is the simplest and easiest **required section** to complete in your research paper. The length of the *Concepts* section will vary, depending on the topic of your paper, but everyone's paper will have some concepts. Therefore, the number of pages in this section will vary -- but certainly you should have at least one page.

While the number of concepts depends on the topic of your paper, generally, I would estimate that you should have a minimum of 3 and a maximum of 10 concepts that are defined and explained in this section.

Start by jotting down on a piece of paper the concepts that are important to your research project. Next, create specific definitions of these concepts. *After you have done both things*, you need to write an **ESSAY** that specifically describes and explains each of these concepts. (DO NOT CREATE DEFINITIONS OF CONCEPTS AND DISPLAY THEM AS THEY WOULD APPEAR IN A GLOSSARY.)

In other words, what you are doing in this section is defining in an **ORGANIZED ESSAY FORM** the concepts that are important to your paper. As you will see beginning next week, these concepts should then appear later in YOUR SECTIONS of the paper when you analyze the data from your original source(s).

Some examples:

Let's say the topic of your paper is homicides committed by young adults. So, it would be a good idea if you describe and explain the difference between homicide and murder in this section; providing one or two good examples would be useful as well. You would also need to explain what exactly you mean by a young adult; is this a teenager, someone older or are they the same.

Again, it is important to keep in mind, that whatever concepts you identify and explain in this section need to be operationalized in the following sections of your paper, Your Sections, where you analyze and explain the data from your original data source(s).

Conclusion fifth Section

The *Conclusion* is the last required section of everyone's paper (except, of course, the bibliography).

The Conclusion of your paper should be approximately one to one and half pages in length.

A good conclusion should have two important parts.

- First, the conclusion should include a brief summary of your thesis. In other words, a good conclusion should summarize in, let's say, 4 to 6 sentences what your paper is about and why the topic you have chosen is important.
- Second, a good conclusion should identify and underscore your research paper's major findings. These major findings should be drawn from *Your Sections* of the paper – that is, those sections of the paper where you have analyzed your original data source (or sources, if you have more than one). Since *Your Sections* are essentially the core or heart of your paper, you want to make sure that you clearly draw attention to the principal findings of these sections in your conclusion.

Sixth Section

Your Sections of the Paper

These are the sections of your paper where you are going to analyze your Original Data Source(s).

Please Note: *You must create your own titles for these sections of the paper. DO NOT LABEL THEM YOUR SECTIONS OR MY SECTIONS.*

- *Important.* The Concepts that you identified and put in an essay format in the Concepts Section of your paper must be incorporated into Your Sections of the paper. In other words, the concepts that you identified and explained in the Concepts Section will be *operationalized* in Your Sections of the paper, since you will be explaining and analyzing them with the use of your original data source(s).
- Again, you *must create your own titles in these sections.*
- **Everyone needs a minimum of three sections AND you must have at least three computer graphics in these sections of your paper.**
- Some examples of commonly used computer graphics are as follows: tables, bar charts, pie charts, and line graphs. A very good computer graphics program can be found in Microsoft EXCEL.
- These are the sections of your paper where must use computer graphics to display your original data. Note: **Graphics appear only in these sections of the paper (Your Sections). Photocopies of tables, bar charts, pie charts, line graphs or any other graphic are not permitted.** In other words, you need to create your own computer-generated graphics in these sections of your paper.

- **Size of Graphs.** Your graphics should be *approximately one-third of a page*. So, for example, let's assume that your first graphic appears on page 11 of your paper. This graphic then will take up one-third of page 11; *the rest of page 11 is filled in with typed material. In other words, the rest of page 11 is **not left blank**.*
- Below, on the second page of these Notes there is an example of how to place a computer graphic in a research paper.
- *Note that all graphics must have a clear title and be properly labeled so that whoever reads your paper will understand what exactly the graphic is displaying. Note also in the example below that the **SOURCE** of the data appears at the bottom of the graphic.* (See example below.)
- *Also be sure to Number consecutively each computer graphic*

EXAMPLE

Spending is far from the only policing issue affected by structural racism. It's not even the only fiscal issue, as we saw with [the excessive fines and forfeitures in Ferguson](#) and [increased purchasing of military equipment](#).

There are countless issues, such as [punitive policing](#), that require [reforms](#) outside of budgeting.

But police spending reflects what communities pay in exchange for public safety—an exchange that [does not keep all communities safe](#). At the least, spending data can help advocates and policymakers understand reforms' fiscal opportunities and parameters.

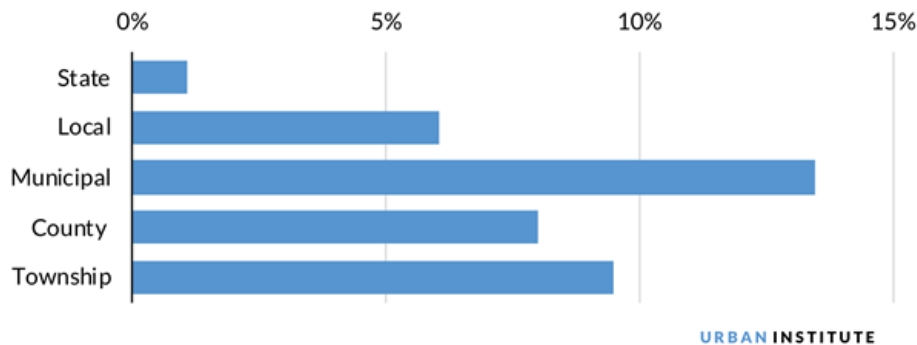
How much is your community spending on police?

According to the [US Census of Governments](#), state and local governments spent [\\$115 billion on police](#) in 2017 (the latest year for which comprehensive data are available).

Most of this spending (86 percent) was by local governments. States typically fund highway patrols, and local dollars support sheriffs' offices and police departments. Across the US, police spending accounted for roughly \$1 of every \$10 spent by counties, municipalities, and townships and \$1 of every \$100 spent by states.

Police Spending by Level of Government

Spending as share of direct general expenditures, 2017



Source: US Census Bureau.

Notes: "Local" doesn't denote a level of government but instead combines municipal, county, township, special district, and school district spending. Special district and school district spending are not shown because police spending is comparatively negligible.

Bibliography /Academic references

There are two major types of academic or scholarly references: books and papers/articles published in academic journals.

Books. Searching for books that relate to your topic can be done by going to the Library of Congress's catalogue at <https://catalog.loc.gov/vwebv/searchBrowse>. Once there, you can search by author or subject(s). You can try altering the words in the subject search a few times; this technique often produces better results.

After you have identified the books that relate to your topic, you can go to the Homepage of Lincoln University's Library and click "Ask-a-Librarian and Chat Services" to make arrangements for getting access to these books.

You can also do internet searches for the books. Some books today are available in digital format.

Scholarly Articles/Papers. One search tool for academic articles/papers is **Google Scholar**.

By typing subjects in Google Scholar that relate to the topic of your paper you will typically get several, if not many, good results.

Scholarly articles/papers can also be searched by going to Lincoln University's Online services at <https://www.lincoln.edu/departments/langston-hughes-memorial-library/online-resources>.

Once there, you will see several online resources that can help you identify academic articles/papers that you can use as references for your research paper. Some very good search tools you will find in Lincoln University's Online services are the following: EBSCO Host Select Databases, African American Historical Research, JSTOR and Directory of Open Access Journals.



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