

<http://thechallenge.dupont.com/entryform/>

## The Official Entry Rules

Write an original 700 to 1,000-word essay created exclusively for The DuPont Challenge.

Your essay must address a topic that falls under **ONE** of the four categories of [Challenges](#). The chosen Challenge must be specified on the Official Entry Form when submitting your essay.

Write only about a science-related topic. No matter how well written and researched, essays submitted on non-science topics are disqualified.

Your essay must be written in English.

Essays should be written using your word processor of choice and pasted into the Essay Box of the Official Entry Form.

**Do NOT** put your name, school name or any other personal information in the body of your essay. Enter your name and other personal information only on the designated fields in the Official Entry Form.

Your essay title must appear in the Entry Form box called "Title of Essay." Do not include the title of your essay in the Essay Box.

Include the word count at the end of your essay.

Attribute quotes and any ideas that are not your own within the body of the essay. Do not use footnotes or endnotes.

Your essay must include a bibliography of your source material, pasted in the Bibliography box of the Official Entry Form. (MLA style is recommended.) Do not include the bibliography in your word count.

Avoid plagiarism. Essays are carefully reviewed by multiple judges and checked for plagiarism.

Proofread your essay carefully. Your essay will be judged not only on the science, but also on creativity, spelling, punctuation, and grammar.

Do not include illustrations, graphics, or diagrams.

Fill out the Official Entry Form completely. Incomplete entry forms will not be accepted.

### **Important:**

All students must be 13 years of age prior to January 31, 2013 to submit their essay using the [Official Entry Form](#). The Children's Online Privacy Protection Act (COPPA) prevents The DuPont Challenge© from collecting personal information online from children under age 13.

## The Basic Three-Part Essay

There are many different formats and expectations when it comes to writing papers, but each essay will have three general parts: an introduction, a body, and a conclusion. Below is a more specific outline of the basic essay.

### I. Introduction

- A. Attention Device
- B. Link
- C. Thesis Statement

### II. Main Body Paragraph (repeated as often as necessary)

- A. Topic Sentence (with appropriate transition)
- B. Set Up
- C. Evidence
- D. Tie to Thesis
- E. Concluding Sentence

### III. Conclusion

- A. Restate Thesis Statement
- B. Summary of Main Argument
- C. Significance

*(Many times, you will be expected to use more than one piece of evidence in a body paragraph. In that case, you repeat B,C,D in the paragraph, as shown above.)*

Remember this is a basic format. No matter the purpose of your paper, this basic format should serve you well. In any case, remember that before you can break these rules, you must master them first!

## The Basics of Introductions and Conclusions

### MUST HAVE IN YOUR INTRODUCTION:

**Attention Devices:** Start with your broadest appeal.

**Link:** Slowly move from the broad generalities of your attention getter toward your main topic. Remember this is where you tie your attention device to your main topic.

**Thesis Statement:** End your introduction with your smallest topic the focus of the entire paper. This is what you are going to argue.

### MUST HAVE IN YOUR CONCLUSION:

**Restate Thesis:** Once again emphasize what you just spent your paper proving.

**Summary/Review:** Broaden your topic out. Move beyond your narrow focus and begin to explain how your ideas.

**Significance:** Explain the importance of your topic and its implications to society.

### The Introduction:

First impressions are so important. How many times have you heard that?

The first impression—the first paragraph of your paper—sets the stage for a lasting opinion. The introduction guides the reader into the paper by grabbing attention and introducing the topic.

To get your paper off to a great start, it should begin with a hook that catches the reader's interest. The attention grabber you use is up to you, but here are some ideas:

- A short narrative anecdote: a short story that illustrates a point and is relative to the topic
- A surprising piece of information
- An interesting fact: a pertinent fact that explicitly illustrates the point you wish to make
- An exciting quotation
- A provocative question
- Setting up a scene

Don't tire the reader with long introductions that fail to get quickly to the point and issue. The introduction should lead to the thesis.

It is your main point, summed up in a concise sentence that lets the reader know where you are going and why.

## **The Conclusion**

As you close your essay, leave a memorable final impression as well.

You should not introduce any totally new ideas in the conclusion; however, it is not enough just to recap your ideas in a clear, summarizing manner. If you only did that and then ended your essay, your conclusion would be flat and boring. You've got to make a graceful exit from your essay by leaving a memorable impression on the reader. Say something that will continue to simmer in the reader's mind long after he or she puts down your essay.

Here are a few possible ways to leave this memorable impression:

- Giving a thought provoking question
- Describing a powerful image
- Talking about consequences or implications
- Stating what action needs to be done
- Ending on an interesting twist of thought
- Explaining why the topic is important to you, the reader, and the greater community

**Introduction Organizer**

Hook: (quote, short story, imagery, analogy, statistic) \_\_\_\_\_

Subject: (important background information) \_\_\_\_\_

Thesis Statement: (one powerful sentence) \_\_\_\_\_

**Body Paragraph Organizer**

Topic Sentence \_\_\_\_\_

Supporting Details 1 (fact or example) \_\_\_\_\_

Supporting Detail 2 (fact or example) \_\_\_\_\_

Supporting Detail 3 (fact or example) \_\_\_\_\_

Wrap-up \_\_\_\_\_

**Conclusion Organizer**

Remind Reader of Hook (restate it in a different way) \_\_\_\_\_

Restate your thesis (in a different way) \_\_\_\_\_

Summarize the impact: \_\_\_\_\_

Lingering POWERFUL statement: \_\_\_\_\_

## Writing Tips for Formal Papers

### 1. Do not use contractions.

In formal writing, we use formal language, which means no “don’t,” “won’t,” and “isn’t”—they become do not, will not, and is not.

### 2. Do not use the word “you.” Ever.

You don’t want to assume anything about your readers. Write using the more general “people.”

### 3. Try to limit the use of the word “that.”

Many times, this word is not needed. If you can read the sentence without the word “that” and it still makes sense, get rid of it.

### 4. Use active voice, not passive, if at all possible.

This makes your writing more interesting and keeps the reader’s attention better. It also can make sentences clearer and help you avoid wordiness. “They were running” becomes simply “They ran.”

### 5. Create a voice that is you, but sophisticated and formal.

It should sound like you, but the smartest, most sophisticated you, not “the you” who talks to your friends during lunch.

### 6. Avoid personal qualifiers (I believe, I think, In my opinion, etc)

We know these words are your thoughts and opinions because we are reading your paper—saying “I believe” or “I think” is redundant. Try to keep the use of “I” or “me” to a minimum—unless it is a personal story, you don’t need them.

### 7. Write formal papers in the present tense.

Past tense can sound stuffy and uninteresting. Writing in the present tense is more interesting and helps you make sure your tense is consistent.

### 8. Avoid clichés.

Clichés are phrases that have been repeated so often they have lost any real meaning (“white as a ghost,” “quiet as a mouse”). Because they’ve been heard so often, they are no longer original or unique. Use more descriptive language. A good rule is that if you’ve heard it repeated before, it’s probably best to avoid it.

### 9. Always ask: is this summary or analysis?

Often it’s easy to go overboard with summary—we want our readers to understand the story/book so they can understand the points we are making—but analysis should be your focus. One-two sentences summary should be enough in almost any situation. Remember summary tells us what happened; analysis tells us what it means and why it is important.

### 10. Always order your paragraphs carefully to create the strongest argument.

Your weakest argument should be in the middle. You want your strongest paragraph to go either first or last. This creates stronger, lasting impressions for your readers. By putting the weakest paragraph in the middle you are “burying it” and surrounding it with stronger ideas to help support it.

### 11. Read your paper out loud to yourself.

This is the best way to edit and proofread your own work. By reading what is on the page, you will catch many of your own grammatical and spelling mistakes.

Transitional words you should use in your writing (remember, you should always follow a transitional word with a comma).

**Giving Examples:**

For instance	Specifically	In addition	In the second
For example	To begin with	Second	place
As proof	In the first place	(Secondly)	Most importantly
In addition	First (Firstly)		More importantly

**Wrap-up:**

Therefore	Consequently	Moreover	For this reason
Hence	As a result	Thus	
Finally	Last (Lastly)	Furthermore	

**Order/Sequence:**

At first	Finally	At the same time
Next earlier	In the future	Eventually
Then later	Another	meanwhile

**Compare and Contrast:**

However	In contrast	Likewise
Nevertheless	On the other hand	In the same way
Therefore	In comparison	Besides

**Following a Quote:**

In other words  
Similarly

**Cause and Effect:**

As a result	Eventually	Even if
Afterward	Consequently	For this reason

**Phrases to show reaction/emotion – VOICE:**

Many people	Eventually	Unquestionably	Indeed
believe	Admittedly	The fact remains	Of course
Certainly	In the future	Obviously	
No doubt	Nevertheless	Undoubtedly	
Nobody denies	Even though	Clearly, then	

**REVISING**  
Make it Sound Better

vs.

**EDITING**  
Make it Look Better

Adding, deleting, or changing parts of the piece to help the writing flow.		Changing letters to capitals or lowercase letters, as needed.
Turning worn out words into vivid words.		Correcting misspelled words.
Coming up with an interesting attention device that hooks the reader and a conclusion that sums it all up.		Adding, deleting, or fixing punctuation.
Adding more specific details, descriptions and explanations.		Indenting paragraphs.
Organizing ideas in an order that makes sense		Checking verb tenses and agreement.

This chart is helping the reader read along smoothly and also improving the writing quality.

## Parenthetical Documentation Format

You must acknowledge all information gained from outside sources when writing a paper. Generally three types of information must be acknowledged to avoid plagiarism:

1. **Direct quotation**
2. **Paraphrase or summary**
3. **Author's ideas**

In 1984, the Modern Language Association (MLA) adopted **Parenthetical Documentation**, which uses publication information and page number within the text to distinguish it from your own writing. Use the following guidelines to document sources in your own papers:

### Parenthetical Citations (*most common*)

When you have this information:	You would cite it in the text like this:
An author and a page number	Use the last name of the author & the page number:  (Lee 56).
An author with no page number	Cite the last name of the author only:  (Lee).
No author and a page number	Use the <b>title</b> of the article ( <b>in quotation marks</b> ) and the page number:  ("Biography of Harper Lee" 7).
No author and no page number	Use just the title of the article (in quotation marks):  ("Biography of Harper Lee").
An article title that is extremely long	Or you can shorten the title using a key word or phrase from the long article title:  ("Story of Harper Lee").
Two articles with the same title	Use the article title followed <b>by the next piece of information in your works cited</b> :  ("Harper Lee," <i>New York Times</i> ).

## RULES OF FORM FOR A WORKS CITED PAGE/BIBLIOGRAPHY

1. Center the title Works Cited/Bibliography on the first line of the paper.
2. Double space the entire page.
3. **DO NOT NUMBER THE ITEMS!** Alphabetize the list of works cited by the first word in each entry (usually the author's last name). Place articles with no author alphabetically by the first word of the title unless the first word is *a*, *an*, or *the* in which case the second word determines the alphabetical order. If the title begins with a numeral, alphabetize the title by the spelling of the word. For example, "10 Minute Workouts" would be alphabetized as if it began with ten.
4. The first line of each entry should be flush with the left margin. All lines after the first line should be indented five spaces. Microsoft Word can automatically set this up with the hanging indent feature.
5. If the Works Cited includes more than one work by the same author, it is not necessary to repeat the author's name with each entry. Use three hyphens followed by a period in place of the name in all listings after the first.
6. **Abbreviations:** (Capitalize the first letter if it follows a period.)
  - n.p. = no place of publication given
  - n.p. = no publisher given
  - n.d. = no date of publication given
  - n. pag. = no pagination (page number) given
  - ed. = editor
7. **Publication medium** (print or web) must be given for each entry.
8. Abbreviate months except for May, June and July. September is Sept. Abbreviate with the first three letters of the month.
9. Do not capitalize the following parts of speech when they fall in the middle of a title: articles, prepositions, coordinating conjunctions, and the *to* in infinitives.
10. If the city of publication is not well known, include the state abbreviation.

## Sample Works Cited

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## **Avoid Plagiarism! Plagiarism is cheating! It is illegal!**

Plagiarism means writing facts, quotations or opinions taken from someone else or from books, articles, movies, television or tapes without identifying your source.

Unintentional plagiarism is still plagiarism, so be careful and know the rules.

- When in doubt, always give credit for a fact, quotation, or opinion taken from a book or another source. This is true even when you use your own wording.
- When you use a writer's exact wording - even a phrase - always put quotation marks around the writer's exact words.
- Write with your books closed. Do not write with a book or magazine open next to you. Don't go back and forth taking ideas from a source and writing in your paper.
- Don't copy and paste directly from any source.
- Don't let your sources take over your essay—tell what you know in your own style, stressing what you find most important.
- **NEVER, EVER USE SOMEONE ELSE'S WORK—IN WHOLE OR IN PART— AS YOUR OWN.**
- **NEVER, EVER LET SOMEONE ELSE USE YOUR WORK—IN WHOLE OR IN PART—AS HIS OR HER OWN.**

**from:**

Silverman, Jay, Elaine Hughes and Diana Roberts Wienbroer. *Rules of Thumb: A Guide for Writers*. New York: McGraw-Hill, 1990. Print.