Unit 10: Literary Research Paper

Content Area: **Language Arts**
Course(s): **English 3CP**
Time Period: **Semester 1 & 2**
Length: **12 weeks**
Status: **Published**

Standards

L	Language
L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
W	Writing
W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create

	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.AW.11–12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.RW.11–12.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Enduring Understandings

Students will understand the following:

How to read challenging fiction, poetry, drama, and nonfiction with attention to nuances of content and style.

How to make connections between and among ideas of multiple authors writing on related subjects.

How to craft and develop a complex thesis expressing the writer's own informed position.

How to achieve clarity and coherence through formal organization, expert use of evidence, effective transitions, and correctness at the sentence level.

Essential Questions

How can writing help readers understand a work of literature more fully?

How do we make meaningful connections between and among works of fiction, poetry, drama, and nonfiction?

How do we develop and support an interpretive position on an issue?

How do we balance the voices of other authors with our own voice?

Knowledge and Skills

Students will read and understand articles, essays, and works of fiction, poetry, and drama intended for an educated audience.

Students will use this knowledge to develop claims that respond to the ideas of others.

Students will develop their own sustained claims in dialogue with texts and independently make connections, solve problems, and convey understanding based on synthetic thinking.

Students will synthesize texts by connecting ideas from multiple texts.

Students will become proficient using the Modern Language Association documentation style in their writing.

Additional Resources

Literary Research Paper Guidelines

Grade 11 - all levels

Assignment rationale:

The goals of this assignment are to foster inquiry, and to strengthen research, close reading, and analytical writing skills by teaching students to manage the extended task of writing a literary research paper.

The kind of research paper this assignment requires

While this paper will most often be described as an argument, it is not an argument in the sense that the student is attempting to persuade the reader to take some specific action or change a previously held point of view. Instead, this paper is more of an attempt to gain the reader's acceptance of the information and explanations the student sets out in writing.

Selecting a topic and getting started

The starting point for this paper is a student's own reading of a literary work - a short story, novel, play, or poem - from junior year English class. After selecting the literary work that will serve as a starting point, a student uses the list of topic options below to propose a focus for the paper.

Excerpt from Roberts, Edgar V. Writing About Literature, 13th ed. Upper Saddle River, Pearson, 2012.:

1. A particular work. You might treat character… or tone, ideas, structure, form, and the like. A research

paper on a single work is similar to an essay on the same work, except that the research paper takes into account more views and facts than those you are likely to develop without the research.

1. A particular author. A project might focus on an idea or some facet of style, imagery, setting, or tone of the author, tracing the origins and development of the topic through a number of different stories, poems, or plays… This type of essay is suitable for a number of shorter works, although it is also applicable for a single major work, such as a longer story, novel, or play.

1. The influence of an idea, author, philosophy, political situation, or artistic movement on specific works of an author or authors. An essay on influences can be specific and to the point… or it can be abstract and critical.

1. The origin of a particular work or type of work. Such an essay might examine an author's biography to discover the germination and development of a work…Another way of discovering origins might be to relate a work to a particular type or tradition.

(Roberts 263)

Sequence of activities:

In-class and homework activities while planning, researching, and writing this paper follow the general progression outlined below.

With ongoing instruction and individualized support, students will:

-Determine a research topic using the options above.

-Transform this topic into a set of questions to guide research.

-Find sources that will be useful in answering research questions.

-Use insights gained from source material to help refine or "educate" the research questions.

-Take notes and develop a method for organizing those notes and the sources that help answer the core research question(s).

-Reflect on findings from primary and secondary sources.

-Develop a working thesis, and establish a line of reasoning - a sequence of supporting claims to develop the thesis.

-Draft the paper one section at a time. To do this, a student close-reads well-chosen pieces of evidence to develop each supporting claim.

-Use feedback from the teacher and from peers to revise and strengthen the focus, organization, development, and overall presentation of the paper.

-Edit writing for clarity and to be sure that sources are documented according to MLA style.

Assignment specifications by course level:

	Eng 3 OCR	Eng 3 CP	Eng 3A	AP Lang and Comp
Required length in pages	2-3 pages	3-4 pages	4-5 pages	5-6 pages
Minimum number of sources required for annotated bibliography	2	4	6	8
Minimum number of sources required for paper	2	2	3	3

Assessment and Grading

Required at all levels:

Individual conference and/or written feedback on:

-Working thesis, basic line of reasoning, and first paragraphs. (pair & share/ large group/conference)

-Annotated bibliography to correspond with minimum number of sources required for each level

(pair & share/ large group/conference)

-Outline of full paper outline to include working thesis, supporting claims stated as full sentences, primary source textual evidence, secondary source textual evidence. (Written Comment)

-An early draft of the first three paragraphs (pair & share/ large group/or conference)

-A mid-process draft consisting of the first half of the paper (Written Comment)

-A late-process draft of the full paper, with sources documented and a corresponding works cited page

(Rubric & Endnote)

Scoring rubric:

-English department scoring rubric for writing (College Board) with an addendum for MLA documentation.

Assessment

SGO Design

English teachers' SGO pre and post-assessments follow the design of the AP Literature and Composition prose analysis prompt. These assessments are scored using the department's shared scoring rubric.

Research Writing

As part of the District's schedule for research writing across the content areas, students write an extended literary research paper during junior year in all levels of English: English 3 OCR, English 3CP, English 3A, and AP language and Composition.

Uses of Assessment

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises
- Various Literary Analysis Tasks
- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Each unit of study in English includes assessments that are used formatively as well as assessments that are used as summative, culminating experiences.

Formative assessments include low-stakes, exploratory responses written in the form of journal/learning log entries, quick writes, and free writes. Formative assessments also include announced and unannounced reading checks and exercises to determine the depth of students' understanding of key concepts. While formative assessments are often graded assessments, they are typically "lower-stakes" grades, and they help teachers and students develop an informed sense of each student's progress with the knowledge and skills targeted for a particular unit of study. The aim of such assessments and teacher feedback in response is to provide students with an accurate understanding of their performance relative to unit goals as well as actionable feedback to help them strengthen their performance.

Summative assessments include such tasks as essays, extended papers, objective and constructed response tests, Socratic seminar discussions, projects, and debates. While teachers also use these assessments formatively - by providing actionable feedback on written drafts or on Socratic seminar performance to guide student revision and improvement on subsequent tasks - summative assessments typically serve as "higher-stakes" grades.

Modes of writing assessed in English classes

Argumentative

- Literary analysis / argument
- Frame and case documented essay
- Argumentative essay

Explanatory

- Synthesis essay
- Prose analysis
- Rhetorical analysis
- Poetry analysis

Narrative

- Personal essay / creative nonfiction
- Exercises in prose style
- Alternative scenes, endings for fictional narratives

Additional Forms of Performance-Based Assessment

- Socratic seminar
- Debate
- Close-reading annotations, visual note-taking, and other artifacts
- Reading log entries
- Exploratory writing
- Speeches
- Google slide/Canva Presentations
- Podcasts

Alternative Assessment

With the exception of the occasional multiple-choice quiz or test questions, each classroom assessment in

English focuses on an authentic, performance-based task.

Below are the listed examples of assessment:

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes
- Google Slide Group and Independent presentations
- End of Unit Tests
- Long Essays demonstrating Synthesis of disparate ideas

Modifications

Modifications for Diverse Learners

Please note this is not an exhaustive list. Please refer to the individualized education plan or 504 plan for accommodations and modifications that are individualized to the student.

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

Special Education/IEPs

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Pre-teaching or reviewing strategies
- Study Skills
- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%
- Study guide
- Oral testing as needed
- Test modification

- Project based learning
- Individualized instruction
- Practice exercises
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

504s

- Study Skills/Extended Time on Assessments
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

ML Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
- Introduce new material using visuals
- Employ ELL translation devices/materials
- Practice a variety of activities: Talk and Turn/Group work
- Pre-teach vocabulary
- Provide extended time

- Discuss alternate responses
- Plan verbal and written instructions
- Introduce and instruct students on resources including eDictionaries
- Repeat and rephrase English phrases, sentences, and stories

At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior
- Hands-on activities
- Preferential seating

Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum

- Personalized planning/instruction
- Student-centered curriculum
- Individual activities and projects
- Encourage ownership of learning
- Involve students in academic contests
- Consider parental input