Honors Research Paper

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy I Honors**
Time Period: **April**
Length: **6 Weeks**
Status: **Published**

Unit Overview

Students will examine and analyze a literary text and develop an MLA style research paper on it. Students will learn how to make an analytical argument that they will prove through the duration of their paper. Students will develop a thesis statement and develop communication skills. Students will utilize editing skills to draft a final research paper and annotated bibliography. (**Note: Students will be given 5 class days in the library media center to conduct research. All other research and actual writing of the paper will be done outside of class.)**

Transfer

Students will be able to independently use their learning to...

- Research a Literary Topic
- Compile and analyze information
- Write a thesis statement
- Compose a rough draft
- Use communication skills to conference with teacher and peers
- Draft an Annotated Bibliography page in proper MLA format
- Compose a research paper according to MLA format

Meaning

Understandings

Students will understand...

- The importance of researching and writing a paper
- What inferences they should make/grasp/realize
- Proper MLA format
- The concept of writing a research paper
- The purpose of an annotated bibliography

Essential Questions

Students will consider...

- What is the process of developing a research paper according to MLA format?
- What is the proper ratio between fact and opinions in a research paper?
- What are the components of an effective thesis statement?

Application of Knowledge and Skill

Students will know...

Students will know...

- How to effectively use the Library Media Center to look for literary criticisims and other resources
- How to navigate databases to find literary criticisms and other resources
- How to successfully cite in MLA format both on an Annotated Bibliography page and parenthetically
- How to draft a rough draft in a logical organized order
- How to edit and peer edit drafts to develop a final copy

Students will be skilled at...

Students will be skilled at...

- Utilizing the components of the writing process
- Analyzing and revising writing to improve style, focus and organization
- Distinguishing between fact and fiction statements
- Creating properly balanced paragraphs
- Reading and identifying properly written thesis statements
- Writing an effective thesis statement with a topic and claim

- Citing sources in MLA format

Academic Vocabulary

Academic Vocabulary should be vocabulary words that apply specifically to the research paper that students will need to understand in order to complete all components of the paper. Terms students should know are:

- MLA Format
- Citation
- Annotated Bibliography
- Outline
- Rough Draft
- Literary Analysis
- Literary Criticism
- Cornell Notes
- Summarize
- Evaluate/Assess
- Reflect

Learning Goal 1

By the end of this unit, students will be capable of taking notes independently, paraphrasing, direct quoting and citing research material to be used in a literary research paper.

Target 1 - How to research--Levels 3 and 4

SWBAT:

- Determine valid and credible resources
- Evaluate and document sources
- Notice and apply meaning to symbolic representations in a literary work
- Use a variety of research tools to reach a conclusion on the literary work of choice

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific

details; provide an objective summary of the text.

LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.W.9-10.7	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.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Target 2 - MLA format - Levels 3 and 4

SWBAT:

- Create and utilize in-text citation
- Adhere to MLA formatting guidelines
- Ensure that the in-text citations correspond to the annotated bibliography page

LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Target 3 - Create organizational tools(note cards, outlines)--Levels 3 and 4

SWBAT:

- Identify and demonstrate effective note taking skills

LA.W.9-10.7	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.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme

or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").

Learning Goal 2

Students will utilize the research and notetaking skills they have developed to compose a literary research paper. Students should properly cite in MLA format both on an Annotated Bibliography page and parenthetically to ensure that plagiarism is avoided.

Target 4 - The writing process--Level 3

SWBAT:

Compile and compose an organized, well developed final paper.

LA.W.9-10.7	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.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Summative Assessment

Final Research Paper

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between

	abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.

Formative Assessment and Performance Opportunities

- Class Discussion
- Conferencing
- Drafting

- Outlines
- Peer editing
- Resources
- Teacher Observation

Accommodations/Modifications

- Allow a research project in place of paper
- Modified length/amount of sources required
- Supplemental materials

Unit Resources

* Purdue Owl Web Site

* Sample Annotated Bibliography

* Also see resources listed in the 9th grade research paper unit

- Additional handouts
- Databases
- MLA handbook
- Research Paper Packet
- Varied sources from the Library
- Variety of sample writings