

# Research Paper

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy IV, Language Arts Literacy II Honors, Language Arts Literacy IV Honors**  
Time Period: **5 weeks**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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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, make source cards, note cards, develop communication skills. Students will utilize editing skills to draft a final research paper and works cited page.

## Transfer

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

- Research a Literary Topic
- Compile and analyze information
- Develop source cards for compiled information
- Develop note cards to assist in writing the paper
- Compose a rough draft
- Use communication skills to conference with teacher and peers
- Draft a Works Cited page in proper MLA format
- Compose a research paper according to MLA format

## Meaning

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## Understandings

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Students will understand...

- The importance of researching and writing a paper
- What inferences should they make/grasp/realize
- Proper MLA format
- The purpose of source/note cards
- The concept of writing a research paper

## **Essential Questions**

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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**

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### **Students will know...**

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Students will know...

- How to effectively use the Library Media Center to look for literary criticisms and other resources
- How to navigate databases to find literary criticisms and other resources
- How to successfully cite in MLA format both on a Works Cited 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...**

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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**

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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
- Works Cited
- Source Cards
- Note Cards
- Outline
- Rough Draft
- Literary Analysis

## **Learning Goal 1**

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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.

## **Objective 1 - How to research-- Level 4**

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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.W.11-12.7

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.11-12.8

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).

LA.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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## **Objective 2 - MLA format-- Level 3**

SWBAT:

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

LA.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.W.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.

LA.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.11-12.8

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).

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## **Objective 3 - Teach organizational tools(note cards, outlines)-- Levels 2 and 3**

SWBAT:

- Identify and demonstrate effective note taking skills

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## **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 a Works Cited page and parenthetically to ensure that plagiarism is avoided.

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## **Objective 4 - The writing process-- Levels 2, 3, and 4**

## SWBAT:

Compile and compose an organized, well developed final paper.

LA.W.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.
LA.W.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.
LA.W.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.
LA.W.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.
LA.W.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).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.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.
LA.W.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.
LA.W.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).
LA.W.11-12.7	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.11-12.8	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).
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.B	Spell correctly.

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## Summative Assessment

### Final Research Paper

## Career Ready Practice and Awareness Standards

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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.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

## Technology

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TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

## Formative Assessment and Performance Opportunities

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- Class Discussion
- Conferencing
- Drafting
- Note cards
- Outlines
- Peer editing

- Resources
- Source Cards
- Teacher Observation
- Works Cited pages

## **Accommodations/Modifications**

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

## **Unit Resources**

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