

## Glen Ridge Public Schools Curriculum

<b>Course Title:</b>	Research 8 Cycle
<b>Subject:</b>	Research and Library Skills
<b>Grade Level:</b>	8
<b>Duration:</b>	1 of 5 Cycles (Approx. 8 weeks)
<b>Number of Credits:</b>	N/A
<b>Prerequisite:</b>	None
<b>Elective or Required:</b>	N/A



### **Library Media Program Mission Statement**

The Glen Ridge Public Schools library media program seeks to ensure that students and staff are effective users of ideas and information. Our program also encourages our students to develop a passion for reading and provides the skills necessary for lifelong learning in our digital society.

Through direct instruction and reinforcement in collaborative projects students will: understand how library resources are organized and know how to access them; realize the value of books, computers and other library resources and will thus treat them with respect; develop an appreciation for books and a love of reading; be able to formulate queries and use library resources to find answers; know how to use the Internet and online research tools to find information; and be prepared to use technology to present information in meaningful ways.

### **Research 8 Course Description**

This class reinforces students' understanding of the research process and their ability to prepare a research paper according to the standards that will be expected of them in the years ahead. Students choose a topic, develop an argument, use available resources to thoroughly research the topic, organize the information they find, take relevant notes to support their argument, draft and revise a 2 – 4 page paper according to MLA guidelines.

These are skills that students will use again and again throughout their education. Their experience in this class can affect their ability to succeed in future classes and provides practice in self-management in planning for and executing long-term projects. Personal responsibilities such as managing time, meeting deadlines, organizing materials and saving files are stressed as is the need to paraphrase and give credit to sources to avoid plagiarism.

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**Date Submitted:** Summer 2015

## RESEARCH 8 CYCLE

### Unit 1: Developing a Thesis, Locating Sources, & Preparing a Works Cited Page

**Approximately 2.5 Weeks**

**Essential Questions:**

- How can I develop a well stated argument (thesis) that can be supported through research and textual evidence?
- How and where can credible print and online sources that support an argument most effectively and efficiently be found?
- According to MLA style guidelines, what format must be followed when preparing a Works Cited page listing relevant sources?

**Upon completion of this unit students will be able to:**

- Choose a topic and develop a relevant argument (thesis statement) that will be the focus of the research they will do and the paper that they will eventually write for this course
- Locate books and other print sources related to their argument (thesis) in the non-fiction and reference sections of the library utilizing their knowledge of the Dewey Decimal System and Alexandria
- Locate credible web sites and/or other online sources relevant to their argument (thesis) utilizing search strategies, search engines, databases and other online search tools
- Document the required information for all source types according to MLA style

**Common Core English Language Art Standards:**

- Writing - 8.1: Write arguments to support claims with clear reasons and relevant evidence
- Writing – 8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Writing – 8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Reading Informational Text - 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

## **Interdisciplinary Standards (njccs.org):**

- Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

## **Activities**

- Work in assigned teams to develop an argument and properly phrased thesis statement from a list of possible topics provided through specified sources (CQ Researcher in print and/or Opposing Viewpoints database). Present the team's chosen argument/thesis to the class for discussion and analysis.
- Brainstorm research topics, practice formulating thesis statements and develop a thesis statement to be the focus of their own research project
- Use their knowledge of the Dewey Decimal System, Alexandria, the non-fiction and reference sections of the library to locate books and other print sources related to their chosen thesis statements
- Apply search strategies while utilizing search engines, databases and other online search tools to locate credible web sites and other online sources relevant to their chosen thesis statements
- Evaluate sources of information for relevance and credibility identifying at least three useful sources related to their chosen thesis statements
- Record the required bibliographic information for sources to be used in their research paper; at least one must be a print source and at least one must be a computer source
- Prepare a typed Works Cited page listing their sources; this page follows MLA style guidelines and each entry includes the required information and is properly formatted
- Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, saving files, etc.

## **Enrichment Activities:**

- Practice Finding and Documenting Sources team competition, if time permits
- Supplemental videos and relevant worksheets, if time permits
- Use acquired skills to find library materials of personal interest
- Use acquired skills to find and use library materials related to other class assignments
- Use the acquired skills to prepare a Works Cited page for other class assignments

### **Methods of Assessments/Evaluation:**

- Completion of corresponding workbook pages and review questions
- Participation in in-class activities and discussions
- Presentation of the team and individual thesis statements
- Completion of Quiz 1
- Completion of the typed Works Cited page

### **Print Resources:**

- Research 8: Unit 1 Workbook (teacher developed)
- Timmer, Joseph F. *A Guide to MLA Documentation Style*. 8<sup>th</sup> ed. Boston: McDougal Littell, 2009.
- *CQ Researcher: In-depth reports on today's issues*. CQ Press. Sage Publications. Washington D.C. 2013-Present.
- Various non-fiction and library books in the Glen Ridge High School Library

### **Online Resources:**

- Alexandria. <[alexhost.companioncorp.com](http://alexhost.companioncorp.com)>.
- BCCLs. <[www.bccls.org](http://www.bccls.org)>
- Ebscohost databases <[search.ebscohost.com](http://search.ebscohost.com)>
- Facts on File databases <[www.fofweb.com](http://www.fofweb.com)>
- Gale Virtual Reference Library and Opposing Viewpoints Resource Center <[infotrac.galegroup.com](http://infotrac.galegroup.com)>
- GRHS Library Website. <[www.glenridge.org/21902081612825550/site/default.asp](http://www.glenridge.org/21902081612825550/site/default.asp)>
- GRHS Research 7 & 8 <[www.glenridge.org/219020224143529997/site/default.asp](http://www.glenridge.org/219020224143529997/site/default.asp)>
- Rosen Teen Health & Wellness <[www.teenhealthandwellness.com](http://www.teenhealthandwellness.com)>
- World Book Online <[www.worldbookonline.com](http://www.worldbookonline.com)>
- Various websites related to their chosen thesis
- Easybib.com
- Google drive

### **Audio Visual Resources:**

- *Organizing Research*. Schlessinger Media. Research Skills for Students Series. 2004. (DVD)
- *Research, Drafting, & Citing*. Cerebellum Corporation. English Composition Series. 2009. (DVD)

# RESEARCH 8 CYCLE

## Unit 2: Organizing Ideas & Taking Notes to Support Your Argument

**Approximately 2.5 Weeks**

### **Essential Questions:**

- What methods can effectively be used to organize ideas?
- What should be included in an introduction and a conclusion paragraph?
- How and why should direct quotations be included in a research paper?
- What steps should be taken during the note taking phase to keep track of sources and effectively avoid plagiarism?
- How do I identify and choose the facts, details, examples and quotations that will most effectively support my argument?

### **Upon completion of this unit students will be able to:**

- Devise a plan for what they will include in their research paper and how it will be organized
- Develop effective introduction and conclusion paragraphs for a research paper
- Explain the difference between paraphrasing, and quoting
- Find and document relevant direct quotations that support their argument
- Take notes from sources putting the author's ideas into their own words to support their claims
- Take necessary steps to credit sources properly and avoid plagiarism

### **Common Core English Language Art Standards:**

- Reading Informational Text - 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Writing - 8.1: Write arguments to support claims with clear reasons and relevant evidence
- Writing - 8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Writing - 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing – 8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Writing – 8.8: Gather relevant information from multiple print and digital

- sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Writing – 8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Interdisciplinary Standards (njccs.org):**

- Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

### **Activities:**

- Work in assigned teams to identify three major points that best support the team's chosen argument; present in diagram form to the class for discussion and analysis.
- Individually, decide upon three major points that support his/her overall argument to include in his/her own research paper and prepare diagrams this.
- Working in assigned teams, find and agree upon facts, details, examples, and quotations that support each claim; present these to the class for analysis and discussion
- Individually, skim sources and take notes. Find and record facts, details, examples, and quotations that support and explain each claim to be covered in his/her research paper.
- Decide what type of information he/she plans to include in the introduction and conclusion of his/her research paper.
- Practice paraphrasing and summarizing authors' ideas putting them into their own words to avoid plagiarism.
- Practice incorporating direct quotations into written work and find at least three relevant direct quotations to include in their research paper.
- Record the necessary source information for all notes so they can include proper citations in their research paper.
- Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, saving files, etc.

### **Enrichment Activities:**

- Supplemental videos and relevant worksheets, if time permits
- Use acquired skills to organize ideas for other class assignments
- Use acquired skills to effectively paraphrase, quote and/or take notes for other class assignments

### **Methods of Assessments/Evaluation:**

- Completion of corresponding workbook pages and review questions, including Practice Paraphrasing and Practice Quoting exercises
- Participation in in-class activities and discussions
- Presentation of the team and individual paper structure/outline diagrams
- Completion of the Note Taking Worksheets packet

### **Print Resources:**

- Research 8: Unit 1 Workbook (teacher developed)
- Timmer, Joseph F. *A Guide to MLA Documentation Style*. 8<sup>th</sup> ed. Boston: McDougal Littell, 2009.
- Various non-fiction and library books in the Glen Ridge High School Library

### **Online Resources:**

- Alexandria. <[alexhost.companioncorp.com](http://alexhost.companioncorp.com)>.
- BCCLs. <[www.bccls.org](http://www.bccls.org)>
- Ebscohost databases <[search.ebscohost.com](http://search.ebscohost.com)>
- Facts on File databases <[www.fofweb.com](http://www.fofweb.com)>
- Gale Virtual Reference Library and Opposing Viewpoints Resource Center <[infotrac.galegroup.com](http://infotrac.galegroup.com)>
- GRHS Library Website. <[www.glenridge.org/21902081612825550/site/default.asp](http://www.glenridge.org/21902081612825550/site/default.asp)>
- GRHS Research 7 & 8 <[www.glenridge.org/219020224143529997/site/default.asp](http://www.glenridge.org/219020224143529997/site/default.asp)>
- Rosen Teen Health & Wellness <[www.teenhealthandwellness.com](http://www.teenhealthandwellness.com)>
- World Book Online <[www.worldbookonline.com](http://www.worldbookonline.com)>
- Various websites related to their chosen thesis
- Google drive

### **Audio Visual Resources:**

- *Organizing Research*. Schlessinger Media. Research Skills for Students Series. 2004. (DVD)
- *Research, Drafting, & Citing*. Cerebellum Corporation. English Composition Series. 2009. (DVD)

## RESEARCH 8 CYCLE

### Unit 3: Preparing a Research Paper and Avoiding Plagiarism

**Approximately 3 Weeks**

**Essential Questions:**

- According to MLA style guidelines, what format must be followed when preparing a Works Cited page listing relevant sources?
- According to MLA style guidelines, how are sources properly credited within a research paper using parenthetical references?
- According to MLA style guidelines, what font, spacing, and headers are required when preparing a research paper?
- How can I effectively produce an original paper (or other product) effectively using ideas and information found in other sources, yet avoid plagiarizing?
- What steps can be taken after an initial draft has been written to check and improve the final product?

**Upon completion of this unit students will be able to:**

- Develop a 2-4 page draft that includes an introduction, three body paragraphs and a conclusion and supports a chosen argument/thesis
- Prepare a research paper that meets MLA Style formatting guidelines
- Properly paraphrase, quote and cite sources to effectively avoid plagiarism
- Provide meaningful feedback to a partner and self-check their own writing.
- Utilize written and verbal feedback supplied by both a peer and the teacher in order to improve the final product

**Common Core English Language Art Standards:**

- Writing - 8.1: Write arguments to support claims with clear reasons and relevant evidence
- Writing - 8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Writing - 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing – 8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Writing – 8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.



- Writing – 8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Writing – 8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Interdisciplinary Standards (njccs.org):**

- Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 – Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

### **Activities**

- Draft a research paper that uses facts from sources to support the thesis
- Incorporate parenthetical references into the body of the paper to indicate the sources used
- Type a 2 – 4 page research paper that follows all MLA style formatting guidelines
- Revise and attach a Works Cited page as the last page of the paper
- Proofread to self-check writing and work in pairs to peer check drafts and consider revisions
- Meet individually with the teacher to verify the proper documentation of sources used and to discuss ways to improve the final research paper
- Make revisions to the draft based on the written and verbal feedback
- Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, saving files, etc.

### **Enrichment Activities:**

- Supplemental videos, if time permits
- Complete “How to Recognize Plagiarism” practice online, if time permits
- Use acquired skills to self-check writing done for other class assignments
- Use acquired skills to provide meaningful feedback to peers for other writing assignments
- Develop and present a PowerPoint slideshow or poster highlighting the most significant findings from the research and properly citing sources

### **Methods of Assessments/Evaluation:**

- Participation in in-class activities and discussions
- Completion of research paper draft
- Completion of feedback checklist and/or questions
- Revisions made to final draft and final paper

### **Print Resources:**

- Research 8: Unit 3 Workbook (teacher developed)
- Timmer, Joseph F. *A Guide to MLA Documentation Style*. 8<sup>th</sup> ed. Boston: McDougal Littell, 2009.
- Various non-fiction and library books in the Glen Ridge High School Library

### **Online Resources:**

- Alexandria. <[alexhost.companioncorp.com](http://alexhost.companioncorp.com)>.
- BCCLs. <[www.bccls.org](http://www.bccls.org)>
- Ebscohost databases <[search.ebscohost.com](http://search.ebscohost.com)>
- Facts on File databases <[www.fofweb.com](http://www.fofweb.com)>
- Gale Virtual Reference Library and Opposing Viewpoints Resource Center <[infotrac.galegroup.com](http://infotrac.galegroup.com)>
- GRHS Library Website. <[www.glenridge.org/21902081612825550/site/default.asp](http://www.glenridge.org/21902081612825550/site/default.asp)>
- GRHS Research 7 & 8 <[www.glenridge.org/219020224143529997/site/default.asp](http://www.glenridge.org/219020224143529997/site/default.asp)>
- iParadigm. *Turnitin.com* <[www.turnitin.com](http://www.turnitin.com)>
- Rosen Teen Health & Wellness <[www.teenhealthandwellness.com](http://www.teenhealthandwellness.com)>
- World Book Online < [www.worldbookonline.com](http://www.worldbookonline.com)>
- Various websites related to their chosen thesis
- Easybib.com
- Google drive
- *How to Recognize Plagiarism*. Indiana University Bloomington. <[www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)>.

### **Audio-Visual Resources:**

- *Avoiding Plagiarism*. Schelssinger Media. Research Skills for Students Series. 2004.
- *Information Literacy: the Perils of Online Research*. Cambridge Educational. 2006.