

## UNIT OF STUDY

<b>Title:</b> Writing the Research Essay <b>Length:</b> 4 weeks		<b>Subject/Course:</b> AP English Language and Composition	
<b>Topic:</b> Using sources in writing		<b>Grade:</b> 11	<b>Designer:</b> Sheryl Murtha
<b>UNIT GOALS AND EXPECTATIONS</b>			
<b>IMPORTANT CONCEPTS:</b>  A research essay supports the writer's own ideas. Research is not relegated to books and magazines, or the Internet. Real research involves time and energy. Understanding how to do research is important for lifelong learning. Summarizing and paraphrasing are important to learning how to write. Plagiarism is a serious offense and can be avoided.		<b>ESSENTIAL QUESTIONS:</b> What is a research paper? How does the research paper differ from one completed in tenth grade? How will the students develop the skills to write a research paper? What is MLA style? What other styles are there? What are the components of a research paper? How will the student cite sources and prepare a "works cited" page. How will topics be selected, narrowed, and outlined? How can student learn to summarize and paraphrase? What is plagiarism? How is plagiarism avoided	
<b>STUDENT LEARNING EXPECTATIONS:</b>  Ongoing writing SLE's. W4.11.2 Communicate clearly the purpose of the writing W.6.11.1 Use a variety of sentence structure types and lengths for effect in writing. W.5.11.4 Write persuasive compositions that use logic to structure ideas and arguments-clarify and defend positions with precise and relevant evidence, use specific rhetorical devices to support assertions. IR 12.11.1 Formulate original, open-ended questions to explore, narrow, and select a topic. IR 12.11.2 Establish a focus for research, and design a research plan to answer a specific question or defend a position. IR 12.11.3 Access multiple sources, using a variety of research tools. IR 12.11.4 Compare the credibility of authors and reliability of sources for strengths and limitations IR 12.11.5 Summarize and critique sources to evaluate their usefulness and accuracy IR12.11.7 Compile and organize information from a variety of relevant primary and secondary sources IR 12.11.8 Interpret the meaning and consequences of plagiarism. IR 12.11.9 Organize information and use a style manual Note cards or other note-taking forms Formal outline Works cited page			

<p>Thesis statement</p> <p>Parenthetical citations within text</p> <p>Title page</p> <p>IR 12.11.10 Summarize, paraphrase, and/or quote relevant information</p> <p>IR Create a formal research paper, synthesizing multiple primary and secondary sources, that includes Evidence in support of a clear thesis statement and related claims</p> <p>Paraphrasing and summarizing with accuracy and fidelity to the range or arguments and evidence supporting or refuting the thesis as appropriate</p> <p>Quotations, paraphrases, and other information correctly cited and documented using a standard format</p> <p>Provides clear and effective conclusions.</p>	
<p><b>SPECIFIC DECLARATIVE KNOWLEDGE-What I know</b></p> <p>.Learn how to cite in-text references in MLA style</p> <p>Understand that there are other style types</p> <p>Define research paper</p> <p>Identify the components of a research paper</p> <p>Understand how to select and narrow a topic</p> <p>Understand how to find research</p> <p>Understand how to write a formal outline and how to organize notes</p> <p>Understand how to write notes</p> <p>Define plagiarism</p> <p>Understand the penalties of plagiarism</p> <p>Write using appropriate citations</p> <p>Write using effective style, sentence structure, mechanics, and usage in a research paper.</p>	<p>Specific Procedural Knowledge</p> <p>Select and narrow a topic</p> <p>Find appropriate and varied types of research</p> <p>Write a working outline</p> <p>Write a formal outline</p> <p>Write a research rough draft</p> <p>Take notes using a logical note-taking form</p> <p>Write in-text citations</p> <p>Write a Works Cited page using an online support system</p> <p>Compile support</p> <p>Paraphrase a passage</p> <p>Summarize a passage</p> <p>Write a final draft, following an established rubric.</p>
<p align="center"><b>UNIT ASSESSMENTS</b></p> <p align="center"><b>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</b></p>	
<p><b>Traditional Assessments:</b></p> <p><b>Create a formal research paper with formal outline, title page, in-text citations, and works cited page.</b></p>	<p><b>Other Evidence of Learning:</b></p> <p>Summarize a passage</p> <p>Paraphrase a passage</p> <p>Notes from sources</p> <p>Rough draft of research paper</p> <p>Presentation of paper to the class</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Students and teacher will develop a list of topics for research papers . These will then be turned in to questions in order for students to see the potential possibilities each topic contains.</p> <p>Students will select their own topics, based on their interests. The class will discuss the difficulties inherent in each topic and the potential for finding helpful information. Students will narrow the topic.</p> <p>Students will read sample research papers provided by the teacher and/or online sources. Together students and teacher will use smart board and document reader to examine research papers for their components.</p> <p>Give students an AP writing that asks for synthesis of 3 of 7 sources. This will help students to practice summarizing, paraphrasing, and compiling source material for use in their research papers</p> <p>With teacher assistance, students will research their topic, formulate a thesis, write an outline and rough draft with correct use of MLA citations and a works cited page. Students will spend time in the library and the writing lab using internet sources. Students will compile and submit all research materials in a manila envelope.</p>	<p>Teacher-made materials compiled from numerous sources</p> <p>Library Writing Lab Document reader Smart board</p>
Career Connections	
<p>Editor Library research Scientific, historical, literary researcher</p>	