

# **Research Made Easier**

## **Levels of Research**

For ALL classes, it is advised that teachers discuss students' previous research experiences prior to beginning a research project, in order to determine the skill level(s) of students in each class.

ALL classes should have at least one opportunity to pull information from a provided source as a pre-research activity.

ALL classes should do at least a brief pre-research brainstorming session in which students determine a topic, if not provided, and generate keywords relevant to that topic.

### **1 - Skills Freshmen**

Provide at least 2 sources from which students can draw information to support a predetermined thesis.

Students create notes pages/cards from sources, highlighting information particularly relevant to supporting their argument.

Students create an outline using information from notes pages, using a provided template.

Students create a five-paragraph essay using both the outline, information from notes pages, and their own words, using a provided MLA-style template.

Students create a Works Cited page using provided citations from sources provided by teacher.

### **2 - Regular Freshmen**

Provide at least 2 sources from which students can draw information to support a predetermined thesis.

Students use library databases to locate one additional source to support their argument.

Students create notes pages/cards from sources, highlighting information particularly relevant to supporting their argument.

Students create an outline using information from notes pages, using a provided template.

Students create a five-paragraph essay using both the outline, information from notes pages,

and their own words, using a provided MLA-style template.

Students create a Works Cited page using provided citations from sources provided by teacher, as well as creating or locating their own citation for their additional source.

### **3 - Adv. Freshmen or Regular Sophomores**

Provide at least 1 source from which students can draw information to support a predetermined thesis.

\*Depending on skill level of the class, teachers may wish to have students determine their own thesis, to be approved by the teacher prior to research. In this case, students would find all of their own sources, with the first source to be approved by the teacher prior to finding additional sources.

Students use library databases and/or print materials to locate two additional sources to support their argument.

Students create notes pages/cards from sources, highlighting information particularly relevant to supporting their argument.

Students create an outline using information from notes pages.

Students create a five-paragraph essay using both the outline, information from notes pages, and their own words, using a provided MLA-style template.

Students create a Works Cited page using provided citations from source provided by teacher, as well as creating or locating their own citation for their additional sources.

### **4 - Adv. Sophomores or Regular Juniors**

Students create a thesis, to be approved by the teacher prior to beginning research.

Students use library databases and/or print materials to locate three sources to support their argument.

Students create notes pages/cards from sources, highlighting information particularly relevant to supporting their argument.

Students create an outline using information from notes pages/cards.

Students create a five-paragraph essay using both the outline, information from notes pages, and their own words, using a provided MLA-style template.

Students create a Works Cited page using citations they have created or located for their sources.

### **5 - Adv. Juniors or Regular Seniors**

Students create a thesis, to be approved by the teacher prior to beginning research.

Students use library databases and/or print materials to locate three sources to support their argument.

Students create annotated bibliography from sources, noting information particularly relevant to supporting their argument.

Students create an outline using information from annotated bibliography.

Students create a five-paragraph essay using both the outline, information from annotated bibliography, and their own words, using MLA-style.

Students create a Works Cited page using citations they have created or located for their sources.

### **6 - Adv. Seniors**

Students create a thesis.

Students use library databases and/or print materials to locate four to five sources to support their argument.

Students create annotated bibliography from sources, noting information particularly relevant to supporting their argument.

Students create an outline using information from annotated bibliography.

Students create a five-paragraph essay using both the outline, information from annotated bibliography, and their own words, using MLA-style.

Students create a Works Cited page using citations they have created or located for their sources.

## Plagiarism Resistant Ideas

- Include a statement in your syllabus detailing no tolerance of academic dishonesty, including plagiarism.
- Talk with your students about academic and professional integrity.
- Provide explicit directions for the assignment and make clear whether you will allow collaboration.
- Provide your own concrete examples of acceptable and unacceptable work (direct quotes, paraphrasing, in text citations, etc.).
- Spend time discussing how sources are used in scholarly writing so that the purposes of citation are clearer.
- Develop critical reading skills by spending a class period or part of a period looking at sources together, looking for clues to assess quality.
- Rather than fact-based reports, assign students projects that require them to analyze a source or facts and then write about their conclusions.
- Provide a source and ask students to find collaborating or opposing sources.
- Require recent and varied types of sources; both secondary and primary, in the form of journals, books, diaries, letters, magazines, and websites.
- Set a series of due dates for the process of writing the paper to reduce deadline crunch induced “copy and paste” tendencies.
- As a follow up, assign oral reports or reflective/meta learning essays that require students to put the research process in their own words.

### Bibliography

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## **Common Core Standards (addressed by research projects)**

### **9th & 10th Grade**

CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate 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 fallacious reasoning.

CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.9-10.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.9-10.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.

CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.9-10.W.7 Research to Build and Present Knowledge: 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.

CC.9-10.W.8 Research to Build and Present Knowledge: 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.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **11th & 12th Grade**

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and

supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.1.a Text Types and Purposes: 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.

CC.11-12.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly 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.

CC.11-12.W.1.c Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax 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.

CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.

CC.11-12.W.2.b Text Types and Purposes: 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.

CC.11-12.W.2.c Text Types and Purposes: 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.

CC.11-12.W.2.d Text Types and Purposes: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.11-12.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

CC.11-12.W.2.f Text Types and Purposes: Provide a concluding statement or section that

follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.11-12.W.7 Research to Build and Present Knowledge: 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.

CC.11-12.W.8 Research to Build and Present Knowledge: 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.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.