

Name: _____

Period: _____

**Lives Worth Knowing:
English 10 Research Paper**

There are many people throughout history who are considered to have a positive impact on the world due to their achievements in their fields and beyond. These people are considered to have “lives worth knowing,” those whose names will live on through the years, whose lives we respect, and whose footsteps we desire to follow. They are often not perfect. In fact, most have overcome obstacles to achieve such greatness or had other forces which acted upon them in their lives. All have responded to adversity in ways that resulted in their achievements.

ESSENTIAL QUESTION: What life forces have influenced this individual to make such positive contributions to the world in both his/her field and beyond it?

I. INITIATING INQUIRY

Choose an individual who you believe has made a **significant** and **positive GLOBAL IMPACT** in the fields of art, literature, history, politics, religion, philosophy, science, math, music, etc. He/she should also have made positive contributions **OUTSIDE** of his/her field and beyond his/her home country. This individual should be someone with whom you identify and admire because of his/her positive qualities. Submit your choice for teacher approval. Develop “Big” questions to drive your research. ~ Reflection ~

II. GATHERING INFORMATION

Using the resources discussed in class, locate **4 sources** (2 web, 2 text) of information about the individual. General encyclopedias (including Wikipedia) may NOT be used. Sources should answer your research questions.

Take **notes** using the note charts provided. Be sure to complete the MLA citation on the top of each sheet and print out all computer sources. The topics or key words should reflect answers to your “Big” questions.

~ Reflection ~

III. DEEPENING UNDERSTANDING

Repeat Parts I and II as needed ~ *Should you develop more questions? Do you need better sources?*

~ Reflection ~

IV. FINALIZING INQUIRY

Formulate a **thesis statement** that asserts your assessment of how this individual was motivated by his/her life forces to make an impact in his/her chosen field.

Example: Mark Mathabane’s personal experiences with apartheid in South Africa compelled him to use his talents as a writer to make incredible strides to raise awareness about discrimination and the vital role education plays in overcoming obstacles.

Review your notes and complete an **OUTLINE** to organize the sections of your paper. The outline format will be given to you in class.

~ Reflection ~

V. WRITING PROCESS ~ Developing and Communicating an Evidence-Based Perspective

Compose your first draft. The draft should include the following:

- a. 4-6 pages, double-spaced, 12 pt. Times New Roman or Arial font
- b. engaging introduction which includes a clear thesis statement and essay map
- c. thorough development of key ideas with appropriate incorporation of research material in EACH body paragraph
- d. no more than 3 **direct references** (quotes)
- e. at least 10-12 **indirect references** (quotes, paraphrases, and summaries)
- f. appropriate use of direct quotes with adequate transitions and explanations
- g. transitions between and within paragraphs
- h. thoughtful conclusion of at least 3 sentences which goes beyond simply restating the thesis
- i. Works Cited page that precisely follows MLA format
- j. Cover page with a creative title (NOT the individual's name)

~ Reflection ~

Peer edit according to directions provided in class.

Revise and edit your own paper.

~ Reflection ~

Final Papers will be due on or before: _____

(ALL articles and note sheets used in the preparation of this paper **MUST** be turned in with the final paper!!)

ACCORDING TO ENGLISH DEPARTMENT POLICY, NO LATE PAPERS WILL BE ACCEPTED!!



I understand and accept the expectations for the 10E research paper. I will effectively use the time and the resources allotted during class to complete this project.

Student Signature

Parent/Guardian Signature

March 2014



Dear Parent/Guardian,

I would like to make you aware that today in English 10R we reviewed the research paper process. I ask for your support during this unit as it is filled with many important due dates. This year, the students are asked to research a famous individual who has made positive contributions to the world in both his/her field and beyond. The final research paper is 4-6 pages and must be documented with MLA citation.

The research process and paper will make up a **large percentage** of the **third/fourth quarter grade**. The final research paper grade is based on both **the preparation process and the final paper**. It is essential for all students to keep up with the preparation process. Attached you will find a calendar of due dates to help your student as we progress with the writing process. Also, students are required to have a research folder for this unit.

The final paper is **due on or before May 5, 2014 by 2:40 pm**. It is the **English Department policy that no late papers are accepted**; therefore, if an absence occurs on the due date, the paper must still be submitted. Feel free to contact me at (teachers email) if you have any questions or concerns. Thank you very much for your support during the research unit.

Sincerely,

Teacher's name

WGHS English Teacher

I am aware that the final research paper is due by 2:40 pm May 5, 2014 and that no late papers are accepted. I understand that the research grade is based on the preparation process and the final paper itself.

Print Student's Name _____

Student Signature _____

Parent Signature _____



STUDENT RESEARCH PLAN		TOOLS & HANDOUTS
I. INITIATING INQUIRY <i>I determine what I want to know about a topic and develop inquiry questions that I will investigate.</i>	1. Exploring a Topic	<input type="checkbox"/> Lives Worth Knowing Research Outline <input type="checkbox"/> Research Calendar <input type="checkbox"/> Student Research Plan <input type="checkbox"/> Brainstorm Topic <input type="checkbox"/> Investigate, Narrow Topic <input type="checkbox"/> What Makes Questions Good Questions <input type="checkbox"/> Examine Your Research Questions <input type="checkbox"/> Process Reflection Journal
	2. Choosing an Area of Investigation	
	3. Generating Inquiry Questions	
II. GATHERING INFORMATION <i>I find and take notes on sources that will help me answer my inquiry questions and define the scope of my investigation.</i>	1. Finding and Assessing Sources	<input type="checkbox"/> Potential Sources <input type="checkbox"/> Web Page Evaluation (websites not vetted) <input type="checkbox"/> Note Chart <input type="checkbox"/> Process Reflection Journal
	2. Making and Recording Notes	
	3. Framing Inquiry	
III. DEEPENING UNDERSTANDING <i>I analyze key sources to deepen my understanding and answer my inquiry questions.</i>	1. Selecting Key Sources	<input type="checkbox"/> Potential Sources <input type="checkbox"/> Web Page Evaluation (websites not vetted) <input type="checkbox"/> Note Chart <input type="checkbox"/> Process Reflection Journal
	2. Analyzing Researched Information	
	3. Writing Evidence-Based Claims	
IV. FINALIZING INQUIRY <i>I synthesize my information to determine what I have learned and what more I need to know about my area of investigation. I gather and analyze more information to complete my inquiry.</i>	1. Organizing Evidence	<input type="checkbox"/> Thesis Statement <input type="checkbox"/> Research Paper Outline <input type="checkbox"/> Note Chart <input type="checkbox"/> Works Cited - MLA <input type="checkbox"/> Process Reflection Journal
	2. Evaluating Research	
	3. Refining and Extending Inquiry	Repeat Parts II and III
V. WRITING PROCESS Developing and Communicating an Evidence-Based Perspective <i>I review and synthesize my research to develop and communicate an evidence-based perspective (research paper) on my area of investigation.</i>	1. Reviewing Research	<input type="checkbox"/> Rough Draft <input type="checkbox"/> Proof & Edit <input type="checkbox"/> Peer Edit <input type="checkbox"/> Final Draft <input type="checkbox"/> Writing Grade Sheet <input type="checkbox"/> Process Grade Sheet <input type="checkbox"/> Research Process Reflection
	2. Expressing an Evidence-Based Perspective	
	3. Communicating an Evidence-Based Perspective	

Brainstorm – Famous People

Name _____

People that interest me...	What I admire about them...	Why I think they are famous...

Name: _____
English 10 Research Paper Grading Sheet

Period: _____
"A Life Worth Knowing"

_____ (5) **Title Page** (creative title, not just the name of the individual)

_____ (15) **Introduction**

- ❖ Engaging opening or "hook"
- ❖ Assertive thesis statement
- ❖ Obvious essay map

_____ (30) **Body**

- ❖ Easily identifiable forces, responses, and contributions
- ❖ Clear organization of information
- ❖ Effective use of details for support
- ❖ Smooth transitions within and between paragraphs
- ❖ Obvious paraphrasing and summarizing of information
- ❖ Clear and smooth quote incorporation (lead into and explained/connected)

_____ (15) **Conclusion**

- ❖ Restatement of thesis, not directly copied from thesis
- ❖ Insightful closing thoughts, leaves the reader thinking

_____ (25) **Overall Paper (Format and Grammar Expectations)**

- ❖ At least 4 pages double-spaced, Times New Roman/Arial font
- ❖ Attention to grammar and mechanics, no typos
- ❖ No more than 3 direct quotes (at least 1)
- ❖ MLA style parenthetical citations
- ❖ At least 10 parenthetical citations
- ❖ All sources from Works Cited Page are cited at least once

_____ (10) **Works Cited Page** (lists at least 4 sources and was developed according to MLA format)

_____ (100) **TOTAL PAPER GRADE**



12 strategies for self-assessment in writing

Good writing can be said to be essentially about self-assessment. An author's work is the end result of many rounds of revisions based on self-assessment of earlier drafts.

A review of the literature on self-assessment in writing recently published in the *Journal of Research in Reading* yields 12 strategies for the use of self-assessment with learners from middle school through adulthood. The study is a synthesis rather than a meta-analysis of previous research on this topic.

Researcher Kristen Nielsen says the process of writing and revising is complex and has been described as a conversation with the writer's self, she writes.

"In this sense, writing requires continual meta-cognition, as writers must learn to assess and evaluate their own idea and expression objectively, as well as their writing process, in order to make continual improvements to writing tasks and further develop as a writer."

Among the advantages of self-assessment is that it is formative rather than summative and it supports the transfer of knowledge which is key to improving writing. Self-assessment encourages "the sort of autonomous mastery of writing strategies needed to overcome the limitations of working memory..." according to the researcher.

Writers must develop their own voice and their own writing process, an evolution that is nurtured by the reflective exercise of self-assessment. Finally, self-assessment promotes dialogue between teachers and students and helps students better understand the feedback they receive from their teacher.

Most of the studies included in the author's review were descriptive rather than empirical studies, as is typical of much of the research on writing, Nielsen writes.

Below are 12 strategies for self-assessment that are supported in her review of the literature:

1. Give students direct, explicit and step-by-step training before they carry out self-assessment exercises and include practice time.
2. Help students develop a clear understanding of the aspects of writing they are self-assessing such as tone, attention to purpose, etc. In order for students to evaluate their writing for each of the different aspects, they need to have a clear understanding of the concepts.
3. Use writing models to demonstrate specific writing skills and to give students the opportunity to practice assessment. Writing models can be used independently of self-assessment to reinforce learning of concepts. When they are used as practice for self-assessment, teachers can correct student miscomprehension and modify the exercise as needed.
4. Invite students to participate in developing the criteria for self-assessment exercises. This process helps develop a shared understanding of good writing in the classroom.
5. Increase student motivation in self-assessment by making the self-assessment part of the grade. Positive verbal prompts and guidance also support student motivation. Motivating students is a challenge, but for self-assessment to be meaningful students must be committed to the task.
6. Use self-assessment for formative rather than summative evaluation and not to determine a final grade on an assignment.
7. Provide sufficient independent time and space in class to complete self-assessment exercises. Self-assessment works best in your classroom where you can reinforce a sense of quiet, focused time that students may not have outside the classroom. You can also provide support and corrective feedback.

12 strategies for self-assessment in writing

8. Engage students in dialogue during self-assessment to provide feedback, answer questions and provide clarification. Some students will need more scaffolding and guidance than others. One of the great benefits of self-assessment is the opportunity to work one-on-one with students.
9. Self-assessment should include tasks that address specific components of writing as well as prompts that ask for a global response to their writing. Students should work to improve specific aspects of their writing as well as the overall content.
10. Nurture students' sense of self-efficacy and self-esteem through positive feedback, reinforcement and modelling. Student writers tend to think writers are born not made. They need a sense of self-efficacy to persevere in writing.
11. Give students the opportunity to revise their work after self-assessment so that they can transfer what they've learned to the task of writing.
12. Regularly evaluate your teaching methods. How are students responding? Conduct student surveys to find out what's working well.

"Self-assessment methods in writing instruction: a conceptual framework, successful practices and essential strategies," by Kristen Nielsen, Journal of Research in Reading, Volume 37, Issue 1, pp. 1-117.

Name: _____

English 10

Inquiry Based Research Paper

Personal Reflections

TASK: At each step of the journey to an inquiry based research paper, it is important that we reflect on our triumphs and challenges. This helps us grow and improve as learners. In each box, please use "I" statements in your reflections, as this should be a journaling activity (i.e.: I think, I feel, I was confused because, I succeeded because...). **Each box should contain at least 5 sentences and refer to SPECIFIC details regarding your own research journey.**

HINT: Complete these journals as you move through each phase. It may be helpful to refer to your "STUDENT RESEARCH PLAN" to recall which activities are included in each stage.

I. Initiating Inquiry	I think, I feel, I was confused because, I succeeded because...
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II. Gathering Information	I think, I feel, I was confused because, I succeeded because, etc.
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Name: _____

English 10

Inquiry Based Research Paper

Personal Reflections

III. Deepening Understanding	I think, I feel, I was confused because, I succeeded because, etc.
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IV. Finalizing Inquiry	I think, I feel, I was confused because, I succeeded because, etc.
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Name: _____

English 10

Inquiry Based Research Paper

Personal Reflections

V. Writing Process

Developing and Communicating
an Evidence-Based Paper

I think, I feel, I was confused because, I succeeded because, etc.

Large empty rectangular box for student reflections on the writing process.

WRITING PROCESS

Editing and Revising

I think, I feel, I was confused because, I succeeded because, etc.

Large empty rectangular box for student reflections on the editing and revising process.

Web Page Evaluation Form

To use with all web sources not "vetted" by your teacher or librarian

URL ~ <http://>

<p>1. WHERE... DOES THE INFORMATION COME FROM?</p> <p><input type="checkbox"/> .GOV <input type="checkbox"/> .EDU <input type="checkbox"/> .ORG <input type="checkbox"/> .COM <input type="checkbox"/> .MIL <input type="checkbox"/> .NET <input type="checkbox"/> .COUNTRY?</p>	
<p>DO YOU NOTICE ANY INDICATORS THAT THIS IS A PERSONAL PAGE? <i>CIRCLE IF FOUND.</i></p> <p>~ % USERS MEMBERS BLOG</p>	
<p>2. WHAT... What is the purpose of the web page?</p> <p><input type="checkbox"/> Inform <input type="checkbox"/> News <input type="checkbox"/> Social <input type="checkbox"/> Business/Commercial <input type="checkbox"/> Personal <input type="checkbox"/> Persuade <input type="checkbox"/> Entertain <input type="checkbox"/> Advocacy</p>	
<p>3. WHO... Who is the author? Google them. This will help determine the accuracy of the content. Check if found.</p> <p><input type="checkbox"/> The author's name</p> <p><input type="checkbox"/> The author's credentials</p> <p><input type="checkbox"/> Email address or other contact information</p> <p><input type="checkbox"/> An "About" page</p>	<p>4. WHEN... was the page published or last updated... Is the information current?</p> <p><input type="checkbox"/> A "last updated" date is recent</p> <p><input type="checkbox"/> A recent copyright is on the page</p> <p><input type="checkbox"/> All the links work</p>
<p>5. WHY... use this site for reliable research?</p> <p><input type="checkbox"/> Facts are clearly separated from opinions</p> <p><input type="checkbox"/> Sources for facts and data are provided (no unsubstantiated facts)</p> <p><input type="checkbox"/> The page is free from spelling and grammatical errors</p> <p><input type="checkbox"/> You can determine the goals/objectives of the page</p> <p><input type="checkbox"/> The information is written in a reasonable tone...no extreme, biased language or emotion is used</p> <p><input type="checkbox"/> There is no evident conflict of interest</p> <p><input type="checkbox"/> There is no (or very limited) advertising on the site</p> <p><input type="checkbox"/> This is not a "Sponsored" site.</p>	
<p>Based on the five categories above, explain why you feel this is a reliable, accurate web site to use for information:</p> <hr/>	

What Makes Questions Good Questions

Small Questions	have only one answer	and the answers are in the book.
BIG Questions	invite others to talk about their own ideas	and the answers are in your mind.

-Scholastic Professional Books

What is a BIG question?

BIG questions are “open” questions and cannot be answered with a yes or a no or a small phrase.

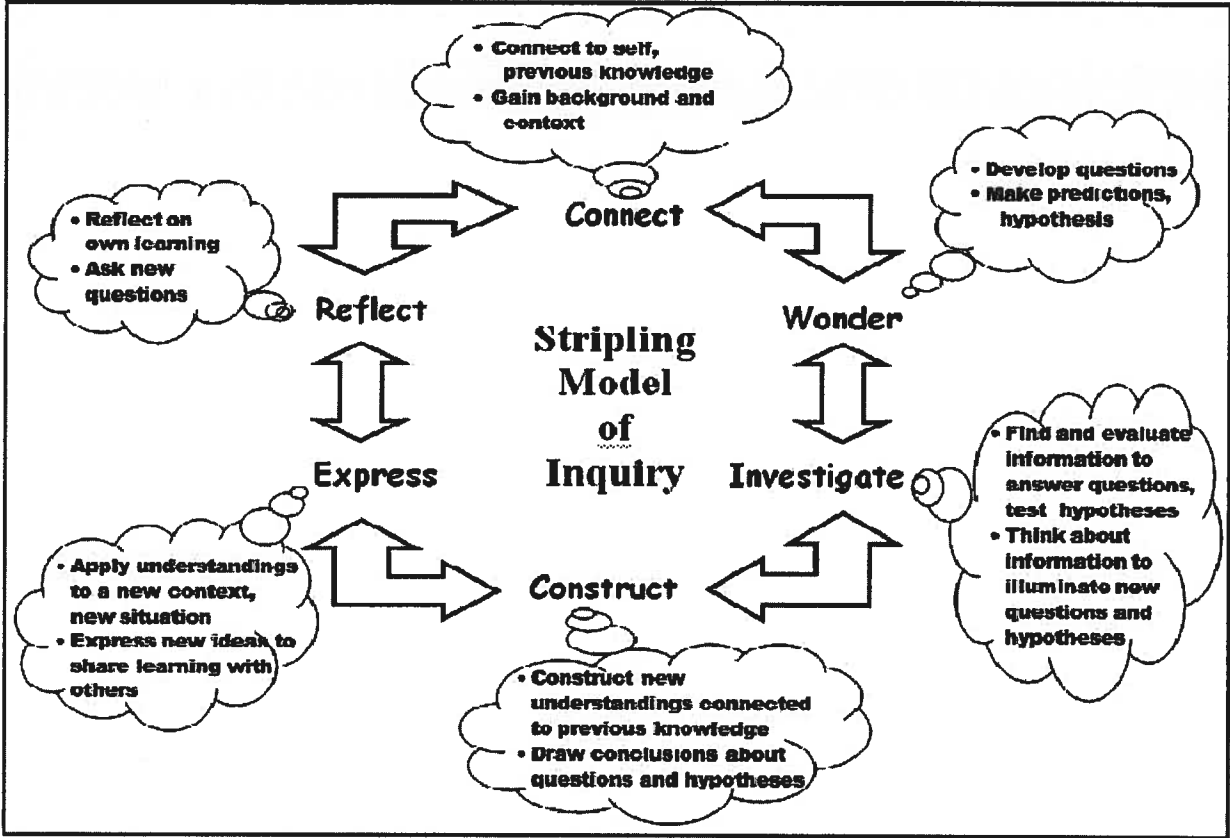
BIG questions require multiple resources to be answered.

BIG questions must be interesting to you.

Criteria for Excellent Questions:

- * Open-ended
- * Leads to asking other questions
- * Has more than a one word answer
- * More than one right answer
- * Shows effort and deep research
- * Not obvious or easily answered
- * Leads to multiple perspectives
- * Keeps you thinking/thought provoking
- * Leads to controversy/debate
- * Answers other questions
- * Is something you want to know and keeps you interested?

--adapted from a list developed by middle school students at River School, Napa, CA



ENGLISH 10R RESEARCH CALENDAR
MARCH/APRIL 2014

MARCH 24	25	26	27	28
*Brainstorm 1 sheet Introduction to Research Project	Brainstorm/Narrow Topic Sheet	Brainstorm/Narrow Conferencing	~Reflection~ Develop Research Questions/ Conferencing	Introduction to Note Sheet Format-- Summarizing and Paraphrasing (avoiding plagiarism), Practice Article/Note Sheet
31	APRIL 1	2	3	4
Introduction to Book Sources	Research/Note Taking Day	*First note sheet due for a quick check Introduction to Online Sources	Research/Note Taking Day	Research/Note Taking Day
7	8	9	10	11
~Reflection~ *Note Sheets 1 & 2 Due Research/Note Taking Day	Research/Note Taking Day	~Reflection~ *Note sheets 3 & 4 due Introduction to Works Cited Page	*Works Cited Page Due at the End of Class Work on Works Cited Page	Introduction to Thesis Statements and Outlines

ENGLISH 10R RESEARCH CALENDAR
MARCH/APRIL 2014

APRIL 14	15	16	17	18
Work on Thesis Statements and Outlines	Work on Thesis Statements and Outlines	~Reflection~ *Outlines Due Work on Rough Draft **ROUGH DRAFT DUE TUESDAY AFTER BREAK	SPRING RECESS	SPRING RECESS
21	22	23	24	25
SPRING RECESS	SPRING RECESS	SPRING RECESS	SPRING RECESS	SPRING RECESS
28	29	30	MAY 1	2
Work on Rough Draft	~Reflection~ *ROUGH DRAFT DUE Final Reflection/Peer Editing Day	Peer Editing Day	Work on Final Draft	~Reflection~ **FINAL RESEARCH PAPER DUE MONDAY, MAY 5 th **