Guided Research Step-by-Step Unit Plan

First, make a copy of this file for you to have to hold your work. You should only share it with those people who are working on it - you, your group members (if you're in a group), and your teacher. Click on "File," click on "Make a Copy," and rename it so it includes your name, your topic, and your format. I would call my demonstration one "Matt Holder Lois Lowry/Giver Research Paper" - so copy that pattern.

WRITING PROMPT:
Cut and paste (or retype, if your assignment is only available on paper) your writing assignment here. This way, you constantly have it to refer to. Replace this text with the assignment to keep your document short.

Writing Prompt for Mrs. Baker's classes:
- ***We began thinking about our research paper last week.***
- ***First we discussed plagiarism, then looked at various websites and ensured everyone understood the gravity of plagiarism and the consequences.***
- ***We then determined the difference between "facts" (things that could be looked up quickly and are not good research topics for our purposes) and actual researchable topics.***
- ***You worked in pairs to write and summarize work.***
- ***You came up with 10 questions about things you were curious about in the world, and we narrowed it down to three. I made suggestions as to how one of those questions would become a clear, complex and researchable question and/or provided lists of other topics you may prefer for research.***
- ***You were asked to locate various sites and determine if indeed this topic is going to be the subject of your research. You were provided a form to document your findings, but here is an electronic version for your convenience and future use if you so desire. (Be sure to thank Mr. Holder!)***
- ***Now, you must narrow down your research to a very clear and specific thesis statement.*** ***Due on or before Tuesday, May 17, 2016***
    - ***Your three reasons will be comprised of the research you have completed.***
    - ***Details will be data you extract and document on the following pages (color coded). They must include: URL link, author's name, title, publishing co., date published, date processed.***
- ***You created a Google Drive Account to be used for your work with a MLA style formatted page.***
    - ***We conveniently created a Works Cited page that you will populate with the sources you use to construct your paper. Use www.easybib.com to assist you with the Work Cited page.***
- ***Create an outline to organize your research: Due on Wednesday, May 25, 2016***
- ***Use the outline to create a rough draft using in-text citations: Due on*** ***Thursday, May 26, 2016***
- ***Peer edit your work: in class on*** ***Tuesday, May 31 and Wednesday, June 1***

- ***Share final copy with me at mariabakerdms@gmail.com by Thursday, June 2***
- ***Sign up to present your findings beginning June 3***

Prompt Analysis: *Note: For this kind of writing prompt, the RAFT is generally standardized. You are writing as "a researcher (which means you need to write impersonally) for a professional audience (which means that you need to write as formally as you can). You will write a research paper (your instructor will provide you with any special formatting instructions - if they don't ask for help). Most teachers will give you a rough idea of how long they want it to be, but some will insist that your ideas should determine the length. This is **partially** true, and if they refuse to answer, write about a half a page for each idea on your pre-write.*

The topic question is the only thing that you need to determine - sometimes the instructor gives you a specific question to answer, and sometimes they challenge you to find your own topic question and give you a topic. You need to determine which kind of prompt it is. If you can't tell, ask the teacher.

For a research paper, we need to conduct a pre-search for information before we can write our pre-write and then a second round. This pre-search is generally what everybody gets wrong when doing a research paper, so we will make it an explicit step.

Step 1: Gathering Material - "The Pre-search"

Determine your topic as best you can. Then, enter the topic into either Google or Wikipedia (remember, you won't cite either of these things, since Google finds information, it doesn't state it, and Wikipedia is only good if it is built on better sources, so we'll just use the sources. I recommend typing the topic into Wikipedia (that's what I do) and then scrolling down to the "References" tabs.

One of the best research shortcuts there is is the fact that you are *allowed* to use other people's research to help you find what you need. It's not cheating if you do it correctly. Research done well involves the writer telling you clearly where they looked to find their facts. So, if you scroll down to the "References" part of a good Wikipedia article, you can see where another smart writer went on the Web to find information. Look through their references and click on a bunch of the ones that look good.

This is a cut and paste example, you do not need to keep it, but should know you are not limited for space, it is a good idea to cut down to the data you may use only.

URL Source 1: http://www.insidehighered.com/news/2007/01/26/wiki
Source Material 1: As Wikipedia has become more and more popular with students, some professors have become increasingly concerned about the online, reader-produced encyclopedia.

While plenty of professors have complained about the lack of accuracy or completeness of entries, and some have discouraged or tried to bar students from using it, the history department at Middlebury College is trying to take a stronger, collective stand. It voted this month to bar students from citing the Web site as a source in papers or other academic work. All faculty members will be telling students about the policy and explaining why material on Wikipedia -- while convenient -- may not be trustworthy.

"As educators, we are in the business of reducing the dissemination of misinformation," said Don Wyatt, chair of the department. "Even though Wikipedia may have some value, particularly from the value of leading students to citable sources, it is not itself an appropriate source for citation," he said.

The department made what Wyatt termed a consensus decision on the issue after discussing problems professors were seeing as students cited incorrect information from Wikipedia in papers and on tests. In one instance, Wyatt said, a professor noticed several students offering the same incorrect information, from Wikipedia.

There was some discussion in the department of trying to ban students from using Wikipedia, but Wyatt said that didn't seem appropriate. Many Wikipedia entries have good bibliographies, Wyatt said. And any absolute ban would just be ignored. "There's the issue of freedom of access," he said. "And I'm not in the business of promulgating unenforceable edicts."

Wyatt said that the department did not specify punishments for citing Wikipedia, and that the primary purpose of the policy was to educate, not to be punitive. He said he doubted that a paper would be rejected for having a single Wikipedia footnote, but that students would be told that they shouldn't do so, and that multiple violations would result in reduced grades or even a failure. "The important point that we wish to communicate to all students taking courses and submitting work in our department in the future is that they cite Wikipedia at their peril," he said.

He stressed that the objection of the department to Wikipedia wasn't its online nature, but its unedited nature, and he said students need to be taught to go for quality information, not just convenience.

The frustrations of Middlebury faculty members are by no means unique. Last year, Alan Liu, a professor of English at the University of California at Santa Barbara, adopted a policy that Wikipedia "is not appropriate as the primary or sole reference for anything that is central to an argument, complex, or controversial." Liu said that it was too early to tell what impact his policy is having. In explaining his rationale -- which he shared with an e-mail list -- he wrote that he had "just read a paper about the relation between structuralism, deconstruction, and postmodernism in which every reference was to the Wikipedia articles on those topics with no awareness that there was any

need to read a primary work or even a critical work."

Wikipedia officials agree -- in part -- with Middlebury's history department. "That's a sensible policy," Sandra Ordonez, a spokeswoman, said in an e-mail interview. "Wikipedia is the ideal place to start your research and get a global picture of a topic, however, it is not an authoritative source. In fact, we recommend that students check the facts they find in Wikipedia against other sources. Additionally, it is generally good research practice to cite an original source when writing a paper, or completing an exam. It's usually not advisable, particularly at the university level, to cite an encyclopedia."

Ordonez acknowledged that, given the collaborative nature of Wikipedia writing and editing, "there is no guarantee an article is 100 percent correct," but she said that the site is shifting its focus from growth to improving quality, and that the site is a great resource for students. "Most articles are continually being edited and improved upon, and most contributors are real lovers of knowledge who have a real desire to improve the quality of a particular article," she said.

Experts on digital media said that the Middlebury history professors' reaction was understandable and reflects growing concern among faculty members about the accuracy of what students find online. But some worry that bans on citing Wikipedia may not deal with the underlying issues.

Roy Rosenzweig, director of the Center for History and New Media at George Mason University, did an analysis of the accuracy of Wikipedia for *The Journal of American History,* and he found that in many entries, Wikipedia was as accurate or more accurate than more traditional encyclopedias. He said that the quality of material was inconsistent, and that biographical entries were generally well done, while more thematic entries were much less so. Like Ordonez, he said the real problem is one of college students using encyclopedias when they should be using more advanced sources.

"College students shouldn't be citing encyclopedias in their papers," he said. "That's not what college is about. They either should be using primary sources or serious secondary sources."

Wikipedia Comes of Age

Michael Morgenstern for The Chronicle Review

Enlarge Image

By Casper Grathwohl

It seems like a lifetime ago when I would stop into a Barnes and Noble to look up a fact in one of the books in the reference section. Or call a film-buff friend to settle some disagreement about who starred in a movie. But what seems like a lifetime was actually only a short time ago.

The pre-Internet "phone a friend" world that marked those days faded with the rise of the Internet and, more specifically, with the spectacular success of Wikipedia, which marks its 10-year anniversary this month. In the decade since its launch, we have struggled as a culture to keep up with the changes resulting from the enormous paradigm shift Wikipedia has created. But 10 years of perspective is not without its advantages. I would argue that we are now in a position to catch our breath and break old molds to take advantage of Wikipedia's greater potential.

We all acknowledge that the Internet is evolving at a dizzying pace. From the point of view of information delivery, it is fascinating to watch the way in which layers of authority have begun to emerge. That development should come as no surprise—a natural progression in any new knowledge system is for it to divide into layers of information authority. Not all information is created equal. The bottom layers (the most ubiquitous, whose sources are the most ephemeral, and with the least amount of validation) lead to layers with greater dependability, all the way to the highest layers, made up mostly of academic resources maintained and validated by academic publishers that use multiple peer reviews, trained editors, and scholarly reviewers. When the system is effective, the layers serve to reinforce one another through clear pathways that allow queries to move from one layer to another with little resistance.

The rapid evolution of Wikipedia in relation to academic research demonstrates that phenomenon. Not long ago, publishers like myself would groan when someone talked about how Wikipedia was effectively replacing reference publishing, especially for students. But my perspective has changed. As Wikipedia has grown, it has become increasingly clear that it functions as a necessary layer in the Internet knowledge system, a layer that was not needed in the analog age. A study carried out by Alison Head and Michael Eisenberg, published in a March 2010 edition of the Web journal First Monday, surveyed university students about their

research habits and, in particular, how they begin research projects. Most of the nearly 2,500 students who responded said they consult Wikipedia, but when questioned more deeply, it became clear that they use it for, as one student put it, "pre-research." In other words, to gain context on a topic, to orient themselves, students start with Wikipedia.

That makes perfect sense. Through user-generated efforts, Wikipedia is comprehensive, current, and far and away the most trustworthy Web resource of its kind. It is not the bottom layer of authority, nor the top, but in fact the highest layer without formal vetting. In this unique role, it therefore serves as an ideal bridge between the validated and unvalidated Web. Some are concerned that students and researchers are confused about the authority of Wikipedia, using it interchangeably with peer-reviewed scholarly material, but I would argue that just the opposite is happening. That such a high percentage of students in the study indicated they do not cite Wikipedia as a formal source, or admit to their professors they use it, confirms that they are very aware of the link it represents in the information-authority chain.

That last fact is critical. For a knowledge system to function effectively, its users must have an intuitive understanding of the layers it contains. Today, when starting a serious research project, students are faced with an exponentially larger store of information than previous generations, and they need new tools to cut through the noise. Intuitively they are using Wikipedia as one of those tools, creating a new layer of information-filtering to help orient them in the early stages of serious research. As a result, Wikipedia's role as a bridge to the next layer of academic resources is growing stronger.

How is that happening? Take the case of a project undertaken by the academic music community. In 2006 a large group of musicologists began discussing, on an academic listserv, their students' use of Wikipedia. One scholar issued a challenge: Wikipedia is where students are starting research, whether we like it or not, so we need to improve its music entries. That call to arms resonated, and music scholars worked hard to improve the quality of Wikipedia entries and make sure that bibliographies and citations pointed to the most reliable resources. As a result, Oxford University Press experienced a tenfold increase in Wikipedia-referred traffic on its music-research site Grove Music Online. Research that began on Wikipedia led to (the more advanced and peer-validated) Grove Music, for researchers who were going on to do in-depth scholarly work. The rise in Grove traffic alerted me to the music Wikipedia project, but I assume that other such projects that have passed me by yielded similar positive results.

My opinion of Wikipedia, like the tool itself, has radically evolved over time. Not only am I now supportive of Wikipedia, but I feel that it can play a vital role in formal educational settings—something that five years ago I never would have imagined saying. To go further, while I do agree that teaching information literacy is important, I do not agree with those who argue that the core challenge is to educate students and researchers about *how* to use Wikipedia. As we have seen, students intuitively understand much of that already.

The key challenge for the scholarly community, in which I include academic publishers such as Oxford University Press, is to work actively with Wikipedia to strengthen its role in "pre-research." We need to build stronger links from its entries to more advanced resources that have been created and maintained by the academy.

It is not an easy task to overcome the prejudices against Wikipedia in academic circles, but accomplishing that will serve us all and solidify an important new layer of knowledge in the online-information ecosystem. Wikipedia's first decade was marked by its meteoric rise. Let's mark its second decade by its integration into the formal research process.

URL Source 3: Make sure to copy and paste the website address from the box at the top of the page here.
Source Material 3: Copy and paste anything you think looks useful from the website into this box. Don't be afraid to take a page or two, but you may want to scan it first, because that will cut down on your work later. Make sure to change all the text to this green color, so you don't have to do extra work or accidentally plagiarize!

URL Source 4: Make sure to copy and paste the website address from the box at the top of the page here.
Source Material 4: Copy and paste anything you think looks useful from the website into this box. Don't be afraid to take a page or two, but you may want to scan it first, because that will cut down on your work later. Make sure to change all the text to this blue color, so you don't have to do extra work or accidentally plagiarize!

URL Source 5: Make sure to copy and paste the website address from the box at the top of the page here.
Source Material 5: Copy and paste anything you think looks useful from the website into this box. Don't be afraid to take a page or two, but you may want to scan it first, because that will cut down on your work later. Make sure to change all the text to this purple color, so you don't have to do extra work or accidentally plagiarize!

URL Source 6: Make sure to copy and paste the website address from the box at the top of the page here.
Source Material 6: Copy and paste anything you think looks useful from the website into this box. Don't be afraid to take a page or two, but you may want to scan it first, because that will cut down on your work later. Make sure to change all the text to this pink color, so you don't have to do extra work or accidentally plagiarize!

**This section is not required for Mrs. Baker's research paper, however, if you keep this for future use, it may prove helpful.

If you are using print sources, you should record them here. Cut and paste this box to make as many as you need. Make sure to change the color of the highlighting to make your work much easier later.

Printed Source #1:

Author's Name:

Year Published:
Title of Work
Edition, Volume, Page Numbers (if you need them):
Publishing City:
Publishing Company:

Now type below either the quotations that you think that you want to use or the fact that you want to use:

Word-for-Word Quotations (with page numbers):

Facts That You Want to Say in Your Own Words (with page numbers):

Printed Source #2:

Author's Name:
Year Published:
Title of Work
Edition, Volume, Page Numbers (if you need them):
Publishing City:
Publishing Company:

Now type below either the quotations that you think that you want to use or the fact that you want to use:

Word-for-Word Quotations (with page numbers):

Facts That You Want to Say in Your Own Words (with page numbers):

Step 2: Digesting Your Material and Prewriting

Now that we have a lot of information about our topic, we need to go through it and learn enough to write our pre-write. This involves skimming (only reading parts of the material and skipping what you don't need) and scanning (looking around for keywords that tell which paragraphs you need to read). If you were not given a specific question to answer, this step will take longer, and you should do more skimming and less scanning, because you know everything you collected is about your topic, but if you don't narrow it down, your paper will stink.

By the end of this you should have a position (either a response to the question you were asked or a narrowed topic that you can handle without having to write a book) and your supporting ideas. Make sure to look in the writing prompt for clues as to what questions

your teacher wants you to answer.

Thesis Statement: (make sure to keep your original writing in BLACK so you know that you wrote it from your own brain).

Replace my example with your own ideas, using my example to help you format.

Lowry used life a lot for Giver = childhood, state of society, and values.

This is just to see how I would turn a pre-write into a written thesis for the last sentence of my introduction.

"Lois Lowry drew a great deal from her life experiences to write The Giver, specifically using her childhood memories, her feelings about the current state of the world, and her personal values to write her award-winning novel."

Supporting Reason #1:

Replace my example with your own ideas, using my example to help you format.

State: Used Childhood for material

Explain: Jonas lives in a world that's very closed off, people don't learn about the past/the rest of the world. Jonas's community uses bicycles, and Jonas eventually flees his community on a bicycle

Examples: Here, you would cut and paste your research from the sources above that prove your point. Make sure to leave it in the same color as you have it above! Try to have three cut and pasted points for your paragraphs. If you only have one, you should conduct a new web search. Here, I would Google search "Lois Lowry" and "Biography" to see if I could find another piece of proof if I was short.

Supporting Reason #2:

Replace my example with your own ideas, using my example to help you format.

State: Lowry used current state of world/America to write novel.

Explain: In *Giver,* the older people are separated from the younger ones, and people are not connected to families and more connected to the whole group. People care less and less about their past, and don't ask questions. People worry about there

being too many people for the resources available.

Examples: Here, you would cut and paste your research from the sources above that prove your point. Make sure to leave it in the same color as you have it above! Try to have three cut and pasted points for your paragraphs. If you only have one, you should conduct a new web search. Here, I would Google search "Lois Lowry" and "Biography" to see if I could find another piece of proof if I was short.

Supporting Reason #3:

Replace my example with your own ideas, using my example to help you format.

State: Lowry used personal values to make the novel.

Explain: LL says that she tried to make the world of the novel seem "seductive." She makes everybody really nice and polite, and nobody has to do dishes or worry about the future. However, she also shows that, at the end, it is more important to have family and freedom and differences than community and safety and Sameness.

Examples: Here, you would cut and paste your research from the sources above that prove your point. Make sure to leave it in the same color as you have it above! Try to have three cut and pasted points for your paragraphs. If you only have one, you should conduct a new web search. Here, I would Google search "Lois Lowry" and "Biography" to see if I could find another piece of proof if I was short.

If you need more than three supporting ideas (my example will create a two page, double-spaced paper, which is what I would ask from my students, but your teachers may want you to create something more detailed or deal with more difficult problems as you get older), then just cut and paste the box as many times as you need to.

Step 3: Creating the Introduction and Conclusion (Standard papers) - Baker's class write an outline, then a rough draft, then a final copy

At this point, hopefully, you have a really good idea of what you want your paper to say (if you don't, you need to go back to the last step that you understood and get some help - ask your teacher or some other kid). So, you are ready to write the introduction and conclusion of your paper.

The introduction and conclusion can do two jobs - summarize what you will say or have said, or interest the reader in your topic. I prefer trying to be interesting, because otherwise I have to repeat too much and I think that it sounds awkward. I repeat my general points in the thesis, and then repeat my position again in the conclusion, but that

only takes up two sentences. I use the rest to try and interest the reader and convince them that what I am talking about is important.

There are three basic strategies for writing the hooks that we want for our introduction and conclusion - interesting facts or quotations, anecdotes (little stories), or questions (rhetorical ones). Since I focus a lot on rhetorical questions when we are writing persuasively, we should focus on the other two here. Let's write one of each.

Anecdote Paragraph

> **Your anecdote needs to come from your research and support your topic. While researching, hopefully you found a little story or situation that stuck in your head as interesting and connected to your topic. If not, you have to go back and find one. Convert the research into your own writing, then a sentence that restates the topic, and then end with your thesis (the last two are the same in all of our essays).**
>
> **Here's the model:**
>
> In her Newbery acceptance speech, Lowry explains the origins of her novel, *The Giver.* When Lowry was 11, in 1948, she lived with her family in Japan, where her father was in the military. However, they rarely left a little American-style village where other military families lived. According to Lowry, they "live[d] in an American style house, with American neighbors, and our little community ha[d] its own movie theater, which show[ed] American movies; and a small church, a tiny library, and an elementary school, and in many ways it [was] an odd replica of a United States village." Lowry says in her speech that, when she asked her mother about why they never explored Japan when they lived there, her mother "seemed surprised" and responded that Washington Heights was "comfortable," "familiar," and "safe." (I took this from Lois Lowry's acceptance speech, pages 1 and 2). This childhood memory gives the reader a beginning understanding of how Lowry transformed her life experiences into Jonas's - an eleven-year-old boy who, like her, never left his "comfortable," "familiar," and "safe" home. However, this is not the only life experience that Lowry used when creating *The Giver* - she transformed her life experiences, her beliefs, and her reading into an award-winning novel.

So, now, copy and paste the text in the prewrite boxes here (don't take the boxes).

Fact Paragraph

> **The fact paragraph requires that you look up two or three different facts about the topic (*not* the thesis, which is why it is different from your body paragraphs - *none* of the research should appear anywhere else in your paper). If you are writing about a piece**

of literature, find something about the literature that indicates that it is important. If you are writing about another topic, again find facts that communicate to the reader that the topic is important.

Remember, you *can* present an expert's opinion. Ernest Hemingway thought that all American Literature came from Mark Twain's *The Adventures of Huckleberry Finn* - that's his *opinion.* However, it is a *fact* that great American author said this.

Here are some examples of facts that can introduce a topic:
NOTE: THE FACTS BELOW DO NOT INCLUDE CITATIONS YET, AND SO CANNOT BE SUBMITTED. WE ARE WORKING ON A ROUGH DRAFT, BUT WOULD NOT TURN IN A RESEARCH PAPER WITHOUT A CITATION FOR EVERY FACT.

Many critics feel that S.E. Hinton's novel *The Outsiders* "invented young adult fiction as we know it." However, some people were not too pleased with what Hinton "invented." As late as the 1990s, the book was one of the most challenged pieces of literature taught in American schools.

In the last few years, the average level of verbal sophistication of Congressional speeches has dropped. In fact, one Congression, a freshman from Georgia, speaks at a reading level that should be understandable to the average seventh grader in America.

Since 1880, scientists have measured the global temperature, which means there are over a hundred years for which global temperatures have been measured. The hottest year ever? 2005. However, 2005 wasn't particularly hot for the last twenty years. In fact, *all of the twenty hottest years ever recorded have occurred since 1988.* Scientists may argue about why the Earth is getting warmer, or what to do about it, but it is very difficult to find a scientist who doesn't agree that the Earth *is* getting warmer.

Martin Luther King, Jr. once said, "We may have come over on different ships, but we're all in the same boat now."

Art critic Peter Schjedahl, in his review of a recent show, states that Willem de Kooning is "the greatest of American painters, and lesser only than Picasso and Matisse among all artists of the twentieth century."

Write your own and then erase the demos (you can always look at them again if you need to by going back to the original document.

Step 4: Writing the Essay

So, now you can put together your essay. Choose whether your anecdote paragraph or your fact paragraph is more interesting or "looks" more like an introduction, and make that your introduction.

Cut and paste your introductory text here. Remember to leave everything in its color.

Then, cut and paste the planned body paragraphs into place here. Rewrite them to integrate your research into your writing. Don't forget to use transitions to connect them ("First of all," "moreover," "in addition," and "in conclusion" will work fine for a simple paper, but make sure to think about whether the idea fits the transition.) Remember to leave everything in color.

Cut and paste your conclusion paragraph here (the one that you *didn't* use for your introduction). Most essays restate their position as the first sentence in their conclusion, so cut and paste if you need to.

Step 5: Creating Citations and In-notes (This step is super important)

Now, the last thing that we need to do is to get rid of the rainbow-colored text in our essay - but we're not allowed to just change the color, since what is in a different color is either someone else's writing, word-for-word, or someone else's idea that we wrote in our words (but still took their idea). For each of these sources, we have to create a citation in a bibliography, and then replace the color in the text with the appropriate in-note.

Step 6: Revising, Editing and Submitting

After all of this is complete, you must cut and paste your five paragraphs into the research paper document you created with your name on Google Drive. You can share your documents with a trusted advisor and revise documents. I would make a copy of it first since it will be a live document and you make not like the suggestions they make.

When citations are in, revisions have been made and you are satisfied with your work, share your document with me: mariabakerdms@gmail.com Submissions must be made to receive a grade by Tuesday, June 2.

I hope you found this process to be interesting, enlightening and useful.