**2017 English 11 Research Paper Process**

1. Kids list things in the world that interest them: digital footprint, global warming, energy drinks, GMOs, border wall, health care, electoral college, driving restrictions, voting age, etc. Class discussion about them. For this discussion, put topics on the board that they might want to chat about. Have kids pick top two things they want to talk about. Do different whole group discussions techniques for each topic and be sure to record student thoughts on the board as they are sharing.
   1. Written silent chat in a journal in the background
   2. Foster walks around with the microphone to have kids share answers like a talk show host
   3. Kids stand in circle with yarn and throw it to each person that talks to make a web
   4. Todays meet online = log in, make room, click on room settings and get QR code for kids
   5. Twitter chat
   6. Fishbowl
2. Learners choose a topic they will research and write about. Topics CANNOT be abortion, marijuana or death penalty. Inform learners that we will work in small chunks and get formative feedback as well as many Employability marks for meeting little deadlines in this process. Watch this ted talk about procrastination and use todays meet to post about it as we watch. Watch from beginning to 2:57 and 13:03-end <https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator>
3. Show kids armadafoster.weebly.com/ then resources then research help. Be sure to highlight websites that help at the top, a final paper example, and “Research Websites” file and “Topic Helper”
4. Learners do research on their topic. They need to find 6 meaningful, useful, potent quotes about their topic. For each quote, students need to complete a “Source Page.” Items of concern:
   1. Just googling the topic and reading the first three entries is not “doing research”. Model an example where I google in google scholar and then open a bunch of tabs.
   2. Wikipedia is a good starting point, but cannot be a source. Review the references at the bottom of the wiki page of your topic. Model an example.
   3. Learners need to be mindful if the source is reliable and/or biased. Model an example. Show the websites: medibiasfact check.com, allsides.com, opposingviews.com
   4. As they are researching and making “Source Pages,” learners begin to decide (though not necessarily completely choose) whether their paper will be informative or persuasive.
5. Walk through WorkCited page. Do the “Formative-Research-Workscited” file together. After they give me a high five, have them watch the video on our website that walks them through how to make a Works Cited and have them make their own. Make it, peer editing (put example on board and edit a partner’s), revise, turn it in, Foster edit it.
6. Students review the purposes of texts on the “P.I.E.” chart: Persuade, Inform, Entertain. Students then need to categorize their sources. Do the quotes work to persuade the audience that the topic is “good/bad” or just tell about it? None should be narrative. Learners do this by circling the “Informative vs. Persuasive” choice at the bottom of every “Source Page”. Then, based on this categorization, students decide which kind of research paper that they will write: persuasive or informative.
7. Learners meet in groups to brainstorm a structure for their essays together. Mr. Foster consults to help them refine their structure. Persuasive = intro, expository paragraph, pro, con, rebuttal, pro, conclusion. Informative = intro, sub topic A, sub topic B, sub topic C, sub topic D, conclusion.
8. Students do the thesis & topic sentence formative
9. Students write topic sentences and quotes that will go in those paragraphs.
10. Students write one paragraph using the “Research quotes in a body paragraph” handout in class.
11. In the library, students draft, making sure to include at least 4 quotes and finish works cite page.
12. Students do three person peer editing process.

**2015 English 11 Research Paper Process**

“Research Compilation” document is a packet of handouts in order that kids need. Add the .pdf “Owl MLA Sample Paper” when making copies.

Sequence of Procedures

1. Do brainstorming about the topics in class as a whole class. This is up to teacher discretion and can be done in a multitude of ways.
   1. Survey/Poll of opinions based on certain topics (death penalty should be illegal)
   2. Read case studies based on certain topics (tale of rape victim who got an abortion)
   3. Socratic Circle discussion or Fishbowl debate based on various topics
2. Students choose a topic and write a thesis-do “Thesis formative”
3. Library: to confirm topic and practice skills needed for doing the research paper, kids do the “Man vs. Wybion” and “Comprehension Theme” formatives.
4. Students in the past have said that they want to see the final product before they begin. With this in mind, students are shown a student’s final product of see the former student’s essay on the projector screen-“Student final paper-death penalty”. They generate questions about the process and essay itself. Teacher addresses questions.
5. Students are given the “Research Compilation” packet. This is their “text book” over the course of writing this research paper. Teacher need to add the .pdf called “Owl Sample paper” to this packet-at the end, before the rubric.
6. Students work through research compilation packet. Students have found it helpful to write their topic sentences before researching. These topic sentences will give students a specific focus in their research. For example, instead of simply googling “abortion,” a student will search his topic sentence: “Abortion should be illegal due to the harmful health effects on the mother.” A possible problem might be that students do not know the content of each paragraph as the research will determine that. If this problem arises, have students leave blanks in the topic sentence. This blank will be filled in based on the student’s research.
7. Throughout this process, students are submitting specific paragraphs for teacher to review and give feedback.
8. When they final product is completed, students then bring a typed draft that is an example of their best work. Students use the “Research Rubric” for peer editing. Students keep their own rubric on their own desk and pass their papers one student to the left. Then, the teacher reviews the first item on the rubric and the student revises their classmate’s paper for only that specific item. Then, the papers are rotated again. The teacher highlights the second item on the rubric, classmates edit that particular item, and the entire process is repeated until all items on the rubric are addressed.
9. After students turn in their final drafts and they are graded. Common errors are re-taught in mini-lessons, examples are shared and students revise their papers.