



Writing Research Paper

A Teaching Module for Users of Traits Writing™

Ruth Culham

Week 1 Prewriting/Drafting

Using Resources, Taking Notes,
and Outlining

Week 2 Drafting/Revising

Summarizing Information, Paraphrasing,
and Avoiding Plagiarism

Week 3 Revising/Editing

Citing Sources, Creating the Works Cited
Page, and Proofreading

Focus Mode: Argument Writing

Purpose: to construct an argument

The writer

- takes a clear position and sticks with it.
- offers good, sound reasoning.
- backs up his or her argument with solid, logically ordered facts, examples, and details.
- reveals weaknesses in other positions.
- uses voice to add credibility and show confidence.

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Writing a Research Paper

Introduction

In this module, students learn what an argumentative research paper is and what it is not. From there, they write a research paper as the project for one of Traits Writing's three-week argument writing units:

Grade 6: Unit 4 or 7

Grade 7: Unit 4 or 7

Grade 8: Unit 2, 5, or 8

The Research Paper, the Traits, and the Common Core State Standards

Writing research papers requires skill, time, and hard work. It is a thoughtful and detailed process that challenges writers at every ability level. To write a strong research paper, students focus on posing a question or making a claim, then backing it up with information from multiple sources. From there, they use all the traits to draft, revise, edit, and publish their papers.

By doing this, students not only produce a high-quality paper, but also meet many Common Core State Standards for reading, writing, and language, and hone skills they can apply to future work.

Using This Module With Traits Writing

Choose one of the argument writing units listed above to devote to this module. Introduce the module with the Introductory Focus Lesson on the next page and assign the project. This lesson should take place during the week before the unit begins, usually during the Reality Check.

During the three weeks of the unit, as students work on their papers, carry out the following lessons on Day 3, instead of conducting Differentiated Small Groups. See lesson plans on the following pages.



Prewriting/Drafting Lesson Focus: Using Resources, Taking Notes, and Outlining



Drafting/Revising Lesson Focus: Summarizing Information, Paraphrasing, and Avoiding Plagiarism



Revising/Editing Lesson Focus: Citing Sources, Creating the Works Cited Page, and Proofreading

Meet with students to discuss progress during regular Independent Writing (Days 1 and 4) and One-on-One Conferences (Day 5).*

When students have finished, assess their papers, using the Mode Scoring Guide for Argument Writing on the last page of this document, on TraitSpace, or in your Teaching Guide (p. 359).

*On Day 2, use the assessment results of the R.A.F.T.S. papers to inform general practice rather than to form differentiated small groups for Day 3.



Introductory Focus Lesson



Materials You'll Need

- large strips of paper
- self-stick notes
- copies of the model research paper
“Social Networking: How and Why It Improves Interpersonal Communication” (one per student)
- A Claim: What It Isn’t—and What It Is (page for projection)
- Guidelines for the Argumentative Research Paper (one copy per student)

Focus Trait

Ideas

Seth Student
Ms. Awesome Teacher
ELA Period 3
March 15, 2013

Social Networking: How and Why It Improves Interpersonal Communication

Teenagers today are “wired.” They use the Internet to send and receive information from their cell phones, computers, iPads, and other electronic devices. They are connected in ways their parents can’t begin to understand—with Facebook, Twitter, texts, and blogs. While the need to communicate has not changed over the years, the method certainly has. No longer limited to snail mail, landlines, and face-to-face contact, teens have enthusiastically embraced a new way to connect: social networking. Although many adults believe strongly that too much on-screen time alienates teens and inhibits interpersonal communication, my research shows just the opposite: social networking improves interpersonal communication.

Powertful, popular, and growing, social networks take up more and more time every year. According to the Nielsen Company, 82 percent more time was spent on social networking in 2010 than in 2009, going from an average of three hours to four and a half (“Lead by Facebook...”). The overall number of users has increased steadily, too. But if a person makes friends and uses Twitter more frequently, that number could grow to three or four hours, easily.

How does social networking improve interpersonal communication? Social networking can alleviate the stress and strains of growing up, by helping kids become less dependent on parents and helping them discover themselves. Whether teens are testing from a cell phone or sharing information on Facebook or Twitter, they can always find someone willing to listen.

Model Research Paper

Writing a Good Research Paper

A research paper is a deep investigation of a topic in an area of study. The writer draws on personal experiences and information from print and digital sources. There are two main types of research paper:

Argumentative The writer presents the topic as a debatable claim. The goal is to convince the reader to accept the claim.

Analytical The writer presents the topic as a neutral question. The goal is not to persuade but to enhance understanding through close examination and presentation of a range of viewpoints.

In this unit, students will focus on the **argumentative** research paper.

What to Do

1. Tell students that over the next three weeks they will write an argumentative research paper on a topic of their choice.
2. Hand out the model paper and read it with students.
3. Brainstorm criteria for a good argumentative research paper and list responses on the board. Be sure to include:
 - starts with a thesis statement, or claim
 - is written with a tone appropriate to the audience
 - makes an argument—tries to persuade/convince the reader
 - contains trustworthy facts, figures, and/or quotations
 - includes in-text citations and a works cited page
 - is written in the writer’s own words (no plagiarism!)
 - is well organized, well edited, and well formatted
 - ends on a powerful note
4. Form small groups and assign a criterion to each. Ask members to talk about and take notes on why that criterion is important. When they finish, ask all groups to share their ideas. Have students put the criteria in order of importance. Discuss students’ opinions.
5. Ask each group to summarize its criterion in one sentence. Have members write their sentences on strips of paper to post around the room for all to refer to as they work individually.

Don't copy other people's writing and call it your own.
Take good notes and cite your sources.
6. On a scale of 1 (low) to 6 (high), ask each group to score the model research paper for that group’s assigned criterion.
7. Have students write the criterion and score on a self-stick note, affix them to a posted copy of the paper and discuss their scores.
8. Give each student a copy of Guidelines for the Argumentative Research Paper and discuss each section.



Introductory Focus Lesson

Choosing a Topic and Finding Resources

Coming up with a focused topic and a strong claim is a skill students must master to write an argumentative research paper. When students have a focused topic and a strong claim, they can organize their paper more easily and develop it more clearly.

What to Do

1. Explain to students that the first step in writing an argumentative research paper is to come up with a topic that lends itself to a strong claim—the position the writer will take on the topic. For example, if the topic is “cell phones,” the claim might be, “Middle school students should be able to use cell phones in class.”
2. Then explain that the writer focuses the topic by arriving at a claim based on it. Have students read the opening two paragraphs of the model research paper and tell you the writer’s topic and claim. (topic: “social networking,” claim: “Social networking improves interpersonal communication and doesn’t inhibit it.”)
3. Project “A Claim: What It Isn’t—and What It Is” and walk through the examples with students. Point out the following:
 - A claim is not a topic, question, or statement of purpose.
 - A claim is a controversial or debatable statement inspired by your topic.
4. Write the following categories across the top of the board:
 - rules and regulations
 - health and safety
 - education
 - the environment
 - technology
5. Put students into four groups and ask them to come up with one research topic for each category.
6. When they’ve finished, have groups list their topics under the appropriate headings.
7. Ask each group to pick one category and turn the topics into questions (e.g., “Do middle school students have too much homework?”) and statements of purpose (e.g., “The purpose of my paper is to argue that middle school students have too much homework.”). Then have students record their questions and statements on the board, next to the appropriate topics.
8. Model for students how to transform a question or statement of purpose into a claim (e.g., “Middle school students should have a maximum of one hour of homework on school nights.”). Then tell them to try it on their own and read their claims to the group.

A Claim: What It Isn't—and What It Is

What It Isn't

- A topic: A topic is where you begin. Your topic inspires your claim.
 - Social networking
 - Homework
- A question: Some questions are important to ask yourself when you're determining a topic and claim. But is a question is not a claim.
 - Are energy drinks good or bad for you?
 - Do social networking sites improve relationships?
 - Does homework do any good or is it a waste of time?
- A Statement of Purpose: Knowing your purpose for writing the paper is critical to determining what your claim should be.
 - The purpose of my paper is to prove that energy drinks are not healthy.
 - The purpose of my paper is to prove that social networking improves relationships.
 - The purpose of my paper is to convince you that homework should be abolished.

What It Is

- A Controversial or Debatable Statement Inspired by Your Topic
 - Social networking improves social relationships.
 - Homework should be abolished.

The claim for my argumentative research paper is:

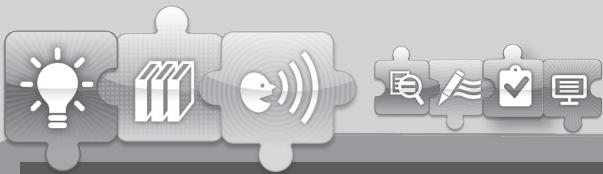
[A blank line for writing a claim]

To determine if your claim is strong, ask yourself:

- Does my claim involve at least two points of view?
- Can I be backed up with information from a variety of sources?
- Does my claim express a specific idea?
- Do I express a strong opinion?



A Claim: What It Isn't and What It Is



Week 1: Prewriting and Drafting

Goals

Students will continue to prewrite and begin to draft their research papers.

Focus Traits

Ideas, Organization, Voice

Common Core State Standards

- **W.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.9.** Draw evidence from informational texts to support analysis, reflection, and research.
- **RI.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**DAY
1**

Independent Writing

Have students begin work on their research papers. Circulate and confer with students about selecting a topic and finding resources, as well as thinking about traits and key qualities they've been studying. If time allows, have students

- think about possible topics and write claims inspired by these topics, at the bottom of A Claim: What It Isn't—and What It Is.
- choose a claim and call it out, directing their classmates to a designated place in the room if they agree with the position and to a different place if they disagree with it.
- revise or rethink the claim if there is a heavily disproportionate division of opinion about it.

**DAY
2**

On Day 2, carry out the Whole-Class R.A.F.T.S. Activity and Conventions Focus described in the Traits Writing Teaching Guide. On Day 3, return to this module by carrying out the lesson on the following page.

**DAY
3****Materials You'll Need**

- students' copies of the model research paper
- self-stick notes
- highlighted model research paper
- works cited page from the model research paper
- books, magazines, and websites on the topic of the model research paper (social networking) or a topic of your choice
- Note Card Template (10 copies per student)
- Filled-in Note Card Template
- Tips for Creating an Outline (one copy per student)
- Mixed-up Outline, cut into strips as indicated. (enough sets of strips for half the class)
- model outline

Focus Lesson**Using Resources, Taking Notes, and Outlining**

Once students have selected a topic and created a claim, they need to gather information and plan what they're going to say. In this lesson, you show them a range of available sources and note-taking techniques to get started. Then, you demonstrate how to arrange notes in order and create an outline for drafting the paper.

What to Do

1. Explain to students that they will gather information for their paper from a variety of reliable sources.
2. On their copies of the model research paper, have students highlight sentences that have parenthetical references to sources. Compare their choices with the highlighted model research paper.
3. Project the works cited page from the model research paper and have students match its entries to parenthetical references in the body of the research paper. Ask why it's important to document sources of information in this way.
4. Brainstorm a list of reliable sources—educational websites, books, magazines, personal interviews. Add to the list as students come up with ideas.
5. Demonstrate how to do an Internet search on the topic of the model research paper, "social networking," or a topic of your choice. Review the results and select and explore promising sites.
6. Show students how to find information in a book and/or magazine by checking the table of contents to see if it contains information on the topic. Review skimming and scanning techniques to find references to the topic.
7. Tell students that for their research paper they will need to draw from at least three reliable sources—two print and one nonprint—and include them on their works cited page.

Sarah Student
Mr. Awesome Teacher
ELA Period 3
March 17, 2011

Social Networking: How and Why It Improves Interpersonal Communication

Today we are “wired.” They use the Internet to send and receive information from their cell phones, computers, iPads, and other electronic devices. They are connected in ways their parents can’t begin to understand—with Facebook, Twitter, texts, and blogs. While the need to communicate has not changed over the years, the method certainly has. No longer limited to mail, landline, and face-to-face contact, we have substantially embraced a new way to connect: social networking. Although many adults believe that we much on-screen time alienates us from our families and friends, try research about the opposite: social networking improves interpersonal communication.

Parents, teachers, and growing social networks take up more screen time every year. According to the Nielsen Company, 52 percent more time was spent on social networking in 2010 than in 2009, going from an average of three hours to five and 14 minutes daily. Facebook...” The overall number of users has increased steadily, too. But as I get more friends and use Twitter more frequently, that number could grow to three or four hours, easily. How does social networking improve interpersonal communication? Social networking can alleviate the stress and strain of growing up, by helping kids become less dependent on parents and helping them discover themselves. Whether teens are writing on a cell phone or sharing information on Facebook or Twitter, they can always find someone willing to listen.

Highlighted Model Research Paper

Student 1
Works Cited

Holak, Joanne. Personal Interview. 5 Mar. 2011.

Davis, Charles. *The Voyage of the Beagle*. Harvard Classics, Vol. 26. New York: P. F. Collier, 1908. Print.

Gordon, Jennifer. “Social Media: What teens and parents are doing online.” *New York: St. Martin’s Griffin*, 2007. Print.

The Nielsen Company. “Lady Facebook, Twitter, Global Times Spend on Social Media Since U.S. 82% Year Over Year.” *Axios.com*. Web. 22 Jan. 2013.

Rosa-Kathleen. “The Parent’s Guide to Facebook: Tips and Strategies to Protect Your Children in the World’s Largest Social Network.” Lexington, Kentucky: ContentSpace Independent Publishing Platform, 2012. Print.

National Crime Prevention Council. “Stop Cyberbullying Before It Starts.” Web. 7 Feb. 2013.

pjgiving.org. “Did You Know?” Web. 11 Feb. 2013.

Walton, Debra. “A Social Society: The Positive Effects of Communicating Through Social Networking.” Web. 27 Apr. 2011.

Works Cited Page



Week 1: Prewriting and Drafting

DAY 3

continued

8. Show the note card template and discuss how to take notes using this framework.
9. Review the filled-in note card template and show how its information was incorporated into the model research paper. Discuss the tips for the “Support the Claim” and “Work Cited” sections.
10. Explain that writers typically gather more information than they include in their finished work, to ensure that they have plenty of material.
 - Tell students to fill out about 10 note card templates for their paper.
 - Hand out the templates and tell students where to find more if they need them.
11. Project and review Tips for Creating an Outline.
 - Group students in pairs and give them a set of mixed-up outline strips. Then have them put the strips in an order that makes sense.
 - When they’ve finished, project the model outline and have them check their work against it.
 - Point out that creating an outline will help them keep their main points organized as they draft their paper.
12. Assign due dates for students’ notes and outlines.

Week Card	Author:	Date:	Publication:
Support for Claim:	Quote	Paraphrased or summarized information	Publisher and location:
Source:		Type of publication:	Page number(s):

Note Card Template

Filled-in Note Card Template	
Support for Claim <ul style="list-style-type: none"> • Not only one idea can be supported. • Gather a few ideas that support the other side of the argument. • Write down what you can use to support your argument. • Write down specific and statistics accurately. • Write down facts and statistics accurately. • Organize between fact and opinions when the more used. 	
Support for Claim: <input checked="" type="checkbox"/> Quote Paraphrased or summarized information	Work Cited Author: Asst. Prof. John Doe Title: "How Social Networking Affects Teenagers" Publisher: Scholastic Online Date: 2007 Publisher and Location: 55 Main Street, Griffin, New York, (print) Date: 2007 Type of publication: Book Page number(s): 1-2
Work Cited Tips <ul style="list-style-type: none"> • Make sure all the sources you’re reading are reliable. • Include the page numbers and source. • Write down the author’s name, title, and date. • Add the name and address of the publisher and the date of publication. 	

Filled-in Note Card Template

Tips for Creating an Outline

Your outline should have three parts—introduction, body, and conclusion. It should be double-spaced.

In the introduction...
Establish your topic and state your claim.

II. Body —

A. Main point #1
1. Subtopic #1
2. Subtopic #2
3. More if needed

B. Main point #2
1. Subtopic #1
2. Subtopic #2
3. More if needed

C. Main Point #3
1. Subtopic #1
2. Subtopic #2
3. More if needed

(More main points as needed)

III. Conclusion —
In the conclusion...
Restate the claim in a convincing way and end with something to think about.

Mixed-up Outline

Copy this page out and the outline strip the different lines. Then clip the strips together and distribute them to students. Have students arrange the strips in the correct order.

Outline

Claim: Social Networks Improve Interpersonal Communication

I. Introduction

A. Definition of social networking, what it means to be “wired.”

B. How today’s teens communicate differently than teens did in the past.

II. Body

A. Social networking is popular and growing

B. How social networking improves interpersonal communication

- C. Definition of social networking
- D. Benefits of social networking
- E. Opportunities to use social networking
- F. Examples of social networking sites
- G. How social networking helps people and resources
- H. How social networking can be used to help people
- I. How social networking can be used to help people
- J. How social networking can be used to help people
- K. How social networking can be used to help people
- L. How social networking can be used to help people
- M. How social networking can be used to help people
- N. How social networking can be used to help people
- O. How social networking can be used to help people
- P. How social networking can be used to help people
- Q. How social networking can be used to help people
- R. How social networking can be used to help people
- S. How social networking can be used to help people
- T. How social networking can be used to help people
- U. How social networking can be used to help people
- V. How social networking can be used to help people
- W. How social networking can be used to help people
- X. How social networking can be used to help people
- Y. How social networking can be used to help people
- Z. How social networking can be used to help people

C. How networking helps people, too, especially by groups

D. People who suffer from Social Anxiety Disorder

E. Conclusion

A. Summary of how social networking using many different platforms enhances interpersonal communication skills.

B. Darwin quote

Tips for Creating an Outline

Mixed-Up Outline

Model Outline

**DAY
4**

Independent Writing

Have students continue working on their research papers. Circulate and confer with students about using resources, taking notes, and outlining, as well as thinking about traits and key qualities they've been learning about. Specific things you might ask them to do:

- Create at least 10 notes on their topic, using the note card template.
- Have a classmate check each note card to make sure they have included on the works cited page all the information needed.
- Draft an outline of how the ideas in the paper will be organized.
- Hand in note cards and outline, and confer with you about them.

Tip: Encourage students to alphabetize their note cards for easy reference as they gather information and create their outlines.

**DAY
5**

One-on-One Conferences

Have students continue working on their research papers. Circulate and carry out one of the following types of conferences, based on what you observe. Be sure to note in the Teacher Contact Record (Traits Writing Teaching Guide, page 361) the students with whom you meet.

The Quick Stop

for students who are working well and don't have questions

A Comment to Consider Your note cards will help you organize ideas for your paper and create an outline. Having a body of information will give you options as you begin to draft. Nice work.

The Stop and Chat

for students who have a quick question or straightforward problem

A Comment to Consider You are off to a good start by creating a few note cards. What key words are you using for Internet searches? Let's think of another search term and I'll show you how to use some other resources.

The Stop and Stay

for students who need a lot of help

A Comment to Consider What claim are you making in your paper? What do you intend to show? I'll write down some of your words and phrases. We can use those to search the Internet for information to support your claim.

Whole-Class Reflection

Gather students together. Have them share with their classmates what they've learned, focusing on the central questions How have I become a better writer as a result of this week's work? and How can I apply the ideas we discussed in my future writing?



Week 2: Drafting and Revising



Goals

Students will continue to draft and begin to revise their research papers.

Focus Traits

Ideas, Organization, Voice, Word Choice, Sentence Fluency



Common Core State Standards

- **W.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**DAY
1**

Independent Writing

Have students continue working on their research papers. Circulate and confer with students about using resources, taking notes, and outlining, as well as thinking about traits and key qualities they've been exploring. Specific things you might ask them to do:

- Create at least 10 notes on their topic, using the note card template.
- Have a classmate check each note card to make sure all the necessary information has been included on the works cited page.
- Draft an outline of how the ideas in the paper will be organized.
- Turn in the note cards and outline, and confer with you about them.

**DAY
2**

On Day 2, carry out the Whole-Class R.A.F.T.S. Activity and Conventions Focus described in the Traits Writing Teaching Guide. On Day 3, return to this module by carrying out the lesson on the following page.



Week 2: Drafting and Revising

DAY
3



Materials You'll Need

- What Is Plagiarism? (one copy per student)
- Answer Key for What Is Plagiarism?
- Facts About Plagiarism page
- highlighted model research paper from Week 1, Day 3
- Formatting In-Text Citations
- Model Note Card

Facts About Plagiarism

- ▶ Plagiarism is a form of cheating.
- ▶ 89 percent of "high-achieving" high school students admit to cheating.
- ▶ 51 percent of high school students do not believe cheating is wrong.
- ▶ 99 percent of cheating high school students say they have not been detected.
- ▶ 72 percent of students reported one or more instances of serious cheating on written work.
- ▶ 15 percent had submitted a paper obtained in large part from a term paper mill or website.
- ▶ 52 percent had copied a few sentences from a website without citing the source.

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Facts About Plagiarism

Focus Lesson

Summarizing Information, Paraphrasing, and Avoiding Plagiarism

With a wealth of resources available, students must learn to choose sources wisely, sift through information, summarize findings, restate ideas in their own words, and cite sources accurately. In this lesson, students examine plagiarism and learn how to use and cite facts, data, and quotations to support their claims. Then, they paraphrase and summarize their notes and incorporate them into their research papers.

What to Do

1. Ask students what plagiarism is. List their ideas on the board.
2. Give students What Is Plagiarism? and ask them to define plagiarism using the notes from the board. When they've finished, have volunteers share their definitions.
3. Ask students to take the "plagiarism quiz" by labeling each statement as true or false.
4. When they've finished, put students into small groups, have them discuss their answers to the quiz, and reach consensus on their final answers.
5. Ask a volunteer from each group to read his or her group's final answers and compare them with the answers of other groups.
6. Project the answer key and discuss any discrepancies between what it says and what student groups said.
7. Project the Facts About Plagiarism page and go over each item with students. Do any of the statistics surprise them? Discuss why or why not.
8. Explain to students that one way writers avoid plagiarism is by summarizing and paraphrasing information as they take notes.

What Is Plagiarism?

In a small group, work together to define the word plagiarism.

Plagiarism is _____

Now take the "plagiarism quiz" and be prepared to discuss your answers. Mark each of the following statements true (T) or false (F).

- 1. Copying one paragraph from a website is not plagiarism.
- 2. Most cheaters are caught.
- 3. It's OK to copy a few sentences from a website.
- 4. Plagiarism is fraud.
- 5. It's OK to copy a few sentences from a book.
- 6. Most high school students cheat.
- 7. Teachers don't care if you copy from a website.
- 8. Teachers only care if you cheat on a test.
- 9. Teachers only care if you copy from a book.
- 10. Teachers only care if you copy from a website.

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Answer Key for "What Is Plagiarism?"

Plagiarism is stealing someone else's idea or work and claiming it as your own.

plagiarism = to steal and pass off (the ideas or words of another) as one's own; especially: to present (a literary production) as one's own original creation without giving credit to the actual author.

Answers to the "Plagiarism Quiz"

- 1. F
- 2. F
- 3. T
- 4. T
- 5. T
- 6. T
- 7. F
- 8. F
- 9. F
- 10. F

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What Is Plagiarism?

Answer Key for What Is Plagiarism?

Answer Key for What Is Plagiarism?



Week 2: Drafting and Revising

DAY
4

Independent Writing

Have students continue working on their research papers. Circulate and confer with students about summarizing information, paraphrasing, and avoiding plagiarism, as well as thinking about traits and key qualities they've been studying. Specific things you might ask them to do:

- Work with a small group and create a poster that explains what plagiarism is and how to avoid it in writing.
- Work on their research papers, paying close attention to applying summarizing and paraphrasing skills.

Tip: Make sure students are filling in the note cards completely, so they have all the information they need to create in-text citations and entries for the works cited page later on.

DAY
5

One-on-One Conferences

Have students continue working on their research papers. Circulate and carry out one of the following types of conferences, based on what you observe. Be sure to note in the Teacher Contact Record (Traits Writing Teaching Guide, page 361) the students with whom you meet.

The Quick Stop

for students who are working well and don't have questions

A Comment to Consider You've done a thorough job writing direct quotes and paraphrasing information on your note cards. Be sure to cite each source as you draft. You'll cite each one again on your works cited page.

The Stop and Chat

for students who have a quick question or straightforward problem

A Comment to Consider As you use information from different sources, be sure to create in-text citations. Show me where you quoted information directly, then create the reference. You'll need that information for your works cited page. Thorough notes are a big help.

The Stop and Stay

for students who need a lot of help

A Comment to Consider Pick a note card that you're going to use for your paper. Decide how to use that information in your draft to support your claim. Then, cite the source within the text. Let's do one together. All the information for the in-text citation and works cited page is on the card.

Whole-Class Reflection

Gather students together. Have them share with their classmates what they've learned, focusing on the central questions How have I become a better writer as a result of this week's work? and How can I apply the ideas we discussed in my future writing?



Week 3: Revising and Editing



Goals

Students will revise, edit, and finish their research papers.

Focus Traits

Conventions,
Presentation



Common Core State Standards

- **W.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**DAY
1**

Independent Writing

Have students continue working on their research papers. Circulate and confer with students about summarizing information, paraphrasing, and avoiding plagiarism, as well as the traits and key qualities they've been learning about. Specific things you might ask them to do:

- Work with a small group and create a poster that explains what plagiarism is and how to avoid it in writing.
- Work on their research papers, paying close attention to applying summarizing and paraphrasing skills.

**DAY
2**

On Day 2, carry out the Whole-Class R.A.F.T.S. Activity and Conventions Focus described in the Traits Writing Teaching Guide. On Day 3, return to this module by carrying out the lesson on the following page.



Week 3: Revising and Editing

**DAY
3**

Focus Lesson

Citing Sources, Creating the Works Cited Page, and Proofreading

By now, your students' argumentative research papers should be drafted and revised, based on feedback from you and their peers. It is time to create a works cited page from their note cards, edit the paper for conventions (spelling and grammar), and format the paper according to guidelines you have given them. Doing this work will provide a big payoff for students—a polished final product that demonstrates their research and writing skills.

Materials You'll Need

- Filled-in Note Card Template from Week 1, Day 3
- Model Note Card from Week 2, Day 3
- Creating a Works Cited Page
- Works Cited Error Hunt (one copy per student)
- Answer Key for Works Cited Error Hunt
- Guidelines for Argumentative Research Paper from the Introductory Focus Lesson
- model research paper

What to Do

1. Show students the filled-in note card template from Week 1, Day 3. Ask: "What is the format of the source?" (a book) Then project Creating a Works Cited Page and point out the model entries for books.
2. Demonstrate how to take the information from the model note card and format it for an entry on the works cited page:

Filled-in Note Card Template

"Support for Claim" Tips

- Stick to your claim. Choose information that clearly supports it.
- Use direct quotes or paraphrases to support your claim.
- Write key words that capture the most essential information.
- Document sources and citations accurately.
- Paraphrase and summarize in your own words.
- Double-check that your sources are relevant.

Support for Claim:

quote

Work Cite:

Author: The Nielsen Company
Title: Led by Facebook, Twitter, Global Time Spent on Social Media Sites Up 82% Year Over Year
Publisher: Nielsen
Date: 2013
Type of Page: Web page

"Works Cited" Tips

Include the details about the source you cite.

- Write the author's name and date of publication.
- Write down the publisher's name if available.
- Add the name and location of the publisher.

Filled-In Note Card Template

Creating a Works Cited Page

Books with one author

Dick, Jane. *The Adventures of Tom Sawyer*. New York: Dutton, 2005. Print.

Books with two or more authors

Barber, Benjamin R., and George DeVos. *Who Rules? Beyond the Bush Presidency*. NY: Haymarket Publishing, 2001. Print.

Periodicals

Chen, Diane. "How We Spend Leisure." *Springside Magazine* 14 Apr. 2012: 16–18. Print.

Online article

Hill, S. "Thinking With the Internet." *Springside Magazine* Nov. 2010: 16–17. Print.

Website

McKee, Let's Move. 2013. Web. 15 Apr. 2013.

Movie, DVD, CD, or other media

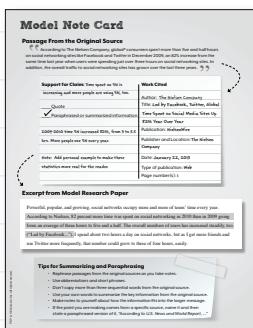
Book of a Thousand Days. Middle Eastern. Gair Road Film, 2010. DVD.

Interview

Watson, Sydney. Personal interview. 14 Apr. 2013.

Creating a Works Cited Page

Goodstein, Anastasia. *Totally Wired: What Teens and Tweens Are REALLY Doing Online*. New York: St. Martin's Griffin, 2007. Print.



Model Note Card

3. Show students the model note card from Week 2, Day 3, and ask them the format of the source. They should answer, "online article." Then ask them to find the example of the model entry for an online article on the Creating a Works Cited Page.
4. Demonstrate how to take the information from the model note card and format it for an entry on the works cited page:

The Nielsen Company. "Led by Facebook, Twitter, Global Time Spent on Social Media Sites Up 82% Year Over Year." *NielsenWire*. Web. 22 Jan. 2013.

5. Ask students to review their research papers to find all passages for which they need to include entries on the works cited page.
6. Then have them to go back to their note cards and find the source for each passage.



Week 3: Revising and Editing

**DAY
3**

continued

Works Cited Error Hunt!

Using the Creating a Works Cited Page as a guide, work with a partner and find 10 errors in punctuation, capitalization, spacing, abbreviations, and the like. Check each other's work. Make the page so that each entry exactly matches the Works Cited Page.

Book with one author:
John Smith. *New Ways to Think about Assessment*. New York, Everyone press, 2011 print.

Book with two or more authors:
Stephen Brown, Henry Smith, Michael, and Jessica Garcia. *Write your Heart Out*. Boston: The Boston Book press 2012 Print.

Print magazine article:
“How to Write the Best Type of Day.” *Businessweek* magazine, 7 June 2011, pp. 28–30. Print.

Online article:
“How to Write Clearly: Writing Online.” *October* 2012, Web 12 January 13.

Website:
“Writing for the Web.” *Writing for the Web Foundation*, 2013, Web March 1 2013

Movie, DVD, CD, or other media:
(if it is ever seen) *Director Bryan Singer*. *Most Fears* 2011 DVD.

Interview:
Quinton Jackson parr. Interview 5 January '12

Works Cited Error Hunt

- Show students the works cited page from the model research paper, point out the different types of entries, and explain how they've been formatted to meet MLA style.
- Give each student a copy of the Works Cited Error Hunt activity and ask him or her to work with a partner to find the 10 errors in each entry. Have them correct the entries until they match those on Creating a Works Cited Page. (If necessary, project or distribute the Answer Key for Works Cited Error Hunt.) Discuss how the exercise helped them understand the details of formatting entries.
- Provide time for students to draft their works cited pages on the computer (if possible). If you wish, show them how to use the tools in Microsoft Word for creating a works cited page.
 - Circulate around the room and help students who are having difficulty formatting entries correctly. Have students work with a peer to check their entries.
 - Once students have determined that each is correctly formatted, show them how to alphabetize the entire list.
- Remind students of the format requirements for the paper that you explained at the start of the unit, by projecting the Guidelines for an Argumentative Research Paper from the Introductory Focus Lesson.
- Project the model research paper and point out the ways in which it meets the guidelines.

Works Cited

Darren, Austin. Personal interview. 3 Mar. 2013.

Darwin, Charles. *The Voyage of the Beagle*. Harvard Classics. Vol. 28. New York: P. F. Collier, 1890. Print.

Garrison, Americus. Faculty Work: What Form and Format Are REALLY Doing Online. New York: St. Martin's Griffin, 2007. Print.

The Nielsen Company. “U.S. Social Media, Twitter, Global Time Spent on Social Media Sites Up 82% Year Over Year.” *NielsenPress*. Web. 22 Jan. 2013.

Ron Kallay. *The Parent's Guide to Facebook: Tips and Strategies to Protect Your Children on the World's Largest Social Network*. Lexington, Kentucky: CreateSpace Independent Publishing Platform, 2012. Print.

National Crime Prevention Council. “Stop Cyberbullying Before It Starts.” Web. 7 Feb. 2013.

plato.org. “Did You Know?” Web. 3 Feb. 2013.

Wolke, Gloria. “A Social Justice: The Positive Effects of Communicating Through Social Networking.” Web. 21 Apr. 2013.

Works Cited Page

Guidelines for the Argumentative Research Paper

Format

- Use a double-spaced, 12-point font. Follow the format of the model research paper.
- The paper should be at least three typed pages, or about 800–1000 words.
- Observe all basic research conventions (books, magazines, journal articles, and so on).
- Use a standard font for headings (Times New Roman, Cambria, or Arial).
- Use a standard font for body text (Times New Roman, Cambria, or Arial).
- Use a standard font for footnotes (Times New Roman, Cambria, or Arial).
- Use a standard font for endnotes (Times New Roman, Cambria, or Arial).
- Use a standard font for the bibliography (Times New Roman, Cambria, or Arial).
- Double-space the entire paper.
- Do not use a title page.

Timeline

- Pick a topic and create a timeline based on it. Make sure both are approved by your teacher.
- Find sources and begin writing.
- Write a draft and test it for clarity.
- Revise and make sure it sounds good.
- Revise and make sure it sounds good.
- Revise and make sure it sounds good.
- Submit your draft of works cited page.
- Submit your final research paper.
- Turn in the final paper.

Tips

- When choosing your topic, think about how easy it will be to gather information on that topic that also fits your interests.
- Find sources that provide accurate information. It's crucial when doing research to make sure that the sources you use are credible/reputable.
- Take notes while reading the sources. This will help you remember what you read, and avoid plagiarizing.
- Keep track of your sources. There are many ways to do this, such as writing them down in a notebook, or using a digital tool like EndNote or Zotero.
- If you get stuck, or lost, or confused, ready to read a few more pages of your book, or take a break.
- Don't forget to cite your sources.

Guidelines for an Argumentative Research Paper

Seth Student
Mr. Associate Teacher
ELA Period 3
March 17, 2013

Social Networking: How and Why It Impresses Interpersonal Communication

Teenagers today are “wired.” They use the Internet to send and receive information from their cell phones, computers, iPads, and other electronic devices. They are connected in ways that parents can’t begin to understand—with Facebook, Twitter, texts, and blogs. While the need to communicate has not changed over the years, the method certainly has. No longer limited to oral mail, landline, and email, communication has become much more convenient and accessible. In addition, different social media sites give users the opportunity to communicate in a variety of ways, which changes the way we communicate.

How does social networking improve interpersonal communication? Social networking can alleviate the stress and strain of growing up by helping kids become less dependent on parents and helping them discover themselves. Whether teens are talking from a cell phone or sharing information on Facebook or Twitter, they can always find someone willing to listen.

Model Research Paper



Week 3: Revising and Editing

DAY
4

Independent Writing

Have students continue working on their research papers. Circulate and confer with students about how they can improve their papers by paying special attention to citing sources, creating the works cited page, and proofreading, as well as the traits and key qualities they've been learning. Specific things you might ask them to do:

- Finalize their works cited pages.
- Write the final copy of their papers and edit for conventions.
- Make sure they're following the guidelines you have provided.

Tip: If students find it overwhelming to revise for all traits, have them tackle the traits one at a time—checking, for example, to see if their idea is focused, if their structure supports that idea, if the tone is right for their purpose and audience, and so on. Editing is easier when they've addressed issues like these.

DAY
5

One-on-One Conferences

Have students finish working on their research papers, using the Argument Writing Publishing Checklist in the Student Handbook. Circulate and carry out one of the following types of conferences, based on what you observe. Be sure to note in the Teacher Contact Record (Teaching Guide, page 361) the students with whom you meet.

The Quick Stop

for students who are working well and don't have questions

A Comment to Consider Now that you've revised your paper, what are you editing for in particular? It's great that you've thought through your claim and have provided enough information to argue your position.

The Stop and Chat

for students who have a quick question or straightforward problem

A Comment to Consider In the draft, which trait challenged you most? Can you show me evidence of that struggle in your paper? Which trait did you feel you handled best? Show me where that success shows.

The Stop and Stay

for students who need a lot of help

A Comment to Consider Let's look at the ideas you include to support your claim. Have you provided enough information? Read me your first paragraph. Can we add information or reorganize it to make it clearer?

Whole-Class Reflection

Gather students together. Have them share with their classmates what they've learned, focusing on the central questions How have I become a better writer as a result of this week's work? and, How can I apply the ideas we discussed in my future writing?

After the Unit

Assessing the Paper

When your students have finished, assess their research papers for all the traits, following the guidelines on pages 40–41 of the Traits Writing Implementation Guide. Then assess the papers for the mode in which they are written—argument writing—using the scoring guide on the next page and on Traitspace under “Scoring Guides.”

Think of the mode as an umbrella under which all the traits fit snugly. Every piece has ideas, organization, voice, word choice, sentence fluency, and conventions. But each piece should demonstrate one primary purpose; that’s the mode.

When all is said and done, each paper will receive seven trait scores and one mode score, which should represent how clearly it satisfies the criteria for argument writing.

Scoring Guide Persuasive/Argumentative Writing	
Purpose to communicate an argument	
HIGH	6 Excellent The writer • offers opinions that are well supported by facts and personal experiences. • makes a position that is defendable and logical. • uses concrete evidence to make the strongest statement possible. • uses only the best evidence to make the strongest statement possible. 5 Strong The writer • raises questions for the reader, but may fail to persuade him or her because the thinking is • mixes opinions, facts, and personal experiences. The piece relies on emotion more than truth. • gives an argument that starts or strong, but fails, he or she offers new insights. • includes some concrete information, but also uses generalities or exaggerations. • provides some evidence that fits the mark and some that doesn't. • puts forth some evidence that fits the mark and some that doesn't. • uses facts or personal experiences to support his or her thinking, but there are too many facts, leaving the reader unconvincing. 4 Average The writer • offers opinions that are not supported by facts or personal experiences. • makes a position that is not clear or credible. The argument is logical or illogical. • provides generalities and exaggerations. • provides only generalities and exaggerations—and no hard facts that could sway the reader. 3 Developing The writer • offers opinions that are not supported by facts or personal experiences. • makes a position that is not clear or credible. The argument is logical or illogical. • provides generalities and exaggerations. • provides only generalities and exaggerations—and no hard facts that could sway the reader. 2 Emerging The writer • offers opinions that are not supported by facts or personal experiences. • makes a position that is not clear or credible. The argument is logical or illogical. • provides generalities and exaggerations. • provides only generalities and exaggerations—and no hard facts that could sway the reader. 1 Nonresponsive The writer • does not question or probe. The piece misses the target.
	MEDIUM

Scoring Guide

Scoring Guide Argument Writing

Purpose: to present and defend a position

6 Exceptional

HIGH

The writer

- influences the reader with sound reasoning and a compelling argument.
- offers opinions that are well supported by facts and personal experiences. Differences between facts and personal experiences are clear.
- takes a position that is defensible and logical.
- exposes weaknesses of other positions.
- avoids generalities and exaggerations.
- includes a lot of sound reasoning and judgment.
- uses only the best evidence to make the strongest statement possible.
- connects to a larger “truth.”

5 Strong

4 Refining

MIDDLE

The writer

- raises questions for the reader, but may fail to persuade him or her because the thinking is superficial.
- mixes opinions, facts, and personal experiences. The piece relies on emotion more than truth. Data may be present, but not used effectively.
- gives an argument that starts out strong, but fades. He or she offers few insights.
- attempts to expose flaws in other positions, with mixed results.
- features concrete information, but also uses generalities or exaggerations.
- includes some sound reasoning and judgment.
- puts forth some evidence that hits the mark and some that doesn’t.
- waffles about his or her claim. Some statements are plausible and others are far-fetched, leaving the reader unconvinced.
- does not influence the reader. His or her thinking is vulnerable to attack.

3 Developing

2 Emerging

LOW

The writer

- offers opinions that are not supported by facts or personal experiences.
- takes a position that is not clear or credible. The argument is illogical or implausible.
- ignores the opposing side of the argument.
- provides only generalities and exaggerations—and no hard facts that could sway the reader.
- uses little or no sound reasoning and judgment.
- ignores the evidence necessary for the reader to take a stand.
- does not question or probe. The piece misses the target.

1 Rudimentary