



# 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: Persuasive

**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 persuasive 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 persuasive 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 Persuasive/Argumentative Writing on the last page of this document.

\*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 user gets more 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 persuade 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 energy drinks improve social 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:

[Large empty box for writing]

To determine if your claim is strong, ask yourself:

- Does my claim involve at least two points of view?
- Can I back it 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.



## Week 1: Prewriting and Drafting

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**

Times 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 mail, landline, and one-on-one contact, we have substantially embraced a new way to connect: social networking. Although many adults believe that we much prefer screen time to direct communication, try reading down the opposite: actual interaction requires interpersonal communication.

Project, people, 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 five and a half (Nielsen). Facebook... The overall number of users has increased steadily, too. But as it gets more 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 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, 1900. Print.

Goshdin, Ammarah. "Social Media: The Good, the Bad, and the Ugly." Global Times Report on Social Media Since US 82% Year Over Year." *Asianews*. Web. 22 Jan. 2013.

Rosen, Kaitlin. "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.

plagiarism.org. "Did You Know?" Web. 11 Feb. 2013.

Walton, Dene. "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:	Publisher and location:
Support for Claim:	Quote	Paraphrased or summarized information	Type of publication: Page number(s):

Note Card Template

Filled-in Note Card Template	
<b>Support for Claim:</b> <ul style="list-style-type: none"> <li>• Not only one idea can be used.</li> <li>• Gather a few ideas that support the claim or argument.</li> <li>• Writing very words that capture the most important information, and determine what is important.</li> <li>• Document direct quotes and statistics accurately.</li> <li>• Use a variety of sources.</li> <li>• Distinguish between fact and opinion when the more credible.</li> </ul>	
<b>Work Cited</b> <ul style="list-style-type: none"> <li>✓ Quote</li> <li>Paraphrased or summarized information</li> </ul> <p>Author: Asst. Prof. John Doe Title: Social Media: What Teens and Parents Know About It Publisher: K&amp;L Publishing Date: 2017 Page number(s): 1-2</p>	<b>Work Cited</b> <ul style="list-style-type: none"> <li>• Work cited is a list of all the sources you are reading your notes.</li> <li>• Include the page number and source.</li> <li>• Write down the author's name, title, publisher, date, and page numbers.</li> <li>• Add the name and address of the publisher and the date of publication.</li> </ul> <p>Type of publication: Book Page number(s): 1-2</p>

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 add something to think about.

**Mixed-up Outline**

Copy this page out and cut the strips along the dashed 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

- Definition of interpersonal communication
- Definition of social networking
- Benefits of social networking
- Provide opportunities to stay connected
- Increase social interaction
- Provide opportunities to stay connected
- Increase social interaction
- Provide opportunities to stay connected
- Increase social interaction

C. Social networking helps people feel less isolated by groups.

D. People who suffer from Social Anxiety Disorder

**III. Conclusion**

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



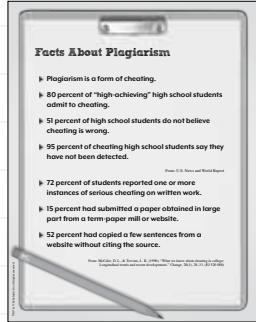
## Week 2: Drafting and Revising

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

## 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. Plagiarism is a type of theft.  
\_\_\_\_\_ 6. Most high school students cheat.  
\_\_\_\_\_ 7. Cheating is OK if you're in a bind.  
\_\_\_\_\_ 8. Teachers really try to catch plagiarists.  
\_\_\_\_\_ 9. Cheating is a form of plagiarism.

**Answer Key for "What Is Plagiarism?"**

Plagiarism is stealing someone else's ideas 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 use (such as a term or phrase) without giving credit to its source.

Answers to the "Plagiarism Quiz":

\_\_\_\_\_ 1. False  
\_\_\_\_\_ 2. True  
\_\_\_\_\_ 3. True  
\_\_\_\_\_ 4. True  
\_\_\_\_\_ 5. True  
\_\_\_\_\_ 6. True  
\_\_\_\_\_ 7. True  
\_\_\_\_\_ 8. True  
\_\_\_\_\_ 9. True

**What Is Plagiarism?**

According to a study by All Council and TTS Education Testing Service, 84 percent of teachers believe that plagiarism is a serious problem, and 80 percent of high school students admit to cheating.

\_\_\_\_\_ 1. According to U.S. News and World Report, 45 percent of high school students do not think it is wrong to copy from the Internet.

\_\_\_\_\_ 2. The original author is hurt because his or her work is misrepresented as the work of the plagiarist.

\_\_\_\_\_ 3. Many websites have huge databases and can detect just if not all of the paper that is submitted is plagiarized. If a teacher finds that a student has plagiarized, he or she can always contact the original author.

\_\_\_\_\_ 4. By trying to find free versions of your paper on Google, for instance, you teachers can easily find out if the student has plagiarized.

\_\_\_\_\_ 5. Plagiarism is a serious offense. If you are found guilty of plagiarism, you will receive a failing grade for the assignment.

\_\_\_\_\_ 6. According to a study by All Council and TTS Education Testing Service, 84 percent of teachers believe that plagiarism is a serious problem, and 80 percent of high school students admit to cheating.

An example of plagiarism:

\_\_\_\_\_ 1. Copying someone else's work and passing it off as your own.

\_\_\_\_\_ 2. Copying words or sentences from someone else without giving credit.

\_\_\_\_\_ 3. Copying a large portion of someone else's work.

\_\_\_\_\_ 4. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 5. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 6. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 7. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 8. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 9. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 10. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 11. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 12. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 13. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 14. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 15. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 16. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 17. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 18. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 19. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 20. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 21. Using someone else's ideas or words without giving credit.

\_\_\_\_\_ 22. Using someone else's ideas or words without giving credit.

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## 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.

# DAY 3

### **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

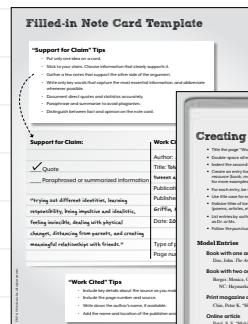
## **Focus Lesson**

### **Citing Sources, Creating the Works Cited Page, and Proofreading**

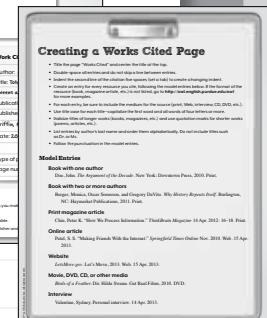
By now, your students' argumentative research papers should be drafted and revised, based on feedback from you and their peers. It is time to create a works cited page from their note cards, edit the paper for conventions (spelling and grammar), and format the paper according to guidelines you have given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

### **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:

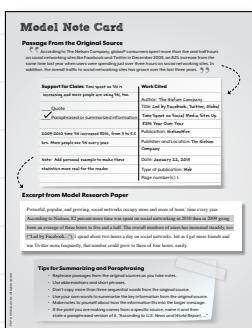


Filled-In Note Card Template



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 Time of Day.” *Businessweek* magazine, 7 June 2011, pp. 28–30. Print.

**Online article**  
“How to Write Your Tips 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 over one hour) Director Bryan Singer. *Most Fearsome* 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.

Student: S  
Works Cited

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

Darwin, Charles. *The Voyage of the Beagle*. Harvard Classics. Vol. 28. New York: P. E. 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. on Facebook, Twitter, Global Time Spent on Social Media Sets Up 82% Year Over Year.” *NielsenPress*. Web. 22 Dec. 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**

Name: \_\_\_\_\_ Class: \_\_\_\_\_  
Topic: \_\_\_\_\_  
Chair: \_\_\_\_\_

**Guidelines for the Argumentative Research Paper**

**Format**

- Use a standard font. Follow the format of the model research paper.
- The paper should be at least three typewritten, double-spaced pages, or about 800–1000 words.
- Observe clear page sources (books, magazines, similar newspapers) and list these sources in the References section.
- Use a standard font for titles (Times New Roman, Cambria, or Arial).
- Use a standard font for headings (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 first page (Times New Roman, Cambria, or Arial).
- Use a standard font for the back page (Times New Roman, Cambria, or Arial).

**Timeline**

- Pick a topic and write a topic sentence based on it. Make sure both are approved by your teacher.
- Find a thesis statement. Make sure it is strong and specific.
- Write a short and clear outline.
- Find sources that support your thesis.
- Write an introduction.
- Write and revise your second draft.
- Revise and edit your final draft.
- Print and proofread your final draft.
- Submit your draft of works cited.
- Turn in the final paper.

**Tips**

- When choosing your topic, think about how many of it will be given in your class. If there are a lot of topics, then pick one that is unique or interesting.
- Make sure that your sources are reliable and give good information. It's crucial when writing papers where most of the new material comes from the Internet.
- Write a short and clear outline.
- Find sources that support your thesis.
- Write an introduction.
- Write and revise your second draft.
- Revise and edit your final draft.
- Print and proofread your final draft.
- Submit your draft of works cited.
- Turn in the final paper.

**Guidelines for an Argumentative Research Paper**

Soph Student  
Mr. Awesome Teacher  
ELA Period 3  
March 17, 2013

Social Networking: How and Why It Impresses Interpersonal Communication

Today today is “viral.” They use the Internet to send and receive information from their cell phones, computers, iPad, and other electronic devices. They are connected in ways that parents can’t begin to understand. With Facebook, Twitter, texts, and blogs. While the way to communicate has not changed over the years, the method certainly has. No longer limited to just mail, landline, and mobile phones, social networking has become the most common way to communicate. Although many believe that the most common form of communication is email, text and mobile phones and communication, my research shows just the opposite: social networking improves interpersonal communication.

Powerful, popular, and growing, social networks like these are more and more time every year. According to the Nielsen Company, 10 hours more time was spent on social networking in 2010 than in 2009, going from an average of three hours to four and a half. “I had my Facebook,” “I’m on Facebook” and “Facebook is my life,” are just a few of the things I heard from my friends. The more time people spend on social networking, the more they are interacting with others. This is important because it allows people to interact with others and share their thoughts and feelings. This is what makes social networking so important.

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 posting from a cell phone or sharing information on Facebook or Twitter, they can always find someone willing to listen.

**Model Research Paper**

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 Persuasive 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 (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** 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—persuasive/argumentative—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 persuasive writing.

Scoring Guide Persuasive/Argumentative Writing	
Purpose to communicate an argument	
<b>6 Excellent</b>	The writer
<b>5 Strong</b>	The writer
<b>4 Average</b>	The writer
<b>3 Emerging</b>	The writer
<b>2 Beginning</b>	The writer
<b>1 Novice</b>	The writer

Scoring Guide

## **Scoring Guide Persuasive/Argumentative Writing**

**Purpose:** to construct an argument

