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**Course/Grade**: English Composition 122/12  
**Lesson Title**: Research Paper Project

UbD Template 2.0

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  **Standard: 3. Writing and Composition**  1. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes   1. Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments 2. Select appropriate and relevant information (excluding extraneous details) to set context 3. Address audience needs and anticipate audience questions or misunderstandings 4. Select and build context for language appropriate to content (technical, formal) 5. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure 6. Support judgments with substantial evidence and purposeful elaboration 7. Draw a conclusion by synthesizing information 8. Revise writing using feedback to maximize effect on audience and to calibrate purpose   **Standard 3. Standard English Conventions**  2. Standard English conventions effectively communicate to targeted audiences and purposes  **Standard: 4. Research and Reasoning**  3. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes.  4. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment  **4. Research and Reasoning**   1. Synthesize information to support a logical argument 2. Distinguish between evidence and inferences 3. Identify false premises or assumptions 4. Analyze rhetorical devices used in own and others’ appeals 5. Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation   **Standard 1. Oral Expression and Listening**  1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness. | ***Transfer*** | |
| Students will *be able to independently use their learning to…*  Identify, research, synthesize and write/present about a matter of global significance. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  Some issues are globally connected.  Information, both researched and factual, is influenced by national concerns.  A global perspective can transcend national interests.  A conclusion is not necessarily a solution. | ESSENTIAL QUESTIONS  How does globalization impact the issue?  In which aspects of the issue are international boundaries crossed?  How do cultural norms impact viewpoints?  How can information be synthesized to present a coherent viewpoint of the topic?  How can I present my findings in a way that explains various perspectives thoughtfully and carefully |
| ***Acquisition*** | |
| *Students will know…*  The limitations of research.  The importance of multiple viewpoints in examining larger issues  That effective communication can bridge ideological and cultural barriers | *Students will be skilled at*  Researching a variety of reliable sources to extract key information/facts pertaining to a subject.  Utilizing multiple forms of technology to research a topic in a language other than English.  Making strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| **Standard 4:**   1. Define and narrow a topic for self-designed research for a variety of purposes and audiences 2. Critique research questions of self and others for bias and underlying assumptions 3. Critique and defend sources and information based on credibility, relevance and appropriateness relative to context and purpose 4. Design and defend a set of diverse research strategies (e.g. cross-referencing bibliographies, creating annotated bibliographies, researching source credentials) to identify information appropriate to the needs of a research question, hypothesis, or thesis statement 5. Evaluate the influence of historical context on the form, style, and point of view of a written work 6. Critique and defend evidence relative to its use to address a particular context and purpose 7. Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments 8. Select appropriate and relevant information (excluding extraneous details) to set context 9. Address audience needs and anticipate audience questions or misunderstandings 10. Select and build context for language appropriate to content (technical, formal) 11. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure 12. Support judgments with substantial evidence and purposeful elaboration. Draw a conclusion by synthesizing information   m. Revise writing using feedback to  maximize effect on audience and  calibrate purpose | Performance Tasks:  **Formulate Questions:** With your career goals and identified interest area from semester one in mind, locate a multinational corporation or internationally focused NGO (non governmental organization) you’d like to research. Identify an impact of the agency within a particular area (economic, educational, fashion, trade, production) and generate investigative questions for your research project. Utilize bubbl.us to formulate research questions. Blog entry with findings and problems.  **Research:** Locate a wide variety of print, online, reference, periodical, current, and historical sources from both our high school database and holdings and that of a nearby university library that relate to both the product/service of your chosen corporation/NGO and the people it serves. Locate an international news outlet with relevant stories. Search for multiple perspectives. Locate an individual from another culture who can provide firsthand information about the corporation/NGO’s impact. Blog entry with findings and problems.  **Annotate Bibliography:** Create an annotated bibliography of seven of your most promising sources in MLA or APA style. Save a digital copy in your Google Drive.  **Note-take:** Utilizing a traditional 4x6 traditional note card system or the Evernote online program take notes. Each will contain a tag, summary/direct quotation, and source, record information, research, and testimony. Return to your bubbl.us map and answer the questions you can. Weekly blog entry with findings and problems.  **Outline & Bubbl.us:** Develop a solid thesis statement that based on the results of your research and build on your bubbl.us account to create an outline for your paper. Present your outline to your peer editing group and seek feedback on areas of strength and weakness. Refine outline.  **Draft, Peer Edit, & Revise with Google Drive:** Draft your essay and format with Word Using MLA or APA stylesheet with awareness of culturally sensitive language and cultural perspectives. Submit to writing group for peer revision and read and comment upon papers of three classmates. Revise your own paper. Blog entry with findings and problems.  **Share your findings through a Weebly Website:**  Making use of text, images, video, and non-linguistic elements share your findings and conclusions about the positive and negative impacts of your corporation/NGO in an oral presentation with a wider audience. | |
| Organizes information and completes steps in timely manner, synthesizes and internalizes sources, recognizes differing political, religious, governmental, and historic perspectives, applies knowledge to ethically sound conclusion. | OTHER EVIDENCE:  Observation during class  Checklist of completed tasks  Spot checks of technology use. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   * **Topic Selection Boards**–Students will create both poster and virtual “boards” based on their chosen multi-national corporation or NGO with images and words from magazines (for the actual board) and websites (for the Pinterest board). After sharing boards, students will then choose an area of focus with global implications. * **Investigative question formulation**-Students will map both their current knowledge and unanswered questions about the topic in a [www.bubbl.us](http://www.bubbl.us) account. Students will articulate questions with an awareness of cultural and religious differences as well as different access to knowledge, technology, and resources among those impacted. * **Library Search**: Using key words and a variety of database, card catalogue, online, and reference index searches, students will gather materials from both school and university libraries. Sources will also include documentaries, film, and news sources whether in both video and audio format. Students will prioritize sources and organize according to targeted questions. * **Notetaking and Annotated Bibliography:** Using Evernote or a traditional 4x6 card note taking system, students will take notes on main ideas, well-phrased quotations, and statistical/factual evidence. Notes will be tagged and cross-referenced with sources. Most promising sources will be annotated in a bibliography in MLA format. * **Blogging Results:** Students will share their research questions and results along with a working thesis in blog format with their peer editing class group and invited parents and friends and refine their argument, and continuing research where necessary. * **Bubbl.us & Outline Sharing –** Students will build on existing bubble.us map to write a solid thesis statement and create an outline of findings. They will share their arguments and evidence with peer groups and then revise and refine. * **Drafting Revision** – Students will draft their essays using Purdue University’s OWL for format and share with peer groups through Google docs. Revision will be directed toward developing claims with support and presenting information in standard MLA format * **Website Presentation** – Each student will contribute a page to the class website stating the claim and creating interest with nonlinguistic elements. Research papers will be linked to the site and presentations will be made to the larger community in a Global Fair. * **Research Fair -** Students will receive direct instruction on audience, presentation style, preparation, and assessment. They will then be given some in-class time to develop a presentation based on their research, discussions, and in-class articles. Students will practice with other groups, evaluate, and make adjustments prior to actual board presentation. | | |