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| **Instructor**: | | **Course**: | | |
| **Unit**: Instructional Unit on Research Projects | | | **Quarter**: | |
| **Topic**: Creating a Title Page and a Table of Contents; Finishing the Works Cited Page; and Organizing the Project | | | **Time Range**: 1 or more 45 minute periods | |
| **Standard(s)**:   |  | | --- | | # 3 |  1. Writing and Composition | | | | |
| 21st Century skills:  Critical thinking and Problem Solving; Collaboration; Self Direction; School Readiness and/or Post Secondary and Workforce Readiness; Relevance and Application; Creativity and Innovation; Communication | | | | |
| **Objectives / Assessment Frameworks**:   1. Students will create a title page according to MLA format. 2. Students will be given an explanation of the APA format, also 3. Students will learn the purpose of a Table of Contents and create a Table of Contents for their paper. 4. Students will make any last minute changes on their Works Cited page. 5. Students will put the final draft in order. | | | | |
| **Prerequisites**: *in order to effectively master the objectives listed above, students must exhibit mastery in the following areas …*   1. Students should already have a finished paper to complete these final steps. | | | | |
| **Lesson Outline**: *(think about the following elements: instructional strategies, depth of knowledge, materials, resources, student engagement, mastery, closure)*   1. Create a Title Page according to MLA style or APA style. Examples for both MLA and APA are provided with this lesson.  * If a teacher requires a title page or outline, this lesson follows the MLA guidelines. A teacher may request a different style with special instructions. * For an MLA title page, the title is centered approximately one-third of the way down the page. * Next, center the author information about 2 more inches below title. * Lastly, about 2 more inches below author’s name, double space and center the class name, instructor’s name, and date. * See the example below:   [http://0.tqn.com/d/homeworktips/1/7/W/3/-/-/titlepage.jpg](http://0.tqn.com/d/homeworktips/1/0/W/3/-/-/titlepage.jpg)   1. For MLA style, the first page of the paper should have a heading that begins one inch from the top of the page left justified. This heading should include the same information as the title page followed by the title centered.    * Student Name    * Class Name    * Instructor’s Name    * Date 2. Create a “header”, which is a Word feature, with the author’s last name and page number, right justified. This header information of name and page number should automatically appear if the header was created properly. 3. Create a Table of Contents, if needed. The Table of Contents lists names and page numbers of sections or chapters. This could be accomplished using a Word feature for creating a Table of Contents, if desired.    * If the teacher is doing a multi-genre project, a teacher might require students to write a preface which would come before the Table of Contents and after the Title Page.    * For instance, in a multi-genre project, a teacher may expect the students to have a Table of Contents, showing the order of the pieces they have created and the type of genre they have written. This would be placed after the Preface.    * For a regular research paper, some teachers do not require a Table of Contents. 4. Make any last minute changes on the Works Cited page, if needed.    * Perhaps some sources need to be added or removed, if used or not used in the paper. 5. Organize the final draft or project to turn in for credit. Proper order includes:  * Title Page * Outline, if required * Table of Contents, if required * Research Paper   + to include a header   + to include a proper first page format   + to include the parenthetical references or footnotes * Works Cited Page  1. To organize a multi-genre project, use the following order:    * Title Page    * Preface    * Table of Contents    * Individual genres    * Works Cited Page 2. **ASSIGNMENT:** This could be a great time for the students to complete survey #4 of 4 for “Student Engagement”. The instructions and form are attached, in case you still need them. 3. **ASSIGNMENT:** Turn in finished research project to be graded. | | | | |
| **Differentiation**: *use the data (CSAP, Acuity, TOSCRF, YPP…) collected to help identify how you will meet the needs of all students in your class*.  Students may need individualized help while completing this project. | | | | |
| **Re-Teach** | **Extensions** | | | **Accelerations** |
| The final project is turned in so this is not applicable. | *(Distributive Practice)*  Again, this project can be extended to many classes. | | | Grading will show various levels of comprehension and writing abilities. |
| **Evaluation / Assessment**: *explain how you will determine mastery of this lesson to the objective/standard*…   * The final project will be graded according to the rubric, which was handed out at the introduction of the project. * This is a good time to make comparisons with the Pre/Post test results, a copy of which is attached to this lesson. * This is also a good time to see if students’ excitement changed during the process. This survey for engagement may have been given four times, depending on the teacher. | | | | |
| **Reflection**:  *Things that went well*…   * It was exciting to see the finished projects. Students were excited to have a finished project. * Four teachers organized an evening of multi-genre research project presentations. Refreshments were served. Parents were asked to attend. Students were given extra credit to attend and/or present. The turnout was successful, and parents were able to involve themselves with students’ learning.   *Things that didn’t go well*…  Overall, all went well for completion of final projects.  *Things to remember*…  This is a successful endeavor for any student to complete.  *Things to change for next time…*  A copy of the Pre/Post test is attached to this lesson, if used. However, do not use a blank copy of the test; use instead the Pre/Post test that the students took with Lesson 2. | | | | |

STUDENT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD \_\_\_\_\_\_\_\_\_

For this survey, the teacher is to tell the students:

“This is not graded. This is to help the teacher measure your engagement throughout this project. You will be evaluating your own confidence and interest level several times. It takes only five minutes. A “1” is very low; and a “10” is extremely high. No two students should have the same answers because they are based on “your” perceptions, not somebody else’s. Your feelings can change each time and your numbers can go up or down as you progress. Try to be as truthful as possible. Thank you.”

**SURVEY 1: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 2: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 3: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

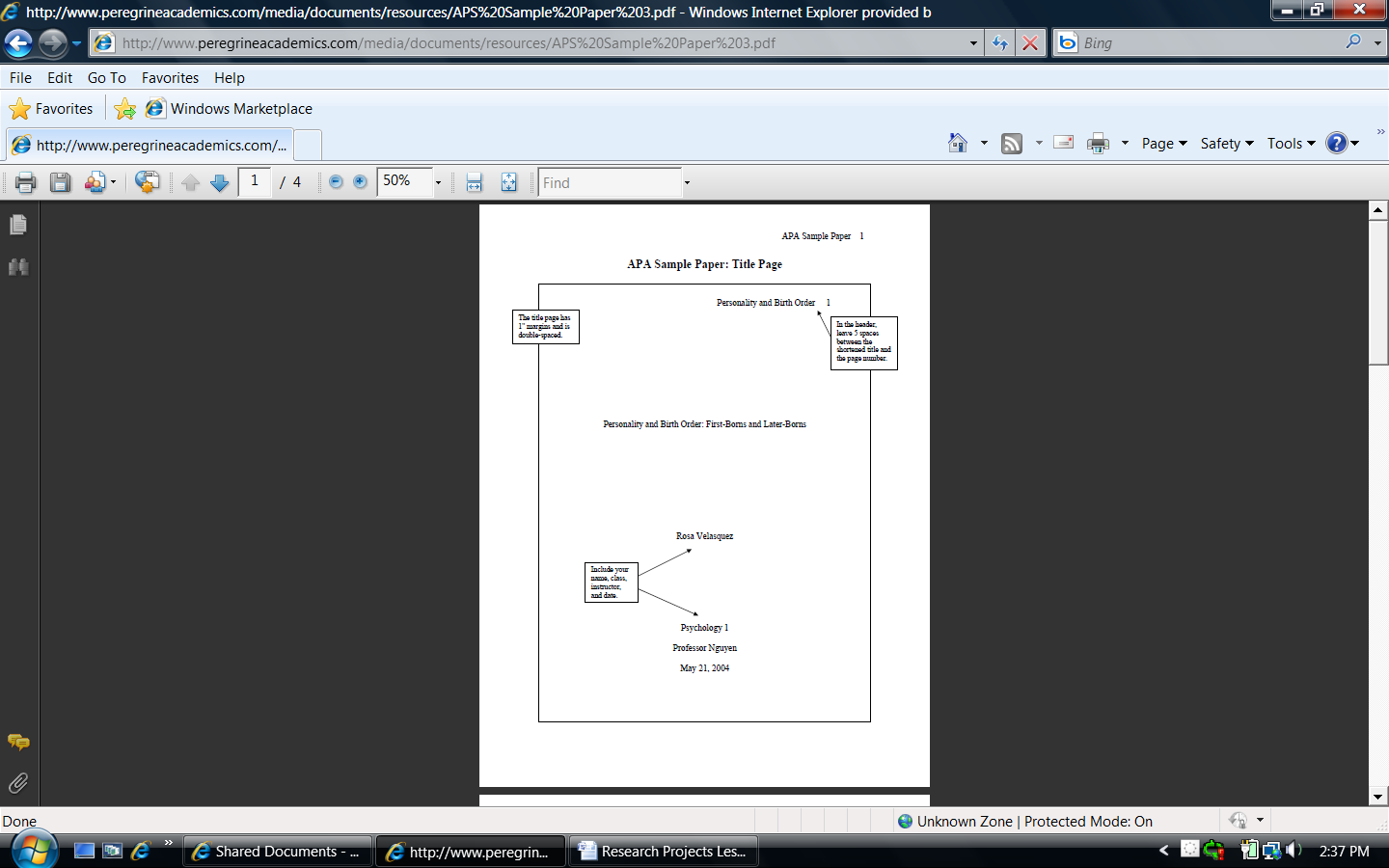
Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 4: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |



Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour \_\_\_\_ Date(s) \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Pre/Post Research Survey

1. Identify two formats/styles used when properly listing/citing resources used in research.

Pre-test answer: a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post-test answer: a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you needed to create an MLA work cited entry for a book, which would be the best choice?

Circle for Pre-test answer: a. b. c.

Circle for Post-test answer: a. b. c.

* 1. How to change the world: Social entrepreneurs and the Power of New Ideas. David Bornstein. New York: Oxford, 2008.
  2. Bornstein, David. How to Change the world: social Entrepreneurs and the Power

of New Ideas. New York: Oxford, 2008.

* 1. David Bornstein. How to Change the World: Social Entrepreneurs and the Power

of New Ideas. 2008 Oxford-New York.

1. Which is the proper MLA entry for a magazine?

Circle for Pre-test answer: a. b. c.

Circle for Post-test answer: a. b. c.

* 1. “The Uneasy Assimilation”. By Jeff Goodell. December 6, 2009 PP. 63-66.

Rolling Stone.

* 1. Jeff Goodell. Rolling Stone. “The Uneasy Assimilation”. Dec. 6-13, 2009.

PP. 63-66.

* 1. Goodell, Jeff. “The Uneasy Assimilation.” Rolling Stone 6-13 Dec. 2009:

63-66

1. Which is the proper MLA entry for an online source?

Circle for Pre-test answer: a. b. c.

Circle for Post-test answer: a. b. c.

* 1. “26 Entrepreneurs Who Are Changing the World.” Fast Company. Jan. 2010. Jan.

2011 <http://www.fastcompany.com/social/>>.

* 1. No Author. “25 Entrepreneurs Who Are Changing the world.” Jan. 2010 Fast

Company Jan. 2011 <http://www.fastcompany.com/social/>.

* 1. Fast Company. Author unknown “25 Entrepreneurs Who Are Changing the World.” <http://www.fastcompany.com/social/>. January, 2010 to January 2011.

1. What is a ***parenthetical citation***, also called a ***parenthetical reference***?

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is the difference between a ***print*** and a ***non-print*** source?

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is a ***primary source***? Please give an example, too.

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is a ***secondary source***? Please give an example, too.

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is the purpose of using note cards for research?

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. List three (3) guidelines indicating the ***reliability*** of a source.

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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