



# Research Project Guide

## A Handbook for Teachers and Students

A research project encompasses the collection of relevant information from a variety of sources with the intention of becoming thoroughly informed about an engaging topic for the purpose of communicating knowledge to an audience. The purpose of this guide is to provide a sequential plan for the research process along with effective tools for successful implementation.

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# HIGH SCHOOL RESEARCH PROCESS

## R

### REFINE THE RESEARCH TOPIC

- Locate topic ideas in textbooks, unit contents, current literature studies
- Check library for best informational sources
- Cross check in encyclopedias to broaden or narrow topic
- Create a thesis statement to investigate the topic

## E

### ESTABLISH SUBTOPICS IN SUPPORT OF THE THESIS

- Ask: What do I want to know about the topic?
- Presearch: Encyclopedia articles, table of contents and indexes of nonfiction books
- List subtopics, organize notecards, source forms, or notebook paper according to list

## S

### SEARCH FOR SOURCES (PRIMARY AND SECONDARY)

- Print: books, magazines, newspapers, pamphlets, charts, maps
- Nonprint: electronic research databases, internet, software, videos, etc.
- Experts: interviews

## E

### EXTRACT INFORMATION FROM SOURCES, GIVE CREDIT, TAKE NOTES

- Read an entire "chunk" before selecting facts. Put pencil down!
- Think about what was read. Select and record only important keywords and facts.
- Give credit with source and page number. Use quotation marks when copying.
- Alternate notetaking method includes paraphrasing or summarizing.

## A

### ASSEMBLE FIRST DRAFT

- Sort notes by subtopic, by paragraph ideas, and then by supporting details (outlines or flow charts are helpful tools to use)
- Read all notes. Select information that supports the thesis. Discard irrelevant notes.
- Sequence notes for fluent writing
- Create first draft of final product (write/publish/present)

## R

### REVISE, PROOFREAD, EDIT DRAFT

- Check your draft for clarity and readability
- Is your thesis well developed?
- Check your sentence structure, grammar, capitalization, spelling, and punctuation

## C

### CREATE WORKS CITED OR WORKS CONSULTED LIST ACCORDING TO MLA FORMAT

- Works Cited is used only when sources are cited within the research paper
- Works Consulted is used when internal citation is not required.

## H

### HOW DID WE DO? EVALUATION

- Evaluate the process (student, teacher, librarian)
- Evaluate the product (student, teacher, librarian)

# Collaborative Planning

**PROJECT TOPIC:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Course:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **#Students:** \_\_\_\_\_ **Periods:** \_\_\_\_\_ **#Days:** \_\_\_\_\_

<b>Librarian's Research Skills</b>	<b>Teacher's Content Skills/Goals</b>
1. Topic: 2. Subtopics:  3. Number/Kinds of sources:  4. Note taking  5. Giving Credit  6. Use of Technology	1.  2.  3.  4.  5.
<b>Librarian Preparation</b>	<b>Teacher Preparation</b>
<input type="checkbox"/> Schedules and plans project with teacher  <input type="checkbox"/> Prepares source forms  <input type="checkbox"/> Previews/locates sources  <input type="checkbox"/> Guides students through research process, teaching lessons as needed  <input type="checkbox"/> Provides technology instruction and assistance  <input type="checkbox"/> Other	<input type="checkbox"/> Meets with librarian to plan project  <input type="checkbox"/> Prepares student hand-out  <input type="checkbox"/> Assists with suggesting and locating resources  <input type="checkbox"/> Pre-teaches unit concepts.  <input type="checkbox"/> Tracks students progress through the Research Process.  <input type="checkbox"/> Monitors on-task behavior and student discipline  <input type="checkbox"/> Other



## RESEARCH TASK REQUIREMENTS CHECKLIST

Project Title \_\_\_\_\_

1. When is the finished project due? \_\_\_\_\_
2. Specific materials due during the research process.
  - a. Preliminary thesis due \_\_\_\_\_
  - b. First draft due \_\_\_\_\_
  - c. Notes due \_\_\_\_\_
  - d. Outline due \_\_\_\_\_
  - e. Works Consulted or Works Cited Due \_\_\_\_\_
3. What is the product of your research: formal paper, oral presentation, video, multimedia ? \_\_\_\_\_
4. Are their specific product requirements such as: word processing guidelines, length of paper, number of slides, etc.
5. How many sources are required? \_\_\_\_\_
6. Are specific source types required? magazine articles, newspaper articles, primary sources, research databases, internet sites, books...
7. Are there any source types I should not use? \_\_\_\_\_
8. What type of documentation list is required? Works Consulted, Works Cited, Annotated Bibliography
9. Is a self evaluation of the research process part of the assignment? If so, when is it due? \_\_\_\_\_

# Topic Selection

High school level research should be driven by inquiry and purpose. Use your initial topic to begin searching for information.

## Focus a Topic for Research

Name: \_\_\_\_\_

Teacher \_\_\_\_\_

Broad topic or essential question to research:

### Before you begin your research, brainstorm and list:

Keywords:

Related words, names, places:

Subtopics:

Questions:

**Database strategies:** List the databases, search engines, and types of print resources you plan to search.

**After searching:** List the three most promising sources you found and which database or search engine led you to each.

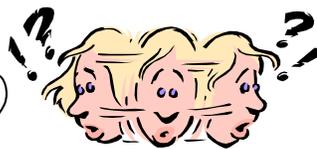
1.

2.

3.

**After initial research:** Frame a thoughtful question or preliminary thesis statement that you now feel is interesting or worth of researching. Be careful to avoid a "so what" question or thesis.

# What is a Thesis?



**A** thesis statement makes the difference between a thoughtful project and one that simply repeats facts. This statement not only describes what the student believes but also what he/she intends to prove. The thesis statement is generally found at the end of the opening paragraph.

**H**aving a good thesis helps focus the research and drive the writing. Each idea that is recorded and written about should support the thesis.

It is important to give students opportunities to gain background information about their topic, in order to list keywords and subtopics. Good sources of background information are general encyclopedias and nonfiction books about the topic. A preliminary thesis is often refined, as the student consults a variety of resources on the topic.

## **What is a good thesis?**

- It proposes an arguable point and takes a stand. A strong thesis justifies the discussion that is presented.
- It is not too broad or too narrow. The subject is adequately covered in the project.
- It is specific and focused, proving a point without discussing everything about the topic.
- It clearly asserts the student's conclusion based on evidence.
- It should pass the "so what?" of "who cares?" test. The thesis should do more than restate the obvious.

## **How do you move from research to a thesis?**

As you read about your topic, look for:

- Interesting contrasts or comparisons
- Relationships that are not apparent
- Strong arguments for or against an idea

Consider the following questions:

- Is there something about the topic that surprises you?
- Did you encounter ideas that made you wonder why?

Begin to develop a thesis

- Select a topic – for instance, television violence and children

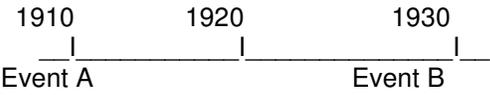
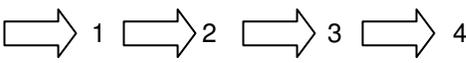
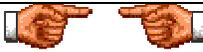
- Ask an interesting question: What are the effects of television violence on children?
- Read through the research, until you can determine a preliminary argument and take a stance – for instance, violence in television cartoons increases aggressive behavior in preschool children.
- Remember, this argument is your “preliminary” or “working” thesis. As you read you may discover evidence that may change your stance. It is okay to revise the thesis!

### **Create a list of questions to guide your research**

For example:

- How many hours of cartoons does the average young child watch per week?
- How do we identify a “violent” cartoon?
- How do we define “aggressive behavior” in children?
- What types of cartoons are most violent?
- Are there scientific research studies that have observed children before and after watching violent cartoons?
- Which major groups are involved in investigating this question? Which might agree with my thesis? Which would not?

# Thesis Statement Tip Sheet

Methods	Sample Thesis Statement
<b>Chronologies:</b> 	The rise of the Third Reich took place over a period of years.
<b>Procedures:</b> 	There are 17 steps that occur before a bill can become a law.
<b>Cause and Effect</b> If A  Then B 	Acid rain has contributed to the death of many lakes and trees in the Adirondacks.
<b>Problems:</b> 	Problems of religious intolerance forced the Pilgrims to come to the New World
<b>Solutions:</b> 	The elimination of aerosol sprays will help reduce ozone depletion.
<b>Comparisons:</b> 	President Bush was a more effective leader than President Clinton
<b>Similarities:</b> 	The political climates of both Italy and Germany prior to World War II were similar.
<b>Differences:</b> 	Birth and death rates differ greatly among first world and third world countries
<b>Relationships:</b> A  B	It is evident that Poe's personal life influenced his work.
<b>Analysis:</b> 	There were two major causes of the Gulf War.
<b>Literary Themes:</b> 	Many of Shakespeare's sonnets feature romantic themes.
<b>Pros:</b>  <b>Cons :</b> 	Bush's decisive handling of the Gulf War boosted his position with Congress.  Many government officials are opposed to limiting pollutants stating that to do so would be detrimental to the economy

# SELECTING SOURCES



Use the online catalog (WebCollection Plus) to begin your search for information. Find library books and other resources. Write the titles of promising resources and their call numbers here.

Call #	Title of book or other resource

Use the following online databases to find reliable information about your topic. This information can be accessed from school or from home. Ask your librarian for the remote access passwords.

	<p>An online encyclopedia with over 126,000 articles on general topics. Images, video clips and recommended websites are included.</p>
	<p>This database includes primary source documents, a general encyclopedia, a magazine and newspaper index, and an image library.</p>
	<p>A reference database for the following subjects: health, history, geography, career exploration, science. You'll find maps, diagrams, timelines, and images.</p>
	<p>Newspaper, magazine, and historical document database for all subjects.</p>

See pages 51-61 for a description of these resources.



Using your public library and/or Kingwood College library card will provide you with access to additional research databases. Visit the libraries in person or apply online for free library cards.

<http://www.hcpl.lib.tx.us/index.htm> Harris County Public Libraries

<http://kclibrary.nhmccd.edu/index.html> Kingwood College Library

# Evaluating Internet Resources

\*Remember that internet sources are not subject to quality control. Anyone can publish on the internet, so be aware that not everything you find on the internet is true.

## Authorship:

Who wrote it? \_\_\_\_\_

\*Hint: Check the URL first. In the web page, scan for names and "about" links.

Is it a university professor, researcher or a hate group? \_\_\_\_\_

Are they affiliated with any institution or organization? \_\_\_\_\_

Is the author an expert on the topic? \_\_\_\_\_

\*Hint: Look for an e-mail link, address or phone number and check the links to other sites.

## Point of View

Is there obvious author's bias (stereotypes, generalizations, exaggerations) or a specific point-of-view? \_\_\_\_\_

\*Hint: check the URL and remember that corporations and many organizations will present themselves in the best light possible.

Can you find two other sources that will support similar ideas? Present an example

\_\_\_\_\_.

## Currency:

Is the web site current? \_\_\_\_\_.

When was this web site created? \_\_\_\_\_ last updated\*? \_\_\_\_\_.

\*Hint: Check the sidebar and bottom for dates.

\*Updates indicate that the creator is rethinking or continuing the research on the subject.

## Content:

Is the content on the site satirical, scholarly, for entertainment, or to present research (as in the posting of a doctoral thesis)? \_\_\_\_\_.

Does the web site quote reliable, authentic sources such as *Time*, *Newsweek*, or other scholarly materials? \_\_\_\_\_.

\*Hint: Look for a works consulted list

Does this site further my research? \_\_\_yes \_\_\_no

If yes - how? \_\_\_\_\_.

## Comparability:

Don't settle for the information found on one web site. Go to other web sites prepared by reputable authors and other organizations to compare.

List two other web sites you checked for comparison.

\_\_\_\_\_

How were the web sites alike? \_\_\_\_\_

\_\_\_\_\_

How were they different? Which one do you feel is more reliable? \_\_\_\_\_

\_\_\_\_\_

**Note: If answers to the above questions were not readily available or you got several negative responses, you might want to rethink the web site you chose for your research.**

# Discouraging Plagiarism

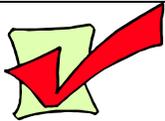
## Strategies for Teachers and Librarians

The best strategy for discouraging student plagiarism is effective assignment design. Because the information landscape has changed dramatically, students today may not have a clear understanding of what constitutes plagiarism. In addition to traditional written research projects, students now produce a variety of technology research products, such as slide shows and websites. In addition to learning how to give credit according to MLA, they also need to be informed of the Fair Use guidelines for multimedia.

<ul style="list-style-type: none"><li>• Do not assign topical research (“Do a report on California”) Ask students to compare, analyze, invent, propose, etc.</li><li>• Encourage inquiry-driven research. Have students pose thoughtful questions based on their preliminary reading.</li><li>• Emphasize both writing and research as research as processes</li><li>• Require in-process assessments. Ask students to submit preliminary thesis statements, drafts of bibliographies, and outlines and organizers at various points in the process to avoid research catastrophes as well as plagiarism. Your librarian can help with these assessments.</li><li>• Confer with students at key points in the process.</li><li>• Require students to submit all drafts and outlines along with the final project.</li><li>• Require students to incorporate specific, appropriate, high-quality resources of varying types in the project. (For example, “Use two primary sources from Newsbank online database” or, “Use one scholarly journal.”)</li><li>• Create an assignment –specific rubric that would not highly value a generic or recycled paper.</li></ul>	<ul style="list-style-type: none"><li>• Ask students to submit first pages for entire documents) for any websites or sources not easily accessed through the library.</li><li>• Discourage students from electronically copying and pasting information. Instead, require that keywords be highlighted on print-outs and then hand recorded on notepaper. Collect notes! Make this one of the project requirements.</li><li>• Require an annotated bibliography. To simplify, you might ask students to annotate by noting the author’s credential and why the source was of particular value. Consider asking students to answer the following questions in their bibliographies:<ul style="list-style-type: none"><li>○ How did you find this information? Which database or search tool did you use?</li><li>○ Who is the author and why should you trust him or her?</li><li>○ Why is this particular document truly relevant to your thesis/research?</li></ul></li><li>• Keyword note taking eliminates direct copying. Paraphrasing and summarizing are also legitimate information gathering skills.</li></ul>
<p>Virtual Salt: Anti-Plagiarism Strategies for Research Papers <a href="http://www.virtualsalt.com/antiplag.htm">www.virtualsalt.com/antiplag.htm</a></p>	

Adapted From: Power Research Tools by Joyce Kasman Valenza and also Write it: a Guide for Research by Betty Bankhead, Janet Nichols, Dawn Vaughn

# Detecting Plagiarism



## these websites if you suspect plagiarism

The Instructors Guide to Internet Plagiarism	<a href="http://www.plagiarized.com">www.plagiarized.com</a>	<i>This website offers suggestions of what to look for if plagiarism is suspected.</i>
Solutions for a New Era in Education	<a href="http://turnitin.com">http://turnitin.com</a>	<i>This website scans student papers to detect plagiarism</i>
Internet Paper Mills	<a href="http://www.coastal.edu/library/mills2.htm">www.coastal.edu/library/mills2.htm</a>	<i>This website provides a listing of numerous paper-mill sites.</i>

Tip: Another technique is to cut and paste a suspected plagiarized phrase or sentence into the Google search bar. Usually the document with the phrase will show up towards the top of the hit list.

Please keep in mind that plagiarism can be avoided by effective assignment design and also through the teaching of good note taking strategies. These strategies include:

- Note cards: One note per card! Title cards with subtopics
- Notebook paper: Bullet or mark each note.
- Record only relevant facts or keywords.
- Discard small words like *a*, *an*, and *the*. Use commas or dashes instead.
- Use quotation marks when copying. Give credit with source and page number.
- Alternative information gathering includes paraphrasing or summarizing. See next page for explanation.

# Quoting, Paraphrasing, and Summarizing



Students can borrow from the works of other writers as they research. Good writers use three strategies – quoting, paraphrasing, and summarizing – to blend source materials in with their own, while making sure their own voice is heard.

**Quotations** are the exact words of an author, copied directly from the source word for word. Quotations must be cited! Use quotations when:

- You want to add the power of an author's words to support your argument
- You want to disagree with an author's argument
- You want to highlight particularly eloquent or powerful phrases or passages
- You are comparing and contrasting specific points of view
- You want to note the important research that precedes your own

**Paraphrasing** means rephrasing the words of an author, putting his or her thoughts in your own words. A paraphrase can be viewed as a "translation" of the original source. When you paraphrase, you rework the source's ideas, words, phrases, and sentence structures with your own. Paraphrased text is often, but not always slightly shorter than the original work. Like quotations, paraphrased material must be followed with in-text documentation and cited on the Works Cited page. Paraphrase when:

- You plan to use information on your note cards and wish to avoid plagiarizing
- You want to avoid overusing quotations
- You want to use your own voice to present information

**Summarizing** involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Summarize when:

- You want to establish background or offer an overview of a topic
- You want to describe common knowledge (from several sources)
- You want to determine the main ideas of a single source.

# Notes for Cause and Effect

Cause	Effect

Final conclusions:

*Ryan, Jenny and Step Capra. Information Literacy Toolkit. Chicago: American Library Association, 2001.*

# Notes for Opposing Viewpoints

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Thesis statement:

\_\_\_\_\_

\_\_\_\_\_

<b><i>For</i></b>	<b><i>Against</i></b>

# Notes for Organizing a Debate

**Debate Question:** \_\_\_\_\_?

**Viewpoint:** Affirmative \_\_\_\_\_ Negative \_\_\_\_\_

**Speaker:** First \_\_\_\_\_ Second \_\_\_\_\_ Third \_\_\_\_\_

**Supporting arguments:**

**Speaker one:**

1<sup>st</sup> argument: \_\_\_\_\_

2<sup>nd</sup> argument: \_\_\_\_\_

**Speaker two:**

1<sup>st</sup> argument: \_\_\_\_\_

2<sup>nd</sup> argument: \_\_\_\_\_

**Speaker three:**

1<sup>st</sup> argument: \_\_\_\_\_

2<sup>nd</sup> argument: \_\_\_\_\_

**Rebuttal:**

1. \_\_\_\_\_

2. \_\_\_\_\_

# Notes on Current Events

**Title of article** \_\_\_\_\_

Bibliographic information \_\_\_\_\_

WHO is the article about? \_\_\_\_\_

WHAT is the article about?

\_\_\_\_\_

WHERE did the event take place? \_\_\_\_\_

WHEN did the event take place? \_\_\_\_\_

I KNEW \_\_\_\_\_  
about this event already.

MAIN POINTS: (in key words only)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

AUTHOR BIAS: (Does the author support, oppose or is he/she neutral about the topic?) \_\_\_\_\_

\_\_\_\_\_

QUOTE a key point to support your feelings about the author's intent or to summarize what you read

\_\_\_\_\_

SO WHAT? Why is this news important? \_\_\_\_\_

Who will this news affect? \_\_\_\_\_

Does it make a difference? \_\_\_\_\_

REACTION: How did you react to this information? Does it help your understanding of the issue? \_\_\_\_\_

\_\_\_\_\_

QUESTIONS:

What else do you wish you knew about the issue? \_\_\_\_\_

\_\_\_\_\_

What issues were not covered enough to satisfy you? \_\_\_\_\_

\_\_\_\_\_

# MLA Documentation

## Print Sources

### Books

#### One Author

Kaku, Michio. Hyperspace: A Scientific Odyssey through Parallel Universes, Time Warps, and the Enth Dimension. New York: Oxford UP, 1994.

#### Two or Three Authors

Maddock, Richard C., and Richard L. Fulton. Marketing to the Mind: Right Brain Strategies for Advertising and Marketing. Westport, CT: Quorum, 1996.

#### *More than Three Authors*

Gilman, Sandra, et al. Hysteria Beyond Freud. Berkeley: U of California P, 1993.

#### No Author

Literary Market Place: The Dictionary of American Book Publishing. New York: Bowker, 1997.

#### An Editor

Lopate, Philip, ed. The Art of the Personal Essay: An Anthology from the Classical Era to the Present. New York: Anchor-Doubleday, 1994.

#### An Editor in Addition to an Author

Chaucer, Geoffrey. The Works of Geoffrey Chaucer. Ed. F. W. Robinson. Boston: Houghton, 1957.

### Encyclopedias

#### With Author

Gates, David M. "Astronomy." Encyclopedia American. 1996 ed.

#### No Author

"Berlin Wall." Encyclopedia Americana. 2000 ed.

### Special Books

#### *Anthology or Multivolume Set*

Daches, David. "W. H. Auden: The Search for a Public". Poetry 54 (1939): 148-56. Rpt. in Poetry Criticism. Ed. Robyn V. Young. Vol.1. Detroit: Gale, 1991. 332-33.

#### *Poem, Play or Short Story from an Anthology*

Chekhov, Anton. The Cherry Orchard. Trans. Avaham Yarmolinsky. Norton Anthology of World Masterpieces. Ed. Maynard Mack. 4<sup>th</sup> ed. Vol. 2. New York: Norton, 1979. 1192-1230. 2 vols.

## **Periodicals (Magazines and Journals)**

### ***Article from a Weekly Magazine***

Boyce, Nell. "A Law's Fetal Flaw." U.S. News and World Report.  
21 July 2003: 53-62.

### **Article from a Monthly Magazine**

Baer, Robert. "The Fall of the House of Saud." Atlantic Monthly  
May 2003: 53-62.

## **Newspapers**

Feder, Barnaby J. "For Job Seekers, a Toll-Free Gift of Expert Advice."  
New York Times. 22 Mar. 1994, late ed.: A1+.

## **Miscellaneous**

### ***Film and Video***

The Perfect Storm. Videocassette. Dir. Wolfgang Petersen. Warner Bros.  
Pictures, 2000.

### **Interview (Personal)**

Chandler, Jeff. Personal interview. 29 Jun. 2003.

### **Interview (Telephone)**

Shiple, Rebecca. Telephone interview. 12 Sept. 2002.

### **Pamphlet**

Treat like a book.

**Tip:** Consult the MLA Handbook for other examples of documentation.

# MLA Documentation Electronic Sources

## Databases

### ***Britannica Online***

"Cold War." Britannica Online. 2004. Encyclopedia Britannica. 24 Sept. 2004 <<http://www.eb.com>>.

### ***Facts on File***

Bailey, Jill. "Boron." The Facts on File Dictionary of Botany. Science Online. Facts on File, Inc. 19 Jun. 2003 <<http://www.factsonfile.com>>.

### **Literature Resource Center (Gale Group)**

Colmer, John. "E.M. Forster: Overview." Reference Guide to English Literature. 2<sup>nd</sup> ed. Ed. D.L. Kirkpatrick. St. James P., Literature Resource Center. Gale. 15 Sept. 2003 <<http://www.infotrac.galegroup.com>>.

### ***MAS Ultra School Edition (Ebscohost)***

Seir, Charles. "Messages Fly No Faster than Light." Science. 15 Nov. 2003: 2. MAS Ultra School Edition. Ebscohost. 10 Dec. 2003 <<http://www.netlibrary.com>>.

### ***NewsBank***

Snyder, Naomi and Alison Zielenbach. "Military Cargo Benefits Port." Corpus Christi Caller-Times. 13 Apr. 2003: D1. NewsBank. 13 Dec. 2003 <<http://infoweb.newsbank.com>>.

## Websites

MLA on the Web. 25 November 1997. Modern Language Association of America. 25 Mar. 1998 <<http://www.mla.org>>.

## Ebooks (Electronic Book)

Bloom, Harold. Mark Twain's Adventures of Huckleberry Finn: Bloom's Notes. Broomall, PA: Chelsea House, 1996. NetLibrary. 6 Mar. 2002 <<http://www.netlibrary.com>>.

Name \_\_\_\_\_

**Record your notes/quotes on back of form.**



**Book (Source Form)**

Author(s) \_\_\_\_\_

Editor: \_\_\_\_\_

Title: \_\_\_\_\_

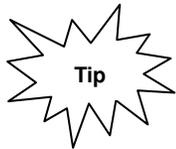
City of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_

Year of Publication: \_\_\_\_\_ Page #s \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author. Title. City of Publication: Publisher, Year of Publication.

**Example:** Kaku, Michio. Hyperspace: A Scientific Odyssey through Parallel Universes, Time Warps, and the Enth Dimension. New York: Oxford UP, 1995.



*See MLA Documentation Print Guide for the following examples: two or three authors, more than three authors, no author, an editor, an editor in addition to an author, anthologies or multivolume sets.*

**Record your notes/quotes on back of form.**



Name \_\_\_\_\_

**Print Encyclopedia (Source Form)**

Author(s) \_\_\_\_\_

Title of Article \_\_\_\_\_

Title of Encyclopedia \_\_\_\_\_

Edition Date \_\_\_\_\_ (found on spine or back of title page ~ use most recent date)

\*\*\*\*\*

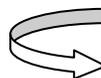
**MLA Format:** Author. "Title of article." Title of Encyclopedia. Edition.

**Example (with author):** Gates, David M. "Astronomy." Encyclopedia Americana. 1996 ed.

**Example (without author):** "Berlin Wall." Encyclopedia Americana. 2000 ed.

Name \_\_\_\_\_

**Record your notes/quotes on back of form.**



**General Website (Source Form)**

Author (if Noted) \_\_\_\_\_

Title of Website \_\_\_\_\_

Date of Electronic Publication/Last Update/Posting \_\_\_\_\_

Name of any Associated Institution (if noted)  
\_\_\_\_\_

Date of Access \_\_\_\_\_

URL \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author (if noted) Title of Page. Date of Publication. Name of Associated Institution. Date of access. <http://www.addressofsite>.

**Example:** MLA on the Web. 25 November 1997. Modern Language Association of America. 25 Mar. 1998 <http://www.mla.org>.

**Tip:** You will not always find an author - start with the title of the website. You will not always find an institution - go right on to the date of access. If you can't find a publication or posting date – think twice about using this site!

Name \_\_\_\_\_

**Record your notes/quotes on back of form.**



**General Website (Source Form)**

Author(s) if Noted \_\_\_\_\_

Title of Website \_\_\_\_\_

Date of Electronic Publication/Last Update/Posting \_\_\_\_\_

Name of any Associated Institution \_\_\_\_\_

Date of Access \_\_\_\_\_

URL \_\_\_\_\_

\*\*\*\*\*

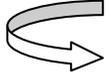
**MLA Format:** Author (if noted) Title of Page. Date of Publication. Name of Associated Institution. Date of access. <http://www.addressofsite>.

**Example:** MLA on the Web. 25 November 1997. Modern Language Association of America. 25 Mar. 1998 <http://www.mla.org>.

**Tip:** You will not always find an author - start with the title of the website. You will not always find an institution - go right on to the date of access. If you can't find a publication or posting date – think twice about using this site!

Name \_\_\_\_\_

**Record your notes/quotes on back of form.**



**Periodical Article in an Online Database (Source Form)**

Author(s) \_\_\_\_\_

Title of **Article** \_\_\_\_\_

Date of article (if available) \_\_\_\_\_ Page #s (if available) \_\_\_\_\_

Title of **Source** (*Where did the original article come from?*) Magazine/Journal/Newspaper/Newswire, etc.  
\_\_\_\_\_

Database Name \_\_\_\_\_ Publisher of Database \_\_\_\_\_

Date of Access (Date you did your research) \_\_\_\_\_

URL (shortened form) \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author. "Article Title." Periodical Title Date of print publication (if available): pages.  
Database Name. (if any) Publisher (if appropriate). Date of access  
<<http://addressofdatabase>>.

**Example:** Kertes, Tom. "The Hungriest Rookie." Basketball Digest Nov. 2003: 3-5. MAS Ultra – School Edition. Ebscohost. 15 June 2004 <<http://www.epnet.com>>.

Name \_\_\_\_\_

**Record your notes/quotes on back of form.**



**Reference Article in an Online Database (Source Form)**

Author(s) \_\_\_\_\_

Title of Article \_\_\_\_\_

Reference Book Title \_\_\_\_\_

Database Name \_\_\_\_\_ Publisher of Database \_\_\_\_\_

Date of Access \_\_\_\_\_ (Date you did your research)

URL (shortened form) \_\_\_\_\_

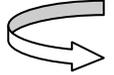
\*\*\*\*\*

**MLA Format:** Author. "Article Title." Reference Book Title . Title of Database. Database Publisher.  
Date of access. <<http://www.addressofdatabase>>.

**Example:** Bailey, Jill. "Boron." The Facts on File Dictionary of Botany. Science Online.  
Facts on File, Inc. 19 Jun. 2003. <<http://www.factsonfile.com>>.

Name \_\_\_\_\_

**Record your notes/quotes on back of form.**



**Reference Article in an Online Encyclopedia (Source Form)**

Author (if given) \_\_\_\_\_

Title of Article \_\_\_\_\_

Title of Reference Work \_\_\_\_\_

Title of Database Service \_\_\_\_\_ Date of Publication \_\_\_\_\_

Date of Access (Date you did your research) \_\_\_\_\_

URL (shortened form) \_\_\_\_\_

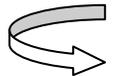
\*\*\*\*\*

**MLA Format:** Author. (if available) "Article Title." Title of reference work. Date of Publication.  
Title of Database Service. Date if access <<http://www.addressofdatabase>>.

**Example:** "Cold War." Britannica Online. 2004. Encyclopedia Britannica. 24 Apr. 2004  
<<http://www.eb.com>>.

Name \_\_\_\_\_

**Record your notes/quotes on back of form**



**Reference Article in an Online Encyclopedia (Source Form)**

Author (if given) \_\_\_\_\_

Title of Article \_\_\_\_\_

Title of Reference Work \_\_\_\_\_

Title of Database Service \_\_\_\_\_ Date of Publication \_\_\_\_\_

Date of Access (Date you did your research) \_\_\_\_\_

URL (shortened form) \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author (if available) "Article Title." Title of reference work. Date of Publication.  
Title of Database Service. Date if access <<http://www.addressofdatabase>>.

**Example:** "Cold War." Britannica Online. 2004. Encyclopedia Britannica. 24 Apr. 2004  
<<http://www.eb.com>>.

Name \_\_\_\_\_

**Online image/Sound Videoclip (Source Form)**

Artist/Creator (if noted) \_\_\_\_\_

Description or Title of Media \_\_\_\_\_

Date Image/Sound/Clip was Created \_\_\_\_\_

Online Image/Online Sound/Online Videoclip \_\_\_\_\_

Date of Electronic Publication/Last Update/Posting \_\_\_\_\_

Title of Larger Site \_\_\_\_\_

Date of Access \_\_\_\_\_ URL \_\_\_\_\_

\*\*\*\*\*

**Format:** Artist. "Description or title of media." Date created. Online image/sound/videoclip. Title of Larger Site. Date of access. <<http://addressofsite>>.

**Example:** Weaver, Bruce. "Challenger Explosion." 28 Jan 1986. Online image. AP Photo Archive. 30 Jan. 2004. <<http://accuweather.ap.org/cgi-bin/aplaunch.pl>>

Name \_\_\_\_\_

**Online image/Sound Videoclip (Source Form)**

Artist/Creator (if noted) \_\_\_\_\_

Description or Title of Media \_\_\_\_\_

Date Image/Sound/Clip was Created \_\_\_\_\_

Online Image/Online Sound/Online Videoclip \_\_\_\_\_

Date of Electronic Publication/Last Update/Posting \_\_\_\_\_

Title of Larger Site \_\_\_\_\_

Date of Access \_\_\_\_\_ URL \_\_\_\_\_

\*\*\*\*\*

**Format:** Artist. "Description or title of media." Date created. Online image/sound/videoclip. Title of Larger Site. Date of access. <<http://addressofsite>>.

**Example:** Weaver, Bruce. "Challenger Explosion." 28 Jan 1986. Online image. AP Photo Archive. 30 Jan. 2004. <<http://accuweather.ap.org/cgi-bin/aplaunch.pl>>

# Research Project Ideas

My thesis:

Essential question:

Audience:

Purpose: (to inform, persuade or entertain)

## Written presentation ideas

- Advertisement
- Annotated bibliography
- Children's book
- Crossword puzzle
- Diary
- Editorial essay
- Fact file
- Fairy tale
- Flip book
- Game
- Interview
- Journal
- Letter to a person of significance
- Multi-genre paper
- Newspaper story
- Petition
- Poem
- Puzzle
- Reading log
- Rebus story
- Recipe
- Riddle
- Science fiction story
- Script for play, movie or TV show
- Slogan
- Story
- Survey
- Working Hypothesis

## Audio presentation (taped or live)

- Debate
- Demonstration
- Mock trial
- Oral defense
- Oral report
- Press conference
- Radio commercial
- Radio play
- Radio program
- Reading a children's book
- Reading with music
- Role play
- Song
- Sound

## Visual Presentation

- Experiment
- Film
- Film Strip
- Learning Center
- Play
- Puppet
- Slide Production
- Skit
- Television Program
- Video Production: interviews, drama, documentary

## Pictorial Presentation

- Art gallery

### **Written presentation ideas (cont.)**

- Book cover
- Bulletin board
- Chart
- Clay sculpture
- Collage
- Comic strip
- Costumes
- Detailed illustration
- Diorama
- Display
- Etching
- Family tree
- Graph
- Hidden pictures
- Illustrated story
- Labeled diagram
- Large scale drawing
- Map with legend
- Mazes
- Mobil
- Model
- Mural
- Museum exhibit
- Painting
- Pamphlet
- Papier-mache
- Photo essay
- Pictures
- Poster
- Quilt
- Scrapbook
- Time Line
- Travel Brochure
- Travel Poster
- Venn Diagram

- Book jacket

### **Artifact Presentation**

- Appliance
- Article of clothing
- Household item
- Furniture
- Musical instrument
- Needlework
- Photographs

Reading material

### **Computer presentation**

- Animated movie
- Charts and graphs
- Computer program
- Database
- Graphic design
- Multi-media presentation
- Spreadsheets

# Notes on Planning an Oral Presentation

## 1. Planning:

- Who will be my audience?
- What is the purpose of my presentation?

## 1. Creating:

- Did I organize my information in a logical fashion?
- Do I have quality information with valid ideas?
- How could I improve my presentation?
- Are there any materials I could utilize to add to the interest of my presentation?
- Are my note cards easy to read and to the point?

## 2. Presenting:

- Practice, practice, practice!
- Begin with something to catch the attention of the audience.
- DO NOT **read** the screen, poster or your note cards.
- Present **to** the listening audience, maintaining eye contact.
- Keep movements to a minimum.
- Speak clearly and distinctly and use good volume; varying pace and inflection.
- Use a microphone if necessary to be heard.
- Make sure you are on the correct page at the correct time, with the correct materials in hand.
- Time your presentation.

Outline for presentation on \_\_\_\_\_.

Introduction: \_\_\_\_\_.

Main point 1: \_\_\_\_\_.

Main point 2: \_\_\_\_\_.

Main point 3: \_\_\_\_\_.

Final conclusion: \_\_\_\_\_.

Graphic Outline

Thesis Statement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic. \_\_\_\_\_

- Subheading a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

Topic \_\_\_\_\_

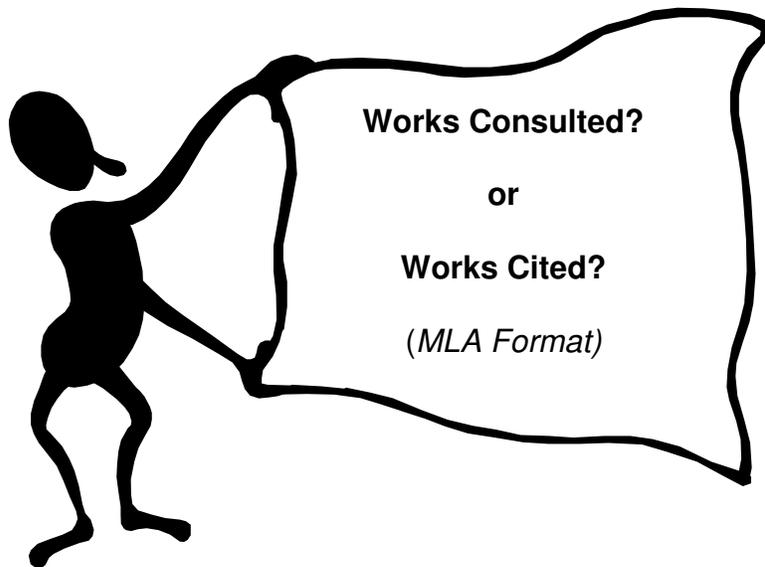
- Subheading a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

Topic \_\_\_\_\_

- Subheading a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

Topic \_\_\_\_\_

- Subheading a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_



### **What's the difference?**

Works consulted is the term for the list of sources used in the preparation of a research project. This list includes background reading, summarized sources, or any sources used for informational purposes but not paraphrased or quoted. The list is used to document those sources referred to, but not cited, in your project.

Works cited is the term for the list of sources actually documented (paraphrased or quoted) in your project, generally through parenthetical citation. All the parenthetical references in the paper or project should lead the reader to the list of sources.

### **When Should You Use Them?**

- Prepare only a Works Consulted page if you did not quote or paraphrase at all in the project.
- Prepare only a Works Cited page if you paraphrased or quoted from, and therefore cited, all sources used.
- You might prepare both a Works Consulted and a Works Cited page if, in addition to the sources cited in the project or paper, you also consulted other sources that were not paraphrased or quoted.

### **How Should You Prepare the Works Cited and Works Consulted Pages?**

- Entitle a sheet of paper Works Consulted or Works Cited. (Do not use quotation marks around your title.)
- Alphabetize your sources by author or by first entry, which may be an association or a title if no author is noted. This should be easy if you have used source forms.
- Place the Works Cited page(s) immediately after the last page of the text.
- If your paper includes both Works Cited and Works Consulted, the Works Consulted page should follow the Works Cited page.

Adapted from:

Valenza, Joyce Kasman. [Power Research Tools](#). Chicago: American Library Association, 2003.

# Research Checklist

<b>Librarian/Teacher Tracking</b>	<b>Points</b>
Topic _____	<input type="text"/>
Subtopics	<input type="text"/>
I. _____	
II. _____	
III. _____	
IV. _____	
<b>Sources</b>	<input type="text"/>
A. At least 3 sources (book, reference, online databases, interview, internet)	
B. Total Number of Sources: _____	
<b>Read, take notes.</b>	<input type="text"/>
A. At least 10 notes for each subtopic.	
B. Total number of notes: _____	
Write rough draft from notes	<input type="text"/>

<b>Teacher Grading</b>	
<b>Title page</b>	<input type="text"/>
<b>Typed or written report</b>	<input type="text"/>
<b>Bibliography</b>	<input type="text"/>
<b>Presentation Activity</b>	<input type="text"/>

# Unit Evaluation Sheet

**Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_ **Period:** \_\_\_\_

**Project:** \_\_\_\_\_ **Date(s) in library:** \_\_\_\_\_

What worked well:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

What needed improvement:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Additional resources needed:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Will this project be repeated next year? At approximately the same time of year?

\_\_\_\_\_

Could we add cross-curriculum components to this project? If so, what other areas of the curriculum or teachers do you feel we could involve?

\_\_\_\_\_



Name \_\_\_\_\_

*Teacher* \_\_\_\_\_

*Period* \_\_\_\_\_

## Research Reflections for Student Self-Assessment

### **Defining and planning**    5    4    3    2    1    0

- \_\_\_\_\_ Analyzed and clarified task
- \_\_\_\_\_ Created a clear essential question
- \_\_\_\_\_ Created a focused and meaningful thesis statement

### **Locating**    5    4    3    2    1    0

- \_\_\_\_\_ Gathered information from a full range of **quality** electronic and print sources
- \_\_\_\_\_ Used appropriate keywords, subject categories or related terms
- \_\_\_\_\_ Fulfilled requirements for number and variety of sources
- \_\_\_\_\_ Evaluated resources, particularly websites (see Evaluating Websites handout).
- \_\_\_\_\_ Consulted balanced resources such as databases, print sources and websites (when assignment is not specific about resources).

### **Organizing**    5    4    3    2    1    0

- \_\_\_\_\_ Synthesized ideas and information to answer essential question and to support thesis statement
- \_\_\_\_\_ Organized notes in a meaningful way
- \_\_\_\_\_ Gathered sufficient and relevant information
- \_\_\_\_\_ Used paraphrasing effectively
- \_\_\_\_\_ Quotations used were important
- \_\_\_\_\_ Chose effective supporting evidence
- \_\_\_\_\_ Used effective, appropriate vocabulary
- \_\_\_\_\_ Used correct spelling and grammar

### **Creating/ Presenting**    5    4    3    2    1    0

- \_\_\_\_\_ Final product is well organized
- \_\_\_\_\_ Final product is neat and appealing to the audience
- \_\_\_\_\_ Fulfilled all of the project requirements
- \_\_\_\_\_ Used original ideas

**Documenting**                    **5**    **4**    **3**    **2**    **1**    **0**

- \_\_\_\_\_ Credited ideas, text, graphics, media
- \_\_\_\_\_ Followed Works Cited/ Works Consulted format (MLA) correctly
- \_\_\_\_\_ Followed in-text documentation format correctly (MLA)
- \_\_\_\_\_ Avoided plagiarism

**Final Product**

Write additional comments on the back. Were you proud of your work? How might you have improved it? Was it appropriate for the audience?

# The Big6 Research Process & CRISS Strategies

## Big6 #1 Task Definition

- Define the task
- Identify the information needed to do the task

## CRISS Strategies

- **K-W-L pp. 55-57**  
Students need to access their prior knowledge before researching new topics. The primary focus is on the "W" "What" do they "Want" to learn about their research topic. this personal connection makes new learning more meaningful.
- **Graphic Organizers pp. 58-61**  
Students begin this with Step 1 of Big6 and continue throughout the process. This technique will focus student thinking.

## Big6 #2 Information Seeking Strategies

- Brainstorm all possible sources
- Select the best ones

## CRISS Strategies

- **Brainstorming (Think – Pair - Share)**  
Librarians might supply an index card to each student then ask him/her to "think" of all the resources available in the library on a research topic. Students draw a line under the list of resources they thought about then "share" lists with a partner and add additional ideas to the note card. The entire class can combine resource lists with teacher or librarian supplying a transparency or poster for the entire list.

## Big6 #3 Location and Access

- Locate sources
- Find information within sources

## CRISS Strategies

- **Arrangement of the Library** Although this is not a CRISS strategy, it is an example of an important organizational structure with which students should become familiar and is therefore a necessary step. This is an example of a time when, as CRISS philosophy states, direct instruction (by the librarian) should occur.
- **Text Structure pp. 5 and 6 and Author's Craft pp.9-13** Have each student select one relevant reference book at the conclusion of the library organization lesson above. Using the directions of the CRISS manual, point out bold type, illustrations, graphs and charts, key words, and white space as opportunities to find important facts and focus reading. A short lesson/reminder about skimming and scanning fits here, too.
- **Summarizing Textbooks and Non-Fiction Materials - p.70** Using the directions in the CRISS manual as guide, ask students to note items in Step 1 and predict as in Step 2 before actually taking notes as in Step 3.

### Big6 #4 Use of Information

- Engage (read, hear, view, or touch)
- Take out needed information

### CRISS Strategies

- **Sticky Notes pp. 35-36** Students should place sticky notes on each or almost each page to mark main ideas and with short summaries on each sticky note. After 3-5 pages, students will need to transfer their data to note cards or notepaper. This is a good way to practice paraphrasing and summarizing. It also help students recognize both powerful language and important facts which need to be quoted directly
- **Authentic Questions pp. 37-38** Using the information in the CRISS manual, remind students to write questions for further research as those puzzles come up during reading. A different color or size of sticky note could hold those authentic questions.
- **Opinion Proof Notes pp. 87-90** Students may choose to organize their recently gathered information in a two-column display separating opinions (conjunctive or personal connections) from proof (facts and data). See social studies example...

#### SOCIAL STUDIES OPINION-PROOF

Opinion	Proof
Napoleon was a great leader.	<ol style="list-style-type: none"><li>1. ended revolution</li><li>2. drew up new constitution</li><li>3. fair taxation</li><li>4. government workers chosen for ability</li></ol>

- **Two Column Notes pp. 82-83** Encourage students to organize their information in some way that makes sense to them. Pages 83-84 will give options and ideas to librarians and teachers.

### Big6 #5 Synthesis

- Organize information from all sources
- Create product or performance

### CRISS Strategies

- Opinion Proof Maps p. 89
- Process Notes p. 98
- Content Frames pp. 100-103
- RAFT pp. 136-139
- Spool Papers pp. 131-135 and p. 140
- Concept of Definition Maps pp. 143 - 150 and p. 158

Caution: Although Black Line Masters with CRISS manual make good sample in the form of transparencies or handouts, students should create their own and not fill in blank ones supplied by either the librarians or teachers. This is an important component of the CRISS philosophy.

(cont.)

## **Big6 #6 Evaluation**

- Judge the product or performance
- Judge the process (efficiency)

## **CRISS Strategies**

- Opinion Proof Maps p. 89
- Process Notes p. 98
- Content Frames pp. 100-103
- RAFT pp. 136-139
- Spool Papers pp. 131-135 and p. 140
- Concept of Definition Maps pp. 143 - 150 and p. 158

Caution: Although Black Line Masters with CRISS manual make good sample in the form of transparencies or handouts, students should create their own and not fill in blank ones supplied by either the librarians or teachers. This is an important component of the CRISS philosophy.

*Louise Lankau  
Phyllis Graves  
Librarians*

**Compiled by:**



*Merry Lobrecht  
Carolyn Mashburn  
CRISS Trainers*



# Writing TEKS

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs and timelines;					X	X	X	X	X				
Compile information from primary and secondary sources in systematic ways using available technology;										X	X	X	X
Analyze strategies that writers in different fields use to compose;										X	X	X	
Organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;													X
Link related information and ideas from a variety of sources;													X
Present information in various forms using available technology;					X	X	X	X	X				
Represent information in a variety of ways such as graphic, conceptual maps, and learning logs;										X	X	X	
Compile written ideas and representations into reports, summaries, or other formats and draw conclusions;										X	X	X	X
Use writing as a study tool to clarify and remember information;										X	X	X	
Use writing as a tool for reflection, exploration, learning, problem solving, and personal growth;													X
Follow accepted formats for writing research, including documenting sources;							X	X	X				
Evaluate his/her own research and raise new questions for further investigation.					X	X	X	X	X				























