

Lesson Plan

Career Cluster: Applicable to all  
Lesson Two: Conducting Research

What Academic Skills will the student know and be able to do?  
Standard(s):  
CCR R-1  
CCR W-8

What Work Readiness Skills will the student practice?  
  
Make constructive suggestions  
Being honest

Learning Tasks

Academic  Work Readiness

Academic  Work Readiness

**Learning Target:**  
I can effectively cite sources using paraphrasing, summarizing, and direct quotations.

**Learning Steps:**  
DOK 1: Understand the different types of academic writing.  
DOK 2: Use skimming, scanning, and critical reading to paraphrase and summarize.  
DOK 2: Use an appropriate academic writing style to cite in-text sources as well as in a Reference , Bibliography, or Works Cited page.

**Methodology:**  
Reading, writing, circles

**Resources:**  
"Conducting Research" (see below)

**Learning Target:**  
I can use the internet and library to find source material for use in a research paper.

**Learning Steps:**  
DOK 3: Describe the skills and concepts used to cite source materials by critiquing own work and the work of others.  
DOK 1: Utilize the internet to complete online interactive exercises.

**Methodology:**  
Circles, computer research

**Resources:**  
Computers, internet, library

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Student will be able to cite sources in paraphrases, summaries, and direct quotes so as to avoid plagiarism.

Student will make constructive critiques of exercises completed.

Next Steps?

Student should select a topic to research and begin taking notes in various formats on note cards. At conclusion of research writing project (see modules 4-7), student should complete either the Works Cited page, Bibliography, or the Reference page.

## Expanded Integrated Learning Map Lesson Plan

**Lesson Description****Unit Name:** Writing for Academic Purposes**Lesson Title:** Conducting Research

CCR (College and Career Readiness) Standards (include full wording):

CCR R-1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text
CCR W-8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Learning Targets (Goals and Objectives)**

Academic Target(s): To provide students with the tools they need to be able to conduct research.

Work Readiness Target(s): Students will be able to effectively use the internet to cooperatively complete interactive exercises

**Materials and Resources****Learning Tasks (Procedures)**

Activities and DOK (Depth of Knowledge)

Time	Procedure	DOK
15 min	Read and discuss pages 1-4	2
10 min	Watch the video found in the link on page 5. Students should take notes using abbreviations and symbols.	1
30 min	Using the notes taken of the video, students should write a summary of the lecture they listened to. Use a café to do this.	3
10 min	Read and discuss the section on summarizing.	1
15 min	Complete Exercise #1. Students should do this individually as called for by the online activity.	2
5-10 min	In a circle, discuss exercise results.	1
15 min	Read and discuss the section on paraphrasing (pages 5-8)	2
10 min	Complete Exercise #2 individually on the computer.	2
10 min	Read and discuss the section on direct quotes (pages 8-9)	2
20 min	In circles, have students complete Exercise #2	2
30 min	If there are multiple circles, have circles exchange the completed exercises and 'correct, critique' the work providing explanations/justifications on why answers may have been incorrect.	4

**Transitions:**

The skills addressed in this unit are meant to be carried forward and utilized in each subsequent academic writing module (and/or academic text) that the student completes.

**Demonstration of Mastery:**

Students will practice and produce paraphrases, summaries, and direct quotes throughout the unit. Mastery will be demonstrated by using each of these correctly in conjunction with citations.

**Trouble Shooting:**

Students who struggle with keeping track of sources and with tying particular citations to a given source should be taught how to use source and note cards.

**Reflection for Instructor:**

This module is meant to only touch upon the multitude of topics needed to conduct an effective research project. Because of the different types of academic writing styles prevalent in the academic world, each of these styles are discussed minimally. However, references are given in the module for the student to access and utilize when writing an academic paper.

## Lesson Two: Conducting Research

### I. Academic Writing Styles

As you begin to research topics on which to write about, you need to be aware that there are three accepted forms of writing research papers: APA, MLA and CMS.

The American Psychological Association (**APA**) style is primarily used to

write in the fields of social sciences; psychology, sociology, nursing,

social work, criminology, and business where more up-to-date sources are more important than

older sources. Standards of the APA style include:

- Bibliographic list of *references*
- Alphabetical order by author in the bibliographic list, then chronological by work
- Referenced authors organized in the bibliographic list by last name, first initial, then middle initial
- Italicized titles of periodicals listed in the bibliography, with the words of the title capitalized
- Titles of books capitalized according to "sentence-style" capitalization
- In-text citations in parenthesis, with the author's last name, year of publication, and page number included (Smith, 1988. p. 4)
- Double-spaced lines
- Page numbers – plus the shortened title of the work – placed in the upper right of every page
- Title centered an inch below the top of the page
- Double-spaced footnotes / endnotes, used sparingly for non-crucial information, and which are subscripted with a number that relates to the footnote

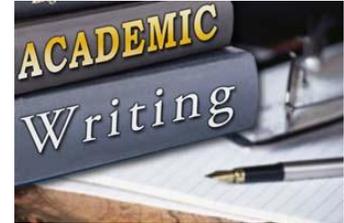
(<http://www.gradesaver.com/writing-help/apa-vs-mla-what-style-guide-do-i-use/>)

The Modern Language Association (**MLA**) is typically used in humanities: literature, language, history, philosophy, the arts, and religion. Also, unlike the APA style, the present

tense of verbs is most commonly used in the MLA style. Other MLA standards include:

- Bibliographic list of *works cited*
- Alphabetical order by author in the bibliographic list, then alphabetical by work
- Centered titles an inch below the tops of the page
- Referenced authors / names organized in the bibliographic list by last name, first name, then middle initial
- In-text citations in parenthesis, with only the author's last name and page number included (Smith, p. 4)
- Double-spaced lines, but with no extra line breaks between each citation
- Footnotes (superscripted) also used to provide non-essential information

(<http://www.gradesaver.com/writing-help/apa-vs-mla-what-style-guide-do-i-use/>)



The Chicago Manual of Style (**CMS**) utilizes two systems for citations: a notes and bibliography system and an author—date system. ([https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)). The CMS style of writing is typically used in the humanities community with such topics as art, history, and literature. If the MLA style is not mandatory, CMS style is a great alternative. Like MLA, CMS style focuses on citing information about the author, rather than the date, of a research source.

## **Bibliography**

### General Guidelines

- The title is centered an inch below the top of the page.
- Citations are arranged in alphabetical order.
- Citations are double spaced between entries, but single spaced within the entry.
- The first line of each citation is aligned with the left margin and the subsequent lines are indented five spaces.

(<http://www.dkschools.org/wp-content/uploads/2012/03/cms-handbook.pdf>)

Fortunately, most instructors will dictate which style you need to use when you write an academic paper, but if this doesn't occur, you will have to choose the appropriate style depending upon the subject you will be writing about. A more detailed side by side comparison of these three styles is available at:

[https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)

## **II. Research Strategies**

### **A. Skimming, Scanning and Critical Reading**

As you face exams, research projects, work assignments, and preparing for college or a career, the work which lies ahead of you may seem overwhelming. The large pile of books, magazines, internet articles, and other source materials may appear to be piling up and you are left feeling that you'll never be able to get through all of the material. Never fret! There are three research strategies—*skimming*, *scanning*, and *slow, careful reading*-- that you can use that will help you get through those piles a lot faster.

Skimming is a type of reading that involves moving your eyes quickly over a text, glancing at headings, topic sentences, highlighted phrases, and graphic aids. This reading strategy is useful when you want to get a general idea of what the material is about and whether it will be useful to you. For example, you might want to skim a newspaper to see if you can find information on an upcoming concert or rodeo.



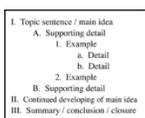
When you are looking for specific information in a source, you can quickly scan the material to see if the facts you are searching can be found in that particular source. To scan, place a card over the first line of a page and then move the card down the page quickly, taking in whole lines or groups of words at a time. You will notice key words and phrases that indicate that you are close to the information you are looking for. When this occurs, slow down and begin a more careful reading.

As you carefully read about a topic you are taking in a wealth of information. You will want to take notes, ask questions, identify the main idea, and draw inferences and conclusions about what you are reading. When you use this reading strategy you will want to take careful notes about the material you are reading.

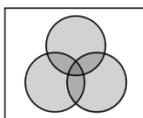
## B. Note Taking, Summarizing, Paraphrasing, Direct Quotes

### 1. Selective Note Taking

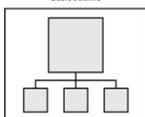
Knowing what information you are looking for will help guide you in the research process. Consequently, it is advisable that before beginning a research project, you should map



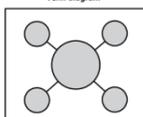
Basic outline



Venn diagram



Hierarchical topical organizer



Bubble topical organizer

out your topic in a graphic organizer. Once this is done, you will have a better idea of how to get through those stacks of source material. Begin by going through your sources and reading the titles, introductory and concluding paragraphs. This will help you find the main idea of the

source. In many cases, the purpose and functions of a text will also be revealed.

As you go through those stacks of source documents, you will want to take notes. Taking notes does not have to be tedious and time consuming. There are some tricks you can use that will help speed up the note-taking process. Use symbols and abbreviations whenever you can. These are indispensable, both in taking notes from a lecture as well as taking notes for a research project. However, it is important to use the same symbols and abbreviations consistently in order to avoid confusion. The chart below are some of the more common symbols used in academic note-taking. You should also consider developing some of your own and begin to incorporate them into your own writing.

**Chart #1: Academic Symbols**

<b>Symbol</b>	<b>Meaning</b>	<b>Symbol</b>	<b>Meaning</b>
=	<i>Equals/is equal to/is the same as</i>	>	<i>More than, greater than</i>
≠	<i>Is not equal to/is not the same as</i>	<	<i>Less than</i>
≅	<i>Is equivalent to</i>	-	<i>Less, minus</i>
. . .	<i>because</i>	→	<i>Gives, causes, produces, leads to, results in, is given by, is produced by, results from, comes from</i>
. . .	<i>Therefore, thus, so</i>	≈	<i>approximately</i>
+	<i>And, more, plus</i>	↗	<i>Increases by, rises</i>
&	<i>And</i>	↘	<i>Falls, decreases</i>
∞	<i>Proportional to</i>	∝	<i>Not proportional to</i>
#	<i>Number</i>	@	<i>at</i>

Abbreviations can take a much more personal tone and may be individualized. Some of the most common forms of personal abbreviations are:

**Diff**=different      **govmt**=government      **4**=four/for      **etc.**=and others, and so on  
**e.g.**=for example      **c.f.**=compare      **nec.**=necessary

Abbreviations are also used in fields of study. For example, in chemistry an abbreviation for gold would be Au, and for magnesium, it would be Mg.



**Let's Try! Activity #1:** Watch the academic lecture found in the video link below. Watch only the first ten minutes of the video. Take notes, using abbreviations and symbols whenever possible. At the end of ten minutes, try to write a short summary of what the lecture was about using the notes you have taken. Discuss your summaries.



<https://www.youtube.com/watch?v=2FHV4b9o6Fc>

## 2. Summarizing

In the above activity you were asked to write a summary. Did you find this difficult? Undoubtedly, you were able to surmise that you were expected to recap what you had heard in the video. Writing a good summary requires accurate reading (or in the case above...accurate listening and reading of notes) and the ability to find the main idea as well as other important evidence presented in a text. A summary is nothing more than a brief explanation of these main points. Summaries leave out most of the details and include only what is absolutely necessary. The purpose of a summary is to inform the reader about the main ideas of the document, using **your own words**.

To write a good summary, you must:

- 1) Read the document very carefully
- 2) Mention the source and the author at the beginning of the summary
- 3) State the author's main idea and supporting evidence without changing ideas or adding your own comments
- 4) Use your own words
- 5) Not include unnecessary details.
- 6) Include your source on a Works Cited or Reference Page



**Exercise #1:** In the link below you will find a reading passage on Rescue Archaeology in Scotland. Read the text and write a summary in the box at the end of the reading. Then check your answer by clicking on the box in the lower left hand side of the page. How does your summary compare to the given answer? Discuss this in class.

<http://www.uefap.com/writing/exercise/report/rescue.htm>

## 3. Paraphrasing

In the section above, you were told that summaries require you to "use your own words", but this is sometimes very difficult for students to do. They are often afraid that if they change the author's original words, the true meaning of what was said will be lost. This worry can be

alleviated by careful reading and practice in writing someone else's ideas in your own words. This is called paraphrasing. A paraphrase allows you to use another writer's material to support a point you are making in your own work without using the other writer's exact words. Unlike a summary, a paraphrase is usually about the same length as the original, but both the words and the sentence structure of the original must be changed in a paraphrase. All ideas that belong to another author must be cited in the body of your paper immediately following the paraphrase. This will help you to avoid plagiarism. The basic guidelines to writing an effective paraphrase include:

- **Find the main idea.** Rewrite this in your own words.
- **List supporting information.** Write down only the information that supports the main idea.
- **Determine the tone the original author used.** Be sure that your paraphrase uses the same tone as the original.
- **Refine vocabulary.** Whenever possible, simply vocabulary and replace more difficult words with familiar synonyms. (Use a thesaurus to help you with this.)
- **Revise the paraphrase.** Read your paraphrase multiple times to be sure that you are conveying the original meaning and tone of the author.

Let's look at an example.

### Original passage

"To the extent that a woman's self-image is challenged or threatened by an unattainable ideal of an impossibly thin female physique, she may well become susceptible to disruption of her self-regard, and may be more likely to develop an eating disorder."

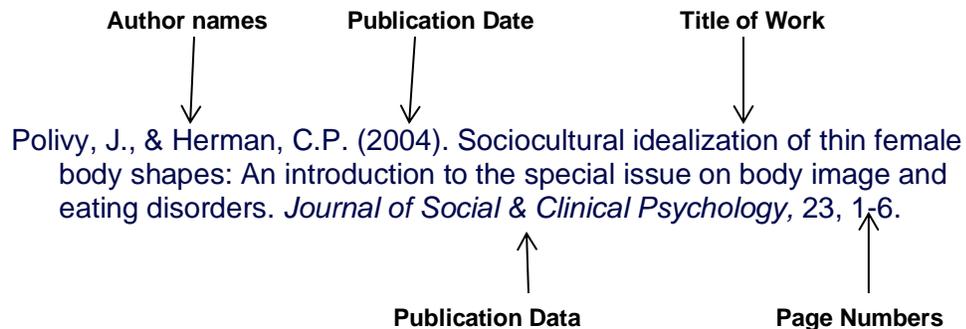
([http://web.williams.edu/wp-etc/acad-resources/survival\\_guide/CitingDoc/ParaphrasingAPA.php](http://web.williams.edu/wp-etc/acad-resources/survival_guide/CitingDoc/ParaphrasingAPA.php))

A **paraphrase** of this passage, using APA academic style of writing would look something like this:

"If a woman interprets the media's representation of thinness as the ideal she must achieve, her sense of self-esteem might be threatened and even damaged, making her more likely to exhibit disordered eating patterns (Polivy & Herman, 2004, p. 2)."

([http://web.williams.edu/wp-etc/acad-resources/survival\\_guide/CitingDoc/ParaphrasingAPA.php](http://web.williams.edu/wp-etc/acad-resources/survival_guide/CitingDoc/ParaphrasingAPA.php))

Here, an in-text citation would immediately follow the paraphrase and would include the author's last name(s), the year in which the source was published, and the page number from which the paraphrase was taken from. In addition, the source must also be noted on a 'Reference' page found at the end of the paper. The reference for this source on the Reference list would look like this:

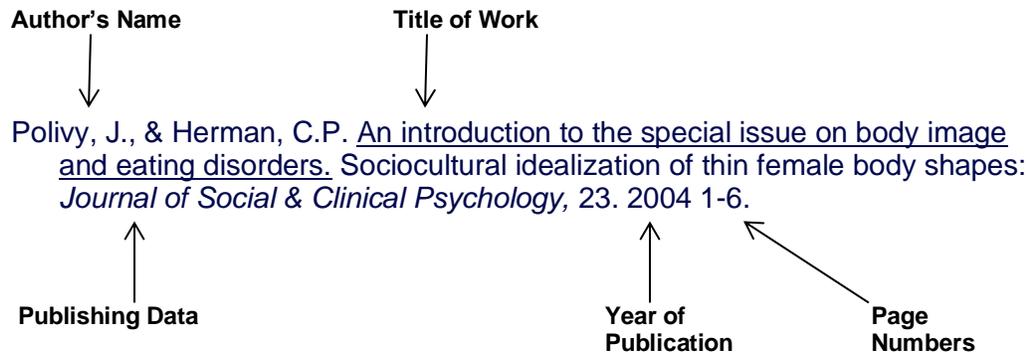


There is a slightly different method for citing in-text sources and on a 'Works Cited' page at the end of the paper for the MLA style of academic writing. Using the same original passage, a paraphrase in MLA would look like this:

"If a woman interprets the media's representation of thinness as the ideal she must achieve, her sense of self-esteem might be threatened and even damaged, making her more likely to exhibit disordered eating patterns (Polivy & Herman 2)

([https://web.williams.edu/wp-etc/acad-resources/survival\\_guide/CitingDoc/ParaphrasingMLA.php](https://web.williams.edu/wp-etc/acad-resources/survival_guide/CitingDoc/ParaphrasingMLA.php))

Here, the in-text citation would only include the last names of the author and the page number from which the paraphrase came. The MLA form of academic writing does not use a Reference page to compile a list of sources. Instead, a Works Cited page is used and the format for recording sources is also different. For this source, an MLA citation on the Works Cited page would look like this:



The way sources are cited both in-text and on a Reference/Works Cited page vary by source type and by the academic style in which you are writing in. For a complete reference on how to write these, please refer to:

For MLA style: <https://owl.english.purdue.edu/owl/resource/747/05/>

For APA style: <https://owl.english.purdue.edu/owl/resource/560/01/>

For CMS style: <https://owl.english.purdue.edu/owl/resource/717/02/>



**Exercise #2:** The link below includes multiple activities on paraphrasing. Complete the exercises individually and then discuss your results.

<https://www.wisc-online.com/learn/humanities/linguistics/wcn4802/identifying-acceptable-paraphrases>

#### 4. Direct Quotes

In summarizing and paraphrasing you use your own words to describe what another author has said. But there are times when you might want to use the original words. This is permissible in academic writing by using a direct quote. A direct quote is often used by a writer when the original wording is particularly striking or interesting or when you want the reader to know exactly what the original author said.

Utilizing a direct quote in your writing is really very simple. All you have to do is put quotation marks around the direct quote and cite the source of the quote in the body of your paper. You must also remember to cite this same source on your Reference/Works Cited page.

When you quote, be sure to introduce your quotation with a signal phrase. A **signal phrase** is a clause that lets the reader know who the author or source is. In the following examples of direct quotation, note how the signal phrases precede the quotations:

According to Karl Menninger, a Freudian psychoanalyst, "the wish to kill, unexpectedly robbed of certain external occasions or objects of unconscious gratification, may be turned back upon the person of the wisher and carried into effect as suicide" (54). (Notice how the phrase "a Freudian psychoanalyst" explains who Menninger is. Phrases that rename their subjects like this must always be enclosed in commas.)

[http://www1.aucegypt.edu/academic/writers/mla\\_style\\_citation.htm](http://www1.aucegypt.edu/academic/writers/mla_style_citation.htm)

If a direct quote is longer than four lines, set it off from the text by beginning the quote on a new line and indenting it ten spaces from the left margin. The right margin should be flush with the rest of your paper. This type of quoting is called block quoting and because the quote is already different from the text you have written, you do not need to add quotation marks. When you use a block quote you must always use a colon at the end of the signal phrase and punctuation goes at the end of the quote's final sentence. Look at the example below using MLA formatting below. (extracted from: <http://www.englishdiscourse.org/block.quotes.htm>)

In Book Two of *Christian Doctrine* Milton explains that the general category of virtue (he differentiates between general and specific categories of virtue), which "are relevant to the whole duty of man" (*CE* xvii. 27) are comprised of understanding and will. Why should memory be the discarded component? Ignatian meditations employ memory to dramatize a biblical event in one's imagination. If the object of meditation is the Nativity, the retreatant places himself at the scene: he sees the baby Jesus, hears the animals surrounding the manger, and uses all his senses to recreate the event in his imagination, thus becoming a part of the biblical scene. The first stage of the meditative process focuses on the event itself as opposed to scripture, which for Milton problematizes memory. Further, evidence suggests that Milton understood exactly what it meant to retreat, Ignatian-style, into the inner self for private imaginings:

It is better therefore to contemplate the Deity, and to conceive of him, not with reference to human passions, that is, after the manner of men, who are never weary of forming subtle imaginations respecting him, but after the manner of Scripture, that is, in the way wherein God has offered himself to our contemplation; . . . (*CE* xiv. 33)



**Exercise #3:** In this exercise you will practice quoting, paraphrasing, summarizing, and citing. The following is an excerpt from pages 78-79 of a book by H. Edward Kim called *Korea Beyond the Hills*, in which Kim discusses farming in Korea. The book was published in 1985 by Eulyoo Publishing Co. Ltd. First read the excerpt quickly to get the main idea of each paragraph.

Traditionally, farming has been a hard and near-subsistence way of life. Farms have always been small, usually less than three acres, and divided into many small plots, making the use of most kinds of machinery impractical. In the past, poor rocky soil, the lack of chemical fertilizers, and insufficient irrigation caused many farmers to endure continuing hardship while a few landholders of the *yangban* ruling class enjoyed prosperity. Tenant farmers, who were in the majority, were often on the brink of starvation after paying the exorbitant rents demanded by the *yangban*. Every spring when last year's harvest had been depleted, times were especially hard. The weather also caused great difficulties. Although there was generally sufficient rainfall, the climate did not allow for more than one crop a year, and drought or heavy rains could cause much more damage.

Today the Korean countryside wears a new look: concrete blocks and tile roofs

have replaced the old thatch-roofed houses with their walls of stone and clay; small tractors and tillers are seen more often than wooden ox-drawn plows; and an experimental rice-planting machine appears occasionally. Although there is naturally a nostalgia about the passing of the old ways, the changes have brought an easier way of life.

New farming methods have greatly increased the productivity of Korea's small farms. Irrigation and chemical fertilizers, the use of machinery and double cropping, cash crops and cooperative seed beds, and cross-breeding to produce more resistant grains with higher yields have all contributed to this agricultural success story. In fact, the rural income is now competitive with that in urban areas, and the countryside is almost attractive place to be, with its improved living conditions, fresh clean air, and serene landscape.



1. Quote the sentence beginning on line 15 and cite it correctly using APA formatting.
2. Paraphrase the sentence beginning on line 29 and cite it using MLA formatting.
3. Use a direct quote in APA style of the sentence beginning on line 11. Cite the source appropriately.
4. a. Prepare a 'Reference' page entry for this book.  
b. Prepare a 'Works Cited' page entry for this book.
5. Summarize the text in 50-75 words.

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### References

1. Applebee, Arthur and Langer, Judith. (1992) *The Writer's Craft*. McDougal, Littell & Company. Evanston, Illinois, 1992.
2. Leki, Ilona. (1998) *Academic Writing*. Cambridge University Press. New York, New York.
3. <http://www.gradesaver.com/writing-help/apa-vs-mla-what-style-guide-do-i-use/>
4. [https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)
5. <http://www.dkschools.org/wp-content/uploads/2012/03/cms-handbook.pdf>
6. [https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)
7. <https://www.youtube.com/watch?v=2FHV4b9o6Fc>
8. <http://www.uefap.com/writing/exercise/report/rescue.htm>
9. [http://web.williams.edu/wp-etc/acad-resources/survival\\_guide/CitingDoc/ParaphrasingAPA.php](http://web.williams.edu/wp-etc/acad-resources/survival_guide/CitingDoc/ParaphrasingAPA.php)
10. <https://www.wisc-online.com/learn/humanities/linguistics/wcn4802/identifying-acceptable-paraphrases>
11. [http://www1.aucegypt.edu/academic/writers/mla\\_style\\_citation.htm](http://www1.aucegypt.edu/academic/writers/mla_style_citation.htm)
12. <http://www.englishdiscourse.org/block.quotes.htm>