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**Research Papers
for Gen Z**

RESEARCH PAPERS FOR GEN Z

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RATIONALE

When students get to college, they will be required to write a multitude of research papers. By sending them off to college without this practice, we are putting them at a disadvantage. Research paper writing is a culmination of many skills: reading, critical thinking, organization, and writing. It seems like a daunting task to teach but can be broken down into smaller bits and made more manageable.

The challenge for Gen Z kids is not finding information: it's using it. They need to learn how to evaluate that information for veracity and accuracy and then learn how to synthesize the information and present it in a non-plagiaristic way.

GOALS AND OBJECTIVES

To teach students to

- ask questions which lead to research
- find and evaluate useful (valid) sources of information
- to take notes on useful information
- use found information to create an argumentative thesis statement
- to organize found information
- to create an outline
- to write and draft a research paper
- to edit a longer piece of writing

When students are done, they will have a complete research paper written.

FLORIDA STANDARDS

- **ELA Standards:**

- **Strand: Reading Standards for Informational Text**
- **Cluster 1: Key Ideas & Details** LAFS.910. RI1.1-1.3 Cite textual evidence, determine central idea, and/or analyze series of author ideas
- **Cluster 2: Craft & Structure** LAFS.910. RI2.4-2.6 Determine meaning of words & phrases, author ideas/claims, & use of purpose/rhetoric
- **Cluster 3: Integration of Knowledge & Ideas** LAFS.910.RI3.7-3.9 Analyze various accounts of a subject/US document & evaluate the argument/claims
- **Cluster 4: Range of Reading & Text Complexity** LAFS.910.RL4.10 Read and comprehend complex literary nonfiction
- **Strand: Writing Standards**
- **Cluster 3: Research to Build & Present Knowledge** W3.7-3.9 Conduct sustained research projects & strategies using advanced searches/sources
- **Strand: Standards for Speaking and Listening**
- **Cluster 2: Presentation of Knowledge & Ideas** LAFS.910. SL2.4-2.6 Present clearly, concisely, & logically, use digital media, & deliver formal speech
- **Strand: Language Standards**
- **Cluster 2: Knowledge of Language** LAFS.910.L2.3 Apply & understand knowledge of language, different contexts, and style choices
- **Cluster 3: Vocabulary Acquisition and Use** LAFS.910. L 3.4-3.6 Determine or clarify the meaning of unknown words, use of context clues

IMPLEMENTATION

This is a multi-step project that can be expanded over a long period of time or done as a short unit. There are lots of ways to modify this to meet your needs. What follows below are the steps, but I am including the link to a Google Slide Show that I use with my students to implement this.

If you would like to adapt the slideshow, you would press “File/Make a Copy” and then you will be able to edit the presentation how you like. The slide show links to other documents which you may also need to make copies of to make the project useful to you. I do share the entire slide deck with my students at the beginning of the unit so those that want to can see what’s coming. Those that need a refresher also have that opportunity.

https://docs.google.com/presentation/d/1wMIAuq8n_lyuOS6wPb1O2re6yjfwNsDwEDqJSuDvJbo/edit?usp=sharing

1. **Choose a topic:** the best option is to let the students choose their own topic for greater buy in. You can help guide them by creating lists, talking to their other core teachers (science and social studies) for ideas, or using already known research paper topic locations such as procon.org. The topic should be **argumentative** in nature.
2. Once they choose a topic, they need to create a **Guiding Question**. This will help you both determine if the topic is argumentative.
3. Do **preliminary research** about the topic to make sure this is a viable topic and so that they can form a thesis statement.
 - For steps 4-8, these might be things the teacher has taught earlier in the year, or that the teacher is aware a previous year’s teacher taught. If that is the case, any of these steps might be a review.
4. Discuss methods for determining if a resource is viable. ([The CRAP Test](#))
5. Teach **notetaking strategies**.
 - a. Bullets and boxes
 - b. Notecards
 - c. Graphic organizers
6. Form **thesis statement**. (Teachers should evaluate each thesis statement before the student proceeds.)
 - a. Thesis statement should be Specific, Arguable, and Provable
7. **Complete research**.
8. **Form outline**.
9. **Write draft**.
10. Create **works cited**.
11. **Revise**.
12. **Edit**.
13. **Publish**.

ASSESSMENT

This rubric gives separate grades per item. While it is easier to give one score and one grade, weighed multiple times, it is more beneficial for the students GPA wise as well as feedback wise if you can give separate grades.

A sample rubric:

Category	Subcategory	Points
Following Directions (turning in all parts, proper spacing, heading, page numbering)		4
Citations	Alphabetical Order	4
	Hanging Indent	5
	Double Spaced	5
	Correct Entries	10
	Embedded or Parenthetical Citations	10
Content	Thesis/claim	5
	Rebuttal/counterclaim	5
	Evidence	10
	Analysis/Elaboration	10
	Organization	10
Grammar	4 is for few mistakes, 3 is for some mistakes, 2 is many mistakes, 1 is hard to read due to grammar issues	4

RESOURCES

1. Help finding topics: <https://www.procon.org/>
2. Any university library website that has a video on evaluating sources (often called the CRAP test)
3. Purdue Owl, which stays up to date with the recent MLA standards:
https://owl.purdue.edu/owl/purdue_owl.html
4. Citation Machine to help generate Works Cited entries:
<https://www.citationmachine.net/>
5. Grammarly in case students need assistance with their draft:
<https://www.grammarly.com/>
6. No Red Ink has lessons on creating citations as well. Some parts are free and other require payment: <https://www.noredink.com/>

