

## Research Paper

### Students will learn to

- choose credible and relevant sources,
- concisely summarize an author's main idea and supporting evidence/details,
- demonstrate an understanding of the larger conversation about their topic,
- demonstrate an understanding of history as an ongoing conversation,
- appropriately integrate sourced material into your argument through quoting and paraphrasing,
- construct and revise an arguable and insightful thesis,
- explain connections between claims and source material,
- construct an engaging introduction,
- provide appropriate background/context on the topic,
- consider appropriate counterarguments,
- construct a conclusion that offers the reader an opportunity for further thought, and
- cite sources using appropriate conventions

### Conventions:

- **Purpose:** Understand how perspectives about significant public figures and historical events change (or do not change) over time. Recognize the evolution of the conversation about this figure or event—i.e., how the way people have discussed the person/event has changed (or not changed) over time
- **Audience:** An interested public outside your classroom
- **Point of View:** Third person

**Assignment:** This 1,000-1,500 word essay should provide background on the topic (context), evidence to support the claim, counterarguments/refutations, and a conclusion that offers the reader something for further thought (a forward-thinking conclusion).

- **Step one:** Pick a topic, a historical figure, event, or idea, preferably one someone or something connected to your personal narrative.
- **Step two:** Do research.
- **Step three:** Compose summary paragraphs for at least 3 of your potential sources.
- **Step four:** Compose a research summary. (What did you learn about the scholarly and popular conversations surrounding your chosen topics?)
- **Step five:** Decide what you'd like to argue about your topic. (Where would you like to add to the conversation surrounding your topic?)
- **Step six:** Do more research, paying special attention to counterarguments.
- **Step seven:** Compose an infographic that furthers/explicates your argument and insert it into your composition.

**Multimodal Component:** Students will create and include one infographic that supports their discussion. This infographic would be inserted into their paper.

**Role of Research:** This project emphasizes that research, like writing, is a process: students may locate 10 sources, critically read 6, and summarize 3. This process demonstrates the importance of discarding sources that are less relevant to an author's topic or purpose in

writing. Students should use research as (1) support for their theses and (2) a way of acknowledging and discussing counterclaims. Your final draft should include 4-6 sources.

**Draft #1:** The early draft may be any kind of planning draft but should include citations for the 6 sources you read, your three source summaries, and a draft of your working thesis.

**Draft #2:** The intermediate draft should be a working draft that includes the thesis, all major points, evidence to support these points (including in-text citations), counterclaims, and a works cited page.

**Draft #3:** The final draft should be a 1000-1200-word polished essay in which students articulate an assertion about their topic with which a reasonable person could disagree and address counterclaims. Students should ensure that their claim is fully supported with paraphrased, quoted, and summarized material drawn from appropriate credible sources cited using MLA.