

NAME:

PERIOD:



Research Unit Packet



Calendar: How are we going to do it? When are assignments due?
We'll take everything one step at a time. Reference the calendar below.

Monday	Tuesday	Wednesday	Thursday	Friday

Purpose: Why even do research?

1. Learning how to find answers on your own will help you in the real world
 - a. Examples:
 - i. Looking for a house or apartment
 - ii. Deciding which company to work at
 - iii. Deciding which bank to open an account with
2. Research skills are important for future classes in high school and in college
3. Being able to do research helps you learn how to learn more on your own (expanding your mind, your perspectives, and your understandings!)



Goals: What will I learn during this unit?

By the end of this unit, I will be able to:

1. Evaluate the credibility of sources by looking at the currency, authorship, accuracy, organization, and purpose
2. Use a database to find sources independently
3. Learn MLA style citations, both in-text and a works cited
4. Write an effective argument that is supported by evidence
5. Write a counterclaim and rebuttal

Self-Evaluation: For the goals above, rate your current skill level with each goal from 1 to 5

1= I do not know how to do this yet

5= I have a lot of practice with this and am already very strong

Goals	Before The Unit	After The Unit
Evaluate the credibility of sources by looking at the currency, authorship, accuracy, organization, and purpose		
Use a database to find sources independently		
Learn MLA style citations, both in-text and a works cited		
Write an effective argument that is supported by evidence		
Write a counterclaim and rebuttal		

Selecting a Topic:

It's important to research something that you're interested in. To help you out, the teacher is providing some (but not all!) of the sources for the following three topics.

1. Mental Health
2. Gun Violence
3. The Impacts of Pollution

If you want to focus on a different topic, it must be:

- Specific
- School appropriate
- Debatable
- And approved by the teacher



My topic: _____



Now that you know what your topic is, it is important to narrow the scope. Scope means how broad or narrow your topic is. If your topic is too broad, then it will be hard to find useful information that fits together. If your topic is too narrow, then you won't have enough sources for your topic.

You want to make sure your scope is just right!

Some ways to narrow the scope of your paper include:

1. Pick an age range (children, teenagers, adults, elders)
2. Pick a racial or ethnic group to focus on
3. Pick a gender or sexuality to focus on
4. Pick a location (city, state, or national level)
5. Pick a particular type of the issue

Pick 2-3 of the categories above to narrow the scope of your topic. For example, if the broad topic was the impacts of pollution, a specific focus might be: the impacts of air pollution on elders in India.

My topic with a narrowed scope: _____

Search Terms: Based on the statement you wrote above, brainstorm 5-10 search terms you can use when you look for sources.

The CRAAP Rubric

Guiding questions	0	1	2	3
<p>Currency or timeliness How important is it for your topic to have recent information? Science, technology, and health information need to be as recent as possible. If yes, how current is the information?</p>	There is no indication of when the site was created or updated.	The site was created is over 5 years ago with no date given for updating.	The site was created, revised or updated within the last 5 years. If they are citing sources, they are also recent.	The site was created, revised or updated within the last 2 years. If they are citing sources, they are also recent.
<p>Relevance Is this the information you need for your topic? Consider the type of information needed (primary sources or secondary sources) statistics, history or background information.</p>	It mentions my topic briefly but not much else, it isn't the type of information I need, or it isn't enough information.	It provides some information, but it's not enough, or it's not the right type of information.	It provides most of what I need, but I still need more or another type of information.	It is exactly on the subject, is the right amount of information and the right type of information.
<p>Authority Locate the author or publication and Google the name to find out more. What else have they published on the topic? Are there any credentials for the person to establish them as expert? Is it the main organization that provides information about a topic?</p>	There is either no author, or the author is possibly a student or an ordinary person publishing on the Web without expertise. Or the organization is not known. Text errors indicate the author is not an expert.	Author is named but with no credentials. Or the organization is of questionable authority. Web groups can name themselves with names that sound like other credible organizations.	Author is named but the degree of expertise is not that high. Or, the organization, is well-known, and but the degree of expertise on this subject is not clear.	The author's credentials are given and clearly indicate that he/she is an expert. Or the organization is well-known and highly credible on the topic.
<p>Accuracy Are there any sources cited for the information? Are images/photos labeled and credited?</p>	There is a vague reference to the information source. Assumptions must be made as to the source.	There is a general statement about the source of the information but not enough to locate it.	There is a good list of sources that can be located. Images/photos are labeled and sources given.	A full works cited or reference list is provided at the end with academic citations
<p>Purpose Is the information fact or opinion? Is it stating a point of view, promoting an idea, service or product? If you need opinions, then consider the author's authority, their use of logic and provision of evidence for their opinions.</p>	Sponsored content, the purpose is to sell, the purpose is to mislead the audience, or the purpose is satire/humor.	Highly biased toward one opinion. The opinion is either not backed up with facts or the facts are distorted.	Provides some good information, even though the source clearly favors one side. Uses evidence to support argument.	The purpose of the page is to provide information of a scholarly, academic or at least high quality.
<p style="text-align: right;">Total ⇨</p> <p>Sources must be 8 or higher for research</p>	<p>0-3 Highly questionable, do not use.</p>	<p>4-7 Not trustworthy, avoid using.</p>	<p>8-11 Good source! Use this for research</p>	<p>12-15 Excellent source!</p>

Credible Sources

Good sources to use include: the Associated Press, the Guardian, NPR, Reuters, Bloomberg, C-SPAN, PBS, The Wall Street Journal, The New York Times, The Economist, Time magazine, Propublica, and the Christian Science Monitor. This list is not complete, and even if you do use this list, it is important to still use the CRAAP rubric above.

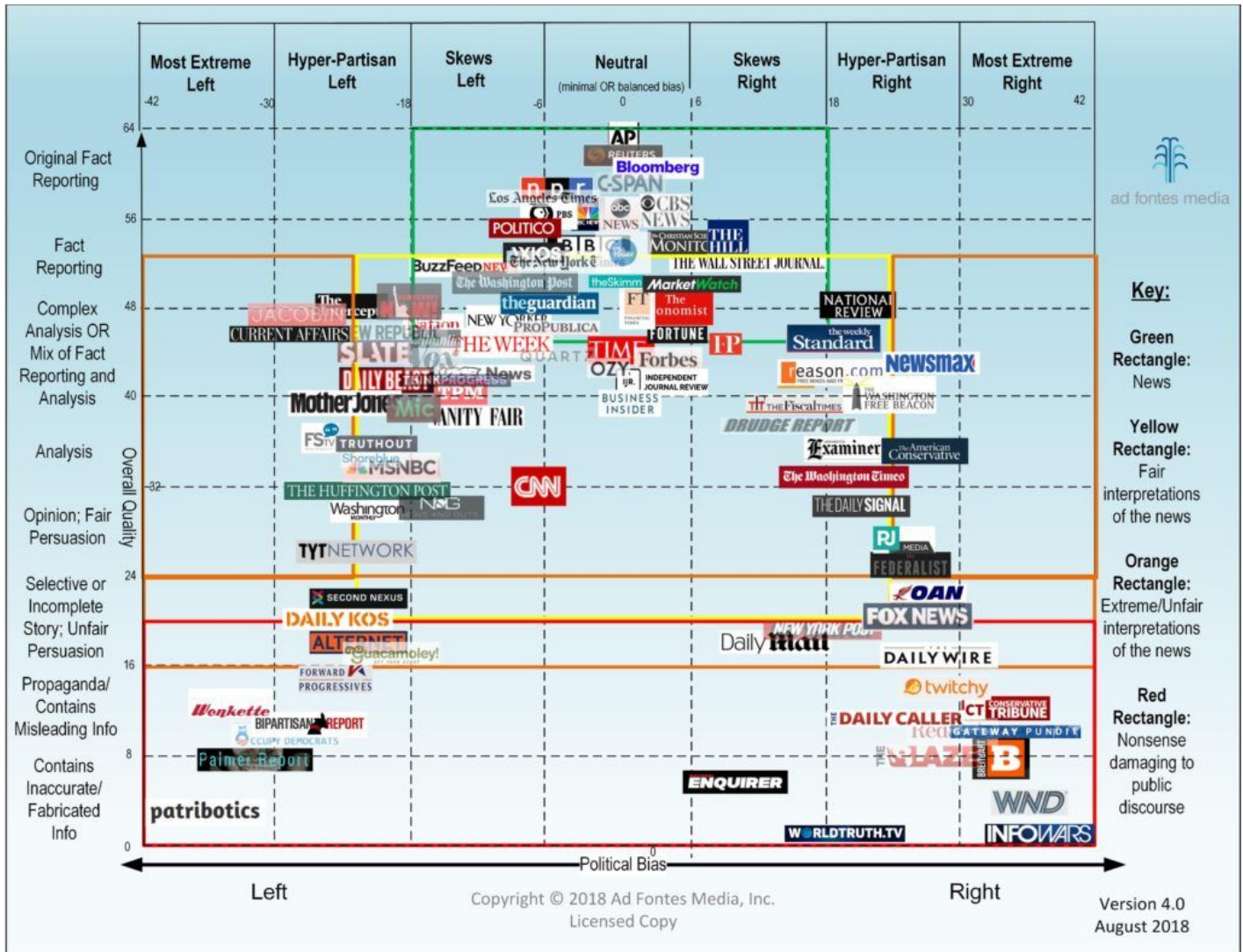
CRAAP Rubric Practice

Task: Together and in groups we will view 4 different websites. Using your CRAAP rubric, evaluate each source. For each source, write if you think it is a strong source or a weak source.

	Website 1	Website 2	Website 3	Website 4
Currency/ Timeliness				
Relevance				
Authority				
Accuracy				
Purpose				
Total Score				
Your opinion: Do you think this article would be a strong source to use for an essay? Why or why not?				

Reflection: What have you learned from using this approach to evaluating sources? What part of using this approach was easy? Which parts were challenging?

Below is a chart of many difference sources that are charted based on their credibility. One thing that you will notice is that the more partisan, or politically motivated a source is, the less credible it becomes.



Using Databases

Google.com is one way to find sources, but it is not always the best way. Sometimes, a google search will have results that include advertisements, fake news, personal blogs, and other irrelevant information. Databases help us filter so we are looking at only the best sources. .



Database recommendations:

1. Los Angeles Public Library www.lapl.org
 - a. "Collections and Resources"
 - i. "Research and homework"
 1. Opposing Viewpoints in Context
 - a. Login: 27244064261806
 - b. Password: 4027
 2. Use advanced search to narrow search terms
2. Google Scholar www.scholar.google.com

Collecting Research

Before we take a stand on the topic, it is important to gather many sources from various viewpoints. For your research, you will need to include the following types of sources:



1. A highly credible (government or university) source
2. A film source (such as a TED talk or a documentary)
3. A credible opinion piece in favor of the issue
4. A credible opinion piece against the issue
5. One source from a database

If you selected mental health, gun violence, or the impacts of pollution, source types #1 and #2 will be provided for you. If you selected your own topic, you will need to find these yourself. 5 sources is the minimum. If you are trying to push yourself, try gathering 8, 12, or even 15 sources!

For your research, you will need to complete a research log online, which you will submit digitally. Your research log must have the following information for each source:

CRAAP score	Source Type	Identifying information	Quotes or paraphrases	In-text Citation	Works Cited Citation
Use the CRAAP rubric to give the source a score	Is it a film source? Pro/ Con? A database?	Who is the author? What is the organization? This information will help you with quote intros.	Write out the quotes or paraphrases you could use for your essay.	This is also called a parenthetical citation. This is the citation that goes after the quote in your essay.	This is also called an end-text citation. This goes in a list of sources at the very end of your essay.

Quoting Versus Paraphrasing

- To **quote** means to pull word for word from the source. When you quote something, it must go in quotation marks “ ” AND have a citation.
- To **paraphrase** means to take the information from the source, but to use your own words. The paraphrase does not use quotation marks, but because the ideas are not your own, you **MUST** have a citation!

PRACTICE: for the passage below, pull one direct quote and create one paraphrase.

Harvard Yanks 10 Acceptance Letters Over Offensive Facebook Posts

Jeff John Roberts Jun 05, 2017

They posted memes about rape and dead children and the Holocaust. They joked that hanging a Mexican child should be called "pinata time." And now Harvard has decided it doesn't want them anymore. According to the Harvard Crimson, the Ivy League university has rescinded offers of acceptance to at least 10 incoming freshman for the class of 2021, following an investigation into the messages they posted in a private Facebook group.

The Facebook group in question reportedly came about after some students last December started an obscene version of another Facebook group devoted to funny memes. The students in both groups met each other through an ofacial Facebook group run by Harvard for newly admitted students.

Direct Quote:

Paraphrase:

Analyzing Research

The graphic organizer below is to help you break down the information you've gathered about your topic.

Overview: in 3 bullet points, what are key understandings others need to know about this issue?		
<ul style="list-style-type: none">•••		
Causes (what made this happen) ↓	Solutions (how can this be fixed) ↓	⇓ My own opinions ⇓
Main Argument for <hr/> →		Main Argument Against <hr/> →

Research Argumentation Organizer

Important things to keep in mind:

- Claims and reasons are never questions
- The claim is your thesis statement, the reasons are your topic sentences
- Claims and reasons state opinions, not facts
 - Use the word **should** to help you write opinions- what **should** people do about the social issue?
- Do not imagine what a possible counterclaim is- you must find a real argument that the other side makes
 - Some counterclaims will be advocating for a different solution than the one you think **should** be proposed.

Claim- what is my main, overarching argument?

Reason #1: What is a sub-argument that supports my claim?

What evidence can I use for this specific reason?

Counterclaim- what does the other side argue?

Reason #2: What is another sub-argument that supports my claim?

What evidence can I use for this specific reason?

Rebuttal- focus on the counterclaim- what is incorrect about the counterclaim? Is there evidence or a viewpoint the counterclaim doesn't consider?

Hint: the rebuttal does not repeat your reasons, but is a specific response to the counterclaim



Introduction Paragraph Organizer

Attention-Getter!

Write a provocative question or include a mind-boggling fact. You want to start off with excitement to your essay! If you are bored by your writing, the audience will be as well.
1-2 sentences.

Context

Write some background information on your topic:

- What is the problem?
- How long has the problem been going on?
- How big is the problem?

3-5 sentences.

Thesis

Write your thesis out as one sentence. Your thesis should be opinion-based- this means it will be clear what your opinion is.
1 sentence only!

Body Paragraph #1 Organizer

Topic sentence Write an opinion-based sentence that supports your thesis. It should be clear what <u>you</u> (not other people) think.	
Evidence/ Concrete Detail Write a quote introduction that indicates where the information came from. Put the quote or paraphrase. Include an MLA citation. This may look like this: (Lastname 2) Or this: ("Article Title" 3)	
Explaining Commentary Explain what the quote means in detail. What can be understood from the evidence? Do not assume others will understand the quote the same way you do!	
Connecting Commentary Connect the evidence you use to your topic sentence. How does this prove the TS true?	
Transition Sentence Use one of the transition words below to make a connection between the two pieces of evidence: <ul style="list-style-type: none">• Additionally,• Furthermore,• However,• Conversely,	
Evidence/ Concrete Detail Write a quote introduction that indicates where the information came from. Put the quote or paraphrase. Include an MLA citation. This may look like this: (Lastname 2) Or this: ("Article Title" 3)	
Explaining Commentary Explain what the quote means in detail. What can be understood from the evidence? Do not assume others will understand the quote the same way you do!	
Connecting Commentary Connect the evidence you use to your topic sentence. How does this prove the TS true?	
Concluding Sentence Use one of the transition words below to make a statement about your point for this paragraph <ul style="list-style-type: none">• Thus,• Consequently,	

Body Paragraph #2 Organizer

Topic sentence Write an opinion-based sentence that supports your thesis. It should be clear what <u>you</u> (not other people) think.	
Evidence/ Concrete Detail Write a quote introduction that indicates where the information came from. Put the quote or paraphrase. Include an MLA citation. This may look like this: (Lastname 2) Or this: ("Article Title" 3)	
Explaining Commentary Explain what the quote means in detail. What can be understood from the evidence? Do not assume others will understand the quote the same way you do!	
Connecting Commentary Connect the evidence you use to your topic sentence. How does this prove the TS true?	
Transition Sentence Use one of the transition words below to make a connection between the two pieces of evidence: <ul style="list-style-type: none">• Additionally,• Furthermore,• However,• Conversely,	
Evidence/ Concrete Detail Write a quote introduction that indicates where the information came from. Put the quote or paraphrase. Include an MLA citation. This may look like this: (Lastname 2) Or this: ("Article Title" 3)	
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Connecting Commentary Connect the evidence you use to your topic sentence. How does this prove the TS true?	
Concluding Sentence Use one of the transition words below to make a statement about your point for this paragraph <ul style="list-style-type: none">• Thus,• Consequently,	

Counterclaim-Rebuttal Paragraph

Writing a strong counterclaim-rebuttal paragraph requires that you:

- Acknowledge the other side
- Prove that the other side is incorrect
- Provide credible evidence for both sides.



In a schaffer-style paragraph, this breaks down into the following sentences:

<ol style="list-style-type: none"> 1. Have a topic sentence that makes it clear what the counterclaim is, without it seeming like you agree with the other side 2. Provide Evidence for the counterclaim 3. Acknowledge the other side's perspective 4. Explain the errors in logic that are in the counterclaim. 	<ol style="list-style-type: none"> 5. Transition to the rebuttal. 6. Provide evidence for the rebuttal 7. Explain the evidence 8. Connect your explanation to how it specifically disproves the counterclaim 9. Concluding sentence that provides an alternative solution or explanation
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Refuting the Counterclaim: In order to refute, or disprove, the counterclaim, the author must:

- explain how the logic of the other side is flawed
- provide a specific response to the counterclaim.

For the sample paragraphs below, identify if the author accomplishes these two skills. For each, explain what the author did well or did poorly.

<p><u>The opposition might say</u> that the answer to dangerous driving habits, such as texting, is to provide hands-free devices. The Consumer Advocate Bureau of America recommends that, “drivers who are going to use their phone while driving should have a hands-free device, such as a headset” (Andrews 3). This means that people can listen to the phone without looking at their phone. This is not a good idea because people don’t only talk on the phone today, they also use apps and text. Additionally, texting while driving has been shown to be very dangerous. Sandra Lopez, a neuroscientist at Texas State University, ran an experiment where she found that “the drivers who were tested while texting showed similar impairment to someone with a blood alcohol level of .08” (Lopez et. al. 4). This means that someone who is texting while driving is just as dangerous as someone who is drunk. This shows that it is not safe to have cell phones while driving. <u>Consequently</u>, there should be a law banning use of cell phones while driving.</p>	
<p><u>Many people believe</u> the answer to texting while driving is to use hands-free devices. The Consumer Advocate Bureau of America recommends that, “drivers who are going to use their phone while driving should have a hands-free device, such as a headset” (Andrews 3). <u>Admittedly</u>, this is a feasible option and may be better than traditional hands-on texting. However, the driver is still suffering from the cognitive distraction of performing another task while driving. <u>While some may believe that</u> texting while driving with hands free devices is the answer to a ban on texting, <u>it has been proven that</u> it is not the actual process of texting while driving that distracts the driver. Sandra Lopez, a neuroscientist at Texas State University, ran an experiment where she found that “when tested, drivers using hands-free devices on driving courses still showed delayed response time compared to those in the control group” (Lopez et. al. 5). Even though there was some improvement, the hands-free devices still distracted drivers. It is the cognitive distraction, or the thinking required in order to complete the task that distracts drivers, not texting itself. <u>Therefore</u>, the solution to phones on the road is not as simple as using hands-free devices, so laws should be put in place.</p>	

SENTENCE STARTERS

Topic Sentences:	Acknowledging the other side:	Transitioning to the Rebuttal:	Proposing an alternative:
<ul style="list-style-type: none"> ● Some might believe... ● Critics argue that... ● Many people are in agreement that... ● A possible concern is... ● People who disagree may say that... 	<ul style="list-style-type: none"> ● Admittedly, ... ● That is an understandable concern, however... ● Although some people think... others understand... ● This could be possible because... ● While it may be true that... 	<ul style="list-style-type: none"> ● The evidence, however, overwhelmingly supports the argument that... ● This argument is wrong because... ● While some may believe that..., it has been proven that... ● On the contrary.... 	<ul style="list-style-type: none"> ● It is important to realize that while some people think..., _____ is a much better solution. ● Therefore, the solution to <u>problem</u> is more complicated than <u>opposing view</u>, so... ● While some researchers say... nevertheless... ● Thus, people must consider... ● Consequently...

In the space below, draft your counterclaim rebuttal paragraph:

1. Have a topic sentence that makes it clear what the counterclaim is, without it seeming like you agree with the other side

2. Provide Evidence for the counterclaim

3. Acknowledge the other side's perspective

4. Explain the errors in logic that are in the counterclaim.

5. Transition to the rebuttal

6. Provide evidence for the rebuttal

7. Explain the evidence and 8. Connect your explanation to how it specifically disproves the counterclaim (2 sentences)

9. Concluding sentence that provides an alternative solution or explanation

Conclusion Paragraph Organizer



<p>Summarize Thesis Write summary of your main argument, use new words by using a thesaurus or a different sentence structure so it doesn't sound repetitive.</p> <p>1 Sentence</p>	
<p>Oh Yeah! Connect your topic or larger issues or the ways that this issue impacts the world around us.</p> <p>2-3 sentences</p>	
<p>Powerful statement End your essay with oomph! Connect to the attention getter/ hook, or create a call to action (what people should do about the issue you've discussed)</p> <p>1-2 sentences.</p>	

Using and Citing Evidence in your Essay

When we use quotes or paraphrases for our essay, it is important to cite where that information came from. However, sometimes the formatting of quotes and citations can be tricky when we have many different sources that we are pulling our evidence from. Below are some rules to follow in order to make sure your evidence is properly formatted and cited.

Reminder: all sources used in your paper must be listed in the works cited!

Paraphrases:

Paraphrasing, or putting another person's ideas in your own words, still requires a citation. If you are paraphrasing, simply put the citation at the end of the sentence.

Last year a record number of people were exonerated from jail, some of whom were on death row (Villalobos).

Quotes shorter than 4 lines:

For quotes shorter than 4 lines, you must introduce the quote, put quotation marks around the words that are not your own, and provide a citation at the end.

States almost fear putting people to death because if sufficient evidence is found later on that they were innocent the judicial system in that state will be questioned; in states like Colorado , “ if the point of paying for maintaining a death penalty system is to procure executions” (Marceau).

Block quotes (Quotes longer than 4 lines):

If the quote is longer than 4 lines (which is uncommon), you need to do something called a block quote.

To create a block quote, you introduce the quote with a colon, and then indent on each side. Your commentary on the next line is not indented, as the paragraph is continuing.

If the total cost of the death penalty was composed solely of the euthanization process, the cost of the death penalty would be far lower than sentencing prisoners to life, thus making the death penalty financially agreeable:

“Due to the fact that inmates on death row are desperate to save their lives, they make as many appeals as possible costing the judicial system an incredible amount of money. In Kansas, the cost for death penalty cases were a staggering 70% more than cases where inmates faced life in prison” (“Summary of the Kansas Cost Report”).

Each time said inmate is first in line on death row, families are given an opportunity to appeal, wasting time and money.

In-Text Citations: Common Questions

Situation	What goes into the citation	Example
If the author and page number are present	Author's last name and page number	(Smith 25).
If there is an author, but no page number	Only the author's last name	(Smith).
Two authors	Both authors last names, in alphabetical order	(Cho and Smith 45).
More than two authors	The author's last name that occurs earliest in the alphabet, followed by "et. al."	(Cho et. al. 23).
No author listed	Use the first 2-4 words of the article title inside parentheses, with quotation marks	("Decriminalization of Offenses" 22).

Creating an MLA 8 Works Cited

MLA 8th Ed. is based on core principles rather than set rules “since texts have become increasingly mobile, and the same document may be found in several different sources.” (OWL, 2017).

The elements below should be listed in the following order in each citation. Remember, if an element is not available from your source, **skip it**, and go to the next element.

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

Format of Works Cited list:

- **On Separate Page:** The list of works cited appears at the end of your paper on a new page that continues with the pagination in the body of the paper and is double-spaced.
- **Title:** Center the title of “Works Cited” 1 inch from the top of the page.
- **Indenting:** If the citation runs onto a second line, indent that **2nd** line 5 spaces or ½ inch from the left margin. This is called a “**hanging indent**.”
- **Order:** Alphabetize entries in the list of works cited by the author’s last name. If the author is anonymous, alphabetize by the title, ignoring any initial articles (*A*, *An*, or *The*).

Sample Works Cited:

Works Cited

Leonard, Jack. “Former Patient Accuses Cedars-Sinai of Negligence in Lawsuit.” *Los Angeles Times*, 7 April 2014, <http://articles.latimes.com/2014/apr/07/local/la-me-cedars-sinai-20140408>.

Oliphant, Ken. “Medical Malpractice... By the Numbers.” *Civil Justice Resource Group*, <http://centerjd.org/cjrg/Numbers.pdf>.

“What to Expect in a Medical Malpractice Lawsuit.” *eQuoteMD*, 14 August 2013, <https://www.equotemd.com/blog/medical-malpractice-lawsuit-tips/>.

Research Paper Rubric

	Exceeds Expectations 100%	Meets Expectations 85%	Approaching Expectations 72%	Incomplete 60%
Title and formatting	Paper has an original clever title. MLA formatting is followed without errors.	Paper has original snazzy title. MLA formatting is followed with less than 3 errors.	Paper has a title, but is not formatted correctly. MLA formatting is followed with less than 5 errors.	Paper title is unoriginal. MLA formatting has many errors.
Thesis and Topic sentences	Argument is debatable, yet still qualified. Topic sentences build upon one another to develop a sophisticated argument that supports the thesis .	Argument is clear and debatable. Reasons (topic sentences) support the claim (thesis statement).	Argument is vague, or a statement of fact. Some reasons do not support the claim.	Argument is unclear. Reasons do not support a central argument..
Introduction	Introduction smoothly moves between hook, background information, and thesis.	Introduction has an engaging hook, background information, and ends with a thesis statement.	Introduction is missing a hook or background information.	Thesis statement is missing from the introduction.
Evidence	Evidence is introduced with detailed information about the source. Many sources are used. Evidence has a correct MLA citation.	Evidence is introduced with some information about the author or origin of source. A variety of sources are used. MLA has a correct citation.	Evidence attempts an introduction, but does not include information about the writer or source. MLA citation is attempted, but is incorrect.	Evidence is not introduced. Few sources are used. Citations are missing.
Commentary / Analysis	Analysis of evidence demonstrates thorough understanding of topic, and supports a sophisticated argument throughout.	Evidence is explained in detail, and clearly connected to the main argument.	Explanation or connection is unclear. Writing summarizes or restates instead of analyzing.	Written comments demonstrate misreading of the text OR commentary sentences are missing.
Conclusion	Conclusion restates argument and powerfully states an accomplishable call to action.	Conclusion restates argument and has a call to action.	Conclusion is missing either a call to action or the restatement of the argument.	Conclusion is missing both the restatement of the argument, or the call to action.
Language	Essay uses a formal tone, words are used correctly, sentences are combined and varied, spelling and capitalization rules followed.	Essay uses a formal tone, with 5 or less errors in word usage, sentence combination, spelling, or grammar.	Essay is written informally, OR has many grammar and word use issues.	Essay has extensive errors and typos OR Essay has grammar or usage issues that interfere with meaning.
Works Cited	All sources from the essay are listed in the works cited, without formatting errors.	All sources from the essay are listed in the works cited, with 4 or less formatting errors.	All sources from the essay are listed in the works cited, with some formatting errors.	Sources in the works cited do not match the sources used in the essay.