



LILIE, LLC Course Information

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Title of Course (45 hours): Research and the Common Core

Course Description:

The Common Core State Standards calls for a research component in each secondary grade- increasing in complexity and rigor in each subsequent grade including “both short, focused projects (such as those commonly required in the workplace) and longer term in depth research...[these are] emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical” (<http://www.corestandards.org/resources/key-points-in-english-language-arts>). This course will focus on precisely what is asked in the CCSS strands, provide researched suggestions for types of grade level appropriate assignments, offer guidelines for conducting research in a “staircase of complexity” in 21st century fashion, offer a rich discussion of various research methodology, cohesive writing practice and multi-focused revision, review and editing techniques.

Overall Course Objective and Expectation(s):

The objectives of this course are to examine the CCSS’s call for a variety of research projects to truly understand what we need to expect from our students and for what to prepare them. This course will provide a forum to discuss what each of our school’s requirements are and to reconcile them with our interpretation of the CCSS. We will also delve into the myriad of resources, electronic and textual, that will help us teach research methodology, source evaluation, reading, summarizing and note-taking, organizing, writing, revision, quoting/ citations, and avoiding plagiarism in our secondary classrooms. There will also be a some information on bringing research into the later elementary grades as a way of generating inquiry-based projects to prepare them for the demands of their secondary experience.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Recommended Books:

- APA. (2009). *Publication Manual of the American Psychological Association*, 6th Edition. American Psychological Association (APA).
- Graff, G., Birkenstein, C. (2009). *They Say, I Say: The Moves that Matter in Academic Writing*. W. W. Norton & Company. <http://www.amazon.com/They-Say-Matter-Academic-Writing/dp/039393361X> (Several chapters are available as a *Look Inside* on Amazon.)
- MLA. (2009). *MLA Handbook for Writers of Research Papers*, 7th Edition. Modern Language Association of America.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and

Objectives

Week 1

Topic(s):

During week 1, we will delve into the Common Core State Standards to determine the nature of the research components and the higher order skill development and rigor involved in teaching and mastering this requirement. We will discuss the increasing rigor, length and topic difficulty in each successive secondary grade and the importance of consistency in format and adherence to MLA or APA rules. Of notable interest, will be a discussion of sources available for student research, how to judge the efficacy and reliability of resources, and how to read them and take usable notes.

Objectives:

Teachers will become familiar with the research requirements of the CCSS, determine methods for teaching research and source evaluation.

Impact on Classroom Instruction:

Teachers need to be knowledgeable and comfortable with the CCSS research component in order to teach these higher order thinking skills to their students and increase student engagement and mastery of this requirement.

Learner Outcomes:

Once teachers are comfortable with the knowledgeable and comfortable with the CCSS research component, student engagement, learning and content/ skill mastery, confidence and efficacy will increase.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading & Video Assignments, Plus Discussion Questions.

1. What are the CCSS research requirements for your grade level/ writing strand?
2. What is your prior experience conducting your own research and teaching research in your classroom?
3. How do we determine grade-level appropriate assignments for our students to research? What changes from grade to grade to increase rigor and expectation? What instruction can we give to students in the choosing of topics (within guidelines, from a set list of choices, complete freedom)?
4. How can we use research, small and longer projects, to create an atmosphere of inquiry and engaged learning in our classrooms?



Week II

Topic(s):

During week 2, we will further investigate evaluation of sources, note taking, bibliographies and works cited pages, annotated bibliographies using MLA and APA resources (text and digital). We will discuss engaging our students in summarizing, paraphrasing and quoting from their sources, engaging the sources texts in the dialogue and discussion of their chosen or assigned topics and how to correctly cite their sources to avoid plagiarism.

Objectives:

Teachers will become familiar with evaluation of source materials, note-taking techniques and options (old school and 21st century methods), digital and print MLA & APA resources, engaging students in the reading, summarizing and citing from sources to incorporate into their own writing and further explore their topics.

Impact on Classroom Instruction:

Teacher mastery of these skills, comfort in teaching them, and knowledge of 21st century resources for the engagement and completion of a research assignment will improve instruction and increase student mastery of the CCSS requirement.

Learner Outcomes:

Once teachers are comfortable with teaching 21st century research methods, they will increase student engagement, learning and content/ skill mastery, confidence and efficacy which will increase student success and learning outcomes.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading & Video Assignments, Plus Discussion Questions.

1. What are some of the criteria that we use to evaluate sources? And how do we determine which sources will be helpful in the discussion of our topics? And what parts of those sources are helpful in our discussion of our topics?
2. What resources are available to teach students to correctly format their bibliographies, works cited pages? How do we drive home the importance of avoiding plagiarism?
3. How do you think the advent of technology and 21st century skills has changed academic research? Do you think these changes are for the better?
4. Create a lesson or describe a lesson in which you would teach either summarizing, quoting or paraphrasing from a source.



Week III

Topic(s):

During week 3, we will discuss more of the writing process part of the research assignment and the variety of forms that can be used. Students need to be instructed in a variety of methods to convert or integrate their notes and quotations from source materials into their own original writing. Researched source material only adds credibility to what the students will write and present about their topics – how do we teach this? Along with writing, will be discussion and value of editing (peer and self), feedback, and revision. Students can be encouraged to use writing templates from writing manuals and transitions to clarify and solidify their research writing.

Objectives:

Teachers will discuss and create plans for the instruction of writing and the integration of source material (notes, summaries, paraphrases and quotations) into their own original writing to add credibility and validity to their discussion of the assignment topic. Teachers will employ a wide variety of methods (including outlining), digital sources, graphic organizers, and templates to increase student comfort and mastery.

Impact on Classroom Instruction:

As teachers increase their comfort and ease of teaching research writing and are more knowledgeable of the resources available to students in and out of the classroom, the process of teaching and learning research writing will become easier and more efficient. Students will improve their ease of understanding and learn to write more effectively and efficiently.

Learner Outcomes:

Student engagement achievement and student (and teacher) self-efficacy will increase with their comfort with research writing and thus learner outcomes (excellent research writing assignments that meet CCSS requirements will improve.)

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading & Video Assignments, Plus Discussion Questions.

1. What are some methods to take notes and organize them with respect to your source materials?
2. Describe how you would teach students to evaluate and choose the source materials needed to support their outlines of their chosen topics. What strategies would you employ in your classroom?
3. How will you use templates, graphic organizers, websites and digital sources to help students learn to integrate the thoughts of others into their own understanding and knowledge of the topic?
4. How do you plan to use peer and self-editing and teacher feedback in the research writing process?



Week IV

Topic(s):

In week 4, teachers will create research assignments for their classes and different grade levels using wither their own created guidelines or those of their districts/ departments. In these assignments, teachers will collect resources and materials they would use in the instruction of these methodologies with their classes, share them with the class and provide feedback and assistance to their classmates here. Engaged in this shared discussion, we can coordinate and share our found treasures and expertise to increase rigor and mastery of our own knowledge base, but also that of our students.

Objectives:

Teachers' knowledge of the CCSS research requirements and methodologies to effectively teach research writing, will improve planning, classroom management and instruction and ultimately increase student engagement, learning, and attainment of required skills and knowledge resulting in increased performance and improved retention and mastery.

Impact on Classroom Instruction:

Teachers will become better research writers and will be more responsive to student needs, more aware of the rigor of the CCSS and the skills requisite at each grade level. They will create stimulating assignments that will engage students and motivate them to learn and to improve their own writing skills.

Learner Outcomes:

As teachers use these techniques students' self-efficacy will increase, engagement, reading and writing abilities will increase as well as performance and mastery. Learners will benefit greatly from more responsive teacher facilitation and motivation.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading & Video Assignments, Plus Discussion Questions.

1. How do we decide what to teach and align it with the Common Core State Standards?
2. Create a research assignment for each of your classes/ grade levels – length, topic, format, number of resources, type of Works Cited, time frame for completion, method of submission?
3. What resources will you provide for your students to complete this assignment, text, handouts, digital, video?
4. Provide feedback to your classmates about their research assignments (questions 1-3) and include suggestions for improvement or increased depth or breadth of instruction. Be honest. The only way we improve it to be open to suggestions and new ideas.