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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Practicum in Local, State, and Federal Government |
| **Lesson/Unit Title** | Professional Writing and Research Skills/Capstone Project |
| **TEKS Student Expectations** | **§130.210 (c) Knowledge and Skills.**  (5) The student conducts a project using analytical problem-solving techniques.  (C) The student is expected to collect primary data such as interviews, surveys, and observations  (D) The student is expected to express thoughts logically and sequentially in preparing a formal report  (G) The student is expected to make a final presentation of the study to the appropriate stakeholders |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | 1. Demonstrate competence in the research process.  2. Describe the proper way to cite resources.  3. Identify the steps in writing a research paper.  4. Demonstrate the skills of editing and completing a research paper. |
| **Rationale** | Written communication skills are necessary in GPA careers to complete job tasks in a professional and effective manner. |
| **Duration of Lesson** | 6 to 9 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Computers with Internet Access * Library Facilities * Projector and Screen |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) |  |
| **Direct Instruction \*** | Discuss how assimilating information and reporting that information to colleagues or supervisors at work is very similar to the research and writing students have performed in Language Arts classes. Emphasize the importance of proper research, accurate content, and proper grammar in written communications for GPA careers. Then, as a class, take an online quiz about plagiarism together (to find a quiz complete an Internet search for a “quiz to help students learn about plagiarism”). Use the Discussion Rubric for assessment.  Key Points:  I. Steps in Developing a Research Paper  A. Understand the Assignment  1. What ideas are you being asked to present?  2. Who is your audience?  B. Select a Topic  1. Use books, encyclopedias, governmental websites, and/or the Internet  2. Discuss options and ideas with experts on the subject  3. Accept a topic defined by the person who assigns the paper  C. Gather Resources  1. From the Internet  2. From books  3. From journals  4. From magazines  D. Create a Bibliography  1. Use the correct format  2. Use the correct style (e.g. MLA or APA)  E. Conduct Research  1. Evaluate the correctness of the information  2. Evaluate the credentials of the author  3. Evaluate how current the material is  4. Evaluate whether the material is based in opinion or fact  5. Evaluate the reliability of the authors  F. Develop an Outline  1. Clarify your ideas before writing the paper  2. Organize the order of your ideas  II. Research  A. Thorough and systematic investigation into a topic to discover or revise information about the topic  B. Where to Gather Resources  1. Internet  a) Conduct searches  b) Check the reliability of information  2. Books  a) Library or bookstore  b) eBooks  3. Journals or magazines  a) Library or bookstore  b) Online  C. Bibliography  1. A list of works compiled according to a common principle (i.e. authorship, subject, place of publication, or printer)  2. Use the appropriate format (e.g. MLA, APA, etc.)  III. Writing  A. Outline  1. A general sketch indicating only the main ideas 2. Use systematic numbering B. Rough draft 1. The first attempt at a piece of writing 2. Put in essay structure C. Citations within the paper 1. “The act of giving credit to an author or an authority or a precedent”  2. Avoid plagiarism  D. Revisions  1. Changing something that is already written  2. Improve the writing and the paper  E. Proofread  1. Checking and documenting needed corrections in a text  2. Make it accurate  IV. Plagiarism  A. Using the language and/or ideas of another author without permission and/or taking credit for another author’s work  B. Give credit for  1. Direct quotation  2. Information coming from any type of media (e.g. book, magazine, website, movie, song, etc.)  3. Replications of visual material (e.g. charts, pictures, diagrams, etc.)  4. Information gathered from interviews  5. Online information  6. Anything that originates with someone else’s thought or ideas  C. Don’t give credit for  1. Common Knowledge  a) Generally accepted facts (e.g. water freezes at 32 degrees Fahrenheit)  b) Culturally accepted facts (e.g. national holidays)  2. Your own thoughts, ideas, experiences, opinions, etc.  3. Results gathered from your own experiments or lab work  4. Your own pictures, videos, or illustrations |
| **Guided Practice \*** | Citation Skills Activity. Divide the class into groups of three or four. Assign each group a topic. It can be something related to the GPA area associated with your practicum or a current event. Have each group find eight different sources on this topic. The groups must include at least one book, one news article, and one website. Each group must create a bibliography of the sources found. Students must use the formats contained within the MLA Style Manual. Students may use the following for assistance in creating their group bibliographies:   * <https://www.library.cornell.edu/research/citation> * <https://owl.english.purdue.edu/owl/>   Once complete, each group will present their bibliographies in class.  The student will define and illustrate key terms in a journal. Use the Individual Work Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | GPA Research Paper. Have students research a problem during student mentorship, such as a government and public administration issue, a feasibility study, or a product evaluation. Have students conduct research using the Internet, textbooks, articles, and/or other materials. Have students use MLA format for the paper and their citations. You may provide due dates for each step of the paper or allow student independence in completing the assignment. Use the Research Rubric for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Writing and Research Skills Exam and Key * Cooperative Teams Rubric * Discussion Rubric * Individual Work Rubric * Peer Evaluation Rubric * Presentation Rubric * Research Rubric   **Accommodations for Learning Differences:**  For reinforcement, the student will define and illustrate key terms in a journal. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * <http://guides.library.cornell.edu/annotatedbibliography> * Do an Internet search for dictionary and key terms |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts Standards   1. Research    1. Formulate topic and questions.       1. Formulate research questions.       2. Explore a research topic.       3. Refine research topic and devise a timeline for completing work.    2. Select information from a variety of sources.       1. Gather relevant sources.       2. Evaluate the validity and reliability of sources.       3. Synthesize and organize information effectively.    3. Produce and design a document.       1. Design and present an effective product.       2. Use source material ethically. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | The student will produce two annotated bibliographic entries taken from the five required sources used in the research paper. Each annotated bibliography will be a minimum of 150 words. For assistance on completing an annotated bibliography, see <http://olinuris.library.cornell.edu/ref/research/skill28.htm>  Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |
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1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)