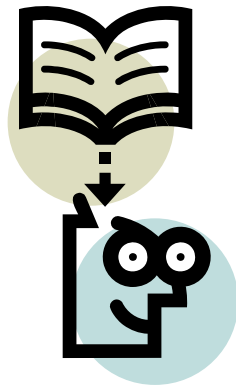


STRATEGIES FOR TEACHING THE MULTI-GENRE RESEARCH PAPER



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The “Birth” of the Multi-Genre Research Product

Nothing strikes more fear into a high school student than the words “Research Paper”! To be perfectly honest, it also strikes fear into the teacher who has to read reams of student papers on topics that the students appear to have no interest in or any original thoughts about the topic. It was time to change the research paper into a meaningful experience for the student, as well as the teacher. From this desire for a more “meaningful” experience, the multi-genre research paper seems to have answered the research dilemma for both student and teacher.

Students do not have to pursue biographical investigations, multi-genre research papers can be about issues or places or any type of historical investigation. The teacher evaluates the project as a whole, not as individual pieces. This process will allow teachers with large numbers of students to make sure the students are being exposed to research and the requirements of the necessary formatting without adding an extra burden on the teacher to grade each of the pieces individually. Students are also responsible for a thoughtful self-evaluation (see appendix).

The multi-genre process normally takes approximately 4-6 weeks. Not all work is done in class. The teacher needs to provide adequate library/computer lab time, especially in the beginning of the project. The majority of work will be completed as outside homework, depending on the level of your students. The class time needed will be dependent on each individual teacher’s class. The schedule that has been successful is three days library/computer lab time, three days direct instruction on requirements and formatting, two days for peer editing, three days for oral presentations. The teacher should also attempt to offer after school help at least one day a week for struggling or procrastinating students.

Cindy Valverde, a 10th grade student at Valley High School in Santa Ana, California, had this to say about the Multi-Genre research project, “I am always interested in researching a lot of different topics, but I have never had the opportunity to find something I really want to find out more information about. Teachers usually assign topics or ask you to pick a person to write a paper on. I have always found this boring until I had the chance in my multi-genre project to choose something I **really** wanted to find out more about. It was fun. I chose as my topic

California English-Language Arts Standards Addressed

The Content Standards listed below are for grades 9-10. However, the materials in this section are appropriate for grades 6-12.

R 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

W1.0 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

W1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

W1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

W1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*).

W1.8 Design and publish documents by using advanced publishing software and graphic programs.

W1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

W2.3 Write expository compositions, including research reports

W2.2 Deliver expository presentations

domestic violence and I learned so much and had fun challenges to come up with creative genres to showcase my topic.”

Introducing the requirements of the Multi-Genre Research Project

The first step in introducing the Multi-Genre project is to allow students the time to read through the project requirements on their own. A student copy for duplication of the Multi-Genre project requirements is included in the appendix. It is usually a good idea to supply the students with the requirement sheet, Evaluation Rubric (see appendix), and the Cornell Note Sheet (see appendix) that asks specific questions regarding the project. It is often found that if you simply review the project in class, the students “tune-out” because they have no frame of reference or knowledge of the requirements. It has been a more beneficial experience if students review on their own and then return to class with specific concerns and questions. The Cornell Note sheet provides the teacher with evidence that the student has read, at least once, through the requirements document.

At this time the students are provided with a stamp sheet for the process of the entire Multi-Genre project. The first stamp #1 on the stamp sheet is for the Cornell Notes. The stamp method has dramatically reduced the volume of collected papers. Students that did not complete the homework assignment(s) on time will have the opportunity to include their work in the stamp packet and be issued partial credit on the late assignment. Discussion of the project begins with the questions that students had on question #14 of the Cornell Notes. Students are encouraged to take notes on the back of the Cornell Notes as additional reminders and information on the project during the class discussion.

Introductory Information on Use of the Internet for Research

- ***Plagiarism***

After securing computer lab time of two to three days, the students are taken to the lab for instruction on plagiarism, as well as using web sites and search engines that might assist them in selecting a topic and completing their project. Research papers are free to students on the World Wide Web at numerous sites. It is important to show students how easy it is for the teacher to *also* locate these sources with a minimal effort. The first experience in the lab is to hand out a copy of a student essay on *Antigone*. The original student assignment was to show that *Antigone* was a tragic hero. The first inkling that this was not original material was that the paper did not address the assigned topic. When the term “noble-eyed imperator” came into the text, it was time for the teacher to search! An easy way for teachers to search is to go to the web site, altavista.com, or any other search engine and type in an unusual term found in the student text, this one being “noble-eyed imperator” (see appendix). Upon typing in the term, many different sites that sell and provide free of charge essays came up. Clicking on eCheat.com (see appendix) produced an exact match. This is a good example to show students how easy it is for teachers to find plagiarized essays. It is hoped that this should encourage students to do their own work! It has been found that many of these essay/term paper sites are now charging, even for this poorly written paper, which is readily available for free on many other websites.

- ***Internet Sites to Search***

Internet web sites are continually changing. Students need to be informed that they need to make every attempt to verify the authenticity of information from various sites. Reliable web sites such as those listed on the worksheet entitled Specialized Search Engines Worksheet (in appendix) will be helpful to students. Students will not complete this worksheet until they have selected possible topics for research.

Allow students two to three days to finish this worksheet and determine their topic. A place has been provided on the stamp sheet #2 for completion of this worksheet.

- ***Selecting a Topic***

After students have been introduced to the Specialized Search Engines Worksheet, it is now time for them to narrow their topic choices. Hand out to students the worksheet entitled Multi-Genre Research Topics of Interest (in appendix) and have them begin to look at three topics of interest to them. After selecting the three topics, they are ready to begin their internet search on the Specialized Search Engines Worksheet. These two worksheets are listed on the stamp sheet #3 for stamp points. Students might have difficulty selecting a topic and it would be best if the teacher would set a deadline for a final topic choice. This can be taken care of with a deadline on the stamp sheet for the worksheet Multi-Genre Research Topics of Interest.

- ***Reviewing MLA Formatting of Research and Citations***

While still in the computer lab, it is helpful to review with students MLA (Modern Language Association) formatting. The teacher should inform the students that there are various ways to document and format their papers, and based on the class, they need to ask the instructor what is the preferred format. Some examples are MLA, used primarily in the humanities, APA (American Psychological Association) used in scientific areas, Chicago Style Manual, etc. Information on the various types of formatting are available online from many universities, community colleges and secondary schools. A sample paper is provided that lists the actual formatting of the paper in Microsoft Word (see appendix). Along with the sample paper, there is a sample Works Cited/Consulted paper with five sources documented (see appendix).

Steps in the Research Process

Most teachers have methods for teaching the steps in the research process. These steps will not change with a multi-genre research paper. Teachers need to cover these requirements and set up due dates for when various steps in the process are due.

The typical steps in writing a research paper are:

- select an interesting subject
- write your personal research design (formulate 6-8 questions to answer in your research) (#4 on stamp sheet)
- write a thesis statement/controlling idea-this may change as you continue the research (#5 on stamp sheet)
- prepare a preliminary bibliography-these can be placed on cards, or on the computer (#6 on stamp sheet)
- read and take notes on information pertinent to their research
- write a first draft, concentrating on answering the questions in your personal research design
- revise first draft-can be done in peer edit groups (see appendix for copies of two peer edit sheets)
- document works in a works cited page
- edit final copy (self and peer)
- type final draft

Personal Research Design

The personal research design is the backbone of the student research paper. Students will generate questions they have about their topic and this is what will guide the informational portion of the research. Students are requested to have 500+ words in a single-spaced document. They must have the following categories (as described on the project requirements):

- what is your topic?
- describe what you know about your topic before researching.
- tell what you want to learn about your topic.
- where did your interest come from about this topic? Why do you want to know more about it?
- list at least 6-8 questions you have about your topic before you research.
- what is your plan for gathering information about your topic?

After your research answer this question:

- what have you learned/gained from this research?

(entry #4 on stamp sheet to check this is completed)

(In appendix-sample student Personal Research Design is found for 10th grade student Cindy Valverde-her word count is 920, which is more than the 500 required).

Using Citation Machine for Preparing a Works Cited and Parenthetical Citations

Citation Machine is an internet program that will prepare either MLA or APA works cited entries as well as the parenthetical citations. Included in the appendix are three pages of information on Citation Machine.

The website address is: <http://citationmachine.net/>

Teachers should caution their students that there are limitations to the program, and if they are unsure if the citations given are correct, should refer to another print source for verification.

A Works Cited rough draft is requested on stamp sheet #8.

Student Cindy Valverde's works cited is included in the appendix.

Writing the Multi Genre Research Paper

Students should have completed their initial research and should be in the process of writing the first draft of their research paper. Due dates should be set for the peer editing process of the rough draft (peer edit sheets in appendix, listed on stamp sheet #7).

A copy of 10th grade student Cindy Valverde's research paper is in the appendix. The word requirement for this assignment is 700+ words. Cindy's paper was 820 words.

Genres

Genre choices allow students to work in another medium than the written word. Some students will choose to complete other written assignments, but many students will choose the more hands-on creative projects that allow for the use of their multiple intelligences. One of the genre requirements is a poem

and students must use at least two poetic devices (simile, rhyme, metaphor, hyperbole or personification) and the poem must be at least 12 lines in length. A copy of a student poem is included in the appendix from Cindy Valverde on domestic violence. Teacher comments on the types of poetic elements used have been included.

Evaluation

Students will turn in their projects all on the same day. On that same day is when the oral presentations begin. Normally a list has already been posted on order of student presentation at least a week before. It has been found that the published speaking order eliminates the delay of time caused by requesting volunteers. The oral presentation takes place before the evaluation of the project by the teacher. The reason for this is that students have their information fresh in their minds, and if they do not receive their graded projects back for one to two weeks, the speaking portion becomes an anti-climatic experience. Included in the appendix is a multi-genre oral presentation rubric. This rubric requires that the student turn in a written text or outline of their 2-4 minute presentation as well as presenting at least one of their genres. This outline is stapled to their rubric and placed into the standards based writing/listening/speaking portfolio as meeting speaking standard 2.3, deliver research presentations.

The final evaluation of the project takes place on the rubric provided in the appendix. The top box is checked off by the student and the bottom is holistically scored by the teacher. The student also completes the self-evaluation effort paper as homework listed as #9 on the stamp sheet. Students also need to turn in their stamp sheets for points in addition to the project.

STUDENT NAME _____

Multi-Genre Research Project

DATE	ASSIGNMENT NAME	Point Value	<u>STAMP</u>	IN PACKET 3	TEACHER CHECK 3	Points Earned
1	CORNELL NOTES ON PROJECT REQUIREMENTS WORKSHEET					
2	SPECIALIZED SEARCH ENGINE WORKSHEET					
3	MULTI-GENRE RESEARCH TOPICS OF INTEREST WORKSHEET					
4	PERSONAL RESEARCH DESIGN ROUGH DRAFT					
5	ROUGH DRAFT THESIS STATEMENT/ CONTROLLING IDEA					
6	PRELIMINARY BIBLIOGRAPHY CARDS/OR FROM COMPUTER					

TOTAL POINTS EARNED _____

STUDENT NAME _____

Multi-Genre Research Project

DATE	ASSIGNMENT NAME	Point Value	<u>STAMP</u>	IN PACKET 3	TEACHER CHECK 3	Points Earned
7.	PEER EDIT					
8.	WORKS CITED ROUGH DRAFT					
9.						
10.						
11.						
12.						

TOTAL POINTS EARNED _____

Multi-Genre Research Paper

Due Date: _____

Standards Addressed: Writing Strategies 1.1, 1.3, 1.6, 1.8, 1.9, 2.3; Speaking Application 2.2; Reading Comprehension 2.2

One of the reasons that you are attending school is to acquire the skills necessary to learn on your own. The multi-genre research paper will help you learn some of these skills on a topic of your choice and will give you a format for presenting the information you learned in several interesting ways. After you have chosen a topic of personal interest to you, make certain that there is plenty of information about it. You must include a works cited/bibliography (MLA format) of all your sources. A multi-genre paper includes research, personal experience and your imagination. It is composed of many genres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language or images. The skill is to make the paper "hang together" with interwoven pieces...just as a patchwork quilt is joined together.

Sources

A good research paper requires information from a variety of sources. You will be required to use a minimum of **five different sources**, two may come from the same genre. Examples:

Book	Videos
Magazines	Internet sites
Newspapers	Personal interviews
Television programs	Encyclopedias

You will document your sources in a works cited/ bibliography using the MLA format.

WRITING

You will be required to complete the following three written assignments:

1. **Personal Research Design**-500 words or more, answering the following questions before your actual research: (1 to 1 1/2 page word processed, follow format on student sample)
 - What is your topic?
 - Describe what you know about your topic before researching.
 - Tell what you want to learn about your topic.
 - Where did your interest come from about this topic? Why do you want to know more about it?
 - List at least 6-8 questions you have about your topic before you research (these are the questions you will research and write about in your project).
 - What is your plan for gathering information about your topic?

After your research-answer this question:

- What have you learned/gained from this research?
2. **Informational Essay**-700 + words. (Approximately 2-3 pages word processed, double spaced) on your choice of topic
 3. Write a Poem-(remember: poems convey meaning, emotion or images in carefully chosen words. **Here are the requirements for your poem:**
 - Must be at least 12 lines long
 - Must use **at least** two poetic devices (simile, rhyme, metaphor, hyperbole or personification)
 - List poetic elements used on your poem. See student sample poem with elements listed
 - Poem must convey some meaning important to your topic.

GENRE CHOICES (Select four) These must be original/works of your own creation. You cannot turn in a CD case you purchased, you need to design one of your own. You need to write original captions for any photos used, not the captions with the photos. Once again, original work of your own design. If unsure, ask your teacher what is acceptable. You will choose a minimum of four from the following genres. All genres must apply to your topic.

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Newspaper article - obituary • Newspaper/magazine article - feature story/news story/interview • Newspaper article - column • Newspaper article - personal or wanted • Newspaper review of movie, book, concert, etc. • Sheet music with lyrics | <ul style="list-style-type: none"> • Personal letter or note • Journal/diary entry • Descriptive paragraph • Television/radio announcement • Television/radio advertisement • Poster (wanted poster, playbill, concert, movie, etc.) • Cartoon • Conversations/dialogue • 5 Photos with captions of at least five | <ul style="list-style-type: none"> sentences for each photo • Eulogy (speech made at funeral) • Wedding invitation • Recipe • Trivia facts • Quotes • Greeting card • Game • Book cover • Map • Timeline • Any other ideas??See teacher for approval |
|--|--|--|

Storage/Booklet/Folder Requirements

All of your writing and projects will be contained in a professional and creative booklet/ folder/ box, etc. Place all items in a in the following order: (title page, personal research design, informational essay with MLA parenthetical citations, works cited in MLA format, poem, four genre choices.

Oral Presentation of Project

Oral Presentation of Project

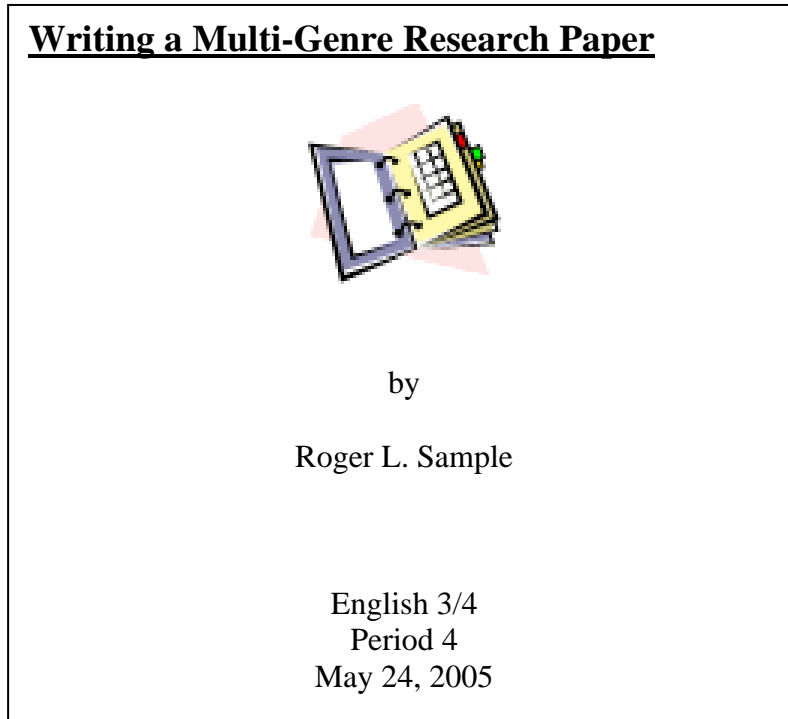
-The final assignment will be a 2-4 minute oral presentation of your information to the class and showing 1 or more of your completed genres. You must submit to the teacher a copy of the written text or outline before your presentation. This must be word processed.

TOPIC IDEAS: The topic choices are endless....find something you are interested in!!

- | | |
|---|---|
| <ul style="list-style-type: none"> • Poets • Entertainment/sports/historical figures • Authors • Music topics • Animals • Someone who has influenced you/made a difference in your life. Must be able to research individual. • Dress code rules/uniforms (pictures from old yearbooks, rules, changes, etc) • Soldiers in war • Scientific topics | <ul style="list-style-type: none"> • Suffering loss and learning to deal with the loss • Teenage problems • Drug/alcohol abuse • Children-how they learn • Sports/sport figures • Your personal choice/decision |
|---|---|

WHAT DO I NEED TO INCLUDE IN MY MULTI-GENRE RESEARCH PAPER?

- **COVER PAGE** (Title of Research, your name, class name, period, date). You could include a graphic if desired. Sample:



- **PERSONAL RESEARCH DESIGN**
- **RESEARCH PAPER WITH MLA PARENTHETICAL CITATIONS**
- **WORKS CITED PAGE IN MLA FORMAT**
- **ORIGINAL POEM ABOUT TOPIC**
- **4 MULTI GENRE CHOICES**

MULTI-GENRE CORNELL NOTES

Cue Column	Student Name _____ NOTETAKING AREA
* What is a multi-genre research paper?	
* How many different types of sources do I have to include?	
* What are the details of a Personal Research Design?	
* What are the requirements of the informational essay?	
* You are required to write a poem. What are the requirements?	
* How many genres do I have to choose?	
* What genres most interest me and why?	
* What are the requirements of the booklet/folder/box for presentation?	
* What is the order that the materials in my multi-genre research should be put in?	
* What are the oral presentation requirements?	
* What is the due date of this product?	
* How many points is this total project worth? What areas will the project be evaluated on?	
* What topics might be of interest to me?	
* What questions do I still have about this process?	

Student Name _____ Topic: _____

Multi-Genre Research Paper Rubric

STUDENT: COMPLETE THE INFORMATION IN THIS BOX

Put a ✓ next to each item included in the project. List descriptions of your genre items in the four genre descriptions below:

- _____ Personal Research Design
 - _____ Research Paper
 - _____ Parenthetical Citations in Research Paper
 - _____ Works Cited Page
 - _____ Poem
 - _____ Genre #1 Description _____
 - _____ Genre #2 Description _____
 - _____ Genre #3 Description _____
 - _____ Genre #4 Description _____
- _____ Total (10) x 20 points each = _____ /200 points possible

Entries show evidence of research: _____ excellent (50)
_____ good (40)
_____ weak (30)
_____ not evident (0)

Creativity is: _____ excellent (50)
_____ good (40)
_____ weak (30)
_____ not evident (0)

Attention to detail is: _____ evident (50)
_____ somewhat evident in some parts, but not all (30)
_____ not evident (0)

Overall project is: _____ excellent (50)
_____ good (40)
_____ average (30)
_____ poor (25)

Works Cited is: _____ correct (50)
_____ correct with minor errors (35)
_____ incorrect in many areas/major errors/less than 5 sources (25)
_____ not included in project

Format is: _____ correct (50)
_____ correct with minor errors (35)
_____ incorrect in many areas/major errors (not word processed) (25)

Spelling/Grammar Errors _____ none (50)
_____ few (40)
_____ many/interfere with understanding (25)

Genres support overall meaning: _____ excellent (50)
_____ good (40)
_____ average (30)
_____ poor (25)

Author Bonus for exceptional achievement: _____ (30)

Grading Scale: (600 possible)
540-600 A
1.3 B
1.1 C
360-419 D
359 Less = F
POINTS EARNED _____
LETTER GRADE _____

Name _____ Date _____

SPECIALIZED SEARCH ENGINES WORKSHEET

My research paper topic is _____

<u>IF you're looking for....</u>	<u>Search Site Name</u>	<u>Web Address to access:</u>	<u>How many "hits" did my topic have on each site?</u>
* Meta Search-search the search engines	Meta Crawler	http://www.metacrawler.com/index.html	
* General Search	Google	http://www.google.com/	
* General Search	Yahoo	http://www.yahoo.com/	
* General Search	Alta Vista	http://www.altavista.com/	
* General Search	Ask Jeeves	http://www.ask.com	
* General Search	Dogpile	http://www.dogpile.com/index.gsp	
* Encyclopedia Entries	Encarta	http://encarta.msn.com/	
* Magazine Articles	AJR Newslink Magazines	http://newslink.org/	
* Images/Pictures	Pics 4 Learning	http://pics.tech4learning.com/	
* Images/Pictures-Wildlife	Fish & Wildlife	http://images.Fws.gov/	
* Images/Pictures-Civil War	Library of Congress (1118 photos)	http://memory.loc.gov/ammem/cwphhtml/cwphome.html	
* Images/Pictures-Great Depression/WW II	Library of Congress	http://memory.loc.gov/ammem/fsowhome.html	
* Images/Pictures	Alta Vista	http://www.altavista.com/	
* Live images from all over the world	EarthCam	http://www.earthcam.com/	
* Librarian's Index to Internet	Librarian's Index to Internet	Lii.org	
* Maps	Library of Congress	http://memory.loc.gov/ammem/gmdhtml/gmdhome.html	
* Primary Source Documents	Library of Congress-American Memory	http://lcweb2.loc.gov/ammem/mdbquery.html	
* Biography	Lives	http://www.amillionlives.com/	
* Biography	Biography.com	http://www.biography.com/search/	
* Country Profiles	Atlapedia Online	http://www.atlapedia.com/online/country_index.htm	
* Country Profiles	Kiosk: Journal of Geopolitics	http://FowlerLibrary.com/Kiosk/	
* Medical/Health Information	HealthCentral.com	http://www.healthcentral.com/home/home.cfm	

What are the best sites for my topic? List sites below you might find helpful that were not on this paper. Highlight sites above that will be helpful.

NAME _____

MULTI-GENRE RESEARCH TOPICS OF INTEREST

Standards: Research/Technology 1.3-1.8

Homework: Brainstorm possible ideas for my research paper

Possible Topic #1

What/Who _____

Possible Topic #2

What/Who _____

Possible Topic #3

What/Who _____

WHAT TOPIC MOST INTERESTS ME AFTER CONDUCTING INITIAL RESEARCH:

What/Who _____

What project genre choices interest me? (I will have to choose 4).

What are some ideas I have to complete the genre choices?

Why am I interested in this topic?

SAMPLE MLA RESEARCH PAPER INSTRUCTIONS

Roger L. Sample

Mrs. Lista Teacher Namehere

English

24 May 2004

Note the MLA format used for

Sample 1

Your last name goes here on every

Do not bold title.
Do not put in extra space

Writing a Multi-Genre Research Paper and Proper Formatting

The writing of a Multi-Genre Research Paper can be a process that is not as painful as one would think. The process begins with the selection of a topic that the researcher wants to learn more about.

“Research needs to begin with a topic that has unanswered questions for the researcher” (“Researching is Fun”).

Paranetical Citation#1-look on Page 3, see how listed on Works Cited

The first step in the process is to make sure that there are enough sources available to find information on your topic. “Everybody has questions, but the question is, can these be answered through research of reliable sources? (Baker 201). Once you have decided that there is enough available information you can start on the next step of gathering information in a

Paranetical Citation #2-look on Page 3, see how listed on Works Cited

When gathering information for a Multi-Genre Research Paper “it is very important to think of at least eight questions that you want to have answered” (“Research Papers” 421-424). If you have less

than eight questions you will have a topic that is too limited. It was suggested in an internet article on

Paranetical Citation #3/4-look on Page 3, see how listed on Works Cited

a Personal Research Design to help guide your research, otherwise you have no road map to lead you to your destination” (“Multi-Genre Research Papers”).

The proper format for your paper includes four double spaced lines of information in the left margin in this order: your name, teacher’s name, course name, date (use MLA format = day

Sample 2

Name and page number
on each page 1/2" from
top

month year), see first page. This is the proper format to use on all MLA formatted papers. Make sure you put your last name and page number at the top right hand corner of each page 1/2" from the top of the paper.

Make sure you also include a title on your research paper. You should never enlarge, bold or underline the title (see above). Do not use any quotation marks or italics unless it indicates the name of a specific work (book, movie, poem). Word process the written parts of your essay using Times 10,11 or 12, or a similar default font. The entire essay should be double spaced. Do not add extra spaces after the headings or between paragraphs. To set up double-spacing in Microsoft Word, go to "Format" menu, choose paragraph, find "line spacing" then set it to double. Do this before you begin to type, or you can highlight your entire document and follow the steps above.

The margins are to be 1" on both top and bottom and both sides. The default margin in Microsoft Word is 1.25". To set it at 1", go to File Menu, select Page Setup and click on the margins tab. Set all the margins at 1" and click the button marked default so that you do not have to reset the margins each time. Make sure you set your default margin back to 1.25 after typing so that you do not disturb other people that might use your computer!

See the next page for the proper format for the Works Cited or Works Consulted page. You need to make sure you put your name and page number on this page. For this project you should have at least five different sources, two may come from the same genre. Sources can come from books, magazines, newspapers, television, videos, internet sites, personal interviews, encyclopedias (Gibaldi).

↑
Parenthetical Citation #5-look on Page 3, see how listed
on Works Cited

Sample 3

Works Cited

Baker, Randall. *How to Complete a Multi-Genre Research Paper*. New York: Valley Publishing Company, 2004.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. Modern Language Association, 2003.

"Multi-Genre Research Papers." Modern Language Association. 20 May 2004 <www.mla.com>.

"Researching is Fun." *The Orange County Register* 20 May 2004, B12.

"Research Papers." *World Book Encyclopedia*. 4th ed. 2002.

MULTI-GENRE RESEARCH STUDENT EFFORT SELF EVALUATION

4 I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding

3 I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.

2 I put some effort into the task, but I stopped working when difficulties arose.

1 I put very little effort into the task.

Multi-Genre Research Paper	Minutes Spent on Writing Activity	1	2	3	4	Student Comments: (Use back of paper if additional space needed)	
<i>Researching Topic</i>						Strengths:	Area of Improvement:
<i>Personal Research Design</i>							
<i>Informational Essay</i>							
<i>Works Cited</i>							
<i>Peer Editing/Self/Revision</i>							
<i>Genre Choices</i>							
<i>Final Draft</i>							

Total
Minutes
Spent on
Process →

Adapted from: *Classroom Instruction that Works* by Marzano, Pickering, Pollock 2001

Multi-Genre Research Paper Peer Edit Sheet-English

Student Name _____

Editor # 1 Name _____: Follow the directions in italics and comment where indicated.

Editor #2 Name _____: Check the first editor's work and comment on the questions below.

Writing

Introduction: Does this paper have a good introduction? *Put a star next to the **introduction**. Underline the **thesis statement/controlling idea**.*

Does the introduction get your attention? Why or why not? Is the thesis statement/controlling idea effective and does it show you what the research paper will be about?

Paragraphs: *Underline the topic sentence in each paragraph.* Does the topic sentences support the thesis? Is each paragraph organized around this main idea? *Indicate those sentences which do not belong.*

Does each topic sentence have enough supporting evidence?

Are the paragraphs organized in a logical sequence?

Language and Mechanical Errors: *Circle all spelling and language errors. Write "RO" next to run-on sentences and "frag" next to sentence fragments. Highlight or circle any sentences which do not make sense, are too wordy, or need rephrasing.* Comment below on the amount and type of errors which were made. What does the author still have to work on?

Development of paper: After reading the entire paper determine whether the paper adequately supports the thesis? Does the author need to add more facts? Explain.

Use of Quotes: *Put a check mark next to each quote used.* Does the author use quotes correctly in his/ her paper? Are there too many? Does the author use someone else's words without using quotation marks?

Research

Evidence of Research: Does this paper show that the author spent time researching? Are there enough facts, statistics and other information to support his/her thesis?

Citation of Sources: Check all citations. Does the author cite correctly and whenever it is appropriate? Comment below.

Plagiarism: Check carefully to make sure everything (except quotations) is in the author's own words. *Put a "P" next to anything you think may be accidentally plagiarized.*

Works Cited: Check the author's works cited. Does it follow the correct format? Explain.

What did you learn from reading this paper?

Grade this paper. Why did you give this grade?

*******Author's comments: What do you have to do before submitting this paper for a final grade?**

STUDENT NAME _____

Multi-Genre Oral Presentation

	Delivery	Content
Exceptional A	<ul style="list-style-type: none"> -Speech meets time requirements 2-4 minutes -Speech is well prepared and rehearsed -Excellent verbal delivery (speaker does not read, shows vocal expressiveness) -Excellent non-verbal delivery (excellent eye contact, effective gestures, movement and presentation of visual aid) <p>4 points</p>	<ul style="list-style-type: none"> -All assigned criteria is met -Written text/outline is well developed -Written text/outline is word-processed with very few or no formatting errors -Genre presentation exceptional <p>4 points</p>
Good B	<ul style="list-style-type: none"> -Speech meets time requirements 2-4 minutes -Speech is prepared and rehearsed -Good verbal delivery (speaker does not read, shows some vocal expressiveness) -Good non-verbal delivery (good eye contact, appropriate gestures, movement and presentation of visual aid) <p>3 points</p>	<ul style="list-style-type: none"> -All assigned criteria is met -Written text/outline is developed -Written text/outline is word-processed with few formatting errors -Genre presentation good <p>3 points</p>
Satisfactory/ Proficient C	<ul style="list-style-type: none"> -Speech may be slightly less than required time -Speech shows some evidence of preparation -Satisfactory verbal delivery (speaker may read but can be understood and heard) -Satisfactory non-verbal delivery (Speaker makes periodic eye contact, acceptable gestures, movement and presentation of visual aid) <p>2 points</p>	<ul style="list-style-type: none"> -Most assigned criteria is met -Written text/outline is marginally developed -Written text/outline is word-processed with some formatting errors -Genre presentation satisfactory <p>2 points</p>
Little Evidence of Proficiency D	<ul style="list-style-type: none"> -Speech is less than required time -Speech shows little evidence of preparation -Verbal delivery needs improvement (speaker reads and may have problems with volume and pronunciation) -Non-verbal delivery needs improvement (does not make eye contact, distracting gestures and movement, awkward presentation of visual aid) <p>1 point</p>	<ul style="list-style-type: none"> -Some assigned criteria is met -Written text/outline is inadequately developed -Written text/outline is word-processed or handwritten with many formatting errors -Genre presentation shows little evidence of proficiency <p>1 point</p>
Not Proficient F	<ul style="list-style-type: none"> -Speech cannot be understood or heard <p>0</p>	<ul style="list-style-type: none"> -Student provides no written evidence of preparation <p>0</p>

- 7-8 Points A
- 5-6 Points B
- 3-4 Points C
- 1-2 Points D
- Less than 1 F

TEACHER COMMENTS:

Cindy Valverde
Multi-genre Research Design

My multi-genre research paper topic:

My topic for the multi-genre research paper is to look deeper into domestic violence toward women. I want to explore the emotions of a victim under abuse, uncover their hidden bruises, and identify the reasons why they choose to stay or cannot leave.

What I already know:

I consider domestic violence to be morally wrong. I know it's against the law and whoever breaks this can end up in jail. In most cases, women and children are the victims of domestic violence. Rarely is there a case where the male is the victim.

I know that these victims go through a lot of physical and emotional pain. For some reason they find themselves helpless and cannot escape. There are many times when female victims can't take all the physical abuse and end up in hospitals or dead. Despite all the pain victims go through, many continue to live in silence and stay with their abuser.

What I want to learn:

I am interested in learning about both the victim and the abuser. I want to look deeper into the emotions of a victim and discover their pain. I really want to know why these victims choose to stay, despite all the abuse. I also want to learn about the victims that escape this violence and how it is they made it through. I am also interested in learning about how the abuser feels when he beats his wife and children. I want to find out the reasons why the abusers choose to hurt their loved ones in the first place. I am interested in learning about what exactly happens to the abuser after the case is taken to the court officials. But most importantly, I would like to learn about how families continue to live their lives after surviving such tragic incidents.

Where my interests came from about this topic:

Women rights and equality have always interested me. I believe women are not subordinate to men and therefore should be treated equally. Even so, this world lacks such equality in many ways, one being domestic violence against women. I first became interested in domestic violence toward women when I rented a movie called *Enough*. It was about a woman who went through domestic violence after discovering her husband had been cheating on her with many women. After the first couple of beatings, she desperately tried to leave her husband and take her young daughter out of state with her. However, the husband was a wealthy man who paid men to track down his wife and try to kill her or make her come back to him. This movie made me realize that there are many women out there in this world who are looked down on and are treated as if they were nothing but dirt. It's sad how men can feel so dominant to women and feel they have the right to hurt them and yet not feel any shame. The way women have repeatedly been treated so unfairly has always interested me.

Some questions I have about domestic violence toward women:

1. Why do women choose to stay with their husbands even after they get abused?
2. Why do husbands abuse their wives?

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3. What kind of abuse do women go through?
4. Is it difficult to get an abuser jail time?
5. What percent of domestic violence victims are males?
6. Are there many cases of domestic violence?
7. What obstacles stand in a woman's way who is trying to escape from a home made up of abuse?
8. How difficult is it for a woman and her children to continue to live their lives after going through domestic violence?

My research plan:

My plan for collecting information about my topic is to first start searching the web for any personal stories about women who have experienced any sort of abuse. I plan on looking through magazines and newspapers to find any stories that concern domestic violence. I think that reading several different types of materials (books, magazines, internet sources, newspapers) can give me a variety of domestic violence cases and information. However, I think most of my research will be from the internet, but I would also want to conduct an interview that may give me a personal perspective on how it feels to be a victim of abuse. I am not sure if I will be able to have the primary source interview, but I will try. During my research I will keep a collection of graphs and photographs that may help me complete one of the four genres as well as my research paper.

After my Research-What I learned/gained from this research:

I have learned that many men who abuse their women do it because they believe nothing is wrong with it. Many of the abusers were victims themselves when they were young. Most women choose to stay with the men either because they love them too much to leave them, or because they are afraid of what they might do to them if they try to leave. In my research I found it ironic how many domestic violence cases occur in the homes of police officers. Being abused by a police officer makes it much more difficult for the woman to turn him in. Because the abuser is a police officer, his words are more believable than those of the woman. Hence, inequality still remains.

Cindy Valverde

Mrs. B. Right-Teacher

English

3 March 2005

Domestic Violence Towards Women

“Woman was taken out of man; not out of his head to top him, nor out of his feet to be trampled underfoot; but out of his side to be equal to him, under his arm to be protected, and near his heart to be loved” (Bartlett). Many men across the world, however, don’t seem to see the true value of a woman. Some males feel in a sense better and more capable than females. Whether it be because of their ego, or simply because they aren’t thinking clearly, many men have believed that it is okay to abuse a woman. However, women, like men are human beings, and therefore deserve equal respect.

Sometimes domestic violence occurs at a home because the man feels the woman should obey his every word. Sometimes men grow up with a strong ego, and therefore feel as if all should worship him. In a way, men take advantage of the fragile bodies women have. By abusing women, they get a sense of pride (Silber 74-76). They feel stronger knowing that they have someone who must follow their words or suffer the consequences.

Another reason why men choose to brutally abuse women is because of certain past incidents they went through during their childhood. Children who were raised in violent homes are seventy-four times more likely to commit similar assaults against a person (National Statistics for Domestic Violence). Because they grew up watching the abuse, they believe it is

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acceptable to physically hurt a woman. Other times however, men just hurt their spouse or loved one because it is their way of letting their anger out. At times men have a hard time controlling their anger, and eventually take it out on the woman whether they had anything to do with it or not. And because many times the man is stronger than the woman, these physical abuses continue until either the woman finds a way to leave, or until her loved one beats her to death (Castro).

Not many women have been fortunate enough to survive the severe beatings men have done to them. The most common abuses are being thrown around, dragged on the floor, and punched. Men at times use any kind of tool they can find (Volzboer 33-37). Women in times end up bathed in their own blood (33-37). In many cases the woman must be immediately rushed to the hospital due to the severe damage the man has done to her. Tragically, there are many cases where the woman does not leave the domestic home soon enough and pays with her own life.

If women are suffering so much, then why is it that they stay? Some women stay in hope that their loved one will change and things will get better. In such matters, love really is blind. Other women however, want to leave but can't, in fear that their husband might come after them or possibly their children. Religion is also a major factor in why women choose to stay. Sometimes women feel that it is their responsibility to keep the family together. Despite all the abuse, they think of the family and look beyond their own feelings. If they leave their husbands, they feel that they are going against their own religion (Castro).

Certain women however, don't have much of a way out. For example, women who are being abused by their husband, who is a police officer, have a much more difficult situation. Domestic violence is two to four times more common in police families than in the general population (National Statistics for Domestic Violence). It is the words of the wife against the words of a police officer. This makes it much more difficult for the woman to put the abuser in jail (Taylor 14). Other difficult situations women face

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when being abused is being an immigrant. Many women who have C. June 2005 illegally immigrated into the United States put up with the abuse in fear that the police might take them back to where they came from and they would have to abandon their children and leave them alone with the abuser (Volzboer 33-37).

All over the world, women are brutally being abused and treated as if they are not even human. Men at times feel it is acceptable to hurt women because they grew up with physical abuse as well. Other times it is because men feel women are subordinate. Women have a tendency to stay with the man in fear that he might come after her or simply because they love them too much to leave. Hence, inequality and brutality will still continue to live in this world unless more programs to shelter abused women are put into place. These women and their children need to be protected so the cycle of violence can be lessened or eliminated.

There Must Be More
by Cindy Valverde

hyperbole-
exaggeration.
Tears are not
toxic, but you
should
understand the
imagery that the
tears are like
poison

→ Toxic tears fall from my eyes,
as I look back and realize
the agony you carved in me.

metaphor-
comparing a
happy life to
clear blue skies

↗ For once upon a time, my skies were clear and blue.
Until the day that evil came and took my love from you.
When you came home late that night,
I saw a different you.
Your actions so aggressive.
This all to me was new.

The sticks and stones did break my bones.
Your words forever hurt me.

simile
person being
tossed "like"
garbage

↗ Your heavy hand across my face.
like garbage, tossed around our place.
Everything I thought I knew was never really true.

My body painted brilliantly, though not so blessed at all.
The purple and the blue embraced, the screeching cries did fall.

At times I'd end up bathed,
in rose petals of red.
Tangled in a web of fear,
from all the words you said.

Broken heart, broken bones.
The rainbows and the butterflies were gone.
There I lay once more.

And still the scars are visible,
Cut deep inside and out.
The stitches still are fresh.
My soul still seems to shout.

personification
a soul shouting

simile
comparing a heart to
a shattered glass.

→ For my heart was stabbed a million times,
and as fragile as it is,
Was shattered like a fallen glass...
there must be more to life than this.

