**Unit Three: Inquiry and Research**

Again, as with Unit 2: Much of the Reading you will do in this Unit will be determined by **you** and **your specific interests**.

We are looking to get you reading from a variety of sources that are represented by the following four categories:

Newspaper and magazine articles (print)

Reliable digital news and information sources

A combination of visual and verbal texts

Peer Review Journals

The authors/sources that the Professor provides will give you theoretical and analytical framework. They include:

* Eli Pariser
* Dr. Monica Berger’s Handout on Citation
* The News Literacy Project
* *Bad Ideas About Writing*
* Randall McClure
* *The Bedford Book of Genres*

Also, you will need your *Little Seagull Handbook* for valuable resources in using MLA format.

**UNIT 3: Research and Inquiry**. What is true and what is false? How can you use your writing ability to impact a larger community in a positive way? This UNIT will approach the “research paper” in a new way. Unit 3 asks that you become a self-directed reader and writer – able to go out, get information, synthesize it, and fuse your unique opinion with it in a way that is Honest and Clear. Plagiarism, Academic Integrity, and Library Skills will be addressed here.

You will complete worksheets, brainstorm, and explore your topic through various rough drafts (possibly in groups, as well as alone) until you arrive at working Research Thesis; you will complete Citations and/or Annotated Bibliographies in proper MLA format; you will work in groups (as assigned).

Unit 3 is the shortest of the three Units, because it overlaps with the skills you will be exploring in Unit 2. Citation exercises, research worksheets, and writing assignments will begin in the middle/end of Unit 2, and continue over 2 more weeks, at which point you will present a final Inquiry Paper or Project. This Unit is the least structured in some ways as you will be asked to work on your own and in groups and check in with me on your progress.

Major Assignment of UNIT 3: Research/Inquiry Project – length 850 words minimum; or Research Presentation with 2-page Summary Documentation and Citations: due Apr 25-29

The Learning Objectives we address in UNIT 1 include 1, 3, 4, 5, 6

The Keywords of this UNIT include: source analysis, research, citation, quotation, plagiarism, MLA format, opinion, evidence, claims, fact, truth, relevance, They Say/I Say, community, change, integrity

UNIT 3

**Schedule of Assignments with Due Dates**

**Due Homework**

**Apr 1** Watch this [video](https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en) on “Filter Bubbles” by Eli Pariser. **Discuss** in class: how do you get information about what’s going on in the world? What sources you trust, what you don’t, and why. And: do you care? Is what you “like” actually isolating you from a larger community?

**Watch** this video on [Checking Your Facts](https://newslit.org/updates/new-psa-campaign-before-you-vote-double-check-your-facts/) by the News Literacy Project. (Both videos are in our READINGS section on OpenLab.) **Discuss**.

**Make** a **list** of your comfort-zone sources; create a **list** of new sources (from the sources the Professor suggests). How can you find info on the second list that is pertinent to your interest area? Write this in your journals.

**Download and print Worksheets 1 and 2 for next class. Complete Worksheet 1.**

**Apr 6 Monday Review**: (Re-read your notes before class!). Read excerpts from your notes on research thus far.

**Complete Worksheet 2 in class.** What is the difference between “**pre-search**” and the more in depth **research** in Worksheet 2? Professor will also provide extra copies. You may need to do more than one version of these as your focus shifts. **These Worksheets are also your Homework for the next two classes.**

**Review graphic of Sources and Bias.** (Professor will provide this.)

**Make an appointment with the Professor for this week to get approval and help with your Inquiry Project.** This appointment should be during Office Hours, but discussion in class is also recommended!

**Apr 7 (Class follows a Wednesday schedule. Meet at noon in Namm 1018)**

Make sure your Inquiry Project’s focus and format has been approved by the Professor before you go into the final phases of writing. **Worksheets** are **due**. You will have also expanded your writing on Worksheet 2 into a rough draft.

Possible Library visit during class, time permitting.

Your rough draft of your Inquiry Project is **due after Spring Break**. Enjoy!

**Apr 20 Journal Check Day. Submit your Journal properly labeled.**

**“Free Swim.”** Continue to work in groups as needed on your Inquiry Project.

**Apr 22** ***Presentations/Submission*** *of Inquiry Projects begin. You will be given a time slot.*

Work in groups as needed. TBA.

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**Apr 27** *Presentations of Inquiry Projects continue.*

**Apr 29** *Presentations of Inquiry Projects continue and are completed by this date.*

**May 4 Reflection on UNIT 3:** In your journal, write a Reflection on the work you have done so far. What were your struggles? Successes? Did you have fun? What do you think you learned? What surprised you about this Unit? Be specific about this. Label it: “UNIT 3, Reflection.” See below for further instructions.

**Give yourself a grade for the work you did in UNIT 3.** Be specific. Tell me how, if at all, you feel you have improved over the course of the semester. What do you feel is a fair grade given your history and ability.

**May 6** **Due: Hand in a final draft for ALL OF THE Reflections you have written – UNITS 1, 2, and 3.**  Double-spaced, typed. Be sure that all your personal course info appears at the top, upper left. Label these writings **“My Journey/My Reflections ENGLISH 1101.”** Be sure to edit your language so that it is clear and understandable. Total Length: 1,200 words, minimum. I strongly suggest that you also write an Intro to this document, or at least include an overview of your feelings about the work we have done together throughout the semester.