



## **Research Basics – Syllabus**

**Course Description:** This course will introduce your child to the basics of research, an incredibly practical skill for all students. Students will first choose from a list of historical events or figures. Then, students will learn how to choose good research material, copy source information, take notes, create an outline, plan their writing, and write a basic three (3) to five (5) paragraph composition based on their research.

### **Course Outline:**

#### **Week One:** Beginning Steps

- A. Choosing a Topic
- B. Finding Sources
- C. Creating a Bibliography

#### **Week Two:** Researching & Note-Taking

- A. Basic Narrative Elements
- B. Note-Taking Tips
- C. Review of Plagiarism

#### **Week Three:** Creating an Outline

#### **Week Four:** Beginning the Rough Draft

#### **Week Five:** Continuing the Rough Draft

#### **Week Six:** Finishing the Rough Draft

#### **Week Seven:** Editing the Research Paper

#### **Week Eight:** Submitting your Final Paper



## Research Basics

**Grading Information:** Assignments 1 through 7 will be averaged together to receive a weekly assignment grade. The final project presented on Week 8 will receive a separate grade. Both the weekly assignment average and the final project grade will be combined utilizing the weighting seen below:

Course Components	Percentage of Final Grade
Weekly Assignments	40%
Final Paper	60%

Assignments 1 through 7 will be graded using the following rough-draft rubric. The final project presented on Week 8 will be graded using our standard grading rubric for *The Beginning Writer*.

Exemplary 100%	Strong 99%-90%	Proficient 89%-80%	Developing 79%-70%	Emerging 69%-60%	Beginning 59%-50%	No Attempt 49% and below
Student has followed all assignment directions and has demonstrated exemplary understanding of lesson concepts.	Student has followed most assignment directions and has demonstrated strong understanding of lesson concepts.	Student has followed most assignment directions but has struggled to fully understand lesson concepts.	Student has followed some or most assignment directions but has demonstrated a need for better understanding of lesson concepts.	Student has followed some assignment directions but has demonstrated inadequate understanding of lesson concepts.	Student has followed few assignment directions and has demonstrated poor understanding of lesson concepts.	Student has followed few to no assignment directions and has demonstrated no understanding of lesson concepts.
For drafts of outline, bibliography, and paper, student has submitted a complete assignment and demonstrated excellent effort.	For drafts of outline, bibliography, and paper, student has submitted a mostly complete assignment and demonstrated strong effort.	For drafts of outline, bibliography, and paper, student has submitted a mostly complete assignment and demonstrated proficient effort.	For drafts of outline, bibliography, and paper, student has submitted mediocre written work and demonstrated some lack of effort.	For drafts of outline, bibliography, and paper, student has submitted inadequate written work so that the instructor finds it difficult to provide helpful feedback.	For drafts of outline, bibliography, and paper, student has submitted short and poorly written work so that the instructor is unable to provide helpful feedback.	For drafts of outline, bibliography, and paper, student has submitted nothing.