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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Principles of Information Technology |
| **Lesson/Unit Title** | Formatting a Research Paper Using MLA Style |
| **TEKS Student Expectations** | **130.302. (c) Knowledge and Skills**  (7) The student applies word-processing technology.  (A) The student is expected to identify the terminology associated with word-processing software  (B) The student is expected to edit a variety of text documents using functions such as pagination, appropriate white space, tab settings, and font style, size, and color  (C) The student is expected to create professional documents such as memorandums, technical manuals, or proposals using advanced word-processing features |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this assignment, the student will be able to format a text document containing research information to display appropriate characteristics of the MLA style.  **Specific Objectives:**   * Identify the purpose of the Modern Language Association * Identify the steps to apply MLA format * Identify characteristics of MLA style format for research paper * Identify functions of word processing software tools associated with research paper format * Apply basic MLA format to text documents * Format internal quotations of a research paper according to MLA standards * Develop a works cited section of a research paper according to MLA standards |
| **Rationale** | Through this lesson, students will explore research papers in MLA formatting. They will have the opportunity to evaluate existing research papers, format existing research papers, practice citing sources, and create their own research paper. |
| **Duration of Lesson** | 1 week |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | Instructional Aids:   * Formatting Research Paper using MLA Notes Organizer * Activity #1 - #3 Instruction Sheet * Activity #1 Text File * Activity #1 Answer Key * Activity #2 Answer Key * Activity #3 Answer Key * Activity #4 Instruction Sheet * Activity #4 Text File * Activity #4 Answer Key * Activity #4 Grading Rubric   Materials Needed:   * Copies of Organizer, Instruction Sheets, and Exam * Electronic text files provided to students   Equipment Needed:   * Computers for individual student use with word processing software |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have students browse through printed documents such as newspapers or magazines to find 2 articles. One article should be about a topic that is questionable as to the truth of the content, and the second should have content that is very believable. Be sure to have research articles available.  **Note***:* The objective of this exercise is to have students realize how quotations anddocumented research of experts can sway a reader’s opinion of the topic or support the level of believability of the information provided.  **ASK, “**Have you ever been reading an article and wondered to yourself if what you were reading was really the truth?”  **ASK, “**What was it about the article that made you question its authenticity?”  Ask a few of the students to stand up and read part of the unbelievable document they found. Ask them to name at least one thing that makes IT seem unbelievable.  Optional: Have a student make a list on the board of the unbelievable qualities of the documents.  **ASK, “**Have you ever been reading an article and believed the content even though it was a controversial issue?”  **ASK, “**What was it about the article that made you believe its authenticity?”  Ask a few of the students to stand up and read part of the believable document they found. Ask them to name at least one thing that makes it seem believable.  **Optional**: Have a student make a list on the board of the believable qualities of the documents.  **Note**: The objective of this exercise is to have them realize how quotations and documented research of experts can sway a reader’s opinion of the topic. |
| **Direct Instruction \*** | 1. Students identify the purpose of the Modern Language Association 2. Students identify the steps to apply MLA format to a research paper 3. Identify characteristics of MLA style    1. Identify functions of the tools of word processing software associated with research paper format    2. Activity #1: Also listed in guided practice below 4. Apply basic MLA format to text documents (Provide feedback to students)    1. Activity #2: Also listed in guided practice below 5. Format internal quotations of a research paper according to MLA standards Provide feedback to students    1. Activity #3: Also listed in guided practice below 6. Develop a works cited section of a research paper according to MLA standards (Provide feedback to students)    1. Activity #4: Also listed in independent practice below  * Students will apply basic MLA format to the text document, format internal quotations, and develop a works cited section of a research paper. * Students will complete the review activity listed below in the Summary section. * Students will complete the exam activity listed below in the Evaluation section. |
| **Guided Practice \*** | **Note to instructor:** The statistics presented in this research paper are completely fictional and were only produced for teaching MLA format, not to present information or sway anyone’s opinion on any of the topics presented.  **Activity #1:**  Students will open the text file of Activity #1 (unformatted text of a research paper) and apply basic MLA formatting techniques (font style & size, margins, line spacing, and title block), then save as Activity 1. When finished, they will compare their work to the answer key provided, make needed corrections, and resave.  **Activity #2:**  Students will open the file they named Activity 1 and apply MLA style formatting for the internal quotations, then save as Activity 2. When finished, they will compare their work to the answer key provided, make needed corrections, and resave.  **Activity #3:**  Students will open the file they named Activity 2 and apply MLA style formatting for the works cited section, then save as Activity 3. When finished, they will compare their work to the answer key provided, make needed corrections, and resave. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Note to instructor:** The statistics presented in this research paper are completely fictional and were only produced for teaching MLA format, not to present information or sway anyone’s opinion on any of the topics presented.  **Activity #4:**  Students will open the text file of Activity #4 (unformatted text of a research paper) and apply basic MLA formatting techniques (font style & size, margins, line spacing, and title block), apply MLA style formatting for the internal quotations, and apply MLA style formatting for the works cited section of the research paper.  When finished, they will evaluate their own work, make corrections, and then print a copy for the instructor to grade. |
| **Lesson Closure** | In pairs, have students ask questions of each other from the lesson note organizers they filled out at the beginning of the lesson. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   * Discussion comments during introduction activity * Observation of note-taking * Guided practice activities – making corrections to documents   **Formal Assessment**  **Activity #4:** Application of all the steps to apply MLA style format to a research paper. (Grading rubric provided) |
| **References/Resources/**  **Teacher Preparation** |  |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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) | **Enrichment #1:** Have students obtain an essay that they wrote for English class and applybasic MLA format to the document.  **Enrichment #2:** Instruct the students to use that same essay, locate 3 sources ofinformation on this topic, and quote the sources within the text of the essay.  **Enrichment #3:** Instruct the students to use that same essay and develop a works citedsection for the three sources they used for internal quotations. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, TSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

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)