# Year 11 English Extension – Texts, Culture and Values

## Developing research skills

Student booklet containing a lesson sequence to build student research skills.

## Table of contents

[Year 11 English Extension 1](#_Toc77613068)

[Texts, Culture and Values – developing research skills 1](#_Toc77613069)

[Table of contents 2](#_Toc77613070)

[List of tables 2](#_Toc77613071)

[Resource overview 3](#_Toc77613072)

[Links to third-party websites 3](#_Toc77613073)

[Use of NESA resources 3](#_Toc77613074)

[To the student 5](#_Toc77613075)

[Rationale – research support 5](#_Toc77613076)

[Core resources 5](#_Toc77613077)

[Learning intentions 6](#_Toc77613078)

[Success criteria 6](#_Toc77613079)

[Lesson sequence 6](#_Toc77613080)

[Task 1 – background information 6](#_Toc77613081)

[Task 2 – developing research skills 7](#_Toc77613082)

[Task 3 – searching and skimming 8](#_Toc77613083)

[Task 4 – referencing and reflection 9](#_Toc77613084)

[Task 5 – reading with a purpose 10](#_Toc77613085)

[Task 6 – where to next? 11](#_Toc77613086)

[Resources 13](#_Toc77613087)

[Resource 1 – Cornell note-taking templates 13](#_Toc77613088)

[Resource 2 – academic article 15](#_Toc77613089)

[Resource 3 – academic reading quotes 15](#_Toc77613090)

[Resource 4 – graphic organisers 15](#_Toc77613091)

[Resource 5 – generate, sort, connect and elaborate – thinking routine 15](#_Toc77613092)

[Resource 6 – I used to think…, now I think – thinking routine 16](#_Toc77613093)

### List of tables

[Table 1 – Cornell note-taking template 1 13](#_Toc77613094)

[Table 2 – Cornell note-taking template 2 14](#_Toc77613095)

[Table 3 – academic reading quotations 15](#_Toc77613096)

Note: as you add content to this booklet you can update the contents table to accurately reflect the page numbers within the resource. To update the table of contents, right click on the table and select ‘update table’ (in the online version) and ‘update field’ and then select ‘update entire field’ (in the desktop version). Your table numbers should then update to reflect your changes.

## Resource overview

This resource has been designed for use by Year 11 English Extension teachers and students. The material is designed to support students and the development of their research skills. The content in this resource booklet has been prepared by the English curriculum team, unless otherwise credited.

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## To the student

This lesson sequence is designed to be used either synchronously or asynchronously. Your teacher may synchronously monitor your learning as you work through this resource. You may work individually or in pairs.

### Rationale – research support

Within the Year 11 Extension course, you have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. In order to achieve this with confidence, it is important to build capacity in your independent research skills and to broaden your understanding of the literary and cultural theory that underpins the study of English literature. This lesson sequence suggests a method to use to develop research skills and academic article deconstruction skills to support you to build capacity to understand and engage personally with articles.

### Core resources

This resource makes reference to:

* a series of hyperlinks to NESA resources and library research support materials
* the academic article ['An Introduction to Genre Theory' by Daniel Chandler](http://visual-memory.co.uk/daniel/Documents/intgenre/intgenre1.html)[[1]](#endnote-2), and the section ‘The problem of definition’ or download the [PDF version](http://visual-memory.co.uk/daniel/Documents/intgenre/chandler_genre_theory.pdf) to consult pages 3 and 6 for the quote activity.
* the [concept mapping graphic organisers](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577)[[2]](#endnote-3) from the NSW DoE Digital Learning Selector. [Concept mapping](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) is explained and a Microsoft and [Google Forms template](https://docs.google.com/presentation/u/2/d/1oPEdWuEV4OcpzZxbZnuSWb_AlWNjORSBwBVUf22rrWY/template/preview?clearCache=cb278a1c-ed3d-e99d-9059-85e6e3a9577a) is provided with eight different mapping styles. The graphic organisers can be selected depending on student preference and the number of students in the Extension class.
* the [Thinking Routine: ‘Generate, Sort, Connect, Elaborate](https://pz.harvard.edu/resources/generate-sort-connect-elaborate)’[[3]](#endnote-4) which will be used to generate your ideas, and to elaborate on, and consolidate your thinking.

**Study options**

* Synchronously – you will work through this booklet as a class with your teacher.
* Asynchronously – you will work through this booklet independently and communicate with your teacher, as required, through your school’s desired platform.

All the resources are hyperlinked throughout or contained in the resource section at the end of this document. For paper-based learning, all the resources can be printed.

### Learning intentions

You will:

* develop your understanding of how to search and research effectively
* read an academic article with a teacher-directed purpose in mind and identify the overarching concepts
* demonstrate your understanding by filling in a graphic organiser and explaining your thinking in response to a note-making routine and a thinking routine.

### Success criteria

So you can:

* understand how to select appropriate academic articles for your independent project
* build your conceptual understanding of literary theory and extend your academic vocabulary and research skills.

#### Syllabus outcomes

The following teaching and learning strategy will assist in covering elements of the following outcomes:

* EE11-4 develops skills in research methodology to undertake effective independent investigation.
* EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity.

Syllabus outcomes are from ‘[English Extension 1 Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017) (2017)’[[4]](#endnote-5).

## Lesson sequence

### Task 1 – background information

1. Ensure you are familiar with the independent investigation component of the course and its place within your assessment schedule.
2. In order to appreciate the importance of understanding literary value and conceptual understandings, consider the feedback from the HSC marking centre from the 2019 and 2020 examinations: ‘[NESA Extension English 2019 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-extension-1-2019-hsc-exam-pack)’[[5]](#endnote-6) ‘[NESA Extension English 2020 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-extension-1-2020-hsc-exam-pack)’[[6]](#endnote-7).
3. Complete the thinking routine (Resource 6) ‘[I used to think …, but now I think …](https://pz.harvard.edu/sites/default/files/I%20Used%20to%20Think%20-%20Now%20I%20Think_1.pdf)’[[7]](#endnote-8) (Project Zero Visible Thinking Routines) to identify how engagement with this resource has enhanced your understanding of the importance of conceptual understanding in Extension English.
4. Presentation options: share your thinking in a variety of ways. Discuss these options with your teacher. You could:
   * share your shifts in thinking via a post in the online classroom
   * or, create a Flipgrid clip and share these with your peers. New to Flipgrid? View the YouTube clip ‘[How to use Flipgrid for Students – Fall 2020 update](https://www.youtube.com/watch?app=desktop&v=C0QV3Yfv7UY)! ’[[8]](#endnote-9) - duration 8:39 to find out how to use Flipgrid to present information.
   * or, add your ideas to a (teacher created) shared word document, Jamboard or other online learning tool
   * or, record these ideas in your workbook.

### Task 2 – developing research skills

#### Refine your understanding – search skills

It is important for English senior study, and your future study, to develop high level research skills. The academic rules are stringent in the tertiary sector so now is the time to practise these skills so that you enhance the quality of your work and are ready for study beyond school.

1. If you are working as a class, your teacher and or librarian will provide you with a lesson on accessing resources that are available in your school and using advanced search term skills.
   * Start with the resources in your own school library.
   * Include the virtual resources for which your library has access.

If you are working independently, you can search your school catalogue and try out some search terms. After a few turns, move on to the next activity which will give you further practise.

1. If accessing the school’s library system is not an option, begin exploring [Google Scholar](https://scholar.google.com/). Many students will need to explore how to use Google Scholar effectively. Take some time to explore the various ‘[Search Tips](https://scholar.google.com.au/intl/en/scholar/help.html)’[[9]](#endnote-10) resources available online. This will help you develop your understanding of how to search effectively.
2. Utilise a resource such as [New England University’s ‘web research’](https://www.une.edu.au/library/services/support/eskills-plus/research-skills/web-research)[[10]](#endnote-11) support guide to refine your understanding of how to search effectively online (using tools like Google Scholar) and using library databases.
3. Research what makes a resource a scholarly source. The YouTube clip developed by RMIT is a student friendly introduction, ‘[What’s a scholarly source?](https://www.youtube.com/watch?v=WDvo7WgjTyc)’[[11]](#endnote-12) – duration 2:25.
4. Join the [State Library](https://www.sl.nsw.gov.au/join)[[12]](#endnote-13). It is free and easy to join from the website and you will be sent a library card in the mail. You can log in to the website with your membership details and borrow books in person with your library card.
   * Try out your searching skills in the [library catalogue](https://collection.sl.nsw.gov.au/)[[13]](#endnote-14) on the library website. It is a good way to practise using search terms.
   * Explore the resources within the ‘[English – HSC’ resource page](https://guides.sl.nsw.gov.au/english-hsc/starting-your-research)[[14]](#endnote-15) provided by the State Library. It is an excellent starting point for database related research and provides a comprehensive introduction.
5. View some of the many university sites which have instructions and support guides for refining database searches including:
   * Western Sydney University [‘Successful Searching’](https://library.westernsydney.edu.au/main/guides/online-tutorials/successful-searching)[[15]](#endnote-16) and [‘Getting started by finding information’](https://library.westernsydney.edu.au/successfulsearching/get_startop/story.html)[[16]](#endnote-17)
   * The University of Sydney [‘4.4 Boolean and Phrase Searching’](https://www.library.sydney.edu.au/help/online-training/esearch/module4-planning-your-research/m4-4-boolean.html)[[17]](#endnote-18)
   * Northeastern University Library [‘Top Ten Search Tips’](https://library.northeastern.edu/get-help/research-tutorials/effective-database-searches/top-ten-search-tips)[[18]](#endnote-19)
   * Walden University Library [‘Database Search Skills: Basic Search Limiters’](https://academicguides.waldenu.edu/library/databasesearchskills/basicsearchlimiters)[[19]](#endnote-20)

Your school may also have an affiliation with a university and therefore some access to their databases. Email your librarian to find out.

1. Complete the thinking routine (Resource 6) ‘[I used to think …, but now I think …](https://pz.harvard.edu/sites/default/files/I%20Used%20to%20Think%20-%20Now%20I%20Think_1.pdf)’[[20]](#endnote-21) (Project Zero Visible Thinking Routines) to identify how engagement with this resource has enhanced your understanding of how to search effectively.
2. Top tips for searching – create a Flipgrid and share your top search tips with your peers. New to Flipgrid? YouTube clip ‘[How to use Flipgrid for Students – Fall 2020 update](https://www.youtube.com/watch?app=desktop&v=C0QV3Yfv7UY)! ’[[21]](#endnote-22) - duration 8:39 to find out how to use Flipgrid to present information.

### Task 3 – searching and skimming

#### Demonstrate your understanding – searching and skimming

In this section of Task 3, you are encouraged to demonstrate and practise your new skills.

1. Practise using these new skills by sourcing an article on the topic you are considering for the independent investigation.

##### Skimming

Once you have located an article, you can review your skimming skills. This skill is vital when conducting academic article searches. You do not have time to read large portions of the article only to realise that it does not meet your needs. Here you will practise this skill on the article you have found. Skimming means you read key sections of a text to get the main idea, which helps you determine whether it is worth reading in full.

1. Use the following procedure and skim the article:
   1. The first step is to read the abstract of the article. It gives a good overview. What key ideas stand out to you?
   2. Secondly, look for subheadings, diagrams, pictures or charts. What do they tell you?
   3. Read the topic sentences and the last sentences of each paragraph. Do these sound relevant? Do you want to read more?
   4. If you are still interested in the article, then read the first few paragraphs in more depth. Does the article sound relevant? Are there key terms and ideas that stand out to you?

##### Note-taking

1. Read the article in its entirety and make notes using one of the Cornell note-taking templates, already established for the class by your teacher.

Need a refresher of the Cornell note-taking method? Cornell note-taking strategy information can be found widely on the web. However, its origins are in Cornell University and their Learning Strategies Center website contains useful support materials like at ‘[The Cornell Note-Taking System](http://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/)’[[22]](#endnote-23) instructions videos and templates. Cornell University also offer an open access free online module supporting students to [develop an understanding of note-taking strategies](https://canvas.cornell.edu/courses/1451)[[23]](#endnote-24). If note-taking is new to you, it is highly recommended you explore resources such as this online module.

### Task 4 – referencing and reflection

#### Demonstrate your understanding – referencing

Another important aspect of research is referencing your research material. Many universities utilise APA referencing. At this stage they are up to the 7th edition of the rules. As your study career progresses, be sure to keep up to date with the rule changes as this is your responsibility. There are penalties if you do not reference your work correctly in the tertiary sector.

1. Examine the [Curtin University](https://libguides.library.curtin.edu.au/apa-7) ‘APA 7th referencing guide’[[24]](#endnote-25) and read the information for the type of material you have read through in the previous activity. This is most likely going to be a book, book chapter or journal article with one or more authors. This site provides you with an outline of the recent changes to the rules and examples of how to cite correctly.
2. Demonstrate your understanding of the new rules by referencing the scholarly material you found and read.

#### Reflect

At this stage, it is important to stop and reflect on what you have learnt so far and what else you need to master. You can write your responses in your workbook or your teacher may ask you to post them in your schools’ preferred platform.

Consider the following reflection questions –

1. What resources can I access?
2. What skills have I developed?
3. What do I now understand is important for researching?
4. How can I make research for my independent investigation more efficient and effective?

### Task 5 – reading with a purpose

Now that you have developed your skills in sourcing articles, you will need to practise your skills in judging the worth of an article and extracting relevant information.

Refer to Resource 2 for this activity. You will complete activities 1-10. You will be working on the first section of the article for the purposes of this activity. However, the rest of the article may prove to be useful for your independent research and class work, so keep it in mind.

1. In order to further develop your skills, we will read and deconstruct an academic article, Resource 2. This activity will help you to understand the concepts embedded in the article, introduce you to some academic thinkers and support you to develop your skills in extracting relevant information from an article.
   1. Download the PDF or access the printed version of the article given to you by your teacher.
   2. Use one of the templates from Resource 1 and demonstrate your skimming skills by recording your initial thoughts about the article. Take particular note of the reference list as this is a great resource.

#### Understanding

1. Read the first section of the article entitled: ‘The problem of definition’. Read with the purpose of trying to understand what the problem actually is, with regard to defining the term genre.

##### Engaging Personally

1. Write, in your own words, what you consider to be the main issues with defining the term ‘genre’. Keep these initial ideas, written clearly, to come back to at the end of the activity.

##### Understanding and connecting

1. Examine the list of quotes found in Resource 3. Your teacher will now allocate you a quote from Table 3, which have been sourced from either page three or page six of the article.
2. With reference to Resource 4, you will need to select a graphic organiser to complete the next phase of the activity. These can be sourced via the ‘[Digital Learning Selector’ – Concept Mapping here](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577). There are eight different mapping styles to choose from. Either challenge yourself to select one that is new to you, or your teacher may allocate one to you or your pair to use.
3. Using Resource 5, which describes the thinking routine: ‘[Generate, Sort, Connect and Elaborate](https://pz.harvard.edu/sites/default/files/Generate-Sort-Connect-Elaborate_0.pdf)’, begin to unpack your quote and work through the first section of the academic reading following the instructions in the resource.

##### Engaging critically and reporting your findings

1. You are now up to sharing the insights you have developed about your quote and the ideas that you have formed from deconstructing this section of the article with a clear purpose. Your teacher may direct you as to the method. You might be able to use Microsoft Apps: Sway, Flipgrid or PowerPoint to record your presentation, or your teacher may want to use a synchronous method, for example, a Teams chat or Zoom. Identify the method of presentation.
2. During each person or pair’s presentation (synchronously), or as you read/view their work (asynchronously), make additional notes connecting and extending your ideas. Record these new insights onto your graphic organiser.
3. After all the presentations and reviews, revisit and add your graphic organiser one more time before you complete the written activity.
4. When you have finished planning and thinking, write a clear paragraph on the following:
   * Explain why you think the concept of genre is so difficult to define. Submit your paragraph for teacher feedback.
5. Utilise Resource 6 and reflect on how your understanding has developed and changed.

### Task 6 – where to next?

In order to master a new skill, it should be used as soon as possible.

#### Your turn – source an article on your own

1. You can practise using the research skills you have developed to source an article on the topic of your independent research project or the text you are currently studying.
2. Access the State Library, Google Scholar and the other resources at your disposal through your school. Remember to refine your search using the parameters and terms you have just learnt.
3. Use the reference list or bibliography of the article to lead you on to further articles of interest.
4. You have some familiarity now with some literary thinkers so names may start to become familiar. This will help you to ascertain the value of the article. If in doubt, check with your teacher or google their name/s before you start.
5. Utilise your skimming skills: read the abstract, use the contents, sub-headings and topic sentences to ascertain if the article is what you are looking for. Always read with a purpose.
6. Utilise one of the graphic organisers that worked well for your style of learning to make your initial notes of the overarching concepts in the article.
7. Once you are satisfied that the article has merit and is useful for your purpose then you should make more detailed notes using one of the thinking routines and/or the Cornell note-taking template.
8. Once this is completed, make an appointment with your teacher to discuss what you have discovered. You are now taking on the role of the expert.
9. After the teacher conference, reflect on the feedback and consider where your research will now lead you.

## Resources

### Resource 1 – Cornell note-taking templates

Table 1 – Cornell note-taking template 1

|  |  |
| --- | --- |
| Key words/ comments/ questions | Topic:  Text:  Notes |
| **New language** |  |
| **Questions** |  |
| **Summary** |  |

Table 2 – Cornell note-taking template 2

|  |  |
| --- | --- |
| Key words/ comments/ questions | Topic:  Text:  Evidence and details |
| ****New vocabulary and its definition**** |  |
| ****Questions**** |  |
| ****Lingering points**** |  |
| ****Critical reflection – what have I learnt?**** |  |

### Resource 2 – academic article

‘[An Introduction to Genre Theory’ by Daniel Chandler](http://visual-memory.co.uk/daniel/Documents/intgenre/intgenre1.html). You can download a [PDF version](http://visual-memory.co.uk/daniel/Documents/intgenre/chandler_genre_theory.pdf) and print it out for ease of use in the activities.

### Resource 3 – academic reading quotes

Table 3 – academic reading quotations

|  |  |  |
| --- | --- | --- |
| Academic | Quote | Page number |
| Robert Hodge and Gunther Kress | Genres only exist in so far as a social group declares and enforces the rules that constitute them. | 3 |
| David Buckingham | Genre is not…simple ‘given’ by the culture: rather, it is a constant process of negotiation and change. | 3 |
| Tzuvetan Todorov | A new genre is always the transformation of one or several old genres. | 3 |
| Steve Neale | …definitions of genres are always historically relative and therefore historically specific. | 6 |
| Roland Barthes | It is in relation to other texts written within a genre rather than in relation to lived experience that we can make sense of certain events within a text. | 6 |
| Jacques Derrida | A text cannot belong to no genre, it cannot be without…a genre. | 6 |

### Resource 4 – graphic organisers

Graphic organisers are from NSW DoE Digital Learning Selector activity: [concept mapping](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.XaPphcFKh60.link) is explained at the link and a Microsoft and [Google Forms template](https://docs.google.com/presentation/u/2/d/1oPEdWuEV4OcpzZxbZnuSWb_AlWNjORSBwBVUf22rrWY/template/preview?clearCache=cb278a1c-ed3d-e99d-9059-85e6e3a9577a) is provided with eight different mapping styles.

### Resource 5 – generate, sort, connect and elaborate – thinking routine

Focus on the conceptual idea in the quote allocated to you or your pair. Use the thinking routine to help you. If you would like to learn more about this thinking routine and how it helps clarify your understanding, visit [Project Zero Visible Thinking Routine](https://pz.harvard.edu/sites/default/files/Generate-Sort-Connect-Elaborate_0.pdf) - Generate, sort, connect and elaborate

* Generate a list of ideas and initial thoughts that come to mind. Now look back over the section of the article and add any ideas from other academics. Remember: you are reading the article with a clear purpose so you will need to use your skimming and scanning skills to gloss over any ideas that do not fit with this one.
* Sort your ideas according to how central they are to this main conceptual idea about genre. Place central ideas near the centre and supporting ideas toward the outside of the page.
* Connect your ideas by drawing connecting lines between ideas that have something in common. Reflect on how the ideas are connected and take some notes to explain your thinking.
* Elaborate on any of the ideas/thoughts you have written so far by adding new ideas that expand, extend or add to your initial ideas.

#### Demonstrate your understanding

* Continue generating, connecting, and elaborating new ideas as you listen to other students present their thinking on the other quotes. After each student or pair have shared their musings, write a clear paragraph on the following:

Explain why you think the concept of genre is difficult to define.

### Resource 6 – I used to think…, now I think – thinking routine

This routine is to help you reflect on and articulate how and why your thinking/knowledge has changed due to your engagement with the resources or information. If you would like to learn about this thinking routine and how it helps clarify your understanding, visit [Project Zero Visible Thinking Routine - I used to think… now I think …](http://pz.harvard.edu/resources/i-used-to-think-now-i-think)

Write a response using each of the sentence stems:

1. I used to think...
2. Now, I think...

Share and explain your shifts in thinking.

1. Chandler, Daniel. (1997). [An Introduction to Genre Theory](http://visual-memory.co.uk/daniel/Documents/intgenre/intgenre.html) URL <http://www.aber.ac.uk/media/Documents/intgenre/intgenre.html>. Date accessed 14/07/2021.  [↑](#endnote-ref-2)
2. NSW Department of Education. (2021) [*Concept Mapping*](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) URL© [State of New South Wales (Department of Education)](https://education.nsw.gov.au/about-us/copyright), 2021. Date accessed 17/07/2021. [↑](#endnote-ref-3)
3. Harvard Graduate School of Education. (2015). [Generate, Sort, Connect and Elaborate](https://pz.harvard.edu/resources/generate-sort-connect-elaborate) © President and Fellows of Harvard College | Harvard Graduate School of Education. URL <https://pz.harvard.edu/resources/generate-sort-connect-elaborate>. Date accessed 14/07/2021. [↑](#endnote-ref-4)
4. [English Extension 11-12 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012, date accessed 08/04/2020. [↑](#endnote-ref-5)
5. [English Extension 1 2020 HSC Exam Pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-extension-1-2020-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021. Date accessed 14/07/2021. [↑](#endnote-ref-6)
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