# Year 11 English Extension – Texts, Culture and Values

## Developing research skills

Teacher resource containing a lesson sequence to build student research skills.

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# 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 teacher

This lesson sequence is designed to be used either synchronously or asynchronously with your class. There is an accompanying student booklet. The teacher can synchronously monitor the learning as students work through the student booklet and support them as they work individually or in pairs. Alternatively, the accompanying student booklet can be utilised by each student and they can work independently asynchronously.

### Rationale – research support

Within the Year 11 English Extension course, students 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 students’ independent research skills and to broaden their 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. This can help support students build their capacity to understand and engage personally with academic articles and information.

### Core resources

This lesson sequence will make reference to:

* the student resource booklet
* 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)[[2]](#endnote-3), 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)[[3]](#endnote-4) 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)’[[4]](#endnote-5) which will be used to generate student ideas, and to elaborate and consolidate their thinking.

**Delivery options**

* Synchronously – students can work through the student booklet as a class with your guidance.
* Asynchronously – students can work through the student booklet independently and communicate with you, as required, through your school’s desired platform.

All the resources in this learning sequence can be found in the resource section at the end of this document. For paper-based learning, all of the resources can be printed.

### Learning intentions

 Students will:

* develop their 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 their understanding by filling in a graphic organiser and explaining their thinking in response to a note-making routine and a thinking routine.

### Success criteria

So they can:

* understand how to select appropriate academic articles for their independent project
* build their conceptual understanding of literary theory and extend their 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)’[[5]](#endnote-6).

#### Outcome content

* S6E11-O4DA1: evaluate the relevance and quality of a variety of critical, informative and creative texts used in particular contexts (Concept: Literary Value, Process: Engaging critically, also concepts: Authority, Context)
* S6E11-O4EP1: search for relevant critical, creative and informative texts using online databases, libraries and websites (Process: Understanding)
* S6E11-O4UA1: use appropriate referencing styles to cite texts and generate reference lists (Process: Understanding, also concept: Code and Convention)
* S6E11-O4UA2: understand, appraise and use academic language appropriately (Process: Understanding, also concept: Code and Convention)
* S6E11-O4RC1: use research skills to investigate and inform thinking about ideas, audience, purpose, context and notions of value (Processes: Understanding and Engaging Personally)
* S6E11-O4RC2: apply skills in research methodology and independent investigation to compose (Processes: Understanding and concept: Code and Convention)
* S6E11-O6EP1: evaluate how their personal responses have changed as a result of wide reading of a variety of complex texts (Processes: Engaging personally, Connecting, Reflecting)

The coding for these content points comes from the [English Textual Concepts and Learning Processes resources for Stage 6 English – Extension](http://englishtextualconcepts.nsw.edu.au/portfolio)[[6]](#endnote-7).

## Lesson sequence

### Task 1 – background information

1. Ensure students are familiar with the independent investigation component of the course and its place within their assessment schedule.
2. In order to emphasise 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)’[[7]](#endnote-8) ‘[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)’[[8]](#endnote-9).
3. Students can 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)’[[9]](#endnote-10) (Project Zero Visible Thinking Routines) to identify how engagement with this resource has enhanced their understanding of the importance of conceptual understanding in Extension English.
4. Presentation options: students could share their thinking in various ways. They could:
	* share their shifts in thinking via a post in the online classroom
	* or, create a Flipgrid clip and ask students to share these with their peers. New to Flipgrid? View the YouTube clip ‘[Flipgrid](https://www.youtube.com/watch?v=aLzX13jw7bw) Tutorial for Teachers’[[10]](#endnote-11) - duration 14:42 to find out how to use Flipgrid in your lessons.
	* or, add their ideas to a (teacher created) shared word document, Jamboard or other online learning tool
	* or, record these ideas in their workbooks.

### Task 2 – developing research skills

#### Refine their understanding – search skills

This first activity emphasises the importance of research skills for senior study and higher education. Here you can set students up with library access and some skills to begin their research journey.

1. Initially, you or your librarian should provide your students 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 that your library has access to, for example EBSCO Host.
2. If accessing the school’s library system is not an option, encourage students to begin exploring [Google Scholar](https://scholar.google.com/). Many students will need to explore how to use Google Scholar effectively. Students may need to take some time and explore the various ‘[Search Tips](https://scholar.google.com.au/intl/en/scholar/help.html)’[[11]](#endnote-12) resources available online. This will help students develop their understanding of how to search effectively.
3. 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)[[12]](#endnote-13) support guide to help students refine their understanding of how to search effectively online (using tools like Google Scholar) and using library databases.
4. Students may also need to refine their understanding of 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)’[[13]](#endnote-14) – duration 2:25.
5. Encourage your students to join the [State Library](https://www.sl.nsw.gov.au/join)[[14]](#endnote-15). It is free and easy to join from the website.
	* Students should try out their searching skills in the [library catalogue](https://collection.sl.nsw.gov.au/)[[15]](#endnote-16) on the library website.
	* Students should also explore the resources within the ‘[English – HSC’ resource page](https://guides.sl.nsw.gov.au/english-hsc/starting-your-research)[[16]](#endnote-17) provided by the State Library. It is an excellent starting point for database related research and provides a comprehensive introduction.
6. Many university sites 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)[[17]](#endnote-18) and [‘Getting started by finding information’](https://library.westernsydney.edu.au/successfulsearching/get_startop/story.html)[[18]](#endnote-19)
	* 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)[[19]](#endnote-20)
	* Northeastern University Library [‘Top Ten Search Tips’](https://library.northeastern.edu/get-help/research-tutorials/effective-database-searches/top-ten-search-tips)[[20]](#endnote-21)
	* Walden University Library [‘Database Search Skills: Basic Search Limiters’](https://academicguides.waldenu.edu/library/databasesearchskills/basicsearchlimiters)[[21]](#endnote-22)

Your school may also have an affiliation with a university and therefore some access to their databases.

1. Students 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)’[[22]](#endnote-23) (Project Zero Visible Thinking Routines) identifying how engagement with this resource has enhanced their understanding of how to search effectively.
2. Top tips for searching – students create a Flipgrid and share their top search tips with their peers. Teachers could also create a version of this and share with students. New to Flipgrid? View the YouTube clip ‘[How to team remotely with Flipgrid](https://www.youtube.com/watch?v=aLzX13jw7bw)’[[23]](#endnote-24) - duration 14:42 to find out how to use Flipgrid to present information.

### Task 3 – searching and skimming

#### Demonstrate understanding – searching and skimming

In this section of Task 3, the students are encouraged to demonstrate and practise their new skills.

1. Have students practise using these new skills by sourcing an article on the topic they are considering for their independent investigation.
* Model and guide – you may want to model an example of the following with your students using an article relevant to their set text and an article irrelevant to their set text. This helps students see the connections between their set text and academic articles.

Once they have located an article, they can review their skimming skills. This skill is vital when doing academic article searches. They do not have time to read large portions of the article only to realise that it does not meet their needs. Here they will practise this skill on the article they have found. They can use the following procedure:

1. Skimming - reading quickly to get the main idea.
	1. The first step is to have students read the abstract of the article. It gives a good overview. What key ideas stand out to students?
	2. Secondly, have students look for subheadings, diagrams, pictures or charts. What do they tell the students?
	3. Students should then read the topic sentences and the last sentences of each paragraph. Do these sound relevant? Do they want to read more?
	4. If they are still interested in the article, have students read the first few paragraphs in more depth. Ask students: Does the article sound relevant? Are there key terms and ideas that stand out to you?

##### Note-taking

Read the article in its entirety and have students make notes using one of the Cornell note-taking templates.

If students are new to the Cornell note-taking method they could use the note-taking method already established within the class. If they do not have a note-taking method they should spend some time learning to use one. Information about the Cornell note-taking strategy 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 ‘[The Cornell Note -Taking System](http://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/)’[[24]](#endnote-25) 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)[[25]](#endnote-26).

### Task 4 – referencing and reflection

#### Demonstrate their understanding – referencing

Now students will consider the important aspect of referencing their research material. Many universities utilise APA referencing. At this stage they are up to the 7th edition of the rules. As their study career progresses, encourage your students to keep up to date with the rule changes. As you know, there are penalties if they do not reference their work correctly in the tertiary sector.

1. Students should examine the [Curtin University](https://libguides.library.curtin.edu.au/apa-7) ‘APA 7th referencing guide’[[26]](#endnote-27) and read the information for the type of material they have read through in the previous activity. This is most likely to be a book, book chapter or journal article. This site provides students with an outline of the recent changes to the rules and examples of how to cite correctly.
2. Students will demonstrate their understanding of the new rules by referencing the scholarly material they found and read.

#### Reflect

At this stage, it is important for your students to reflect on what they have learnt so far and what other skills they need to master. You could set these questions for reflection (post on a Google doc, set up a blog post or email for example) or hold a synchronous discussion using your school’s preferred platform.

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

### Task 5 – reading with a purpose

Now that your students are developing their skills in sourcing articles, they will need to practise their skills in judging the worth of an article and extracting relevant information.

Direct them to complete activities 1-10 using Resource 2. Students 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 their independent research and class work. Remind students to keep this in mind.

1. In order to further develop their skills, students will read and deconstruct an academic article, Resource 2. This activity will help students to understand the concepts embedded in the article, introduce them to some academic thinkers and support students to develop their skills in extracting relevant information from an article.
	1. Students can download the PDF or access the printed version of the article given to them at the end of their student booklet.
	2. Students should use one of the templates from Resource 1 and demonstrate their skimming skills by recording their initial thoughts about the article. Direct students to take particular note of the reference list as this is a great resource.

#### Understanding

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

#### Engaging Personally

1. Have students write, in their own words, what they consider to be the main issues with defining the term ‘genre’. They should 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. Allocate students a quote, or have students select a quote, from Table 3 (note: these quotes have been sourced from either page three or page six of the article). Depending on the size of your class, you may allocate a quote to an individual or a pair.
2. With reference to Resource 4, have students 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. Students can challenge themselves to select one that is new to them, or you may allocate one to an individual student or 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)’, students begin to unpack their quote and work through the first section of the academic reading following the instructions in the resource.

#### Engaging critically and reporting your findings

1. Your students should now be up to sharing the insights they have developed about their quote and the ideas that they have formed from deconstructing this section of the article with a clear purpose. You should now direct students as to the method. You might prefer to have them use Microsoft Apps: Sway, Flipgrid or PowerPoint, to record their presentations. Alternatively, you may want to use a synchronous method, for example, a Teams chat, Zoom or an Adobe Connect. Identify the method of presentation.
2. During each person or pair’s presentation (synchronously) or as they read/view each other’s work (asynchronously), have students make additional notes connecting and extending their ideas. Students should record these new insights onto their graphic organiser.
3. After all the presentations and reviews, students should revisit and add their graphic organiser one more time before they complete the written activity.
4. When students have finished planning and thinking, have them 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. Students should utilise Resource 6 and reflect on how their understanding has developed and changed.

### Task 6 – where to next?

You can now direct your students to source an article of their own on the topic of their independent investigation or, if this is not the appropriate time, a topic associated with the texts you are studying in class.

#### Students turn – source an article on their own

1. Students can practice using the research skills they have developed to source an article on the topic of their independent research project or the text you are currently studying.
2. Have students access the State Library, Google Scholar and the other resources at their disposal through your school. Remind students to refine their searches using the parameters and terms they have just learnt.
3. Direct students to use the reference list or bibliography of the article to lead them on to further articles of interest.
4. Prompt students to use their knowledge on literary thinkers by looking for familiar names as they read as this will help them to ascertain the value of articles. Remind them that, if in doubt, to check with you or google the name/s of the author/s before they start.
5. Students should be utilising their skimming skills: reading the abstract and using the contents, sub-headings and topic sentences to ascertain if the article is useful. Remind students to always read with a purpose.
6. Prompt student to utilise the graphic organisers that worked well for their style of learning to record their initial notes of the overarching concepts in the article/s.
7. Once they are satisfied that the article has merit and is useful for their purpose, reiterate that students should make more detailed notes using one of the thinking routines and/or the Cornell note-taking template.
8. As the research progresses, have students make an appointment with you to discuss what they have discovered. Provide feedback and further guidance to students.
9. After the teacher conference, direct students to reflect on the feedback and consider where their research will now lead them. Teachers may choose to scaffold this activity within class or allocate to students as an independent task depending on the ability of the students.

## 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) from the link 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. [NESA website.](https://educationstandards.nsw.edu.au/wps/portal/nesa/home) © 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.’ [↑](#endnote-ref-2)
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