



Course Title:	Research and Study Skills
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Coordinator:	
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Cycle/Division:	High School
Grade Level:	10
Credit Unit:	0.5 credit
Duration:	1 Semesters / 5 Lessons a week
Course Prerequisites:	N/A

Department's Vision:	To foster effective literacy instruction in English Language Arts for learners' intellectual, emotional, and social growth.
Department's Mission:	To provide a solid academic foundation and maximize intellectual potential in each individual within a nurturing yet academically challenging environment by equipping learners with a balanced study of reading, writing, speaking, and listening. To foster self-confidence and independence to create lifelong readers, writers, and effective communicators.

COURSE DESCRIPTION/OVERVIEW:

This course is designed to help learners develop and use research and study skills that will help them become successful learners. Learners will learn various techniques that will be helpful to them throughout their academic years. The course teaches planning and time management skills, strategies for critical thinking, online research skills and information literacy, methods to improve reading and note-taking, and how to write better research papers and be prepared to do well on tests and exams.

Learners will acquire attitudes, knowledge, research, and study skills that contribute to effective learning in school and across the lifespan. This course focuses on lessons that can enhance the student's studying and researching skills in English communication. It lays the foundation and allows the development of high school students to assume responsibility for their own learning, skill development, and behavior that lead to academic success.

The course is divided into the following components:

- Learning styles and self-reflection
- Reading strategies and text structure
- Note taking from a lecture and from text
- Test preparation and test taking strategies
- Planning, time management, and self-organization skills
- Critical and analytical skills
- Paraphrasing and summarizing techniques
- Research process: choosing and narrowing a topic, taking notes, writing and revising a research project
- Finalizing research paper (APA Style)



- Presentation skills and public speaking

GENERAL COURSE LEARNING OBJECTIVES:

Students will be able to: -

Cognitive Skills

- Understand the necessity for and expectations of the course.
- Apply and develop skills studied throughout the course.
- Employ critical and analytical skills.
- Reflect on the learning process.

Transferable skills

- Learn effectively and communicate effectively and fluently in speech and writing, including the use of ICT.
- Deploy a range of relevant research skills.
- Use research methodologies appropriately.
- Think critically.

Practical Skills

- Apply self-organization and time management effectively.

I.

STANDARDS/BENCHMARKS:

Reading: Informational Text

Key Idea and Details:

CCSS.ELA-LITERACY.RI. 10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI. 10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

CCSS.ELA-LITERACY.RI. 10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).



Writing

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Text Types and Purposes:

CCSS.ELA-LITERACY.W. 10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W. 10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W. 10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W. 10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W. 10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W. 10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.



CCSS.ELA-LITERACY.W. 10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W. 10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

Comprehension and Collaboration:

CCSS.SL.CCR.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.SL.CCR.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.SL.CCR.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCSS.SL.CCR.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.SL.CCR.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.CCR.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

II.

RESOURCES:

The Study Skills Handbook by Stella Cottrell (5th edition)

FrogOS

Online resources (including Study.com)



Overhead projector
 PowerPoint Slides
 Resources on studyskillshandbook.co.uk

A variety of supplemental materials, such as newspaper articles, on-line data bases, and printed handouts will be used to help students develop research and study skills.

III.

COURSE OUTLINE:

Semester 1 / 2:

<u>Chapter's #</u>	<u>Chapter</u>	<u>Lesson(s)</u>
1.	Success as a student: Take charge of your success	<ul style="list-style-type: none"> ● Make the experience work for you ● Your vision of success as a student ● Success as a student: where am I now? ● Independent study: benefits, challenges, and risks ● What kind of study skills do you need? ● Self-efficacy skills: managing yourself for study ● Academic Skills, People Skills, and Task Management Skills ● Developing skills: five study skills components and action plan
2.	Gaining the most from your course: Engage, Enjoy Excel.	<ul style="list-style-type: none"> ● Ten golden rules ● Make good use of personal tutorials ● Find purpose and value ● Flip your learning: How could you prepare better for class ● Make Effective notes during taught sessions ● Self- Evaluation ● Get under the skin of your subject area
4.	Successful Study: intelligence, strategy and personalized learning	<ul style="list-style-type: none"> ● 'Intelligence'-or 'intelligent study ● What is 'learning'? ● 'Unconscious learning: How could you create conditions which promote easy , unconscious learning of course material ? ● Optimal learning ● Identify your personal learning formula ● Learning preferences and habits ● Using technology to personalize learning



		<ul style="list-style-type: none"> ● Study Strategy: Individual or Social?
5.	The C-R-E-A-M strategy for learning	<ul style="list-style-type: none"> ● Finding your creative streak ● Reflective learning: How well I am doing? ● Active Learning ● Motivation
6.	Time management as a student	<ul style="list-style-type: none"> ● How well do I manage my time now? ● Effective planning and diary-keeping ● Manage procrastination and distraction ● Activate your time management strategies
7	Managing stress and well-being	<ul style="list-style-type: none"> ● Acknowledging your anxieties ● Nurture your well-being ● Resilience as a student ● Dealing with stress
8	Working with others: Collaborative study	<ul style="list-style-type: none"> ● Studying Collaboratively ● Giving and receiving feedback and criticism ● Being fair to everyone in the group ● Communicating as a group ● Practicing and evaluating your presentation
9	Developing cultural competence: Learning in diverse and international contexts	<ul style="list-style-type: none"> ● Cultural competence ● Appreciating different cultures and languages ● Different styles of communicating
10.	Effective reading and note-making	<ul style="list-style-type: none"> ● Identifying and selecting relevant material when reading ● Increase your understanding of what you read ● Increase your reading speed ● Making notes
11.	Researching and managing information for study	<ul style="list-style-type: none"> ● Defining your research task ● Finding information: getting started ● Reading, recording, and using information ● Understanding Plagiarism ● Making Citations
12.	Critical thinking	<ul style="list-style-type: none"> ● Critical thinking when reading ● Critical thinking when writing ● Critical thinking when listening
14.	Developing your academic writing	<ul style="list-style-type: none"> ● The use of the four of the main writing styles used for academic work ● Descriptive, Argumentative, Analytical, and reflective. ● Producing APA research.



Grade Distribution:

English Elective Grades 9 -12 (Drama/Jounalism/RSS/Literature in Cinema/Creative Writing)						
Category	Assessment	Announced/ Unannounced	Frequency	Platform	Weight	
Classroom Management	Active Participation	N/A	Daily	N/A	5%	5%
Ongoing Assessments	Exit Slip	Unannounced	5	Kahoot, Mentimeter, Padlet, Pear Deck, Flipgrid/ MS Teams	5%	35%
	Drop Quiz	Unannounced	2	Formative/ Paper-based	10%	
	Practical Application	Announced	1	Varies	10%	
	Speaking/Listening	Announced	1		5%	
	Research	Announced	1		5%	
Summative Assessments	Mid-semester Assessment	Announced	1	Formative	25%	60%
	End of Semester Assessment	Announced	1	Formative	25%	
	Project Based Learning	Announced	1	Varies	10%	
						100%