



Career Research Paper

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District:
Wabeno

Overview:

In this unit, high school juniors will research one career of their choice, based on analysis of results of their three assessments on Career Cruising (Career Matchmaker, Ability Profiler and Learning Styles Inventory). In this process, students will develop the skills necessary to writing a high-quality, well-founded research paper. Topics will include source integrity, works cited pages (both formatting and the creation of citations for works cited page), the correct format for various in-text citations, stages of research, development of graphic organizers, translation of graphic organizer in the creation of an outline, transferring outline topics to paragraphs, developing strong introductory and concluding paragraphs, creating effective transition sentences, formatting cover pages, editing, revising, peer editing and submission of final draft.

Featured Externship Business:

[Nicolet Plastics, Inc.](#)

Subject:

English

Grade Level:

Grade 11

Learning objectives:

After doing this project, students should be able to:

- Assess validity and integrity of resources, particularly internet sources.
- Correctly create MLA citations from their chosen sources.
- Compile a strong works cited page.
- Quote or paraphrase sources with accurate formatting of in-text citations.
- Develop a multi-level graphic organizer
- Transfer graphic organizer topics to an outline
- Write strong paragraphs, including transitions
- Employ professional language
- Identify and write for a specific audience
- Format a cover page
- Edit and revise papers effectively
- Understand and utilize constructive criticism

- Work cooperatively with peers to improve their, and their partner's, final products
- Employ varied technology to produce, post and submit a quality product

Workplace Readiness Skill:

- | | |
|---------------------------|--|
| x Social Skills | x Communication |
| x Teamwork | <input type="checkbox"/> Critical Thinking |
| x Attitude and Initiative | x Planning and Organization |
| x Professionalism | <input type="checkbox"/> Media Etiquette |

Type of Activity:

- x Individual
- Small group
- x Whole class

Wisconsin Common Career Technical Standards:

Content Area: CD/Career Development:

- CD1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
- CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.
- CD2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities.
- CD2.a.4.h: Determine those opportunities that best support attainment of a specific career goal.
- CD2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans.
- CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.
- CD2.b.9.h: Analyze local and regional labor market and job growth information to select a career pathway for potential advancement.
- CD3.a: Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.
- CD4.b.3.m: Use technology to assist in career exploration...

- CD4.d.57.h: Examine the skills required to enable students to successfully transition to post-secondary opportunities.
- CD4.d.8.h: Use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.

Time: Four Weeks, beginning of school year.

Materials:

- Internet Access
- Career Cruising Program
- Word Processing Program (pref. Google Docs for sharing features)
- Paper, writing utensils
- Whiteboard
- SmartBoard
- 3 x 5 Notecards
- Links to:
 - Occupational Outlook Handbook (www.bls.gov/ooh)
 - OWL at Purdue page on MLA citations
 - Citation Machine/Son of Citation

Directions:

1. Discuss Career Cruising, DPI requirements, District expectations for the school year.
2. Administer three assessments in Career Cruising(Formative):
 - a. Career Matchmaker
 - b. Ability Profiler
 - c. Learning Styles Inventory
3. After each assessment, as a class, students will discuss the implications of each assessment upon their learning and educational career. This discussion should create paths to understanding how their education here will prepare them for the next stages in their life, both in education and in careers.
4. Students will use the Career Matchmaker as a springboard to the project: the Career Research Paper. Ask students to analyze the career areas indicated as areas of strength within the Career Cruising program.
5. Students will choose a career to research. They may choose a career area from Career Cruising, or may choose any other career in which they might be interested.

6. To better facilitate commitment to their topic, students will write their career research topic on a 3 x 5 notecard and submit to the teacher (Formative assessment).
7. Students will be given subtopic suggestions and a rubric for the final project that specifies expectations.
8. Once students have decided upon a topic, they will pursue initial research. This begins with finding five sources that they believe will be useful in writing their research paper (Formative assessment).
9. Students will create a file to capture these resources, in either digital or paper form
10. Once sources are collected, instructor will present information on validity and integrity of sources. Students will assess their five sources for quality, and when considered worthy of use, students will place resources in the file already created.
11. Instructor will present MLA citation of sources using the Purdue OWL website. Several examples will be shown, and will be discussed as a class. Online programs to facilitate citation production will be discussed, however IT MUST BE NOTED that ALL citations must adhere to MLA guidelines. If a citation-generating site is used, ALL components of an MLA citation must be included. Students must be cautioned to double- and triple-check for completion and accuracy, even when using a program such as *Son of Citation Machine*.
12. Students will prepare an initial Works Cited page for their research paper, using these five sources as foundation--to be revised as the writing progresses. [Summative assessment]
13. Students will create a graphic organizer to include all main and sub-topics that will be included in the paper. This can be on paper, or in electronic form. This graphic organizer should go three to four levels in depth. [Formative assessment]
14. Once the instructor has approved the depth and breadth of the research, the students will begin creating an outline from the topics on the graphic organizer. [Formative assessment]
15. Prior to writing, the instructor will present MLA guidelines for in-text citations, with particular emphasis on more common Internet citations, as well as the citation of books and magazines. Students will submit five varied sample in-text citations on one document in electronic form to the instructor to establish depth of understanding, and to foster skill development. (Formative assessment)
16. From the outline, students will be instructed to write a rough draft comprised of at least one paragraph for each topic and/or subtopic line on the outline. (Formative assessment)

17. Students will use this rough draft in peer-editing groups, to edit and revise their own work, as well as to give others appropriate feedback that will help polish theirs. (Formative assessment)
18. Students will be given time for revisions, particularly to ensure that all in-text citations are correctly posted.
19. Final Draft, after peer editing and final revisions, will be the culminating project (Summative assessment)

Wrap-Up:

- “You Did It!” Celebration to mark the success of students, and the completion of this awesome project.

Extension Activity:

- Students may choose to do brief (less than 5-minute) informational speeches, sharing their research, analysis, experiences, etc. with classmates. Criteria such as notecard limit for use during speech, time limits, use of technology and/or dress code should be established by students (or teacher) prior to the creation of this speech from details compiled during the research paper project.



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