

Chattanooga State Technical Community College				
Augusta R. Kolwyck Library				
Research Project Checklist (A Work in Process)				
10-Jun-05				
Teacher / Student / Librarian	TASKS IN SEQUENCE	Date Assigned	Date Due	What do I need to change?
T	Create the research project.			
T	Decide to grade intermediate steps or only the final product.			
T	Develop a rubric for grading the project and share it with students.			
S	Write an "essential question" to guide your research.			
S	a. What decision/recommendation should I make?			
S	b. What plan/process will I create?			
T	Help students determine if the essential question is appropriate.			
T	a. Is the question clear?			
T	b. Is the question at the evaluation or synthesis level of Bloom's Taxonomy?			
T	Clarify the parameters of the assignment with students.			
S	What do you KNOW that will help answer the question?			
S	How do you know it?			
S	a. Did someone tell you?			
S	b. Did you read it somewhere?			
S	c. Do you remember it?			
S	What do you THINK YOU KNOW?			
S	What do you NEED TO KNOW to answer the research question?			
S	a. Write down these questions. They are your "foundation questions."			
S	b. Underline the most important words in each question. These are keywords to search online websites and library databases.			
T	Meet with the librarian or media specialist..			
T	a. Give her a copy of the assignment (number & types of sources required, length of paper, restrictions on use of the Internet (if any.)			
T	b. Give her a copy of the approved research questions (and subsidiary questions, if possible.)			
T	c. Discuss which library or Internet resources she should teach students based on the requirements and the assignment description.			
T	d. Schedule a class session for the librarian to teach research methods.			
T	Note: Teachers may schedule one class for finding overview readings and a second class for finding more specific materials.			

L	Prepare for the class..			
L	a. Research the students' questions to determine best sources and methods of searching.			
L	b. Decide which resources to use.			
L	c. Write a brief lesson plan.			
L	d. Prepare handouts, webpages, research guides, etc. for the students.			
T	Bring the class to the library for instruction and research.			
T	a. Participate collaboratively with the librarian in the instruction process.			
L	Teach the class using students' questions to guide the instruction.			
L	a. Show students how to find a book or encyclopedia article with an overview of their research area.			
L	b. Alternate demonstrating how to search with giving hands-on searching time.			
L	c. Give criteria for evaluating resources, especially websites.			
L	d. Provide examples of citing library and Internet resources if the teacher requests it.			
T	Schedule additional sessions in the library if desired.			
S	Find a book or encyclopedia article with an overview of your research area to get background and context of your topic.			
S	Use the keywords from your foundation questions to search for resources.			
S	Write down more foundation questions if necessary.			
S	a. Research these questions.			
S	Read all your documents.			
S	Highlight the information that helps to answer your questions.			
S	Develop an outline or logical structure for your paper			
S	Write a rough draft.			
S	Write a "Works Cited" page.			
T	Read the drafts, referring to the rubric you developed, and suggest improvements to students.			
S	Revise your paper to incorporate your teacher's suggestions for improvement.			
S	Turn in your revised and corrected paper.			
S	Give an oral presentation if required.			
T	Grade the products, referring to the rubric you developed.			