

## Teaching with *The Craft of Research*

There are many ways to encourage students to use *The Craft of Research* in their research processes, and how you do that will depend on your own course focus and goals. The guide below simply provides an example of one way you might incorporate the text into your students' reading schedule.

Chapters 1-6 are the core material of the text, so they are best presented chronologically.

	Readings	Teaching Focus
<b>Weeks 1-3</b>	Chapter 1: Thinking in Print  Chapter 2: Connecting with Your Reader	These chapters introduce students to some of the purposes of academic research and the role that writing plays in the research process, so they can easily be paired with other readings related to the research you want your students to engage in.  <b>Highlight:</b> Chapter 2 presents the idea of research as a matter of joining an academic conversation.
<b>Weeks 3-5</b>	Chapter 3: From Topics to Questions  Chapter 4: From Questions to a Problem	These chapters provide strategies for moving from a general topic to a specific, researchable question or problem. The text provides brief examples, but you might also model this approach to research with a reading related to your course content. This is ideal reading for students when they are first beginning to focus potential research projects.  <b>Highlight:</b> Chapter 3 offers a three-step process and template (pp. 43-46) for articulating a research problem.
<b>Weeks 5-7</b>	Chapter 5: From Problems to Sources  Chapter 6: Engaging Sources	These chapters address ways of identifying, evaluating, and responding to academic sources. Chapter 5 offers practical advice about finding sources, so it could be paired productively with a library visit. Chapter 6 describes ways of synthesizing and responding to sources in writing.  <b>Highlight:</b> Chapter 6 offers a list of specific strategies (pp. 89-92) for responding to sources.

Other chapters can be incorporated in any sequence you wish, as needed, depending on when your students are working on particular research tasks. Here are a few examples:

Readings	Teaching Focus
Chapter 10: Acknowledgements and Responses	This chapter introduces students to the value of including counter-argument and alternative perspectives in their research.  <b>Highlight:</b> Chapter 10 provides some model language (pp. 149-152) students can use in responding to counter-arguments.

Readings	Teaching Focus
Chapter 13: Organizing Your Argument	<p>This chapter provides strategies and questions for revising a working draft. This reading could be paired with a peer review emphasizing the organization and focus of students' drafts.</p> <p><b>Highlight:</b> The questions on pages 193-194 could be used as the basis for a peer review exchange. Also, the "Quick Tip" section of this chapter (pp. 197-199) provides a helpful guide to writing abstracts.</p>
Chapter 15: Communicating Evidence Visually	<p>This chapter guides students in choosing the most appropriate medium for representing data visually (table, chart, or graph). This reading could be used to help students evaluate how effectively other authors have presented data, or it could help students create data representations of their own.</p> <p><b>Highlight:</b> The final two pages of the chapter (pp. 230-231) feature a quick overview of common graphic forms.</p>
Chapter 16: Introductions and Conclusions	<p>This chapter identifies the most common strategies used in introductions and conclusions in academic writing. This reading might be helpful for students once they have begun drafting or later in the process when they need to return to the introduction for final revisions.</p> <p><b>Highlight:</b> Chapter 16 presents a useful three-part structure for introductions: context, problem, and response.</p>
Chapter 17: Revising Style	<p>This chapter offers concepts that will help students revise sentences for clarity and logic. The reading could be paired with a peer review activity focused primarily on sentence revision.</p> <p><b>Highlight:</b> The "Quick Tip" section of this chapter (pp. 266-267) offers brief, practical advice for evaluating and revising sentences.</p>

See the [FYS Resources](#) page for lesson plans that can be used in connection with Chapters 6 and 13.

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