Step 2: Individual Research Report, Literature Review

Per The College Board course descriptions:

In this project, three to five students collaborate as a team to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical). Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's research question.

Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report. Working collaboratively, the team considers all of the research and analyses from the individual team members for the purpose of proposing one or more solutions or resolutions.

For this practice of the Individual Research Report (IRR), students craft 1200-word focused literature reviews that take a detailed look at the perspectives and arguments available to their individually-selected lens or sub-question related to the broader group inquiry. These individual papers should draw upon a variety of well-vetted sources and assess the reasoning, evidence, and validity of those sources. They should also use the resources purposefully to provide a range of perspectives on the specific subtopic of the group's research question and synthesize and mediate the sources as a conversation on the issues. Lastly, they should be properly formatted, well written, and use consistent source attribution techniques (per teacher directive).

Students should utilize resources from lessons, handouts, and presentations in both previous and current modules. Students should utilize peer feedback as they write, especially with formal meetings of their group, so that group members' individual works correlate and complement the full group inquiry as a whole. For this practice, students will receive formal rubric feedback and will be meeting individually with the teacher during the process to troubleshoot and revise for the sake of learning the skills to be utilized directly in the high-stakes projects of Tasks 1 and 2 (features which will not be available in Modules 8-9).