Teaching the research paper begins with acknowledging the myriad skills and information needed to move from passive reading to active engagement with sources. The difficulty for the instructor rests in being able to identify and then teach this to students of varying interests and abilities. Anne Knafl (PhD, Bible, 2011), Bibliographer for Religion and Philosophy, and David Frankel, PhD student in History of Judaism and Library Intern, will discuss strategies for teaching the research paper, drawing on their experience collecting, evaluating and teaching scholarly materials at the Regenstein Library. The discussion will address teaching the following:

1. Formulating research questions that are at the same time scholarly and realistic.
2. Evaluating sources for type (e.g., primary vs. secondary) and quality.
3. Evaluating and using online resources.
4. Constructing manageable and useful reading lists.
5. Engaging sources as researchers.
6. Writing for a scholarly audience.

In our attempt to describe the how, we hope to answer the why: *Why should students write research papers? Do they know? Do you know?*

**Assignments:** In preparation for this workshop, participants should:

1. **Write a detailed, two-page description (in outline form is fine) of how you researched a recent course paper.** What were all the steps that you went through? Start with how you chose your topic and continue through the final editing and creation of notes and a bibliography. Include in your description such details as where and how you found sources, how you organized them, how your project changed while researching, what worked and didn’t work, etc.
2. **Read the handout distributed in advance** (available for download soon on the CoT website). Please check back!