ABSTRACT

This qualitative research took place in a high school in the Pocono Mountains, Pennsylvania. The majority of the sixteen participants originated from New York City or urban New Jersey schools and were in a twelfth-grade college preparatory English class. Students participated in a research project that helped them engage in texts. The class brainstormed the ideas that were present in the texts to create a classroom list from which students chose topics of their own interests to investigate. Students researched their individual topics using classroom laptops and electronic databases. Students collected information, created an outline, formed connections with the text and their lives, and cited their sources. Students presented their information once during the three novel project. This presentation included a visual element that they either acquired from their research or created. Students used travel logs, documents that helped them compile and organize researched information, to prepare and deliver presentations that were scored using a rubric. While participating in this project, students were able to identify interesting topics within school-related texts and ultimately form personal connections with the literature. Based on collected and analyzed data that included classroom observations, surveys, and student work, student motivation and