Research Project Packet

ENG 1101   LC 46
Fall 2019

Research Proposal DUE: _____

Research Notes DUE: _____

Annotated Bibliography DUE: _____

Thesis Statement DUE: _____

Outline DUE: _____

Final Project DUE: _____

NO LATE PROJECTS ACCEPTED

**** DO NOT LOSE THIS PACKET!! ****

Name: _____

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Essay #3: Research Project

ASSIGNMENT: Choose ONE of the following options for your research paper topic.

[A] Climate Change and the Hospitality Industry
> Vora, S. (2018, Dec. 2). "Travel tackles climate change." *New York Times.* Retrieved from http://www.nytimes.com.

[B] Climate Change and Food Supply
> Flavelle, C. (2019, Aug. 8). "Climate change threatens the world's food supply, United Nations warns." *New York Times.* Retrieved from http://www.nytimes.com.

[C] New Lodging Arrangements: Airbnb, VRBO, etc.
> Minder, R. (2018, June 23). "To contain tourism, one Spanish city strikes a ban, on Airbnb." *New York Times.* Retrieved from http://www.nytimes.com.

[D] Hospitality Industry in Developing Countries
> Glusac, E. (2018, Apr. 13). "Sustainable travel: It's not just about the environment." *New York Times.* Retrieved from http://www.nytimes.com

[E] If you would like to research a topic not listed here, you MUST make an appointment with Professor Paruolo to discuss. You may NOT work on a different topic unless you have approval.

DIRECTIONS:

Your essay should have a clear and concise thesis with a strong argument, logical reasons, and specific evidence to support the initial claim.

Be sure to give your paper clear structure and logical organization.

Your essay should be 1200-1500 words (~5-6 pgs.), typed, double-spaced, 12pt, Times New Roman font with 1-inch margins.

You should have a cover page that includes the title of your paper, your name, my name, the due date, the class and section number, and the assignment. You should have a header on all other pages that includes the shortened title of your paper and the page number.

Be sure your essay has an interesting and informative title.

You MUST use at least FOUR, and no more than SEVEN outside sources for this assignment. One *suggested* source is listed below each topic.

An APA style bibliography and proper in-text citations are required for this assignment. PAPERS HANDED IN WITHOUT PROPER DOCUMENTATION WILL RECEIVE AN F.

The essay MUST be edited for grammar, typos, and readability; failure to do so will result in a lower grade.

Be sure to incorporate ALL corrections from your DRAFTS.

No late work accepted.

The Research Process

At the college level, a research paper is not an encyclopedia entry that merely reports facts about a topic. Rather, college-level research projects pose a problem, question, or issue to be investigated, and the research paper presents findings in a way that supports your claim. You need to do more than describe the topic—you need to analyze the material you have collected and figure out what it means. In this essay, you bring your own researched insight to a problem or question you have formulated. You need to demonstrate not only what you know about the topic, but that you have thought critically about some specific aspect of it.

With the topic of the **Gentrification in New York City**, the temptation might be to write a paper that simply reports statistics or gives examples of the problem in New York City. However, a college research paper will say something about these statistics and analyze the problem or present possible alternative solutions for the problem. The research question often asks if there is a cause/effect relationship, what impacts what, or if there is a relationship (when two or more things are influencing each other).

Here are some possible research questions narrowed to specific aspects of the topic:

- *What/Which:* What are the factors that contribute to Gentrification in New York City? Which appears to be the most important? What does Gentrification do to NYC neighborhoods?

- *Why:* Given the numerous attempts at addressing Gentrification, why does it persist? Why does it only impact particular neighborhoods and populations? Why are some people in favor of it, while others are against it?

- *So what:* Why should we be concerned about Gentrification in NYC? How is it impacting the city?

Notice that these questions require a commitment on your part not only to show that you have researched the material but that you have thought about its significance as well. In other words, you will have to provide information (data, statistics, textual evidence, other findings) and establish the significance of it in relation to the issue you are researching.

Creating a Research Question

The first step in any research process is developing a research question that you can feasibly research in the time and space allotted for your research project. Use the questions below to formulate a strong **Research Question.**

Part I: What Should I Research?

    A. Three Possible Research Questions:

    B. Why am I interested in these Research Questions?

    C. Why are these questions worth researching?

    D. Which question will produce the strongest paper?

Part II: Is This Something I Am Able To Research?
Answer the following questions for the question you chose in "D."

    A. Does the question deal with a topic or issue that interests me enough to spark my own thoughts and opinions?

    B. Is the question easily and fully researchable?

    C. What type of information do I need to answer the research question?
        E.g., "What impact has deregulation had on commercial airline safety?," will require:
- statistics on airline crashes before and after
- statistics on other safety problems before and after
- information about maintenance practices before and after
- information about government safety requirements before and after

    D. Is the scope of this information reasonable?

    E. Given the type and scope of the information that I need, is my question too broad? too narrow?

    F. What sources will have the type of information that I need to answer the research questions(journals, books, internet resources, government documents, people)?

G. Can I access these sources?

H. Given my answers to the above questions, do I have a good quality research question that I actually will be able to answer by doing research?

Research Proposal Guidelines

A **Research Proposal** is a brief document that explains what you will be researching and the preliminary work you have done. The purpose is to prove that you have the makings of a good paper.

Research Paper Topics:

[A] Climate Change and the Hospitality Industry
[B] Climate Change and Food Supply
[C] New Lodging Arrangements
[D] Hospitality Industry in Developing Countries
[E] If you would like to research a topic not listed here, you MUST make an appointment with Professor Paruolo to discuss. You may NOT work on a different topic unless you have approval.

ASSIGNMENT:

Your Research Proposal should contain:
1. the broad topic you have selected
2. the specific aspect(s) of that topic you are researching
3. a list of 5-7 keywords you have used/will use when searching for sources
4. a list of at least 3 potential sources have used/you will use
5. the answers to the questions on the "Creating a Research Question" page of this packet

DIRECTIONS:

Your proposal should be typed, double-spaced, 12pt, Times New Roman font with 1-inch margins.

Each of the components should be listed separately, and appropriately titled.

Your name, my name, the due date, the class and section number, and the assignment should all appear at the top of your first page (NO cover page).

Potential sources must be listed in proper APA format.

The proposal MUST be edited for grammar, typos, and readability; failure to do so will result in a lower grade.

You MUST submit a research proposal before moving on to the next step in the research process.

Sample Research Proposal

Joe Goodstudent
Prof. Paruolo
ENG 1101 d123
December 1, 2018
Essay #3

Research Proposal

Topic: Gentrification in New York City

Narrowed Topic: Gentrification in the Williamsburg and Bushwick neighborhoods in Brooklyn, in the past 20 years, and how it has impacted the Latino population in the area

Keywords: gentrification, Brooklyn, Williamsburg, Bushwick, Latino, displacement

Sources:

Adams, M. (2016, May 27). The end of black Harlem. *New York Times*. Retreived from   www.nytimes.com.

Barbanel, J. (2016, May 10). Gentrification effect in New York City is overblown. *The Wall Street Journal*. Retrieved from www.wsj.com.

Hamil, P. (2012). Moving out or moving in?: Resilience to environmental gentrification in New York City. *Local Environment.* 17 (9), 1013-1026. Retrieved from *Academic Search Complete (EBSCO).*

Three Possible Research Questions: Why have Williamsburg and Bushwick been the target of so much gentrification? How has gentrification changed these neighborhoods? How has gentrification impacted the Latino community in these neighborhoods?

Why am I interested in these Research Questions?: My parents both grew up in Williamsburg when it was mostly Puerto Rican families, and now they don't even recognize the area. I want to know what happened to the neighborhood and why it changed so much while other areas have remained relatively the same.

Why are these questions worth researching?: These questions are worth answering because gentrification is taking place all over New York City, and it may be hurting certain populations, so we need to know what is going on.

Do the questions deal with a topic or issue that interests me enough to spark my own thoughts and opinions?: I have a lot of opinions about gentrification!

Are the questions easily and fully researchable?: It seems like there is a lot of information on Academic Search Complete that will help me with my research.

What type of information do I need to answer the research questions?: population information and statistics on Williamsburg and Bushwick 20 years ago, population information and statistics on Williamsburg and Bushwick now, reasons why gentrification happened in these neighborhoods, examples of gentrification, effects of gentrification

Is the scope of this information reasonable?: By narrowing by research to just these two adjacent neighborhoods, I have made the scope small enough to work with, but broad enough that I won't have trouble finding sources with the information I need.

Given the type and scope of the information that I need, are my questions too broad? too narrow?: My questions are good considering the type and scope of information that I need.

What sources will have the type of information that I need to answer the research questions (journals, books, internet resources, government documents, people)? For the statistics, I might need government documents, like census data. For all the other information, I will need some general sources on gentrification—probably books or magazine articles—and then, I will need specific information on gentrification in the two neighborhoods—probably newspaper articles, scholarly journal articles, maybe some online news source articles.

Can I access these sources?: Yes, I have access to all these sources through the City Tech library and databases.

Given my answers to the above questions, do I have a good quality set of research questions that I actually will be able to answer by doing research? Yes! I think I do.

Research Notes

There is a big difference between finding sources for your paper and actually reading them. When you are researching you are only skimming sources to see if they are a good fit for your project, now you will need to actually sit down and read the sources carefully while highlighting and taking notes. As you read, you will create **research notes** to help you write paper later.

Pro-Tip: Taking good research notes is the first step to documenting your sources and NOT plagiarizing.

Title, Author, Year
- note note note note (pg)
- note note note note (pg)
- "quote quote quote quote" (pg)
- note note note note (pg)
- "quote quote quote quote" (pg)
- "quote quote quote quote" (pg)

- each source gets its own page of notes (don't put two different sources on the same note page)

- label each page at the top with the Title, Author, and year of publication

- every note you write should be followed by a page number **even if it is an electronic source, give yourself an indication of where you find the information, so you can go back to it**

- if you use the exact words from the source, be sure to put quotation marks around it—you won't remember later! don't forget to include a page number

Pro-Tip: Have your research question next to you while reading your sources to help you decide what you should write down in your notes. If the information in the source answers your question or gives an example related to your question, jot it down!

Plagiarism

Plagiarism is simply using someone else's work, but claiming it as your own. This can occur in a variety of ways, from copying someone's homework or cheating on a test, to paying someone to write a paper for you or copying and pasting something you find on the internet into your paper without giving credit. Any type of plagiarism, or cheating, is unethical and treated very seriously at any college or university, with punishments ranging from failure to expulsion. Be sure to review the current plagiarism policies for both the university and your individual classes.

Intentional plagiarism or cheating is a choice that a student makes. It is an unwise decision, but does not require explanation because it is done intentionally. On the other hand, many students *accidentally* plagiarize (or worry that they will) simply because they do not understand (or do not take the time to understand) how to properly credit the work of others within their own work. This is the kind of plagiarism that can be prevented by learning how to ethically cite sources.

Academic Integrity Policy at City Tech

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

— NYCCT statement on academic integrity

New York City College of Technology, like all academic institutions, encourages and thrives on the open exchange of ideas. At City Tech, we expect everyone to conduct their intellectual work with honesty and integrity. With this goal in mind, and in response to the Report of the CUNY Committee on Academic Integrity (http://web.cuny.edu/academics/info-central/policies/academic-integrity-report.pdf), the NYCCT College Council approved a new academic integrity policy in May 2007. City Tech's academic integrity policy aims to deter academic dishonesty by students, and allow the college to process cases of academic dishonesty more effectively.

How to Avoid Plagiarism: Guidelines from the City Tech Library

Keep in mind that you are doing two things when citing sources:
> • Giving credit to other writers for their ideas
> • Showing your audience where to find the sources used in your research

Avoiding plagiarism
> • While you are starting your research, taking notes, writing your outline, and beginning your first draft, record all books, articles, websites, and other resources that you consult.
> • Know which citation style your instructor requires (usually APA or MLA) and know how to use it.

Ethical Citation

Ethical citation is the practice of making sure that when you use other people's work within your own work, you properly attribute credit. In college, it is expected that you will use the ideas of others to help you learn and grow as a writer and researcher. Practicing ethical citation allows you to use these ideas in a responsible manner.

There are several different way to ethically cite, called styles, such as MLA, APA, Chicago, etc. Most English and other Humanities classes will employ the MLA format.

** In this ENG 1101, we use APA format because that is what you will be required to use in your future HMGT courses.

Most citation formats, including APA, are two-part systems.

> Part One: In-Text Citations
> > - mark within the body of your work what ideas do not belong to you
> > - use a system of abbreviations to do this

> Part Two: References (or Bibliography)
> > - create a list of all the sources you that contains full information about the source
> > - attach this as a separate sheet at the end of your paper

> **** You MUST do both parts in order to avoid plagiarizing. ****

The important thing to remember is that every single time you use information or ideas that are not your own, you follow them with a citation giving credit to the source where you got the information from, and then provide full source information in the References page at the end of your paper.

APA Format

<u>Part One: In-Text Citations</u>

The purpose of in-text citation is to distinguish what in your text comes from you, and what comes from someone else. For this reason, in-text citations for outside material must be placed in the text *directly* after the outside material.

For example:
          He goes on to explain that it is *both the observed and the assumed consumption of this media, which continually reassures the reader that "the imagined world is visibly rooted in everyday life"* (Anderson, 1983). That is to say, the readers of the magazine are not drawn to it because it offers specific content, but rather because it is directed at a specific reader.
            NOTE: The italics are only included here for the purposes of this explanation. In an actual paper none of this text would require italics.

    The *italicized* text is what is taken from an outside source and requires citation; (Anderson, 1983) is the citation. Here "Anderson" is the author's last name, and "1983" is the year of publication. Additional information on who Anderson is and which text this is taken from will be listed on the References page.

<u>Part Two: References</u> (or Bibliography)

The purpose of the References page is to give complete bibliographic information for the sources you use in the text. The complete information is not given within the text itself because it would become difficult to read and follow the text with so much interruption. For this reason, the References page is a separate page at the very end of your text. The format of the source page depends on which citation style you use.

Think about the in-text citations as being a short code, and the References page as the key used to decipher the citations. Every source that you cite in the body of your text will also appear in your References.

For example: (continued from above)

    The in-text citation is (Anderson, 1983).

The corresponding References page entry is:
Anderson, B. (1983). *Imagined Communities*. London: Verso.

Now it is clear that "Anderson" is the author B. Anderson, and that "1983" refers to the year the book was published. If someone wants to find the book they now know the title (*Imagined Communities*) and author (Anderson), as well as, the publisher (Verso), where it was published (London) and when it was published (1983).

There are **SPECIFIC** formatting guidelines for each type of source,
which you must follow when creating a References page.

Sample References Page

References

Bass, R. (1997). *Technology & learning: A brief guide to interactive multimedia and the study of the United States.* Retrieved from http://www.georgetown.edu/crossroads/mltmedia.html.

Denmark, F. L. (1999). Enhancing the development of adolescent girls. In N. G. Johnson & M. C. Roberts (Eds.), *Beyond appearance: A new look at adolescent girls* (pp. 377-404). Washington, DC: American Psychological Association Press.

Fechner, P. Y. (2002). Gender differences in puberty. Journal of Adolescent Health, 4, 44-48.

Franklin, M. L. (1991). A motivational approach to exercise. *Proceedings of the National Academy of Sciences, USA, 73,* 21-28.

Freud, S. (1950). *Beyond the pleasure principle* (J. Strachey, Trans.). New York, NY: Liveright. (Original work published 1920).

Gene therapy to be tried. (2002, October 11). *The News & Observer*, p. 9A.

Hardy, J. (Producer) & Brest, M. (Writer/Director). (2003). *Gigli* [Motion picture]. United States: Columbia Pictures.

Kurlansky, M. (2002). *Salt: A world history*. New York, NY: Walker.

Wilson, T. L., Rohlfs, K. & Hüttemeister, S. (2009). Tools of radio astronomy [SpringerLink version].

APA Formatting Guidelines

When creating an APA References Page, for each source you use you must:
1. Figure out the *type* of source. [Is it a book? a newspaper article found online? a podcast?]
2. Using the Formatting Guidelines found online, find the format to use for that type of source.
3. Insert the information from your source, copying the format **exactly** as it is listed.

Things to remember when creating an APA Works Cited page:
1. List ALL sources that are cited in the text of your essay.
2. Author names are listed: Last name, First initial of first name. [Smith, J.]
3. Alphabetize your list of sources by the authors' last names. [If a source has no author, alphabetize by the first major word listed in the entry.]
4. Double-space the entire list. Do NOT include extra lines between different sources.
5. Start all entries at the left margin– do NOT indent [TAB].
6. Indent [TAB] only on the second and following lines of an entry.
7. Put a period at the end of each entry.

Pro-Tip: Documentation is all about the DETAILS!

Library Review

1. You need to activate your CityTech ID in the library to be able to check out books and access the research databases off-campus.
    - to activate your ID simply bring it to the circulation desk (check out) in the library, 4th floor
    - you will need to re-activate your ID at the beginning of each semester

2. The library offers you two main way to access information:
    - *physical:* books and reference materials
    - *online:* e-books, and database materials (including newspaper articles, magazine articles, journal articles, podcasts, etc.)

3. The CityTech library website is https://library.citytech.cuny.edu

4. To find books:
    - on the CityTech library homepage, simply click in the search box and enter your topic/keywords
    - *Pro-Tip:* use the advanced search option, link is under the search box, to get more relevant results
    - when you get the list of results, copy down the call number (where it says "Stacks") and then go locate the physical book in the library
    - if it is an e-book, click on the link to read the book on your device

5. To find articles and podcasts:
    - on the CityTech library homepage, click "Find" at the top of the page, and then click "Articles"
    - the next page that comes up is the database homepage, from here you can find the database you want to use either by Subject or by alphabetical listing of the name of the database
    - different databases will provide you with different sources, so be sure to use the one(s) that are most relevant to your research area

6. Types of sources:
    Print Book: a physical book, usually located in the library stacks
        . contain a lot of information, but not constantly updated like many other sources

E-Book: an electronic book, only located online
. same as print book, but easier to search through text

Newspaper Article: an article from a daily or weekly newspaper, usually found online
. contain most up-to-date information, but don't always give a complete picture

Magazine Article: an article from a weekly/monthly/quarterly magazine, usually found online
. contain fairly up-to-date information, but quality of magazines varies greatly

Article from an Online News Source: an article from a news website, only located online
. contain most up-to-date information, but reliability varies greatly

Article in a Scholarly Journal: sometimes referred to as a Peer-Reviewed Journal, written
exclusively by experts in the field, only found through database searches
. more in-depth than other types of articles, but tend to be longer

Podcast: an audio file from a daily/weekly/monthly show that can only be accessed via the internet
.contain fairly up-to-date information, but quality and reliability varies greatly

Databases

A database is a place, usually online, where a lot of information is stored. As previously discussed, you can gain access to databases through the CityTech library, and find sources using the search functions. However, not all information is located in the same database, so you will have to decide which database(s) are right for your research.

Pro-Tip: Using Google for a college research paper is almost always a waste of time. You will come up with many search results that are useless, not appropriate for a college paper, and/or that require payment before reading. Skip Google and go right to the CityTech library databases.

For your ENG 1101 Research Project, these are the recommended databases:

1. Academic Search Complete (EBSCO)
- a general database
- gives a wide assortment of newspaper, magazine, and scholarly journal articles
- very large, be sure to use advanced search options

2. Opposing Viewpoints in Context (Gale)
- a database that focuses on current, social issues
- gives a wide assortment of newspaper, magazine, online news sources, and scholarly journal articles, as well as podcasts, radio broadcasts, statistics, and video sources
- results grouped by type of source
- DO NOT USE sources listed as "Viewpoints" or "Featured Viewpoints," these are bad sources because they are summaries of a lot of different sources, given with bias, and without proper citation

3. The New York Times, Digital
- a database of *New York Times* articles, a daily newspaper with a very good reputation
- you will need to register for a free account with your CityTech email address to access

- there are a lot of opinion-based pieces in this database, be sure to check if the source is a news reporting article or some kind of opinion piece

4. Wall Street Journal Digital
- a database of *Wall Street Journal* articles, a daily financially-focused newspaper with a very good reputation
- you will need to register for a free account with your CityTech email address to access
- there are a lot of opinion-based pieces in this database, be sure to check if the source is a news reporting article or some kind of opinion piece

Pro-Tip: Once you have located sources in the databases it is VERY IMPORTANT to keep a record of all the sources you use. The easiest way to do this is to email yourself a copy of EVERY source you read, use, or may use in the future. It can be difficult to find a source a second time, and if you don't know where a piece of information comes from you will not be able to use it in your paper.

Keywords + Searching

When searching for sources, the words that you type in are called Keywords**.**

Keywords are very important and can make the difference between finding what you need and getting stuck.

The computer uses language differently than we do, so you need to think differently when using with keywords.
For example: If you were doing a paper on what kids should eat, you might want to use the words "kids" and "eat" to search. However, these are not the best keywords. Instead, try using the words "children" and "nutrition." The difference is simply that information is cataloged by "official" keywords, so more formal vocabulary will get you better results. Meaning, "kids" is really the informal word for "children," making children the better search term. Although "eat" and "nutrition" do not mean the same exact thing, by searching for "nutrition" you will get sources that discuss what children need to eat in order to have good nutrition.

If you are not finding many results in your database searches, try changing your keywords. You can also look up the "Creating an Effective Search Strategy" video posted by Purdue University on YouTube for more tips.

Remember to also utilize multiple search boxes, when available. You will get different search results if you type all of your words into one search box, than if you type one keyword into each search box (connected by AND).

You can also use the multiple search boxes to get rid of specific results.
For example: If you were working with keywords "children" and "nutrition," but keep getting sources that only talk about babies, you may want to enter "infant" into one of the search boxes, and change the connector from AND to NOT. This will then give you all the sources that mention both "children" and "nutrition," but leave out the ones that mention "infant" specifically.

Keywords will help you find the best, or most relevant, sources, but often you will need to refine your results even further. The best way to do this is by using the Advanced Search feature in the database.

Advanced search allows you to set additional parameters on your search so that you only get results that are relevant to what you are looking for.

Some of the advanced search options you may want to use:
- *Full Text:* by selecting the full text option, you will limit your search to sources that you actually have access to (the management of sources online is very complicated, and there are many sources that require you to pay before reading them; by selecting full text you will only be looking at sources that the library has already paid for you to have access to)
- *Date:* by setting a date range (only use years, not months and days), you will limit your search to sources that have been published within that time frame; this will eliminate results that are not relevant to what you are researching

Pro-Tip: If you don't use any parameters and have very broad keywords, you will get an overwhelming number of results and probably have difficulty deciding which sources to use. On the other hand, if you set too many parameters, you will filter out materials that may be useful in your research, so be selective and go slowly. You might have to play around with the search features in order to find a good balance.

Assessing Sources

Once you have found sources that appear to be useful for your paper, how will you decide which ones to use? A good search will still yield more results than you can reasonably read, so you need ways to decide which sources are worth your time, and which ones you can skip.

First, read the *abstract* for the source. In the previously mentioned databases, every source has an *abstract*, or summary of its content that is only a paragraph. This is an easy way to determine if the source is actually focusing on your research paper topic.

After reading the abstract, there are four basic principles to use when assessing a source.

1. *Current:* Is the source offering current information?
   Has it been published recently? Or if not recently, was it published at a time that makes sense for your topic? Old sources can contain information that is no longer correct, so think about WHEN the source was published.

2. *Reliable:* Is the source offering reliable information?
   Is the information given in the source cited? Is it information that can be confirmed from a second source? Is there obvious bias in the way the information is being present? Unreliable sources can cause a lot of problems, so think about WHERE the information is coming from.

3. *Authority:* Does the source come from an authority on the topic?
   Is the author(s) an expert on the topic? Do they have the expertise to write knowledgeably about the topic? Is the source published by a reputable company or institution? Anyone can write anything on the internet, so think about WHO is providing the information you use.

4. *Purpose:* What was the intended purpose of this source?

Is this source intended to inform or to persuade? Is the source trying to sell a product or prove a particular political point? Is the source a result of scholarly research and/or interest? There are lots of different reasons that people write things, so think about WHY this information was provided.

Annotated Bibliography Guidelines

An Annotated Bibliography is simply a review of the sources that will be used to write the Research Paper. It is a good exercise to do before writing or even outlining the Research Paper, as it can give the researcher/writer a better sense of what information they have, what information they still need, and where the research is pointing (in terms of an eventual Thesis Statement).

ASSIGNMENT:

Your Annotated Bibliography should contain:
        1. Proper citation of each source, using APA format
        2. A brief summary (5-7 sentences) of each source

Your Annotated Bibliography should contain *at least* four sources.

DIRECTIONS:

Your annotated bibliography should be typed, double-spaced, 12pt, Times New Roman font with 1-inch margins.

Each source must be listed in proper APA format.

Each source must have its own summary paragraph (5 sentences minimum).

Your name, my name, the due date, the class and section number, and the assignment should all appear at the top of your first page (NO cover page).

The Annotated Bibliography MUST be edited for grammar, typos, and readability; failure to do so will result in a lower grade.

Sample Annotated Bibliography

Jane Goodstudent
Prof. Paruolo
ENG 1101 d123
December 1, 2018
Essay #3

Annotated Bibliography

Adams, M. (2016, May 27). The end of black Harlem. *New York Times*. Retrieved from www.nytimes.com.

In this article, the author explains how Harlem has been gentrifying over the last 20 years. He says that it was once a place for Senegalese immigrants and Southern transplants—basically, a place for people fleeing oppression in their home countries and seeking new opportunities. Harlem developed its own culture because of the large numbers of people who called the neighborhood their new home. Adams also notes how and when the changes started to happen. As white neighborhoods south of Harlem became more and more expensive, white people slowly began moving into Harlem, buying up what they considered to be very cheap real estate, and changing the entire neighborhood—culturally, and economically.

Barbanel, J. (2016, May 10). Gentrification effect in New York City is overblown. *The Wall Street Journal*. Retrieved from www.wsj.com.

In this article, the author writes about the displacement of people living in poverty throughout New York City. Barbanel writes about fifteen different neighborhoods, including Harlem, Inwood, the Lower East Side,

Chinatown, Bushwick, Williamsburg, Greenpoint, Sunset Park, and Astoria. He also gives multiple statistics within the various neighborhoods that show the effects of gentrification. Specifically, it shows that the people being hurt the most by gentrification are minorities, and recent immigrants. And, consequently, the people benefitting the most from these changes are upwardly-mobile white people.

Hamil, P. (2012). Moving out or moving in?: Resilience to environmental gentrification in New York City. *Local Environment.* 17 (9), 1013-1026. Retrieved from *Academic Search Complete (EBSCO).*

In this article, the author writes about the struggles minorities face by the burdens that gentrification places on them. Hamil focuses specifically on the economic problems. He explains how gentrification kills small businesses, many of which are owned by minorities. He goes on to connect how the disappearance of small businesses, which are quickly replaced by corporate chain stores, changes the neighborhood beyond recognition. Hamil has a very negative view of gentrification—he only points out the bad points without any positive effects.

Thesis Statement Guidelines

The **Thesis Statement** is very important because it sets up the argument and outline for your research paper.

A Thesis Statement must:
- contain a strong claim
- contain three reasons
- be one or two sentences long (NO LONGER!)
- be located at the end of the introduction
- answer the research question you created
- make an argument!

Remember that you are not just giving a bunch of information on a topic. You are creating and proving an argument using evidence from your research to support the reasons that prove your claim.

Thesis Statement Worksheet

1. Topic: _____

2. Your Claim/Position:

_____

_____

3. Reasons for Your Position:

   a._____

_____

b._____

_____

c._____

_____

Remember that Reasons will have to be backed up by Evidence in your essay.

Working Thesis Statement:

_____

_____

_____

_____

You will most likely need to modify your Working Thesis Statement

as you draft, write, and revise your paper.

Sentence Structures for Incorporating Sources

Introducing Quotations
- X states, "_____."
- According to X, "_____."
- X himself/herself writes, "_____."
- In his/her book _____, X maintains that "_____."
- In his/her article _____, X maintains that "_____."
- In X's view, "_____."

Explaining Quotations
- Basically, X is saying _____.
- In other words, X believes _____.
- In making this point, X argues that _____.
- X is insisting that _____.
- X's point is that _____.
- The essence of X's argument is that _____.

Capturing Authorial Action
- X acknowledges that _____.
- X agrees that _____.

- X argues that _____.
- X believes that _____.
- X denies that _____.
- X claims that _____.
- X concedes that _____.
- X demonstrates that _____.
- X celebrates the fact that _____.
- X emphasizes that _____.
- X insists that _____.
- X observes that _____.
- X questions whether _____.
- X refutes the claim that _____.
- X reports that _____.
- X suggests that _____.
- According to both X and Y, _____.
- My own view, however, is that _____.
- Most athletes/politicians/actors/etc. say that _____.
- X is wrong that _____.
- However, it is simply not true that _____.
- Indeed, it is highly likely that _____.
- But the view that _____ does not take into account all the facts.
- X is right that _____.
- X is wrong that _____.
- Nevertheless, new research shows _____.

Disagreeing
- I think X is mistaken because he/she overlooks _____.
- X's claim that _____ rests upon the assumption that _____.
- I disagree with X's view that _____ because, as recent research has shown, _____.
- X contradicts himself/herself. On the one hand, he/she argues _____. On the other hand, she also says _____.
- By focusing on _____, X overlooks the deeper problem of _____.
- X overlooks what I consider an important point about _____.
- At this point I would like to raise some objections regarding _____.
- Some may challenge the view that _____.
- Many disagree with the assertion that _____.

Agreeing PLUS
- I agree that _____ because my experience _____ confirms it.
- X is surely right about _____ because recent studies have shown that _____.
- X's theory of _____ is extremely useful because it sheds insight on the difficult problem of _____.
- I agree that _____, a point that needs emphasizing since so many people believe _____.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to _____.
- If X is right that _____, then we need to reassess the popular assumption that _____.
- Although I agree with X up to a point, I cannot accept his/her overall conclusion that _____.
- Though I concede that _____, I still insist that _____.

- X is right that _____, but I questions him/her when he/she claims _____.
- I wholeheartedly endorse what X calls _____.
- These conclusions, which X discusses in _____, add weight to the argument that _____.
- Although I grant that _____, I still maintain that _____.

Summarizing + Responding

- The general argument/point made by X in his/her work _____, is that _____. More specifically, X argues/explains that _____.

- X writes, "_____." In this passage, X is suggesting that _____.

- In conclusion, X's belief is that _____.

- In discussions of _____, one controversial issue has been _____. On the one hand, X argues _____. On the other hand, Y contends _____. Others even maintain _____. My own view is _____.

- When it comes to the topic of _____, most of us will readily agree that _____. Where this agreement usually ends, however, is the questions of _____. Whereas some are convinced that _____, others maintain that _____.

- In my view, X is wrong/right because _____. More specifically, I believe that _____. For example, _____.

- Although X might object that _____, I maintain that _____. Therefore, I conclude that _____.

adapted from *They Say, I Say* by Graff, Birkenstein, & Durst, 2009

Drafting an Outline

When you are building your argument, you need to do so in an organized manner that is easy for your reader to follow.

The first step is to create distinct main points (usually three) and to build each independently in order to prove your overall point. This means that you should not be bouncing all over the place as you make your argument. Each point will get its own section of the essay, so your reader will be able to follow along easily. Use your thesis statement to guide you in this process.

The second step is to construct clear and organized arguments for each of your main points, usually using outside sources. Again, by creating logical arguments that your reader can easily follow, you will be able to write a stronger essay overall. By using the ICE method to develop your body paragraphs, you can integrate outside sources into your argument with relative ease.

ICE Method
    I: Integrate/Introduce
        - After you have presented the point you are arguing, you need to introduce your reader to the source and information you will be using to support it. You should not assume your reader is familiar with your sources, so you need to give some context as to where the information is coming from.

C: Copy/Cite
- Insert the quote and/or information from the outside source. Be sure to use quotation marks when needed. ALWAYS INCLUDE PROPER CITATION.

E: Explain
- Quotes and information from outside sources cannot stand on their own; they must be accompanied by your analysis. This is one of the most important parts of an argumentative essay because it shows how you are building your argument. To write this part think about why you chose this quote or information in the first place. What did you think it would show? Why is it important to proving your point?

Outline Template

BASIC OUTLINE

I. Introduction

    A. Opening: Use an example, relevant quote, anecdote, or fact to hook the reader and get them

        interested. Convince them to care and keep reading.

    B. Transition: Get to the point! No rambling about society, people, history, etc.

    C. Thesis: Argument with Claim, Strength, & 3 Reasons

II. Reason #1

    A. Topic Sentence: Restate *in different words* the Reason to be discussed in this paragraph.

    B. Expand: Add to explanation given in Introduction to show importance of this Reason. Go one

        step further than the Topic Sentence.

    C. Introduce: Introduce or provide context for the Evidence.

    D. Copy/Cite: Copy Evidence in paper and include proper citation.

    E. Explain: Explain how this quote supports the Reason and *why this specific Evidence was chosen for*

        this specific Reason.

      F. Concluding Statement: Relate Reason back to Thesis Statement and explain how it supports the overall Claim.

III. Reason #2 [Repeat Reason #1 structure]

IV. Reason #3 [Repeat Reason #1 structure]

V. Counter Argument (Counterclaim)

      A. Introduce: Introduce or provide context for the Evidence that will be used to argue AGAINST the thesis statement Claim

      B. Copy/Cite: Copy Evidence in paper and include proper APA citation.

      C. Explain: Explain how this point tries to go against the thesis statement

      D. BUT…: Take the "Explain" one step further, to show how even though this one point may make sense in part, it is not enough to destroy the entire argument.

VI. Conclusion

      A. Restate Thesis: Restate in different words.

      B. Highlight: Go over conclusions of each of the Reasons.

      C. Prove Thesis: Pull all conclusions together to show how they prove your thesis.

      D. Concluding Statement: Use a call to action, prediction, example, or relevant quote. Show why your essay/argument is relevant and important.

Sample Outline

I. Introduction
      A. Opening: "I don't know when love became elusive. What I know is, no one I know has it. My father's arms around my mother's neck, fruit too ripe to eat."(Knowles)
      B. Transition: Explain what it means for love to be elusive, relate quote from "Lemonade" to Beyoncé's life
      C. Thesis: Beyoncé needs to divorce Jay-Z because he cheated, she is more talented than he is, and Blue Ivy will be happier.

II. Reason #1: Jay-Z cheated (Evidence #1)
      A. Topic Sentence: Now that Jay-Z's cheating is public knowledge, it is time for Beyoncé to divorce him.
      B. Expand: Brief summary of "Lemonade"
      C1. Introduce: Give context of when quote comes up in "Lemonade"
      D1. Copy/Cite: "So, what are you gonna say at my funeral now that you've killed me? Here lies the body of love of my life, whose heart I broke without a gun to my head. Here lies the mother of my children, both living and dead. Rest in peace, my true love, who I took for granted." (Knowles)
      E1. Explain: Shows that Beyoncé is done, not just angry.

III. Reason #1: Jay-Z cheated (Evidence #2)
      C2. Introduce: Explain who Rachel Roy is

D2. Copy/Cite: "Good hair don't care, but we will take good lighting, for selfies, or self truths, always. live in the light #nodramaqueens." (Roy)

E2. Explain: How this instagram caption convinced people that Roy was 'Becky'

F. Concluding Statement: Confirmed cheating, she made it public, she wants out.

IX. Conclusion

    A. Restate Thesis: *Restate in different words.*

    B. Highlight: *Go over conclusions of each of the Main Points.*

    C. Prove Thesis: *Pull all conclusions together to show how they prove your thesis.*

    D. Concluding Statement: *Use a call to action, prediction, example, or relevant quote.*