

11/9/15 // Research project packet

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Research Assignment: In this class, one of your **required assignments** is a research project that culminates in a 4-page paper. Research takes a lot of time and effort, and a research project cannot be completed “overnight.” So, as you can see from the due dates above, you have several weeks to complete this assignment. That doesn’t mean, however, that you can put this assignment on the back burner for all that time. **Your first installment is due in seven days!**

First, please make sure your name is on this packet. Make a special section in your course notebook for your research materials. Whatever you do, **keep this packet**, since you’ll be responsible for it (turning it in and receiving feedback on it) until the end of the term. You must turn in all pages on the due dates noted at the tops of each page; you must also **turn in the entire completed packet** with your **completed research paper, which is due on December 14.**

Your task is to propose an intervention that will introduce a fifth grade audience to healthier diet and activity options. You will perform research and write a thesis-driven paper about a specific intervention aimed at educating a younger generation about the importance of a healthy lifestyle. Our class readings by Eric Schlosser, Susan Blumenthal, Margot Sanger-Katz, and Michael Pollan provide the context for this topic. The first steps of the project will guide you through the initial stages of research, in which you explore research ideas and ultimately choose your own path of inquiry.

We have already spent time in class discussing **academic integrity and responsible scholarship**. When researching, it is especially important to follow guidelines concerning quoting and citing. Please ask if you have any questions. Keep track of every source you consult, whether you quote from it or not. Most importantly: **have fun**. Take advantage of this opportunity to be curious and creative. Use all types of media with which you feel comfortable and challenge yourself to do something new.

Choosing a research area (due 11/16) *If at any time you decide to change direction with your research, that's fine. In fact, it's a pretty common thing that most researchers face. Just note at the top of the relevant page that you've decided to shift your focus; you do not need to start over with a new packet. See me if you have questions.*

Getting credit for your work. This page is worth **5 points** if turned in on 11/16; **4 points** if turned in on 11/17; **3 points** if turned in on 11/18; **2 points** if turned in on 11/19; **1 point** if turned in on 11/20; **0 points** if turned in on 11/21 or later.

Ideally, research will be guided by your own interests. Good research starts with curiosity. You have some freedom with this research project, but along with that freedom come the obligations of responsible scholarship. While good research starts with curiosity, the best research culminates in shared knowledge that can help other researchers find new answers to new questions. For those reasons, research needs to be conducted in specific ways, so that others can read your research with respect and trust.

First, you'll have to choose a research area. This can be pretty broad, like "hip hop" or "French movies." You don't have to know what you want to write about yet; in fact, I'd recommend choosing an area that you don't know much about but would like to learn about. What type(s) of information would be especially useful for you at this point in your work? Take some time to think, and then write here the research area you'd like to research this semester. Then, write down your reasons for wanting to research this area.

Some sample areas include the issues we've discussed in class. Use this space to take notes.

The area I'd like to research is _____.

I chose this area because _____

_____.

Choosing a research topic. We'll work in class to make this area more specific. Use the space below to make notes on your specific research topic. As a class, we'll note some examples of more specific research topics here:

My specific research area will be: _____

_____.

Posing a research question (due 11/16). This page is worth **5 points** if turned in on 11/16; **4 points** if turned in on 11/17; **3 points** if turned in on 11/18; **2 points** if turned in on 11/19; **1 point** if turned in on 11/20; **0 points** if turned in on 11/21 or later.

Once you choose a topic, you need to focus your research interest so that you can research it more efficiently. Remember, you'll only have 4 pages in which to explain your topic AND your position (thesis) on that topic, so you want to be as specific as possible.

Have you performed any initial research on this topic? What happens if you "Google" your topic? What sorts of general information can you find that way? Use this space to jot down a few preliminary notes about the topic, like important dates, names that come up more than once or twice. Also, write down the URLs of the web sites you look at, in case you want to revisit them or use their information in your paper later.

After looking at some general information about your topic, ask yourself what you'd like to know more about. What questions do you have about the topic? What doesn't seem to be answered by the general information you found on websites like Wikipedia? Write a few questions in the space below.

Now, choose one question to which you'd like to find the answer through library research. Remember, it cannot be a yes/no question. Some examples are: Where does salt come from? Why is NYC pizza so much better than pizza in other cities? Why do hoagies have so many different names? Write your question here:

My Research Question

List of Possible Sources (due 11/18). This page is worth **15 points** if turned in on 11/18; **12 points** if turned in on 11/19; **9 points** if turned in on 11/20; **6 points** if turned in on 11/21; **3 points** if turned in on 11/22; **0 points** if turned in on 11/23 or later.

After your work in the library, you should be able to locate specific sources that you can use to further your research. You should begin to find sources that you could use as references in your paper. This assignment requires you to find at least two sources: a scholarly article or popular article, and a multimedia text like a website, film, album, interview, or performance. As you find these sources, write down the following information.

Source 1: A Scholarly or Popular Article

Title: _____

Author: _____

Date of publication: _____

Source (where was it published?): _____

Volume / Issue number, if available: _____

Pages: _____

Is it peer reviewed? _____

How did you find it? Which search engine did you use? _____

Why do you think this might be a good source for your research project? _____

Source 2: Multimedia Source

Title: _____

Author: _____

Date of publication: _____

Source (where was it published?): _____

Volume / Issue number, if available: _____

Pages: _____

Other publication information (editors? Edition? Publication city? What information might you need in order to write a correct MLA citation for this source?)

Is it peer reviewed? _____

How did you find it? Which search engine did you use? _____

Why do you think this might be a good source for your research project? _____

Interview worksheet // Your interview is due at the start of class on 11/25. This page is worth **15 points** if turned in on 11/25; **12 points** if turned in on 11/26; **9 points** if turned in on 11/27; **6 points** if turned in on 11/28; **3 points** if turned in on 11/29; **0 points** if turned in on 11/30 or later.

Instructions: One of the sources in your research project will be an interview that you conduct with a friend, relative, or community member. This interview will be a formal assignment that you turn in at the start of class on November 25. Your interview should include at least 8 questions and 8 answers. You should prepare your questions ahead of time, but also feel free to ask follow-up questions if you want your subject to provide more details or information. You should ask your subject for permission to record the interview (or, conduct the interview via email), so that you have a record of what, exactly, was said. You can explain to your subject that this interview is for a school assignment, and that in addition to yourself, your professor and – possibly – your classmates will have access to his or her responses.

Selecting an interview subject

You'll want to interview someone who may have experienced issues that you're covering in your paper. What types of information or experience would be useful for you at this point in your research?

Can you identify two or three people who might have interesting stories to share about these issues?

When and how will the interview be conducted?

Possible questions

We'll brainstorm some possible questions in class. Some of them may be useful for you, whereas others may not. Use this space to make notes or to write down the questions you think are most appropriate for your subject.

Possible follow-up questions

There may be a point at which you want to solicit more details from your subject. Consider using questions like these, which delve a little deeper:

Can you say a little more about that?

How did that make you feel?

What did you learn from this?

What do you wish you had done differently?

[others from discussion:]

Summarizing an Essay – A Reminder

Prof. Jane Mushabac

A summary briefly presents in your own words the main point and supporting ideas of a piece of writing. The summary of an essay should consist of one well-developed paragraph. Include:

- The full name of the author
- The title of the work, in quotation marks
- The kind of writing it is (essay)
- The main point or thesis
- Two or three supporting ideas or key steps the writer goes through to develop the thesis

Please note:

- You may include a quotation of a phrase or sentence, but most of the paragraph should be in your own words!
- Do not include your opinion or response to the essay!

A thesis is not just a topic. It is a statement about a topic.

To grasp a writer's thesis, the "What" at the core of an essay, notice the

- Who: who is the author, according to the author's self-description in the essay?
- When: what specific era is he or she writing in or about? Or at least mention date of publication
- Where: is the author focusing on a specific neighborhood, place, city, or nation?
- How: does the author support his or her ideas mainly with a description of personal experience? An analysis of experiments? A review of two or three important thinkers? A comparison of several approaches?
- How: is the author's tone essentially humorous, frustrated, angry, inspirational, relieved, or matter-of-fact?

Good writing is bold, shedding light on human experience. In writing a summary, you need to be bold enough to grasp the writer's thesis, present it clearly in your own words, and show what ideas the author uses to support it.

Summary of your academic or popular article (due 11/23). This page is worth **10 points** if turned in on 11/23; **8 points** if turned in on 11/24; **6 points** if turned in on 11/25; **4 points** if turned in on 11/26; **2 points** if turned in on 11/27; **0 points** if turned in on 11/28 or later.

MLA Citation: this will be the same as what you use in your list of Works Cited, should you decide to quote from this source in your research paper.

Use your writer's manual or the Purdue OWL (Online Writing Lab) to find the correct way to cite your source. First, though, you'll need to know what type of source it is. Is it a book? Or is it a smaller *part of a book*, like a chapter or introduction? Is the book written by one author? Or does it have an editor (or editors)? Might it be an anthology? Or are you using an article from a newspaper, magazine, or scholarly journal? Your first task is to identify what type of text you're using; write that down here:

Type of text: _____

Next, locate the proper citation method for that type of text. Did you use your writer's manual? The Purdue OWL? Or another citation tool? Write that down here:

Where I found help on how to cite this text: _____

Below, write the full accurate MLA citation.

Summary: Below and on the back of this sheet, write a summary of this text. It need be only one paragraph long, like the summaries we've discussed earlier this semester. The summary should be entirely your own work; do not rely on other people's summaries (e.g., web resources). Read the text yourself and write the summary based on what *you* think is important.

Summary of your multimedia source (due 11/25). This page is worth **10 points** if turned in on 11/25; **8 points** if turned in on 11/26; **6 points** if turned in on 11/27; **4 points** if turned in on 11/28; **2 points** if turned in on 11/29; **0 points** if turned in on 11/30 or later.

MLA Citation: this will be the same as what you use in your list of Works Cited, should you decide to quote from this source in your research paper.

Use your writer's manual or the Purdue OWL (Online Writing Lab) to find the correct way to cite your source. First, though, you'll need to know what type of source it is. Is it a book? Or is it a smaller *part of a book*, like a chapter or introduction? Is the book written by one author? Or does it have an editor (or editors)? Might it be an anthology? Or are you using an article from a newspaper, magazine, or scholarly journal? Your first task is to identify what type of text you're using; write that down here:

Type of text: _____

Next, locate the proper citation method for that type of text. Did you use your writer's manual? The Purdue OWL? Or another citation tool? Write that down here:

Where I found help on how to cite this text: _____

Below, write the full accurate MLA citation.

Summary: Below and on the back of this sheet, write a summary of this text. It need be only one paragraph long, like the summaries we've discussed earlier this semester. The summary should be entirely your own work; do not rely on other people's summaries (e.g., web resources). Read the text yourself and write the summary based on what *you* think is important.

Summary of your interview (due 11/30). This page is worth **10 points** if turned in on 11/30; **8 points** if turned in on 12/1; **6 points** if turned in on 12/2; **4 points** if turned in on 12/3; **2 points** if turned in on 12/4; **0 points** if turned in on 12/5 or later.

MLA Citation: this will be the same as what you use in your list of Works Cited, should you decide to quote from this source in your research paper.

Use your writer's manual or the Purdue OWL (Online Writing Lab) to find the correct way to cite your source. First, though, you'll need to know what type of source it is. Is it a book? Or is it a smaller *part of a book*, like a chapter or introduction? Is the book written by one author? Or does it have an editor (or editors)? Might it be an anthology? Or are you using an article from a newspaper, magazine, or scholarly journal? Your first task is to identify what type of text you're using; write that down here:

Type of text: _____

Next, locate the proper citation method for that type of text. Did you use your writer's manual? The Purdue OWL? Or another citation tool? Write that down here:

Where I found help on how to cite this text: _____

Below, write the full accurate MLA citation.

Summary: Below and on the back of this sheet, write a summary of this text. It need be only one paragraph long, like the summaries we've discussed earlier this semester. The summary should be entirely your own work; do not rely on other people's summaries (e.g., web resources). Read the text yourself and write the summary based on what *you* think is important.

Annotated bibliography instructions (due 12/2). This assignment is worth **30 points** if turned in on 12/2; **25 points** if turned in on 12/3; **20 points** if turned in on 12/4; **15 points** if turned in on 12/5; **10 points** if turned in on 12/6; **0 points** if turned in on 12/7 or later.

The genre. An annotated bibliography is a common product of the research process. It can be used as a way to present your research to others, or as a personal document to help you keep track of your own work. If you've successfully completed the three summaries already, you need only combine them into a single document, in alphabetical order by the last name of each source's author. Below is an example, from the Clark College Library at library.clark.edu/?q=annotated-bibliography

Sample Entry from an Annotated Bibliography

Citation { Booker, Susan M. "Dioxin in Vietnam: Fighting a Legacy of War." *Environmental Health Perspectives* 109.3 (2001):116. ProQuest. Web. 29 Apr. 2009.

Extra space {

Annotation { Booker reports on the launch of a joint research program on the human and environmental health effects from spraying Agent Orange and other herbicides during the Vietnam War. The extent of Agent Orange exposure among the Vietnamese, identification of highly contaminated areas and monitoring migration of dioxin are assessed. The author asserts the government is not doing enough to help the Vietnamese people who still suffer from Agent Orange. This is written for people with little prior knowledge of this ...

By 12/2, turn in a completed annotated bibliography that represents the three sources you intend to use in your research paper (academic/popular article, multimedia source, and interview). You can revise your summaries for the library sources if you want to. The annotated bibliography should have a header formatted according to MLA guidelines; you will not receive full credit for bibliographic entries that do not conform to MLA guidelines.

Step 2: Exchange the previous two pages with another student. Use the spaces below to answer the following questions about the other student's plans.

Your name: _____ The author's name: _____

1. Do you think their thesis statement answers their research question?

Yes No. If no, explain why.

2. Does the paper's organization make sense to you? In other words, can you follow the author's thought process, and understand the logic that connects their paragraphs?

Yes No. If no, explain where you get lost or confused.

3. Is it always clear to you how each paragraph is related to the paragraph before it?

Yes No. If no, explain why.

4. Is it always clear to you how each paragraph relates back to the thesis?

Yes No. If no, explain why.

5. Does the author successfully complete all the stages of the IQIAA method?

a. Do they introduce the quotation in a way that provides the reader with all the information the reader needs in order to understand the quotation the first time he/she reads it? Yes No. Explain:

b. As far as you know, are they quoting the original text accurately and citing it according to MLA? Yes No. Explain:

c. Are they interpreting correctly, restating the author's ideas in their own words? Yes No. Explain:

d. Are they analyzing by drawing the reader's attention to specific, significant elements of the quotation, and explaining how they want the reader to think about those elements? Yes No. Explain:

e. Are they applying the quotation back to their stated thesis? Yes No. Explain:

6. Using the scale below, respond to the paper's readability (circle the letter that corresponds most closely with your experience of reading the paper):

- e. The paper had many errors at the sentence level that made it difficult for me to understand at times.
- f. The paper had some errors at the sentence level, but overall I could understand the author's ideas.
- g. The paper had a small amount of errors at the sentence level.
- h. The paper had almost no grammatical mistakes or unclear sentences.

7. Was there anything in the paper you'd like to know more about? What could be developed?

Step 3: Retrieve your draft and compare your reader's answers with your own. Use these questions to guide a conversation with your partner. You need to complete this page before leaving class today.

1. Did your partner identify the same thesis statement? Perhaps even more importantly, did your partner infer an accurate research question?
2. Do you need to make any revisions to your thesis statement before you turn in your paper? If so, use this space to make notes, or even begin writing a new thesis statement.
3. Is your paper organized effectively? What was the general response from your readers?
4. Are there any paragraphs that may need to be moved or revised? Explain.
5. Do you manage your sources effectively? Use this space to note any necessary revisions or additions.
6. How did your reader respond to your use of the IQIAA method? Use this space to write down any necessary revisions or corrections.
7. How will you address your readers' responses to your paper's readability?
8. Other than getting an A, what is your personal goal for this assignment?
9. What have you already done to try to attain that goal? What do you still need to do?
10. What else do you need to do in order to complete the paper?
11. How long will it take you to finish this assignment (in minutes/hours)? When can you commit yourself to finishing it?

Presentation worksheet // Presentations are scheduled for 12/14/15 and 12/16/15.

You will give a five minute presentation of your research. Please know that it will not be acceptable for you simply to read your paper out loud. Instead, summarize what you've written about and present it to the class in an interesting, interactive way. You are required to use visual aids like PowerPoint, Prezi, or a handout. You should also practice your presentation before you give it, so that you can be confident and familiar with your material.

Presentations should include the following:

___ / 6 points: A clear and concise explanation of your research topic

___ / 6 points: A brief summary of the sources you used and an explanation of why you thought they were appropriate sources for this assignment

___ / 4 points: A discussion about your interview, and how it contributed to your research goals

___ / 4 points: Images (that you've taken) that illustrate your research topic/problem/potential solution as manifest in a public space.

In addition to the content noted above, you'll be evaluated based on the following:

___ / 2 points: Presents with confidence, and has clearly practiced or rehearsed the material

___ / 3 points: The presentation is between 5-7 minutes long

___ / 2 points: The visual aids are engaging and easy to understand

___ / 3 points: The presenter fields any questions effectively

How your presentation will be graded:

I will fill out this rubric as you present in class. This will count as 50% of your presentation grade. Every student will fill out this rubric for every presentation; these will be averaged to constitute the other 50% of your presentation grade.

An outline of your presentation is due 12/9 (worth **5 points** if turned in 12/9; **4 points** if turned in 12/10; **3 points** if turned in 12/11; **2 points** if turned in 12/12; **1 point** if turned in 12/13; **0 points** if turned in 12/14 or later). Your outline should indicate the content and purpose of each slide of your Powerpoint or Prezi presentation.

Revision strategy, second peer review. Worth **5 points** if completed in class on 12/9; worth **0 points** *after that*. After working with your partner, respond to the following questions.

1. Did your partner identify the same thesis statement? Perhaps even more importantly, did your partner infer an accurate research question?
2. Do you need to make any revisions to your thesis statement before you turn in your paper? If so, use this space to make notes, or even begin writing a new thesis statement.
3. Is your paper organized effectively? Are all of your reader's potential questions answered?
4. Are all necessary sources included?
5. How did your reader respond to your use of the IQIAA method? Use this space to write down any necessary revisions or corrections.
6. What were some of the patterns of error in your paper? What will you do to check for those before you turn it in?
7. Other than getting an A, what is your personal goal for this assignment?
8. What have you already done to try to attain that goal? What do you still need to do?
9. What else do you need to do in order to complete the paper?
10. How long will it take you to finish this assignment (in minutes/hours)? When can you commit yourself to finishing it?

Presentation evaluation form for _____

Date of presentation:

___ / 6 points: A clear and concise explanation of your research topic

___ / 6 points: A brief summary of the sources you used and an explanation of why you thought they were appropriate sources for this assignment

___ / 4 points: A discussion about your interview, and how it contributed to your research goals

___ / 4 points: Images (that you've taken) that illustrate your research topic/problem/potential solution as manifest in a public space.

In addition to the content noted above, you'll be evaluated based on the following:

___ / 2 points: Presents with confidence, and has clearly practiced or rehearsed the material

___ / 3 points: The presentation is between 5-7 minutes long

___ / 2 points: The visual aids are engaging and easy to understand

___ / 3 points: The presenter fields any questions effectively

Notes: