English 110 Faculty Development Workshop

Teaching Research Strategies
March 14, 2007

Goals
- To review College Writing expectations regarding research.
- To share strategies for teaching library and field research.
- To identify resources for teaching research strategies.

<table>
<thead>
<tr>
<th>Library</th>
<th>Field</th>
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<tbody>
<tr>
<td>Print-Based</td>
<td>Interviews</td>
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<tr>
<td>Internet-Based</td>
<td>Observations</td>
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<td></td>
<td>Surveys</td>
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<td>Ethnographies</td>
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Shared English 110 Experience
According to our objectives statement for English 110/College Writing, our course will give students experience “writing to persuade by analyzing, interpreting, researching, synthesizing, and evaluating a wide variety of sources” [emphasis added].

This expectation was extended in the “Library & General Research Skills students should develop in English 110” handout (included in your packet and available on Blackboard). While we can partner with Belk librarians to teach many of these skills, this instruction is most meaningful when completed within the context of a writing assignment. Furthermore, teaching these research skills in College Writing courses gives us another angle from which to discuss evaluating texts, using source material, and avoiding plagiarism.

Assessment Results Related to Research
In our spring 2006 assessment results, we saw a slight drop in the number of activities that require research. This item decreased again in fall 2006. Even though teaching research skills is not directly related to our 2006-2007 instructional goals, this workshop focuses on teaching research strategies and including research activities in English 110 assignments, in hopes of preventing further slippage.

Teaching Library and Field Research

1. Strategies for Teaching Library Research
   - Assignments and Activities
     - Library Scavenger Hunt on Student Selected Topic → Evaluating Sources → Mini-Annotated Bibliography
- Source Comparison Activities: Give students, or have them find, different kinds of sources addressing the same topic → Compare the sources (See Handout) → Assess their reliability
  - Internet and Web-based Databases
  - Scholarly Journals Vs. Popular Magazines

- Library Session Tailored to a Specific Research Assignment in Your Class

- Others?

2. Strategies for Teaching Field Research

- Observation Activity (In-Class)

- Interview Activity (In-Class)

- Field Research Report (See Handout; Contributed by Jessie Moore Kapper)

- Ethnography Assignment (See Handout; Contributed by Kim Pyne)

- Others?

3. Strategies for Teaching Library Research & Field Research

- Career Research Project (Contributed by Paula Rosinski)

- Research Journals: Require students to map their research plan, including self-imposed due dates. For library research, have students track successful and unsuccessful search terms. For field research, ask students to record their notes, test their questions with a classmate, etc.

- Others?

Resources for Teaching Research

4. Our colleagues at Belk Library. Contact Randall Bowman (rbowman@elon.edu, 278-6571) to schedule a tailored class session.

5. “Library Instruction” on Belk Library web site
   http://www.elon.edu/e-web/library/services/instruction.xhtml
6. Program for Ethnographic Research and Community Studies (PERCS)
   http://org.elon.edu/percs/about.htm

7. Purdue OWL’s “Research and Documenting Sources”
   http://owl.english.purdue.edu/handouts/research/

8. Chapter 6, “Researching Questions,” in A Meeting of Minds
   Callaghan and Dobyns present research as inquiry, preparing students to ask effective
   research questions, conduct library and internet research, and evaluate sources.

Next workshop:
April 11th, 12:10 – 1:10 PM, Ward Octagon
Library & General Research Skills students should develop in English 110

Library Research Skills

- Searching the Belk Catalog by author, title, subject, and keyword to identify books and other materials in the library
- Locating and retrieving books and other materials in the library
- Selecting and using full-text databases (such as EBSCO or ProQuest) to retrieve full-text articles
- Using Boolean operators (and, or, not) to limit a database search to relevant articles
- Using Journal Finder to find journals, magazines, and newspapers in the library’s databases or in the library’s collection.
- Requesting books and articles through Interlibrary Loan forms (online and print)
- Distinguishing between articles from popular magazines and scholarly journals
- Recognizing the difference in information retrieved from the Internet and Web-based databases
- Evaluating the credibility of both print and electronic sources
- Asking a librarian for help when I need it
- Developing research questions and a strategy for answering them

* These skills should be taught and reinforced through an assignment(s) that actually involves the student in hands-on use of library resources.

General Research Skills

- Students should be introduced to one of the major documentation styles, preferably MLA
- They should practice summary, paraphrasing, and effective synthesis of others’ ideas with their own
- In developing these techniques, they should learn how to avoid plagiarism
- They should begin to develop a sense of how to evaluate the credibility of sources, including both print and electronic sources
Internet and Web-based Databases

Frequently, instructors will specify that you \textbf{not} use Internet resources when researching papers or presentations. There are, however, many Web-based databases that are available via the Internet that are not considered “Internet resources.” Internet resources and Web-based databases have some distinguishing characteristics that will help you to recognize them.

<table>
<thead>
<tr>
<th>Internet</th>
<th>Web-based Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost</strong></td>
<td>Free</td>
</tr>
<tr>
<td><strong>Access</strong></td>
<td>Available from any computer with Internet access.</td>
</tr>
<tr>
<td><strong>Articles written by</strong></td>
<td>Anyone – the Internet is open to all - and there is no guarantee that the person named on the page is the one responsible for the content.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Anything, from pictures of a person’s pets to personal (usually unresearched and unsubstantiated) opinions on gun control and abortion.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Ranges from obviously personal homepages to pages that look like reliable sources, but are not associated with any reputable organization. Appearance can mislead since organizations such as hate groups can have professional-looking sites.</td>
</tr>
<tr>
<td><strong>Publication schedule</strong></td>
<td>Anytime the person who creates it feels like it.</td>
</tr>
<tr>
<td>How Useful Academically</td>
<td>Usually updated: Daily, Weekly, Monthly, Quarterly, Biannually</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Issues are usually identified by volume and/or issue number.</td>
</tr>
<tr>
<td>Examples</td>
<td>Not useful for papers unless the criteria outlined in the web evaluation handout have been met.</td>
</tr>
<tr>
<td></td>
<td>Useful for accessing full-text articles online from print publications that are available in the database.</td>
</tr>
<tr>
<td></td>
<td>Search engines like Yahoo, Google, WebCrawler</td>
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<tr>
<td></td>
<td><em>EBSCOhost, Proquest, Lexis-Nexis.</em></td>
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</table>

Very few magazines, newspapers, and journals are found full-text on the Internet via commercial search engines like *Yahoo, Alta Vista, Infoseek,* etc.
Scholarly Journals VS. Popular Magazines

Frequently, instructors will specify that you may use only *scholarly* journals in researching a paper. Scholarly journals and popular magazines have some distinguishing characteristics that will help you to recognize them.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Popular Magazines &amp; Newspapers</th>
<th>Scholarly Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General public</td>
<td>Professionals within a field Scholars</td>
</tr>
<tr>
<td>Articles written by</td>
<td>Journalists Reporters Almost anyone</td>
<td>Professionals within a field Scholars Articles usually indicate author affiliations (<em>such as universities or research centers</em>)</td>
</tr>
<tr>
<td>Content</td>
<td>News Non-technical language</td>
<td>In-depth research Technical language Research reports Charts, graphs, or equations Bibliographies References (<em>endnotes and footnotes, often very helpful in finding more information on a subject</em>) Continuous pagination (<em>first issue of the year starts at page 1, subsequent issues continue the page numbering from the previous issue</em>)</td>
</tr>
<tr>
<td>Appearance</td>
<td>Consumer advertising Glossy photos</td>
<td>Dense text Few ads (specialized)</td>
</tr>
<tr>
<td>Publication schedule</td>
<td>Weekly Daily</td>
<td>Monthly Quarterly Biannually Issues usually identified by volume and/or issue number</td>
</tr>
<tr>
<td>Can be useful for:</td>
<td>Broad overview of complex issues Popular perspective on any issue Finding out what's being</td>
<td>Current research Checking accuracy of data or statistics</td>
</tr>
<tr>
<td>Other factors</td>
<td>written about a subject generally.</td>
<td>Peer Reviewed Abstracts or summaries often provided before each article. Primary sources for lab or field research; secondary sources for literary criticism.</td>
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</tr>
<tr>
<td>Examples</td>
<td>Primary sources for popular culture or public opinion study; usually used as secondary sources</td>
<td>Examples include <em>Time, U.S. News &amp; World Report, National Geographic</em>, and the <em>New York Times</em> Examples include <em>American Journal of Sociology, Journal of the American Medical Association (JAMA)</em> [the word “journal” is often in the title]</td>
</tr>
</tbody>
</table>

Very few scholarly journals are found full-text on the Internet via commercial search engines like Google, AllTheWeb, Yahoo, MSN Search, etc.
Field Research Report: Guidelines, Schedule, and Evaluation Criteria
(Jessie Moore)
Reports typically synthesize information in an effort to inform or explain; in other words, a report writer selects and organizes information about a topic and conveys that information to the reader in a more accessible manner.

Before you compose your report, you will need to gather and select information to include. Your information should come from field research that you have conducted in relation to your topic. Field research might include interviews, surveys, or observations. For instance, if your topic is what you perceive as limited parking for students on campus, you might:

- Interview a representative of the Elon Physical Plant to learn about maintenance issues associated with existing parking facilities;
- Interview a university administrator to learn about previous investigations of parking issues on campus, as well as the administration’s current stance on parking;
- Survey students and/or faculty and staff to learn about their specific parking-related concerns; or
- Observe the use of two or more parking lots on campus.

The form of a report can vary, depending on the audience and their needs. A writer might convey synthesized information in an article, a fact sheet, a lab report, a brochure, a web site, a memo, or an academic report, just to name a few possible forms. Since your classmates and I are your audience for this task, I would like you to practice using the form of an academic report. Once you’ve completed your research, you should write a report that includes:

- An introduction that explains what research questions you attempted to answer;
- A literature review that explains what you’ve already learned about the topic based on your research for your annotated bibliography;
- A methods section that explains how you conducted your research;
- A results section that identifies the findings of your research;
- A discussion section that interprets your results; and
- A conclusion that summarizes your main findings and explains how you might integrate your results into a proposal on your topic.

Chapter 7 of A Meeting of Minds discusses synthesizing ideas, which will help you prepare the literature review section of your field research report. Class discussions will help you prepare to compose other sections of your report.

A completed draft of your Field Research Report is due on Wednesday, March 15th. Your final draft is due on Friday, April 28th, as part of your portfolio.

As always, I encourage you to visit the Writing Center for assistance with any stage of your writing process. I also am available during office hours, or by appointment, to visit with you about drafts of your report or to answer questions.
### Evaluation Criteria

<table>
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<th></th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Includes minimal, if any, introduction to your research subtopic and research questions. Readers may be confused about the purpose of your report after reading your introduction.</td>
<td>Introduces your research subtopic or the research questions that you attempted to answer, but not both. Attempts to introduce the main ideas addressed in the report, but might benefit from additional revision.</td>
<td>Introduces your research subtopic and the research questions that you attempted to answer. Provides your reader a roadmap for the rest of the report.</td>
</tr>
<tr>
<td><strong>Literature Review</strong></td>
<td>Includes minimal, if any, discussion of your archival sources. Does not relate the information from the sources to your own field research. Errors in MLA citations prevent the reader from identifying your source use and locating your sources.</td>
<td>Discusses the sources you found for your annotated bibliography, but does not identify connections between individual sources or relate the information to your own field research. Some MLA citations contain errors that could confuse the reader about your source use.</td>
<td>Explains what you’ve already learned about the topic based on your archival research for your annotated bibliography. Discusses how the source information relates to your own field research. Skillfully synthesizes sources. Correctly uses MLA citations to identify your sources.</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>Contains minimal explanation of how you conducted your research (subjects, procedures, etc.).</td>
<td>Explains how you conducted your research, but readers might want more elaboration or detail.</td>
<td>Explains how you conducted your research. Provides sufficient elaboration and detail.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Research findings are absent or are hard to identify. The presentation or organization of the findings could be stronger.</td>
<td>Identifies the findings of your research, but might benefit from revisions to enhance clarity and/or coherence.</td>
<td>Identifies the findings of your research in a clear and coherent manner.</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Includes minimal, if any, discussion of the research results, or poor organization makes it difficult for the reader to understand the discussion.</td>
<td>Discusses the significance of the research findings, but does not link the findings to your campus topic of concern.</td>
<td>Explains the significance of the research findings and examines how the findings are relevant to your campus topic of concern.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Provides only minimal summary of your field research, or fails to connect your research to your campus topic. Would benefit from extensive revision.</td>
<td>Summarizes your field research and partially explains how you could integrate your work into a research-based proposal, but might benefit from further revision.</td>
<td>Clearly and coherently summarizes your field research and explains how you could integrate your work into a research-based proposal.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organization is difficult to follow. Required components are not easy to recognize. Reader might be confused by the structure of the paper.</td>
<td>Overall organization is easy to follow, but between-paragraph or within paragraph transitions could benefit from revision.</td>
<td>Overall organization is strong. Between-paragraph and within paragraph transitions are effective and help the reader understand the writer’s organization.</td>
</tr>
<tr>
<td><strong>Style and Editing</strong></td>
<td>Errors interfere with the reader’s understanding. Sentence structure would benefit from extensive revision for clarity. Paper would benefit from proof reading.</td>
<td>Some sentence structures would benefit from revision for clarity. Errors exist, but they do not interfere with the reader’s understanding.</td>
<td>Sentence structures are clear and coherent. The writer’s style is effective for the purpose and audience. The paper includes few, if any, errors.</td>
</tr>
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</table>
### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Preparation/Homework for Class</th>
<th>Activities During Class</th>
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<tbody>
<tr>
<td>M, 2/27</td>
<td>- Read New York Times article, “To: <a href="mailto:Professor@University.edu">Professor@University.edu</a>”</td>
<td>- Discuss reading email etiquette</td>
</tr>
<tr>
<td></td>
<td>- Introduce Field Research Report Assignment</td>
<td>- Introduce Field Research Report Assignment</td>
</tr>
<tr>
<td>W, 3/1</td>
<td>- Read 19a (pp. 330-340) in <em>Handbook</em></td>
<td>- Discuss field research methods</td>
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<tr>
<td></td>
<td>- Write a paragraph identifying the type of field research that you plan to conduct and explaining why it is the best choice for investigating your topic.</td>
<td>- Draft research materials</td>
</tr>
<tr>
<td>F, 3/3</td>
<td>- Revise research materials and bring to class for peer response/testing.</td>
<td>- Test research materials</td>
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<tr>
<td></td>
<td>- Read Chapter 7 in <em>Meeting of Minds</em></td>
<td>- Discuss synthesizing sources and in-text citations</td>
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<tr>
<td>M, 3/6</td>
<td>- Complete Synthesis Worksheet</td>
<td>- Analyze examples of synthesis</td>
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<td></td>
<td>- Bring sources to class</td>
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<tr>
<td>W, 3/8</td>
<td>- Draft the Methods section of your Field Research Report and post it to the Methods Section discussion board</td>
<td>- Discuss strategies for reporting Methods, continued</td>
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<tr>
<td></td>
<td>- Continue conducting your field research</td>
<td>- Examine section draft for completeness</td>
</tr>
<tr>
<td>F, 3/10</td>
<td>- Complete your field research</td>
<td>- Discuss strategies for reporting results</td>
</tr>
<tr>
<td></td>
<td>- Read 17 (pp. 313-321) in <em>Handbook</em></td>
<td>- Discuss visual representations of research findings</td>
</tr>
<tr>
<td></td>
<td>- Draft the Results section of your Field Research Report and post it to the Results Section discussion board</td>
<td>- Practice creating visual representations</td>
</tr>
<tr>
<td>M, 3/13</td>
<td>- Create at least one visual to include in your Field Research Report</td>
<td>- Discuss strategies for discussing results</td>
</tr>
<tr>
<td></td>
<td>- Draft the Discussion section of your Field Research Report and post it to the Discussion Section discussion board</td>
<td>- Discuss strategies for introducing your report</td>
</tr>
<tr>
<td>Date</td>
<td>Preparation/Homework for Class</td>
<td>Activities During Class</td>
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</table>
| W, 3/15    | - Complete your Field Research Report Draft  
- Write a Response Request Memo  
- Post your Field Research Report Draft and your Response Request Memo to Blackboard | - Complete a Peer Response memo for your assigned partner                                |
| F, 3/17    | - Read pp. 90-108 in *Handbook*  
- Reread your drafts and comments                                                | - Complete Mid-Semester Assessments on Blackboard  
- Complete Revision Worksheet on Blackboard                                         |

This schedule is subject to change. Updates will be announced in class and posted on Blackboard. Check Blackboard often for the most up-to-date information.
ETHNOGRAPHY
OR, WHAT IS THE CULTURE OF THIS GROUP OF PEOPLE?
(Kim Pyne)

Field research—as distinct from library or secondary source research—has two predominant modes: quantitative and qualitative.

**Quantitative** research involves numbers, statistics, and fixed experimental designs. It investigates large, random samples and attempts to learn the what, where, and when of a topic. It tests theories or hypotheses in order to make statements that can be generalized across populations and situations. It is all about measurement, mathematical models, and the manipulation of variables. Classic experimental research tends to be quantitative. For example: rats in a maze; medical testing of aspirin users vs. non-aspirin users; or examining samples of atmospheric pollution in major American cities.

**Qualitative** research, on the other hand, involves an in-depth understanding of human behavior and the reasons that may govern that behavior. It investigates small, carefully chosen, focused populations and attempts to learn the why and how of a topic. It concentrates on what people do in face-to-face interaction and depends heavily on participation, observation, and interviewing. This methodology is grounded in the same principles behind experiential learning—that we can understand the world by participating and engaging with other people. For example: while achievement tests can tell us which students succeeded on a particular question, they cannot tell us why certain students did better than others. Qualitative research, however, can.

One of many forms of qualitative research, ethnography is a method of studying the social and cultural dimensions of human interaction. It is a staple in social sciences research (sociology, anthropology, history, etc.) and the primary method for anthropologists. Its goal is to understand communities and cultures from an insider’s perspective, and then translate that understanding to outsiders. It assumes that any human group interacting together for a period of time will evolve a culture—a collection of shared behavior patterns, beliefs, and values—and is interested in understanding groups of people with a shared sense of identity. Unlike similar forms of field research, ethnography does not focus on individuals. (After all, “Ethnos” is the Greek word for “a people” or cultural group.)

In the past, ethnographers often studied exotic cultures in far-away places. Contemporary ethnography, however, also turns its attention to cultures that are closer to home, revealing previously undiscovered aspects of local communities. Good ethnographers, whether focused on the exotic or the everyday, teach us to view cultural communities in new and unexpected ways. Such insights can be applied to assessing and helping people address problems and needs within organizations, communities, or larger social contexts.

ETHNOGRAPHY ASSIGNMENT
Design and enact an ethnographic project that will help you to answer an interesting or important question about a particular community or social group. Conduct your research, and then write a research report that presents and analyzes your findings. Your research methods should include interviews with members of the group, observations of key aspects and/or events, and relevant secondary source research in the library. You may also include questionnaires or surveys, but they should not be your dominant form of data collection.

**How-To:**

1) Invent (brainstorm, etc.) a list of communities or groups that you would like to investigate. You might even choose a group to which you already belong. If so, realize that you will have to concentrate on “seeing” the group as both an insider and an outsider. Be careful to limit your group to something very specific. (Ex: not Native Americans, but Elon students who are Native American. Not athletes, but senior players on the varsity football team. Not compulsive internet junkies, but the regular long-term visitors at a particular internet café in Raleigh.)

2) Conduct some preliminary secondary source research. Gather data about your group or about similar groups from various library resources, including books, journals, and other print or video media. You might need to supplement this with further secondary source research as you go.

3) Focus your initial research. What would you like to understand better about this group? What particular aspect of the group do you expect to focus on? This will drive your initial data collection—the questions you ask in interviews, the specific information you seek during observations, etc. Know that most ethnographers change their focus during the research as new, more compelling, or more significant discoveries and understandings arise.

4) Determine how you will gain access to your group. How will you select participants to interview? How many responses will you solicit? What do you hope to observe and will you be just a background figure or actually participate in the events?

5) Think Ethics! What will you tell participants about the purpose of your research? Remember to let them know that this is research for a College Writing course only and that members of the class and the professor will have access to some materials. You should use pseudonyms in place of all names and keep any identifiable descriptions or contact information private, and should assure participants of that level of confidentiality.

6) Conduct your field research. Keep your eyes open for significant and unexpected details. Take careful notes on what you see and hear. Take thorough notes during interviews (even if you choose to tape and transcribe the interviews). After you collect your data, you should have a large amount of information from which to develop a final focus. Narrow this down to a single point of significance about the culture of your group.
7) Select your audience carefully (one which would not be already very familiar with your group), but also be aware that members of the group you are studying may read this report. One possible audience could be a professor in an introductory sociology or psychology class.

8) Write a short, tightly focused ethnography. Because you only have 5-7 pages, you cannot paint a broad portrait of this group. Instead, you will need to make a specific claim, promote a new understanding about a particular aspect of the group. You will need to synthesize secondary sources along with offering specific descriptions and analysis of your group.

9) Your report should include these four parts (and maybe use these subheadings):

   a) Introduction: This should clearly offer the rationale for selecting your group, including a discussion of what you hoped to learn through field research, why such study is important, and at least a hint of your key finding(s).

   b) Methodology: A brief description of how you designed and conducted your research. This should also include a discussion of your role within the group or setting.

   c) Data: Description and analysis of your data (library sources, interviews, observations, etc.). If you researched in a particular setting, be sure to include a description of the place as well as the key people.

   d) Discussion: Explains the significance of your findings and draws conclusions about your group.

10) Save all of your research notes and include them in your folder when you submit this paper. Your final paper should be 5-7 pages. Be sure to cite any secondary sources, using either APA or MLA method of documentation. (APA is preferred for this kind of research, but I’ll take either as long as you are consistent.)

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**ETHNOGRAPHY PREP ACTIVITY**

_**Due: Thursday, October 12**_

1. Identify the community you plan to explore. What aspect(s) of this community do you expect focus your research on?

2. Briefly note the following:
• What you currently know about the community
• What you currently assume about the community
• What you expect to find, knowing you may be wrong and/or that there may be a better focus that will emerge as you research

3. Identify your purpose and audience. (Note: Your audience should be generally unfamiliar with your group. But know that members of the community may also read this particular work.)

4. Identify by name (with contact information such as phone number and/or email) the person/people you plan to interview. For each person, include at least five open-ended interview questions. If the nature of your community prohibits knowing in advance who you will talk to, explain this and explain how you will identify people to speak with when the time comes. What interview questions do you plan to use with them? *(Please read the material on interview methodology before writing questions!)*

5. Identify what you plan to observe (a community member working in their trade, a particular event or set of activities, interaction between members of the group in a certain location, etc.) Scheduling more than one limited observation is best for most cases.

6. Identify the secondary sources you plan to consult in order to complete your paper (specific sources found in library, online, and so on).

7. Briefly discuss any significant issues that might arise concerning a) gaining access to your chosen community and b) confidentiality for participants. How do you plan to deal with these. *(If any of these seem serious or if any arise later in your research, contact me immediately to discuss options.)*

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**ETHNOGRAPHY RUBRIC**

___________  Do you address a community or group rather than simply profile an individual? *(10 pts)*

___________  Have you integrated observation, interviews, and secondary source research to address a clear and specific focus? Or do the parts of your research seem disjointed, arbitrary, and unconnected? *(20 pts)*
Does your writing effectively and appropriately address your intended audience? Have you chosen an appropriate tone and style? Have you structured the piece with your audience in mind? (i.e. Have you thought what your audience is going to want to know first? What they will be drawn by?) Have you also thoughtfully allowed for readers from the community you studied? (10 pts)

Is it clear that your observations and interviews have helped you move beyond a general and superficial understanding of the group and into something that you and your audience may not have realized? May even be surprised by? (15 pts)

Are your observations vivid? Are they detailed in significant ways? Do you use strong verbs and adjectives to describe your community/group? (10 pts)

Do you utilize your interview data well, including carefully selected quotes from members of the community that portray them clearly, fairly, and vividly? (10 pts)

Is your purpose clear? Are you effective in eliciting the proper response from your audience? Are you convincing? (10 pts)

Have you avoided grammar, punctuation, and spelling errors? (10 pts)

Have you correctly cited your sources (written and human) in MLA or APA style? (5 pts)

TOTAL (100 points)

Sources: Chiseri-Strater’s Field Working, Axelrod & Cooper Reading Critically, Writing Well, Dr. Prudence Layne, Dr. Jessie Kapper, and other English 110 members.
Research Project: Career Essay  (Contributed by P. Rosinski)

This project has several components, including a brainstorming activity, project proposal, annotated bibliography, and a calendar plan. These different components will be explained in separate handouts.

When we make our career choices, we often do so because of parental pressure, peer pressure, childhood dreams, chance, or happenstance and thus we do not find out much about the career. When we move into our majors, we are often overwhelmed with new information and courses and thus we don't have time to think about what we will actually do and need to know on the job. For this research project, we will be finding out more about our career choices.

This research project will be thesis driven. In other words, the project essay is not a simple report on the career. Rather, you must make some kind of argument in your essay. For example, is this a good choice? What are the main qualities a person should have in order to be successful in this field? (i.e. – strong math skills, strong verbal skills, excellent communicator, works well with others, enjoys high stress and long hours, etc.). What types of activities are completed on a daily basis in this field? As you research and collect resources and write your annotated bibliography, you will be in a better position to select the argument your essay will make.

To this end, you will write a thesis driven essay about this career choice to other college students (as well as parents and faculty members). The essay should make some kind of an argument (it should have a strong thesis) about this career choice based on the information and evidence you gathered.

You may want to research the following:

(1) What do people actually do on the job in your career choice? (For example, how does an engineer spend his/her day?)

(2) What are the different job (specialties) options within your career choice? (For example, what are the different things that can be done with a computer science degree?)

(3) What specialized knowledge do you need for the career choice? (Research not only those things learned in school but actually used on the job. For example, accountants learn a lot about numbers and accounting principles but many report that they spend a good deal of their time writing.)

(4) How does the career choice help others?

(5) How satisfied are people with the career choice?

(6) How much do people make?

(7) What are common career developments? How far can people go, do they often shift to related or unrelated fields?

(8) What kinds of writing, and how much, are expected in the career?

(9) Will newer technologies be used in the career? (online writing or research, webpage design, working with audio or video, word processing or spreadsheets, etc.)
(10) What kinds of courses do you have to take as an undergraduate? What kinds of advanced study will be required? (For example, do you have to attend graduate school or a professional school?)

Research Project Sources

(1) The Library: check the many different resources beyond books
(2) The Internet: college career sites, company websites, professional association web sites . . .
(3) People: professors, parents, older siblings or friends of siblings, people on the job
(4) Electronic Databases

Research Project Resources

(1) Books (you will not have time to read whole books but you might find interesting sections and chapters)
(2) Journals, periodicals, magazines (you can find many periodicals that focus on your particular career as well as articles in more general purpose magazines).
(3) Newspapers
(4) Internet (Don't forget to check out sites in your research area; sites dedicated to your field created by both professionals and students; college sites dedicated to your field - department sites, and much more)
(5) Interviews (The best way to get the low-down about any job is to ask people: professionals, more advanced students, parents and others. However, before doing an interview it is a good idea to write out a set of questions. If you tape an interview, be sure to tell the interviewee you are doing so).
(6) Electronic Databases can have excellent articles online and point you to ones in libraries.

Things to think about

(1) If you are unhappy with your current major or do not have one, pick any major or job that you find interesting.
(2) Remember that talking to people can be one of the best ways to do research but use the library and Internet as well.
(3) You will carefully document all of your work, including the interview. You may use any acceptable documentation style, but it may be best to use the one most often used in the field you choose to study.
(4) Final Research project will be between 6-8 pages long.

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Evaluation Criteria for Project 5

Check-off for Project Requirements

_____ Brainstorming about 3 possible different careers you might research
_____ Proposal of what you intend to research (posted on Class Discussion Board)
_____ Meets Formatting Requirements (margins, last name and page number upper right corner, first page with information and title)
_____ Uses Consistent and Appropriate in-text Citation Style (MLA or APA)
_____ Effective Use of Grammar
_____ Uses Signal Phrases to introduce quotes
_____ 6-8 pages

Uses Invention and Planning Strategies

_____ Practices at least two Invention strategies THAT HELP DETERMINE FOCUS OF PAPER
_____ Calendar of what you will do when (research, reading, writing, revising)
Annotated Bibliography & Works Cited

_____ 10 resources in all (3 reliable Internet sources, 4 journal articles or chapters in books, 1 interview, 2 or more of above or another kind of publication such as a career guide or career materials)
_____ Works Cited (includes only the resources you CITE by referring to them, paraphrasing them, or quoting them in your paper)
_____ Uses Consistent and Appropriate Documentation Style (MLA or APA)

Develops an Effective Introduction and Thesis

_____ Introduction sets context for paper and leads effectively to thesis
_____ Thesis is complete (includes both “what” and “how” or “why” components)
_____ Thesis is explicit and detailed
_____ Thesis acts as a “guide” or “roadmap” to reader

Remember to reread the Assignment handout (online) which discussed the audience and purpose of this paper: “you will write a research paper that explains the significance of your career choice to other college students (as well as parents and faculty members). The essay should make a point (have a strong thesis) about what you have found.

Effectively Integrates Supporting Sources

_____ Excellently
_____ Well
_____ With Competence
_____ Poorly

Develops a Well Organized and Coherent Argument

_____ Excellently
_____ Well
_____ With Competence
_____ Poorly

Develops Clear and Well Supported Paragraphs

_____ Excellently
_____ Well
_____ With Competence
_____ Poorly

Final Grade Project 5 _____

Kinds of Introductions

1) Introduction Inquisitive: Asks a question (or several questions) that gain the interest of your readers and will be answered by your thesis.

2) Introduction Paradoxical: Begins by setting up a seemingly unsolvable problem, yet your thesis will solve the problem.

3) Introduction Corrective: This is the most common introduction used in academic writing. It sets up what people believe now about a topic only to show that people are mistaken about or
have misunderstood the topic. Most people believe "X" to be true, but I will show that "Y" is true.

4) Introduction Preparatory: Begins by giving readers background information or definitions that they will need to understand the thesis.

5) Introduction Narrative: Begins with a story or anecdote to gain the reader's interest and lead into the thesis.

**Organization of Points**

A) Order of importance:

1) most important to least.

2) least important to most.

B) Logical Order: follows a logical pattern.

C) Sequential Order: Follows known and specific sequence.

D) Rhetorical Order: Follows a pattern (if you have four arguments) of moving from the fourth strongest argument to the third strongest to the second strongest to the strongest.

E) Chronological order: follows sequence in time.

**Pattern of Organization**

Introduction/Body/Conclusion Pattern (see page 25 of *SF Writer*)

Introduction:  Thesis

Body:  Argument 1

Examples/Support

Body:  Argument 2

Examples/Support

Conclusion

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English 110

Elements of the Research Paper

a. Introduction
i. Context – what do readers already know about topic
ii. Thesis – what is your point/argument
b. Narration – background information about topic
c. Confirmation – proof (subpoints) of point
d. Refutation – possible holes in paper or arguments against paper
e. Conclusion – significance of thesis for readers

“Does the conclusion tie up loose ends, leaving the reader satisfied that I have covered the subject and provided a sense of closure?” (SF Writer 38).

“A good closing paragraph will round off your essay and give readers a sense that the piece of writing has achieved its purpose.

1. Summarize the main points you have made
2. Make a recommendation
3. Link the closing paragraph to the opening paragraph
4. Point out directions for future research or unresolved questions” (SF Writer 316-318)

a. Introduction: After you have a working thesis, think about setting up context. What did you think before you conducted research on your topic? What do readers (primarily other students, but also professors and parents) already know about your topic? What is your common ground with readers? Remember that often Introductions can be put in the form of examples, questions, anecdotes and such. See SF Writer (315-316) for more ideas about Introductions.

b. Narration: What background information does your reader need to understand your points – definitions, key terms, concepts, and such. What is a civil engineer – would everyone know this?

c. Confirmation: What information will you use to support your point? What did you learn about your career?

d. Refutation: What problems do you see with your ideas? What are some arguments that could be made against the points you make? How could you refute the arguments?

e. Conclusion: Why is the thesis significant to your readers? Return to this point in the conclusion, but the research should also add to the reader’s knowledge and have significance for them.

** Remember, this is not a five paragraph “vase” to be filled up. Rather, the above ideas are ways to facilitate your thinking/writing/revising (heuristics)-and your research paper may need to be organized differently. For example, given how you set up the issues/your thesis,
the background information may be broken up and appear at several different places in the essay. **Also, often modern writers don’t have refutations, but use the ideas to bolster their arguments.**

**Email me, visit office hours, or set up appointment if you have questions**

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**Signal Phrases / Introducing Quotes**

This sample sheet provides examples of different types of signal phrases as well as the MLA parenthetical documentation (in-text citation) necessitated by the different signal phrases. Note that because this is based on only one quotation, this illustrates a variety of ways quotes and paraphrases can be introduced. The parenthetical documentation is different if you are using APA format.

This is a quote from author Janet Murray’s *Hamlet on the Holodeck*

“As these utopian and dystopian fictions remind us, we rely on works of fiction, in any medium, to help us understand the world and what it means to be human. Eventually all successful storytelling technologies become ‘transparent.’: we lose consciousness of the medium and see neither print nor film but only the power of the story itself. If digital art reaches the same level of expressiveness as these older media, we will no longer concern ourselves with how we are receiving the information. We will only think about what truth it has told us about our lives” (26).

1. According to Janet Murray, “Quote from above” (26).

2. Janet Murray claims that all different types of narratives help us understand the human condition: “Quote from above” (26).

3. Janet Murray states that “Quote from above” (26).

4. It the future, digital art is going to become “transparent” to viewers, which is what has already happened with film. For example, Murray argues that “Quote from above” (26).

5. “Quote from above,” says author Janet Murray (26).

6. In *Hamlet on the Holodeck*, Janet Murray argues that people forget about the medium of a story and focus on only the story itself (26).

7. When people feel that a piece of fiction has told them something important and meaningful about their lives, they forget about the particular medium and focus on the story (Murray 26).

**NOTE:** Each quote and type of signal phrase requires its own parenthetical notation of the page number. Also, if the author’s last name is not mentioned in the signal phrase itself, it must then be included before the page number in the parentheses.
Why do you think the author’s last name and the page number must always be included either within the signal phrase or in the parenthetical citation? **HINT:** how is the Works Cited or Bibliography organized?

Learning to skillfully and effectively incorporate research/resources into writing is usually a bit difficult at first. But it is an important convention of academic writing, so I encourage you to use this handout and review the signal phrases in your papers carefully.

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**Project 5: Annotated Bibliography**

An annotated bibliography is a formatted list of sources with short 100-150 word abstracts of each source. You will create an annotated bibliography of at least ten sources that must include the following:

- 3 reliable Internet Sources (professional organization, school website, job information resource, etc. - make sure to critique the site and determine if it is reliable)
- 4 journal articles or chapters/sections in books
- 1 Interview (you may want to conduct interviews for your extra resources as well)
- 2 or more extra of above or another kind of publication (career guide or career materials)

**Websites for researching Internet Sources**

- WetFeet.com: Helping you make smarter career decisions  
- jobsinthemoney  
- The Princeton Review: Career Research & Planning  

**An example entry of an Annotated Bibliography (print academic journal article)**


In this article, Smith argues that future teachers who want to teach English in K-12 classrooms must be much more experienced with technology. Her main point is that teachers entering classrooms now sometimes are not very experienced with newer technologies like sending email attachments, making webpages, and creating digital images. Because writing in
the future will expand to include more digital writing and visual images, Smith wants to see more technology incorporated into English Education teacher training programs. This article is going to be an important part of my project and I am going to quote it several times. I am going to use Smith’s article as a major piece of evidence for my argument that students who intend to go into English Education had better select a program that provides intense training in newer technologies and how to use them in the classroom effectively.
Gender Roles and the Media

Introduction

While the "facts" that you interpret and evaluate in humanities classes are usually in texts (works of literature, historical documents, religious scripture, paintings, etc.), the "facts" studied by social scientists are often empirical. That is, they are derived from the direct observation of people and social institutions in field research. The aim of this paper is to give you some experience in conducting the kind of field research that is a central means of gathering information in sociology, psychology, political science, economics, anthropology, journalism, and other disciplines.

An area of social science research that interests psychologists, sociologists, and educators is gender socialization, the process by which we form a masculine or feminine identity. A gender role is a set of cultural expectations that prescribes how females and males should act, think, and feel. Many cultural institutions contribute to our definitions of gender roles: the family, schools, popular media, religious groups, legislatures and courts, literature, etc.

Adolescence is a particularly crucial period in the formation of gender identity. Theorists and researchers have proposed that gender-role training becomes more intense at puberty as adolescents become increasingly aware of gender expectations. According to the gender intensification hypothesis, "psychological and behavioral differences between boys and girls become greater during early adolescence because of increased socialization pressures to conform to traditional masculine and feminine gender roles" (Santrock, 1996, p. 353). In other words, as boys and girls develop into adults physically, they are encouraged (by parents, teachers, and friends) to behave in more stereotypically masculine and feminine ways. (For example, I was admonished to "Sit like a lady!")

Responding to this new pressure to conform to gender roles, adolescents develop heightened sensitivity to all the information our culture provides about what it means to be a man or woman. The media (TV, films, music, magazines, newspapers, ads, electronic games, etc.) are a major source of this information. Sociologists have determined that adolescents "spend a third or more of their waking hours with some form of mass media, either as a primary focus or as a background for other activities (Santrock, pp. 306-307). Mass media present models of masculinity and femininity that influence adolescents' gender attitudes and behavior.

Assignment:

Design a field research project that will help you to answer an interesting or important question about the gender role models presented to American adolescents by the mass media. Conduct your research, and then write a research report that presents and analyzes your findings.

There are three major field research methods: interviews, observations, and questionnaires or surveys. Use observation or a simple survey for this assignment.

Directions:

1) Brainstorm to come up with a list of research questions about gender role modeling in the media that you might investigate. Be careful to limit your field of research (i.e., one teen magazine or one TV show with a predominantly adolescent viewing audience) and to keep your research question narrow (i.e., "What subjects dominate the advice columns of YM?" or "According to 'Dawson’s Creek,' what do women want?"). Some other examples:

- Survey: Whose photograph will be correctly identified by more college women—Sandra Day O’Connor or Katie Holmes?
- Survey: Whose photograph will be correctly identified by more African-American college males: Malcolm X or Tiger Woods?
"serious" looking (i.e., in business suits rather than flimsy dresses)? Do men look sweet and approachable? Fierce and “don’t mess with me”?

- What are the major concerns of the female characters on "Friends"?
- What are the major concerns of the male characters in "The Simpsons"?
- How do the songs and physical appearance of Britney Spears define the ideal female? (Or what sort of male ideal does Enimen represent?)
- What is the proportion of women to men in an average MTV video? What percentage of these women are scantily clad? What percentage of the men are scantily clad?
- What does Ja Rule's latest CD have to say about the goals we should strive to achieve?

2) Decide on the question you'd most like to answer through field research. It must be a question that interests you. Then determine your research method: What TV show, video, website, electronic game, CD, etc. will you observe—and why? What exactly will you be looking for? How will you tabulate your observations? If you're doing a simple survey, How will you frame your survey question(s)? How will you select your respondents? How many responses will you solicit? What will you tell your respondents about the purpose of your survey? Be sure your project is narrowly defined and doable within 1 1/2 weeks.

3) Conduct your field research. Keep your eyes open for significant and unexpected details. Take careful notes on what you see and hear. If you're examining ads or other print media, reproduce two or three of the best as illustrations for your report. (Do not take pages out of library periodicals.)

4) Write your research report. Assume that your audience is a professor in an introductory sociology or psychology class. Your report should include these four parts (and use these subheadings):

   a) Introduction: clearly poses the question that you hoped to answer through field research, explains why this question is important, and presents a preliminary hypothesis;
   b) Methodology: clearly describes how you designed and conducted your research (see section 2, above);
   c) Data: presents your findings (a chart or graph is often the best way to do this);
   d) Discussion: interprets your data by explaining the significance of your findings and showing how these findings confirm or contradict your hypothesis.

5) Save your research notes, and include them in your folder when you submit this paper. Your final report should be about 2-3 pages. Title your report and use the more "objective" and scientific style preferred by psychologists and sociologists. (See the February 19th handout on how writing differs in the humanities and sciences for details.) If you cite any secondary sources, use the APA method of documentation. That is the preferred documentation style in the social sciences, and is modeled in this handout. See Troyka for details.)

6) Papers will be evaluated according to these criteria: 1) Does the paper include all four parts described in section 4?; 2) Are all parts of the research report clearly and fully presented?; 3) Are the writer's findings reliable? Persuasively presented?; 4) Is the report well written in the social science style?

7) Drafts of this paper (plus group copies) are due Tuesday, March 12 (There are serious penalties for failing to attend drafting conference: see page 3 of the syllabus.) Revisions are due Tuesday, March 19 (in your folder with all draft copies and peer responses).

Reference