English 10H – Research Paper

For this project, you will explain and analyze a topic having to do with globalization. Consider any current world issue where:

A) two (or more) different cultures are brought together and are in conflict;

B) one culture is being assimilated into the other;

C) one culture is forcing its values on another

The possibilities are endless. Major topics include pop culture (music, films, fashion), sports, the environment, politics, health/medicine, and business. Consider identifying a situation (for example, how did KFC get to be so popular in China? or, What happens if the US becomes energy independent?) and teaching your reader about the what, how, and why of the issue. If we use “How did X become so popular in country Y?” as a template, you will first need to prove X is in fact popular in country Y. Second, you will need to explain why X is popular in Y and what the implications are going forward. Part I should be shorter than part II--your emphasis needs to be on your analysis of the reasons behind the trend and the implications (the fallout, the results) of this trend.

**POSSIBLE TOPICS**

Why is skin lightening in India popular?

Why are beauty pageants around the world on the rise?

Why do runners from Africa consistently win marathons in the United States

Are girls schools in Afghanistan gaining in popularity?

Why is AIDS on the decline/on the rise in sub-Saharan Africa & what is the global community doing about it?

Is microfinancing really helping small business owners?

Water scarcity issues and their implications? (Isreal, Lake Victoria, Turkey)

Why is basketball growing in popularity in parts of Africa?

Is obesity on the rise in China, Japan, S. Africa (where there are increasing #s of fast food restaurants)?

Are Bollywood films gaining in popularity in the US? Why?

Why is sex slavery on the rise?

Why has China Daily recently launched an “Africa Edition” in Kenya?

Why is Brazil hosting both the World Cup and the Olympics?

What country leads the world in renewable energy and why?

How has world music influenced American pop music?

How is the re-building of Haiti going?

Why are Eastern religions gaining popularity in the United States?

How will new relations with Cuba affect the culture and economy of Southern Florida?

Why are students from the United States losing ground on international measures of academic success?

Is the explosion of the high end chocolates helping local African economies?

The Fair Trade Coffee movement--has it been successful?

Walmart in Nigeria--what are the implications?

What is the cost of carbon emissions in developing nations?

Why do girls experience more success in math / science in some parts of the world than others?

Why has South Korea come to be considered the plastic surgery capital of the world?

How does Japanese Anime influence American pop culture?

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| April 25  Laptops : Go over assignment details  Brainstorming exercise | April 26  **(TFA opening paragraph and outline due)**  Work on TFA essays | April 27  Laptops – Continue brainstorming; select a topic and an ORB | April 28  Laptops – finding sources; turnitin.com review exercise | April 29  (**TFA draft due)**  Peer editing |
| May 2  Guiding questions reflections | May 3    **(TFA essay due)**  Mini: presentations | May 4  **Annotated bibliography due**  VOCABULARY | May 5    Laptops – finding sources; preparing for part one presentations | May 6  **ORB reflection #1 due**  **Part One Presentations** |
| May 9  Laptops – outlines and claims  Mini-lesson: organizing ideas and writing claims | May 10  research group meetings | May 11  **ORB reflection #2 due** | May 12  Finding and evaluating additional sources | May 13  VOCABULARY  **Due at start of class: detailed outline, opening paragraph(s) to claim** |
| May 16  Conferences | May 17  Math MCAS | May 18  Math MCAS  **ORB reflection #3 due** | May 19 | May 20  **Finish your ORB**  VOCABULARY |
| May 23  research group meetings | May 24  **Due at start of class: rough draft, hard copy and in shared folder**  peer editing | May 25  VOCABULARY | May 26 | May 27  **Due: Final Paper – hard copy and submitted to turnitin.com**  reflections and plans for presentations |
|  | May 31  work on presentations | June 1  **Presentations** | June 2  **Presentations** | June 3 |

**Assignment Details**

* ORB Reflections\*: Should include both summary and analysis. Each reflection should be two to three paragraphs long and include specific details from your text. Questions to consider include but are not limited to:
  + How does this inform my understanding of my research topic?
  + How do the structure and form of this text interact with the communication of ideas?
  + What does this author want me to think about or consider as a result of reading this text? Is he / she successful?
  + What is the overall tone in this text (or in a section of the text?)
* Annotated Bibliography (20 points): Must include six credible and properly formatted sources. Refer to “Where to find information” for tips on finding credible sources. Use easybib to format your works cited page. Beneath each source, write a short paragraph (single-spaced) that addresses the questions listed below. Only include sources that you think are useful and interesting.
  + Who wrote/published this sources and what is his/her credentials?
  + What did you learn from this source?
  + How does this source inform your understanding of your topic?
  + What additional questions does it raise for you?
* Part One Presentation (25 points): See handout in packet.
* Detailed Outline and Opening Paragraph(s) to Claim (20 points): Bring hard copies of both documents to class and label them in your shared folder as “Last Name – RP – Outline” and “Last Name – RP – Working Draft.” When in doubt, err on the side of including MORE information on your outline (ideas for examples, sources, topics for each specific paragraph, etc.).
* Rough Draft (20 points): You must arrive at class with a hard copy of your draft. Your paper must:
  + Be 4-6 pages long
  + Use at least six sources
  + Be formatted according to MLA standards (refer to class handouts, this packet, your writing guide, and sample papers for examples and MLA guidelines.
  + Be in your shared folder (“Last Name – RP – Working Draft”)
* Final Paper (200 points): Hard copy and turnitin.com submission by the beginning of class on 5/27.

\*Research Journal / ORB Reflections / Class Participation (50 points): This grade will reflect the following elements:

1. Your research journal: You must have dated reflections and updates for every class period that we use to work on this project.
2. ORB Reflections
3. Active and focused participation in research groups
4. Effective and efficient use of class time devoted to this project
5. Correctly labeled files stored in your shared folder

**Where to find information?**

Print sources with the authority of editors behind them (magazines, journals, newspapers) are always better than blog posts and independent websites. Some websites do have a staff of editors, but many do not. If you are not sure about the quality and professionalism of a website, look at the “ABOUT” page and see if the site is the work of one or the work of many; if the site is run by an organization or group; if the site can be objective or not. You may use Wikipedia to gather ideas to get started, but you may not use it as a source for your paper.

Here are websites and databases you should check out:

**Proquest database** (access through our library page)

**Gale Academic OneFile database** (access through our library page)

**Other Gale databases** (Business Insights: Essentials; Pop Culture Collection; General Business File ASAP)

**Google Scholar search**

**New York Times, Washington Post, the Guardian** (newspapers)

**Major News Organizations** (NPR, CNN, AP, MSNBC)

**CIA World Factbook** (demographic information on countries)

Presentation on Part One of your Project (25 points)

Make a 60-90 second presentation in which you introduce both of your questions and share the info that you found to answer your first question. Include:

* Your reason for selecting this topic
* Summary of your answer to the FIRST question
* Discussion of what kind of sources you are finding to be useful
* At least one **quantitative** piece of information that informs your answer
* At least one **qualitative**piece of information that informs your answer
* Questions that you want to answer moving forward (your SECOND question)

In addition, while you speak, you should have one slide projected behind you that adds to your presentation. Select an image, a statistic, a quotation, etc., that will in some way enhance the presentation as a whole. The slide must be a “google slide” in your shared folder with the title: Last Name – RP – part one presentation.

Practice your presentation ahead of time.

* You will not be allowed to go beyond 90 seconds, and your grade will reflect only the info that you were able to share in the time permitted.
* Use notecards or notes, but do not read directly from a script.
* Look up, make eye contact, and project.

All presentations will take place during class on Friday, May 6.

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|  | excellent | good | needs improvement | does not do |
| delivery | projects, good posture, eye-contact, confident | mostly: projects, good posture, eye-contact, confident | partially: projects, good posture, eye-contact, confident | does not: projects, good posture, eye-contact, confident |
| preparation | has obviously prepared, practiced, and sticks to the time limit | mostly:  prepared, practiced, and sticks to the time limit | partially:  prepared, practiced, and sticks to the time limit | does not:  prepared, practiced, and sticks to the time limit |
| organization | ready to go, slide is in place and correctly labeled |  |  | not ready to go |
| clear introduction of initial question |  |  |  |  |
| discussion of sources |  |  |  |  |
| clear inclusion of quantitative and qualitative data |  |  |  |  |
| slide enhances presentation |  |  |  |  |
| Next steps and questions are clearly introduced |  |  |  |  |

**Parenthetical Citations – Citing Information within the Essay**

1. CITING PARAPHRASED INFORMATION (one author):

Advertisements, particularly ones featuring women, commodify bodies, thereby turning them into objects or products to be consumed (Hasty 162).

2. CITING PARAPHRASED INFORMATION with AUTHOR

Hasty argues in his study that advertisements commodify bodies and turn them into objects or products to be consumed (162).

3. DIRECT QUOTATION

Jack Hasty, a professor of sociology at Johns Hopkins University, argues, “Women and their bodies are constantly being turned into marketable and consumerable objects in advertising” (162).

4. CITING SOURCES WITH MORE THAN ONE AUTHOR:

Advertisements, particularly ones featuring women, commodify bodies, thereby turning them into objects or products to be consumed (Hasty and Levy 162).

5. CITING SOURCES by ONE AUTHOR WHO HAS WRITTEN TWO OR MORE SOURCES:

Advertisements, particularly ones featuring women, commodify bodies, thereby turning them into objects or products to be consumed (Hasty, “Commodification” 162).

note: “Commodification” is the first alphabetizable word in the full title of the source. For example, the full title is “The Commodification of Women in Modern Advertisements.”

Hasty’s other source would be listed this way:

…another example of a deplorable advertising practice (Hasty, Women 17).

6. CITING SOURCES WITHOUT AUTHORS:

Advertisements, particularly ones featuring women, commodify bodies, thereby turning them into objects or products to be consumed (“Commodification” 162).

7. CITING SOURCES with NO PAGE NUMBERS

Advertisements, particularly ones featuring women, commodify bodies, thereby turning them into objects or products to be consumed (“Commodification”).

**CITATIONS for Online Sources** -- **Works Cited format (MLA format, 7th edition (2009))**

FOR GUIDELINES ABOUT CITATIONS (including books, documentaries, television programs, etc) GO TO: http://library.williams.edu/citing/styles/mla.php

**Articles from a Full-Text Database**

JOURNAL

Last name, first name. “Title of article.” *Source* volume number. issue number (year): pages. *Name of Database*. Web. Date of access.

**Andreatta, Filippo. "Italy at a Crossroads: The Foreign Policy of a Medium Power after the End of Bipolarity." *Daedalus* 130.2 (2008): 45-65. *Expanded Academic ASAP*. Web. 15 October 2009.**

POPULAR MAGAZINE

Last name, first name. “Title of article.” *Source* Day Month Year: pages. *Name of Database*. Web. Date of access.

**Lerner, Barbara. "America's Schools: Still Failing After All These Years." *National Review* 15 Sep. 1997: 42+. *Proquest Platinum Periodicals*. Web. 15 October 2009.**

NEWSPAPER

Last name, first name. “Title of article.” Source Day Month Year, edition (if available): pages. *Name of Database*. Web. Date of access.

**Kennedy, Louise. "Same Old Song." *Boston Globe* 9 March 2003, late ed.: N1+. *Proquest Platinum Periodicals*. Web. 6 January 2010.**

**Web Sites and Pages**

E-JOURNAL

Last name, First name. “Title.” *Name of e-journal*. Volume.issue (year): n. pag. Web. Date of access.

**Castle, Robert. "From Desperation to Salvation: Concealing and Revealing Nothing in History." *Archipelago* 6.3 (2003): n. pag. Web. 15 October 2009.**

WEB PAGE

Last name, First name. “Title of page.” *Web site*. Sponsoring or host organization. Day Month Year of publication. Web. Date of access.

**Pilgrim, David. "The Brute Caricature." *Jim Crow Museum of Racist Memorabilia*. Ferris State University. Nov. 2000. Web. 15 October 2009.**

Some teachers or professors may require you to write the http address at the end of the citation in carats (< >). For this assignment, you will not need to write out the http address but you must put “Web” in your citation if you’ve used the internet for a source.

GENERAL BOOK CITATION:

Last name, First name. Title. Publisher: Cite of Publication, Year of Publication. Print.

**Elder, Robert K. *The Film That Changed My Life: 30 Directors on Their Epiphanies*. Chicago Review Press: Chicago, 2011. Print.**

What should your research paper look like?

1) Proper heading, title, and page numbers (upper right corner with last name)

2) Double-spaced, size 12 font (Times New Roman). Your paper should be 6 to 8 pages long, excluding the works cited page(s).

3) Introduction – ¾ to 1 page long. Start with a hook. This is the only section of your paper that may be written in first person. Lead the reader gently from the hook to your claim statement.

4) Body – 4 to 6 pages long. The body of your paper should be divided into three to five major sections. Major sections should be subdivided into additional sections. Pay special attention to creating clear and logical transitions between sections. All of your evidence should be directly relevant to your thesis.

5) Conclusion – ¾ to 1 page long. Summarize the main ideas of your paper. Return to your guiding questions. Discuss next steps and additional questions raised by this inquiry. End with a solid section that addresses the question, “Who cares?” Why is this topic interesting, important, or relevant? We will practice doing this in class.

6) All information will be cited using MLA-style PARENTHETICAL CITATIONS after a direct quotation, a paraphrased idea, a fact, or a statistic that is not common knowledge (see handout on parenthetical citations). You must cite any idea – directly quoted or paraphrased -- that you did not think up on your own.

7) You must use at least six sources. While some sources will obviously be more useful than others, overreliance on one or two sources is discouraged and will negatively impact your grade.

8) A perfect, alphabetized MLA-style WORKS CITED page at the end of the essay. Everything cited in the essay must be listed on the WC page. Everything listed on the WC page must be cited somewhere in the essay.

9) Refer to sample MLA style research papers for formatting guidance. Sample essays are available in the classroom and are also readily available online. You do not need to use a title page. You do not need to use headings within your paper. If you want to use headings within your paper, you must check in with me about formatting them correctly.

<http://www.ccc.commnet.edu/library/mla.pdf>

<http://www.dianahacker.com/pdfs/hacker-daly-mla.pdf>

<http://dianahacker.com/pdfs/hacker-levi-mla.pdf>

<http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0014.html>

Rubric for Final Paper

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| --- | --- | --- | --- | --- |
| **Category** | A | **B** | C | D/F |
| **Intro &**  **Claim** | The engaging, artfully crafted introduction builds logically to a clearly defined claim. | Introduction moves from the general to specific in a smooth, clear manner; claim is clear. | Introduction displays evidence of movement from the general to the specific, but the sentences lack cohesion and/or are rushed; claim is adequate and may not connect well with the rest of the introduction. | Introduction lacks organization and clear movement; claim is too specific, too general, or undefined. Or, the introductory paragraph is underdeveloped as a whole. |
| Transitions | Smooth flow from sentence to sentence; gaps bridged from paragraph to paragraph with transitional words and phrases. Each opening and closing sentence serves at least two of the following functions: introduce a topic, summarizes a topic, ties evidence back to the claim, or transitions to a new topic. | Sentences are presented in a logical order; gaps noted between sections of the paper or between individual paragraphs. Opening and closing sentences generally serve one of the following functions: introduce a topic, summarizes a topic, ties evidence back to the claim, or transitions to a new topic. | Paragraphs lack cohesion and/or clear organization; paragraphs read as separate “blocks” or “units” with little connection to one another. Missing some opening or closing sentences. | Sentences within paragraphs are not presented in a logical order; ideas jump randomly from one to the next. |
| **Sources**  **(Quality)** | Sources are varied in depth and scope; the sources are up to date and/or are the authoritative sources in the field. At least six sources are used IN the paper. | Sources are related to the topic but do not show depth or scope. The writer is likely missing an important source. **Fewer than six sources are used in the paper.** | The sources are plentiful but show little variety; over emphasis on Internet sources is apparent; missing truly convincing sources; too many primary sources. Fewer than six sources. | Inadequate sources in number and variety. The writer has chosen sources that do not relate successfully to the claim of the research paper. |
| **Sources**  **(in citations)** | The writer uses parenthetical citations in all places where a source should be cited (information and DQs). | The writer uses parenthetical citations in most (all but 2-3) of the places where a source should be cited. | The writer does not use parenthetical citations in several (all but 4-6) places where there should appear citations. | The writer does not use parenthetical citations regularly in the essay. |
| **Content** | Mature depth and “fullness” to the ideas and discussions presented in the essay are noted; claim is supported and proved in a convincing manner. | Information is presented in a thorough manner in the paragraphs; some unanswered questions, gaps, or extraneous information noted. | Content is general in nature and lacks depth; sections of information do not support the claim. Paper is too long or too short. | Missing information;  Underdeveloped ideas; information from sources is sparse. |
| **Style &**  **Diction** | Graceful prose is characterized by mature sentence variety and complexity; mature, formal diction. | Prose is clear but occasional wordiness or awkward phrasing is noted; formal diction. | Prose is marked by simple sentence structures; wordiness and awkwardness interferes with the communication of the writer’s ideas; occasional informal diction. | Prose is unintelligible at times; word choices include many forbidden words and slang phrases; writer uses “I” and “you” regularly. |
| **Direct Quotations** | Direct quotations are introduced properly. | Most direct quotations are introduced properly. | **Most direct quotations are NOT introduced properly.** | Direct quotations are not given a proper introduction. |
| **Grammar &** Mechanics | Clean and clear;  0-6 errors. | **7-15 spelling errors, typos, punctuation and capitalization errors, agreement errors.** | 16-25 spelling errors, typos, punctuation and capitalization errors, agreement errors. | 26 or more spelling errors, typos, punctuation and capitalization errors, agreement errors. |
| **Format** | The essay follows MLA format exactly including: parenthetical citation, Works Cited pages, heading, running header, font and margins (Times New Roman – 12 point). | The essay has minor flaws and inconsistencies with MLA format (**parenthetical citations** and essay set-up). Most citations are listed correctly on the Works Cited page. | Several flaws with MLA format are noted. Parenthetical citations are done inconsistently; many entries on the Works Cited page are incorrect. | The essay does not show mastery of MLA format. Parenthetical citations are missing. Works Cited entries are formatted incorrectly. |