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

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| April 27  Go over assignment details  Database review  Look for articles | April 28  Laptops – finding and reading articles  **ORB: reflection #1** | April 29  Laptops – finding and reading articles  Reflection: ideas for additional sources | April 30 | May 1  **Due at start of class: annotated bibliography**  research group meetings |
| May 4  Laptops – outlines and claims  Mini-lesson: organizing ideas and writing claims | May 5  **HW due: ORB reflection in research journal (50% of book)** | May 6  Laptops – opening paragraphs  Mini-lesson: citations and quotations | May 7 | May 8  **Due at start of class: detailed outline, opening paragraph(s) to claim**  research group meetings |
| May 11 | May 12  **HW due: ORB reflection in research journal (finish book)** | May 13  research group meetings | May 14  Conferences | May 15  **Due at start of class: rough draft, hard copy and in shared folder**  peer editing |
| May 18  research group meetings: come with a hard copy of a problem section and questions | May 19  **Due: Final Paper – hard copy and submitted to turnitin.com** |  |  |  |

**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 five 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?
* 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 (10 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 end of the school day on 5/19.

\*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)

**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”).

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. **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. |