English 11 Research Paper – Introductory Synthesis Exercise Name:

Social networking has become a major resource for individuals who want instant connections with others, both friends and strangers alike. The popularity of social networking Web sites has encouraged people to share even some of their most private print and visual information in a very public way, to the degree that many businesses and colleges are now making use of social networking sites to look deeper into their applicant pools to determine who will be hired or who will be admitted.

Carefully read the following eight sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-organized essay that develops a position on the claim that **checking social networking profiles is an acceptable practice for potential employers or college admissions officers**.

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Cartwright)

Source B (NACAC)

Source C (Schiffman)

SourceD (graph)

Source E (Jolly)

Source F (boyd)

SourceG (Lee)

SourceH (Jones et al.)

1) Freewrite: Without reading any of the sources, what do you think? Is checking social networking profiles an acceptable practice for potential employers or college admissions officers? Why or why not? Write for five minutes.

1 (continued)

Underline the statement in the freewrite from #1 that best represents your answer to the question.

2) Start reading the sources. After you read each source, write one complete sentence that identifies the author’s central point. Include the author’s name in the sentence. Next, briefly describe: what the exactly the source is (a scholarly article? a newspaper article? a graph? a cartoon? a personal reflection?), what kind of evidence does the author primarily use to make their claim (data? personal stories?), and how you might use this source in your argument (as evidence to support your claim? as something to argue against?).

**source A - Cartwright**

|  |  |  |
| --- | --- | --- |
| summary sentence: | | |
| What is the source? | What kind of evidence does it use? | How might you use this source in your argument? |
|  |  |  |

**source B - NACAC**

|  |  |  |
| --- | --- | --- |
| summary sentence: | | |
| What is the source? | What kind of evidence does it use? | How might you use this source in your argument? |
|  |  |  |

**Source C (Schiffman)**

|  |  |  |
| --- | --- | --- |
| summary sentence: | | |
| What is the source? | What kind of evidence does it use? | How might you use this source in your argument? |
|  |  |  |

**Source D (graph)**

|  |  |  |
| --- | --- | --- |
| summary sentence: | | |
| What is the source? | What kind of evidence does it use? | How might you use this source in your argument? |
|  |  |  |

**Source E (Jolly)**

|  |  |  |
| --- | --- | --- |
| summary sentence: | | |
| What is the source? | What kind of evidence does it use? | How might you use this source in your argument? |
|  |  |  |

**Source F (boyd)**

|  |  |  |
| --- | --- | --- |
| summary sentence: | | |
| What is the source? | What kind of evidence does it use? | How might you use this source in your argument? |
|  |  |  |

**Source G (Lee)**

|  |  |  |
| --- | --- | --- |
| summary sentence: | | |
| What is the source? | What kind of evidence does it use? | How might you use this source in your argument? |
|  |  |  |

**SourceH (Jones et al.)**

|  |  |  |
| --- | --- | --- |
| summary sentence: | | |
| What is the source? | What kind of evidence does it use? | How might you use this source in your argument? |
|  |  |  |

3) Now that you have read a variety of sources that have informed your sense of this topic, return to the central question. **Is checking social networking profiles an acceptable practice for potential employers or college admissions officers? Why or why not?** Your answer to this question should be slightly different from your initial answer in question one because you have a deeper understanding of the topic. Try to write a counterargument thesis statement (description and example below).

**counterargument thesis statement**: includes a summary of a counterargument, usually qualified by *although* or *but*, that precedes the writer’s opinion. A counterargument thesis statement has the advantage of immediately addressing and giving weight to the counterargument, which – in the end – may serve to give the primary argument more weight.

***Although the Harry Potter series may have some literary merit, its popularity has less to do with storytelling than with merchandising.***

4) Use the organizer below (continues onto the next page) to plan your argument essay. Select three sources to incorporate into your argument. They do not all need to support your thesis. A good strategy is to select two sources that will support your argument and one that you can argue against in your counter argument.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| thesis: If your thesis is clearly stated in #3, write “see above” and highlight the thesis statement. If you want to revise it, use this space to do so. | | | | | | |
| **SOAPS analysis** | | | | | | |
| subject: what is the general topic for this essay? | occasion: what situations in the world are going on that led to this being a topic worth considering? | | audience: imagine that your audience is an employer who wants to use social media for hiring. What is important to keep in mind about this audience? | purpose: what are you trying to accomplish in this argument essay? What would need to happen for you consider your essay to be a success? | | speaker: how do you want to present yourself? What details about your own life are relevant and useful? |
|  |  | |  |  | |  |
| **Appeals –** consider and discuss how you will use all three of the Aristotelian appeals in your argument | | | | | | |
| ethos: Why should anyone listen to you on this subject? | | logos: Logic – if / then statements | | | pathos: appeal to emotion, to morality and a sense of right and wrong | |
|  | |  | | |  | |
| **Evidence –** List at least three different CATEGORIES of evidence that you will use (historical evidence, current events, personal examples, data or studies, pop culture, etc.) For each category that you will use, briefly summarize the evidence that you will use for that category. | | | | | | |
| category | brief summary of the evidence that you will use | | | | | |
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5) Finally, write a short outline for your argument essay on a separate sheet of paper. How will you organize this information to best support your argument.? Your opening paragraph should include a broad introduction to the topic that presents most, if not all, of the information from your SOAPS analysis and your thesis. You should decide how best to present and organize the rest of the information. Do you want to write a Rogerian Argument that immediately and thoroughly considers and discusses the opposing viewpoint, or do you want to write a Classical Oration that leaves the counterargument for the end of the essay. For this essay, you may choose to mix and blend the two models. Remember to save a powerful point or idea for your concluding paragraph. Concluding paragraphs with pathos tend to be memorable and effective.