

RESEARCH PROJECT DESCRIPTION

LIBERAL STUDIES 3000

FALL 2013

INSTRUCTOR: CHRISTY GONZALES

For this project, select an educational issue or a current event that you find interesting and that relates to integrating subject matter through the History and Social Science Standards and Diversity in Education, such as attitudes towards certain student populations or attitudes towards education. You will do research on this topic, write a paper, and give an oral report presenting the results of your research. Through this project, you will learn how to write an academic research paper in your discipline and gain experience summarizing and presenting information in an oral format.

All topics must be verbally approved by me. No two students may address the same topic. You must “register” or “reserve” your topic with me before turning in your official topic description.

You should begin to explore your research topic by utilizing the resources available in the library. “ERIC” is a great starting resource because it has a large database of scholarly and educationally related journal articles. If you are unfamiliar with the academic research process, please see me or the library research staff for assistance.

You must address the History/Social Science Content Standards in your project. How you integrate the Content Standards, Common Core, TPES, etc., will depend on your specific topic. One way to do so is to use the Content Standards to further explain the results of your research. If you are discussing the characteristics of a certain type of child, explain how best to teach that child history. If you are discussing the history of a certain population, explain why this should be included in the curriculum. You do not have to specifically mention the Standards in your paper, but the connection should be clear to the reader/audience.

THE PAPER

Your paper must be 8-10 pages in length, double spaced. Format (title page, abstract, and reference page), citations, and references must be consistent with the Publication Manual of the American Psychological Association. This is the style used in educational scholarship; you should become familiar with it both as a reader and a writer. You must use a minimum of 5 references. You may cite more than 5 references and not be penalized. At most, only **one** of your references may be a web-based or Internet source.

Your paper may include a connection to working with the children at your volunteer site. Because you have gained practical experience, you will be as much of an expert as the authors whose work you have read. Moreover, by applying your research to your experiences working with children, you can see for yourself whether the experts are right or wrong (at least for your specific situation).

When you turn in your paper, keep a copy for yourself; I’ve never lost a paper, but there’s always a first time.

LIBS 3000 Research Paper Scoring Sheet

Name: _____

Term: Fall 2013

Assignment: History/ Social Science Diversity Research Paper

Final Score: _____/100

Introduction and Development of Ideas (25 points)

Strong	Acceptable	Needs Work	
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5	3	1	Clear Integration of Subject Matter through History and Social Science
5	3	1	Research paper includes a Diversity in Education component as a focus
5	3	1	Ideas are clear and well-developed in the introduction
5	3	1	Logical explanations / justifications for the importance of this research
5	3	1	Provided a comprehensive preview of your research in terms of an abstract

Organization and Development of Ideas (25 points)

Strong	Acceptable	Needs Work	
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5	3	1	A clear thesis statement identifies your topic
5	3	1	Structure followed / body has clearly developed main ideas
5	3	1	Conclusion reinforces thesis, summarizes and generalizes
5	3	1	Effective transitions between ideas and paragraphs
5	3	1	Key Terms Defined

Quality and Clear Writing Style (25 points)

Strong	Acceptable	Needs Work	
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5	3	1	Complete and correct sentence structure
5	3	1	Correct spelling / punctuation
5	3	1	Accurate grammar
5	3	1	On time and appropriate length
5	3	1	Economical and interesting use of language

Content and use of Sources (25 points)

Strong	Acceptable	Needs Work	
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5	3	1	Research reports adequate and reliable sources to address issues thoroughly
5	3	1	Proper citation and relevant examples are given as research support
5	3	1	Quotations are NOT "overused"
5	3	1	The information comes from at least five sources
5	3	1	Correct APA Format
			Title page
			Source Citations are cited correctly
			Quotations are correctly punctuated
			Paper includes correct formatting (font, margins, spacing, etc.)
			Reference Page contains all sources in the text of the paper

Comments:

APA FORMAT SHEET

The box(s) marked below indicate(s) APA formatting correction(s) needed in your research paper and/or your research reference page.

In APA style, the alphabetical list of works cited is called "**References**". **Correct:** _____

- No corrections needed. All semantics are correct.
- The first line of each citation entry should be flush with the left margin
- Subsequent lines of the citation should be indented 5 spaces right of the margin.
- Failure to use consistent APA format.
- Failure to double space entire document.
- Did not observe all details of mechanics, incomplete or incorrect citation entry.
- Did not observe all details of mechanics, incomplete or incorrect quotation citation entry.
- Incorrect paraphrasing citation entry.
- Give the author's last name and use initials for first and middle names.
- Put the date in parentheses, followed by a period.
- Citations do not need to be numbered.
- Capitalize only the first word and any proper name in a book title and subtitle.
- Give only enough of the publisher's name so that it can be identified clearly.
- Alphabetize citations by author's last name or by title of the document.
- Title page incorrect
- Turned in assignment late.
- Turned in assignment incomplete.
- Abstract not provided _____
- Evaluation sheet not provided _____
- Annotated Bibliography not provided _____

THE PRESENTATION

Your presentation should be 20 minutes in length, followed by a question and answer period. As you prepare your presentation, keep in mind that your audience is made up of college students. While your classmates will have some knowledge of the general subject, you should assume that they are not knowledgeable about the specifics of your topic. Your goal is to give them useful information in an intelligible form.

After the speaking schedule has been finalized, presentations are due on the date assigned and there may not be opportunities for make-up or repeat presentations.

Your presentation should have a clear purpose, and should involve your audience in some way. This involvement must be more than a pencil and paper activity. It should include the class interacting with you and with each other, in order to *actively engage* in the topic. You must make use of at least 5 sources and site your sources throughout your presentation. Visual aids are required and should be relevant to the points you are making and integrated into your presentation. Do not depend solely on visual aids to make your point, however. Use of video, in particular, is restricted to 3 or 4 minutes.

You should practice your speech so that you can deliver it in a conversational style. You may have (and should have) brief speaking notes, but you may not read from your paper or have your paper in your hand. Reading from a manuscript or power point is not acceptable and will result in a failing grade. Remember that maintaining eye contact with your audience and speaking clearly will keep your audience's attention.

Plan your time wisely. I will cut you off after 20 minutes (with warnings as you get close). You must be able to cover all your points in the designated time period. You cannot cover everything about your topic in the time allotted; you will have to develop your presentation focusing on only part of the research covered in your paper. Keep in mind that you must keep the audience interested and that your goal is for them to understand the material you are presenting.

With your presentation, you will distribute an annotated bibliography to the class. If you wish, you may also include an outline of your major points, and any other handouts you wish the class to have. The instructor must receive your comprehensive outline prior to beginning your presentation.

More guidelines will be distributed in class, close to the date of the first presentation.

LIBS 3000 Instructor's ORAL PRESENTATION EVALUATION FORM

Speaker: _____ Class Days/Time: Wed.10:50 to 1:30 pm.

Topic: _____

E = excellent (4 pts); G = good (3 pts); A = average (2 pts); NI = needs improvement (1 pt)

TOPIC AND PURPOSE

- _____ Introduced self and topic
- _____ Topic fits the assignment and time limit
- _____ Topic handled imaginatively and the audience was involved (activity was included)
- _____ Topic adapted to a college audience

SUBSTANCE

- _____ Clear explanation of diversity issue
- _____ Main points supported by evidence/ research
- _____ Speaker cited _____ research sources throughout presentation
- _____ Reasoning is clear and correct/ accurate
- _____ Examples clear, interesting and relevant to future teachers
- _____ Clear connection to History/ Social Science Content Standards

LANGUAGE

- _____ Language clear, simple, and direct
- _____ Grammar and pronunciations correct
- _____ Language concrete and colorful

STRUCTURE AND ORGANIZATION

- _____ Introduction includes a correct thesis statement and previews your main ideas
- _____ Main ideas clearly focused and transitions between your ideas build continuity
- _____ Conclusion restates your thesis, restates your main ideas and helps refocus the message

PRESENTATION

- _____ Speaker enthusiasm includes gestures and body language that complement your ideas
- _____ Speech presented extemporaneously and notes were handled unobtrusively
- _____ Vocal variety, rate and loudness were appropriate to material
- _____ Eye contact was effective and included your entire audience

TIME: _____ /20 minutes

POINTS: _____ /80 total

TOPIC DESCRIPTION

You will relate your diversity topic to the History and Social Science Standards; however, the preliminary research will focus on your diversity issue, and this is what you must elaborate on in your one page topic description.

Your topic may change slightly as you get into your research. This is expected-- as you gather information you will also be developing your ideas. But having a clear goal now will make the rest of your work over the semester easier.

A sample topic description is given on the reverse side of this page. This is intended to give you a concrete example of what you should produce for this assignment, as well as give you examples of the types of questions you might ask. Note that the topic in the example addresses a different Content Standard, so this specific topic would not be appropriate for this project.

Your topic description must include the following:

- What the topic is and why you want to research it.
- A clearly defined research question. What overall question do you want to answer through your research? What do you want to find out? This should be more specific than the general topic.
- At least three other smaller questions that you will use to guide your research. These questions may lead you in different directions
- A brief description of your initial plan for research. Where do you plan to start looking for information? Are you going to look for books, articles, information from newspapers? Do you plan to conduct any interviews? Will web research be useful?
- General description of how you plan to connect the Content Standards to your topic.
- Information you already know about your topic.

The purpose of a topic description that is this extensive is to give you a guide for your research. Research is the process of finding out answers to questions. The clearer your questions are at the beginning, the easier your research will be, because you will know what you're looking for. If you start with answers, or general ideas, too often you will get bogged down, or you will miss important information.

Format requirements:

- The topic description must be typed. On the top of the page, include your name, the date, the class and section, and the assignment (see example). A cover page is not necessary.
- Spell check and proofread carefully.
- Your topic description should have a clear organization. Use headings to make your plan clear. See example on the reverse of this page.

You must turn in two copies of your topic description. One will be returned to you with comments. I will keep the other for my own reference (when answering emails and during our conferences).

SAMPLE

Jane Smith
March 8, 2013
LIBS 3000 section 1

Note: this topic is actually impossible for your project, since it addresses a different Content Standard area

Topic for Research Project

I plan to research methods of teaching mathematics to young children. In my classes we often focus more on reading, and I want to explore a different, but equally important, area of learning.

My main question:

What methods of teaching math have proved most effective for young children (from Kindergarten to second grade)?

Other questions:

Is math a developmental skill? Are there certain things young children just can't do because they don't have the cognitive development necessary?

How does a teacher address the Standards but still make math interesting?

Are games an effective way to teach basic skills?

How can math be aimed at different learners: Special Ed, visual, aural, kinesthetic, and tactile?

Can writing be integrated into a math program for young children?

Note: these questions cannot be all answered in a single paper. But having them in mind means that the research has several directions it can go, depending on what's out there to find.

Plan for research:

I want to start by looking for books – hopefully I can find some case studies or examples of research in action. I'll probably need to look for stuff done by child development specialists as well as educational research (and maybe even sociologists). This will give me a good overview; then I can start looking for articles in journals.

What I already know:

Not much. I know that young children are often still learning to count when they come to school, and I know what the basic focuses are in the early grades: counting, simple addition, simple subtraction, learning shapes.

Content Standards:

You should say in general how you think the Content Standards, Common Core, TPEs are going to come into your project. If this topic description was for a class that was focusing on the math standards, the connection would be obvious. Some ideas for connections for your project: if you're researching how a particular group of children learn best, use the History/Social Science Content Standards and Common Core Standards to draw examples from. If you're researching ways to include a variety of views in the classroom, you might show how traditional instruction in history and social science has not addressed that variety. If you're researching how a teacher might best present math subject matter, then you might integrate the TPE that addresses that standard (TPE 1, 1A and 1B).

Annotated Bibliography Assignment

The first phase of your research will be gathering information from articles, books, and other sources. The best way to keep track of your findings is an annotated bibliography, which is a list of your sources with a summary and evaluation of each source. Your annotated bibliography reflects all of your research, so it includes more sources than you'll use in your paper. Think of the bibliography as a summary of your research, and a way to keep track of what you've found and what you still need to do. By the time you turn in the bibliography, your research should be mostly completed, and you should be ready to start writing the paper.

Requirements:

- ❖ Follow all paper format requirements. Include a title page with all the required information, number your pages, spell check and proofread, etc.
- ❖ There must be at least **10 sources listed with a full description**.
 - At most, 2 of these sources can be web-based (i.e. a source that does not have a print version in a library. See below).
 - One source must be physically located in the CSU library.
 - One source must be a book; one must be an article (if this poses a difficulty due to your topic, please see me).
- ❖ The entries must be in **alphabetical order**, and properly formatted in APA style.
- ❖ Each item must include the following (see following example):
 - ◆ the **bibliographic citation** (as it will appear in your References list with your paper). Follow the APA format described in the APA style manual. If you are unsure of the format for a particular source, see me before the due date.
 - ◆ the **location** of the source. If it is a website, indicate whether or not you have printed out what you need. If it is a book or article, you must list the physical location and call number, or indicate that it is an interlibrary loan.
 - ◆ a brief **description** of the source, and your initial evaluation of it. This is what makes the bibliography annotated. The first paragraph will be a summary of the source. The second paragraph is your evaluation of it. This evaluation paragraph may express an opinion of the source, comment on the adequacy of the author's methods, or discuss the value of the source to your research project.
- ❖ Sources that count as "print sources," as opposed to "web-based sources" are those sources which exist in print. If you access the full text of an article from a database, for example, and that article is from a journal that exists physically in a library somewhere, it is a print source. A web-based source is one that only exists electronically, such as material found on an organization's web page or material posted on a newsgroup bulletin board.
- ❖ If you are including an interview, please list the person's full name (last name first in order to alphabetize), and the date of the interview. In the description, include why the person was interviewed/is an expert. This format is different than what will be included in the paper. In a research paper, interviews are not deemed retrievable therefore while cited in the text of your paper; interviews are not cited in your reference page.

- ❖ If there are sources you are considering but have not looked at (such as books you've requested through Inter-Library Loan but haven't received), also list those in your bibliography. The annotation should explain why you haven't looked at the source yet. These sources are not included in the required 10. In other words, you must *look at and evaluate 10 sources* to include in your annotated bibliography.
- ❖ A sample entry is shown below. Note the format of the bibliographic entry, and the specific location where this book can be found. Your description of each source should be approximately the length shown below. Make sure that your summary paragraph actually summarizes; present the author's conclusions clearly. If you cut and paste from a database abstract for your summary, you will be penalized.

Annotated Bibliography

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*.
Cambridge, NY: Cambridge University Press.

location: CTU MAIN LB1139 L3 H37 1983

Heath spent several years doing research in two communities in the Carolinas. Both were working class communities, one black and one white. She observed how language was used in the communities and how writing was used. Her main focus was how children were introduced to oral and written language. In chapter 6 she follows the children to school to see how their understanding of language use transfers to the classroom. What she found was that neither group was prepared for the way language is used in a middle-class, public school classroom. She worked with the teachers to modify instruction to more closely connect with the language use the children had been taught in their communities.

This book had a lot of interesting information. I think we sometimes assume that if children grow up speaking English they'll have no trouble in school. But Heath shows that something as simple as what children are taught "story" means can cause difficulty. I also like that she shows how to do similar research to find out about any group of students, and then how to modify instruction, especially at the younger grade levels. This source will be an integral part of my paper, since it's full of detailed examples and also has a good background in linguistics, which I'll need.

Community and Diversity

ANNOTATED BIBLIOGRAPHY GRADE SHEET

Points: _____ /25

Your annotated bibliography will include both a citation and an annotation. The citation includes all of the publishing information so that a person could locate your article. This citation occurs in a very specific form and order and must comply with the Publication Manual of the American Psychological Association. You can use any type of published resource for your research but you will be limited to only two on-line resources in your actual research paper. On-line resources are NOT deemed as credible sources if they have not been published. So avoid using the www for your research sources.

The annotation provides a summary of the content of the article and a personal evaluation of the article. The summary needs to include specifics from the original source. The personal evaluation portion of the annotation may express an opinion about the conclusions of the article, comment on the adequacy of the author's methods, or discuss the value of the article to your research project. Your annotated bibliography is assessed on the criteria described below. Please refer to your annotated bibliography assignment sheet for specific directions.

- No corrections needed. All semantics are correct.
- Failure to use consistent APA format.
- The citation entry should be flush with the left margin.
- Indent the first line of each subsequent lines of the citation 5 spaces right of the margin.
- Failure to double space entire document.
- Did not observe all details of mechanics, incomplete or incorrect citation entry.
- Give the author's last name and use initials for first and middle names.
- Put the date in parentheses, followed by a period.
- Annotated citations do not need to be numbered.
- Capitalize only the first word and any proper name in a book title and subtitle.
- Less than 10 sources listed with full description.
- Give only enough of the publisher's name so that it can be identified clearly.
- Alphabetize annotated citations by author's last name or by title of the document.
- Turned in assignment late.
- Turned in assignment incomplete.
- Evaluation and/or Summary not provided
- More than two web-based sources cited.
- Other comments: