Critical foundations in undergraduate research

CRITICAL FOUNDATIONS IN UNDERGRADUATE RESEARCH

A reading guide

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Funding

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CONTENTS

Module 1: Searching as strategic exploration

Module 2: Information creation as process

Module 3: Authority is constructed and contextual

Module 4: Information has value

Module 5: Scholarship as conversation

INTRODUCTION

The purpose of this reading guide is to support both active reading and deep learning in the course *Imagine | Question | Search | Synthesize: Critical foundations in undergraduate research*.

Deep learning can be defined as a strong understanding of key ideas and processes as well as the ability to transfer this understanding into many contexts. An example of deep learning is the ability to read and understand academic materials (e.g., peer-reviewed journal articles and book chapters) across different courses.

Throughout the guide, you will be introduced to strategies for deep reading that will facilitate your understanding of the assigned weekly readings and your ability to contribute to class discussions.

This guide is divided into twelve chapters. The chapters are organized by week and structured into the following sections.

Overview

This section introduces the "big idea" for the relevant module as well as the topic for each week.

Readings and videos

This section includes all of the assigned readings and vidoes for a given week.

Before and after class activities

- Before class activities
  - Key questions to ask while reading articles or watching videos
  - "Pile of words": Grouping and labelling key concepts
  - Predict a learning outcome
- After class activities
  - Annotate your readings and make notes about the videos (if assigned)
  - Summarize author's key ideas
  - Respond to a question about the reading

There are two assigned textbooks for this course:

1. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.
2. Maccallum, L. (n.d.). *Choosing and using sources: A guide to academic research*. (1st Canadian edition). Ohio State University.
   https://caul-cbua.pressbooks.pub/choosingsources/.

You will find information and links to these readings in your learning management system (e.g., Brightspace).

In addition, you will read, watch or listen to other types of sources, such as academic articles, videos, and podcasts.

Note: APA style is used for this textbook except where certain stylistic choices have been made to improve the graphic design.

HOW TO USE THIS GUIDE

Here is a list of the "before class" and "after class" activities included in each chapter.

Before class activities

Strategically reading and watching assigned materials (i.e., articles and videos) ahead of class is one effective strategy for academic success.

There are three pre-reading activities in each chapter.

Key questions to ask while reading and watching

Use the questions to uncover and think about some of the key ideas being explored in each week and module. Identify any questions you may have after finishing your reading and watching.

"Pile of words": Group and label key concepts

The purpose of this activity is to introduce you to the key concepts covered in each week.

Some of these ideas may already be familiar to you and some may not. You are encouraged to look up any of the ideas that are new to you in order to complete the exercise.

By sorting these ideas into piles of similar words, you will begin to differentiate the concepts, make sense of the differences as well as similarities, and connect what you will be learning each week with what you already know.

For example, in a class on Canadian politics in the 1960s, you might start with a pile of words that include the following terms. The first step is to sort them into two groups of similar terms.

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> https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=147#h5p-22

In the next step, name your piles. For example, you might have divided these words into two piles with the following titles:

Pile 1: Political parties

- Liberal Party
- Conservative Party
- New Democratic Party

Pile 2: Social movements

- "War on poverty"
- Postal workers strike
- Royal Commission on the Status of Women
- Bilingualism
- Multiculturalism
- Quiet Revolution

Sort these concept into two piles:

Pile 1:

New Democratic Party

Liberal party   Conservative party

Pile 2:

Royal Comission on the Status of Women

Multicultura Bilingualism Quiet Revolution

"War on poverty"   Postal Workers Strike

✔ Check

1 / 3 ▶

↻ Reuse   <> Embed   I am confused 😕

You might find it relatively easy to sort these concepts because you already know something about political parties in Canada and Canadian social movements. However, you might have to search for some of the ideas in order to decide how to assign the concepts to each pile.

By doing this sorting, you will become more aware of these "big ideas" before class, and thus will be better prepared to engage in the class discussions and activities.

Predict a learning outcome

You will be prompted to identify what you think you will be learning each week. Prediction is a powerful tool for preparing your brain to recognize and think about new ideas.

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online here:

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You will answer the following questions by filling in the blanks:

- What do you think you will learn this week?
- What will you be able to accomplish after this week?

After class activities

A "close" or purposeful reading and watching of the assigned materials is critical to acquiring a deep understanding and knowledge of the course content.

You can do some of this close reading and watching before class. However, you can also do it after class, when you have been introduced to and discussed the core content.

Regardless of when you do this close reading and watching, you will learn the material more fully by taking the time to read thoroughly and by annotating the text, i.e., highlighting key concepts, taking notes from each reading and video, and summarizing the author's main points.

Here are three strategies for re-reading weekly materials after class:

- Annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript;
- Summarize the author's key ideas from each reading;
- Where appropriate, highlight this information:
- Purpose of the reading.
  - Scope (the extent of the study)
  - Thesis (e.g., main argument[s])
  - Outcome(s) and conclusion

Respond to a statement about the readings:

- Do you agree or disagree with the statement and why?
- Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are your insights?

MODULE 1: SEARCHING AS STRATEGIC EXPLORATION

Introduction to the module

In this module, we will identify the key components of the research process and focus on how to identify a research topic, develop a research question, and plan a precision search to find relevant sources.

Searching is a key component of the research process and usually begins with a question that identifies the information we need.

The process is strategic because it is shaped by your research question and does not proceed in a "straight line", i.e., you will search for and find sources, read them, revise your thinking, and probably do a second search before you end up with a list of sources that you think are most relevant and helpful for your project.

For example, you might start with "climate change" as a search term and revise this idea to include Canada and "green energy" as you review our initial results and clarify your ideas.

You will use a number of strategies to find your sources. For example, initially you might search online for news articles about climate change. But, as your searching advances, you will also use library databases to find academic articles.

Searching for sources is a strategic process that you will use many times during your academic career. You should be able to transfer the skills that you learn in this course to the other courses that you take.

WEEK 1: INTRODUCTION TO THE COURSE
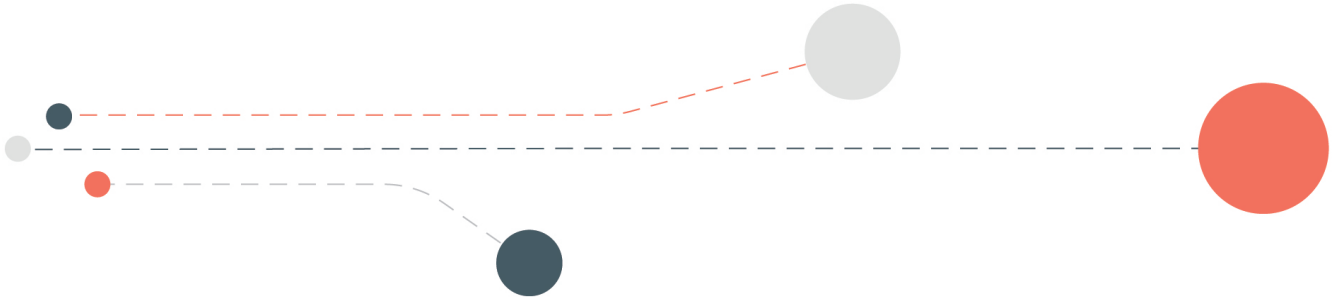
Overview

Your syllabus is a core document because it outlines the following information that you will need to be successful in this course:

- The purpose of the course
- Learning objectives
- Format (i.e., the length of the course, weekly sessions, etc.)
- Readings
- Assignments and deadlines
- Grades

Many students do not read their syllabi carefully and, as a result, miss some of the important information that they need to understand the nature and requirements of the courses that they take.

We will review the syllabus and discuss the core content in this module. By reading the syllabus in this first class, you will be better prepared to engage with and learn the course content.

Readings

Imagine | Question | Search | Synthesize: Critical foundations in undergraduate research. (2022). Syllabus.

Before class activities

Key questions to ask while reading and watching

1. What is a syllabus?
2. How can a syllabus be used throughout a course for academic success?
3. What are key components of a syllabus?

"Pile of words": Group and label key concepts

Organize the words below into **two** lists of similar terms and label each list (include a definition for each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you. Look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

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Predict a learning outcome

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After class activities

Read the syllabus after class and summarize key points.

- Key deadlines
- Assignments
- Academic integrity

Note the readings for the upcoming week and make sure you have access to all the assigned materials.

Respond to this statement: do you agree or disagree and why?

"The syllabus is not only [a] document but a rule book, canvas, and plan, and perhaps most of all a model for imagining a sphere of operations for a course's ideas" (Germano & Nicholls, 2020, p. 8)

WEEK 2: THE RESEARCH PROCESS
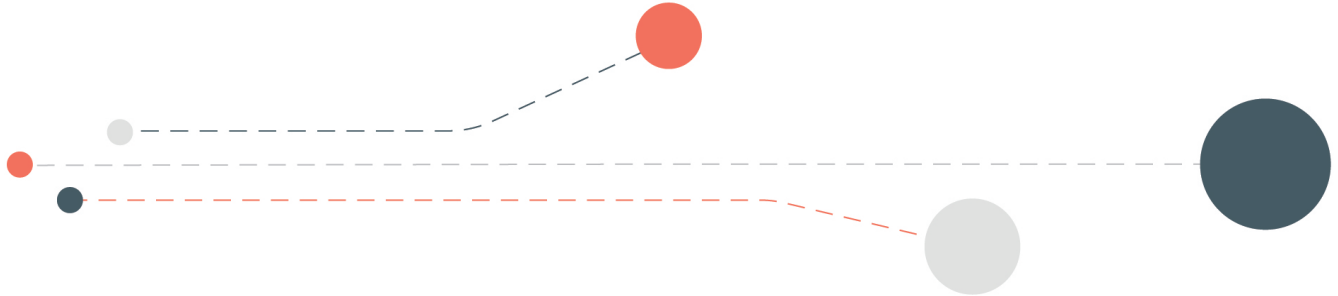
Overview

Research is a dynamic process.

Based on a variety of issues and needs, researchers are continually asking questions. The answers to these questions develop additional questions or lines of inquiry. As a result, new knowledge is continuously built upon previous discoveries.

For example, an initial question about the nature of the universe can lead to other questions about atoms, dark matter, and the presence of other forms of life beyond our galaxy. Or a question about the nature of communication can lead to queries about propaganda, misinformation, disinformation, and "fake news."

Developing a research question is the first step of the research process. Research questions are different from regular everyday questions. Regular questions arise from our everyday needs (for example, "What can I do about my insomnia?").

Alternatively, research questions require an in-depth look into an issue and advanced research, and therefore are more complex to answer (for example, "How does insomnia impact the academic performance of first-year university students?")

Research questions need to be researchable, complex, arguable, feasible, focused, and specific.

In order to ask good questions and develop valid answers, we need to be able to find, evaluate, and understand what other scholars have discovered and said about a given topic.

We start with an initial search for background information. Then, we can read the materials we find in phases, starting with pre-reading texts to get an overall sense of key ideas and context and then progressing to a deeper reading to understand more fully the scholarly conversation being had about a topic.

Readings

Section I: Research process

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.

- Prologue (pp. 3-8).
- Chapter 1: Thinking in print: The uses of research public and private. (pp. 9-15).

McMaster Libraries. (2016, April 22). *How library stuff works: Search vs research* [Video]. YouTube. https://www.youtube.com/watch?v=minZ0ABVqyk&t=52s. (2:36 minutes)

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=29#oembed-1*

UCLA Library. (2014, September 9). *Mapping your research ideas*. [Video]. YouTube. https://youtu.be/jj-F6YVtsxI. (2:52 minutes)

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them online here: https://ecampusontario.pressbooks.pub/ undergradresearchreadingguide/?p=29#oembed-2

Section II: Strategies for learning

McGuire, S. Y. (2018). *Teach yourself how to learn. Strategies you can use to ace any course at any level*. Stylus.

- Chapter 5, p. 43.

Before class activities

Key questions to ask while reading and watching

1. What is research?
2. What are the characteristics of a good researcher?
3. Why pre-read?

"Pile of words": Group and label key concepts

Organize into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

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Predict a learning outcome

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After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript. Summarize the author's key ideas from each reading. Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to this statement about the readings: do you agree or disagree with the statement and why?

"You may not yet be a professional, but learning to do research now will help you today and prepare you for what's to come." (Booth et al., 2016, p. 3).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

WEEK 3: PRECISION SEARCHING
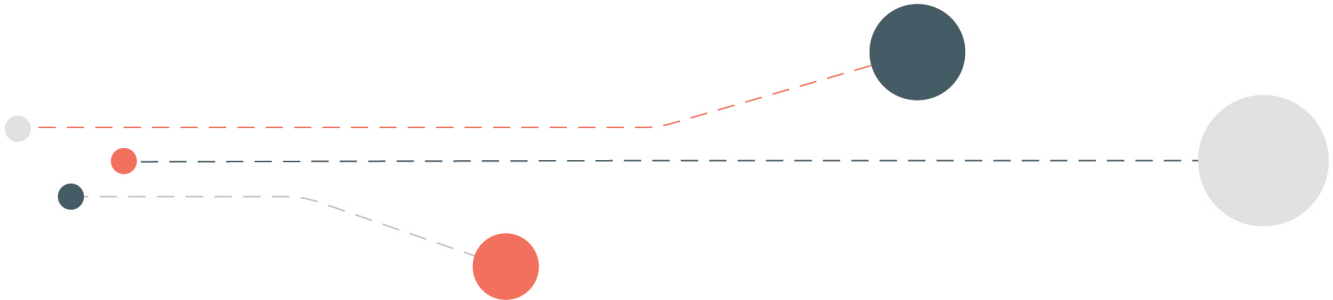
Overview

This week we will focus on precision searching to help us find information on our topic.

Precision searching can be defined as a process in which we structure or plan our search for sources for a particular academic project by taking the following steps to meet our research needs:

- Identify our key concepts or ideas;
- List related terms/synonyms for these ideas;
- Create a search string (i.e., a combination of relevant terms) that is readable by a database;
- Search for terms and repeat the search, based on our results, i.e., we might have to change our terms in order to get a set of relevant sources.

Not only is it important to use a set of relevant key concepts or words, it is also important to choose databases (search engines) that contain academic materials. The university library provides access to a range of databases that can be used for scholarly work.

Each database will allow you to do both a basic search (i.e., a search in the default search field that uses all the keywords entered). You will also be able to do an advanced search (i.e., a complex search with multiple terms that can be modified using specific strategies and operators).

Readings

Section I: Structured searching

Biblio uOttawa Library. (2014, June 20). *Grouping synonyms and related terms using the Boolean operator OR* [Video]. YouTube. https://youtu.be/S24s0OlmNvM. (1:00 minute).

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Biblio uOttawa Library. (2014, June 20). *Combining ideas with the Boolean operator AND* [Video]. YouTube. https://youtu.be/YTS1xVV5YbQ. (0:38 seconds).

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Maccallum, L. (n.d.). *Choosing and using sources: A guide to academic research*. (1st Canadian edition). Ohio State University.
https://caul-cbua.pressbooks.pub/choosingsources/.

- Chapter 21: Why precision searching?
- Chapter 22: Main concepts
- Chapter 23: Related and alternative terms
- Chapter 24: Search statements

Section II: Developing a research question

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.

- Chapter 3: From topics to questions (pp. 33-48).

Section III: Strategies for learning

McGuire, S. Y. (2018). *Teach yourself how to learn. Strategies you can use to ace any course at any level.* Stylus.

- Chapter 5, Metacognitive learning strategies at work, pp. 40-58.

Before class activities

Key questions to ask while reading and watching

1. What is a key concept? What is a synonym?
2. How does my research topic and question inform my search for sources?
3. What is the advantage of doing a precision search?
4. What are Boolean operators and how do they help me do a precision search?

"Pile of words": Group and label key concepts

Organize into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

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Predict a learning outcome

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After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript. Summarize the author's key ideas from each reading. Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the statement about the readings: do you agree or disagree with the statement and why?

> "You've probably been searching in a more casual way for years and may wonder: Is going to the trouble of precision searching actually worth it? Yes, definitely, for searches that are important to you!" (Maccallum, n.d.).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

MODULE 2: INFORMATION CREATION AS PROCESS

Introduction to the module

In this module, we will think about how information is produced—what decisions are made about content, format, and audience.

We can think of this process as starting with the need for a particular author (e.g., a scholar) to convey a specific message to a particular audience (e.g., students).

This need then influences the format in which the information is presented as well as the context in which the information is shared and how the audience is expected to interact with and evaluate the information.

For example, why is some information shared in the form of a book and other information in the form of an interview or podcast?
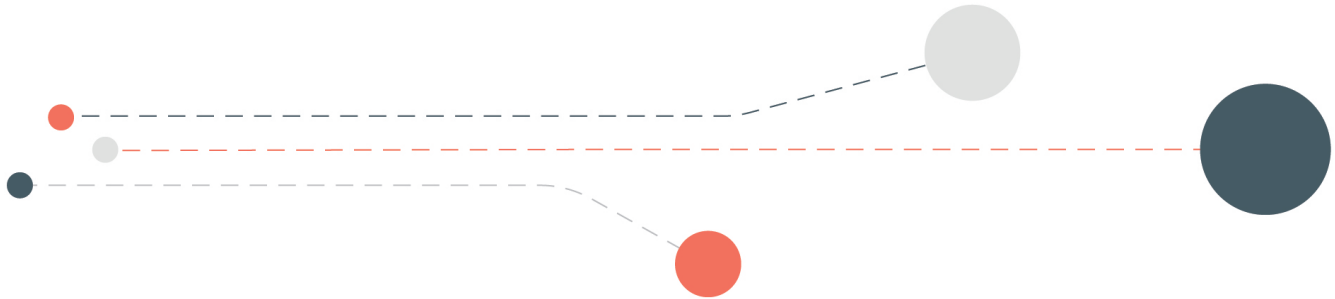
As a result of this process, you will interact with a range of sources, depending on their discipline and the topics they are studying.

You need to understand and know how to identify and work with different types of sources in different classes throughout your academic career.

WEEK 4: EVALUATING SOURCES I

Primary, secondary, and tertiary sources

Overview

This week you will categorize sources as primary, secondary, and tertiary and identify the context for using these sources in your research projects.

Generally, we put sources to three major categories: primary, secondary, tertiary. Sources are assigned to these categories according to their format (e.g., books, articles, encyclopedia entry), by their content/audience (e.g., popular magazine, news, social media), and by the context in which they were created.

Primary sources can be defined as "original" data or evidence created by the authors. These sources vary in format depending on the discipline in which they are being used. For example, in science, primary sources are generated by scientists doing experiments. The primary sources are the results of the experiments. In English, primary sources are the texts (e.g., books or poems) that scholars are analyzing, such as the novels of a particular writer. And in sociology or history, the primary sources could be the interviews recorded and transcribed by a researcher.

Secondary sources can be defined as those that provide an interpretation or analysis. Tertiary sources summarize primary and secondary sources.

The type of sources that you need for your projects will depend on the types of research questions you are asking and the arguments that you are making.

You may use one or all of these types of sources throughout the research process. In particular, consult primary sources for your project in this course because these sources provide important first-account evidence for your topic of inquiry.

Readings

Section I: Finding sources

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.

- Chapter 5: From problems to sources (pp. 65-84).

Maccallum, L. *Choosing and using sources: A guide to academic research.* https://caul-cbua.pressbooks.pub/choosingsources/

- Chapter 7:   Categorizing sources
- Chapter 10: Primary, secondary, and tertiary sources.

Section II: Research and feelings

Maniotes, L. (2017, July 17). *Dr. Carol Kuhlthau Distinguished Professor Emerita talks of her research on the ISP* [Video]. Youtube. https://youtu.be/gytquheF7Aw (19:58).

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Before class activities

Key questions to ask while reading and watching

1. What steps do I take when I am searching for information?
2. How do I feel at each stage of this information searching process?
3. What type of sources do I typically use in my academic projects?
4. Why do I use these types of sources?

"Pile of words": Group and label key concepts

Organize into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

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Predict a learning outcome

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After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript. Summarize the author's key ideas from each reading. Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?

> "It is important to understand that the classifications of primary, secondary, and tertiary are not absolute but relative to a researcher's project." (Booth et al., 2016, p. 67).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

WEEK 5: EVALUATING SOURCES II

Academic, popular, news, and social media sources
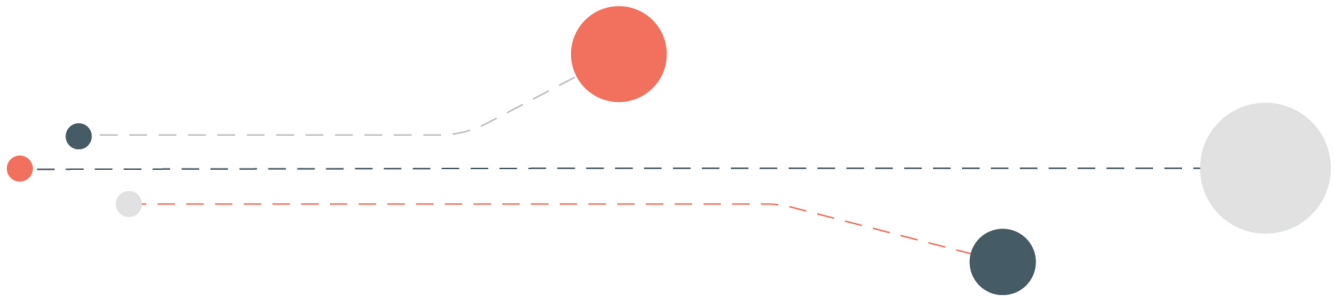
Overview

Last week we learned that sources can be categorized in many different ways, including by the author and context for which it was created. This week, we will learn how to categorize sources by content and audience.

Academic, popular, news, and social media sources are categories that identify sources in terms of the content (the information presented) and audience (individuals or groups for which the information is intended).

Categorizing sources is an important step in the process of evaluating sources to determine if they are appropriate for a given research task. In addition, it is also important to understand what types of sources we could use and in what context.

Typically, your instructor will identify the types of sources that are required for a given academic project. When you are searching for sources, you must understand the type of source you are required to use and differentiate between the various sources you find during your information searches so that you choose the right types of materials for your project.

We will also discuss another strategy for reading academic sources. You are already engaged in pre-reading (before class) and re-reading (after class) sources. Now, we will take re-reading one step further and discuss the strategy of close reading. Close reading is an effective approach to

re-reading sources to ensure that you understand the key concepts and arguments of the materials you are reading–both for class and for your summative project, the literature review.

Readings

Section I: Types of sources

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.

> Chapter 6: Engaging with sources (pp. 85-104)

Section II: Reading academic materials

California State University: Dominguez Hills. (n.d.) *Anatomy of a research article*. https://libanswers.csudh.edu/loader?fid=12986&type=1&key=27f96ac907c2a26c1ad28530a6c3a2f6

Edwards, P.T. (n.d.) *How to read a book*. http://www.cs.yorku.ca/~aboelaze/howtoread.pdf

GVSU Libraries Instruction. (2019, Nov. 18). *Annotating an article* [Video]. Youtube. https://youtu.be/JtRGUNo2pck

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Kuhlthau, C. (2008). From information to meaning: Confronting challenges of the twenty-first century. *Libri (København), 58*(2), 66–73. https://doi.org/10.1515/libr.2008.008

Serrani, A. *Annotation examples simply explained*. YourDictionary. https://examples.yourdictionary.com/annotation-examples.html

Section III: Choosing sources

Maccallum, L. (n.d.). *Choosing and using sources: A guide to academic research*. (1st Canadian edition). Ohio
State University. https://caul-cbua.pressbooks.pub/choosingsources/.

Chapter 11: Popular, professional, & scholarly
Chapter 14: News as a source

Before class activities

Key questions to ask while reading and watching

1. How do I define academic, popular, news, and social media sources: how are these sources similar and/
   or different?
2. Can these sources be primary, secondary, and/or tertiary? Why or why not?
3. When would I use academic, popular, news, and social media sources? When would I not use them?
4. Why would my professor require that I use only academic sources for an assignment?
5. When I spend more time reading a source (e.g., an assigned reading for a course), what is the process I
   use to ensure that I understand the key concepts and arguments the author is making?

"Pile of words": Group and label key concepts

Organize into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to
you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to
create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-
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work.

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Predict a learning outcome

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After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript.

Summarize the author's key ideas from each reading.

Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?

"In order to evaluate a source, you have to answer two questions about it:

- Is this source relevant to my research question?
- Is this a credible source– a source my audience and I should be able to believe?" (Maccallum, n.d.).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

MODULE 3: AUTHORITY IS CONSTRUCTED AND CONTEXTUAL

Introduction to the module

In this module, we will focus on the creators of information and, specifically, their knowledge, expertise, and credentials (e.g., education) that empowers them to be authorities on a given subject.

Authority is not a given. Instead, it is "constructed" or created within a community, based on key ideas and beliefs. Different communities will recognize not only different forms of authority, but also the different forms of information considered to be authoritative.

This is why authority is also "contextual"—it depends on the circumstances, environment, setting in which it is created. As a result, sources must be evaluated in terms of the authority of the authors as well as the context in which they are created.

For example, peer reviewed journal articles are considered to be authoritative academic sources because the authors have the credentials (i.e., academic degrees) required for this type of work, they produce their data according to academically approved methods (e.g., by experiments or archival research), and their work is reviewed and approved by their peers before being published.

However, we need to ensure that we also consider factors such as privilege and positionality when evaluating sources. An author's authority, and therefore the authoritative nature of certain forms of information, can reflect embedded biases that privilege some authors (and communities) over others and call into question the nature and validity of various sources.

WEEK 6: EVALUATING SOURCES III

The ACT UP framework
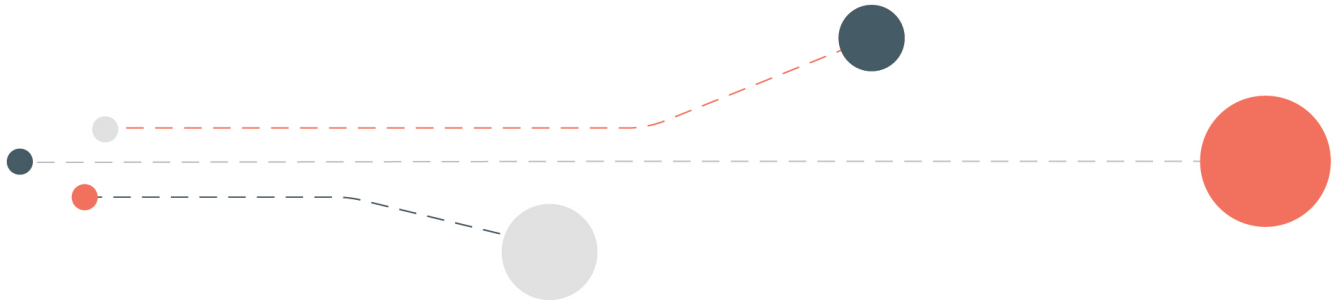
Overview

We can now evaluate sources in terms of the author and context (primary, secondary, tertiary) and the audience (academic, popular, news, social media).

We also need to evaluate sources in terms of the authority of the author and any inherent bias that might be embedded in the creation of a source.

This week, we work with one framework for evaluating sources based on bias: The ACT UP framework.

ACT UP stands for:

- **A**uthority
- **C**urrency
- **T**ruthfulness
- **U**nbiased
- **P**ositionality and privilege

This framework is only one set of criteria for evaluating sources. However, these criteria encourage us to be attentive to the social, political, and economic contexts in which an author's

credibility is established and the impact of these contexts on the nature of information being produced.

For example, social, political, and economic barriers may result in some people being excluded from educational programs and research positions and, therefore, certain topics are under-researched and not well explored or understood.

Readings

Section I: Short story

Brier, D.J., & Lebbin, V.K. *Teaching information literacy through short stories*. Rowman & Littlefield.

- Chapter 1: *The amphibious calvary gap* by J.J. Trembly as told to James E. Thompson. (pp. 15-18).

Section II: Choosing sources

Maccallum. L. (n.d.). *Choosing and using sources: A guide to academic research, 1st Canadian edition*. https://caul-cbua.pressbooks.pub/choosingsources/

- Chapter 25: Thinking critically about sources
- Chapter 26: Evaluating for relevancy
- Chapter 27: Evaluating for credibility
- Chapter 29: Author and publisher
- Chapter 30: Degree of bias
- Chapter 31: Recognition from others
- Chapter 32: Thoroughness

Before class activities

Key questions to ask while reading and watching

1. What makes a source credible?
2. What makes a source relevant?
3. How is bias defined?
4. How do I evaluate an author's bias?
5. What tools can I use to evaluate bias?

"Pile of words": Group and label key concepts

Organize into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
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Predict a learning outcome

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=49#h5p-20

After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript.

Summarize the author's key ideas from each reading.

Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?

"Probably all sources exhibit some bias, simply because it's impossible for their authors to avoid letting their life experience and education have an effect on their decisions about what is relevant to put on the site and what to say about it." (Maccallum, n.d.).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

WEEK 7: EVALUATING SOURCES IV

SIFT framework for online information
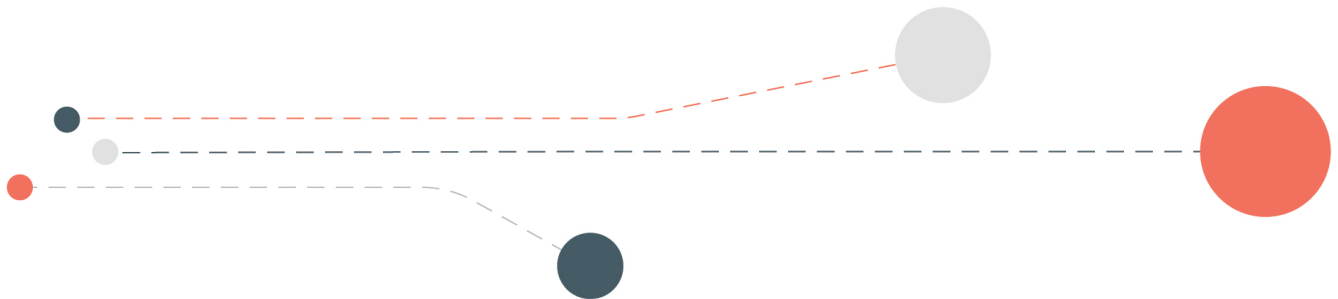
Overview

This week, we work with a second framework for evaluating information: SIFT, which specifically focuses on evaluating web resources.

SIFT is designed to facilitate a critical approach to thinking about information published and accessed online.

The acronym stands for:

- **S**top
- **I**nvestigate the source
- **F**ind trusted coverage
- **T**race claims, quotes, media to original content

As we discussed last week, it is critical to question the authority of those who publish information—both in print and digital formats—in order to understand the inherent biases in any publication.

In particular, with information disseminated online through a variety of platforms (e.g., newspapers, government agencies, social media sites), readers can easily encounter and access factual information as well as misinformation and disinformation (forms of false information).

Faced with this array of "true" and "false" information can be overwhelming and we can benefit from using a reasonable set of criteria to determine if information is appropriate for academic work.

Readings

Section I: Evaluating online sources

Caufield, M. (2017). *Web literacy for student fact-checkers ... and other people who care about facts.* https://webliteracy.pressbooks.com/front-matter/web-strategies-for-student-fact-checkers/
CrashCourse. (2019, Feb. 15). *Using Wikipedia: Crash Course navigating digital information #5* [Video]. YouTube. https://youtu.be/ih4dY9i9JKE

> 🖥️ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=51#oembed-1*

CTRL-F. (2020, September 9). Introduction to CTRL-F with Jane Lytvynenko and Mike Caulfield [Video]. YouTube. https://youtu.be/ZRxOoCYWqbQ (2:17 minutes).

> 🖥️ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=51#oembed-2*

CTRL-F. (2020, May 14). Mike Caulfield: Digital literacy expert [Video]. YouTube. https://youtu.be/-6TvuqjoxGA (1:30 minutes).

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/ undergradresearchreadingguide/?p=51#oembed-3*

CTRL-F. (2020, May 22). Evaluate expertise with Mike Caulfield [Video]. YouTube. https://youtu.be/4GKpUNQNkLU (4:33 minutes).

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/ undergradresearchreadingguide/?p=51#oembed-4*

CTRL-F. (2020, September 11). Skill: Just add Wikipedia with Mike Caulfield [Video]. YouTube. https://youtu.be/Kq2q4Nx5epU (4:31 minutes).

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/ undergradresearchreadingguide/?p=51#oembed-5*

CTRL-F. (2018, May 25). Who controls what I see online [Video]. YouTube https://youtu.be/VLVff8Y8dHo (3:39 minutes).

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/ undergradresearchreadingguide/?p=51#oembed-6*

TED. (2011, May 2). *Beware online "filter bubbles" | Eli Pariser* [Video]. Youtube. https://youtu.be/ B8ofWFx525s (9:04 minutes)

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=51#oembed-7

Poole, T. (Host). (2021, April 22). How do I know what's true on the internet? (Season 3, No.4) [Audio podcast episode]. In *Tai asks why*. CBC. (30 minutes) https://www.cbc.ca/radio/taiaskswhy

Before class activities

Key questions to ask while reading and watching

1. What is information pollution?
2. What are the similarities and differences between misinformation and disinformation?
3. What are the strategies that can help us identify trusted sources online?
4. How can these strategies be used in our everyday search for information sources?

"Pile of words": Group and label key concepts

Organize into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

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Predict a learning outcome

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=51#h5p-20

After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript.

Summarize the author's key ideas from each reading.

Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?

"The web is both the largest propaganda machine ever created and the most amazing fact-checking tool ever invented" (Caufield, 2017).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

WEEK 8: READING WEEK

No content this week.

MODULE 4: INFORMATION HAS VALUE

Introduction to the module

In this module, we explore the idea that information is more than just a collection of facts that explain a person, place, or thing. Instead, we can value information as:

- A commodity–something that is packaged and sold;
- An educational tool;
- A strategy for influencing opinion and behaviour;
- A resource for negotiating and understanding the world.

The value of information is measured by the context and format in which it is produced and used. For example, an author's work (a book, a play, a photograph, a song) can be measured as valuable intellectual property that translates into:

- The royalties negotiated if the work is sold to a publisher as a book.
- A patent (license) that gives the scholar rights to making, using, selling a product.
- The exclusive legal right to print, publish, perform, film, or record literary, artistic, or musical material.
- The need to recognize the work as a source in other academic publications.
- Evidence of funding for new research.

Easy access to information and works via publicly funded libraries and the internet suggests that much of the information we discover and want to use is free. However, information and works may not be "open access" or free of charge to use.

As a result, we need to understand the rights of authors to control the use of their work as well as our responsibilities as users of information to legally and ethically consume the content that we access and share.

In addition, as participants in a scholarly community, we are responsible for acknowledging the work of others, regardless of whether information is published openly (i.e., "open access") or commercially.

Proper attribution or citing of sources is a core principle of the ethical use of scholarly work in academia. We must acknowledge the idea and words of other authors as we develop our own ideas, our own voice in various scholarly conversations.

WEEK 9: INTRODUCTION TO THE LITERATURE REVIEW AND SYNTHESIZING SOURCES
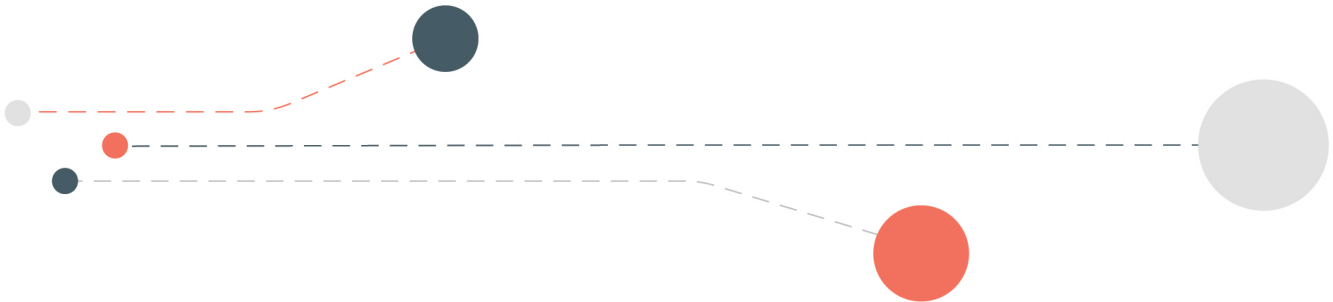
Overview

The summative project for this course is a literature review. A literature review is a genre (category or type) of academic writing that is valuable to scholars.

There are various forms of literature reviews but essentially, a literature review is designed to allow scholars to easily understand the work being done on a given topic in a given field (or fields) at a given moment in time.

With a strong understanding and knowledge of the work being done in a given area over time, scholars can meaningfully contribute to the field through their own research.

They can add to the work done by other scholars by identifying gaps or needs in the current research and doing their studies that help to fill the knowledge gap(s).

As such, a literature review is valuable not just as a source of information about the research that has been and is being done in a field, but also as a source of information about new research topics.

Readings

Section I: Writing a literature review

Bullock, R. (2021). *The Norton field guide to writing*. W.W. Norton & Company.

- Chapter 50: Synthesizing ideas (pp. 519-525).

Creswell, & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications, Inc.

- Chapter 2: Review of the literature

Ede, L. (2021). *The academic writer. A brief rhetoric*. Bedford/St. Martin's.

- Chapter 5: Analyzing and synthesizing texts. (pp. 132)

Forrer, D. (2018, Feb.) *Literature map* [Video]. YouTube. https://youtu.be/YPhqCIL9u6I. (6:15 minutes)

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Meyer, C., Harper, T., Roux, S. (2022). *Creating literature reviews*. https://uclalibrary.github.io/research-tips/literature-reviews/

Zhao & Zhang, J. (2017). Consumer health information seeking in social media: A literature review. *Health Information and Libraries Journal, 34*(4), 268–283. https://doi.org/10.1111/hir.12192.

Before class activities

Key questions to ask while reading and watching

1. How do you identify a pattern or connections between ideas when reading sources on a specific topic?
2. How do these patterns or connections help you synthesize information?
3. What is the purpose of a literature review?
4. What are the key steps in writing a literature review?
5. How can a literature review be structured (i.e., written)?

"Pile of words": Group and label key concepts

Organize into **three** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

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Predict a learning outcome

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After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript.

Summarize the author's key ideas from each reading.

Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?

"[A] literature review helps to determine whether the topic is worth studying, and it provides insights into ways in which the researcher can limit the scope to a needed area of inquiry" (Creswell & Creswell, 2018).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

WEEK 10: WRITING WITH INTEGRITY I
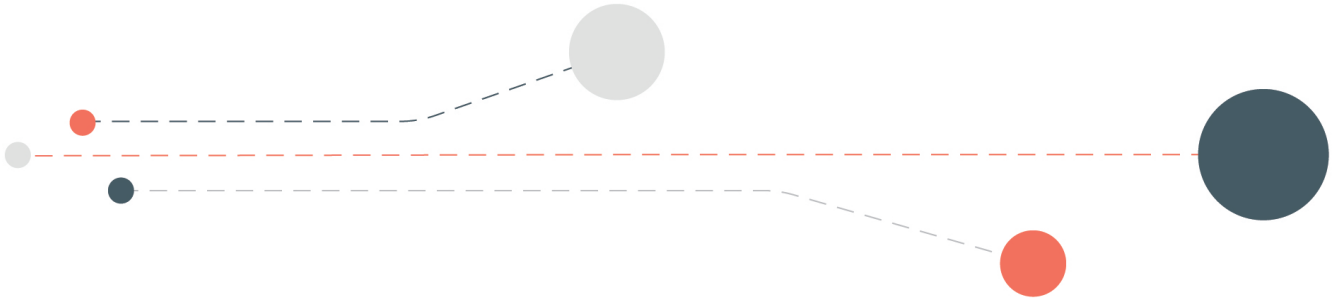
Overview

As an undergraduate student, it is critical that you have a strong understanding of academic integrity and how this core scholarly value must inform your work.

Scholarly communities in higher education institutions (including Canadian universities) share some common ideas and principles that define academic integrity. However, each institution will have its own set of policies and procedures for enforcing academic integrity and responding to violations of these principles.

This week, we define academic integrity and introduce writing strategies that will enable you to ensure that you write with integrity.

For example, a central tenet or principle of academic integrity is that we credit the ideas and words of others, i.e., we provide proper attribution for the work of others.

When we do not properly attribute or cite the works of others, we plagiarize.

There are several major strategies to avoid plagiarism in our work:

- Citing
- Paraphrasing
- Summarizing

These strategies require the use of a citation style, such as APA or MLA, to properly attribute the ideas and words of other authors.

In addition, we must also properly structure our writing so that our own ideas and those we have borrowed from other scholars, are clearly articulated. When we write clearly, the reader can easily identify our ideas and those of other scholars.

It takes practice to learn and apply these strategies well and they are critical to academic success.

Readings

Section I: Writing with integrity

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.

- Chapter 8: Making claims (pp. 122-131)
- Chapter 9: Assembling reasons and evidence (pp. 132-140).

Bullock, R. (2021). *The Norton field guide to writing*. W.W. Norton & Company.

- Chapter 51: Quoting, paraphrasing, and summarizing (pp. 531-534).

Graff, G., & Birkenstein, C. (2021). *"They say/I Say". The moves that matter in academic writing* (5th ed.). W.W. Norton & Company.

- Chapter 1: They say: Starting with what others are saying (pp. 19-31)
- Chapter 3: "As he himself puts it": The art of quoting (pp. 47-56).

QUT Library. (2015, September 3). *How to paraphrase* [Video]. YouTube. https://youtu.be/SObGEcok06U (6:37 minutes).

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Before class activities

Key questions to ask while reading and watching

1. What is a claim and how does it relate to your research question?
2. What are the key differences between quoting, paraphrasing, and summarizing the ideas of others?
3. How could a writing template help you properly recognize and cite the ideas of other scholars?

"Pile of words": Group and label key concepts

Organize into **three** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

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Predict a learning outcome

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=57#h5p-20

After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript.
Summarize the author's key ideas from each reading.
Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?
"Plagiarism is theft, but of more than words. By not acknowledging a source, the plagiarist steals the
modest recognition that honest researchers should receive, the respect that a researcher spends a lifetime
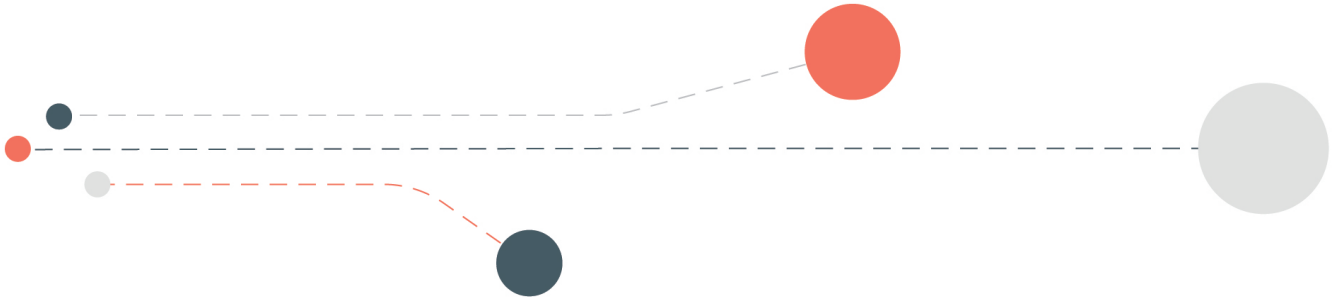
struggling to earn. And that weakens the community as a whole, by reducing the value of research to those who follow" (Booth et al., 2016, p. 273).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

WEEK 11: WRITING WITH INTEGRITY II

Overview

This week, we continue to explore strategies for writing with integrity.

Making a strong claim statement is an important element of a well written academic paragraph.

Likewise, integrating sources through quotations and paraphrasing ensures that you provide evidence to support your claim and properly credit the work of other scholars that you draw upon to make your arguments.

Correctly using an academic style is equally important to writing with integrity. In this course, you are expected to cite using the American Psychological Association (APA) academic style.

This week you will learn to properly use parenthetical and narrative in-text citations as well as how to create a reference list.

We will also identify the key elements of good introductory and concluding paragraphs. Each of these skills–writing and citing well–strengthen your ability to articulate your ideas clearly and ethically.

Readings

Section I: Writing with integrity

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.

- Chapter 14: Incorporating sources (pp. 200-213)
- Chapter 16: Introductions and conclusions (pp. 232-247).

Maccallum. L. (n.d.). *Choosing and using sources: A guide to academic research, 1st Canadian edition.* https://caul-cbua.pressbooks.pub/choosingsources/

- Chapter 34: Ethical use and citing sources
- Chapter 35: Why cite sources
- Chapter 36: Challenges in citing sources.

Supplementary

Adams, S. & Feisst, D. *APA Style citation tutorial, 7th edition.* https://openeducationalberta.ca/introapatutorial7/

APA Style (2022). *Style and grammar guidelines.* https://apastyle.apa.org/style-grammar-guidelines

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Before class activities

Key questions to ask while reading and watching

1. When do you paraphrase and when do you quote a source?
2. What are some strategies for integrating quotes into your writing?
3. Why do you need to cite your sources properly (think of at least three reasons)?
4. What are the elements of an introductory paragraph?
5. What are the elements of a concluding paragraph?

"Pile of words": Group and label key concepts

Organize into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

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Predict a learning outcome

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=63#h5p-20

After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript.

Summarize the author's key ideas from each reading.

Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?

"Citations protect you from a charge of plagiarism, but beyond that narrow self-interest, correct citations contribute to your ethos. First, readers don't trust sources they can't find. If they can't find your sources because you failed to document them adequately, they won't trust your evidence; and if they don't trust your evidence, they won't trust your paper— or you. [...] Teachers assign research papers to help you learn how to integrate the research of others into your own thinking. Proper citations show that you have learned one important part of that process" (Booth et al., 2016, p. 203).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

MODULE 5: SCHOLARSHIP AS CONVERSATION

Introduction to the module

"Scholarship as conversation" is a popular metaphor for describing the ongoing exchanges—of data, information, results, review, ideas—between researchers.

For example, a literature review such as the one you are writing for this course is a form of conversation in which a scholar shares the key findings and debates in a given area of research.

To be part of the conversations, it is critical that you engage your reader, not just with a strong claim backed up by appropriate evidence, but also with an argument that is well structured and logically presented.
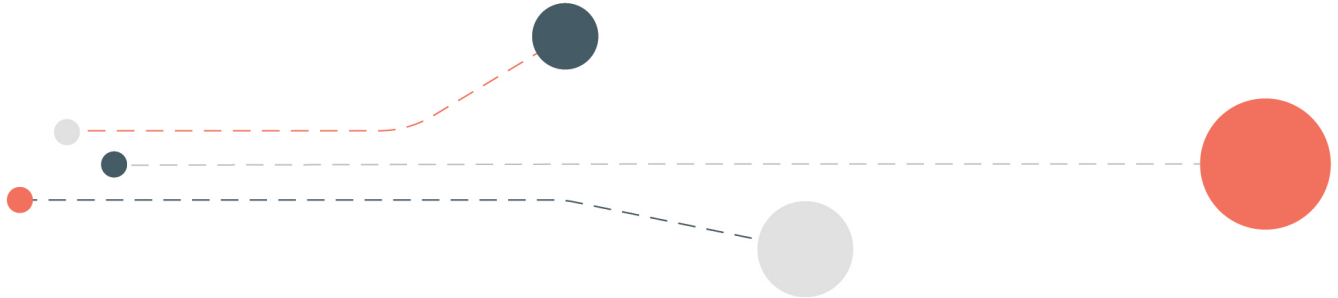
Whether you are writing an essay, presenting a short synopsis of your work, or offering feedback to a peer, an

argument that is clear, easy to follow, and backed up by the right sources, will also make a strong contribution to the conversations happening in any area of study.

WEEK 12: INCORPORATING SOURCES

Overview

As you write your final project, continue to consider your audience—your reader—when writing.

In the case of class assignments, you are typically writing for your instructor and sometimes also for your peers. As such, you will choose vocabulary which reflects their knowledge and understanding of your topic.

Also continue to pay attention to the structure of your argument and how the "frame" of your thinking enables your reader to grasp your key points.

Finally, ensure that you have time to reread and revise your writing and, where available, incorporate any feedback you might receive on your work. Clear sentences, well organized paragraphs, and a consistent use of terminology will all contribute to a compelling argument that engages your reader and allows them to fully understand your point of view.

Readings

Section I: Writing clearly

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.

- Chapter 2: Connecting with your reader: Creating a role for yourself and your readers (pp. 16-26)
- Chapter 13: Organizing your argument (pp. 189-199)

Before class activities

Key questions to ask while reading and watching

1. Who are your readers and what do they need from you as a writer to engage in your work?
2. Is your argument clear and well organized? Is it supported by credible evidence?
3. What contribution are you making to the research conversation of which you are a part of?
4. What process are you using to revise your work?

"Pile of words": Group and label key concepts

Organize the words below into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=61#h5p-33

Predict a learning outcome

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=61#h5p-20

After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript.

Summarize the author's key ideas from each reading.

Highlight the following information:

- Purpose of the reading;
- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?

"Conversations are social activities in which we are expected to play our parts … But writing is an

imagined conversation. Once we decide what role to play, and what role to assign to our readers, those roles are fixed." (Booth et al., 2016, p. 16).

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

WEEK 13: PROVIDING AND RECEIVING FEEDBACK
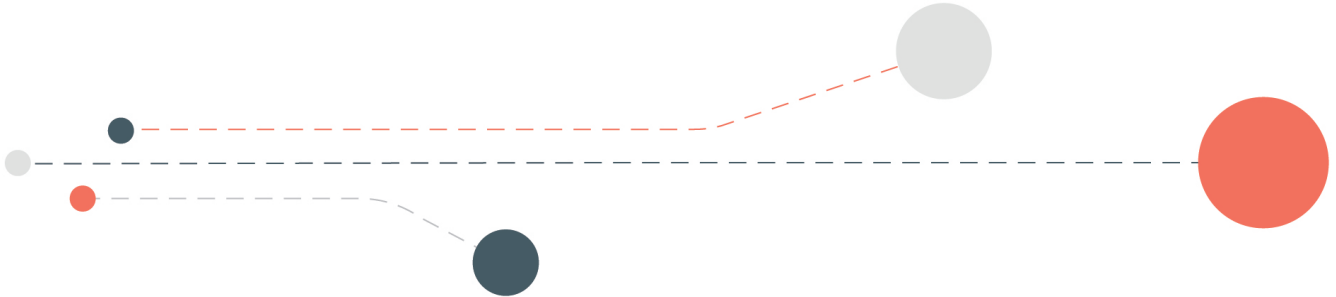
Overview

This week you will receive feedback from a peer on the current draft of your literature review as well as provide feedback on your peer's writing.

This process of giving and receiving feedback is useful, both for this particular assignment and also for improving your writing in general.

The success of the process depends on how we give and receive this information.

It is important that we are respectful of each other and kind. Good feedback is designed to enable our growth as writers and, as such, needs to be constructive and supportive.

Readings

Section I: Providing peer feedback

Attridge Bufton, M. (2021). *Peer feedback on academic work*. Carleton University Library [Video]. YouTube. https://youtu.be/M6ue1fzSap4 (5:51 minutes).

EL Education. (2018, Oct. 4). *Austin's butterfly. Building excellence in student work* [Video]. YouTube. https://youtu.be/C5IhP6fvyA0. (6:32 minutes)

James, K. (2017, Sept. 6). *Giving peer feedback helps writers grow*. Edutopia. https://www.edutopia.org/article/giving-peer-feedback-helps-writers-grow

Supplementary

Burnell, C., Wood, J., Babin, M., Pesznecker, S., & Rosevear, N. (n.d.). *The word on college reading and writing*. https://openoregon.pressbooks.pub/wrd/

- Part 2 Writing, Chapter: Revising

Before class activities

Key questions to ask while reading and watching

1. What are the key elements of giving effective and constructive feedback?
2. Why is it important to incorporate feedback from others?

"Pile of words": Group and label key concepts

Organize into **two** lists of similar terms and label each list (include definition of each label).

Remember: You may already understand some of these ideas relatively well and others may be new to you—you are encouraged to look up (e.g., in a dictionary or encyclopedia) the unfamiliar concepts in order to create your lists.

Make note of your reasons for grouping the ideas together as you will share them in class. These are self-paced individual activities, for which there are no right or wrong answers. The instructor will not grade this work.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=65#h5p-34

Predict a learning outcome

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/undergradresearchreadingguide/?p=65#h5p-20

After class activities

After class, annotate each reading for key ideas. For videos and podcasts, you can annotate the transcript.

Summarize the author's key ideas from each reading.

Highlight the following information:

- Purpose of the reading;

- Scope (the extent of the study);
- Thesis (the main argument[s]);
- Method (research method if applicable);
- Outcome(s) and conclusion.

Respond to the following statement about the readings: do you agree or disagree with the statement and why?

> "I recommend beginning each feedback session with a reminder that the workshop is a safe space that celebrates students' work and focuses on successes and improvements rather than criticism. With time and encouragement, even students who are hesitant to share will participate in workshopping." (James, 2017)

Did this reading provide any inspiration or insights you can use in this or any of your other classes? If yes, what is the inspiration and/or what are the insights?

CONCLUSION

This reading guide has taken you on a research journey: from the development of your research question to the production of a final piece of writing, a literature review. You have learned how to search for your sources using precision searching; you have discovered how to understand your sources and evaluate them; you have also explored how to use your sources ethically in order to write with integrity, and structure your writing well.

It is our hope that through this journey you have now a better sense of who you are as a researcher and writer. We hope that you will continue on this journey of self-discovery and improvement as you persevere in your studies at the university.

Please feel free to come back to this guide if you need additional support throughout your studies.

REFERENCES

These references are for the sources used for the quotes. The weekly readings are found in the relevant chapter for a given week.

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.

Caufield, M. (2017). *Web literacy for student fact-checkers ... and other people who care about facts*. Pressbooks. https://webliteracy.pressbooks.com/front-matter/web-strategies-for-student-fact-checkers/

Germano, W. & Nicholls, K. (2020). *Syllabus. The remarkable, unremarkable document that changes everything*. Princeton University Press.

Creswell, J., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

James, K. (2017, September 6). *Giving peer feedback helps writers grow*. Edutopia. https://www.edutopia.org/article/giving-peer-feedback-helps-writers-grow

Maccallum, L. (n.d.). *Choosing and using sources: A guide to academic research*. (1st Canadian edition). Ohio State University. https://caul-cbua.pressbooks.pub/choosingsources/.

Additional references

Association of College & Research Libraries. (2015). Framework for information literacy for higher education. https://www.ala.org/acrl/standards/ilframework

The authors acknowledge and thank Jay McTighe, Harvey Silver, and Matthew Perini for their five strategies to support deep learning in virtual environments. The authors have used these strategies to inform the content for this reading guide.

Read Deep learning is doable: Five strategies for supporting deep learning in virtual environment for more information about this approach to supporting student learning.

ACCESS TO COMPLETE COURSE MATERIALS

The purpose of this reading guide is to support both active reading and deep learning in the course *Imagine | Question | Search | Synthesize: Critical foundations in undergraduate research*.

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