Week Three: Fieldwork and Your Friend the Computer

MONDAY: 7-9-07 (Meet in Gaviota Computer Lab: Phelps Hall 1529)

- **Reading:** Read all of “Research: An Overview.” Located at http://owl.english.purdue.edu/owl/resource/552/01/
- **Writing:** Begin creating first (and final) draft of research question and proposal—due on 7-10-07.
- **Class Activities:** In-class writing, working with online databases, creation of research question and preliminary research.

I Researchable Research Questions (25 min)
   A. Do the exercises at http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b
   B. Go over, have them work with their questions.

II Research, via WorldCAT (25 min)
   A. Go over, and then have them find terms for about ten minutes.
   B. Give them fifteen to search databases—using the new terms.
   C. Introduce them to the following databases at http://www.library.ucsb.edu/eresources/databases/data-frames.html:
      b. SAGE Full-Text Collections
      c. Social Sciences Databases via CSA
      d. Stat-USA: http://www.stat-usa.gov/
   D. At end, create an annotation of your article, no more than five sentences, in word.
      a. Two sentences of summary.
      b. Two sentences saying why the material seems authoritative.
      c. A sentence saying how you will use this in your research.

III APA/MLA Game and Creating your first Work Cited or Reference (25 min)
   A. Divide into groups of three.
   C. See how fast, and accurately, you can build 6 MLA and APA materials.
   D. Using the “review” sheet. Create an entry, in MLA or APA, for your work in MS Word. Save and email to yourself.
   E. Take questions on citation.

IV Chat (15 min)
   A. Go to moodle.
   B. In groups of three: what are the most reliable sources that you’ve found, and how do you know they’re reliable?
   C. Share information, after the fact, with everybody.

V Flash Tutorial, and Discussion—using Questions in PDF (10 min)
   A. Run tutorial at: http://muse.widener.edu/~tltr/How_to_Evaluate_9.htm
   B. Go through the questions, and take questions.

TUESDAY: 7-10-07 (Meet in Gaviota Computer Lab: Phelps Hall 1529)

- **Reading:** Online reading on creating interview and survey questions. Located at http://owl.english.purdue.edu/owl/resource/559/01/
- **Writing:** FINAL DRAFT OF RESEARCH PROPOSAL DUE TODAY.
- **Class Activities:** In-class writing, research gallery exercise, more preliminary research, and designing interviews.
TUESDAY:  7-10-07 (Meet in Gaviota Computer Lab:  Phelps Hall 1529)

- **Reading:** Online reading on creating interview and survey questions. Located at http://owl.english.purdue.edu/owl/resource/559/01/
- **Writing:** FINAL DRAFT OF RESEARCH PROPOSAL DUE TODAY.
- **Class Activities:** In-class writing, research gallery exercise, more preliminary research, and designing interviews.

I  Peer Review of Research Proposal: Using Moodle (30 min)
A.  Go over the process.
B.  Have them review, and come up with next steps.
C.  Talk about next steps: interviewing/surveying (this and early 4th week), research (until 6th week), note-taking (until 6th week), writing (5th and early 6th week), editing (end of 6th week).

II Research Gallery Exercise (25 min)
A.  To get them outside.
B.  Go over the results, and say how they can use this to do their work.

III Question Design: Interviewing (30 min)
A.  Take five minutes, what are two or three things you remember from our reading about questions that seem useful to you in terms of writing up your interview or survey questions?
B.  Share the responses, then groups of three to do the following: Take about seven minutes and come up with three good questions, for an interview that one of you might do in your group, then get ready to pose them to me, Dr. Knowitall.
C.  Take questions.
D.  Go over the keys for good questions: Use the PPT, and then these examples.
   a.  Not leading.  “What time of day do you prefer to get drunk at?”
   b.  Open ended: “What is a typical day like?”  **not** “When do you start your day?”
   c.  Honest: “What are dishonest things you’ve had to do as a lawyer?” vs. “What have been some of the most challenging aspects of being a lawyer?”
   d.  **Ultimately, ask ten or so honest questions, follow them up, and always be polite and thank folks for their time.**

IV Survey Play (25 min)
A.  Show them survey monkey (http://www.surveymonkey.com).
B.  Have them go to your ongoing survey at:
   http://www.surveymonkey.com/s.aspx?sm=D_2b_2biPqflQjnLT_2f1FFecx7Q_3d_3d
C.  Have them sign up for it.
D.  In pairs, design a fun survey with three solid questions: Possible topics
   a.  How you plan to spend your summer break—whenever that happens?
   b.  Baby Doll dresses for summer?  Yes or no?
   c.  Should skateboarders be banned from UCSB’s campus?
E.  Use the survey monkey instructions, and design your fun survey. When everybody is ready, we’ll take each other’s survey, then check the results.
F.  Discuss the results:
   a.  What are the limitations of survey work?
   b.  What does it do well, you think?
   c.  How reliable might it be?
   d.  What sampling problems might you have?
   e.  **Key Question:** For your research, why would, or wouldn’t you, use a survey?
VI  Go over the Survey and Interview Assignment (5 min)

THURSDAY:  7-12-07 (Meet in Gaviota Computer Lab:  Phelps Hall 1529)

- **Reading:**  Your research reading.
- **Writing:**  FIND AN INTERVIEW SUBJECT OR CREATE SURVEY. DRAFT OF QUESTIONS OR SURVEY DUE ON MONDAY 7-16-07.
- **Class Activities:**  In-class writing, citing in MLA and APA, interviewing practice.
THURSDAY:  7-12-07 (Meet in Gaviota Computer Lab:  Phelps Hall 1529)
•  Reading: Your research reading.
•  Writing: FIND AN INTERVIEW SUBJECT OR CREATE SURVEY. DRAFT OF QUESTIONS OR SURVEY DUE ON MONDAY 7-16-07.
•  Class Activities: In-class writing, citing in MLA and APA, interviewing practice.

I  Creating Your Survey or Interview Questions (20 min)
A.  Go to moodle, login, and then enter the forum labeled “Your Survey or Interview Questions”.
B.  Next, write down at least five questions that you might ask in a survey or an interview. Post these questions.
C.  Next, look through what others have written, then go back and rework your questions, be ready to share some that you have written.

II  Primary vs. Secondary Sources (25 min)
A.  Find a primary source, as we have just defined it.
B.  Use the worksheet to analyze it.
C.  Share your discoveries in small groups.
D.  Key Question: How might these questions be relevant to thinking about surveys and interviews, how might they not be?

III  Citation Work on Common Texts (30 min)
A.  Get into groups of three.
B.  Create an MLA and APA citation for the text I give you.
C.  When you have both the in-text and bibliographic entry ready, send it to my email: cdean@writing.ucsb.edu.
D.  Be ready to talk about the decisions you made.

IV  Grammar Jeopardy (20-25 min)
A.  Go over common errors via board.
B.  Divide into three to four teams.
D.  Get them to work on the errors in their own work.
E.  Take questions.

V  Anon Research QandA (10 min)
A.  Use Jack and slips of paper to ask and answer any and all questions about researching.

Week Four: Into the Library and Drafting

MONDAY:  7-16-07(Meet in Gaviota Computer Lab:  Phelps Hall 1529)
•  Reading: Your research reading.
•  Writing: Questions for interview or survey due today.
•  Class Activities: In-class writing, peer review of interview questions, work on research project, and note-taking work.