Lesson for Week Three: Your Friend the Computer and Beginning Research
CONFERENCE WEEK

Lesson for TUESDAY: 1-23-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)

• Reading: Introduction and "Serving in Florida" from Nickel and Dimed by Barbara Ehrenreich (in packet).
• Class Activities: In-class writing, editing work, and discussion of Nickel and Dimed reading.

ALSO, SIGN-UP FOR CONFERENCES.

I Nickel and Dimed Work (25-30 min)
A. Go into our moodle site.
B. Once in the moodle site, address this question, and then respond to others: In "Serving in Florida" from Nickel and Dimed, Barbara Ehrenreich writes about the struggles she has trying to live on minimum wage while working as a waitress in Florida. What, for you, is the main idea that you take from her attempt to, as she puts it, simply try to "match income to expenses"? Also, what sort of larger issues, in terms of the economy or the culture, does Ehrenreich get at with her piece?
C. Questions:
   a. What does Ehrenreich have to say about class?
   b. What do you make of her statements about the racial divide between serving and maid work?
   c. What were, for you, the strongest points that Ehrenreich made?
   d. What were the weakest?
   e. What are some possible solutions to low wages for people who work hard? What do we owe to others?
   f. Key Question: What are some ways to verify what Ehrenreich says is true?

II Verifying Ehrenreich (10-15 min)
A. Quote: The big problem with this place, though, is the rent, which at $675 a month is well beyond my reach. All right, Key West is expensive. But so is New York City, or the Bay Area, or Jackson, Wyoming, or Telluride, or Boston, or any other place where tourists and the wealthy compete for living space with the people who clean their toilets and fry their hash browns. Still, it is a shock to realize that "trailer trash" has become, for me, a demographic category to aspire to.
B. Using google, craigslist, or anything, figure out, in a group, the relative expense of a 1 bedroom apartment in New York, San Francisco, Boston, and Key West.
C. Talk about how you test data.

III Getting Your Own Experts (15-20 min)
A. Go to URL: http://lib.newpaltz.edu/databases/handouts/find_an_expert.html
B. Ask them to find someone.
C. Create a master list of possible folks to work with.
D. Show them the search by subject headings via http://www.library.ucsb.edu.

IV Grammar Work (20-25 min)
A. Do the bad sentence contest.
B. Hand back and correct your pieces—go over the check mark thing.

IV “Death”: Prereading Work (10 min)
A. Create List: What do you know about migrant laborers and farm work?
B. Put up overhead.
   a. In fiscal years 2001-2002, as in previous periods, the hired farm workforce was predominantly foreign-born. Just 23 percent of all hired crop farm workers were born in the United States; 75 percent were born in Mexico, two percent in Central American countries, and one percent of the crop workers were born in other countries.
   b. In 2001-2002, 53 percent of the hired crop labor force lacked authorization to work in the United States, down from 55 percent in 1999-2000. Another 25 percent of the crop workers in 2001-2002 were U.S. citizens, 21 percent were legal permanent residents, and one percent were employment-eligible on some other basis.
   c. Crop workers are young: the average age in 2001-2002 was 33, and half were younger than 31. Among all crop workers, 79 percent were male, 58 percent were married, and 51 percent were parents, who reported an average of two children.
   d. NAWS respondents worked an average of 42 hours per week and had average hourly earnings of $7.25. Average hourly earnings increased with years of employment for a particular employer. Crop workers who had been with their employer for one year or less averaged $6.76 per hour; those with their current employer for at least six years averaged $8.05 per hour. Average hourly earnings increased by 25 percent in nominal dollars and by nine percent in inflation-adjusted (real) dollars between the periods 1993-1994 and 2001-2002. The increases, however, were not steady. Real hourly earnings declined between 1993 and 1996, and then fell again slightly between 2000 and 2001.
   e. At the time of the interview, a majority (58%) of the workers lived in housing they rented from someone other than their employer. Twenty-one percent lived in housing that was supplied by their employer (17 percent received it free of charge and four percent paid rent either directly or via payroll deduction); 19 percent lived in housing that either they or a family member owned; and two percent lived, free of charge, with family or friends.
   f. The average individual income of crop workers was between $10,000 and $12,499.
   g. Total family income averaged between $15,000 and $17,499. Thirty percent of all farm workers had total family incomes that were below the poverty guidelines.
D. Key Question: After the facts, what do you make of migrant work? What might we be able to learn about the migrant experience from, say, the LA Times?

THURSDAY: 1-25-07 (Meet in Gaviota-Phelps 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/. Also read “The Summer of the Death of Hilario Guzman”, in packet.
• Writing: Final draft of research proposal due today.
• Class Activities: In-class writing, peer review of research proposal, more preliminary research, and designing interviews and surveys.
Lesson for THURSDAY:  1-25-07 (Meet in Gaviota-Phelps 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/](http://owl.english.purdue.edu/owl/resource/559/01/). Also read “The Summer of the Death of Hilario Guzman”, in packet.

- **Writing:** Final draft of research proposal due today.

- **Class Activities:** In-class writing, peer review of research proposal, more preliminary research, and designing interviews and surveys.

I  Thinking about the Web (20 min)
   A. Show wikiality thing.
   B. Show them where the reliability checklists are, on homepage:  [http://www-personal.umich.edu/~pfa/pro/courses/WebEvalNew.pdf#search=%22website%20and%20evaluation%20checklist%22](http://www-personal.umich.edu/~pfa/pro/courses/WebEvalNew.pdf#search=%22website%20and%20evaluation%20checklist%22). **Give them a copy for their group.**
   C. Ask them, in groups of three, to check out a piece that they are unsure of that they are thinking of using for research. Divide up the questions and answer it. Or, use the URL below:
   D. Go over what they need to think about in terms of evaluation:
      a. Sponsor.
      b. Root URL.
      c. Date.
      d. Degree of reasonableness—does it tie in with other pieces.

II  Preliminary Questions (20 min)
   A. What are some questions that you could ask in an interview or on a survey that would help you with your research?
   B. Have folks work for five minutes, then create a master list.
   C. Make sure that you then rewrite a question so that it is not yes/no, and then ask it to me, your floating specialist.
   D. Go over your responses.
   E. Talk about approaching authorities.
      a. Politeness an essential.
      b. As is professionalism. You are exploring a topic, not writing a research paper.

III  Survey/Interview Design (25 min)
   B. Look at section on “Creating Good Interview and Survey Questions”, at [http://owl.english.purdue.edu/owl/resource/559/06/](http://owl.english.purdue.edu/owl/resource/559/06/).
   C. Work on a set of ten survey questions or interview questions.
   D. Be ready to talk about and go over your questions.
   E. Show them how to use survey monkey:  [http://www.surveymonkey.com](http://www.surveymonkey.com).
   F. Show them the directions—for survey and interview.
IV  Death of Hilario Guzman Discussion (20 min)
   A. Go into the chat of the moodle, and then focus on this question: what was a specific moment in Arax’s piece that either surprised, touch, or angered you?
   B. From this list, move to a discussion of the piece, face-to-face.
   A. Go over logos, pathos, and ethos via
      http://www.rpi.edu/dept/llc/webclass/web/project1/group4/.
   B. Questions:
      a. In terms of logos, what does Arax do? What point is he trying to forward—if anything?
      b. What sort of ethos does Arax establish? How does he establish it?
      c. What pathetic appeals are made? What’s their effect?
      d. **Key Question:** What convinces us, or not, that learning about the death of Hilario Guzman is an important thing?
         e. **Final Question:** How do we know this is all true?

V  Editing Work (15 min)

VI  Go over work for Tuesday (Remaining Time)

**Week Four: Research and the Libarry**

**TUESDAY: 1-30-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)**
- **Reading:** Reread: Online reading on creating interview and survey questions. Located at http://owl.english.purdue.edu/owl/resource/559/01/
- **Writing:** FIND AN INTERVIEW SUBJECT OR CREATE SURVEY. DRAFT OF QUESTIONS OR SURVEY DUE ON TUESDAY 2-5-07.
- **Class Activities:** In-class writing, designing interviews and surveys, citation work, something fun with Youtube.

**THURSDAY: 2-1-07 (Meet in Library)**
- **Reading:** Your research reading.
- **Class Activities:** Library Assignment, Research Notes, Library Qand A.