

The following assignment is a semester long project, called an I-Search, which has three components. The topics will be generated from the common read book, but because it is an I-Search rather than a research, you have the freedom to choose a topic which interests you and your group. Part of the project will be completed individually and part with a group. Once your group has decided on a topic, you will narrow it down to a workable research question. From there, you will learn how to do research using the library databases. Once you have found your sources, each of you will submit an annotated bibliography explaining how they will help answer your research question. The next step, as a group, is to present a multimodal project to your classmates highlighting your question and research findings. Finally, you will individually submit an essay reflecting on your I-Search experience. The rubrics which will be used to assess each piece are posted on Blackboard; we will also examine them in class and address any questions you may have.

Research question:

Your group will create ONE research question. This question MUST be generated from topics found in *the common read*. You may choose any topic you like from the book, and then your group will narrow your topic to a workable research question. This is a group grade; however, each member of the group will submit the question to the drop box.

Possible topics *(this depends on the book):

Religious discrimination

Immigration/immigrants

Poverty

Identity

Politics and religion

Cold War politics

Family history and storytelling

Annotated bib (CT ASSESSMENT)

For this assignment, you will locate three sources in the library that will help you answer your research question. One source must be a journal article, and you may not have more than one website or video. So, you may have 3 articles, or 2 articles and 1 book, or 1 article, 1 book and 1 website. You may not have 2 websites, 2 videos or 1 website and 1 video plus your other source. For help in determining credibility, please refer to this website:

<https://writingcenter.appstate.edu/sites/writingcenter.appstate.edu/files/Credible%20v%20Non-Credible%20Sources13.pdf>.

Each member of the group will have three sources. This is an individual grade, and each person must submit to the drop box. This assignment will address **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Instructions:

1. Summarize the source. What is the main point or thesis? What is the author's position or argument? Is the source relevant to your topic? Be sure to cover the main points.
 - a. What approach does the author take? How does this approach strengthen or weaken the source?
2. Evaluate the source. Is the argument valid? Is it valuable? Is it effective? Is it biased? Is it credible? What are the source's limitations (bias, currency, sample size)?
3. Interpret the information. How is it significant to your research? How does it support your argument? Be sure to use **specific examples** from the source to show how it supports your argument.
4. What conclusions can be drawn from your sources?

Please use APA citation style.

Annotated bib example:

RESEARCH QUESTION: HOW DO DRUG COURTS WORK TO LOWER RECIDIVISM RATES AMONG CONVICTED CRIMINALS?

McCoy, C. (2009). Do drug courts work? For what, compared to what? Qualitative results from a natural experiment. *Victims and Offenders*, 5(1), 64-75. doi:

10.1080/15564880903423102

This article focused on the effectiveness of drug courts. It is a longitudinal study, over five years, but consisted of only twenty-five participants **[limitation]**, who had been arrested between 1997 and 2001.

McCoy, a professor in the Temple University Department of Criminal Justice and Senior Scientist at the Treatment Research Institute at the University of Pennsylvania **[credibility]**, employed a sociological approach which is appropriate for addressing criminal justice issues as part of a pattern of social behavior. Furthermore, the author specifically addresses the patterns of the group rather than each individual. **[approach]** The researcher hypothesized that drug addicts who underwent the Essex County

drug court treatment program would have better life results—criminal records, educational achievements, familial achievements, physical health, jobs held, housing and neighborhood circumstances, and others descriptors—compared to those people who were in the same situation but were imprisoned or in an in-community treatments without been monitored. **[Here, the writer illustrates the article’s main points.]** All the participants were interviewed with the same questions and observed. Although the data is not statistical, it is qualitative and useful. McCoy’s results showed that the participants that completed the drug court program gradually had better life outcomes when they did not recidivate. Overall, drug court participants showed their lives were better while in the program. In fact, “criminal behavior is lower after program participation, especially for graduates” (p. 21), **[specific example]** which shows that the program is effective for those who complete it. **[Conclusion]**

Multimodal presentation (COMMUNICATION ASSESSMENT)

Your I-Search presentation should be multimodal--it should include audio, video and text. There are three things that must be addressed:

1. The Search Story: Why did you choose the topic? What did you already know about it? What went well in your research? What was challenging?
2. Search Results: Describe your results and give support. Be sure to include direct quotes, paraphrases and summaries from your sources. Cite your sources.
3. Search Reflections: What did you learn? How might what you learned influence you in the future?

Your presentation should be no more than 10 minutes and each group member should participate. This is a group grade; however, each group member should submit presentation to drop box.









Reflective Essay (SR ASSESSMENT)

Course Objective: Examine the connection between community and international issues.

The reflective essay is the final piece of the I-Search project. It addresses **social responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.**

After a semester of in-depth reading, research, and discussion on this year's Reading the Globe (RTG) selection, the reflective essay is designed to help you articulate your place in the global landscape as well as demonstrate your understanding of the complexity of elements important to other cultures. You will answer each question in a Blackboard journal at various times during the semester. For your final reflective essay, you will combine the journal entries into one paper. This is an individual assignment and grade.

Journal Prompts:

1. How does the culture from the Reading the Globe selection differ from your culture with respect to the topic you chose? What are the cultural rules or norms that govern people's actions on this particular topic?  
2. Think back to your research topic. With respect this topic, how does the culture in the RTG selection either promote or reject it?
 
3. Identify an experience in the book that exemplifies the topic you chose. How do the people in the book differ in the way they react than you would? How do their actions relate to their cultural norms? Culturally speaking, what might account for these differences? How does this relate to cultural biases in the book versus your own cultural biases?  
4. Describe some of the verbal and non-verbal communication illustrated in the RTG selection on the topic you selected. How do cultures encourage or discourage actions through physical contact, communication and/or non-response? Compare and contrast this to your own culture. How can people of different cultures negotiate a shared understanding despite the differences?
 
5. Reflect on your service learning experience. How does your culture differ from the one you worked with? How are they the same? What struggles or issues does the culture you worked with have that you don't? What action can you take to help address these issues or struggles? In other words, how can you work WITH people to help mitigate some of the problems they face?