

Portfolio Activity 12

Research and Writing with Matrix Maps

What do I need for this activity?

A GUIDE TO MATRIX THINKING



LANGUAGE, LIFE & THE SOCIOLOGY OF LITERATURE

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A GUIDE TO MATRIX THINKING

Research the four terms in each case box to learn how they relate, then determine how one case relates to the next case. Review the multimedia sources on YouTube as needed for added depth and comprehension. Use the information for general knowledge or portfolio assignments.

<p>CASE 1</p> <ol style="list-style-type: none"> 1. 'The Merchant of Venice' 2. Jewish Usury Laws 3. 1978 Marquette Decision 4. Credit Card Debt Crisis 	<p>MULTIMEDIA SOURCES ONLINE</p> <ol style="list-style-type: none"> 1. The Jewish Americans: They Came to Stay 2. Shakespeare's 'Merchant of Venice' 3. Frontline: Shakespeare Authorship Controversy 4. The Debt Trap - Dateline NBC Report 5. Frontline: The Secret History of Credit Cards 6. Michael-Hudson: Money & Debt 7. Robert Putnam: Our Kids 8. American Dream Myth: Stiglitz on Inequality 9. David Graeber on the Occupy Wall Street... 	<p>SOURCE WATCH</p> <p>Always remember that sources need to be called before you use them to help you in your research and case papers.</p> <p>(1) What makes the source credible or not credible? How can you verify it?</p>
<p>CASE 2</p> <ol style="list-style-type: none"> 1. 'Death of a Salesman' 2. The American Dream 3. Student Loan Debt Crisis 4. Student Loan Redlining 	<p>MULTIMEDIA SOURCES ONLINE</p> <ol style="list-style-type: none"> 1. A Raisin in the Sun (1961) Full Movie 2. Racism in America: Crisis in Levittown 3. Race: The House We Live in 4. The Profit: Ige Myh 5. Bill Moyers on Mortgage Mess 6. Global Financial Meltdown 7. Fault Lines for Sale: The American Dream 8. SI: What is Securitization 9. Fair Housing Act: Looking Back, Looking... 	<p>(2) What kind of frame or perspective is used to present the story? What is the source trying to get you to believe or not consider?</p>
<p>CASE 3</p> <ol style="list-style-type: none"> 1. 'A Raisin in the Sun' 2. Redlining 3. Fair Housing Act 4. Subprime Mortgage Crisis 	<p>MULTIMEDIA SOURCES ONLINE</p> <ol style="list-style-type: none"> 1. American Experience: Southside 1-2 2. To Kill a Mockingbird (1962) 3. bell hooks and Kevin Powell on Black Masculinity 4. Emmett Till Murder Case 5. Slavery by Another Name PBS 6. 13th Official Trailer [HD] Netflix 7. Ken Burns: Central Park Five 8. Remembering Mr. and Mrs. Loving 	<p>(3) Are the events in the source framed in a certain way? Does the source consider understanding and context? Is there an agenda?</p>
<p>CASE 4</p> <ol style="list-style-type: none"> 1. 'To Kill a Mockingbird' 2. The Scottsboro Boys 3. Central Park Five 4. Miscegenation Laws 	<p>MULTIMEDIA SOURCES ONLINE</p> <ol style="list-style-type: none"> 1. Racism—A History 2. Slavery in the Making of America 3. Top Dancing in the Story of America: S. Zoo 4. Irish History: O'Connell, Coak's Evoculator 5. Scottish Slaves in Barbados 6. The Invention of the White Race by T. Allen 7. Neil Irvin Painter: The History of White People 8. 300+ Parker Lecture: 'White Trash: The 400-Year History of Class in America' 	<p>(4) What problem or question does the source try to address? What are the author's main "points" and the supported web? Is the evidence logical?</p>
<p>CASE 5</p> <ol style="list-style-type: none"> 1. 'Moll Flanders' 2. Transportation Acts 3. Irish Slave Trade 4. 1893 Draft Riots 		<p>(5) What details are presented in the source? How do you consider investigating the work of these experts for yourself? Is their work supported in the larger context?</p>

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A GUIDE TO MATRIX THINKING

Research the four terms in each case box to learn how they relate, then determine how one case relates to the next case. Review the multimedia sources on YouTube as needed for added depth and comprehension. Use the information for general knowledge or portfolio assignments.

<p>CASE 6</p> <ol style="list-style-type: none"> 1. 'The Wonderful Wizard of Oz' 2. Henry Littlefield 3. Casey's Army 4. Thomas Watson's Populist Revolt 	<p>MULTIMEDIA SOURCES ONLINE</p> <ol style="list-style-type: none"> 1. Secrets of Oz: Ben Still 2. Farmers and the Populist Movement 3. The Cross of Gold: American Populism 4. Explaining Henry George 5. Huey Long: Biography Documentary 6. Death of A King: Conversations with T. Smiley 7. Malcolm X - A Message to the Grassroots 8. The Speech: The Story Behind Dr. MLK's Dream 	<p>SOURCE WATCH</p> <p>Always remember that sources need to be called before you use them to help you in your research and case papers.</p> <p>(1) What makes the source credible or not credible? How can you verify it?</p>
<p>CASE 7</p> <ol style="list-style-type: none"> 1. 'I Have a Dream Speech' 2. Poor People's March 3. Freedom Funders 4. Stanley Levison 	<p>MULTIMEDIA SOURCES ONLINE</p> <ol style="list-style-type: none"> 1. The People vs. Leo Frank 2. The Story of the Jews with Simon Schama 3. African Americans and Jews Parts 1-2 4. Anne Frank's Holocaust 5. PBS American Experience & Nuremberg Trials 6. Anne Jacobson's 'Operation Paperclip' 7. Science and the Swastika 8. Gas Chambers at Auschwitz Virtual Tour 9. Kitz: The Untold Story of Unit 731 	<p>(2) What kind of frame or perspective is used to make an argument? What is the source trying to get you to believe or not consider?</p>
<p>CASE 8</p> <ol style="list-style-type: none"> 1. 'The Diary of a Young Girl' 2. Kristallnacht 3. Final Solution 4. Josef Mengele 	<p>MULTIMEDIA SOURCES ONLINE</p> <ol style="list-style-type: none"> 1. Frankenstein (1931) 2. Bloody Brian 03/10 The Body Snatchers 3. One to One: Harriet Washington's Medical Apartheid 4. Henrietta Lacks on CBS Sunday Morning 5. Factor 8: The Atlanta Prison Blood Scandal 6. Guinness Pig Kids: Alby Babies in New York City 7. Doctors of Death 8. Holocaust Prison: Acres of Skin 	<p>(3) Are the events in the source framed in a certain way? Does the source present understanding and context? Is there an agenda?</p>
<p>CASE 9</p> <ol style="list-style-type: none"> 1. 'Frankenstein' 2. The Anatomy Act 3. Burking 4. Grandson Harris (Resurrection Man) 	<p>MULTIMEDIA SOURCES ONLINE</p> <ol style="list-style-type: none"> 1. Gathering of Old Men - Full Movie 2. Slave Catchers, Slave Resisters 3. Tulsa Race Riots CBS 4. The Bloody Summer of 1919 5. Sundown Towns Documentary 6. Race Riot of 1919: The Lynching of Willie Brown 7. Byrd: The Life and Tragic Death of James Byrd 8. The Untold Story of Emmett Till 9. Ferguson: Life Matters RT Documentary 	<p>(4) What problem or question does the source try to address? What are the author's main "points" and the supported web? Is the evidence logical?</p>
<p>CASE 10</p> <ol style="list-style-type: none"> 1. 'A Gathering of Old Men' 2. Sundown Towns 3. The Elaine Riots 4. Red Summer of 1919 		<p>(5) What details are presented in the source? How do you consider investigating the work of these experts for yourself? Is their work supported in the larger context?</p>

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Select one Matrix Map or learning guide at <https://www.miss101.com/matrix-maps>.

Quick Course Overview

What type of research will we focus on in this course?

Qualitative or Exploratory Research

What is the research method that we will use to practice exploratory research?

Literature Review

What data collection instrument or strategy will be used with the research method?

Existing Literature and Research using Matrix Maps as learning guides

What data analysis approach will be used to assess the collected data?

Thematic Analysis

Which referencing style will be used for writing and presenting the research results?

MLA Style CBE Style Chicago Style APA Style Harvard Style

Finding Problems (Gaps) and Developing Research Questions for Academic Papers

Research Problems

These are the general concerns and controversies related to a particular research topic. A list of topics and problems can be investigated using the 15 cases on the Matrix Map that you selected. A strong academic research paper should identify the problem(s) in a particular case and present potential solutions for a designated audience of readers. The success of the paper is based on the strength of the presentation of the argument and the appropriateness of the proposed solutions by a particular audience of readers who care about the topic.

Research Question

These are the question(s) that one poses in order to address the problem(s) one discovers after researching a topic. This can be done with one central question or a group of interrelated subquestions. Research questions can be exploratory, descriptive, or explanatory (see below).

Purpose Statement

The purpose establishes the intent or objective of the study and how it will address the problem(s) and question(s) raised in one's research. The potential solution to the problem(s) and question(s) should be clearly presented in the purpose statement. The purpose statement focuses the research project. It is often referred to as the "thesis" in a research paper.

Common Types of Research for Academic Papers

Exploratory

Research that attempts to explore subjects with limited data or a theoretical nature or focus. Questions are often structured to ask “what” is the meaning of something, “how” certain processes or theories work, or “why” one sees or experiences things in a particular way.

(Qualitative Research Approach)

Descriptive

Research that aims to describe a subject or create a picture of a situation. It tends to build on exploratory research. Questions are often structured to ask “how” things happen in certain situations or “what” is the state or condition of something.

(Qualitative or Quantitative Research Approach)

Explanatory

Research that often uses various experiments to examine the correlation between variables or relationships that may not be possible with exploratory or descriptive approaches. Questions are often structured to ask “how” or “why” something happens or “what” causes things to happen.

(Quantitative Research Approach)

Basic Approaches to Research

Research is an organized and disciplined approach for investigating a problem and its related research question(s). Various research methods, instruments or tools, and data analysis methods provide the strategies one can combine to collect, interpret, and present one's findings.

Qualitative Research Methods

Literature Reviews

Case Studies

Ethnographic Studies

Grounded Theory

Narrative Studies

DATA COLLECTION INSTRUMENTS

Existing Literature or Historical Documents

Interviews

Focus Groups

Observations

This approach is used to focus on understanding the depth of meaning and human experiences. Research questions tend to focus on *why* or *how*. It is inductive, moving from the specific to the general. It is expressed primarily in words. Data analysis is based on observations or the interpretation of phenomena or important texts.

Quantitative Research Methods

Pre-experiments

Quasi-experiments

True Experiments

Non-experiments

(Causal Studies)

DATA COLLECTION INSTRUMENTS

Controlled Trials

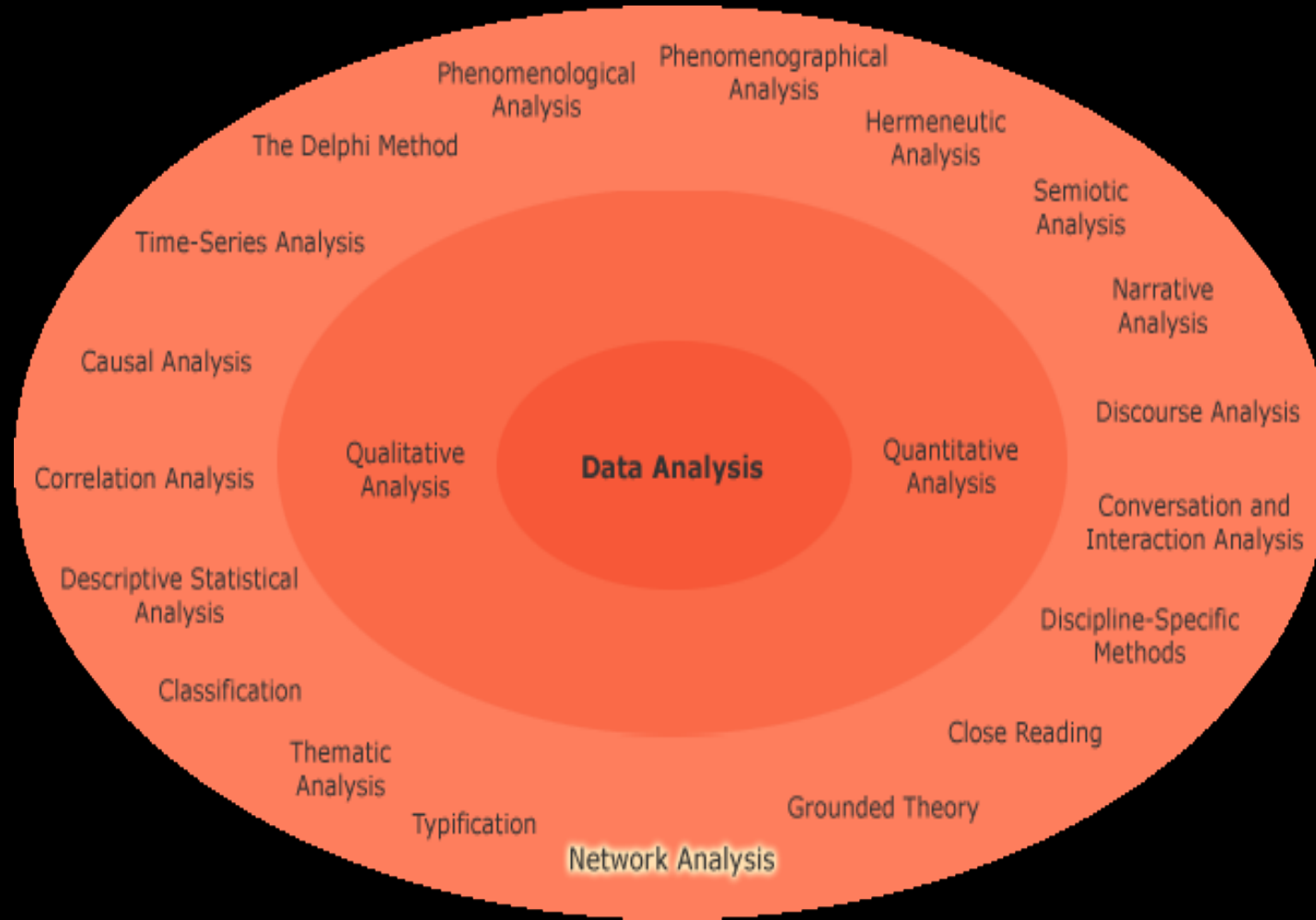
Pre and Post Tests

Surveys

Simulations

This approach is used to focus on measuring or testing the relations between variables. It is deductive, moving from the general to the specific. Research questions tend to focus on *how much* and *how often things occur*. The research is expressed primarily in words, numbers, graphics, and charts. Data analysis is based on scientific results or the interpretation of statistics and measurements.

Data Analysis Approaches



For more on these approaches, visit <https://koppa.jyu.fi/avoimet/hum/menetelmapolkuja/en/methodmap>

Key Terms and Definitions

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

According to Braun and Clarke, thematic analysis is a method for identifying, analyzing, and reporting patterns in data. This method helps researchers to describe the findings in their collected data in rich details. While there are many versions of thematic analysis, Braun and Clarke valued the use of coding in their appreciation of the concept for qualitative studies. *Coding* is the process of labeling and categorizing collected data based on a defined unit of analysis. It helps researchers to identify, organize, and analyze important themes, ideas, and patterns in the data that they have collected. This approach helps one to discover relationships between the various groupings of information. Moreover, Braun and Clarke provided a data analysis framework and process for performing thematic analysis. The steps in this process are the following: becoming familiar with one's data, generating initial codes, searching for themes, defining and naming themes, and producing a report of the results.

Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. *Human Resources Development Review*, 4(3), 356-367.

For Torraco (2005), a literature review is a form of academic writing in which one illustrates one's understanding of the collected knowledge and key sources on a particular subject or research problem. It is considered both a process and research method for organizing and assessing the relevant research or *literature* on an issue or concern in a particular field or area of specialization. A researcher may decide to organize the literature chronologically using a *systematic* approach. Also, a researcher might consider a more integrative approach and organize the literature according to a particular set of themes or a particular theoretical or conceptual framework. In his work, Torraco (2005) offered guidance for how to write an *integrative* literature review. An integrative literature review synthesizes knowledge and sources from a broad range of research studies that are related to a particular subject or problem in one's area of interest. This process often requires one to identify a problem or topic, find the relevant studies, analyze and synthesize them, summarize the results found, then present one's conclusions based on those results.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.

Yin (2018) described a case study as a form of empirical inquiry that explores a subject within a particular bounded system or limited context. In clearer terms, a case study provides a detailed analysis of a person, event, or complex phenomenon. For Yin, research questions that ask *how* and *why* are suited for a case study approach. The main point in using a case study is that it allows researchers to describe in greater detail the findings in a research study, particularly those that are considered qualitative. However, there is no universally accepted definition of a case study because of its broad appeal and use in so many different fields. As such, it can be used as a instructional tool, research strategy, methodology, and/or research design.

The American Psychological Association (APA Style)

The Publication Manual of the American Psychological Association provides the most comprehensive discussion of this style. The APA style is mostly used to write research papers in the disciplines associated with the Social Sciences. This includes Psychology, Business, Education, and even Nursing. This style is often used to write qualitative research papers such as literature reviews and case studies or quantitative studies that involve complex statistical data. The simplest research paper that you can write using the APA style is **the academic literature review**. A literature review is a critical or descriptive survey and discussion of the books, journal articles, and other scholarly sources on a particular topic. The basic components for this type of research paper typically include a title page, abstract (short summary), introduction, purpose statement or thesis, literature review or background, analysis of the findings, conclusion, and reference page. To see an example of a sample paper in APA, visit the link below (or see Slide 16).

A Book with One Author in APA

Shorter, J. (2019). *Studies in higher education*. Hilton and Cross Press. (Documentation)

Parenthetical Citation: (Shorter, 2019)

Narrative Citation: Shorter (2019)

A Journal Article in APA

Ray, S. (2006). Fiction and narratology. *Journal of Fiction*, 4, 23-24. (Documentation)

Parenthetical Citation: (Ray, 2006)

Narrative Citation: Ray (2006)

<https://www.youtube.com/watch?v=teErxDIPP5M>

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

How do you present or cite research information using APA?

DIRECT QUOTES

- You use the author's exact words in a sentence, enclosed by quotation marks (" "). The author's name and year usually appear in the sentence with page numbers in parentheses to identify where the quoted material is located. If not, then all of this information must be included in parentheses. The past tense is typically used to introduce quoted material in APA. Present tense may be allowed, depending on the instructor and audience.
- Example **APA**: Niles (2012) wrote, "Philosophers from the Sophists to Nietzsche have argued that truth is relative. The quest to discover truth has been a controversial topic in philosophy for many centuries" (p. 92).
- Example **APA**: Some writers claimed that "Philosophers from the Sophists to Nietzsche have argued that truth is relative. The quest to discover truth has been a controversial topic in philosophy for many centuries" (Niles, 2012, p. 92).

PARAPHRASING

- You use your own words to restate the author's ideas from the original text. The author's name and year typically appear somewhere in the sentence. If not, then the author's last name and year are needed in parentheses. Page number(s) are generally not used, but they can be for certain points.
- Example **APA**: For many years, intellectuals in the discipline of philosophy debated the notion of a single reality. According to Thomas (2016), there are significant starting points for learning about arguments that support the idea that truth is contextual.
- Example **APA**: For many years, intellectuals in the discipline of philosophy debated the notion of a single reality. According to one scholar, there are significant starting points for learning about arguments that support the idea that truth is contextual (Thomas, 2016).

For more on these formats, visit https://apastyle.apa.org/?_ga=2.219463449.1218109954.1610062876-177977643.1610062876

How do you document information from research sources in APA?

1. Book with one author

Brown, R. M. (2017). *Life: The science of human beings*. Penguin.

To format, start with the last name, initials, year, title in italics and sentence case except for the first letter of the first word of the title and after a colon, then the name of the press or publishing house.

2. Book with two authors

Sawers, R., & Jones C. (2020). *Revisiting the past*. Holt Press.

To format, start with the last name and initials of first author then the second separated by an ampersand (&). Then write the year, title in italics and sentence case except for the first letter of the first word of the title and after a colon, then the name of the press or publishing house.

3. Article in a Journal

Gray, R. (2019). *Going to college*. *Higher Education Today*, 3(1), 22-23.

To format, start with the last name, initial, year, article title, name of journal in italics, volume number in italics, issue number in parentheses, and page numbers. Use sentence case for essay titles, but not for the name of the journal.

4. Webpage on a Website

Peter's Learning Lab. (2021). *The top 20 things college students should do now*. https://www.peterslab/top_20_things-college-students

To format, start with name of the website, year and date, title in italics, and web address. Tab once for hanging indentions.

5. Webpage on a website with individual author

Smalls, F. (2017, November 15). *When to start resume writing*. *Commentary and History*. <https://commentary/history/resume-writing>

To format, start with the last name, initial, year and date, title of the article in italics, name of website, and web address. Tab once for hanging indentions.

6. Webpage on a news website

Rogers, N. (2020, May 10). *The pandemic is getting worse*. *The CBD News*. <https://www.cbd.com/news/pandemic-getting-worse.html>

To format, start with the last name, initial, year and date, title of the article, name of website, and web address. Tab once for hanging indentions.

To view the formats for other sources, visit https://apastyle.apa.org/?_ga=2.219463449.1218109954.1610062876-177977643.1610062876

Using APA Citation and Documentation for Annotated Bibliographies

What is an annotated bibliography?

It is an alphabetical list of the books, journal articles, newspapers, films, videos, websites, or other types of resources that you have researched and summarized in order to understand the cases on your Matrix Map. Unlike a typical list of references, the annotated bibliography must include a description of research sources or a critical analysis of them. The number of words will vary based on the instructor and research scope. Generally, the annotated bibliography is the main source of the information used to write a literature review for a research project.

What are the basic types?

The descriptive annotated bibliography simply tells the reader what the source is about, its main purpose, major points, and the background or authority of the author(s). Most researchers do a critical annotated bibliography. It is an evaluation of the merits of the information the source provides. How useful is it? What are the strengths and weaknesses? Is the author a suitable authority? What problems or questions are raised? Are they noteworthy, problematic, or incorrect? Regardless of the type of annotation you write, the reader must feel informed about the source after reading the information that you provide in your annotated bibliography.

How do you create an annotated bibliography using a Matrix Map?

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Research the four terms in each case box to learn how they relate, then determine how one case relates to the next case. Review the multimedia sources on YouTube as needed for added depth and comprehension. Use the information for general knowledge or portfolio assignments.

CASE 1

- 'The Merchant of Venice'
- Jewish Usury Laws
- 1978 Marquette Decision
- Credit Card Debt Crisis

CASE 2

- 'Death of a Salesman'
- The American Dream
- Student Loan Debt Crisis
- Student Loan Redlining

CASE 3

- 'A Raisin in the Sun'
- Redlining
- Fair Housing Act
- Subprime Mortgage Crisis

CASE 4

- 'To Kill A Mockingbird'
- The Scottsboro Boys
- Central Park Five
- Miscegenation Laws

CASE 5

- 'Moll Flanders'
- Transportation Acts
- Irish Slave Trade
- 1863 Draft Riots

SOURCE WATCH

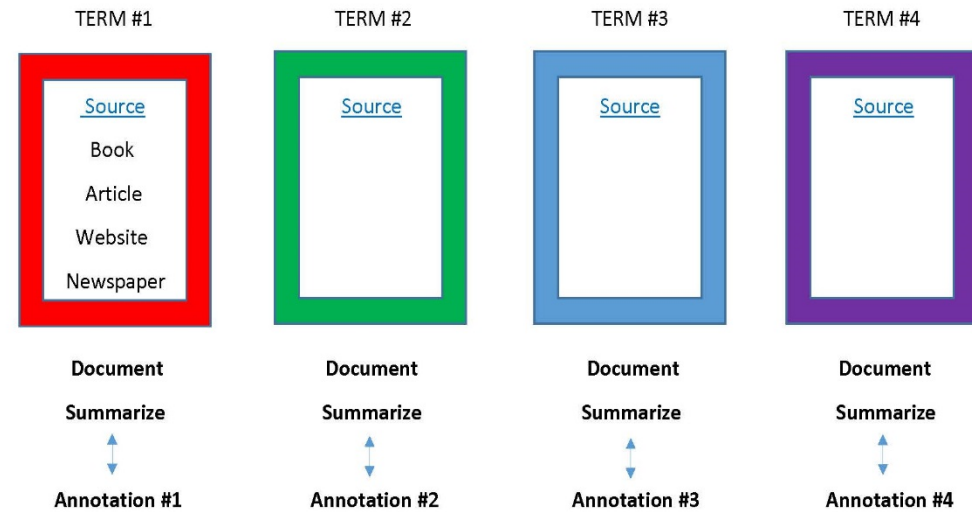
Always remember that sources need to be qualified before you use them. To write your line justifications and case papers:

- What makes the source credible or not credible? How can you verify it?
- What kind of frame or perspective is used to raise arguments and/or present ideas? What is the source trying to get you to believe or (re)consider?
- Are the biases in the source mainstream or marginal? Does the source provide understanding and clarity? Is there an agenda?
- What problem or question does the source try to address? What are the thesis and main points? Are they supported well? Is the evidence logical?
- What experts are present in the source? Should you consider investigating the work of these experts for yourself? Is their work being used in the proper context?

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Teaching Sample #3

Using Matrix Map Cases to Create an Annotated Bibliography in APA Style



For each case on the Matrix Map, there will be four terms in each box. Find a research source for each term, document it in APA, then summarize the information.

What are the steps for creating the annotated bibliography?

- Step 1: Select a Matrix Map that interests you at <https://www.missed101.com/matrix-maps>.
- Step 2: Review Cases 1-15 on your Matrix Map. There are four terms in each case. Research the terms to learn the case.
- Step 3: To start, go to Case 1 and identify the four terms listed. Find a research source for each term in the Case. Four terms will mean four sources. However, it will be very helpful if you also found an extra source on at least one of the terms. The source for the terms can be a mix of books, academic journals, websites, etc. (see Slide 12 below).
- Step 4: Document the source based on the rules and formats for APA reviewed above or go to apa.org (see link in Slide 10).
- Step 5: Summarize and paraphrase information about the term using the rules and formats for APA reviewed above or go to apa.org (see link in Slide 9). Identify the pertinent points and significant contributions each source makes. Be sure to take note of any problems, themes, or related questions that you see in the research that you might explore in a paper.
- Step 6: Set up your research findings using the sample format in Slide 14 below.
- Step 7: Repeat these steps in order to create annotated bibliographies for other cases on your Matrix Maps.

What is wrong with this annotated bibliography?

Teaching Sample #4

Annotated Bibliography in APA Style

Source #1

Ehrenreich, B. (1989). *Fear of falling: The inner life of the middle class*. New York: Pantheon.

In Barbara Ehrenreich's *Fear of Falling: The Inner Life of the Middle Class*, she claims "if you are born into the upper class, you can expect to remain there for life. Sadly, too, most of those born into the lower classes can expect to remain where they started out. Extraordinary circumstances can plunge a few of the wealthy into poverty or propel a few of the poor into wealth, but for most people at the extremes of the social spectrum, class position is inherited along with the money or the lack thereof. Not so for the middle class, where birth alone is no guarantee of eventual class position" (p. 75).

The middle class has to educate itself to gain the professional skills it needs to sell on the job market. These skills cannot be passed from parent to child like money. Each generation must earn them on its own. Professional skills have to be gained through education, which is designed to promote some students, hinder many, and totally fail others...essentially reproducing the class system that reinforces inequality in American society. This is why Ehrenreich believes people in the middle class face the most social anxiety and fear of losing their status. They must teach their children to be innovative and creative, yet self-disciplined and motivated enough to survive years of education and training to get the degrees and credentials necessary to enter professions that will solidify their spot in the middle class or hopefully the upper class (p. 84).

Source #2

Fussell, P. (1983). *Class: A guide through the American status system*. New York: Touchstone.

In Paul Fussell's *Class: A Guide Through the American Status System*, he claims people can escape the pressure and anxiety of the class system in the United States by becoming an X person. X people are the bohemians, the intellectuals, and the talented. They are the artists, writers, etc. Their status is earned through self-discovery, creativity, curiosity, and originality. However, X people are aliens. They do not fit easily into categories. They are a "classless class," an aristocracy with more freedom than money. Fussell writes, "It's only as an X, detached from the constraints and anxieties of the whole class racket, that an American can enjoy something like the LIBERTY promised on the coinage. And it's in the X world, if anywhere, that an American can avoid some of the envy and ambition that pervert so many" (p. 187).

Source #3

Myrdal, G. (1996). *An American dilemma: The negro problem and modern democracy*. (Vol. 1). New Brunswick: Transaction.

In Gunnar Myrdal's *An American Dilemma*, he says, "So by logic of unique American history, it has developed that the rich and secure, out of pride and conservation, and the poor and insecure, out of dire need, have come to profess the identical social ideals. The reflecting observer comes to feel that this spiritual convergence, more than America's strategic position behind the ocean and its immense material resources, is what makes the nation great and what promises it a still greater future" (p. 13).

The problem with Myrdal's perspective is that he is totally wrong. In fact, it is not even clear what he means. Does he really believe America is great because it has figured out a way to get rich and poor people to believe in the same social ideals and this keeps the country from being ripped apart? This is simply not true and it whitewashes the serious wealth divisions in this country. Historically, the rich and the poor have been at odds—think of the many rebellions and strikes in America. America is strong because it has resources and has a much more powerful military than anyone else. It is the rich, ruling elites who are able to manipulate these resources to their benefit. The poor in America serve at the behest of the rich. The middle class was invented after World War II to keep the poor in check. In fact, the middle and lower classes provide the labor for those who own the country—the rich. Myrdal is either promoting propaganda or he is totally delusional about the serious gaps in wealth, power and privileges between the upper, middle, and lower classes in America.

Source #4

Rubin, L. (1976). *Worlds of pain: Life in the working-class family*. New York: Basic.

Lillian Rubin argues that lower-class parents feel more pressure than those in the middle class. In *Worlds of Pain: Life in the Working-Class Family*, Rubin writes that working-class parents realize "that no matter what they wish, there was no way they'd be able to give their children more, no way they could support one or more children through four years of a college education. Whatever the mix, there's heartache in that realization and pain in knowing that their children probably won't be much better off than they. For under such circumstances, only the hardest, the most ambitious, the most motivated toward some specific occupational goal will ever get through college." Rubin goes on to say, "In real life, even when the children of working-class families do go to a four-year college, most go to schools that, at best, will track them into lower-middle-class jobs through which they will live lives only slightly better than their parents." Rubin writes, "...Even with a college degree, the child of a working-class home is likely to live in considerably less affluence than his middle-class counterpart" (p. 210). She argues that Americans need to face the fact that "there's no room at the top and little room in the middle; that no matter what changes people or groups make in themselves, this industrial society requires a large workforce to produce the goods and service it needs—a workforce that generation after generation comes from working-class families" (p. 211).

How do you transform an annotated bibliography into a literature review?

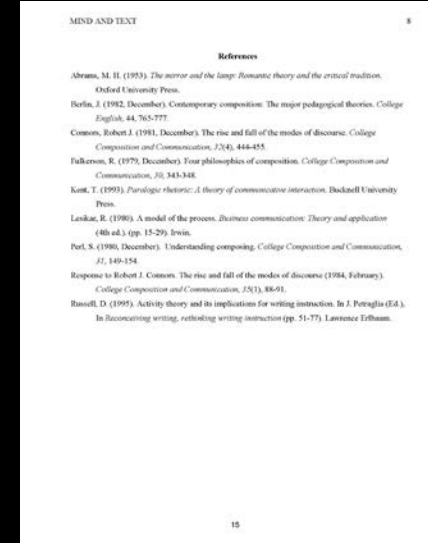
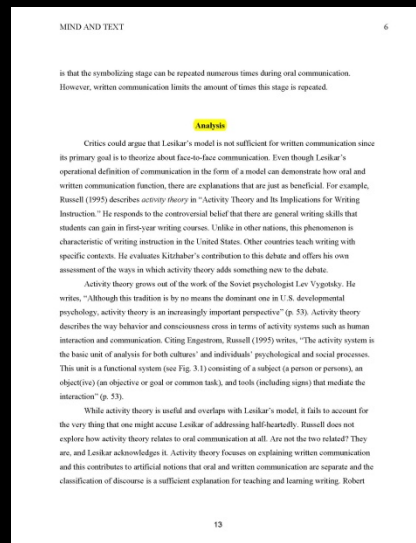
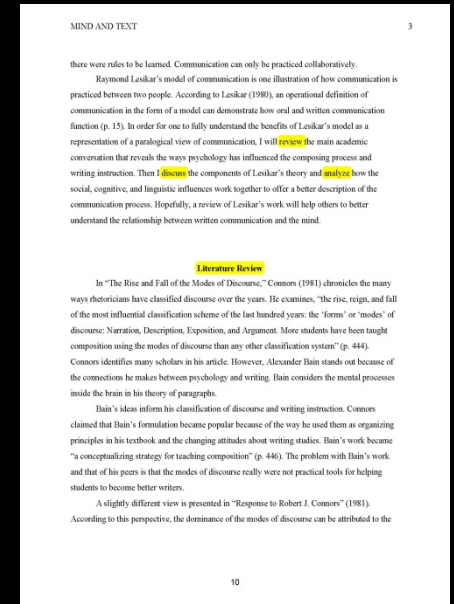
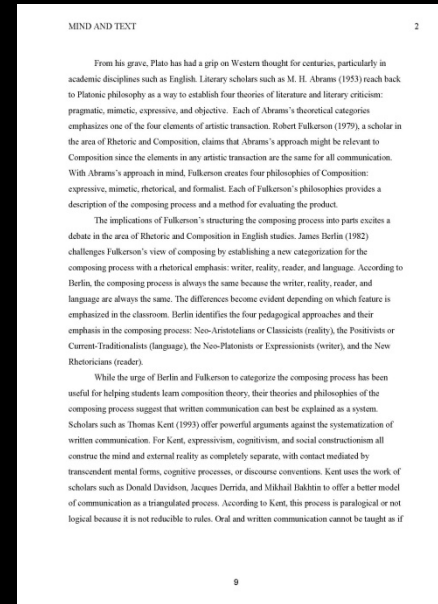
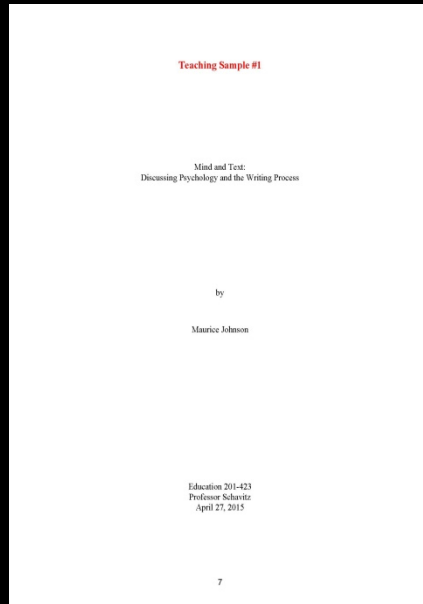
A literature review is a critical or descriptive survey of the background information on a particular topic. It is a common research approach used in many academic fields. It can be developed as a single paper (meta-analysis) or as a part of a thesis, dissertation, or journal article.

How do you write a literature review for this course?

- Step 1: Select one of the annotated bibliographies that you created, using a case from your Matrix Map.
- Step 2: Create a title page that includes the paper's title, your name, due date, and course information (see Slide 16 below).
- Step 3: After the title page, write an abstract, which is a short summary of the entire paper for readers. (Consider doing this after the paper is completed). For the paper, use double-spacing, five-inch margins, a running heading using the paper's title (shortened and flushed left), and page numbers in the upper-right hand corner.
- Step 4: Under the subtitle called *Introduction*, you can use one of the sources from your annotated bibliography to frame the problem and research question that you want to address and why. Then create a thesis statement that explains how you will accomplish this goal with a specific research method and tool. Advanced research projects may require a separate *Methodology* section in which you identify and describe the *conceptual framework* or method and tool that you will use. A methodology section is not required for your research project. Your method is a literature review and the data collection comes from existing literature.
- Step 5: Under the subtitle or level one heading called *Literature Review*, relate the information that you found in your annotated bibliography. Be sure the material is organized coherently. It needs to tell a cohesive story about the case that you selected. Since the paper is in APA, be sure to center the subtitle.
- Step 6: Under the subtitle called *Analysis* (or Discussion), critically analyze the information in the literature review and how this new assessment helps you to solve the problem and answer the question that you raised in the introduction. Since the paper is in APA, be sure to center the subtitle.
- Step 7: Under the subtitle called *Conclusion*, present any recommendations for further research and/or predictions. Since the paper is in APA, be sure to center the subtitle.
- Step 8: On a separate page called *References*, document all of the sources used for the paper in the proper APA format, which you should have done in your bibliography. Alphabetize the references. Use hanging indentions and double-spacing. Since the paper is in APA, be sure to center the subtitle.

To see a demonstration on how to set up a paper in APA using Microsoft Word, visit <https://www.youtube.com/watch?v=VEqRqSsNDjc>
To see more examples of a paper in APA, visit https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

How should you write a Literature Review in APA Style?



How should you develop the introduction for the Literature Review in APA style?

Introduction

"In *How to Get Fat without Really Trying*," Peter Jennings examines how the processed food industry and the government often present challenges to the health of Americans. Both share in the blame for the increasing weight gains of Americans. Farmers have become very proficient in producing food. They are so productive that abundance has become the enemy. Food surpluses and government subsidies are raising questions about their impact on human health. Tommy Thompson, the former Secretary of Health, has been asked if he sees a relationship between subsidies to farmers and human health. In his interview with Jennings, he claims that he doesn't. Thompson does acknowledge that subsidies influence which food groups will be produced. More money goes to the meat and dairy industries than the fruit and vegetable industries. The fruit and vegetable industries are not well-subsidized because of the power of lobbyists. A shift in agricultural funding could mean an improvement in health for many people.

However, the real problem is corn subsidies. Corn is the raw material that drives the food industry and profits. It holds down the cost of meat because it is used to feed cows and pigs. Replacing expensive ingredients with cheaper products produced from corn means an increase in profits for corporations. In effect, subsidized farm products such as corn are turned into cheap food. However, Jennings's report makes it clear that people need healthier foods. The problem is that most people have no choice but to eat the food created by the food industry. Most of it is very unhealthy because it is doctored with all kinds of chemicals and colorings. However, those inside the food industry claim that people want cheaper food and corporations are meeting the demand. The marketing campaigns of these companies promote the eating of unhealthy foods, which make people obese and sick. A change in the food policies of the country would improve the health of millions. Why is there not a greater move in this direction? The reason is the food industry makes more money by selling junk food (really chemical combinations) and the food lobbyists want to keep it that way. What about the health of the people? Profit is the concern of most food lobbyists and not one's health. People have to take control of their own health and decide to eat the food that sustains life. Exercise is not enough to change the damaging effects that bad foods have on people's health. Companies such as Kraft claim that they are working to address the terrible impact their foods have on human health and the larger society. Yet, many of their same practices persist. The central research question that requires more exploration is, what are the ways in which corporations compromise human health in their pursuit of higher profits?

My purpose in this discussion is to address this research question by extending Jennings's investigation of the food industry. In doing so, I will review the literature that describes the role of lobbyists in persuading politicians to exploit the health of the public for corporate profits. In my analysis of this literature, I will examine why the relationship between politicians and lobbyists often benefits corporations and remains inconsistent with democracy.

Literature Review

In his documentary, Kenner (2008) depicts the impact of the way food is produced in America. Food has changed more in the last 50 years than it has changed in the last 10,000 years. In the average supermarket, there are about 47,000 products. There are no seasons in America's supermarket. Fruits and vegetables are picked all over the world and often ripened with ethanal gases. The industry doesn't want people knowing that most of their food is coming from

assembly lines in factories. Food has become more dangerous than ever now that corporations are feeding Americans and people around the world.

One of the highlights of Kenner's film is his interview with Michael Pollan. Pollan has written a number of books on the corporatizing of food and its effect on American society. Pollan claims that ninety percent of the items on our supermarket shelves come from corn and/or soybeans. Chickens, hogs, cattle, and even fish are being fed corn. Cheap corn means cheap meat. The average American is eating approximately 200lbs of meat per person per year. Corn is making the animals fatter and cheaper. Corn has allowed millions of people to be able to eat, according to Kenner's assessment.

Manning (2005) argues that the role of food production is as much about feeding people and sustaining their health as it is about big corporations turning food into commodities that create wealth and regulate poverty. Manning suggests that capitalist systems care less about the well-being of humans and more about wealth. Food is just one of the many battlegrounds where this is evident but unrealized by the public. Wheat, corn, rice, soybeans, and sugar are the items food processing companies such as Archer Daniel Midland (ADM), Cargill, and ContiGroup Companies are most interested in controlling and advancing. In the year 2000, Manning claims that eighty-five percent of the country's cropland was planted in four crops: corn, soybeans, wheat, and hay. Of the four, only wheat is even close to what we think of as food—something people eat directly—and even that must undergo processing to become flour. The corn is grain corn, not sweet corn.

According to Davis (2009), the U.S. government is waging a war on its own small family farmers. Billions of dollars in land, equipment, livestock, and crops continue to be stolen, misappropriated, diverted, and even destroyed by the Farm Service Agency, which is rarely audited or kept in check. Billions of dollars pass through its hands annually, but the agency is looked at with a blind eye. Davis explains that a policy to weed out small-scale farmers, through manipulation of the loan process, began in 1972 when bureaucrats found a way to manipulate policy for profit.

Analysis

The issues raised in the literature reviewed above introduce many concerns that require analysis. The most significant one appears to be the amount of money and support given to corn farmers. Corn means big profits, especially since the sugar substitute fructose is derived from corn and used to make everything from pudding to soft drinks. Fructose can be produced cheaply from corn and it is much cheaper than sugar. However, the impact of this product on the health of Americans has been destructive. Jennings's report notes that fructose corn syrup is known to make people fat. If this is the case, then why won't Congress end this practice? One word. Lobbyists. Lobbyists are people who represent special interest groups and they typically have a great deal of money and influence. There is a lobbying group for almost every industry, including the food industry. A lobbyist's job is to gain access to politicians and influence them to create legislation to benefit his/her industry. In return, lobbyists contribute to campaigns that help politicians to get (re)elected.

What information is required for completing the Discussion Board assignments ?

Instructions

Using your selected Matrix Map, you are to select and research one term from any case that interests you—then post your research findings in the Discussion Board.

1. Be sure to list the name of your Matrix Map.
2. Be sure to identify the case number and case term that you selected (select 1 term only for each posting).
3. Research the case term, document it in the proper APA format, then provide a summary of the source (150 to 200 words) .

EXAMPLE

The research term “Burking” is from Case 12 in the Matrix Map entitled “Food, Frankenstein & the Business of the Body.”

Rosner, L. (2011). *The anatomy murders: Being the true and spectacular history of Edinburgh's notorious Burke and Hare and of the man of science who abetted them in the commission of their most heinous crimes*. University of Pennsylvania Press.

In this book, Rosner recounted the motivations and techniques of two of the world’s most famous serial killers: William Burke and William Hare. To make money, Burke and Hare set out to supply a growing medical industry and desperate academic institutions with dead bodies to dissect and investigate to advance science and improve the health of humans. Legally, doctors and medical schools could obtain the corpses of those in workhouses, prisons, and hospitals whose bodies went unclaimed. However, Rosner also noted that doctors and medical schools often bought corpses from grave robbers with little consideration of the ethical implications. With profit as their main motive, Burke and Hare became famous for suffocating or “burking” their victims to ensure that no incriminating marks were left on a corpse, which might cause the body to be rejected or sold at a lower price. The two were eventually arrested, but only after they had killed several people. To deter this kind of criminality and promote ethical practices in the field of medicine, the United Kingdom passed new legislation such as the Anatomy Act.

What are the questions that I need to answer for the Quiz assignments?

Quiz #1

Review the course syllabus in Canvas then answer the following questions. What are the major assignments that you will have to complete in this course? Identify which assignments worry you the most and explain why. How do you think they will help you to improve your academic writing? How much experience have you had writing papers that required you to use academic resources and the MLA, APA, and/or Chicago format(s)?

Quiz #2

Use slides 5-6 above then answer the following questions: What is the difference between a *basic research* project and an *applied research* project? What is a research problem or gap and why is it important when writing academic papers? Describe how a controversy, limited understandings, insufficient investigations, or an unresolved problem might help a researcher to identify a problem or research gap for an academic paper. What is the relationship between a research problem, research question(s), and purpose statement (thesis) in a research paper?

Quiz #3

Use slides 7-9 above then answer the following questions. What are the two basic approaches for doing research and provide examples of each approach? What is a literature review and why is it so important in academic research? What is a thematic analysis and how can it help you to analyze the data that you collect for a literature review?

Quiz #4

Use slides 10-13 above then answer the following questions. What is American Psychological Association or APA and why is it important in academic research? What is the difference between APA citation and APA documentation? Provide an example of a direct quote in APA? Provide an example of paraphrasing in APA? How will APA citation and documentation rules help you to avoid plagiarism?

Quiz #5

Use slides 14-16 above then answer the following questions. What is an annotated bibliography? Describe the different types of annotated bibliographies? How do you create an annotated bibliography using a Matrix Map? What are two things that are problematic about the annotated bibliography in slide 16? Explain why?

Quiz #6

Use slides 17- 19 above then answer the following questions: What are the steps that you would take to write a literature review research paper for this course? Be sure to identify the key parts of the paper. Why is it important to establish a strong problem statement (research gap), clear research question, and focused purpose statement in the introduction? How will APA citation and documentation be used to identify research sources in the paper? What resources can you use if you are having problems writing the paper?

Final Exam A

Use slide 22 below then follow the instructions to complete Final Exam A.

Final EXAM B

Use slide 23 below then follow the instructions to complete Final Exam B.

Final Exam A

Based on what you have learned about research and the APA style, identify 10 things that are wrong with this sample below and explain how they could be corrected.

Teaching Sample #19

Bobby Lewis
March 12, 2016
English 102

Dollars for Death: The Reason that I Think This Practice Is Wrong

In Theo Francis and Ellen Schultz's article "Case Shows How 'Janitors Insurance' Works to Boost Employers' Earnings," they describe how and why corporations have turned to life insurance as a way to ensure profits. Many famous corporations take out life insurance policies on their workers, and these policies are often referred to as "Dead Peasants Insurance" or "Janitors Insurance." According to Francis and Schultz, the practice is more common than one thinks.

Francis and Schultz's article presents a shocking problem for many people who don't have a clue about these policies. In fact, there are people out there who have life insurance policies taken out on them by their employer and they have no idea that their death makes others rich. In fact, the policies offer the employer an opportunity to recoup all of the money (and more) that was paid to workers in the form of salaries and benefits. Yes, when the insured person dies, the company gets the money and not the employee's loved ones. How is this possible? Has human life become a way for companies to reimburse themselves? Who is getting this money, and what is it being used for? These are questions that need to be answered because thousands of people are actually more valuable to a company dead than alive. If this is so, who is to say that companies will not start staging accidents or hire hit men to kill their employees. It might sound strange. However, it cannot be any stranger than Dead Peasants Insurance policies.

My purpose in this discussion is to explore the relevant literature on Dead Peasants Insurance and its related arrangements. In my analysis, I hope to reveal how corporations came to take advantage of such policies and why there has been little done to stop this exploitation of workers.

Literature Review

In Thomas Hartmann's *Unequal Protection*, he describes how corporations became people by exploiting the 14th Amendment to the U.S. Constitution.

According to Gerald Davis in *Managed by the Markets*, "Insurance companies persuaded dozens of state insurance regulators to lower the bar for an 'insurable interest' to potentially include any employee" (137).

Michael Moore's *Capitalism: A Love Story* reveals just how much money companies can make from Dead Peasants Insurance policies and he also names the companies that have exploited these policies the most.

Analysis

After reviewing the literature above, one can argue that corporations have been given too much power and the notion that they have the same rights as citizens is twisted logic. Corporations are not people. In fact, Dead Peasants Insurance shows how much they are anti-people. The goal of corporations is to make money and they do this best by lowering wages and squeezing out profits whenever and wherever possible, even if it means betting on the deaths of their workers.

Some people may argue that there is nothing wrong with corporations making money from Dead Peasants Insurance policies. After all, the corporations are paying the premiums. People often forget that if we did not have corporations there would be very few jobs. If corporations die, then so does the livelihood of millions of people. Corporations make the world run. They are responsible for clothing, feeding, medicating, and entertaining the world. Let them die and see what happens to society. There would be unimaginable war and poverty.

Of course, there are many benefits that corporations provide to society. However, one must draw a line between benefits and pure greed. Corporations take out these policies to enrich the top management and CEO's. They get the benefit, and the deceased worker and his family tend to get nothing. Most companies could care less about the public at large. If they did, they would end the secrecy surrounding these policies. Most people do not know that such policies are legal in some states.

Conclusion

Congress should pass a law that bans all Dead Peasants Insurance policies.

Works Cited

Managed by the Markets. New York: Oxford University Press, 2009. Davis, Gerald.

Hartmann, Thom. New York: Rodale, 2002. *Unequal Protection*.

Michael Moore, director. *Capitalism: A Love Story*. Anchor Studios, 2009.

Francis, Theo, and Ellen Schultz. "Case Shows How 'Janitors Insurance' Works to Boost Employers' Earnings." *The Wall Street Journal*, 25 April 2002, p. B4.

Final Exam B

Based on what you have learned about research sources and the APA style, convert the following references to the APA documentation format.

Teaching Sample #41

Alexander, Bryan. 2020. *Academia Next: The Futures of Higher Education*. Baltimore: The Johns Hopkins University Press.

Bernauer, James, and Lawrence Tomei. 2015. *Integrating Pedagogy and Technology: Improving Teaching and Learning in Higher Education*. Lanham: Rowman & Littlefield.

Bohm, David. 1996. *On Dialogue*. Edited by Lee Nichol. New York: Routledge.

Carey, Kevin. 2015. *The End of College: Creating the Future of Learning and the University of Everywhere*. New York: Riverhead Books.

Crow, Michael, and William Dabars. 2020. *The Fifth Wave: The Evolution of American Higher Education*. Baltimore: The Johns Hopkins University Press.

Davidson, Cathy. 2017. *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*. New York: Basic Books.

Feenberg, Andrew. 1999. *Questioning Technology*. New York: Routledge.

Kirby, Alan. 2009. *Digimodernism: How New Technologies Dismantle the Postmodern and Reconfigure Our Culture*. New York: Continuum.

Noddings, Nel. 2018. *Philosophy of Education*. 4th ed. New York: Routledge.

Picciano, Anthony. 2019. *Online Education: Foundations, Planning, and Pedagogy*. New York: Routledge.

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