

Academic Development Seminar: Research Methods (Part 1)

Video prepared by
Michelle Rebidoux

Topics of discussion in Part 1:

- **Marking system at Queen's College**
- **Analysis, Reflection, Research papers**
- **Researcher / Audience roles**
- **Gathering sources**
- **Creating a template for taking notes
/ categorizing your notes**

Marking System at Queen's College:

A+ 90-100 *Exceptional*. Evidence of original thought; material entirely relevant; critical analysis; critical and comprehensive account of material; hypotheses plausibly and clearly presented and defended; mastering of pertinent and appropriate issues as pertaining to the various disciplines, impeccable style, referencing and presentation.

A 85-89 *Outstanding*. Concise and precise account of the issues; critical and careful analysis; hypotheses plausibly and clearly presented and defended; firm grasp of pertinent and appropriate issues as pertaining to the various disciplines.

A- 80-84 *Excellent*. Accurate account of issues; careful analysis; critical reasoning in evidence; good grasp of pertinent and appropriate issues as pertaining to the various disciplines. *Improvements*: more precision in argumentation and more attention to fine detail and nuance.

B+ 77-79 *Superior*. Generally accurate account of issues; good analysis; some critical reasoning in evidence. *Improvements*: a more concise or precise discussion of issues; more attention to detail; better use of arguments.

B 74-76 *Very Good*. Generally accurate account of issues and details; acceptable analysis with some critical reasoning in evidence. *Improvements*: more concise or precise discussion of issues; more attention to detail; better use of arguments.

B- 70-73 *Good*. Generally accurate description of the data and an adequate grasp of the critical issues involved. *Improvements*: more attention of detail, greater precision of argumentation, better use of critical data.

C+ 67-69 *Fair*. Generally acceptable treatment of the data; some grasp of the issues, but imprecise or unclear at points; some evidence of critical reflection on issues and data. *Improvements*: clarity in expression; better use of critical data; greater attention to detail.

C 64-66 *Adequate*. Generally acceptable treatment of the data and issues, but impressionistic and vague at points; lack of clarity in the elucidation of arguments; little or no evidence of critical reflection on the issues or data. *Improvements*: clarity in expression; better use of critical data; greater attention to detail.

C- 62-63 *Minimally Acceptable*. Adequate treatment of the data and issues, but imprecise, impressionistic or vague; serious lack of clarity in the expression of issues; no evidence of critical thinking on the issues or data. *Improvements*: evidence of critical thinking; clarity in expression; better use of critical data; greater attention to detail

D 60-61 *Inadequate*. Sloppy, imprecise or careless discussion of the issues with little or no evidence of critical thinking. *Improvements*: more discussion of the issues; evidence of critical thinking; clarity in expression; better use of critical data; greater attention to detail.

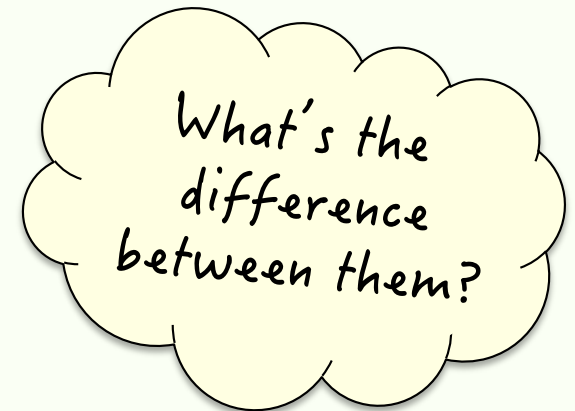
F 59 and below *Failure*. Does not meet the minimum requirements.

Types of Writing Assignments:

❖ Analysis Papers

❖ Reflection Papers

❖ Research Papers



Types of Writing Assignments:

❖ Analysis Papers

- from Greek *ana-* (up, back, throughout) + *lysis* (a loosening)
< *lyein* (to unfasten) < IE root *leu-* (to loosen, divide, cut apart)
- closely reading / engaging with a text or body of writing with the goal of coming to understand / elucidate an author's meaning
- involves exegesis / critical thinking
- outside sources may or may not be required

Types of Writing Assignments:

❖ Reflection Papers

→ involves reflection upon a text/topic with questions in mind:

- What specifically does this mean to me as it is described by the writer?
- What do I agree/disagree with?
- Why do I think/feel this way?
- What does it present that I have never considered before?
- What does it resolve for me?
- What questions does it raise for me?
- What does it leave out or what does it not address?
- What do other writers/sources have to say about this topic/issue/viewpoint?

Types of Writing Assignments:

❖ Research Papers

- will usually also involve a significant dimension of analysis
- generally involves in-depth exploration of a topic making use of a variety of sources
- to be elaborated in the remainder of these videos

KATE L. TURABIAN

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What is Research?

Who is a Researcher?

- **Kinds of questions**
- **Audience roles**
- **Researcher roles**



Researcher roles	Audience roles	Research Questions
I've found some new and / or interesting information about \mathcal{X}	Entertain me with this new and / or interesting information	What is new and / or interesting about \mathcal{X}?
I've found an answer to an important question / I can help you to understand something better	Help me to understand something better	How should we think about / understand \mathcal{X}?
		What must we understand about \mathcal{X} before we can know what to do about \mathcal{X}?
I've found a solution to an important practical problem	Help me to solve my practical problem	What should we do about \mathcal{X}?

Research is...

**The gathering of information...
(a set of shared / sharable facts)**

- **to entertain**
- **to answer a question / help one to understand**
- **to solve a problem**

Example:

Snake-handling Christian sects of the Appalachian Mountains

- Who are they?
- What do they do? / How do they do it?
- What happens in a snake-handling service?
- Why do they do it?
- How does the practice deepen their experience of community?
- How are they depicted by others / the media?
- How many snake-handlers get hurt / die?
- Are they doing it willingly / Are they of age?
- Where do they get the snakes? / How are the snakes kept?

Researcher roles	Audience roles	Research Questions
I've found some new and / or interesting information about \mathcal{X}	Entertain me with this new and / or interesting information	What is new and / or interesting about \mathcal{X}?
I've found an answer to an important question / I can help you to understand something better	Help me to understand something better	How should we think about / understand \mathcal{X}?
		What must we understand about \mathcal{X} before we can know what to do about \mathcal{X}?
I've found a solution to an important practical problem	Help me to solve my practical problem	What should we do about \mathcal{X}?

Gathering one's Sources

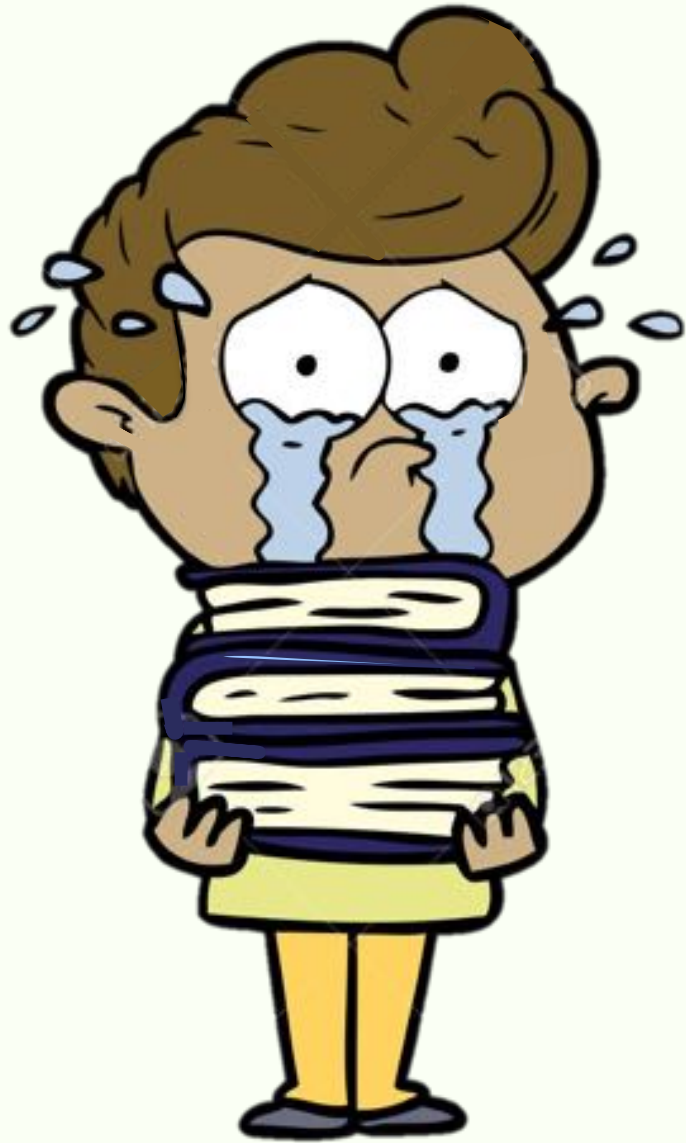
What kind(s) of source material am I looking for?

How can I find the sources that I am looking for?

- dictionaries / encyclopedias / MUN reference
- MUN online databases
- Web sources
- Wikipedia?

MUN Library





Create
a template for
note-taking!



**Bibliographic
Information**

Keywords

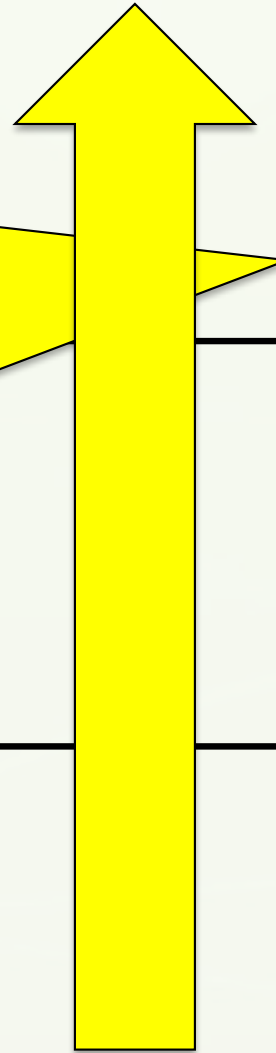
**Key claims /
main ideas**

**My thoughts
/ responses**

**Key quotes /
paragraphs
(page #)**

Source #1

**Avoid
inadvertent
plagiarism!!!**



Bibliographic Information	Keywords	Key claims / main ideas	My thoughts / responses	Key quotes / paragraphs (page #)
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Categorizing your notes:

- ❖ sources supporting your argument / hypothesis
- ❖ sources undermining / contradicting your argument
- ❖ sources providing historical background of your topic in previous scholarship
- ❖ sources discussing the context for your topic's importance today
- ❖ sources establishing key definitions / technical terms / principles for the discussion of the topic

Up next in Part 2: The writing begins....

- **Planning your draft**
- **Engaging your sources creatively**
- **Avoiding plagiarism**
- **Quoting / summarizing / paraphrasing**
- **Strategies for working through blocks**

