**Research Notebook**

# ENG122: English Composition II

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| STUDENT NAME: | Alonda Royal |
| INSTRUCTOR: |  |

# Final Decisions

Complete this as each task is completed. Make sure you have finished all tables before submission in Week 4.

|  |  |
| --- | --- |
| TOPIC: |  |
| NARROWED TOPIC: |  |
| RESEARCH QUESTION: |  |
| THESIS STATEMENT: |  |
| ESSAY TITLE: |  |

# Section One: Topic Selection

cOMPLETE THIS SECTION DURING WEEK 1

|  |  |
| --- | --- |
| COMMUNITY: | Students |
| ISSUES FACING THE COMMUNITY: | High levels of debt, stress, financial difficulties. |
| RESEARCH TOPIC: | College debt’s impact on students’future life choices. |
| NARROWED TOPIC: | Various studies and opinions by students show that college debt can have a negative impact on future life choices. |

oNCE YOU HAVE RECEIVED FEEDBACK FROM YOUR INSTRUCTOR IN THE wEEK 1 iNSTRUCTOR mEETUP qUIZ, FINALIZE YOUR TOPIC AND NARROWED TOPIC, AND ADD THEM TO THE “FINAL DECISIONS” TABLE ON THE COVER PAGE.

|  |  |
| --- | --- |
| What has been your own personal experience(s) with this topic? | As a student, I had to acquire a student loan so as to help pay my school fees. Also, I have a lot of friends who have acquired student loans so as to pay for their college education. |
| What do you already know about this topic? Where did you get that information? | Based on information and statements made by various graduates, student loans can have a negative impact on life choices. This majorly affects financial decisions that graduates make since they are still obligated to pay hefty student loans that they acquired to pay for their higher education. |
| What steps have you taken to discover different viewpoints from your own? | I have researched this topic a lot and realized that there are various viewpoints from different people. Some people believe that there are no negative impacts of student loans after graduating while others believe that the loans have a negative effect on future decision making. |
| What is the value in listening to other positions on this topic? | It’s obvious that there are many conflicting opinions on the topic. Listening to other positions on the topic will help in gaining further understanding on the impact that student loans can have on life choices. These positions will help in developing an accurate research paper that has no biased opinions but rather well thought information that is accurately backed. |

# BRAINSTORMING SPACE

uSE THE INFORMATION FROM SECTION 2.1 IN *College Writing Handbook* TO CONDUCT BRAINSTORMING IN WEEK 1. uSE THIS PAGE TO MAKE LISTS LIKE lOLA, fREEWRITE LIKE cHARLIE, uSE TALK-TO-tEXT TECHNOLOGY LIKE aNDRé, mINDMAP LIKE lASHONDA, OR TAKE NOTES WHILE SURFING THE WEB LIKE wINNIE.

# Section Two: Research Question Development

Complete this section during WeekS 1 and 2

|  |  |  |
| --- | --- | --- |
| Preliminary Research Question:  (Use the information from Section 2.1 in *College Writing Handbook*.) | Begin Your Research question with the Words “HOW,” “where,” “what,” or “why.”  How does college debt affect future life choices in students? | |
| Is this research question open-ended?  (cannot be answered with a “yes” or a “no”) | | Yes |
| Does this research question open a line of inquiry?  (is not seeking a fact or opinion) | | Yes |
| Will this research question add to the academic conversation?  (does not seek to restate what has already been said) | | Yes |
| Is this research question objective and unbiased?  (does not assume the outcome and is written in third-person perspective) | | Yes |
| Revised Research Question:  (Make sure you answer “yes” to all checklist items and use the feedback from your instructor.) | How does college debt affect future life choices in college graduates? | |

oNCE YOU HAVE RECEIVED FEEDBACK FROM YOUR INSTRUCTOR IN THE wEEK 1 iNSTRUCTOR mEETUP qUIZ, FINALIZE YOUR Research question, AND ADD it TO THE “FINAL DECISIONS” TABLE ON THE COVER PAGE.

Trouble getting started? Try one of these formulas:

How has \_\_\_\_\_\_\_\_\_\_\_College debt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ impacted \_\_\_\_\_\_graduates life choices\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Where is the common ground between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What is a viable solution to the problem of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Why has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ been changed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

# Section Three: Keyword Generation

complete this Section During Weeks 1 – 4

Use sections 2.1 and 3.1 of *College Writing Handbook* along with information from LibraryU to develop keywords. Keep track of your keywords here throughout class. Write down the keywords as you use them, and cross out any keywords that are not productive.

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| KEYWORDS FROM THE NEWS: |  |
| KEYWORDS FROM THE INTERNET: |  |
| KEYWORDS FROM ENCYCLOPEDIAS, WIKIS, AND OTHER INFORMAL SOURCES: |  |

|  |  |
| --- | --- |
| SEARCH TERMS  FIELD: AUTHOR |  |
| SEARCH TERMS  FIELD: TITLES |  |
| SEARCH TERMS  FIELD: SUBJECT |  |
| SEARCH TERMS  BASIC SEARCH BAR |  |

# Section Four: Research Notes

Complete this section During Weeks 2-4; use one table for each source

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| --- | --- |
| SOURCE TYPE: PRIMARY/SECONDARY/TERTIARY, TRADE/POPULAR/SCHOLARLY/OTHER | |
| [APA-STYLE REFERENCE CITATION](http://writingcenter.ashford.edu/format-your-reference-list): |  |
| CRAAP TEST:  (Use the information from Section 3.2 in *College Writing Handbook*. If this source does not pass the CRAAP test, do not continue; move on to the next source.) | **Currency:** |
| **Relevance:** |
| **Authority:** |
| **Accuracy:** |
| **Purpose:** |
| READING NOTES: | **Summarize the information in your own words. Be complete and specific. Do not copy from the source or its abstract.** |
| **Explain how this source provides information that will help you answer your research question.** |
| QUOTES:  (including page number) |  |

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# Section Five: Thesis Statement & Title Development

complete this Section During Weeks 3 – 4

Use sections 2.1 and 2.2 of *College Writing Handbook* along with information from the writing center to develop a working thesis statement and working title. Make sure the thesis statement directly answers your research question and ensure that it is based on the research, not on assumption, opinion, or bias. Keep track of your revisions throughout class. Be sure to review feedback provided by the writing center, peer reviewers, and your instructor.

|  |  |
| --- | --- |
| RESEARCH QUESTION: |  |
| RESEARCH-BASED ANSWER TO THE RESEARCH QUESTION (WORKING THESIS STATEMENT): |  |
| REVISED THESIS STATEMENT: |  |
| FINAL THESIS STATEMENT: |  |

oNCE YOU HAVE RECEIVED FEEDBACK FROM YOUR INSTRUCTOR, CLASSMATES, AND WRITING CENTER, FINALIZE YOUR THESIS STATEMENT, AND ADD it TO THE “FINAL DECISIONS” TABLE ON THE COVER PAGE.

|  |  |
| --- | --- |
| WORKING TITLE: |  |
| REVISED TITLE: |  |
| FINAL TITLE: |  |

oNCE YOU HAVE RECEIVED FEEDBACK FROM YOUR INSTRUCTOR, CLASSMATES, AND WRITING CENTER, FINALIZE YOUR title, AND ADD it TO THE “FINAL DECISIONS” TABLE ON THE COVER PAGE.

# REFLECTION SPACE

uSE THIS PAGE TO reflect on your research experience and take additional notes during your research process. tRACK YOUR EXPERIENCE AND Make notes to inform your future time management plan.