**Research Notebook**

# ENG122: English Composition II

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| STUDENT NAME: |  |
| 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: | Flint, Michigan |
| ISSUES FACING THE COMMUNITY: | Social Issues |
| RESEARCH TOPIC: | Water and hygiene |
| NARROWED TOPIC: | Contamination of drinking water |

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.

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| --- | --- |
| What has been your own personal experience(s) with this topic? | I have interacted with people from the state of Michigan. They share their issues on how the water contamination has affected them in terms of diseases and overall as well. |
| What do you already know about this topic? Where did you get that information? | President Obama called a federal emergency in the state of Michigan to help improve their water systems. However, there hasn’t been much strides towards this. |
| What steps have you taken to discover different viewpoints from your own? | Research with different scholarly books from the internet and looked at articles that have been written addressing this issue. I have also interacted with people from Michigan. |
| What is the value in listening to other positions on this topic? | It helps give different viewpoints of the same situation. It helps in understanding a situation much better. It also helps them feel included as part of the research. |

# 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.

public health crisis that started in 2014

The source of the water was changed and this was the root cause of the problem.

Initially, Flint got its water supply from the treated Detroit water and the sewerage department from Lake Huron and Detroit River.

The source was changed to Flint River and no corrosion inhibitors were applied. In essence, no hygiene steps were taken.

In 2016 a state of emergency was declared following the water issue in Flint. There have been different strides to help Flint recover. However, this has not really solved the problem.

It affects people in different ways and the most important one is that there health is at dire risk.

# 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 has the water problem in Flint, Michigan affected people? | |
| 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.) | The effects of water crisis | |

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ impacted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

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: | Water Crisis, impact. |
| KEYWORDS FROM THE INTERNET: | Water Issues, Flint Water Crisis, Water Problems |
| KEYWORDS FROM ENCYCLOPEDIAS, WIKIS, AND OTHER INFORMAL SOURCES: | Water Crisis, privatizing water |

|  |  |
| --- | --- |
| SEARCH TERMS  FIELD: AUTHOR | Olson, T. M., Wax, M., Yonts, J., Heidecorn, K., Haig, S. J., Yeoman, D., ... & Ellis, B. R. (2017). Forensic estimates of lead release from lead service lines during the water crisis in Flint, Michigan. *Environmental Science & Technology Letters*, *4*(9), 356-361. |
| SEARCH TERMS  FIELD: TITLES | Lead- water contamination |
| SEARCH TERMS  FIELD: SUBJECT | [Forensic estimates of lead release from lead service lines during the **water crisis**in **Flint**, **Michigan**](https://pubs.acs.org/doi/abs/10.1021/acs.estlett.7b00226) |
| SEARCH TERMS  BASIC SEARCH BAR | Water crisis in Flint Michigan |

# 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.