GRADING SCALE FOR MICROTHEMES USING IN-CLASS FEEDBACK

1. The instructor reads the microthemes rapidly, scoring them on the following 6-point scale. The instructor makes no comments on the papers or very minimal ones.
2. The instructor returns the papers, giving the scoring guide to students.
3. The instructor provides feedback by reproducing examples of one or more microthemes that scored a 6. The instructor explains what was effective about the arguments.
4. The instructor then discusses representative problems that showed up on the lower scoring microthemes. This discussion session serves to review the course concepts and explain to students how to conduct arguments when you “think like an economist” [accountant, etc.]

Grading Criteria:

6-5 Microthemes in the category will show a confident understanding of the economic [finance, marketing, business] concepts and will support the thesis with effective reasons and evidence for the intended audience. A 6 theme will be clearly written throughout, will contain almost no errors in spelling, punctuation, or grammar, and will have enough development to make a convincing case. A 5 theme will still be successful in arguing the case but may have more errors or somewhat less development than a 6. The key to microthemes in the 5-6 category is that they must display a correct understanding of the concepts and use argumentative strategies and evidence appropriate to the discipline. If your microtheme is in this category you are thinking like an economist [accountant, finance professional, marketing professional].

4-3 Microthemes in this category will reveal to the instructor that the writer probably understands the concepts, but lack of clarity in the writing or lack of fully developed explanations means that the microtheme would not make an effective case to the specified audience. Microthemes in the 4-3 category are usually "you know what I mean" essays: Someone who already understands the concepts and knows the assignment can figure out what the writer is doing; but a new reader would be confused and unpersuaded. This category is also appropriate for clearly written essays that have some misunderstandings of the concepts or flaws in the argument. It may also be appropriate for strong arguments marred by frequent sentence level errors.

2-1 These microthemes will be unsuccessful either because the writer fails to understand the concepts, because the argument is illogical or undeveloped, or because the writing is so unclear that the instructor cannot determine how much the writer understands. This score is also appropriate if the microtheme is well written but shows a major misunderstanding of the concepts.
MICROTHEME EXAMPLE FROM PHYSICS

Microtheme Assignment in Physics:

Suppose that you are Dr. Science, the question-and-answer person for a popular magazine called *Practical Science*. Readers of your magazine are invited to submit letters to Dr. Science, who answers them in "Dear Abby" style in a special section of the magazine. One day you receive the following letter:

Dear Dr. Science:

You've got to help me settle this argument I am having with my girlfriend. We were watching a baseball game several weeks ago when this guy hit a high pop-up straight over the catcher's head. When it finally came down, the catcher caught it standing on home plate. My girlfriend told me that when the ball stopped in midair just before it started back down, its velocity was zero, but its acceleration was not zero. I said she was stupid. If something isn't moving at all, how could it have any acceleration? Ever since then she has been making a big deal out of this, and she's thinking of breaking up with me. I love her, but I don't think we can get back together until we settle this argument. We checked some physics books, but they weren't very clear. We agreed that I would write to you and let you settle the argument. But, Dr. Science, don't just tell us the answer. You've got to explain it so we both understand because my girlfriend is really dogmatic. She said she wouldn't even trust Einstein unless he could explain himself clearly.

Sincerely,

Baseball Blues

Can this relationship be saved? Your task is to write an answer to Baseball Blues. Because space in your magazine is limited, restrict your answer to what can be put on a single 5x8 card. Don't confuse Baseball and his girlfriend by using any special physics terms unless you explain clearly what they mean.


Grading Scale for the Microthemes

6-5 Microthemes in the category will show a confident understanding of the physics concepts and will explain those concepts clearly to the intended audience. A 6 theme will be clearly written throughout, will contain almost no errors in spelling, punctuation, or grammar, and will have enough development to provide a truly helpful explanation to learners. A 5 theme will still be successful in teaching the physics concepts to the intended audience but may have more errors or somewhat less development than a 6. The key to microthemes in the 5-6 category is that they must show a correct understanding of the physics and explain the concept clearly to a new learner.

4-3 Microthemes in this category will reveal to the instructor that the writer probably understands the physics concepts, but lack of clarity in the writing or lack of fully developed explanations means that the microtheme would not teach the concept to new learners. Microthemes in the 4-3 category are usually "you know what I mean" essays: Someone who already understands the concepts can tell that the writer probably does too; but someone who does not already understand the concepts would not learn anything from the explanation. This category is also appropriate for clearly written essays that have minor misunderstandings of the physics concepts or for accurate essays full of sentence level errors.

2-1 These microthemes will be unsuccessful either because the writer fails to understand the physics concepts, because the number of errors is so high that the instructor cannot determine how
much the writer understands, or because the explanations lack even minimum development. Give a score of 2 or 1 if the writer misunderstands the physics, even if the essay is otherwise well written. Also give a score of 2 or 1 to essays so poorly written that the reader can't understand them.

Example of Three Student Microthemes

**Student A's Microtheme**

Acceleration is defined as the ratio of the change in velocity to the time over which this change occurs. When the pop-up left the hitter's bat it had a certain acceleration in the upward direction. This acceleration soon became deceleration (a decrease in speed with time) as the downward pull of the earth became strong enough to decrease upward acceleration to 0. This force is called gravity and by definition accelerates a free falling body at 32 ft/sec² in the downward direction. When the ball paused at the peak of its flight, before beginning its descent, the upward acceleration and the downward acceleration were equal, even though the ball was stationary.

**Student B's Microtheme**

Ask your girlfriend's forgiveness because she is absolutely right. An everyday definition of acceleration means speeding up. But the scientific meaning is more precise. It means the rate at which speed or direction changes over a certain period of time—two things really.

Thus it is indeed possible for the ball to still be accelerating even when it has zero velocity. If the baseball had no acceleration when it stopped in mid-air, it would float in the air where it stopped forever.

A baseball can accelerate in either of two ways. It can change its speed or it can change its direction of travel. If it does either or both of these things over a period of time, it has accelerated. As the baseball stopped in midair its speed—or velocity—became zero. Yet the acceleration was not zero because, like a stretched out spring, gravity was pulling at it. As you noticed, it soon turned around from going up and came thundering straight down toward the catcher's mitt. During any given interval of time, it was changing direction or speed (velocity). Because of this, its acceleration (a measurement taken over a period of time) was never zero.

**Student C's Microtheme**

It makes me sad to hear that you have lost your girlfriend over such a trivial problem. I have some good news for you, though. You are right. An object cannot have 0 velocity and have acceleration too. I hope that with the arguments I lay forth in the next few paragraphs you two can reconcile.

First velocity is defined as how far an object moves during a certain time. If an object is moving then, in any direction, it has velocity. An airplane is a good example of this. It flies at a certain velocity such as 160 mph, which means it covers 160 miles every hour it is in the air. Next we need a definition of acceleration. This is simply the change in velocity over a certain period of time. If you have an object that is moving at a constant velocity, and covers the same amount of distance during each time period, then it cannot have any change in velocity and thus any acceleration. Going back to the airplane we see acceleration when it speeds up or slows down.

Now we can use these two above concepts to give an answer to your question. If you have an object having no velocity it can have no change in that velocity, thus it cannot be accelerating. If this is still not clear think of the airplane sitting in its hanger. It has no velocity just sitting there, right. Therefore it cannot be accelerating or it would run through the side of the building. The baseball is the same way. I hope that the explanation above will help your girlfriend to see the light.
Discussion Questions

1. Using the grading scale, how would you score each of these microthemes?

2. How would you describe the difference in the thinking/studying practices of Student A and C?

Source: Bean, J. C. (2002, October 16). Low cost writing assignments: How to use writing to enhance learning and critical thinking without increasing the teacher’s burden. Presentation given at Kansas State University as a Faculty Swap Session. (Permission to post was granted by the author).
Seminar in the Challenges of Writing Science

Assignment 2: A paper on what constitutes science in your field.

The purpose of this assignment is to help you develop a sense of what communication channels are used in your chosen discipline. The assignment is based on Exercises 1-3 as described in the textbook on p. 36. You should go about the assignment as follows:

1. Write a one page description of your field (eg, human biology, horticulture, physics, organic chemistry). See p. 36 of the text for some guidelines on what this might include.

2. Spend some time (c half a day) with a member of your research community. Conduct an interview with that person (see p.37 of your text for guidance). I am happy for you to conduct the interview as a group, but you must write individual assignments. You may want to show me your interview questions so I can check that you are conducting an effective interview and covering all parts of the question.

3. Use your research above as the basis for a written profile of communication patterns in your research community. Include the names of the most important journals and databases, professional associations, funding agencies, and discussion lists. Explain why, how and with whom scientists in your field communicate. Include written, electronic and spoken forms of communication. What forms or genres of writing do scientists in your field employ (and why)? You should write no more than 3 pages in this, so you will need to be very concise in your writing.

Due date:
Marks: 15% of your final grade.
Assignment 4: Final assignment and reflection

Throughout this course, we are focusing on your production of a piece of science writing (research paper or public-focused scientific essay) and your reflections on the process of writing and reviewing this paper/essay. This final assignment brings all this work together in two parts, detailed below:

Part 1: Completed paper/essay

*Option 1 Research paper*

Your completed assignment should be a paper that you will submit to a scientific journal as first (or sole) author. It should conform to the length requirements of the journal. Please include an appendix that provides:

1. Details about the journal and why it is an appropriate journal for this paper.
2. A list of who your co-authors are (if appropriate), and the role each co-author has played.
3. A copy of the feedback provided by your peer reviewers with a paragraph response to each review.

*Option 2 Science essay*

Your completed assignment should be a paper that you will submit to a newspaper, collection of science essays, or online portal — or a substantial persuasive essay for a high-profile science blog. Please include an appendix that provides:

1. Details of the publication venue and why it is appropriate for your essay.
2. A copy of the feedback provided by your peer reviewers with a paragraph response to each review.

This section of the assignment is worth 60% of the grade for this assignment.

Part 2: Reflection

Throughout the process of writing this paper/essay, you must keep a journal or blog in which you reflect at least ONCE per week on the decisions you are making and the process you are engaged with. The completed reflection is to be included in this final submission (if you choose to do this as a blog, please provide your marker with the URL). Here are a series of possible topics for reflection: you must choose at least FIVE of these topics for your weekly blogging/journaling:

- Choosing a focus for my writing (why it matters)
- Who are my audience (what do I know about them? How do I want to change them?)?
- What is my central idea/question?
- The mystery story
- My search for information
- Providing a platform for my main idea
- One difficult paragraph
- Where I’m going wrong
- Deductive or inductive?: that is the question
• Why I have chosen this publication venue
• Using sources
• A source I disagree with
• A meeting in the ballroom
• Getting the final paragraph right
• Engaging my audience (lessons in revision)
• What I have learned about writing for this audience
• My most common grammar/punctuation/style problem
• Working with co-authors
• Why hate my reviewers
• Why I love my reviewers
• A frustration
• How I write
• A central metaphor
• A stylistic trope that worked
• Crafting a story
• A paper that influenced my writing
• The main thing I have learned about writing
• The main thing I have learned about my discipline

In addition to the five topics you choose from this list, feel free to choose new topics that seem appropriate to your writing or which arise from our classes. But remember, you must write at least ONCE per week.

Journal/blog entries should be at least 200 words long. I haven’t specified a maximum length, but remember that we’re looking for clear, concise writing which is appropriately geared to a public/general audience, so edit carefully: it’s fine to write a long post/entry as long as it meets those criteria.

This section of the assignment is worth 40% of the grade for this assignment. We will be looking for evidence of thoughtful reflection on process and sources as well as engagement with course materials and classes.
Kim Walden and Alan Peacock, Originality, Imitation, and Plagiarism: Teaching Writing in the Digital Age. 
**QUESTION ANALYSIS**

**Topic:** Folic acid should be a compulsory addition to bread in New Zealand

**Question:** Should folic acid be a compulsory addition to bread in New Zealand?

**Topic:** Folic Acid
**Focus:** Compulsory addition of folic acid to bread in New Zealand
**Command:** Should

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**Search Terms**
- Folic Acid
- Bread
- Deficient
- New Zealand
- Compulsory
- Pregnancy
- Fortified

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**The Audience:**

My audience is general so will not know much about the topic. I need to engineer my writing to ensure that it is understandable to my reader yet containing quality, reliable information from a good range of scientific sources. My essay needs to be persuasive, to try and convince the audience of my stance on the

**Scope:**

1. Who is the main target group for this initiative?
2. How much folate are New Zealanders currently getting in their diet?
3. What is folic acid and why is it important?
4. What are the potential consequences of addition of folic acid?

**Thesis statement**

"Forcing bakers in New Zealand to fortify bread with folic acid is not a viable or sensible path to take because the characteristics of the idea show it is just another one of the governments "one size fits all" solutions."

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**Essay Plan**

**INTRO**
Attention grabbing, 'hook the reader'
- Cat and pill analogy.
- Thesis statement.

**PARAGRAPH ONE**
Firstly,
- Describe folic acid and its use.
- Why the government wants to fortify bread.
- The target group.
- My argument: Authorities stepping in to assist will not help our nation to develop into more responsible people.
- Citations: 5

**PARAGRAPH 2**
Secondly,
- Define bioavailability.
- Explain how factors affect absorption.
- Explain how negative effects may result.
- Citations: 4

**PARAGRAPH 3**
Thirdly,
- Naturally occurring folate.
- Government 'babysitting'.
- Citations: 5

**PARAGRAPH 4**
Lastly,
- The effect on bakers.
- Freedom of choice.
- Citations: 6

**CONCLUSION**
- Strong, Memorable, Summation
- Restate my stance (thesis statement)

The journal Environmental Nutrition provided me with a take on the issue that I agreed with. The author proclaims folate is present in many naturally occurring foods already. Because it is a scientific journal found on the MSassy University Library Database I know that I can trust it as a source. There were references at the end of the article I could follow to other sites, so the author provided a clear track of research. Finding an article to support my point of view enabled me to include valid evidence in my essay so the reader sees there is authority that has the same stance.

https://journals.informaworld.com/smfm-content/doi/10.1016/0960-4428(96)00551-4

The source provided me with no relevant information specific to my topic. I needed to include it in my bibliography because I needed to find a place to cite one of my facts from. The MedInd website provided me with a definition for the reproductive age of women. As it would not be acceptable to just make one up at the top of my head, I needed a place to refer back to when I included this in my essay.


This article provided me with facts from research carried out in the United Kingdom. Although my topic specified fortification in New Zealand, it was still very valuable background reading to get an idea of what could possibly turn up in New Zealand. The UK is similar ethnically and shares a similar lifestyle to us in New Zealand so it was good information as I could safely compare it. Although I did not specifically quote it in my article it helped me build up my background knowledge on the issue.

Boyle, S. (17 November, 2009) Follic Acid, B12 may increase cancer risk, Retrieved on 19/03/2010, from
http://news.bbc.co.uk/1/hi/health/8377473.stm

This website provided the author, the name of a person who reviewed the article, a current date and references at the bottom. These factors indicate it can be considered reliable enough to use in my essay. It provided me with facts to show my readers the negative implications mandatory fortification of folic acid to bread could have on people in our country.

Byrne, J. (14 December, 2009). Concerns raised over folic acid in bread, Retrieved on 18/03/2010, from
http://www.gstneconomics.com/user.phtml?parentCategoryID=287&contentID=21774

This author expressed concern over the fact that compulsory addition of folic acid to bread in New Zealand turned out badly then bakers may be held liable. If then goes on to say that this would be unfair because they have no say about the issue in the first place. The piece of work has an author and a current date displayed. This source was used in my essay to further display an opinion.

Elston, V. (April 5, 2006). Folic Acid in bread to cut birth defects, Retrieved 18/03/2010 from
http://www.cancernz.co.nz/health/health-news/12792

From popular magazine website timesonline.co.uk came another strong opposing view to mandatory fortification. The author expressed his concerns over the loss of personal freedom to consumers. This was one of my points explored in my essay so I was able to show there were others who felt the same strengthened my argument.

Espiner, C. (2005) Fortified bread gets ok despite health worry, Retrieved 18/03/2010 from

Apart from corporate authors NZFSA and MCH this was the only other New Zealand source used in my essay. The article was obtained from stuff.co.nz, a website compiling newspaper articles from all over New Zealand. The author strongly opposes to compulsory addition of folic acid to NZ bread and provides some factual evidence. Although not totally scientifically reliable, it was important to include it for the point of view it displayed and its kiwi roots.

http://www.medicinenet.com/article/1049327.htm

This source proved very valuable when I needed to define specific terms such as 'Neural tube defects'. The source would not be good for in-depth research as the page displayed lots of advertisements and did not display an author or means of contact. Also the website was not specific to my topic itself, it just shared some common terms. However, for the definitions I needed it was perfectly acceptable.


This book enabled me to provide my reader with facts regarding the loopy's use of folic acid and folate acid. I knew the source was reliable as MCH is a New Zealand nationally recognized department. They are a source of information to anyone in NZ with health queries. Although MCH provided me with solid evidence it was not bias either way as the aim of the book was to provide facts not convience or persuades. It provided a good starting point for me to but to really expand on the issue I still needed to find more emolive sources.


This website provided facts and evidence specific to New Zealand. As the main idea of the essay revolves around bread in NZ I was consistant with it and was aware of circumstances and evidence specific to this country. It also provided a view opposite to my take on the issue so ensured I was well researched in both sides.


This is the text for my 214132Y paper "Introduction to food and nutrition". Because it was a recommended purchase by my Nutrition lecturer I can safely consider it reliable. It contained a wealth of information on the topic including facts about the nutrient, benefits, disadvantages and more. It displayed both sides of the issue however was not judgmental or bias leaving the reader to form their own opinion. I cited this text numerous times throughout my essay.

Sains, C. (24 December, 2005), Folic Acid Folly, Retrieved 18/03/2010 from

To ensure all views on the issue were accurately explored I found this article in the popular magazine "New Scientist" online database. Written for the general public the author provided a strong opposition to fortification of foods. I cited some of this work throughout my essay because I felt he displayed valid points relevant to my assignment.


This article provided solid arguments as to why folic acid SHOULD be added to bread. It was valuable to my essay because I was able to further develop knowledge on the benefits of the proposed scheme. Although I did not use it specifically, it gave me an opportunity to come to a more accurate conclusion rather than being totally biased.
The public is likely to be more knowledgeable about avian influenza, as it is more of a recent topic in the news. Both avian influenza and drug-resistant TB have been present in a number of countries, but TB has been given less publicity. Possibly because TB is perceived to be a smaller threat than avian influenza.

**Type of Document**
To inform about these two diseases that could have a significant impact if they were to break out in N.Z. What kind of effects these diseases could have on our country. Possibly also to persuade which of these two diseases pose a greater threat to N.Z. and why.

**Focus:**
The impact of drug-resistant tuberculosis and avian influenza on other countries and its possible impact on N.Z. if we are to experience an outbreak. Comparison of possible effects that these diseases have.
**Brainstorm**

- Avian influenza
- Drug-resistant tuberculosis
- Pandemic
- Antibiotic resistance
- Vaccines (Tamiflu, BCG)

**What do I already know about Avian Influenza?**
- Virus can be transmitted from birds to humans.
- Mutates quickly.
- No true cure available, but there is a Tamiflu vaccination.
- Migratory birds can carry it between countries.
- There was one case of it spreading between countries.
- Has the potential to cause a pandemic.
- Casualties are a result of contraction. Rapid death in many cases.
- Chickens have been exterminated in an effort to control its spread.

**What do I already know about Drug-Resistant Tuberculosis?**
- Bacteria affecting lungs.
- Spread between people.
- Can be treated with a number of drugs.
- Resistance means that drugs are becoming costly to develop.
- Control where there is no proper treatment.
- Death is not rapid. Instead, the body deteriorates.

**Information Searching**

**Key Strategies:**
- A search will be conducted for resources containing one or more of the key words.
- The internet or public library will be used as a source of books.
- Resources should not be more than ten years old.
- Sources over ten years old will be considered outdated.
- At least half of the resources collected should be in a book or magazine form.
- No more than half of the resources collected will be from the internet. The internet can contain unreliable resources. Its information can be unverified.
- Resources are selected based on whether they answer my questions or not.
- 5-10 sources are to be used.

**Resources**


The text proved to be useful, as it contained much information on how countries can contain threatening diseases such as avian flu and MDR-TB. There is no information on the medical side of these diseases, but it answered most of my questions on what New Zealand could do if a pandemic strikes.
**Topic:**
- **Statement:** Alcoholism is caused by genetics rather than nurturing/environmental issues.
- **Question:** Is alcoholism caused by genetic or environmental factors?
- **Approach:** To identify which factor is the cause of alcoholism.
- **Document:** This will be an informative essay, educating readers about cause of alcoholism.
- **Audience:** This essay will be an introduction to the cause of alcoholism, and targets the general population.

**I-Map**

**Research Process:**
- The first location searched was the Massey Library catalogue, using 'alcohol*' as the keyword. However, all the potentially relevant books relating to alcoholism and its causes were unavailable, and a shelf search did not reveal any other useful sources.
- The next step was to search the article databases, specifically Web of Science & Google Scholar. Initial keywords used were 'alcohol*', 'cause', 'gene*' and 'environment*', with around 3,800 results. To reduce the results, only review articles were selected.
- The review articles provided all the information about genetic factors, but the search had to be widened to find more information on environmental factors. A more detailed search, with 'alcohol*' AND (environment* OR nurture*) provided the additional sources needed.

**Source Evaluation:**
- **Source 1:** 2007, *Scientific American*.
  - Describes the current standing of genes in the debate, and key issues of eugenics and eugenics.

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Thesis Statement: Alcoholism is caused by a complex combination of genetic and environmental factors, whereby genes interact with brain and body processes, in addition to life experiences, to influence a person’s vulnerability to alcohol addiction.

Essay Plan:

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Start with ‘hook’, possibly statistics from source 6, set the scene, followed by thesis statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
<td>History of studies into genetic causes of alcoholism, usual study methods, affects of genes on psychological and physical effects on alcohol.</td>
</tr>
<tr>
<td>Paragraph 2</td>
<td>Example: How genes affect alcoholism. Use example from source 1 here.</td>
</tr>
<tr>
<td>Paragraph 3</td>
<td>Environmental factors and alcoholism, how society and stress influence alcoholism.</td>
</tr>
<tr>
<td>Paragraph 4</td>
<td>Example: How environmental factors affect alcoholism. Use example from source 2.</td>
</tr>
<tr>
<td>Paragraph 5</td>
<td>Putting it all together: How genetics and the environment interact to influence alcoholism. Use source 3 here.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Summarise main points and repeat thesis statement. Finish with a memorable statement, maybe on the future of alcoholism?</td>
</tr>
</tbody>
</table>

- Although older source, has much information on the environmental factors, especially loneliness. This can be used to describe, explain and give an example of an environmental factor.

- Useful source, as it brings together the two factors, showing how they interact, very explanatory. Can be used to provide explanations throughout essay.

- Describes how alcoholic parents affect the chances of their children becoming alcoholic, through both genetic and environmental factors. Can be used as an example of the interaction between factors.

- Technical review of role of genetics, useful for some genetic cause aspects of the debate.

Source 6: - Interesting Statistics about Alcohol in NZ. (2008. From ALAC website.)
- Recent source, with good, interesting statistics, useful for a ‘hook’ in the introduction, not useful for any other section of the essay.

- Not very useful, but does show that socio-economic status is not a cause of alcoholism.

- No additional information to that found in sources 1 and 3, so not used in the essay.

- Not as useful as title suggests, little information on causes of alcoholism, more on its affects on antisocial behaviour. Interesting, but not used in essay.

- Interesting, but not relevant, more about progression of alcoholism and consequences than actual causes. Causes discussed were better detailed in other sources.

Ashley Murphy
03229955
Assignment 1: Source Justification

In order to answer your question for Assignment 2, you will need to read a range of sources, both scholarly and popular. This assignment asks you to reflect on THREE of the sources that you find in your literature search related to your question for Assignment 2.

In the library session you will be introduced to some of the different types of information available. For this assessment, I want to make sure that you are carefully selecting the sources you will use for the position paper, rather than just taking the first random things that look OK. You need to be able to justify why you chose to use or reject particular sources for your paper and show that you are starting to make connections between the different types of sources you are using.

You will need to choose THREE of your sources to complete this assessment, but you should be considering all of your sources carefully.

Find the following source types relating to your question for Assignment 2 to review:

1. 1x peer reviewed journal article
2. 1x website
3. 1x other (eg conference paper, book/book chapter, government source/report)

After you have done your search, I am also asking you to reflect on your search process, and some of the successes and challenges you faced when finding and evaluating your sources. This kind of thoughtful reflection is what helps you learn and become a more successful student at university.

REMEMBER: It is important that you always think carefully about the sources you choose to use in your assessments at university.

This takes time, thinking and effort.

If there is anything that you really struggled with when finding your information sources, make sure you go to the library and ask for help for your next information search.

Please use the following format. A template is loaded on the Stream site.

A. Justifying your source selection

<table>
<thead>
<tr>
<th>ASSIGNMENT 1: SOURCE JUSTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. APA reference</td>
</tr>
<tr>
<td>Give the full APA reference. See APA Interactive on OWLL</td>
</tr>
<tr>
<td>2. How did you find this source?</td>
</tr>
<tr>
<td>Here you should indicate whether you found the source in the library, in the article databases (accessed via the library website), your own internet/Google search, Google Scholar, newspaper, or from the reference list of another source. Please provide detailed information on your search strategy eg key words used and selection criteria.</td>
</tr>
</tbody>
</table>
3. Identify three key points that are relevant to the position paper

Write these as bullet points – this section focuses on the relevant points in the content of the source in relation to your question for Assignment 2. You may also like to comment on the context (NZ, UK or US, rural, urban etc.) and the purpose of the text (why the source was written).

4. Reason you chose to use this source

In this part explain why you decided to use or reject the source. Think about how this source is going to help you answer the question for Assignment 2. Maybe there are specific sections of the source that are useful, while other parts are not so useful. While this may be mostly because the content was what you needed, you might also consider the author, the relevance or connections to NZ, the connection to other sources you found (supports or contradicts ideas in other sources), the lecturer’s recommendation, any bias evident etc. Think about the tips for evaluating sources that were talked about in the library session.

B. Reflecting on the Research Process

1. What have you learned about the information searching process?

Think about what you knew about searching before you came to university, and what you know now after having the library session and completing this assessment. You may have also had other experiences in other courses that have impacted on the way you think about information that you can mention here too.

2. Describe your information search process for the position paper.

For example, where did you start? What key words did you use and how did you combine them? What search tools did you use? How did you extend or narrow your search? Where did you find your best sources? What we are looking for here is the logic (and perhaps creativity) of your search strategy. Please provide detailed information.

3. What was the greatest challenge for you in finding and evaluating information sources to use in this position paper?

The challenges in searching are what we have to overcome to help make the process easier. For some of these challenges you can try to find solutions for yourself, but for others, you may need to get support from the librarians. The better you get at searching in first year, the easier life will be for the rest of your degree. These are skills that develop through trial and error and support. Knowing what challenges you have is the first step to overcoming them.

Note: we expect you to use many sources for Assignment 2, but for Assignment 1 you must only comment on THREE sources.