doing an i-map
a typical process of enquiry leading to a written text or a poster

brief define scope
outcome:
short text of
25 words or so

activity: brainstorm

- lists of keywords
- and search terms
- lists of related subject areas
- spider diagram
- association plan
- directed search
- subjected

related sources

invention in sources

- a log of all activities and a collection of materials
- such as annotated photocopies and printouts,
- summaries of sources, lists of keywords, names, facts,
- sources considered and sources consulted,
- useful quotes written out, draft explanations of ideas

ownership of outcomes

the relevance test: evaluation and analysis

- refine title and purpose
- clear explanation of ideas and list of useful sources
- quotes, references, facts, data

considered and reflective overview of enquiry process

create i-map presentation documents

- design and realise i-map outcomes
- usually 2 x A3 sheets
- one using diagrams and short texts to
- show the thinking and working process
- of search, research and enquiry
- one listing sources considered and sources consulted
- and a short critical reflection on the process

Kim Walden and Alan Peacock, Originality, Imitation, and Plagiarism: Teaching Writing in the Digital Age.
**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

---

**The Audience:**
My audience is general so I 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."

---

**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 I 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 'baby-sitting'.
- 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 Massy University Library Article Datasets 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.

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 Medics website provided me with a definition for the reproductive age of woman. As it would not be acceptable to just make one up of 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 as to what could possibly turn out in New Zealand: The UK is similar ethnically and lead similar lifestyles 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.

This web page provided an author, the name of a person that 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.

This author expressed concern over the fact that if compulsory addition of folic acid to bread in New Zealand turned out badly than bakers may be held liable, “It 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.

Eldin, V., (April 5, 2006), Folic Acid in bread to cut birth defects, Retrieved 18/03/2010 from: http://www.timesonline.co.uk/tol/news/uk/health/article20111.ece
From popular magazine website timesonline.co.uk came another strong opposing viewpoint to mandatory fortification. The author expressed his concerns over loss of personal freedom to consumers. This was one of my points explored in my essay so to be able to show there were others who felt the same strengthened my argument.

Apart from corporate authors NZFSA and MOH 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.

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 body’s use of folic acid and folic acid. I knew the source was reliable as MOH is a New Zealand nationally recognized department. They are a source of information to anyone in NZ with health queries. Although MOH provided me with solid evidence it was not bias either way as the aim of the book was to provide facts not convince or persuade. This provided a good starting point for me but to really expand on the issue I still needed to find more emotive sources.

This website provided facts and evidence specific to New Zealand. As the main idea of the essay revolves around bread in NZ it was sensible to ensure I was well 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 214131 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.

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 foodstuffs. I cited some of his 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 of 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 bias.
Drug-Resistant TB poses a threat to New Zealanders because:

- It can be spread between people, through water droplets in the air, or dust, by coughing and sneezing.
- It can remain dormant in the body without producing any symptoms, so it can be difficult to detect.
- Causes deterioration of the body: affects bones, joints, lungs, kidneys, bladder, intestines, and lymph nodes.
- It is an ongoing illness rather than an acute one.
- Is not contracted easily, but transmitted very well in crowded areas.
- Can affect many members of the population, but if detected in treated early, it prevents spreading and death.
- Can be spread to NZ through immigrants, or from infected animals, such as cows and possums.
- Those who are infected can be treated with a number of drugs. Early detection and isolation reduces mass infection.
- Drugs used to cure TB include streptomycin, Pn5, and isoniazid. It is unlikely that a certain strain is resistant to all drugs available, but it could happen.
- Other countries which have a problem with TB invest in methods for treatment, such as in drugs and vaccines.
- With drug-resistant TB, the right treatment must be given to patients in order to prevent the disease spreading or acquiring resistance.

Avian Influenza poses a threat to New Zealanders because:

- It is spread through birds. Migratory birds can carry the disease from country to country.
- It affects the respiratory system of humans, causing damage to cells, resulting in rapid death.
- It is able to mutate quickly, adapting from infecting birds to humans. Breeds well in crowded areas.
- The H1N1 flu pandemic wiped out millions of people. H5N1 influenza could be the same.
- Likely to spread to NZ through infected migratory birds or people who arrive in NZ from infected countries.
- The virus can remain dormant in the body without producing symptoms.
- The most the government can do to reduce its impact is by culling infected birds, enforcing quarantines, and distributing vaccines. There may be stricter laws on immigration.
- There is no definite cure for avian flu because it is a virus. The Tamiflu vaccine is available, although this may be in short supply.
- Other countries with an avian flu problem are dealing with what they believe to be the cause of the problem, mainly culling infected domestic poultry.
- From the H1N1 flu pandemic, we can learn that there is not much we can do if a flu pandemic strikes again. All we can do is prepare for one. This can be done by getting vaccinated, good hygiene practices, and avoiding dirty crowded places.

Which Disease is more of a threat to New Zealanders?

Avian Influenza because:

- There is no cure for infected people, so there is no treatment.
- It causes rapid death.
- It is mainly transmitted from birds to humans. Infected birds can enter the country easily.
- It is difficult to isolate infections and treat them.
- It spreads quickly.
- If an outbreak occurs, there is little that can be done. Prevention is the best option.

Ownership

I believe that avi

disease is because:

- There is no v
- It is acute, t
- If an outbreak
can be done i
- It is more co

The more final is 
and spread is 
like to the best o

End

The more fatal it is no treatment 6 acute disease eas lower we can do & zoonosis epidemic.
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 people.
- 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.

Keywords:
- Avian Influenza
- Drug-resistant tuberculosis
- Pandemic predictions about, control measures for
- Antibiotic resistance
- Vaccines (Tamiflu, BCG)

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.
- Common where there is no proper treatment.
- Death is not rapid. Instead, the body deteriorates.

Brainstorm

Information Searching

Key Strategies:
- A search will be conducted for resources containing one or more of the key words.
- The Massey 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. The information can be unverified.
- Resources are selected based on whether they answer my questions or not.
- 8-10 sources are to be used.

- As long as the virus is circulating in birds, experts warn, there will continue to be sporadic human cases, and most of them will


This text contains information on both the threats that avian flu and MDR-TB pose to humans, but focuses more on their impacts and forms of treatment so far. The author makes predictions on what may happen in the future if these diseases become out of control and contains useful quotes which I found very relevant to my essay.


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.

Resources

An excellent source both as annotated bibliography of useful quotes.
**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:**
- Seeking the connections: Alcoholism and our genes.
- Describes the current standing of genes in the debate, and its basis of evaluations and conclusions.
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:

Introduction: Start with "hook", possibly statistics from source 6, set the scene, followed by thesis statement.

Paragraph 1: History of studies into genetic causes of alcoholism, usual study methods, effects of genes on psychological and physical effects on alcohol.

Paragraph 2: Example: How genes affect alcoholism. Use example from source 1 here.

Paragraph 3: Environmental factors and alcoholism, how society and stress influence alcoholism.

Paragraph 4: Example: How environmental factors affect alcoholism. Use example from source 2 here.

Paragraph 5: Putting it all together: How genetics and the environment interact to influence alcoholism. Use source 3 here.

Conclusion: Summarise main points and repeat thesis statement. Finish with a memorable statement, maybe on the future of alcoholism?

Usefulness of Source:


Most Useful:

Least Useful: