GEOG 390—*Foundations in Geographic Analysis and Writing*

Course Handbook

Department of Geography and Planning

Professor Jacquelyn Chase
Fall 2011

Irazu Volcano, Costa Rica
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Welcome!

Dear GEOG 390 Students,

As many of you know, we used to offer our writing classes in two parts: GEOG 309, which was an introductory class that focused on library-based research, followed by the Writing Proficiency course GEOG 490, which focused on a research paper that included primary data collection. In this course you will collect mostly secondary data (some of it from the library), and work on getting what you learn into writing. You will be practicing your writing skills and data collection in other upper division Geography and Planning courses. We hope that this course serves as a basis for you to succeed in these other writing assignments.

In this course you will learn to write in different kinds of projects that are common to geography and to its related discipline, planning. You will develop research questions, and you will learn how to use and document acceptable sources and to perform critical analyses of your findings. You will clearly write about and present your findings. The course culminates with a research paper on a geographic question of your choice.

Because this is a WP course, you must receive at least a C- to pass it.

Geography is eclectic. It is not surprising that geographers use many approaches to their research. This course requires you to practice your analysis and writing skills for different geographic “problems” or questions. You will not be collecting much primary data from field work although you will have one assignment in which you will practice interviewing techniques and you will do field observations. Primary data collection is introduced in GEOG 317 (Field Techniques) and developed in other upper division courses.

The Turabian book (*A manual of style for writers of research papers, theses, and dissertations*) is a classic handbook that was updated in 2007. This book will be useful for you for the rest of your time at Chico State. Make sure you have the 7th Edition. This manual explains the reference style used by most geography publications for citations and thus by this department (it’s called “author date” or “parenthetical style”). It also has helpful suggestions about doing research, and guidelines for how to include tables and figures in your papers.

The letter that I am writing now is part of a course handbook that you should use intensely while in this course. In it you will find detailed instructions about assignments, helpful resources, and a lengthy syllabus. Please bring the handbook with you to class every day. Help us improve the material by letting me know when you see anything that doesn’t make sense or that you think is incorrect.

I look forward to having you all in this class.

Jacque Chase
jchase@csuchico.edu
530-898-5587
Syllabus

GEOG 390—Foundations of Geographical Analysis and Writing

Dr. Jacquelyn Chase
Fall 2011
MWF 9-9:50
Butte 503 and 501

Faculty Contact Information and Office Hours
Butte 507—898-5587—jchase@csuchico.edu or through Vista
W 12-2 TH 12-2 or by appointment

Course Description
Geography 390 explores the diversity of geographical perspectives through critical analyses of written sources, independent information gathering, and research writing. The course introduces students to topics and analyses in the geographical tradition; examines and evaluates library and Internet resource materials pertinent to geographical research; and prepares students for independent geographical scholarly research. This course is the Writing Proficiency(WP) course for the major; a grade of C- or better certifies writing proficiency.

Course Objectives
- Increase awareness of the diversity of the geographic discipline
- Improve writing skills
- Learn basic requirement of research design, execution and dissemination (writing and presentation)
- Heighten critical and analytical reading skills
- Increase ability to make efficient and effective use of information sources
- Provide familiarity with the major geographical journals (as well as related disciplines) and the information they provide
- Develop competency in the methods and techniques for conducting and writing geographical research
- Promote critical student discussion of the field of geography and its body of knowledge
- Develop and improve public presentation skills

Required Materials
• Additional materials will be put on Vista, including this course handbook. Print this handbook and bring it to class.
• Package of 3x5 inch lined note cards.
• Access to a digital camera.
• Access to computers in Butte 501.

Evaluation and Other Information

Attendance: Punctual attendance of all class meetings and full participation in activities (including those that involve peer feedback) are expected.

Late Work: Unless otherwise noted, assignments are due in class, and you must be in class to turn them in. Late papers will lose points. Talk to me when you are having trouble getting a paper in on time. Due dates are in the syllabus.

Classroom Environment: The classroom is a safe place where all ideas, as long as they do not include bigotry, intolerance or hatred, can be expressed freely and openly. All comments should be supportive and constructive. Use non-sexist language when speaking and writing.

Equipment: With possible exceptions, no laptops or hand-held devices should be on during the class. Please turn off cell phones when coming to class.

Academic Honesty: If there is any evidence of academic dishonesty on the part of a student, I will follow the university’s guidelines for dealing with academic integrity issues. Please become familiar with these guidelines at http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm and pay close attention to class discussions on this topic. You may fail the course as a result of academic dishonesty, and I will turn any evidence of dishonesty to Student Judicial Affairs.

We will spend time in class discussing what constitutes plagiarism (you might be surprised!).

You will turn in some of your papers to Turnitin, on our Vista site.

Vista: Make sure you check the course Vista site regularly for announcements and material. It is your responsibility to read your syllabus and check Vista for updates. It is not an excuse to not know that something was changed because you did not hear the announcement.
Student Learning Center (SLC): The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. You can call them at 898-6839 or go to their website:  
http://www.csuchico.edu/slc/index.shtml

Disability Support Services: Please let me know if you have any special needs. Information for Disability Support Services can be attained at 898-5959 or  

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities and Class Participation</strong></td>
<td>The handbook includes a set of short writing practices and activities. Students will do some of these activities in class. Instructor will announce when these are due. We may not complete all activities that are listed in the handbook and new activities may be added to this list as we go along. Your class attendance could affect your grade.</td>
<td>100</td>
</tr>
<tr>
<td><strong>Themes of Geography Book Review</strong></td>
<td>A 3-5 page analysis of how themes of geography are represented in Zeitoun</td>
<td>30</td>
</tr>
<tr>
<td><strong>Two Research Exercises</strong></td>
<td>1. Learning about local issues, data, and presentations from interviews and newspapers; making a poster (50 pts); 2. Exploring census data and doing field observations/presenting census data in tables and figures (50 pts)</td>
<td>100</td>
</tr>
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<tr>
<td><strong>RESEARCH PAPER COMPONENT</strong></td>
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<tr>
<td><strong>Statement of Proposal</strong></td>
<td>Carefully crafted statement of your research topic (see rubric for further information)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Outline or Concept Map of Research Paper</strong></td>
<td>Draft with at least 5 sources (complete references)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Draft of Research Paper/Note Cards</strong></td>
<td>Complete draft with at least 30 note cards and ten sources</td>
<td>20</td>
</tr>
<tr>
<td><strong>Final Research Paper</strong></td>
<td>7-10 page paper on a topic of your choice using at least 10 peer-reviewed of information. It will be graded based on geographical content; use of relevant literature; spelling, grammar, and composition; format. You may not change your topic without consultation and only rarely will this be allowed after your statement of proposal has been graded.</td>
<td>200</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>Well-prepared but brief presentation of your final research</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>500</strong></td>
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Please note that the instructor may require rewrites of assignments. I am always happy to read revisions of papers you want to rewrite.
Grading Scale Based on Percentage of Total. You must receive at least a C- to pass this WP course.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100-95</td>
<td>A</td>
</tr>
<tr>
<td>94-90</td>
<td>A-</td>
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<tr>
<td>89-88</td>
<td>B+</td>
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<td>87-84</td>
<td>B</td>
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<td>83-80</td>
<td>B-</td>
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<tr>
<td>79-78</td>
<td>C+</td>
</tr>
<tr>
<td>77-74</td>
<td>C</td>
</tr>
<tr>
<td>73-70</td>
<td>C-</td>
</tr>
</tbody>
</table>

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments or Activities</th>
<th>Reading(s) and Websites</th>
</tr>
</thead>
</table>
| Week 1 Aug. 22, 24, 26 | The Geographical Approach:  
  - Place  
  - Location  
  - Visualization  
  - Scale  
  - Observation | #1 (2, pg.11)  
  Wednesday: “Your Information” Sheet due (see Handbook)  
  Looking and writing: Friday exercise with guest | Read National Research Council Report in Readings on Vista  
  Start reading Zeitoun |
| Week 2 Aug. 29, 31; Sep. 2 | The Geographical Approach, continued:  
  - Region  
  - Environment | Friday quick draft in lab of Zeitoun review | Finish Zeitoun  
  Look at AAG Specialty Groups: http://www.aag.org/cs/membership/specialty_groups  
  Read King in Readings on Vista  
  Read Hankins in Readings on Vista |
| Week 3 Sep. 7, 9 | The Geographical Approach, continued:  
  - Movement  
  - Pattern  
  - Diversity | Monday: Holiday  
  **Wed: Professor turns back draft**  
  Geography Themes Book Report due Friday; turn in along with marked-up draft | Read Ford in Readings on Vista  
  Read Helzer in Readings on Vista |
| Week 4 Sep. 12, 14 16 | Foundations of research resources  
  Local data  
  Making Posters  
  Using the Internet as a Research Tool | Library: Introduction to Online Resources (9/12) Special Collections and Periodicals (9/16) Introduction to posters | Turabian part 13.3, Posters  
  Turabian Ch. 3, Finding useful sources  
  Read Brady in Readings on Vista  
  Read Rovai in Readings on Vista |
| Week 5 Sep. 19, 21, 23 | Posters  
  Research methods: Interviewing  
  Ethics and research: Human Subjects | Research Exercise I due: A Local Issue (Friday)  
  Poster presentations on Friday | View first two Youtube videos on human subjects in research: http://www.hhs.gov/ohrp/education/  
  Consult Turabian Ch. 18, 19 for referencing format |
| Week 6 Sep. 26, 28, 30 | Data: Census and other government data | Monday: Warren Jensen on using 2010 census  
  Using census data: Introduction | Read Allen in Readings on Vista |
| Week 7 Oct. 3, 5, 7 | Applying your knowledge  
  Use of tables and graphs | Research Exercise II due: Exploring the Census (Friday) | Turabian Ch. 8, Presenting evidence in tables and figures and Ch.26, Tables and figures |
| Week 8 | What is a research paper? | Statement of Research Proposal | Turabian Ch. 1, What research is, how to think |
| Oct. 10, 12, 14 | Starting your research  
Asking a question, taking notes | due Wednesday, including a question. | about it; asking questions |
|----------------|----------------------------------|-----------------------------------|--------------------------|
| **Week 9**  
Oct. 17, 19, 21 | Prewriting /Outlining  
Collecting and documenting your research  
Avoiding plagiarism I | See examples of outlines in the handbook  
Read the U of Arizona’s document on plagiarism:  
[http://www.library.arizona.edu/help/tutorials/plagiarism/index.html#How](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html#How)  
Turabian Ch. 4, Engaging sources |  |
| **Week 10**  
Oct. 24, 26, 28 | Using note cards  
Paraphrasing  
Avoiding plagiarism II | Submit outline and 5 sources on Monday | Turabian Ch. 5, Planning your argument; page 330 for example of outline format |
| **Week 11**  
Oct. 31  
Nov. 2, 4 | Format and Documentation | Turabian Ch. 18, 19, Parenthetical citations and references  
Be familiar with Turabian Chapters 20 and 21 and Appendix: Paper Format and Submissions  
Turabian |  |
| **Week 12**  
Nov. 7, 9 | Writing abstracts  
Style | Submit complete draft Monday with 30 note cards and ten sources Friday: Holiday | Turabian Ch. 6 and 7, writing a draft  
See handbook section on Your Writing Style  
See sample abstracts in handbook |
| **Week 13**  
Nov. 14, 16, 18 | Exploring internships and careers in geography and planning | Careers in Geography AAG website:  
| **Week 14** | Thanksgiving Break |  |  |
| **Week 15**  
Nov. 28, 30  
Dec. 2 | Doing oral presentations | Prepare for your presentation | Turabian Ch. 13.1, 13.2 |
| **Week 16**  
Dec. 5, 7, 9 | Draft discussions Monday  
Presentations Wednesday and Friday |  |  |
| **Finals Week**  
Dec. 12 | Presentations Monday 10-11:50  
Paper (hard copy) due Thursday, December 15 by 5 p.m.—send digital to Turn It In as well. |  |  |

### Assignments

#### Themes of Geography Book Review

You will write this review on *Zeitoun*, which is this year’s book in common at Chico State. The book is an account of one man’s experience during Katrina in New Orleans. We may be taking advantage of events on campus that are taking place around this book. The book is not a textbook, nor is it written by a geographer, but it is saturated with geographic themes. Pick one or two themes that stand out for you and write a well-crafted 3-4 page paper. The paper should have a clear and engaging introduction and a conclusion. You should use examples from the book, and quotes (when appropriate) to strengthen your argument. The paper should be typed in a font size of 12, with 1-inch margins all around. It should have page numbers. Include a cover page (see Turabian p. 378). Because you are writing on just one book, you do not need to provide a list of
In-Class, Lab, and Library Activities

Students will work on these exercises in class, in the library, in the lab or at home. These exercises, when completed, will contribute to your 100 points for Weekly Activities and Class Participation. I will announce when we are going to do these activities, but please always bring your handbook to class just in case. We may not complete all the exercises, we may not complete them in order, and other exercises may be introduced. Some of these require that you go somewhere or do something outside of class.

1. Make a list of 5-10 geographic questions about things that you’d like to learn more about. Be as specific as possible and avoid asking hard-to-answer rhetorical questions. For example, instead of writing “Is population growth on the planet sustainable?” you could ask “Where is population growth decreasing, and why?”

2. Make a list of places you would like to visit, and explain what you’d like to learn from visiting them.

3. Write a page on how you went about solving a personal geographical problem. For example, you could talk about how you went about deciding where you were going to live when you came to college, or which college you chose to attend. What were your sources of geographic information? Where they reliable?

4. Write an essay on what kind of geographic education you received as a student in elementary, middle, and high school. Not all of your geographic education took place in a class called “geography,” of course, so think about how your experiences with geography might have taken place in other disciplines and activities outside the classroom.

5. Describe a trip you took as a child.

6. Did your family instill an appreciation of geography in you? Please explain and use examples.

7. Describe the neighborhood you grew up in with as much detail as possible. You might close your eyes to conjure it up.

references. See [http://www.csuchico.edu/bic/index.shtml](http://www.csuchico.edu/bic/index.shtml) for Zeitoun-related events for the Book In Common program.
8. Take a short 20 minute walk with a partner and come back to class. Do not collaborate except for deciding on where you will walk. Write quickly about what you saw. Compare your paper to your partner’s.

9. After visiting the campus library, write a short “insider’s guide” that could help a new geography student to this university use the library more effectively.

10. Find an archive of a newspaper that is published in or close to where you lived when you were born. For example, if you were born in Vacaville, you could choose the Vacaville Reporter, the San Francisco Chronicle, or the Sacramento Bee. Look at the issue of the day you were born and write an essay saying how the place has changed since that day based on the news you read.

11. Go to Special Collections in the library. Find out about what they have that could help a geographer in his or her research. Describe this holding and say what makes it special for geographers.

12. Return to Special Collections and look at one historical map. What is the map about? What is notable about the map? What can you say about the place shown in the map as a result of how it was depicted?

13. Interview someone from class and find out something about him or her that is not obvious (such as that they are a geography major).

14. Find four web pages on the same topic that differ in that one URL domain is a .com, one is a .edu, one is a .gov, and one is a .org. How does each of these websites differ from the other? Do the websites seem trustworthy? Why or why not?

15. (Start work outside of class.) Read an academic article of your choice in geography that you will use for your paper. Write a paragraph on what makes the subject of the article geographic. Write this in an engaging way. See list of journals in the handbook for a place to start. Bring to class for discussion.

16. (Start work outside of class.) Use the templates in this handbook on pages 22-23 to analyze two articles in geography journals of your choice that you will use for your paper. Bring to class for discussion.

17. Write quickly about something that really interests you in geography. Can you pull a geography paper topic from this?
18. On separate note cards, write three direct quotes from one or more articles you are using for your paper. *Paraphrase* the quote on the corresponding note card. Exchange note cards with classmate. Use the check list in this handbook to access paraphrasing and completeness of information on note cards.

19. Freewrite your first very rough draft of your paper in thirty minutes. I will be your timer.

20. Write a draft of your first paragraph. Exchange with a classmate for a critique.

21. Bring your reference list to class. Exchange with a classmate. The classmate will try to identify which kind of source each entry is (i.e. a co-authored journal article, a book, a single-authored journal article, a website, etc.). Peer review for formatting.

22. Exchange drafts with a classmate. Circle words in the introduction that refer to key themes of the paper. Circle those words or words like them throughout the paper. Underline what seems to be the claim in the conclusion.

**Two Research Exercises**

The instructor will grade these papers on content, format, clarity, grammar, and spelling according to rubrics provided in this course handbook. Use same format as in your other paper: 12-inch font, 1-inch margins, double-spaced, page numbers, and a cover page. You will include a reference page in these papers. Although there is no graded draft it is possible that the instructor will hand your paper back to you without a grade and ask for a rewrite.

**Research Exercise I. Local Issues—A Land Use Controversy in Chico or Butte County, with poster**

Select a recent controversy in Chico or Butte County over a proposed land use. This controversy will be a geographic problem, so you can use this as a way to practice recognizing and coming up with geographic problems. You can find out by reading recent issues of the *Chico Enterprise Record* or the *Chico News and Review* and by interviewing a knowledgeable source.
In a 2-3 page paper (not counting references, or attachments) describe the controversy, and address the following questions based on local news articles, planning meeting minutes, and interviews with at least one knowledgeable informant:

- What part of Chico or Butte County is involved?
- What are the development and environmental issues?
- What groups have expressed concerns, and why?
- Who are the key players in this controversy?
- What conclusion do you draw about this geographic problem?

A 2-3 page paper is about eight paragraphs. Write in well-developed paragraphs that relate to one another. A paragraph should have at least three sentences. One of these paragraphs should be an introduction, and the last paragraph should be a conclusion.

On a separate page, list your references. There should be several sources, and they should not all come from the same place (i.e. do not just cite the *Chico Enterprise Record*). (We will go over this in more detail, but see Turabian Ch. 18 and 19 and the quick guide link).

Provide a map that shows the location of the area or place under discussion. The maps should be well done. Fine a good base map from the City of Chico or Butte County. Maps and tables should not be in an appendix, but should be integrated into the paper. Use the insert function of Word to accomplish this.

Provide other images such as photos of the location. These should be inserted into the main body of the text. Cite your source for images, even if they are yours.

Attach other materials (i.e. minutes to planning meetings, copies of news articles, interview questions) as appendices. See Turabian, Section A.23 for how to create appendices.
Create a poster: Posters should be between 36x36 inches and 36x48 inches. They must be produced using Power Point or other software for posters. Please do not glue pictures onto a poster board! Please see the lab monitor or Cathie Benjamin for further help on printing your posters. The poster should include images and text. The text can be taken from your paper. I expect a layout that is well thought out. See examples on the internet, below, and look at Turabian Ch. 13.3.

See these websites for help in putting together a poster:

http://www.youtube.com/watch?v=MqgjgwIXadA
A great 10-minute introduction using PP to make a poster

http://www.geog.niu.edu/directory/Research_Posters.shtml
Provides examples of geography posters

http://cricket.csuchico.edu/imc/index.html
To acquire the CSU, Chico logo for public presentations of posters

**Steps for Printing to the Plotter in GEOP Lab Using Adobe Acrobat**

For more information please see Cathie Benjamin or one of our lab monitors.

1. Click **File** then **Print** to bring up the **Print** dialog box.

2. For **Printer Name**, choose **HP800** in the pull down menu.

3. Click on the **Properties** tab to bring up the **HP800 on Zenith Properties** dialog box.

4. Under **Paper Options**, click the **Custom** tab to set a page size. Use **36” as the width** (the max for our paper rolls), and a **height that will allow the entire file to be printed with a one-inch margin on each side** (e.g., 24” wide x 36” high print would need a paper size 36” width and 24+1+1=26” height in landscape mode, and a 36” wide x 48” high print would need a paper size of 36” width and 50” height in portrait mode). The idea is to choose a measurement that will accommodate the final print in the most efficient manner.

5. In the same dialog box, click **Autorotate** and for **Roll Size** choose the **36 inch roll**.
6. In the **Effects** tab, under **Resizing Options** choose **Actual Size** if your document is indeed appropriately sized, or **Print Document On** with **Scale to Fit**.

7. In the **Finishing** tab, under **Orientation** choose **Portrait** or **Landscape**.

8. In the **Color** tab, under **Color Management** choose the following:
   a. For **Color Matching Method** choose **Managed by Application**.

9. Do a **Print Preview** if possible to make sure that it will be printed correctly.

10. When the plotter begins printing, check to be sure that the file is being printed in large scale. If you see a problem, press the cancel button on the plotter.

### References and Parenthetical Citations for Research Paper #1

**Examples of how to reference and cite newspaper articles using the reference list and parenthetical citation format from Turabian (Chapters 18 and 19, and Appendix)**

The first line in these examples shows how you would reference the article in the reference list, and the second line is how you cite the article in your paper. Note that in these examples you are not expected to include page numbers. This is because in newspapers the page number can change from one printing to another. Online newspaper articles will not even have a page number, so it will be omitted. You will learn when you begin citing journal articles that you must include a page number or a description in an online article of where the information you are citing is found. More on this later. In this assignment you will mostly be using newspaper articles, so that is the focus of this handout.

**Example 1: Newspaper article with author’s name and article name:**
Parenthetical Citation: (Kavenaugh 2011)

**Example 2: Newspaper editorial with no author’s name:**
P: (*Chico Enterprise Record* 2011)

**Example 3: Regular newspaper column with author’s name:**
P: (Speer 2011)

**Example 4: Unsigned article:**
Reference list

Your reference list should be titled References, and it should be the very last thing in your paper. It should be a list of your sources in alphabetical order. You do not need to include your interviews here (see below). All entries of more than one line should be arranged by “hanging indent.” See example #6 above. You can create the indentation by blocking the entire citation, going to Paragraph and choosing Indentation/Special/Hanging. Make your reference list in single space, but double space between each reference. See page 402 of Turabian for an example of a reference list (although this example starts on the second page and thus does not have the word References at the top).

Material related to interviews

You do not need to include your interview information in your list of references, nor do you need to use parenthetical citation in your paper when citing your interviewee. You should, however, mention the person’s name (if they’ve given you permission to do so) in your narrative. If they said they don’t want their names mentioned simply say something like “According to the expert I interviewed, this process...”

Include any interview notes or interview protocols in the “Back Matter” (see Turabian p. 399) under Appendix.

Photographs and Maps

These should all be referred to as “figures.” The captions for figures are at the bottom of the figure. See example:

Figure 1. Corpse Flower, Chico State Greenhouse, June 2010 (Photo courtesy J. Chase)

Part I--How to get 2010 census data on Butte County and on your census tract

- Select a census tract in Chico by using American FactFinder at www.census.gov. Click on American FactFinder on the left-hand side. Choose the “New” American FactFinder “factfinder2.census.gov.” Select Geographies on the left-hand side. In the grey pop-up window, choose the Map tab. Choose Find a Location on the left-hand side and in the drop down menu select “address.” Enter a Chico zip code (use www.getzips.com to find Chico zip codes) in the address prompt and click “GO”. (You don’t need any other address information.)

- Next, choose Boundaries and Features above Find a Location and check both Boundary and Label next to “2010 Census Tract.” Click the “Update” button (you may have to scroll down). If you don’t see street detail on the map, zoom in until you do. Use the pan tool to look around town until you find a census tract you want to study. Note that these can be very slow. Consider studying a census tract that is NOT the same as the one you live in.

- Once you have found a census tract, go to Select Geographies on the left-hand side and select “Census Tract” in the drop-down. Click on the “select using a point” selection tool underneath “Census Tract” and click on the tract you want to select. Your selected census tract should be displayed under the “Select Geographies” area. If you want to change anything, remove the geographic features you don’t want by clicking the red “x.”

- Now, choose Butte County for comparison. Under Select Geographies, choose “County” in the drop-down menu. With the “select using a point” tool, click anywhere in Chico on the map.

- If the correct county and tract are selected, click the “add to your selection” button underneath

- Close the grey Select Geographies window.

- After you close the Select Geographies window, you will see a list of data tables you can select and view. Start by choosing from the QT (quick table) series. They are numbered QT-P1 through QT-P13 (population tables) and QT-H1 through QT-H3 (housing tables). Choose three or more tables that have data you thing might be interesting. Select multiple tables by clicking the checkbox to the left of the table number.

- Click “View” to see your data.
• To review your data before downloading, you can scroll left or right through “Result 1 of \( n \)” (“\( n \)” being the number of tables you selected) near the upper-right corner of the page. Move between geographical areas (Butte County and your chosen census tract) by selecting the “GEO:” drop-down menu above the data table.

• To download your data, select “Download” above your data table. Select the Microsoft Excel format (.xls) and hit “ok.” You will have to download each table for each geographical area separately (so at least six tables if you choose three data tables).

• NOTE: the New American Factfinder will name all of your downloads from the same table with the same filename so when you save your tables you will need to rename each file before you download additional tables on other geographical areas. In other words, the program will give a default name for a table that is the same for both the Butte County and the census tract data. If you just accept that name you will override any table you have already downloaded using the same census data. You can overcome this by adding Butte_County or Census_Tract_xxx to the front of the default name when prompted to save the file.

• Clean up your tables by removing unnecessary text. You might want to aggregate some of the data (for example, some of the categories that have very few people in them could all be aggregated to an “other” category). You can use the functions of the Excel table to assist you in some of this simple math.

• You can cut and paste your Excel table into Word and it will convert to a Word table, which is easier to work with. However, you will not be able to use it to add, subtract or aggregate numbers. Format the tables so they are easy and pleasant to read. You can pick from the menu in Word to format your tables. Provide a title that is clear and not too long.

• The downloaded table from the census will include source information. Do not delete this but you may need to reformat it.

• Follow instructions from Turabian on how to label and source your tables.

Part II—Field Observation
You will visit the census tract you chose and observe how the census data you have compiled “fits” what you see. For example, how does information on income, the prevalence of young college-age students, or the high proportion of rental properties seem to “show up” on the ground? Do field observations support what you found in your census analysis of the tract? If you don’t see a “match,” you might comment on whether the tract appears to have changed since 2000—maybe you see a mixture of housing that might not have been there ten years ago. Don’t just describe everything you see in the
tract in great detail. Instead, focus on the elements of your analysis and describe these in detail.

To find the boundaries of the tract, return to the census website and look at the map you used to determine your census tract. Your walk does not have to cover the entire tract, but you should try to stay within the tract as much as possible as you walk through it. Take field notes (these should be handed in with your paper) and take photographs. These should be included in the paper as “figures.” Your notes should include the time of day you went to the neighborhood and how long you stayed there. There is a phone app from Esri that allows you to grab basic data on your location using the GPS in your phone. It would be interesting to try this while you are in the field to see how it works.

Writing it up: Write a paper that includes an introduction, method of data collection and a summary of your findings. The paper should start with your census analysis and end with the field observations section. Your total text should add up to 3-4 pages, not including tables, graphs, or photographs. Put your data in tables and graphs, and incorporate these and photographs in the paper. Use at least one of each: A table, graph, map, and photograph. These must be properly formatted and you should reference them in your narrative. Maps, graphs, and photographs will be called “figures,” and tables are just called “tables.” These should be integrated into your paper, and not located at the end of the paper in an appendix. See Turabian Ch. 8 on conventions.

Provide a reference list (we will go over this in more detail, but see Turabian Ch. 18 and 19, and the quick guide link).

Research Paper

There are several steps to completing this assignment. Please note that I will not accept the final paper without the completion of # 8-10.

1. Choosing a geographic topic I and II
2. Compiling a bibliography
3. Organizing your research
4. Using sources
5. Analysis of articles
6. Starting to write
7. Citing and formatting
8. Statement of proposed research
9. Outline of research
10. Complete draft of research paper/note cards
11. Final research paper

Information on what is expected for other steps is in the grading rubrics for the assignments, below. What follows in this section are general guidelines for the whole paper, as well as formatting requirements. Under most circumstances you may NOT change your topic after you have handed in your statement of proposed research.

Choosing a topic involves asking a geographic question and exploring some popular but mostly academic (scholarly) literature for answers. Your question may be too broad or otherwise not appropriate, but you will improve on your research question as you read more about your topic. You should show that the topic is current and important, and for this you may use literature such as articles from the news. You will practice writing your research question in your proposal. You will compare and contrast, group, and critically analyze the different approaches and findings that help you answer this question in your research paper. Think of the research paper as a solid introduction to what authors have already said about a topic that you might want to explore further using your own field research someday.

Your topic should not be so broad that virtually any literature would fit the topic (i.e. “Sustainability”) and not so narrow that there would be no literature on it (i.e. Big Chico Creek’s temperature variation). These kinds of narrow topics can be examples of larger and relevant research questions (global warming and surface temperature change on streams in the Sierras) that you can explore instead.
What field(s) or sub-field(s) of geography does your question fit into? What themes of geography does it explore: Place? Region? Movement? Location? Environment?

Why does the research you are going to do matter? Who should care? What current events or pressing issues can you find on the Internet, newspapers, or magazines that show how important this topic is? Although your paper should be mostly based on scholarly sources, it is fine to refer to non-scholarly sources as evidence of how important the topic is.

Are there other secondary sources such as federal statistics, local documents, archival material that will help you develop your research? You will have worked with a couple of kinds of data sets earlier. If relevant, use these sources in your paper.

Is there someone you can interview on the topic? Is there a specialist in our department, on campus, or working in the community who knows a lot about your research question?

When you read the scholarly materials on your topic, think about the methods the authors you reviewed used to explore the topic that you are interested in. Did they tend to use qualitative or quantitative methods, or a mixture of these? What did the authors you studied use as evidence? At what scale did they study their material? For example, someone can study urban segregation at the neighborhood, city, metropolitan, or global scale. A biogeographer may study an organism in a Petri dish or in a larger ecosystem. This close reading will help you choose which sources are most relevant.

How did the findings by different authors agree with each other or not? How can you group the conclusions by the different authors? Are the differences important? In other words, what difference does this difference make? Is there an unresolved controversy?

This paper will be based on at least ten published scholarly articles. We will talk about acceptable sources and how to find and reference them. See list of suggested journals,
below. Visit the Meriam Library link: http://libguides.csuchico.edu/scholarly to learn more about what defines a scholarly source. Librarians can help, too.

You will learn to use note cards: See Turabian Section 4.2 and website: http://www.crlsresearchguide.org/12_Making_Note_Cards.asp

The paper should be well organized: The reader knows from the introductory paragraph what the paper is about and what question you are asking. It is clear why the question is geographic, and why it’s important. The paragraphs express development of your ideas and there are clear transitions between ideas. You should write a conclusion that sums up your findings, and that takes the reader back to your original question. Your conclusion should include the most important points of your paper. It should mention the important variations in the literature you have reviewed. Note possible future directions in your research, but do not simply say “Much more needs to be done…” Be specific.

Provide an abstract with keywords.

Use tables and figures correctly (see Turabian Chapters 8 and 26).

You should be able to provide at least one map to illustrate your topic. These materials should not be put at the end in an appendix; they should be integrated throughout the paper. All maps, graphs, and images are called “figures.”

Use parenthetical reference system (see Turabian Chapters 18 and 19). Do NOT use footnotes or endnotes. Use at least ten references from scholarly from journal articles in geography or related disciplines. Each paragraph should have 2-3 references in it.

Use quotes when necessary, but do not overly quote your sources (this is called “quilting”). Learn to paraphrase. Always use quotation marks or block quotes when directly quoting an author, and provide the page number(s) from where you got the quote(s). Make sure you provide information on your sources even when you are not directly quoting them, but using their ideas.
Formatting guidelines:

- Paper should be 7-10 pages of text (not including tables, figures, references, etc.).
- Provide a cover sheet with the title, your name, and course information. The information should be centered horizontally and vertically. See Figure A.1 in Turabian for an example and page 386 for more information.
- Cover sheet should be followed by an abstract on its own page.
- In a short paper such as this, you do NOT need a table of contents.
- Number all pages except your cover sheet and abstract page. Do not use roman numerals.
- Use Times Roman font 12.
- Use 1-inch margins all around.
- No big spaces between paragraphs (you can turn off the function in Word that adds these spaces in the Paragraph function).
- Use headings or sub-headings.
- Your reference list should be on a separate page at the very end. That page should be numbered.
- See Turabian Appendix: Paper Format and Submissions.

- Write with correct grammar, spelling, and style (see Turabian Chapters 20-21).
  - Use paragraphs to express main ideas. Paragraphs should have at least three sentences. You should have at least 2-3 references per paragraph.
  - Use transitions and “sign posts” about where you are headed.
  - Use complete sentences (no fragments or run-ons).
  - Spell correctly (see my list of common confusions)
  - Avoid jargon, clichés, wishful thinking, general ideas that cannot be proven, personal opinions, etc. Jargon can be ok if you take the time to thoughtfully define and discuss words such as “globalization” or “sustainability” that people too often use as shortcuts (see section on writing and speaking clearly, in this handbook).
  - Because this is a formal paper that follows scientific research guidelines, avoid use of “I” or “We.” However, this “rule” is not steadfast and there
are times when it makes sense to use the first person singular, especially if it means you can avoid using too much passive voice that way.

- Do not use contractions (they’re, isn’t, it’s, aren’t, can’t, etc.).
- Write concisely. You use the fewest words possible to express an idea.
  (See section of this course handbook on writing and speaking clearly.)

You will turn your paper into Vista electronically and in hard copy format. I will not grade papers that have not been turned in to Vista electronically.
Suggested Journals in Geography and Related Disciplines

Your paper should have at least ten references from geographic or related discipline journals. This list is not comprehensive. Geographers are not limited to geography journals or articles written by geographers, but geography students should be familiar with the geographic literature. Meriam Library owns subscriptions to many of these journals. You can go to the library’s Research Station online and do a search for Journal Articles by Subject. You can pick Geography, and then go to “multisearch” for a more specific topic or keyword, such as “urbanization,” “planning,” or “climate change.” Your results will indicate which journals are peer-reviewed. Because you will be handing in drafts of your work, I can assess any articles you might want to include from journals that are not on this list.

• California Geographer
• Geographical Review
• The Geographical Journal
• Annals of the Association of American Geographers
• Focus on Geography
• Yearbook of the Association of Pacific Coast Geographers (APCG)
• Progress in Human Geography
• Progress in Physical Geography
• Journal of Planning Education and Research
• Journal of the American Planning Association
• Professional Geographer
• Journal of Geography
• Geoforum

• Applied Geography
• Society and Natural Resources
• Ecology
• Ambio
• Land Use Policy
• Habitat International
• Ecosystems
• Biological Conservation
• Planning Perspectives
• World Development
• Journal of Environmental Management
• Population and Environment
• Gender, Place and Culture
• Antipode
Internet Resources for Research in Geography and Planning

You should use the Internet to explore possible research topics, to find data, to find articles, and to explore careers in geography/planning.

Association of American Geographers: [http://aag.org](http://aag.org). This is the website where you can find links to conference, scholarship, geographic advocacy, and many other topics of interest especially to academic geographers. There is a very comprehensive link to careers in geography. The AAG publishes the *Annals of the Association of American Geographers* and *Professional Geographer*.

American Geographical Society: [http://www.amergeog.org/default.asp](http://www.amergeog.org/default.asp). From the AGS’s website: “As a ‘learned society’, the AGS has continued to be the traditional link between geographical scholarship and the outside world, especially the business sector. For that reason, the AGS provides research-based, internationally circulated publications, written by professional geographers but carefully edited to be understandable to non-geographers as well as to geographers.” The AGS publishes the *Geographical Review* and *Focus on Geography*.

Association of Pacific Coast Geographers: [http://www.csus.edu/apcg/](http://www.csus.edu/apcg/). This is one of the regional divisions of the AAG. This organization holds annual conferences (many students from our department have attended and presented at this conference) and it publishes the journal *APCG Yearbook*.

California Geographical Society: [http://www.csun.edu/~calgeosoc/](http://www.csun.edu/~calgeosoc/). The state division of the AAG. Many of our students go to the yearly conference. The organization publishes *The California Geographer*.

Perry-Castañeda Map Collection: [http://www.lib.utexas.edu/maps/](http://www.lib.utexas.edu/maps/). This is one of the most comprehensive sources for outline maps and other basic political and physical maps of places around the world.

*Geography and Map Reading Room of the Library of Congress*: [http://www.loc.gov/rr/geogmap/](http://www.loc.gov/rr/geogmap/). The site provides an abundance of historical and contemporary maps and documents. Focus is on maps and cartography. This site has links to many other map sites.

*National Geographic Society*: [http://www.nationalgeographic.com/](http://www.nationalgeographic.com/). The magazine on your parents’ coffee table! This site goes well beyond the magazine. It provides engaging images and information. This is good to start exploring your research but it is not considered a scholarly source.

**US Census Bureau**: [http://www.census.gov/](http://www.census.gov/). You will need this to complete one of your assignments.

**US National Archives**: [http://www.archives.gov/](http://www.archives.gov/). The National Archives provide you with documents from the federal government. Only documents of wide interest are kept (maybe 1-2% of all documents ever created). If you type in “geographical” in the search engine of this website you’ll see how this archive can support possible research topics in geography. If you type in “environment” you will get a huge list of documents on federal policy on parks, dams, and many other environmental topics. You might find it really helpful for research on the US government’s role in shaping geography.

**Butte County**: [http://buttecounty.net/](http://buttecounty.net/). For your local research.

**City of Chico**: [http://www.chico.ca.us/](http://www.chico.ca.us/). For your local research.

**American Planning Association**: [http://www.planning.org/](http://www.planning.org/). The top professional organization for planning in the United States. This site has links to literature, current events, conferences, and jobs.

**Associate Collegiate Schools in Planning**: [http://www.acsp.org/](http://www.acsp.org/). This is a consortium of credentialed planning programs and departments in U.S. universities. It is a great gateway to scholarly literature in planning, to academic planning conferences, and to jobs.
Template for Analyzing Articles


State clearly the author’s purpose for writing this article (why does the research matter?):

What is the main question the author is asking?

Describe the information used, and its source(s):

What are the conclusions of the article?

Can you identify the author’s point of view?

What concept(s) do you need to understand in order to understand the author’s reasoning? Are these concepts clearly defined by the author?

How is this article geographic?
Template for Analyzing Articles


State clearly the author’s purpose for writing this article (why does the research matter?):

What is the main question the author is asking?

Describe the information used, and its source(s):

What are the conclusions of the article?

Can you identify the author’s point of view?

What concept(s) do you need to understand in order to understand the author’s reasoning? Are these concepts clearly defined by the author?

How is this article geographic?
Formatting Information for Citations using Turabian

You will be using Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations* (7 edition)--which is a version of the *Chicago Manual of Style* reference list citation style. This means that in the text you will cite your sources using parentheses (author date, page) and you will be following a specific format to list your sources at the end of your paper. The two chapters in Turabian (7th edition) where most of the information on reference list style formatting is found are Chapters 18 and 19, but you will find information scattered throughout the book that is helpful. **You will NOT be using bibliographic style and footnotes. Do NOT use Chapters 16 and 17.**

The link below is a quick guide for most citations. It does provide information on both citation styles, but you should pay attention to the examples that are labeled “P” (for parentheses or parenthetical) and “R” (for reference list).

[http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

Also see Figure 18.1 in the Turabian book on pages 218-19 for a summary of how to format and reference books and articles in the reference list format.
Your Writing Style

Common Confusions

Notice that spell checking you work will not fix most of these problems.

- It’s vs. its: The apostrophe marks a contraction of "it is." Something that belongs to it is "its." You will probably not need to use “it’s” in your papers because formal writing should not use contractions.

- Affect vs. effect. Affect is an action word! Something affects something else. Effect is a noun.

- Versus (not verses)
- Their, there, they’re
- Proceed vs. precede
- Principal vs. principle
- Privilege, not privledge
- Separate, not seperate
- Weird, not wierd
- Lose vs. loose
- Compliment vs. complement
- Accept vs. except
- Than vs. then
- Past vs. passed
- Lead vs. led
- Dessert vs. desert
- Discrete vs. discreet
- Torturous vs. tortuous

Write and Speak Clearly: Wordiness, Fancy Words, Passive Voice, Jargon, Clichés/Trite Phrases

Examples of Wordiness

- In the near future
- As a means of
- As to
- At the present time
- At the time
- At this point in time
- Because of the fact that
- Notwithstanding the fact that
- Due to the fact that
- Future plans
• The fact of the matter is
• In actual fact
• At the exact time
• Comprised of
• Despite the fact that
• During such time
• In closer proximity
• During the course of
• In addition (to)
• It would appear that
• The question as to whether
• My personal opinion

Use Simple Words—Avoid These

• Modification
• Absolutely (instead of “yes”)
• Ascertained
• Determined
• Accomplish
• Anticipate
• Concept
• Comprise
• Cease
• Evidenced
• Currently
• Contain
• Demonstrate
• Indicate
• Heretofore
• Frequently
• Utilize
• Mitigate

Examples of Passive and Active Voice

The article was written by Jessica vs. Jessica wrote the article
The research was done by Manuel vs. Manuel did the research
The location of the study is shown by the map vs. The map shows the study location

Examples of Jargon in Geography/Planning—some are also clichés

• Sustainability or sustainable (also a cliché)
• Globalization
• Watershed
• Climate change
• Diversity
• New urbanism
• Smart growth
• Urban Sprawl

• Community (also a cliché)
• Mitigate

Some Clichés or Trite Phrases/Words

• Passionate
• At the end of the day
• The almighty dollar
• The bottom line
• Cutting edge
• Drill down
• Unpack

• Green
• End result
• On the same page
• Raising the bar
• Think outside the box
• Trials and tribulations
• Look towards the future
# Guide to Markings on your Drafts

<table>
<thead>
<tr>
<th>Symbol</th>
<th>As written</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>¶</td>
<td>¶</td>
<td>New paragraph needed</td>
</tr>
<tr>
<td>Awk</td>
<td>awk</td>
<td>Awkward</td>
</tr>
<tr>
<td>Run-on</td>
<td>Run-On</td>
<td>Run-on sentence</td>
</tr>
<tr>
<td>Frag</td>
<td>Frag</td>
<td>Fragment</td>
</tr>
<tr>
<td>WW</td>
<td>WW</td>
<td>Wrong word</td>
</tr>
<tr>
<td>Sp</td>
<td>Sp</td>
<td>Spelling</td>
</tr>
<tr>
<td>Cl</td>
<td>Cl</td>
<td>Word or expression is cliché or trite</td>
</tr>
<tr>
<td>ρ</td>
<td>ρ</td>
<td>Delete</td>
</tr>
<tr>
<td>?</td>
<td>?</td>
<td>Unclear</td>
</tr>
<tr>
<td>Punct</td>
<td>Punct</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Trans</td>
<td>Trans</td>
<td>Needs transition</td>
</tr>
<tr>
<td>PV</td>
<td>PV</td>
<td>Passive voice</td>
</tr>
<tr>
<td>Rep</td>
<td>Rep</td>
<td>Repetition</td>
</tr>
<tr>
<td>Gram</td>
<td>Gram</td>
<td>Grammar</td>
</tr>
<tr>
<td>Cite</td>
<td>Cite</td>
<td>Needs citation</td>
</tr>
<tr>
<td>SL</td>
<td>SL</td>
<td>Sexist language</td>
</tr>
<tr>
<td>Form</td>
<td>Form</td>
<td>Formatting</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>Check for error</td>
</tr>
</tbody>
</table>
Why and How to Create a Useful Outline or Concept Map

Why create an outline? There are many reasons; but in general, you can show the hierarchical relationship or logical ordering of information. For research papers, an outline may help you keep track of large amounts of information. Many people find that organizing an oral report or presentation in outline form helps them speak more effectively. Below are the primary reasons for creating an outline.

- Aids in the process of writing—can be creative
- Helps you organize your ideas
- Presents your material in a logical form
- Shows the relationships among ideas in your writing
- Constructs an ordered overview of your writing
- Defines boundaries and groups

The order of making an outline:

- **Brainstorm**: List all the ideas that you want to include in your paper.
- **Organize**: Group related ideas together. *You might think of these as “themes” that you can later use to label your note cards.*
- **Order**: Arrange material in subsections from general to specific or from abstract to concrete.
- **Label**: Create main and sub headings.
- **Sources**: Provide sources whenever possible

Creating an outline before writing your paper will make organizing your thoughts a lot easier. Whether you follow the suggested guidelines is up to you, but making any kind of outline (even just some jotting down some main ideas) will be beneficial to your writing process.

**How do I create an outline?**

- Determine the purpose of your paper.
- Determine the audience you are writing for.
- Develop the thesis of your paper.[This may not come until later but you should start with something: Climate change is hurting salmon in the Sierras; bird strikes are a problem that can be resolved geographically]

Adapted from Purdue University. http://owl.english.purdue.edu/owl/resource/544/02/ (accessed March 29, 2011)

An outline will evolve as you get more information on your paper. You should probably start sketching one out very soon, even though you might not know a lot about your topic.
Turabian also points out that you can just use some pre-outline forms such as a sketch, shown on page 64. Later, you will go from the general to the much more exciting specifics of your topic after you get to know the topic through reading. You will find detail, stories, examples, and drama in the material you research that will make any topic interesting.

The typical format of an outline is on page 63 of Turabian. Here is an example using “claims.” Note how this is based on a “real” question that is not just factual or rhetorical, but needs research to answer it. There is development of ideas (food history can be broken into further, more detailed analyses, and each of these sub-topics can be backed up with examples).

**Research Question: Did the Slave Trade Create Hunger in Africa?**

I. Introduction
   a. Hook: Media depictions of Africa as unable to feed itself
   b. In reality, Africa is a cradle of food domestication (sources)
   c. So why is Africa hungry?

II. There is a Long Geographically Complex History of Food in Africa
   a. Agricultural domestication in Africa
      i. Selection and experimentation(sources)
      ii. Farming conditions of tropics (sources)
   b. Ecological complexes
      i. Savannas (sources)
      ii. East African Highlands(sources)

III. The Slave Trade Disrupts Food Systems and Creates New Ones
   a. Basic information on slave trade (sources and include map)
   b. Move away from subsistence production
      i. Cereals along coast required labor from families(sources)
      ii. African food crops were displaced(sources)
   c. Women were demanded for food production and processing
      i. Demographic collapse(sources)
ii. Neglect of home production(sources)

d. Slave traffic requires African contribution
   i. Rice cultivation(sources)
   ii. Stimulants(sources)

IV. African Diaspora Moves Food Cultures to New Shores
   a. Maroon food economies and geographies(sources)
   b. Kitchen gardens a space for subsistence and survival(sources)

V. Evidence from Famine Today
   a. Plantation dependency(sources)
   b. Labor shortages(sources)

VI. Conclusion
   a. Irony that as Africa starves, New World relishes cheap, plentiful food from that continent
   b. It was because of movement of slaves that African food systems were destroyed but also how some of them survived in New World


This example, like the one in 6.2 in Turabian (p. 63) shows an outline that comes together when you know what your claims are. It assumes you have begun the research—you more than just a question. These are statements that you know have material to back them up (and you will get that material through reading). Chapter 6 of Turabian is very helpful in general to get you writing.
You may also use a *Concept Map* to “outline” your paper. Here is an example of one type using some of the elements from the above outline:

**Did the Slave Traffic Hurt Africa’s ability to Produce Food?**

- **Africa’s earlier food system was robust (sources)**
- **Definitions/examples (sources)**
- **Subsistence Agriculture (sources)**
- **Nutritious variation (sources)**
- **Slave trade disrupted food production (sources; map here)**
- **Slave trade introduced new products that displaced traditional crops (sources, maybe table)**

Another way of doing this is to use the “network tree,” from [http://www.writedesignonline.com/organizers/brainstorm.html#networktree](http://www.writedesignonline.com/organizers/brainstorm.html#networktree):

**Network Tree**

![Network Tree Diagram](image)
Revision Checklist for Quoting and Paraphrasing

To ensure that you are using your sources correctly and unambiguously, use this checklist before handing in your final draft and paper.


☐ Have you written your paragraphs in your own words, and have you supported them with evidence? Is all the information that is not common knowledge supported with references?

☐ When you paraphrased an author, did you make it clear who it is from? Did you include parenthetical referencing?

☐ How closely does your paraphrasing sound like the original? If you have just changed a few words here and there, you may be inadvertently plagiarizing someone else’s ideas.

☐ Are all your exact quotes either within quotation marks in block quotes, followed by author, date, and page number information? Is it clear that you are intending to quote the author to illustrate an idea? Have you been careful not to just string together quotes (also known as “quilting”)?

☐ If you shorten a quote using an ellipsis (…), have you kept the essential meaning of the quote? In other words, be careful not to subvert the original meaning by leaving out words, even if you show that you have left out words with the ellipsis.
Sample Abstracts from the 2007 APCG (Association of Pacific Coast Geographers) Meeting

James P. Allen, California State University, Northridge, james.allen@csun.edu; and Eugene Turner, California State University, Northridge, eugene.turner@csun.edu.

Mexican Status Variations across U.S. Counties. Although on average, Mexicans in the United States have low socioeconomic status compared to most other ethnic groups, it’s possible that Mexicans in some localities are doing much better. We ask to what extent does the socioeconomic position of Mexicans, including both immigrants and the U.S.-born, vary by county across the United States, and how do such variations relate to other characteristics of the counties? Using the SF4 file of Census 2000 data for the 911 U.S. counties with at least 1,000 Mexicans, we measured and mapped Mexican percentage homeowner and three income variables as well as the ratio of Mexican to Non-Hispanic White incomes. Results indicated much county variation in Mexican status, with median income of Mexicans occasionally higher than that of Whites. Mexican men’s and women’s incomes were strongly and positively correlated with the percentage of Mexicans proficient in English, high school graduates, U.S.-born, and in professional or managerial occupations. In comparison to Whites, Mexican incomes were relatively higher in counties where Mexican and total populations were smaller and where lower percentages of Whites were college graduates and professionals or managers.

Samantha Antcliffe, California State University, Long Beach, santcliff e@aol.com.

Native Plant Restoration Following the Eradication of Invasive Tamarisk in the Tijuana Estuary. The objective of this project was to study the vegetation of the upland transition habitat within Tijuana River National Estuarine Research Reserve, (TRNERR) to determine whether native vegetation that was reintroduced survived after the eradication of invasive Tamarix ramosissima (Tamarisk). Within the upland transition habitat there are isolated patches of invasive tamarisk in a matrix of natives. Invasive plants alter the habitat and topography and reduce the overall diversity of the estuary. Seven sites were selected for restoration. Species selection was established after surveying nearby areas with existing habitat to determine which species were present and obtainable and would be viable candidates for restoration. The five native plants selected for restoration were: Distichlis spicata (Saltgrass), Frankenia salina (Alkali heath), Lycium californicum (Boxthorn), Salicornia subterminalis (Glasswort) and Salicornia virginica (Pickleweed). Plants were hand watered on a biweekly schedule, and survival rate data was documented weekly. The overall survival rate percentages for the restoration sites ranged from 0 to 41 percent. While definitive answers to the underlying mechanisms that determined survival rate differences between sites was not possible, the study does suggest future directions for restoration projects and research. Keywords: invasive plants, tamarisk, restoration.

Jon Bauer, San Francisco State University, jondebauer@hotmail.com.

Potemkin Creek: I Can’t Believe It’s Not Nature. Restoration of culverted urban creeks, often known as daylighting,” is one way of reestablishing ecological integrity in cities and of connecting with nature for urban residents. However, in some places many obstacles
prevent daylighting, such as flood-control concerns, private property, and financial resources. One such situation is on Temescal Creek, which drains a portion of the Oakland Hills to the San Francisco Bay. Anglo-Americans arrived by the 1850s, and by the end of the 1970s the creek was almost entirely contained culvert. An emerging response by “green” loft developers, creek activists, local governments, and residents is to create ersatz creeks, like Potemkin Villages, that mimic the aesthetic of the historic creek channel, while the actual creek water still flows in the flood control culvert directly below. This faux-or ersatz-restoration brings to the fore questions about how ecologically minded urban residents participate in the ongoing hybridization of nature and culture, and exposes the values and assumptions embedded in the social construction of nature. This new Temescal Creek, designed to appear natural, is revealed to be an artifact of culture produced by economic activities, rather than a natural one produced by physical processes.

Noriyuki Sato, California State University, Chico, nsato2@csuchico.edu. Perspectives on Climate Change from Changing Mean and Variance. While mean air temperature usually is employed to represent the magnitude of climatic change, it is not the only important statistic, especially when societal impacts are concerned. Mean temperature is just one statistic that represents the overall air-temperature distribution. This paper looks into a changing climate from two perspectives: (1) trends in the number of days that fall within a particular range of air temperature; and (2) impacts that changing mean and variance would effect on the above-mentioned trends. The intricate relationship between mean and variance of air temperature alters the number of days that fall within a certain range of air temperature, which may have a direct influence on areas of applied climatology, such as winter road maintenance, agriculture, and water resources. For this paper, a threshold value for winter road maintenance is used. By analyzing the recent 57 winter seasons of air-temperature data for the U.S. and Canada, this paper illustrates the spatial distribution and trends in variables relevant to winter road maintenance. The paper concludes by discussing a number of possible impacts of climate change on winter road maintenance in the future.
There are rubrics for written assignments, and one for your final presentation. There is one rubric per page so that you can remove the blank rubrics to include with written assignments, drafts and final paper. You will turn blank rubrics in with your work to your instructor. Please read them so you know what criteria your instructor will be using to grade your assignments, but don’t limit yourself to the content of the rubric. If you wish to go beyond the basic requirements, please feel free to do so! Your instructor may take extra points off for incomplete or late work. Some assignments may be returned ungraded with a request by the instructor to rewrite the assignment. Students are always welcome to revise and resubmit a paper.
Themes of Geography Book Review (30 points)--Faculty Review

(Attach Draft--Instructor will not accept this paper if there is not an attached draft with comments.)

Your Name_______________________________________

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Yes--Excellent (4.5-5)</th>
<th>Mostly (3.5-4)</th>
<th>Not so much (0-3)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intro paragraph that says what geographic issue(s) you will develop in the paper</td>
<td></td>
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<tr>
<td>Paper shows understanding of geographic theme and stays focused on that theme</td>
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<tr>
<td>Good use of examples</td>
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<tr>
<td>Paper stays on topic and flows (uses transitions)</td>
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<tr>
<td>Well-written conclusion</td>
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<tr>
<td>Grammar and spelling</td>
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Comments:

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**Research Exercise I:** Learning about local issues and data from interviews and newspapers; posters (50 points) -- Faculty Review

Your Name__________________________________________

Comments:

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<tr>
<th>Expectations</th>
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<th>Mostly Good 3.5-4</th>
<th>Not So Much 0-3</th>
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<td>Grammar, spelling</td>
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<tr>
<td>Formatting</td>
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<tr>
<td>Interview material is appropriate and clear</td>
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<tr>
<td>Local news material is sufficient, appropriate and represents the issue</td>
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<tr>
<td>Map is appropriate, clear, clearly labeled, and referenced in paper</td>
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<tr>
<td>Conclusion sums up the main points of the paper and its relevance</td>
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**Poster presentation :**

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<th>Layout</th>
<th>Images</th>
<th>Text</th>
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**Total**

Comments:
Research Exercise II: Exploring census data and doing field observations/presenting census data in tables and figures (50 points) — Faculty Review

Your Name___________________________________________________

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<th>Mostly Good 7-8</th>
<th>Not So Much 0-6</th>
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<tbody>
<tr>
<td>Tables and figures are clearly formatted and labeled</td>
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<tr>
<td>Tables and figures are not “orphaned”—they are all cited in text and there is a good reason for including them</td>
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<tr>
<td>Your introduction is clear—I know what your paper is about</td>
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<tr>
<td>Your grammar, spelling and formatting are trouble-free</td>
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<tr>
<td>Your conclusion wraps up your study: it is not too brief and it says what you discovered in your research</td>
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<td>Total</td>
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Comments:
**Research paper Proposal** Rubric. Include this *blank* rubric with your proposal—Faculty Review

Your Name___________________________________________

20 points possible

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<th>Paragraph</th>
<th>Yes! (2)</th>
<th>Sort of (1)</th>
<th>No (0)</th>
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<tr>
<td>Does the student clearly tell you <em>why</em> this is an important geographic problem?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Does the student clearly state the research as a question?</td>
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</tr>
<tr>
<td>Does the student provide enough specific geographic information? Is this a geographic problem?</td>
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<tr>
<td>Does the student provide information on the kind of literature he/she will review?</td>
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<tr>
<td>Does the student write clearly, with minimal errors?</td>
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Overall Total Points__________

Comments:
**Outline or Concept Map and 5 Sources** Rubric. Include this blank rubric with your final version—Faculty Review

Your Name__________________________

20 points possible

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<td>Each heading or main idea is stated as a question</td>
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<tr>
<td>The headings and sub-headings are specific (no vague “fillers” such as “introduction” or “conclusion”)</td>
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<tr>
<td>Each heading and sub-heading is referenced (you will indicate which sources inspired you to ask the question or to develop the topic as shown in the outline or concept map)</td>
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<table>
<thead>
<tr>
<th>Sources</th>
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<th>Sort of (3.5-4.9)</th>
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<tbody>
<tr>
<td>There are at least 5 peer-reviewed geographical sources that are correctly referenced</td>
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Overall Total Points _________

Comments:
Your Name_____________________________

**COMPLETE Draft Research Paper and 30 Note Cards Rubric. Include *blank* rubric with your paper—Faculty Review**

20 points possible

<table>
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<th>Mostly (almost) (1)</th>
<th>No (0)</th>
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<tr>
<td>It’s clear why this topic is geographical</td>
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<tr>
<td>You have a clear research question</td>
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<tr>
<td>Figures are clear, documented and well-integrated</td>
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<tr>
<td>10 peer-reviewed references</td>
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<td>Grammar and spelling are almost error free</td>
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<td>Draft is at least 7 pages long</td>
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<table>
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<td>Cards are well-documented</td>
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Overall Total Points___________________________

Comments:

46
Final Research Paper Grading Rubric (Faculty Only--include blank rubric with your paper) 200 points possible

<table>
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<tr>
<th>Final Paper</th>
<th>Possible Points</th>
<th>Excellent: 90-100 %</th>
<th>Very Good: 80-89%</th>
<th>Average: 70-79%</th>
<th>Fail: 0-69%</th>
<th>Total Points</th>
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<td>Figures are clear, documented and well-integrated</td>
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</tr>
<tr>
<td>Introduction is well written; includes a question</td>
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<td></td>
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<tr>
<td>Stays on topic and uses transitions</td>
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<tr>
<td>Appropriate number of peer-reviewed articles</td>
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<tr>
<td>Conclusion is clear and sums up main points and implications of research</td>
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<td>Grammar and spelling are almost error free</td>
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<tr>
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<td>Paper is appropriate length</td>
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Comments:
Research Presentation Guide

People will ask you to prepare talks many times during your career, both as a student and as a professional.

Dress appropriately on days you will present. Soon enough you will be thinking of what to wear for an interview, so this is good preparation for that.

Use PowerPoint or some other visual aid for your presentation. Some new presentation software exists that might be replacing it. PP has become a crutch for many presenters, but people do not want to watch you read from your slides. Make eye contact and talk as naturally as you can. Your presentation should not last more than three slides, maximum seven minutes.

How you do on your presentation (i.e. how many points you get) will depend on how you structure it and on the quality and pertinence of your visual material. Some of this structure follows from the structure of your paper.

1. **Introduction**: this is the “hook” to get your audience engaged. Your talk can start with a story, a news item, or anything that illustrates why you studied this topic. Visual aids are appropriate here. For research in geography you should be able to find an appropriate map to illustrate your research topic. Which of the five (or more) themes of geography does your research paper fall into? What sub-field of geography (i.e. political geography, geomorphology, urban geography, climate change) does your topic most relate to?
2. **Summary of your Findings**: this is the centerpiece of your presentation. You should be able to show that there is a range of research on the topic, and that different authors have approached the topic in different ways. You should also be able to sum up your findings.
3. **Provide a quick evaluation of the strengths and weaknesses of the literature.** Show how excited you are about this topic!
4. **Visual aids** can be helpful to illustrate different contributions of the literature—such as a table or concept map.
5. **So what?** You should be able to restate the importance of your work, and add to that what you have found that is significant to you and potentially to others, in 30 seconds. How is this important to geographic knowledge?
# Grading Rubric for Presentations

Name:___________________________

<table>
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<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Failing</th>
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<td>Introduction</td>
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<td>1.5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Summary of Literature</td>
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<td>1.5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Significance of Findings</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Visuals: no spelling errors, not too much text, no glitches, sources provided</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Your Appearance</td>
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<td>.8</td>
<td>.5</td>
<td>0</td>
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<tr>
<td>Eye contact and Cadence; Didn’t Read off Slide</td>
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<td>.8</td>
<td>.5</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
Your Information

Name: ____________________________________________________________

Email (please write clearly): _________________________________

Where are you from?

Your photo here:

One of the many “máscaras” in the main plaza of Barva, Costa Rica

What is most interesting to you about geography?

What do you hope to learn in this class?

What is “good writing” to you?