GEOG 390—*Foundations in Geographic Analysis and Writing*

Course Handbook

Department of Geography and Planning

Professor LaDonna Knigge
Fall 2012

Volcán de Agua, Antigua, Guatemala
# TABLE OF CONTENTS

Welcome…………………………………………………………………………………………  2

Syllabus…………………………………………………………………………………………  3
  Course Description .................................................................  3
  Course Objectives .................................................................  3
  Required Materials .................................................................  3
  Evaluation and Other Information ............................................  4
  Course Requirements .............................................................  5
  Course Schedule .................................................................  6

What is “Good” Writing?..................................................................................................  8

Formatting Information for Citations using Turabian................................................. 10

Assignments .................................................................................................................. 12
  Themes of Geography Book Review ..................................................  12
  In-Class, Lab, Library Activities .........................................................  12
  Two Research Exercises .................................................................  15
    Historic Property Research & Poster .............................................  15
    Census Research Exercise .............................................................  17
  Research Paper ..................................................................................  21

Suggested Journals in Geography and Related Disciplines.....................................  26

Internet Resources for your Research in Geography...............................................  27

Template for Analyzing Articles..............................................................................  29

Your Writing Style ......................................................................................................  31

Guides to Markings on your Drafts...........................................................................  34

Why and How to Create a Useful Outline or Concept Map ..................................  35

Revision Checklist for Quoting and Paraphrasing..................................................  39

Sample Abstracts........................................................................................................  40

Grading Rubrics..........................................................................................................  42
  Research Presentation Paper Rubric ....................................................  43
  Final Research Presentation Guide & Rubric ...........................................  45

Your Information........................................................................................................  61
Welcome!

Dear GEOG 390 Students,

I am looking forward to teaching this course this semester. In the past, it has been taught by Dr. Jacque Chase, but I will be teaching it this semester while Dr. Chase is on sabbatical.

This course serves as a basis for you to succeed in your other writing assignments in other courses. 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 Writing Proficiency (WP) course, you must receive at least a C- to pass it.

This is not an English class! However, good writing is a requirement of all disciplines and therefore I will do my job and let you know what you can do to improve your writing, even if this means pointing out grammar, spelling, and punctuation mistakes. I will not “line edit” your writing, though. If I find certain “pattern errors,” I will point these out and ask you to work on improving them on your own or with help from the Student Learning Center http://www.csuchico.edu/slc/. I will ask you to evaluate my feedback on your drafts. Most likely you will need most practice in developing the structure of your argument(s) and in using sources.

Geography is eclectic. It is not surprising that geographers use many approaches to their research. You will 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 do field observations. Primary data collection is introduced in GEOG 317 (Field Techniques) and developed in other upper division courses.

We will be using Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations for this class which will be useful for the rest of your time in the department. The Turabian, a classic handbook, was last updated in 2007. 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. Some of the work on figures and tables will have been introduced in GEOG 219.

You will use this course handbook regularly during the semester so print it and bring it to class with you every day. It contains detailed instructions about assignments, helpful resources, and a lengthy syllabus. You will be asked to pull out the rubrics to hand in with assignments. It has been constructed for duplex printing (with blank pages for other side of rubrics). 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.

LaDona Knigge lknigge@csuchico.edu Phone 530 898-5881
Syllabus – GEOG 390

Foundations of Geographical Analysis and Writing – Fall 2012

Dr. LaDona Knigge
Class meeting time and place: T/Th 12:30 – 1:45     Butte 503 and 501

Faculty Contact Information and Office Hours
Butte 533, Campus phone: 898-5881, lknigge@csuchico.edu, or through BbLearn
Office Hours: Thursday 2:00 – 5:30 or by appointment
Student Assistant: Benjamin Hopkins email: bhopkins3@mail.csuchico.edu

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 Blackboard Learn (BbL or Bb Learn), 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 and printers 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. Coming late and leaving early are equivalent to missing class. Attendance is part of your participation grade.

**Late Work:** Unless otherwise noted, assignments are due in class, and you must be in class to turn them in. DO NOT EMAIL ME PAPERS. However, some will be required to be sent to Turn It 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. Do not use the term “man-made,” and use “him,” “his,” “he” when you mean a male individual.

**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. The benefit you might get from using the equipment do not offset the distractions it causes for everyone.

**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](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).

**Blackboard Learn:** The entire campus is converting from Vista Learning Management System to Blackboard Learn (BbL) this semester. Make sure you check the course BbL site regularly for announcements and material. It is your responsibility to read your syllabus and check BbL 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](http://www.csuchico.edu/slc/index.shtml)

**Americans with Disabilities Act:** If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in
case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. Their phone number is 898-5959 and email is arcdept@csuchico.edu. They are located at SSC 170.

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities, Class Participation</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 others are due. We will not complete all activities that are listed in the handbook and new activities may be added to this list as we go along. Some involve writing about course readings. Attendance, engagement and coming in for advising will also count towards these points.</td>
<td>100</td>
</tr>
<tr>
<td>Book Review</td>
<td>A 3-5 page analysis of how themes of geography are represented in Cannery Row</td>
<td>30</td>
</tr>
<tr>
<td>Two Research Exercises</td>
<td>Exercise #1: Historic Property Research project (30 points) Exercise #2 Exploring census data and doing field observations/presenting census data in tables and figures (50 pts)</td>
<td>80</td>
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**RESEARCH PAPER COMPONENT**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Statement of Proposal</td>
<td>Statement of your research topic, including a question (see rubric for further information)</td>
<td>20</td>
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<tr>
<td>Outline or Concept Map of Research Paper</td>
<td>Draft with at least 5 sources (complete references)</td>
<td>20</td>
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<tr>
<td>Draft of Research Paper/Note Cards</td>
<td>Complete draft with at least 30 well-documented note cards and ten sources</td>
<td>20</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>7-10 page paper on a topic of your choice using at least ten peer-reviewed sources of information. It will be graded based on geographical content; effective use of relevant literature; spelling, grammar, format and composition. Consultation with me in office hours is required. 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>Oral Presentation</td>
<td>Well-prepared but brief presentation of your final research</td>
<td>20</td>
</tr>
<tr>
<td>Peer review of classmates presentation</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
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Please note that your instructor may require rewrites of assignments. I am always happy to read revisions of papers you want to rewrite. I am committed to getting work back to you as soon as possible, usually no longer than one week after you hand it in. Please keep all of your graded work.
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 Letter</th>
<th>Percentage Range</th>
<th>Grade Letter</th>
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<tbody>
<tr>
<td>100 - 95</td>
<td>A</td>
<td>83 - 80</td>
<td>B-</td>
</tr>
<tr>
<td>94 - 90</td>
<td>A-</td>
<td>79 - 78</td>
<td>C+</td>
</tr>
<tr>
<td>89 - 88</td>
<td>B+</td>
<td>77 - 74</td>
<td>C</td>
</tr>
<tr>
<td>87 - 84</td>
<td>B</td>
<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>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Aug 28, 30</td>
<td>What are geographic questions?&lt;br&gt;The spatial perspective&lt;br&gt;The Geographical Approach:&lt;br&gt;• Location&lt;br&gt;• Place&lt;br&gt;• Region</td>
<td>Thursday: “Your Information” Sheet due (see Handbook)&lt;br&gt;Thursday: Discuss NRC report and themes of geography</td>
<td>Read National Research Council Report in Readings on BbL and explore AAG Companion Website at <a href="http://geographicadvantage.aag.org">http://geographicadvantage.aag.org</a> Read di Blij et al excerpt in Readings on BbL Start reading <em>Cannery Row</em></td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;Sept 4, 6</td>
<td>The Geographical Approach, continued:&lt;br&gt;• Environment&lt;br&gt;• GIS &amp; Visualization&lt;br&gt;• Scale</td>
<td>Discussion of King &amp; Hankins readings&lt;br&gt;Friday: turn in quick draft geography themes of <em>Cannery Row</em>— to professor for review on BbL&lt;br&gt;Thursday meet in lab: Cathie Benjamin setting up lab accounts &amp; Exercises 1 and 2 from handbook in class</td>
<td>Finish reading <em>Cannery Row</em> Read King in Readings on BbL Read Hankins in Readings on BbL</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Sept 11, 13</td>
<td>The Geographical Approach, continued:&lt;br&gt;• Observation&lt;br&gt;• Movement&lt;br&gt;• Pattern&lt;br&gt;• Diversity</td>
<td>Professor turns back draft of <em>Cannery Row</em> paper; discuss&lt;br&gt;Thurs: in-class Exercise 8 from handbook; AAG Specialty Groups&lt;br&gt;Sunday Sept 16 by 8:00 pm: Geography Themes Book Report of <em>Cannery Row</em> due. Submit to BbL and Turn It In</td>
<td>Read Ford in Readings on BbL Read Helzer in Readings on BbL AAG Specialty Groups: <a href="http://www.aag.org/cs/membership/specialty_groups">http://www.aag.org/cs/membership/specialty_groups</a></td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Sept. 18, 20</td>
<td>Foundations of research resources&lt;br&gt;Local data&lt;br&gt;Using the Internet as a Research Tool</td>
<td><strong>MEET IN LIBRARY on Tues/Thur — locations TBA</strong>&lt;br&gt;Tues: Introduction to Online Resources and Periodicals&lt;br&gt;Thurs: Special Collections &amp; guest speaker Bob Summerville, AICP, City of Chico Associate Planner</td>
<td>Turabian Ch. 3, Finding useful sources Read Brady in Readings on BbL</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Sep 25, 27</td>
<td>Making Posters&lt;br&gt;Ethics and research:&lt;br&gt;Human Subjects&lt;br&gt;Avoiding plagiarism</td>
<td>Thur: Work on poster in 501 lab&lt;br&gt;Cathie Benjamin, lab coordinator O</td>
<td>Turabian part 13.3, Posters&lt;br&gt;Read the U of Arizona’s document on plagiarism: <a href="http://www.library.arizona.edu/help/tutorials/plagiarism/index.html#How">http://www.library.arizona.edu/help/tutorials/plagiarism/index.html#How</a></td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;Oct 2, 4</td>
<td>Posters&lt;br&gt;Data: Census and other government data</td>
<td>Tues: Historic Property Poster in class Presentations</td>
<td>Read Allen in Readings on BbL</td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;Oct 9, 11</td>
<td>Applying your knowledge&lt;br&gt;Use of tables and graphs&lt;br&gt;Exploring the Census</td>
<td>Using census data&lt;br&gt;Introduction 2010 Census&lt;br&gt;Tues: Guest Speaker Warren Jensen, Center for Economic Development&lt;br&gt;Tues &amp; Thur: meet in 501 lab to work on Census Research Exercise</td>
<td>Turabian Ch. 8, Presenting evidence in tables and figures and Ch.26, Tables and figures</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct 16, 18</td>
<td>What is a research paper? Starting your research Asking a question, taking notes</td>
<td>Tues: Census Research Exercise due Statement of Research Proposal due Thursday, including a question. Bring to class. Post be BbL by Friday at 3:00</td>
</tr>
<tr>
<td>Week 9</td>
<td>Oct 23, 25</td>
<td>Prewriting /Outlining</td>
<td>Tuesday: Ex. 14 from handbook Thursday: Ex. 15 from handbook Note: BOTH these exercises must be done in advance. They are to be handed in on each day noted. Discussion in class.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Oct 30, Nov 1</td>
<td>Collecting and documenting your research Using note cards Paraphrasing</td>
<td>Submit outline and 5 sources on Tuesday Thurs: Ex. 18 from handbook on paraphrasing. Be sure and bring three direct quotes to class for this exercise</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov 6, 8</td>
<td>Format and Documentation</td>
<td>Tuesday: Bring your reference list to class for Ex. 22 in handbook on references Note: This exercise must be prepared in advance and brought to class Thurs: Ex. 19 from handbook, freewrite draft, in-class</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov 13, 15</td>
<td>Writing abstracts Style</td>
<td>Tues: Ex. 21 from handbook, abstracts, in class Thursday: work remotely —I will be available to meet individually with students to discuss drafts. Submit complete draft Friday with 30 note cards and ten sources by 5 p.m.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Thanksgiving Break</td>
<td>Have a great holiday break!</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Nov 27, 29</td>
<td>Exploring internships and careers in geography and planning</td>
<td>Drafts handed back/Discuss feedback Guest speaker Tuesday or Thursday Presentation and peer review schedule</td>
</tr>
<tr>
<td>Week 15</td>
<td>Dec 4, 6</td>
<td>Doing oral presentations</td>
<td>Ex. 24 from handbook to prepare for your presentation, in class Thurs: Presentations</td>
</tr>
<tr>
<td>Week 16</td>
<td>Dec 11, 13</td>
<td>Presentations Tuesday and Thursday</td>
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</tr>
<tr>
<td>Finals Week</td>
<td>Meet Tues 2:00 – 3:50</td>
<td>Finish presentations if necessary Paper (hard copy) due Tues, during finals time. Submit digital copy by 8 p.m.—BbL and Turn It In</td>
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</table>
What is “Good” Writing?

I want you to become good—even excellent—writers. I want you to feel comfortable tackling writing projects in your other classes and professionally. If you already write well, use this class to improve!

This is not a class about grammar, formatting and style, although we will talk about those and I can help people with these facets of writing. This is not an English class! Good writing is mostly about a clear message. If you have that down, the other parts (grammar, punctuation, formatting) are much easier to fix. Sometimes these errors go away when you have clarity about what you want to say. It’s true that sometimes writing is such a chore that your mind gets muddled even thinking about it; not only will a lack of focus or interest affect the structure of your writing, it will aggravate poor grammatical and stylistic habits. Writing your assignments early and often will help dispel the paralysis of writing under pressure.

This course will introduce you to different analytic writing practices, from an essay on a non-geography book, to short commentaries on geographic journal articles, to research papers in which you analyze data, to (finally) a research paper in which you are expected to interpret how authors have resolved (or are still resolving) an important geographic question that interests you. Despite this variety, there are certain commonalities in good analytic writing that should become second nature to you.

1. When you write, you should have something to say. This is sometimes called the “thesis” of your paper. The thesis of your paper may not be clear to you until you do lots of research on your topic and write some drafts. Be prepared to think and rethink your thesis as you write. Your thesis has to matter—and it should be refutable.

2. Others should think what you have to say is important enough to want to keep reading. This is often referred to as the “problem” of your paper—why are you writing it anyway? Will writing this help others solve a problem? Will it help us figure out a better way of thinking about something? Does it relate things in a new way? For us, it is important to make sure the problem is geographical. Does the problem in some way have to do with movement, spatial patterns, or environmental change in places or regions? The problem should be near the beginning of the paper. It can be reiterated in the conclusion.

3. It can help to write the problem as a question (sometimes it’s required in this class). For instance, in a research paper if you are concerned with the fate of island nations as sea levels rise, you could ask “Is sea level rise in the South Pacific already causing migration changes?” At a very early stage you might have just asked “What are the changes in island nations coming from sea level change?” This is too unfocused and should be refined quickly as you begin to do research. Even a more refined question like the one above will likely become more specific (“Is sea level rise in Tuvalu already causing migration changes?”) and more complex (“What changes in the local use of the land have occurred as a result of migration to other islands from Tuvalu?”). There will be perhaps a “cascade” of questions that start with your most general one and become more
specific as you develop the paper. Remember there are many dimensions of a problem and it is your job to pick which ones are most relevant, which interest you the most, and which ones are manageable. Your answer to your question is your thesis!

4. You will have to break your thesis into arguments. For instance, if your thesis—from the above example on sea level rise—is that climate change is causing the disruption of settlement in island nations through migration, then you have to actually prove this to your reader by developing arguments that are supported with evidence. The development of the thesis through argumentation will give detail and complexity to your analysis:

   **Argument:** Sea level is rising quickly (various sources of evidence from articles, NASA).
   
   **Argument:** Sea level rise has started to cause migration (according to certain authors who report evidence of demographic decline).
   
   **Argument:** Specifically, sea level rise is causing the temporary migration of young males to other islands (evidence of economic studies of labor markets).
   
   **Argument:** Because of this particular demographic shift, population cannot keep up with farming (evidence from studies of agriculture). People are becoming poor, and thus moving more.
   
   And so on....until you have enough “proof” of the thesis.

5. Your arguments will be stronger if you address reasonable doubts or disagreements about them and provide more than one source of evidence. Remember, your thesis must be refutable. For instance, a reader might ask “Wasn’t migration already occurring? How do you know it’s being caused by sea level rise?” That’s a reasonable question. In anticipation of such a question, you might provide further details on the evidence: perhaps a researcher has worked on the island and has recorded the fact that people have left explicitly as a result of losing farmland and livelihoods to sea level rise. Don’t be too eager to rush to a conclusion with your research and don’t believe the first thing you read.

6. A paper should not just be a string of interesting facts. Even if each paragraph and each sentence is well written, your paper could be incoherent if you lose the thread of your overall thesis. Do not “quilt,” your paper; use citations sparingly. Do not use “floating quotes” that do not give the context of the quote or explain the significance of the quote to your argument. Exact quotes should also be used sparingly.

7. Your thesis should always be in the front of your mind and of the mind of your reader. You can accomplish this by reminding the reader by way of transition statements, good use of vocabulary, and questions that bring her back to the focus of the paper.

8. You should define key terms (and discuss legitimate controversies about definitions) and to use the same vocabulary throughout the paper. For example, people might mix up terms like migration, mobility, exodus, etc. A newcomer to a topic might also inadvertently think different terms mean the same thing when they really do not.

9. Thoroughly cite your sources—EVERY COUPLE OF SENTENCES in most cases (the Steinbeck paper is an exception because it uses only one source). This will help keep
your facts in order and could save you from inadvertently plagiarizing sources or from making things up without evidence.

**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)

**Reference list guidelines**

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. All entries of more than one line should be arranged by “hanging indent.” See examples #3 and #6 below. 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).

**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. When citing journal articles, you must include a page number or a description in an online article of where the information you are citing is found.

**Example 1: Newspaper article with author’s name and article name:**
Parenthetical Citation: (Kavanaugh 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:**
P: (Chico News and Review 2011)

**Example 5: Letter to the editor:**
P: (Sharpe 2011)

**Example 6: Online article:**
P: (Scott 2011)

Also see Figure 18.1 in the Turabian book on pages 217-20 for a summary of how to format and reference books and articles in the reference list format.

**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)](image-url)
Assignments

**(Note: ALL major assignments require rubrics, provided in this handbook)**

Themes of Geography Book Review

*Cannery Row* by John Steinbeck

You will write this review on *Cannery Row*, which is a classic book written in 1945 by John Steinbeck that is set in Monterey, California. The book is not a textbook, nor is it written by a geographer, but it is saturated with geographic themes. Pick one or two geographic themes that stand out for you and write a well-crafted 3-5 page essay. 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 arguments. 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). Even though you may have only one source (Steinbeck), please include a reference list of source(s) cited in according to Turabian parenthetical citations-reference list style (Ch 18 and 19 Turabian). You may print on both sides of the paper (please do!).

Provide the rubric when you turn in this paper. 30 points

Due date: Sun Sept 16th by 8:00 p.m. BBL & Turn it in submission

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In-Class, Lab, Internet 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 provide up to 100 points for Weekly Activities. You will get points based on the proportion of these you have completed. 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?” Keep this list in your class material for later consultation.

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

6. Describe in detail a trip you took as a child. 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.

8. Go to the Association of American Geographers website on the organization’s specialty groups: http://www.aag.org/cs/membership/specialty_groups. Look around at the various groups and pick one that you can see yourself belonging to. Also pick one that completely surprised you. Navigate to each of these group’s websites and explore them. For each specialty group find the mission (usually there is a mission statement), history, and any other information that is significant. Once you open up one specialty group, you will see a menu on the left side of the page. Click “View all communities.” This will provide additional information about the groups, including the number of members in each group. Look at this data and find interesting patterns. Which group has the largest membership? Which has the smallest membership?

9. 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.

10. Practice lurking and write about it in class. (See article by Larry Ford for more information.)

11. 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.

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

13. 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.

14. Use the templates in this handbook on page 29 and 30 to analyze two articles in geography journals of your choice that you will use for your paper. Bring to class for discussion.

15. Read excerpts of geographic writing and comment on style. How does each author communicate his or her main thesis to the reader?

16. Write quickly about something that really interests you in geography. Can you pull a geography paper topic from this?

17. Write three direct quotes from one or more articles you are using for your paper. Paraphrase the quote. Use the check list in this handbook to access paraphrasing and completeness of information on note cards.

18. Freewrite your first very rough draft of your paper in 45 minutes. I will be your timer.

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

20. Freewrite your abstract.

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. Find a letter to the editor in a local paper and critique the logic of the argument. Does the author provide evidence to support his/her claims? Is the conclusion
supported by the evidence provided? What are the flaws in the argument? Write paragraph or two critiquing the letter.

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

24. How to do a bad presentation. Design a PowerPoint presentation with classic errors. As people present their “poor” presentations, take note of what errors they committed.

…Others TBA

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**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 references in these exercises. 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.

Provide the rubrics for each paper when you turn them in.

**Research Exercise #1: Historic Property Research and Poster**

1. Go to Meriam Library Special Collections online and find an historic photograph from Chico of a property that is included in the City of Chico Historic Resources Inventory. We will learn how to do this during our visit to Library Special Collections. Bob Summerville, AICP, City of Chico Associate Planner, will join us on the visit and give talk about City of Chico Historic Resources Inventory. What interesting information can you find by doing research about this property? Visit the property and take a digital photograph. Create a poster that includes both images, a location map and a short narrative describing the property, changes over time and any interesting facts that you found out about the property.

   [http://www.ci.chico.ca.us/planning_services/HistoricResourcesInventory.asp](http://www.ci.chico.ca.us/planning_services/HistoricResourcesInventory.asp)

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.
Be sure and include a bibliography of the sources that you used. Remember to cite your source for images, even if they are yours.

Due date: Tues Oct 2nd in class 30 points

See these websites for help in putting together a poster:
http://www.youtube.com/watch?v=Mqgjgw1XadA
A great 10-minute introduction using PP to make a poster. If you get an error at this url, try another browser.

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.

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Provide the rubric for this paper when you turn it in Tues Oct 16th in class 50 points

**Introduction**

This exercise will introduce you to the use of the U.S. Census for local research. You will learn comparative analysis skills, and you will learn how to present and label data in tables and figures (graphs, maps, and photographs).

**General information**

Include at least one table, one graph, one map, and one photograph. The photograph would fit best in Part II (landscape observation) but the other features would fit well into Part I. As I said today in class, you can use a graph to express data that you can get from the census in table format, but you don’t have to include the table along with it. You should not have ONLY graphs. Choose which data you want to show as tables, and which you want to show as graphs.

Your paper should have an introduction, and you should discuss your method of data collection. I do NOT mean you have to walk me through each click of the mouse. You can say that you went to American Factfinder2 for 2010 data.

Find a focus for your analysis. Explore the census with an open mind but when you write up your paper it should sound like you knew exactly what you were looking for from the beginning. Examples of this focus could be age, income, family size, or any other kind of demographic information that you think will be interesting in the census tract you choose. Many students have looked at student neighborhoods and speculated that age patterns they find in the data are because of the many students living there.

For the landscape observation you should say when you went to the tract, how you got around, and how long you took, approximately. You do NOT need to talk to people, interview anyone, or do any kind of data collection in the field except for your landscape observations, although if you want to count red cups, cars parked on the street, trailers, or look at Google Earth images for houses with pools, etc., feel free to do so. This might
make the difference between an A paper and something else. This is a landscape observation that you should be able to accomplish in at most two hours.

For the additional material (“Back Matter”) I just want your notes from the landscape observation. Label the notes as an APPENDIX. See pages 399 and 403 of Turabian for more information on labeling and pagination of an appendix.

Page numbers should be sequential from your paper (so if your paper stops on page 3, your appendix notes should be numbered 4, 5, etc.

Remember to embed tables and figures in the narrative. Do NOT put them at the back of the paper as an appendix.

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

Gathering Data Part I—2010 census data on Butte County and on your census tract
(This section was written by Warren Jensen, of the Center for Economic Development, CSU Chico)

- Select a census tract in Chico by using American FactFinder at http://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 address or just a zip code in the address prompt and click “GO”.

- 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 on the map itself. 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 pop-up window. Underneath you will find the tables you have just created.
• Select data tables to view. After you close the Geographies window, you will see a list of data tables you can select and view. Start by choosing from the DP (demographic profile) series. They are numbered DP-1 through DP-5. Choose 3 or more tables that have data you think 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. You can toggle between geographical areas by selecting the “GEO:” drop-down menu above the data table.

• To download your data, select “Download” above your data table. Select an Excel format (XLS). You only get the table you have currently active, so you will have to download data from each table, separately.

• Explore the data. Pay particular attention to the percents, and where the Census Tract and county percents differ significantly. This is how you identify unique demographic, economic, or social characteristics in your tract. You can delete columns where you find margin of error.

Gathering Data 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? 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.

You will want to know the boundaries of your census tract, so be prepared with a map from the census website or a map that you have created that designates the boundaries of the census tract. 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 an i-phone and android 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 at least three pages, not including
tables, graphs, or photographs. 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.

Provide a map that shows the location of the area or place under discussion. The map of the census tract from the census is acceptable for use in this paper or you may choose to create a map. If you chose to do so, the map should be well done. Find 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. They should be referenced in the text.

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 at least one photo of the location. Photos should be inserted into the main body of the text and referenced in the text. Cite your source for images, even if they are yours.

You do not need to provide a reference list but you should include sources in your tables and figures.
Final Research Paper

There are several steps to completing this assignment. 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 you research
4. Using sources
5. Analysis of articles
6. Starting to write
7. Citing and formatting
8. **Statement of proposed research** (turn in rubric w/ assignment)
9. **Outline of research** (turn in rubric w/ assignment)
10. **Complete draft of research paper/note cards** (turn in rubric w/ assignment)
11. **Final research paper** (turn in rubric w/ assignment)

General Information

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?

Contents

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.

Do not use ‘floating quotes’ without including the context or explanation of why the quote is used! Include clear signal phrases to prepare the reader for the source. This is usually done by referring to the author’s name:

According to (author), (paraphrase or exact quote)
Studies have shown that …..
As Dudley Taylor Cornish has argued, “…..”

Be sure to carefully integrate quotations and other source material into the text so that it is clear to the reader whose views are being presented.

**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.
- Next page should be your abstract. Write the word Abstract at the top of the page, create a couple of spaces, then provide your abstract (single space). Examples are in this handbook.
- Start your paper on the next page. You do not need to repeat the title of your paper here. Just start writing.
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.
There should be 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. This will help you stay on track. These headings and sub-headings can be taken from your outline.
Your reference list should be on a separate page at the very end. That page should be numbered.
For more information see Turabian Appendix: Paper Format and Submissions.

Writing Guidelines:
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 excessive 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.
o Do not use contractions (they’re, isn’t, it’s, aren’t, can’t, etc.).

o 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 BbL and Turn It In electronically and in hard copy format. I will not grade papers that have not been turned in to BbL 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
- Environment and Planning A
- Acme E-Journal for Critical Geographers
- City
- Journal of Geography in Higher Education
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. 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. 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/. 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/. 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/. 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/. 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/. 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/. You will need this to complete one of your assignments.

US National Archives: 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/. For your local research.

City of Chico: http://www.chico.ca.us/. For your local research.

American Planning Association: 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/. 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—Goes with Ex. 14


*Provide complete reference:*

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

What is the main question the author is asking?

What is the article’s main thesis/point?

What are the arguments he/she uses to develop this thesis?

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

What are the conclusions of the article?

How is this article geographic?
Template for Analyzing Articles—Goes with Ex. 15


*Provide complete reference:*

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

What is the main question the author is asking?

What is the article’s main thesis/point?

What are the arguments he/she uses to develop this thesis?

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

What are the conclusions of the article?

How is this article geographic?
Your Writing Style

Common Confusions

Notice that spell checking your 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.*

*A decision was reached by the committee vs. The committee reached a decision*
Clichés or Trite Phrases/Words

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

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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>As written</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>¶</td>
<td>¶</td>
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<td>awk</td>
<td>Awkward</td>
</tr>
<tr>
<td>Run-on</td>
<td>Run-On</td>
<td>Run-on sentence</td>
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<tr>
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<td>Frag</td>
<td>Fragment</td>
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<tr>
<td>WW</td>
<td>WW</td>
<td>Wrong word</td>
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<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 tite</td>
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<td>D</td>
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<td>Delete</td>
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<td>?</td>
<td>?</td>
<td>Unclear</td>
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<td>Punct</td>
<td>Punctuation</td>
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<tr>
<td>Trans</td>
<td>Trans</td>
<td>Needs transition</td>
</tr>
<tr>
<td>PV</td>
<td>PV</td>
<td>Passive voice</td>
</tr>
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<td>Rep</td>
<td>Rep</td>
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<td>Check for error</td>
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</tbody>
</table>

FQ
Context
Voice?

Floating Quote
Need context of quote
Whose Voice??
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/](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” or “arguments.” 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 thesis is and what your arguments are. It assumes you have begun the research—you have 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**

**Main Idea**

1. 
   - 
   - 
   - 

2. 
   - 
   - 
   -
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. Keywords: Latinos, demographics, United States

Samantha Antcliffe, California State University, Long Beach, santcliffe@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. Keywords: restoration, creeks, cities

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. Keywords: climate change, statistical analysis, winter road maintenance.
Grading Rubrics

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.
## Final Research Paper Grading Rubric

Your name:____________________

200 points possible

<table>
<thead>
<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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<tr>
<td>Tables and figures are clear, documented and well-integrated—there are no orphans</td>
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<td>Stays on topic and uses transitions</td>
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<tr>
<td>Arguments and evidence are appropriate</td>
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<tr>
<td>Appropriate number of peer-reviewed articles and they are well integrated</td>
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<td>Opposing points of view are mentioned</td>
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<tr>
<td>Conclusion is clear and sums up main points and implications of research</td>
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<tr>
<td>Formatting of paper and references is correct</td>
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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 3-4 slides.

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.
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.**
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?
Peer Research Presentation Rubric

Your Name:___________________________________

10 points Date: ___________________________

I will provide this rubric for you on the days people are presenting. You will get 10 points for filling it out. If you attend all presentations you will get extra participation points.

<table>
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<tr>
<th>Presenter’s Name</th>
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<tr>
<td>Summary of Literature</td>
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<tr>
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<td>Appearance</td>
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<td>Q&amp;A</td>
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Please comment in the spaces provided (don’t use scores).
Faculty Grading Rubric for Presentations 20 pts possible
(Provide me with this rubric on the day you are presenting)

Your Name:___________________________

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<th>Name: Introduction (Hello…I am …and my topic is important because…)</th>
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<th>Good</th>
<th>Poor</th>
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<th>Good</th>
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<th>Failing</th>
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<th>Good</th>
<th>Poor</th>
<th>Failing</th>
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<td>0 - .5</td>
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<tr>
<th>Name: Answers questions skillfully</th>
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<th>Poor</th>
<th>Failing</th>
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<th>Name: Total</th>
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<th>Good</th>
<th>Poor</th>
<th>Failing</th>
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Grade:

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

Your Name_____________________________

20 points possible

<table>
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<tr>
<th>Draft</th>
<th>Yes! (2)</th>
<th>Mostly (almost) (1)</th>
<th>No (0)</th>
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<tr>
<td>You explicitly show how the topic is clearly geographical</td>
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<td>Synthesis of literature is clear and appropriate</td>
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<tr>
<td>Tables and figures are clear, correctly formatted and documented, and well-integrated</td>
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<tr>
<td>There are 10 peer-reviewed references and they are cited</td>
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<tr>
<td>Grammar and spelling are almost error free</td>
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<tr>
<td>Formatting of paper and references is correct</td>
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</tr>
<tr>
<td>Draft is at least 5 pages long</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Note Cards</th>
<th>Yes! (2)</th>
<th>Mostly (almost) (1)</th>
<th>No (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are at least 30 cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cards are well-documented</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Total Points__________________________________________
# Outline or Concept Map and 5 Sources Rubric

Include this *blank* rubric with your final version—Faculty Review

Your Name__________________________

20 points possible

<table>
<thead>
<tr>
<th>Outline</th>
<th>Yes! (4.5-5)</th>
<th>Sort of (3.5-4)</th>
<th>No (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main heading or main idea is stated as a question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The headings and sub-headings are specific (no vague “fillers” such as “introduction” or “conclusion”)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each heading and sub-heading is referenced (showing therefore which sources have information on each topic and sub-topic)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources</th>
<th>Yes! (5)</th>
<th>Sort of (3.5-4.9)</th>
<th>No (0-3.49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are at least 5 peer-reviewed geographical sources that are correctly referenced</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Total Points ________
**Research paper Proposal** Rubric. Include this *blank* rubric with your proposal—Faculty Review

Your Name______________________________________________

20 points possible

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

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

Your Name___________________________________________________

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Yes--Excellent 9-10</th>
<th>Mostly Good 7-8</th>
<th>Not So Much 0-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tables and figures are clearly and correctly formatted and labeled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tables and figures are not “orphaned”—they are all cited in text and there is a good reason for including them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your introduction is clear—I know what your paper is about</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your grammar, spelling and formatting are trouble-free</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your conclusion wraps up your study: it is not too brief and it says what you discovered in your research</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Research Exercise I: Historic Property Research & Poster

(30 points) -- Faculty Review

Your Name______________________________________________

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Yes—Excellent 4.5-5</th>
<th>Mostly Good 3.5-4</th>
<th>Not So Much 0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text: quality of information, grammar, spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formatting, layout, compliance with assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map of location of historic property</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References of sources of data and images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper shows understanding of geographic theme(s) and stays focused on theme(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good use of examples/evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper stays on topic and flows (uses transitions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-written conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GEOG 390
Fall 2012

Name: _______________________________________________

Email (please write clearly): _____________________________

Where are you from?

What is most interesting to you about geography?

What do you hope to learn in this class?

What is “good writing” to you?