

# Researching Your Topic

## Chapter

**R**esearch work is like any other work students encounter: a little basic knowledge makes the process more efficient. There are basically five things students need to know to be successful doing research for this course:

- When to use **primary** and **secondary** sources.
- How to judge among **scholarly**, **professional**, and **popular** publications.
- How to research **patrons**, **problems**, and **paradigms**.
- How to find **books**, **journal articles**, and other library resources.
- The proper way to cite sources according to **MLA style**.

These five aspects of research are covered in the paragraphs that follow.

### Primary and Secondary Sources

How will you show that your topic is important and needs to be addressed? It will not be enough to rely on an emotional appeal or to expect people to take you at your word. Research will be required to demonstrate the nature and extent of the problem in a logical way. Your instructor may require primary research as well as secondary research, but knowing how and when to use them is important.

#### *Primary Research*

Primary research, sometimes called fieldwork, is data that you personally collect about the topic. Experiments, surveys, questionnaires, direct observations with note keeping, and interviews are typical examples of primary research. Data you collect in experiments, observations, and surveys can be presented in charts or graphs to quantify the problem. Questionnaires and interviews can be helpful when opinions are important.

#### *Secondary Research*

Even if you do collect your own research, you will need other research to interpret your data for others. That is why it is necessary to look at published sources. Secondary research is the term used to describe the search for published information, which you must take at second-hand. The value of secondary sources depends a lot on their credibility.

For your proposal, you might do both primary and secondary research to introduce the problem, but you must do secondary research for the literature review (or paradigm) that helps interpret the problem and explain your solution. Each proposal stands or falls on the quality of its research, and all need a solid foundation of published and authoritative research to support their claims. Without published sources you will be very hard pressed to develop a justification for your plan of action.

## Scholarly, Professional, and Popular: Evaluating Secondary Sources

If there is one thing that students should learn in college, it is that not all information is equally valid or credible. When evaluating sources, students need to keep in mind the types of sources they are, since that will greatly affect the power they have to persuade the reader. Three terms are key: scholarly, professional, and popular.

### *Scholarly Sources*

Scholarly sources are articles and research studies published in peer-reviewed journals or books. They show what scholars in a particular discipline are thinking about topics based on their research. In the scholarly journals, you will see that discussions reference accepted concepts and models. These readings can be difficult because the contributors to these journals use specialized vocabulary that someone outside of or fairly new to the discipline may not quickly comprehend. Realizing that these sources are the strongest authorities you will have for your proposal should help you persevere even when the reading is challenging. Scholarly sources are found in college and university libraries. Many journals are now in electronic form and accessible on the Web, but many are still only in print form. When you access your university library, you will see whether articles you need can be downloaded or whether you need to go to the library and photocopy or take notes on the information.

### *Professional Sources*

Newsletters, journals, magazines, and websites that are used by the practitioners of a given profession or discipline are known as professional sources. They include up-to-date information about existing and new products, business applications, and commonplaces of the profession. You might find articles there about successful companies or methods written by respected people working in that field. These sources have some authority and can be excellent places to look for models of success. But because the writers of these publications often do not do research themselves and because they often do not take a critical perspective on their specialty or on companies in their industry (where these writers might be employed), professional sources are not considered quite as authoritative as scholarly sources. These publications can often be found in your university library or through Internet sources.

### *Popular Sources*

Newspapers, magazines, and websites that are readily available to the public and written to a broad audience are generally called popular sources. While they are the easiest sources to find, they have the least value when authority is being established for a proposal that requests funding. Popular sources can, however, supplement the scholarly and professional sources and show how your topic is of general social interest. Many Internet sources would fall under the category of popular.

Based on this brief discussion of the three types of sources, you can see that often the more easily obtained the information is, the less authority it has. The most authoritative sources are generally written for a specialized audience. Recognize the category of the sources you use so you can judge

how well they bolster your own authority. Each proposal stands or falls on the quality of its research, and all need a solid foundation of published and authoritative studies, theoretical works, and other documents.

## Researching the Patron, Problem, and Paradigm

Often when students begin their research, they see their job as finding out as much as they can about the problem that they want to address. While this can be a good way to start your research, you need to recognize that finding information about the problem is only part of your task. You will also have to do research on funding sources (the patron) and ways of solving the problem (the paradigm). Each part of the project will require different types of research.

### *Patron*

How will you find a funding source? And how will you pitch your project to them? You will have to do research to find the best patron for your project and to learn more about what interests them. Often this research is not directly cited in your paper, but it is among the most important in making your paper realistic.

Even if the organization that will be funding your project is the company you currently work for or the school you attend, you will still want to do some research to find out how your project fits with their mission and values. Look at your company website. Look at what is online about your school or about the specific department in your school you are going to ask for funding. How can you connect your project with the issues and problems that concern them?

If there are no local sources of funding for your project, you will need to do some research to see what organizations (including government agencies, private philanthropies, and corporations) share your interests. Here are three good methods for getting started finding a funding source:

#### **Method 1: Go to the Library**

University libraries have a wealth of print sources that can help you find funding. These sources are often more complete than sources you find on the Web, though they might not be as current or quick to browse. Ask the reference librarians for help getting started.

#### **Method 2: Check Out Online Clearinghouses**

There are a number of grant clearinghouse websites, where you can quickly access many groups that provide funding for projects. Some good websites to start your search for funding include the following:

*The Foundation Center*

<http://foundationcenter.org/> and <http://foundationcenter.org/findfunders/>

This is the best clearinghouse for charity and private philanthropy information.

*Catalogue of Federal Domestic Assistance*

<http://www.cfda.gov/>

The official government clearinghouse for all types of funds.

*Grants.gov*

<http://www.grants.gov/>

A clearinghouse for different granting agencies of the U.S. government.

*Community of Science*

<http://www.cos.com/>

A clearinghouse for science-related projects.

*National Science Foundation*

<http://www.nsf.gov/funding/>

The NSF sponsors theoretical research in the sciences.

*Environmental Protection Agency*

<http://www.epa.gov/epahome/grants.htm>

The EPA sponsors environmental projects.

*National Institutes of Health*

<http://grants1.nih.gov/grants/oer.htm>

The NIH sponsors health and health education grants.

*U.S. Department of Education*

<http://www.ed.gov/fund/landing.jhtml>

A resource for educational projects.

### **Method 3: Browse the Web**

Since most organizations who might fund your project probably have a website or are listed on the Web, a search engine, such as *Google*, is not a bad initial search tool. Try entering your keywords for your topic, perhaps along with the words “grants” or “funding,” and you should at least get some hints about who is interested in your subject area. This method involves a lot of trial and error, and you are better off starting with Method 1 and Method 2. However, when looking for some initial guidance, doing a general Web search should at least give you a better sense of your topic and who is interested in it.

### **Problem**

How can you prove that there is a problem? And how can you emphasize its importance? To make a good case, you will have to do some research on your topic with the goal of finding numbers or of defining your problem well enough to understand its scope.

Before you begin your research on the problem, it's a good idea to think about the specific information that would be useful to your case. Some questions to consider:

- What are the most important numbers needed to convince your patron that this problem is important to address? How can you quantify its scope and scale?
- Can you conduct some of this research yourself, or use research that you have already done? Or will you need to rely on secondary sources of research?
- In order to quantify the problem, what are your best sources of documented evidence? What secondary sources might have information that can help your case?
- Which groups or organizations might have already studied the problem? And where might they publish their findings?

If you can get good numbers, you will be able to make especially powerful visual aids.

### **When You Can't Find the Numbers You Need**

- *Keep trying.* Often, especially with online research, key information is hidden behind the keywords that you haven't tried. For instance, say you are writing a project on making a community service project mandatory at a local high school. You need to find information about teens and community service or volunteering. A search in *Statistical Universe* using the keywords “teens” and “community service” or “volunteerism” will get you nowhere. The perfect graph for your project can only be found under “surveys—opinions and attitudes, by age.” Start early and be persistent. Don't do your research when you are pressed for time.

- *Try extrapolating.* Often it is possible to take percentages from national studies and use them to make educated guesses as to how many people will be affected by an issue on a local level. In order for this to work well, your local population must be entirely typical with the rest of the larger area. For instance, if you absolutely can't find rates of smoking for your town, you could use state or local averages and then work out the equation. If 30 percent of people in New Jersey smoke, one might assume that 30 percent of people in Paterson smoke. However, if your local area is different in some significant way from the larger population, you should not rely on extrapolation.

A town populated by a significant number of young families cannot be compared to a town with several senior citizen retirement villages. If you are reduced to documenting your local problem by extrapolating from national statistics, you must be honest about it and clearly show how you have arrived at the figures you are using.

- *Fill in the gaps with primary research.* Sometimes a problem is so new or so local that there is not a large amount of hard data to draw from. In that case, you will have to do some surveys or other primary research. Make sure that your surveys are legitimate and convincing. Your sample size must be large enough and varied enough to be representative. The fact that twenty of your friends say they dislike Economics 101 is not good evidence that a university should drop the course. As you survey, keep track of what day and time you did the survey, how many people responded, how many of each gender, age, and so on, depending upon the subject of the survey. You should also ask your survey questions in such a way that they will generate good statistical responses. If you conduct your surveys well and present them carefully, they can enhance your credibility. For example, which of the following two statements seems most convincing and why?
  - Fifty percent of the people I surveyed disliked Economics 101.
  - Out of 1,000 students, 50% stated that they ranked Economics 101 (on a scale of 1–10, 1 being the lowest) at 3 or below.
- *Use uncertainty to your advantage.* Sometimes a lack of knowledge is the best evidence you have that a problem exists. Scientists use uncertainty all the time in order to show that more research must be done. If you are writing a research proposal, you should use the lack of statistical information as part of your documentation of the problem. Be sure to discuss the possible dangers or lack of opportunities that result from “not knowing.” Perhaps a central part of your project could be to gather data.

## Paradigm

How do you support your claim that your plan is the best way to address the problem? A paradigm gives you that support. You should think of it as the research-based rationale for your plan. It authorizes your claims about the problem and justifies your methods.

If you are doing a scientific research project in any given field, your paradigm will derive from previous research. That previous research offers you both examples of practice (what experimental methods did they use?) and a way of understanding the results (how did the experiment support the hypothesis based on previous theory?) Defining your paradigm outside of the hard sciences is not as straightforward, because there is usually not as strong a consensus as there is in the sciences about which methods and theories are best. However, you can still use the model of the sciences to guide you in researching support for your plan.

You need to think of paradigms as ideally having two parts, along the scientific model: a **theoretical frame** and **models of success**. A model of success is an example of how others have successfully addressed the problem in some other context. A theoretical frame is a language for explaining how a certain solution will work.

## Searching for a Theoretical Frame

Let's say that you wanted to take on the problem of crime on campus. To find research to justify a plan of action, you would want to find a theoretical frame and search for models of success. Both parts of your paradigm must be developed through the use of scholarly research.

If you were studying sociology or law enforcement, it would be logical for you to take on the problem of campus crime since your previous studies had already prepared you for the issue. You might already have an idea, in fact, of what theoretical frames might relate to the issue. If you don't, then at least you would know where to look to find out. You could talk to professors. You could look in your textbooks (especially in their bibliographies). Ultimately, though, you will need to do some research to see what others have written in journal articles and in books about ways of addressing the problem. That's where you will find your theoretical frame and the language you will need to explain it.

To address the problem of campus crime, you would want to look at what researchers have written in the areas of sociology or law enforcement (the fields that seem most applicable to your problem—though other fields might offer ideas as well). One theory of crime you might encounter in your reading is the “broken windows theory,” which suggests that if you address small crimes (such as broken windows) you will be addressing the larger issue because, for one thing, small crimes and big crimes are committed by the same group of offenders.

## Searching for Models of Success

If you wanted to address the problem of crime on campus, you would logically look at programs at other schools that helped to reduce crime. You would probably also want to look at towns and cities, since they are also potentially good models. You could look for these models in a number of ways.

- You might look in professional or popular sources, such as college journals or newspapers and magazines, which might have stories about successful crime stopping initiatives.
- You could look on the Web, where schools might have posted information about their programs (especially those that proved successful).
- You might ask experts in law enforcement who they look to for models, and then try to interview people involved with the programs they suggest.
- If you have already begun your theoretical research, you may have come across some examples in scholarly sources that you can then try to find out more about.

Once you found those models of success, you would want to repeat the research process to see what specific information you could turn up about how and why those programs worked. The more information you could turn up the better, since you will need that research to justify your own choices in constructing a plan.

## Merging Theory and Practice

To construct a coherent project, you will need to merge theory and practice so that your theoretical frame explains the model of success you are using to justify your plan. A good example of this merging of theory and practice in the case of campus crime would be to use the model of the New York Police Department who made their city the safest in the nation by cracking down on low-level street crime (from petty theft to vandalism), following the logic of the broken windows theory. You could use the NYPD as your model and draw examples of good practice from them and explain them using the language of theory.

## White Paper Assignment

A white paper is a document which describes a current problem. Your white paper will help you begin documenting and quantifying an actual problem in anticipation of the midterm letter. In addition, you will have the opportunity to present information in light of the needs of your chosen funding source.

The white paper should help you collate and organize information and test the viability of your topic. Pay close attention to the **scope** of your potential project. This is the time when you should be aware of your ability to fully address the problem identified. Upon further review, if the problem still requires additional narrowing or framing, this is the time to consider the possibilities. Your white paper should be brief (one to two pages) and include a significant amount of **fieldwork**. When drafting your white paper, consider whether a possible proposal does all of the following:

1. **Identifies with people:** Does the writer have a particular reader (or funding source) in mind? Does the writer's approach seem appropriate to the reader's concerns? Should the writer imagine a different reader for the idea or find out more about the reader's concerns? Does the project address the needs of a particular population? Might the interests of the reader differ from those of the population to be served? How so?
2. **Points to a problem:** Does the writer demonstrate a need for this proposal? Has he or she discussed a problem that could be researched and documented? How might the writer find out more about the problem? What sources of information might be helpful? What types of evidence would help illustrate the problem better?
3. **Faces complexity:** Is the idea of sufficient complexity to require a detailed proposal? If not, can you suggest ways to develop the project so that it would be adequately complex? Has the writer considered all the major problems here, or is there something he or she is avoiding?
4. **Suggests lines of research:** Does the topic lend itself to library research (a course requirement)? What other kinds of research should the writer consider? How might the writer support his or her claims about the problem suggested by the proposal?
5. **Positions the work within a paradigm:** Does the writer have a definite approach to the problem or issue? How might the writer position him or herself within a discipline or field of study in approaching the topic? What disciplines might be helpful? What research might the writer pursue in developing the paradigm?
6. **Demonstrates originality:** Is the specific work proposed at least somewhat original? Has this idea been tried before? What could make this idea more innovative? Are there other ways of approaching the problem?
7. **Stays within reach:** Is the proposed idea manageable? In other words, is the scope of the proposed work something that can be done well, given the time frame and resources? Is the student remaining within his/her reach, if not his/her grasp? Is the idea focused enough in terms of population, location, or issue? Is it something that could actually get done? Can you see this student actually taking on such a project now or being able to do so within the next few years?

Follow your instructor's directions about format and use of sources for this assignment.

## Sample White Papers

What follows are two sample White Papers for prospective project proposals. The format and content of White Paper Assignment will vary greatly with each instructor's specific requirements. As you work through the proposal writing process in this text, you will follow the progression of these students' projects. In all of your assignments requiring cited research, be sure to follow the current MLA formatting guidelines. Consult your instructor for the most recent standards.

### Clustering in the Pine Barrens

Jeremy Scardino  
White Paper  
February 13, 2016

Due to the stringent laws in place protecting the New Jersey Pine Barrens, property values have soared in the region over the past twenty years. Also in conjunction with the fact that New Jersey boasts the highest property taxes in the country, developers have increasingly sought to build housing developments rather than homes with several acres of land. For several reasons, the Pinelands Commission places restrictions on construction of these developments. One Pine Barrens town in particular, Buena Vista, is currently in the process of finalizing the agreement with the developer IMAJE LLC to build one such development, but has exposed a sort of loophole in the system. The effects that will be incurred if this project passes through the municipal government will endanger the health of the residents, and could cause physical and economic harm to over 2.3 million New Jerseyans.

One of the restrictions in place for all housing developments in the Pine Barrens is the requirement of an undeveloped area allotted for open space. Such housing developments are known as "clusters." Although the development in Buena Vista Township follows all zoning restrictions (it has the required open space), the homes are sprawled out in eight separate areas, and only 11 out of 97 properties will be adjacent to the open space. Some of the open space is not even close to the homes. While this restriction is primarily in place to prevent overdevelopment of the Pinelands, the open spaces also serve as dilution areas for septic systems. There is a clear problem, then, that the dilution areas are not contiguous with the homes. This problem is exacerbated by the hydrological nature of the Pine Barrens. The 16-trillion gallon aquifer that supplies some of the freshest drinking water in North America to millions of New Jerseyans is very shallow, and its soil is less than ideal for dilution. Because of the depth of the aquifer, large pumps cannot be used to extract the water. Therefore city water is not obtainable, which is why nearly all homes in the Pines have onsite wastewater treatment systems (septic tanks) along with individual wells. Bremer and Harter find the following, in terms of these systems:

These are common in rural and semi-rural areas around the world; in the US, about 25–30% of households are served by a septic (onsite) wastewater treatment system, and many property owners also operate their own domestic well nearby. Site-specific conditions and local groundwater flow are often

ignored when installing septic systems and wells. In areas with small lots (thus high spatial septic system densities), shallow domestic wells are prone to contamination by septic system leachate. (Bremer and Harter 2453)

In addition to the shallowness of the Kirkwood-Cohansey aquifer, the soil composition in the Pine Barrens is also a contributing factor to contamination. The Pine Barrens derives its name from the fact that their soil (known as sugar sand to most residents) is extremely acidic and very low in nutrients, thus bad for agriculture. However, the soil is ideal for retaining water. New York politician and lawyer Matthew Titone explains, “Because the Pine Barrens’ soils are highly porous, the region provides an excellent vessel for the storage and distribution of precipitation. Further, the precipitation that enters the system through the soil in the Pine Barrens radiates out to the north, south and east, feeding the entire aquifer and diluting the contaminants that may have entered the system from other sources.” Because of the porousness of the soil, it is not very good for the dilution of contaminants. And if the Kirkwood-Cohansey aquifer is contaminated, it would take hundreds of years to cleanse itself. Furthermore, “Although septic tanks may remove a considerable amount of total suspended solids from household wastewater through settling ... septic system designs are based primarily upon soil percolation rates and hydraulic loadings, without consideration being given to the effectiveness of the soil in removing pollutants” (Huang). In layman’s terms, the water that these homeowners will be drinking will be pumped out of the ground, which will be contaminated with their septic and everyone else’s septic in the residential cluster. The result would be people getting very sick from drinking water contaminated with fecal coliforms (e coli) along with chemicals from their laundry detergents and cleaning products.

It is clear that IMAJE LLC’s proposed development project would be serious problem to the buyers of these homes and also to those who live near this development. Since the development follows all zoning restrictions and has allocated the required amount of land to open space use, it is likely to be passed by Buena Vista Township. Over looked is the dangers of well poisoning and the destruction of New Jersey’s main supply of water, which is becoming an increasingly expensive commodity. A plan to successfully avert environmental destruction could become the basis for future projects in the Pine Barrens and other fragile ecosystems in the United States.

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## Open Textbooks at Rutgers University

Robert Celentano  
White Paper  
February 13, 2016

If one takes a look at Rutgers, The State University of New Jersey's New Brunswick 2015–2016 Tuition and Fees for full-time students, they may notice one very important cost left out in the annual spreadsheet: college textbooks. Students across the nation, but in this case Rutgers University students, are in a constant dilemma when it comes to purchasing the textbooks their classes so desperately require. According to College Board, “the average student spends \$1,200 per year on textbooks and supplies” in which Rutgers University Senate and their Student Affairs Committee comment are, “as much as 39 percent of tuition and fees at a community college and 14 percent of tuition and fees at a four-year public institution” (“Response to Charge S-1402” 1). With students taking out loans simply to just pay for tuition and housing, textbooks are an area many look at to cut costs. The Government Accountability Office states that, “the cost of textbooks has risen 82 percent from 2002 to 2013” in which Rama Yousef comments, “With costs only going up, more students may decide to forgo buying textbooks altogether” (Yousef 1). Besides their practicality, the price of university textbooks is the issue at hand that needs to be resolved.

It would be a bit ignorant of me if I were to think that I could solve the nation's problem right from the starting line, changing the prices of all textbooks at every university in the United States. That is why I believe Rutgers, the State University of New Jersey, specifically their New Brunswick campus, is a great stepping-stone for the country's issue at hand. Rather than this appearing as a self-serving project, Rutgers University is the largest, higher education institute in New Jersey. Furthermore, New Jersey is the most densely populated state in all of the country, making Rutgers University a vital institution in the overall process of changing the costs of college textbooks for the nation as a whole. Therefore, the population of Rutgers University New Brunswick will not only benefit from this project first hand, but will directly help benefit the universities across the country, as Rutgers will be a prime example of college textbooks done right.

Rutgers, The State University of New Jersey would be one of the first institutions in the country to start to use open textbooks. But why would Rutgers University want to switch when they can make deals with publishing companies? “The return on investment figure used in regards to Tacoma Community College was calculated by dividing the total amount of student savings generated by the project by the total amount of money spent by the institution to develop and fund the project” (Senack 19). Senack also points out in his report, that full-time undergraduates would save \$1.42 billion dollars a year (5). Therefore, Rutgers New Brunswick enrolls around 38,000 students. If we are to use the value given to us by College Board presented above, an average of \$1,200 a year spent on textbooks per student, Rutgers New Brunswick students spend a year on average, \$44.4 million on textbooks. If we were to implement the open textbook plan presented below, Rutgers University New Brunswick can start a chain reaction in bringing down the costs of higher education textbooks, keeping students happy by paying a lot less, and keeping themselves happy by allowing them to receive a larger portion of the \$44.4 million that typically goes to publishers.

According to Ehtan Senack, “Used book markets, rental programs, and e-textbooks— are often heralded as the solution to high prices, but in reality, they only offer a temporary drop in student spending. One problem with these options is that they are consistently and successfully undermined by traditional publishers...publishers are able to limit the efficacy of these options and maintain their lock on the market” (7). Online textbooks are not the way to save money, they bring problems on their own, as Robert Stone and Lori Baker-Eveleth looked into electronic textbooks and came to the conclusion that, “As with any new technology adoption, its success or failure depends on numerous factors” (Stone 19). Those factors include areas such as ease of use, ease of obtaining, willingness to purchase an e-textbook, etc. Therefore, it is safe to say that e-textbooks are not a step in the right direction in terms of saving students money. “Open textbooks show an incredible return on investment. Where many financial aid programs deliver a dollar of savings for every dollar spent, the “return on investment” with open textbooks is exponential. At Tacoma Community College alone, students savings generated were more than 6 times the amount invested” (Senack 16). The ease of use of open textbooks is tremendous. For example, at the University of Minnesota’s Open Textbook Library online (12 schools in network), one is able to view/download/and print all of their textbooks absolutely free.

Open Textbooks “are available free online, they are free to download, and print copies are available at \$10-40, or approximately the cost of printing” (Senack 5). This plan will take some time for open textbooks to be completely interwoven into the University, and will begin by offering textbooks solely for introductory courses, eventually working their way up through 400 level classes. The first classes to have open textbooks in them, will be those introductory courses in which have the largest number of students registered for the class. As this of course will take time, Rutgers will then begin to start using the open textbooks, from the open textbook network, in their classrooms. While this is occurring, faculty may begin to contribute in writing as well as peer-reviewing the open textbook library. In our case, every member of the Rutgers University faculty who contributes in either writing textbooks or peer-reviewing them will be compensated. Sabbaticals will be offered based on the number of years at the University. “...The average cost of producing a book has decreased to \$120,000 per book” (Hilton and Wiley 4) states John Levi Hilton and David Wiley, a price down from the original cost of \$150,000 per book when Flat World Knowledge, at the time the article was written in 2011 an open textbook website, launched. Therefore, if a textbook costs around \$120,000 from start to finish, we can determine how Rutgers will receive its return on investment. Using the \$10-40 price tag of a printed open textbook from Senack, Rutgers can then take the median price of \$25 a textbook, and multiply that by the average amount of students taking a specific course. For example, Expository Writing is a required class for all Rutgers University New Brunswick students to take. At 40,720 at Rutgers N.B., if 15 percent purchased the open textbook in print, the revenue would equal \$152,700. This plan allows Rutgers University New Brunswick to not only make its students a lot happier as they pay less and less for textbooks, but allows them to basically, collect a return of investment as if it were a royalty check once the textbooks are created.

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## Finding Books, Journal Articles, and Other Sources at the Library

Today there can never be the excuse that you “couldn’t find any research” on something. You will see, in fact, that there is usually too much information on any topic. Just try a search on the Index called *Business Source Premier* at your university library. Enter keywords about your topic and you should find that there is a lot of information out there (much of which is accessible online in full-text format). And if you try a search at *Google*, it is likely you will get too many hits to look through in a sitting. You must learn to be selective, have confidence in your ability to analyze what you read, and just simply get to work.

The only way to learn how to use at your university library or its home page is by using it. But if you have trouble getting started, there are tutorials online. Remember the reference librarians can be the best teachers of library skills; the library is their classroom, and you are their students. Show them what you have done; ask them questions; seek their advice whenever you get stuck looking for information. The more specific your question, the better the help you will receive.

If you can’t locate a source at your university library, you can order any book or journal article through interlibrary loan, usually very quickly (no more than two weeks). If you start your research early, you should be able to get all the information you need. Be careful, however, to continue your research efforts while awaiting sources you have ordered. The deadline for completing an assignment will not change if your ordered source does not arrive on time or proves less than helpful.

## Some Advice on Searching the Internet

You should never rely upon general Internet searching as your main source of information. Internet sources tend to be too simplified and too much driven by self-interest to serve as the basis for your research. You should always seek a wide variety of sources, using books for depth of coverage, peer-reviewed journals for thinking in your field, and periodicals for timely coverage of recent events. The Internet should be only a supplement to these sources. These suggestions are therefore intended to give you some ideas about using the Internet as an assistant rather than a crutch.

- Often web searches can help you most in developing a list of keywords that you can use later in searching through databases and books. Try putting quotes around specific phrases, like “binge drinking” rather than binge AND drinking, since this will help narrow your search to only sources that use those words together. Remember the basics of Boolean logic: use “and” to narrow and “or” to expand categories.
- An increasing number of statistical sources are available online. You can also use *Statistical Abstracts of the United States* and *Statistical Reference Index*, which are available in the reference section of most campus libraries. If you are seeking government statistics, check out “thomas,” the government center for information at <http://www.thomas.gov/>. For New Jersey information, try <http://www.state.nj.us/>. For census information, go to <http://www.census.gov/>. If you were looking for statistics on campus crime (as in our example above), you would definitely need to visit the Office of Postsecondary Education’s Campus Security Statistics Website at <http://ope.ed.gov/security/>.
- If you find a good website, see if it contains links to others or lists of references you can find in the library. Often, Web sources are abstracted versions of much better journal articles or books. Go to the original source!

## A Brief Guide to Using MLA Style

The following guidelines are not intended to be all-inclusive but merely to help you avoid typical pitfalls in citation. For the purposes of this class, you should use citation style as given by the Modern Language Association. You will need to know MLA style for both in-text citation and your Works Cited page. The following are guidelines based on current MLA recommendations. For more information on the intricacies of MLA citation, consult the *MLA Handbook for Writers of Research Papers* (available in the reference section of all campus libraries). For the latest recommendations on electronic references, go to the frequently updated MLA website at <<http://www.mla.org/>>. The following examples of format are all based on those sources.

### *In-Text, Parenthetical Citation*

MLA citation format tries to simplify references by eliminating footnotes and replacing them with short parenthetical citations that are elaborated in your Works Cited. The main purpose of in-text citation therefore is to link information in your text with entries on your Works Cited page. For that reason, you need to make the connection between citations and sources clear by using the same primary name in your text as the primary identifying reference in your Works Cited.

Unlike scientific citation formats, which emphasize author and date of publication, MLA emphasizes author and page number. The two pieces of information you should have in a textual reference are the last name of the author and the page number (if the text is paginated). Page references are especially important when you are using a direct or indirect quotation from the text. If you mention the author(s) in your sentence, then it is not essential to put the name(s) into your parenthetical citation. Two examples:

According to James Q. Wilson and George Kelling, “at the community level, disorder and crime are usually inextricably linked, in a kind of developmental sequence” (33).

According to the classic study of the “broken windows” phenomenon, disorder leads inevitably to crime (Wilson and Kelling 33)

In parenthetical or in-text citation with up to two authors, you should include both of the names; with three or more authors you should cite the primary author and indicate others with “et al.” For example:

One author: (Jordan 98)

Two authors: (Jordan and Slinkoff 98)

Three or more: (Jordan et al. 78)

In-text citations for three or more authors would look like this:

Jordan et al. found an increased cancer rate in overweight mice (78).

Sometimes page numbers are not available, especially when dealing with electronic sources. In this case, the MLA suggests that you use paragraph numbers for reference, especially when quoting. Otherwise, simply use the author’s name in your parenthetical citation. And in the case of quoted material not spoken by the author, be sure to indicate that the line was quoted in (abbreviated “qtd. in”) the source you used and was not an original citation. For example:

The case of Abner Louima is the exception that proves the rule in Siegel’s view: “ ‘the lesson of the ‘broken windows’ applies to cops as well as to criminals. With ‘broken windows’ you say, if you allow the small things to get out of hand, the big things will be worse” (qtd. in Skelley 10). According to Siegel, the 70th precinct commander did not enforce rules vigorously, which allowed disorder and, eventually, criminality among his officers (Skelley).

If the source has no discernable author, then use the title (or the first few words of longer titles, followed by ellipses). And be sure to use the title for reference both parenthetically and in your works cited:

*Parenthetical citation for unpaginated, non-authored source:*

Safir's first action was to focus on the seemingly "trivial" crime of jumping subway turnstiles to avoid paying the fare ("Commissioner describes NYPD 'success story'").

*Works Cited listing for unpaginated, non-authored web source:*

"Commissioner describes NYPD 'success story.'" *Yale Bulletin and Calendar*, 28 Jan. 2000.  
Web. 3 March 2009.

## ***Non-Accessible Sources***

Since the whole purpose of including citations and references is to provide your reader with the means of using the same sources themselves for future research, you should consult with your instructor about which sources you can and cannot use on your Works Cited page. The MLA does offer style formats for citing e-mail messages, postings to a Listserv, and personal interviews. Original research that you have done to find information about your project (for example, survey results that you have gathered) should not be recorded on your Works Cited page, but should be explained clearly in your text.

A survey of 45 Busch campus students conducted at the Busch Student Center on April 1, 2003, showed an overwhelming number avoided taking Friday classes.

In an interview on January 12, 2003, Robert Spears, the Director of Parking and Transportation for the Rutgers, New Brunswick campus, discussed some of the problems that made additional parking spaces on College Avenue Campus impractical.

In a March 10, 2003 e-mail response to my inquiries, Professor Dowling said that he thought student evaluations "put pressure on faculty to do the popular thing rather than the right thing" and therefore ought to be replaced by another system.

## ***Your Works Cited Page***

Your Works Cited page is just that: it reflects the works that you have actually used in your text, not works that you consulted for background information but did not use for reference. According to the latest guidelines, it should be double-spaced consistently throughout, with a hanging indent. You must list your sources in alphabetical order, either by the author's name or the title. If you have two or more sources by the same author, list them in alphabetical order by title and replace the author's name with "---" in the second entry. Do not number your entries on the page—alphabetical order and indentation will separate one entry from the next.

The following examples will give you some idea of format; for more complete information, consult with your instructor or the *MLA Handbook*.

### **A book:**

Jacobs, Jane. *The Death and Life of Great American Cities*. Random House, 1961.

Wilson, William H. *The City Beautiful Movement*. Johns Hopkins UP, 1989.

### **A book with two or three authors:**

Wilson, James Q., and Richard Herrnstein. *Crime and Human Nature: The Definitive Study of the Causes of Crime*. Simon and Schuster, 1985.

### **A book chapter:**

Wilson, James Q., and George Kelling. "Broken windows: The police and neighborhood safety." *Thinking About Crime*, edited by J. Q. Wilson, Vintage, 1985.

### **Periodicals:**

If the periodical is paginated continuously throughout the year, only the volume number is needed. If each issue begins with page 1, include the issue number after the volume number separated by a period. For example, for "volume 17, issue 4," use 17.4.

Brown, Lawrence, and Wycoff, M.A. "Policing Houston: Reducing Fear and Improving Service." *Crime and Delinquency* 33.1, vol. 33, no. 1, 1987, pp. 71–89.

Streicher, Victor. "Revising the Histories and Futures of Policing." *Police Forum*, vol. 1, no. 1, 1991, pp. 1–9.

### **Newspaper:**

Campbell, Geoffrey. "Crime Is Down All Over." *New York Times* 11 October 1997, late ed.: B14+.

### **Government documents and other reports:**

Federal Bureau of Investigation. *Crime in the United States, 2000*. U.S. Government Printing Office, 2001.

### **Web references:**

Just as with print sources, web sources should be cited in the order of author, title, source. Differences arise because of the impermanence of web sources and the fact that many do not have clear authors or titles on their pages. The impermanence of web sources makes it necessary to add your date of access. In the case where there is no listed author, then use the title as your main listing, and only if there is no author or title should you merely list the source. In any case, be sure to list the actual article or page you are using, not simply the address of the website you accessed first. Do not expect your reader to be able to follow all of the links you followed to find the article.

"Capitalism." World Book Online. Vers. 3.2.6. Nov. 2008. *World Book*. Web. 3 Dec. 2009.

Muzzey, Elizabeth H. "Biochemical Reactions in Toddlers." *Journal of Northeastern Medicine* 36, 2001. Web. 17 Apr. 2009.

### **E-mail:**

Samson, Dolores. Message to the author. 3 May 2009.

Samson, Dolores. "Re: Customer Service." 3 May 2009. Received by [author name].

### **Interview:**

Jorge, Eric. Personal interview. 1 May 2009.

Sansevarius, Buran. Telephone interview. 7 Dec. 2008.

Vandeen, Harry. Interview with Jon Stewart. *The Daily Show*. Comedy Central, 8 Aug. 2009.

## **Sample Annotated Bibliographies**

An annotated bibliography is simply a preliminary Works Cited page to which notes or "annotations" have been added after each entry. The main information required would be a few sentences summing up what the source says and how it will be useful to your project. You might also want to say whether you will be using the source to quantify the problem or to set up the research paradigm for your project.

## Clustering in the Pine Barrens

Jeremy Scardino  
Annotated Bibliography  
February 20, 2016

### Works Cited

Atherholt, T.B., et al. "Coliform Bacteria In New Jersey Domestic Wells: Influence Of Geology, Laboratory, And Method." *Ground Water* vol. 51, no. 4, pp. 562–574. *Science Citation Index*. Web. 23 Feb. 2014.

In this article, Atherholt provides statistics and findings behind the mandatory testing of domestic wells, following the passage of the New Jersey Private Well Testing Act. From 50,800 domestic wells tested, significant data has been found that supports the claim that water pollution in the Pine Barrens is a major concern. According to the study, TC (total coliform) and FC (fecal coliform)/E. Coli was found 3.7 times more in the "unconsolidated strata of the Coastal Plain." In layman's terms, fecal leachate is found much more frequently in the loose sediments of the Pine Barrens than in the bedrock that can be found elsewhere in New Jersey. In addition, detection rates were higher in sedimentary rock (in South Jersey) than in igneous or metamorphic rock (North Jersey).

"Basic Information About Nitrate in Drinking Water." United States Environmental Protection Agency. Web. 22 Feb. 2014.

This webpage by the EPA focuses on nitrate contamination of drinking water. Like sodium, nitrate can come from fertilizer runoff, as well as from septic leakage. The effects of nitrate contamination are primarily focused on infants, and these effects can be deadly. Although uncommon, nitrate contamination in drinking water consumed by infants can lead to blue baby syndrome, a deadly heart disorder.

Bremer, J. E., and Harter, T. "Domestic wells have high probability of pumping septic tank leachate." *Hydrol. Earth Syst. Sci.*, 16, 2012, pp. 2453–2467.

The entry by Bremer and Harter discusses the prevalence of onsite wastewater treatment systems in the United States, along with domestic wells. Common in rural and suburban areas, about 25-30% of American households operate their own wastewater treatment systems (septic tanks), and many of these households also operate their own wells. Unfortunately, conditions that determine how well the septic system will filter throughout the property are ignored when these systems are installed. This is particularly important in the case of the proposed development in Buena Vista, because Bremer and Harter specifically point out the areas with small area lots and shallow domestic wells (which are the only

option in the Pinelands) are prone to contamination to septic leachate, which can be very dangerous when these homes also operate their own wells.

“Clustering Gone Bad?” Pine Barrens, New Jersey Pinelands Protection. Web. 24 Feb. 2014.

This article from the New Jersey Pinelands Commission directly outlines the problem with the cluster development in Buena Vista. Although the proposed development follows all regulations as outline by the Commission, this is the first application for development in the Pinelands since the Comprehensive Management Plan was created, and has exposed a loop-hole in the said regulations. Although clusters are designed to preserve the Pinelands and create a sustainable drinking water environment, the layout of the proposed development will have very negative effects resulting from the placement of the required open space, which is not adjacent to the homes, and in some cases no where near the development. The result will ultimately be contaminated drinking water for those that occupy the homes.

Sherlock, Mark, et al. “Physical controls on septic leachate movement.” *Hydrological Processes*. Wiley InterScience, 18 Apr. 2002. Web. 18 Feb. 2014.

Whereas the previous journal article applied to the proposal in terms of the planning of the development, this web article applies to the aspect of the environmental concerns of septic systems in the Pine Barrens. Although no mention is specifically made to the Pine Barrens, the information helps to explain why the Pinelands are less than ideal for soil percolation. The article first describes the functions of a septic system, and how it distributes effluent (liquid waste) into the soil. Although these systems remove a good amount of solids from household wastewater, they are not as good at reducing biochemical oxygen demand and nitrogen that is harmful to the environment. Once again, the article makes mention to how developers of these systems do not take into consideration the effectiveness of the soil in removing pollutants. As we will see in the next source, the Pine Barrens’ soil is very ineffective in filtering contaminants, and furthermore exacerbates the distribution of contaminants throughout the Kirkwood-Cohansey aquifer.

“Sodium Chloride in Private Drinking Wells.” University of Massachusetts—Amherst Center for Agriculture. United States Environmental Protection Agency, 1 June 2007. Web. 22 Feb. 2014.

While the previous articles have focused on well water contaminants from septic systems, this article focuses on sodium chloride contamination from outside the property and from the well itself. Three aspects relate to the development in Buena Vista: contamination from road salt, fertilizers, and water softeners. The development sits on the edge of a heavily used road in Buena Vista, Weymouth Road. Sodium chloride can contaminate wells from its uses on roads during the winter months. In addition, Buena Vista and the surrounding area is a farming area, which can contribute to contamination from fertilizers. Finally, sodium contamination can come from water softeners, which are present on just about all domestic

wells. The effects of this are not as serious as the contamination of well water from coliform, but can cause problems for those on low sodium diets, and more so for infants whose kidneys are not developed enough to handle high levels of sodium (which can result in kidney failure).

Taylor, James. "Evaluating Groundwater Nitrates from On-Lot Septic Systems, a Guidance Model for Land Planning in Pennsylvania." *Taylor Geo Services*. Web. 22 Feb. 2014.

This article essentially corroborates the Pinelands Commissions' concerns about water contamination in the Buena Vista development, while using examples from cluster developments in Pennsylvania. It also explains the source of and dangers associated with nitrate contamination.

Titone, Matthew. "IN THE MATTER OF LONG ISLAND PINE BARRENS SOCIETY, INC." *Legal Information Institute*, 24 Nov. 1992. Web. 18 Feb. 2014.

Matthew Titone, a member of the New York State Assembly's 61<sup>st</sup> District, explains the very real negative effects of water pollution in the Pine Barrens of Long Island. Although across the Hudson River, the ecological state of the Pine Barrens is identical to those in New Jersey. Titone explains how the aquifer under the Pine Barrens serves as an excellent vessel for the storage and distribution of precipitation to the north, south, and east. He explains that the soil in the Pinelands is very permeable, thus not capable of filtering pollutants. Corroborated by several studies, he concludes that if the aquifer were to be contaminated, it would take centuries if not thousands of years for the groundwater to return to acceptable quality. Therefore, if contaminated, the results would essentially be irreversible.

## Open Textbooks at Rutgers University

Robert Celentano  
Annotated Bibliography  
February 20, 2016

### Works Cited

Hilton, John, and Carol Laman. "One College's Use Of An Open Psychology Textbook."

*Open Learning*, vol. 27, no. 3, 2012, pp. 265–272. *Academic Search Premier*. Web. 25 Sept. 2015.

John Hilton and Carol Laman specifically looked at a community college in Houston, Texas and their use of an open textbook in psychology. Hilton and Laman clearly show the advantages to using open textbooks when they say, "First, all students have access to a book, regardless of their ability to pay. Second, all students have access to that book before the first day and throughout the semester...Third, because faculty members are able to make adaptations to the text, they are able to include all of the department-identified key terms and objectives within the text...Fourth, there are inherent advantages to digital texts... Finally, faculty can be selective about which supplemental materials to use and can post them on internal websites or learning management systems" (6). I plan on using the information provided by Hilton and Laman in the paradigm of the assignment, as it shows many of the advantages to using open textbooks, as well as a real-world example of open textbooks in action.

Hilton, John Levi, I.,II, and David Wiley. "Open Access Textbooks and Financial Sustainability: A Case Study on Flat World Knowledge." *International Review of Research in Open and Distance Learning*, vol. 12, no. 5, 2011. *ProQuest*. Web. 23 Sept. 2015.

John Levi Hilton and David Wiley bring forth the company, "Flat World Knowledge" and their attempt on the open textbook market. For those unfamiliar, "FWK" as it is often abbreviated to, was a publisher who offered people ability to download open textbooks free of charge from their website. Yet since late 2012, three years after launching, the company started charging for its textbooks due to financial issues. The journal article written by Hilton and Wiley dive into the world of open textbooks, using FWK as a source of information, to help shed light on the costs and other aspects concerning open textbooks. "...The average cost of producing a book has decreased to \$120,000 per book" (4). I believe Hilton and Wiley's article may be very useful in the plan of my paper, as it gives recent and real world data concerning aspects associated with open textbooks.

Morris-Babb, Meredith, and Susie Henderson. "An Experiment In Open-Access Textbook Publishing: Changing The World One Textbook At A Time." *Journal Of Scholarly Publishing*, vol, 43, no. 2, 2012, pp. 148–155. *Academic Search Premier*. Web. 23 Sept. 2015.

Morris-Babb and Henderson provide a plethora of information regarding open textbooks. Their work provides real world statistics to the table with multiple examples of open textbooks being integrating into current colleges and universities across the country. "At the University of Florida (UF), the provost offered all deans up to \$30,000 of seed money for faculty who wanted to write an OA text" (5). Data such as this is paramount to creating a plan regarding open textbooks. I intend to use their data and research in order to help prove that open textbooks can be beneficial for students, Rutgers University, and their faculty. Most likely, I will be using their research in the plan of my paper, but their work is so well done, I can easily see myself using it almost anywhere. Though specifically, the plan, patron, and paradigm are probably the most likely.

Petrides, Lisa, et al. "Open Textbook Adoption And Use: Implications For Teachers And Learners." *Open Learning*, vol. 26, no. 1, 2011, pp. 39–49. *Academic Search Premier*. Web. 25 Sept. 2015.

Lisa Petrides along with the four other authors who contributed in this journal article, take a different look at the world of open textbooks. Rather than strictly looking at the price and the savings they can bring, they look at how open textbooks may provide educational information that quite possibly may be a greater asset to teachers as well as students. At the end of their scholarly journal article, they conclude, "This research has revealed that, while cost savings and ease of use initially attracted both faculty and students to adopt open textbooks and use them to facilitate existing teaching and learning practices, opportunities nonetheless exist for engaging and building upon open textbook use to increase interactivity and enhance teaching and learning for users" (9). This gives another advantage to the open textbook system. Though I am focusing mainly, if not exclusively on the prices of college textbooks, this gives a new outlook and shows that open textbooks have the potential to surpass their traditional counterparts in both price and information. I plan to use this information in either helping persuade the patron or prove in the paradigm, that open textbooks are the correct solution to college textbook prices.

Rutgers University Senate. *Response to Charge S-1402, (Cost of Textbooks)*. Student Affairs Committee, February 2015. Web. 20 Sept. 2015.

The Rutgers University Senate report brings forth the issue of the costs of textbooks and possible was in which the school could go about solving that problem. This report brings home the countrywide problem, right down to our local university, presenting the problem

in a more narrow focus. The University Senate makes a remarkable statistical point in that “as much as 39 percent of tuition and fees at a community college and 14 percent of tuition and fees at a four-year public institution” (1). This data shows us that textbook prices truly are a problem and are not just statements made from students. It proves to us that a serious issue is at hand that is in need of resolving. Therefore, I plan on using the Senate’s report mainly in the problem of the paper. They do a tremendous job in clearly stating that there is something wrong with the costs of textbooks and provide ways in which Rutgers University may be able to solve them, yet do not provide any concrete steps the university has taken.

Senack, Ehtan. *Open Textbooks: The Billion-Dollar Solution*. The Student PIRGs, February 2015. Web. 20 Sept. 2015.

According to Ethan Senack, open textbooks are the countrywide solution to the major problem of college textbook prices. Senack uses five schools across the country as proof throughout his work, that open textbooks can not only save students money, but also bring in a revenue to the universities that are implementing open textbook systems themselves. Senack shows us that “...a student saves \$128 per course, when their traditionally published textbook is replaced with an open textbook” (5), an important figure when calculating the amount of money a student could be saving if he/she were to use open textbooks completely throughout their academic careers. Ethan Senack’s work is one of the strongest sources of information out right now in my opinion, and I plan to use his work throughout the paradigm as well as the plan. His data collected will be very valuable in stating why open textbooks are the best option available, over traditional publisher owned print as well as publisher owned e-textbooks. This data will also be very useful in helping construct a plan for Rutgers University New Brunswick, using the strong points made in the report, and weeding out the weak ones.

Stone, Robert W., and Lori Baker-Eveleth. “Students’ Intentions to Purchase Electronic Textbooks.” *Journal of Computing in Higher Education*, vol. 25, no. 1, 2013, pp. 27–47. ProQuest. Web. 20 Sept. 2015.

Robert Stone and Lori Baker-Eveleth explore the reasons in which students may possibly lean towards purchasing electronic textbooks over traditional print copies. Their work looks to see if students are looking to save money, even if it means sacrificing convenience. Their research shows that e-textbooks are a step in the right direction, but also shows that e-textbook prices really aren’t saving students much money at all. This is because e-textbooks are still owned by publishers, rather than being under an open license. According to Stone and Baker-Eveleth, “As with any new technology adoption, its success or failure depends on numerous factors” (19). At the conclusion of their work, they seem to concede a bit in saying that e-textbooks quite possibly could fail, which tells that they are certainly not a completely proven solution. This will be quite useful in the paradigm, as it sheds light on the fact that e-textbooks are not foolproof solutions to the problem at hand.

United States. Congress. *Report to Congressional Committees, College Textbooks, Students*

*Have Greater Access to Textbook Information.* U.S. Government Accountability Office.

Web. 20 Sept. 2015.

The report done by the United States Government Accountability Office provides in-depth information on the different ways in which students may access textbook information. They make quite the statement when they say, “Based on GAO’s review of a nationally representative sample of schools, an estimated 81 percent provided fall 2012 textbook information online, and stakeholders GAO interviewed said implementation costs were manageable and students have benefited from increased transparency” (2). This shows that online textbook information is not a problem for schools across the nation. If one applies this to the world of open textbooks, one can only assume that implementation and costs would only be less expensive, as it shows many schools already have some form of textbook information presence online plus the fact that open textbooks are cheaper than traditional ones. I plan on using this information in the paradigm in order to show that open textbooks are the correct solution to overall problem, even over traditional e-textbooks.

Yousef, Rama. “Textbooks in Need of Reform, College Students Frustrated.” *University*

*Wire*, 31 Oct 2014. *ProQuest*. Web. 20 Sept. 2015.

Rama Yousef’s comments on the world of textbooks provide a quick look at the nation’s problem at hand. Yousef makes a strong point in saying, “With costs only going up, more students may decide to forgo buying textbooks altogether” (1). This comment sheds light, as well as gives a fresh outlook, on college textbooks, focusing on something other than strictly the price. His article may be the shortest of the works cited in my paper, though it provides quotes as well as comments that are useful in help explaining the overall issue. I plan to use his work as a reference and stepping-stone to other sources such as the Government Accountability Office in the problem.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Chapter 4 ■ Annotated Bibliography Peer Review Workshop

Please fill out the following form for your partner. Feel free to write comments on the draft as well.

1. Is the document clearly labeled as a list of Works Cited at the top of the page? \_\_\_\_\_ yes \_\_\_\_\_ no
2. Does the document contain a minimum of six sources? \_\_\_\_\_ yes \_\_\_\_\_ no
3. Are there various types of sources represented (books to develop a theoretical framework, scholarly journals for detailed models, etc.)? \_\_\_\_\_ yes \_\_\_\_\_ no
4. Are at least 50 percent of the references cited from scholarly sources? \_\_\_\_\_ yes \_\_\_\_\_ no
5. Is the document formatted in proper MLA citation style (alphabetized, indented after first line, publication elements ordered correctly, etc.)? \_\_\_\_\_ yes \_\_\_\_\_ no
6. Is the document correctly spaced, in 12 point Times New Roman type, with one-inch margins? \_\_\_\_\_ yes \_\_\_\_\_ no
7. Is each entry annotated and detailed in describing how the corresponding source would be useful to the plan? \_\_\_\_\_ yes \_\_\_\_\_ no
8. Is each annotation 100–150 words in length, single-spaced, and presented in a clear, readable form? \_\_\_\_\_ yes \_\_\_\_\_ no
9. Do the bibliographic entries suggest a theoretical framework for the plan? \_\_\_\_\_ yes \_\_\_\_\_ no
10. Do the bibliographic entries include models of success appropriate to the plan? \_\_\_\_\_ yes \_\_\_\_\_ no
11. Based upon the entries, is there evidence of a recognizable paradigm (or rationale) for the plan? \_\_\_\_\_ yes \_\_\_\_\_ no
12. Is the document free of errors in grammar, usage and/or sentence structure? \_\_\_\_\_ yes \_\_\_\_\_ no

What is the one part of the draft you liked the most?

What is the one part of the draft that needs the most improvement?

Additional Comments/Suggestions:

**KH**  
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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