

E33.2061.002 Research Applications for HOFD Students (3 credits)

Course Description:

Research Applications integrates skills and knowledge acquired during the master's program. It includes both theoretical and applied aspects of research design, data analysis, and interpretation. Students create and present a food studies research project.

Objectives

1. Identify a researchable issue/topic in food studies.
2. Identify appropriate research methods to address the issue.
3. Use computer and library sources to complete a comprehensive literature search that reviews and synthesizes previous studies related to that problem.
4. Conduct a research study.
5. Demonstrate ability to collect, analyze and interpret the results of that research.
6. Develop recommendations for future research or action based on the analysis.
7. Report the study in both oral and written forms of presentation.

Prerequisites

Completion of 30 graduate credits including E33.2190 Research Methods. Research Applications is designed as a "culminating experience" of your master's program, and thus should be taken in the last year of study.

Recommended Texts

Research/writing guides:

Markman, R.H., Markman, P.T., and Waddel, M.L. *Ten Steps in Writing the Research Paper, 5th Edition*. Hauppauge, NY: Barron's Educational Series, 1994 (or any good research guide).

Strunk, W. and E.B. White. *The Elements of Style* (3rd Edition). Massachusetts: Allyn and Bacon, 2000.

The Bedford Handbook

A Brief Handbook of English

Style manuals:

The Chicago Manual of Style (14th Edition). Chicago: University of Chicago Press, 1993.

Publication Manual of the American Psychological Association (4rd Edition). Washington, D.C.: American Psychological Association.

The MLA Handbook

Also good to have on hand:

Allen, Gary. *The Resource Guide for Food Writers*. New York: Routledge, 1999.

Lehman. *Creating Dynamic Multi-Media Presentations using Microsoft Power Point*. South-Western College Publishing, 2000 (or other Power Point guide book). □

Course Schedule

- **January 28 Course Introduction, Research Topics and Questions, Projects**

What makes great research?

How do we define plagiarism?

- Assignment #1: Choose a project. This may be 1) an article based on a previous paper that you will expand and develop into a piece of publishable quality; 2) a book/cookbook proposal in a form ready to send to an agent or publishers; or 3) a well-developed business plan ready to pitch to investors. Students choosing an article should bring in a research paper on which you will base your project. Please provide a copy that includes the professor's comments. (Acceptable papers are from Food and Culture, International Cuisine, Food History, Social Movements, or another class with approval.) Students working on a book proposal or a business plan should bring in a (at minimum) two-page description and outline of their idea, along with a description of/sample of a proposal/plan you wish to emulate.
- **This is due by Monday Feb 4, 2007.** □
- **February 4 Sources**
- We will discuss appropriate sources, writing partnerships, and developing proposals.
Assignment #1 (see above) due in class. □
- **February 11 Research Design and Methods**
- Assignment #2: Bibliography- 1. Email the entire class your title, a brief (100-200 word) abstract of your paper that you previously wrote or of the project you propose to work on this semester. 2. Post a bibliography to the class Blackboard site. If it is a new project, create a bibliography of 3 books and 3 articles relevant to your research project. If it is a project you have

already written a paper on, post the full bibliography to Blackboard. Each student should download everyone else's bibliographies. Your assignment is to read these carefully, with critical eyes. Look for gaps in sources. Ask yourself if there is a healthy balance of primary, secondary, scholarly and popular sources. Come prepared to discuss all of these in class. **The bibliography is due on Blackboard by Friday, February 8th (10%).** □

- Assignment#3: Write a 2-page outline of your research design and proposed methods (how you will approach this topic, the different types of data you will use and how you will gather this data). For example, if you plan to include interviews, how will you find your sources. If you plan to use archival materials, where and how will you access these documents. **This is due in class on February 11 (10 %).** □
- **February 18 Presidents' Holiday, No Class** □ □
- **February 25 The Proposal**
- Identify one academic journal (i.e. *Food and Foodways*, *Food, Culture and Society*, *Journal of Southern Folklore*) or serious magazine (i.e. *The New Yorker*, *Harper's*, *Atlantic Monthly*, *Nature*). Identify its audience, style and format and be prepared to explain them to the class. If you are doing a book proposal or business plan, research and identify your specific audience (agent, publishing firm, investor group) and also be prepared to discuss in detail.
- Assignment #4: Write a 2-page proposal to your intended audience (a) explaining your project, (b) identifying the source for your data, and (c)

including a short 3-item literature survey. Keep the audience in mind. **Due in class (10 %).** □

March 3 Fleshing out the Argument

- Assignment #5: Write a paragraph that articulates the argument of your paper. Revise it into 2 or 3 sentences. Finally, write it again in 1 sentence. Bring to class. Be ready to share your work with your peers and read their work critically **(10 %)**. □

- **March 10 NO CLASS- Individual appointments and work on paper** □

- **March 17 Spring Break: No Class** □

- **March 24 Annotating the Bibliography**

- Assignment #6: Annotate your bibliography – that is, review the sources that you are using, summarize them, and show how they relate to your work. You should annotate at least 15 sources. We will share and discuss these bibliographies in class, and once again, look for holes or gaps **(10%)**.

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- **March 31 Self Evaluation**

- Be prepared to discuss the problems and promises of your project in terms of (a) the data source (b) the argument and (c) style. □

- **April 7 Peer Review**

- Bring to class 3 copies of your paper (one for me, two

for other class members). We'll spend the class period reading and commenting on each other's papers. We'll divide the class time in half, and everyone will read and discuss papers with two other people (we'll get in pairs, read and discuss papers, then "change partners" and read and discuss again). □

- During class as you review others' papers you can organize your comments into four main areas of focus:
 1. Thesis statement/argument. Circle what you see as the author's argument and quick "road map." This will help the author define/strengthen his or her argument.
 2. Strengths of paper/project:
 3. Weaknesses of paper/project:
 4. Suggestions for revision:

April 14 Peer Review Continued

- We will continue discussing /evaluating each other's papers. □
- **April 21 Practice Session I: Preparing an Oral Presentation**
- We will begin preparing and practicing translating the projects into oral/power point presentations. For those who need it, we will schedule a Power Point tutorial. □

April 28 Practice Session II ☐

May 5 Practice Session III ☐ ☐

Tuesday May 6 (Reading Day)

PRESENTATIONS 9:30 – 1:00 PM

Papers are also due on or before May 6th.

I. The Research Paper

In addition to the final paper, you must submit an electronic version.

The paper should be around 15+ pages in length and include as many different types of sources as possible, including descriptive or statistical survey, focus group, interview, participant observation, primary data, archival data.

Additionally, all papers must include, as a minimum, at least one of the following:

- audio tapes, video, film, or some other material artifact

The final paper must include a copy of the journal's author instructions. Obviously, your final project must adhere to these instructions. ☐

It is understood that all assignments must be free of typographical and grammatical errors. I strongly urge even the most accomplished writers to seek periodic advice from the Writing Center. Make your appointments early, as they book up quickly. Cite all original quotes and paraphrased information. Consult your writing manual for additional information on plagiarism. Any academic style of citation is acceptable (APA acceptable only where applicable). Late papers will receive a drop in grade.

II. The Presentation

The presentation is your opportunity to share your research with Department faculty, students and peers. Presentations will run 7 or so minutes each (exact number to be determined later). Remember that many in the audience will be unfamiliar with your project or area of interest. You must successfully teach us your topic in minutes. To achieve this you need to quickly summarize your project, and cite specific supporting examples. You obviously cannot share your entire project with the class, so choose your selections carefully.

Avoid reading your paper, or even reading from an abridged version. Rather, use note cards to remind you of key points, and speak to us, not at us. A touch of humor, if appropriate, is fine. Just make sure that your presentation is interesting. You selected a topic that you are passionate about. Share that passion with us.

Use any aids that might be helpful: slides overheads, handouts, music, video, Power Point, photographs, etc.

▪	<u>Grading Criteria</u>	
		Bibliography 10 %
▪	Research Methodology and Design	10 %
▪	Proposal %	10
▪	Argument %	10

▪	Annotated Bibliography 10 %	
▪	Final Paper %	30
▪	Presentation 0 %	1
▪	Participation: Discussion and Attendance <u>0 %</u>	<u>1</u>
	TOTAL	100
	% □	

Participation involves coming to class, completing all of the required readings and active participation in lecture and discussion. The richness of our discussions requires involvement from everyone. Your thoughts and opinions matter. □

Please note:

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard □ of Hearing should register with the Moses Center for Students with Disabilities □ at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.