

HAND-OUT # 3

Bibliography/Debate Assignment:

DUE: Oct 2nd, at class time

VALUE: 10% of the final grade

On Thursday September 25th, at 8:45 a.m., the class will meet with Norda Majekodunmi, Reference Librarian in Rm 531 of the Scott Library. This library tutorial is designed for this course, particularly to help you with your first assignment. Even if you have attended other library tours and/or you feel confident that you know how to use the various search technologies, do not assume that this tutorial will be of little or no use to you. It will be about library resources that are useful for this course in particular, and how and where to find them.

Before starting the assignment, **read the following article** in your reading kit for an example of a debate summary.

Miller, Eugene (2003) Mapping the Debate Over Technology. Tech Central Station at <http://techcentralstation.com/1051/printer.jsp?CID=1051-090203A>. Downloaded Sept. 8, 2003.

THE ASSIGNMENT IN BRIEF:

There are **two aspects** to this assignment:

1. An annotated bibliography of **no less than 5 items** on any one of the sci/tech controversies listed below.
2. A 3-5 page summary of what you learn about the controversy from reading your bibliographic items.

EVALUATION:

This assignment will be evaluated on the basis of how well you fulfill the requirements listed below. **Writing is also a main criterion of assessment.** You need to use correct spelling and sentence structure. An objective of this assignment is for me to assess your writing skills. I will comment on areas of your writing that are strong and weak and point you toward improvements I want you to make as you proceed through the course.

Generally speaking, I expect you to aim toward a professional style of writing. There are all kinds of professional writing styles ranging from very formal styles

to the more playful and informal. However, professional writing should be distinguishable from conversation and from familiar communication with intimates and friends. In conversation, you can get away with not making all things clear because you can safely assume members of your audience already know some of them. Conversational talk often requires listeners to fill in blanks and it allows speakers to use short cuts. But these practices are NOT suitable in professional writing. As a writer, it is your job to make yourself as clearly understood to your readers as you can, knowing of course that some readers will read you in unpredictable and unintended ways.

REQUIREMENTS:

1. Finding your bibliographic items:

Don't rely exclusively upon the electronic databases to find your bibliographic items: instead, browse through the relevant shelves journal and magazine issues to see what you find there. "Browsing" is a valuable method of doing library research which, unfortunately, is often displaced when you overly rely on electronic search engines. Browsing has the advantage of leading you to discover perspectives, concerns, issues etc. that you did not know about ahead of time (as you need to in electronic searches). In other words, it allows you to be moved by your own curiosity and intuition and to benefit from serendipitous discoveries!

2. Selecting your bibliographic items:

The bibliography must include a minimum of five (5) items from at least three of the following types of textual sources:

- (a) whole books or single chapters in academic books;
- (b) articles in academic journals; * See the section on distinguishing academic journals from popular periodicals
- (c) articles in popular periodicals, magazines or newspapers*;
- (d) policy documents and reports;
- (e) Internet publications (academic articles accessed through the Internet should be categorised under (b) above. This category is meant for materials that appear on Internet websites.)

3. Annotating (summarising) your bibliographic items:

Each item should be accompanied by a brief (2 paragraph) **annotation** of the item which focuses on the relevance of the item to the controversy.

4. Listing your bibliographic items:

The bibliographic list should ...

- (a) be in alphabetic order;
- (b) indicate the type of textual source for each item — book, journal, article, newspaper clipping etc.:
- (c) conform to a **single bibliographic style** such as "Chicago", "APA", "MLA" etc.

If you are not familiar with bibliographic styles, look them up in relevant texts in the library (Go to www.library.yorku.ca. Under "Help With Research", click on "Footnotes, Bibliographies and Reference Works.") Note that for a single bibliographic style, the protocols for such things as the placement of author names, city and date of publication, and punctuation differ for each type of item, that is, book items, journal article items, newspaper items, etc.

5. Summarising the controversy.

The 3-5 page summary of the debate is **separate from** the annotations of each item and should not merely repeat what you have already said in the annotations. As well, it should not resolve the debate by arguing for one side of the controversy over the other. Rather, your job of summarising is *to analyse* the debate with the following questions in mind:

*what are some of the major issues in the debate: that is, what do the various "sides" argue or disagree with each other about? Don't worry about discovering all of them. Focus on the one's that are represented in your list of resources and try to categorise them as types of issues. If all your resources present the same side of the debate, you need to find others that give you opposing or different views — you can't do this assignment unless you have collected resources that contain diverse views on the topic you have chosen.

*what are some of the positions that are being taken toward these issues? Try to categorise these positions into types. Also, avoid reducing the debate into "for" and "against": often, more than two polarised sides are involved. As well, even if some of your sources line up on a "for" or "against" side, they often have different reasons for being "for" or "against" and they often disagree on specific points as much as, or more than, on the overall issue.

*do specific groups, such as scientists versus activists, tend to adopt or advocate a given position or are these groups internally divided? In order to develop an answer to this question, you need to identify the "authorial" perspective of the writer — whether he/she is representing her/himself or

reporting on views held by others. And you need to identify the status of the groups or individuals whose views are being reported.

*are there any positions that appear to **mediate the debate** - for example, positions that try to blend together or accommodate the divergent or polarised views?

*do such mediating positions tend to be adopted by one group more than and do you think these positions adequately respond to the concerns raised?

THE CONTROVERSIES:

1. Is genetic manipulation ethical? You can examine this debate in relation to genetic manipulation in general, or you can look at specific manipulations such as: manipulating the gene make-up of potential parents in order to eliminate harmful genes and maximise desirable genes in reproduction; or "farming" embryo material for stem cells to use in research; or inserting genes into plants in order to make them pesticide resistant etc.
2. Does the Internet promote, or undermine democracy? You may focus on a particular aspect of the Internet to address this. For example, the use of the Internet (via such things as Utube or blogging) to bi-pass professional journalists or corporate media organisations in reporting news
3. In order to protect people from potential threats to their safety and security, is it justifiable to employ surveillance technologies (such as video and web cameras in streets and buildings, iris-readers in airport check-ins, hidden microphones etc.) that invade their privacy and track their activities?
4. Does computer-mediated interaction diminish the race, gender and class-based biases or prejudices which often enter into face-to-face interactions? (This issue is often debated in discussions of the advantages/disadvantages of using computer-based approaches in educational institutions, such as on-line chat-rooms in the place of face-to-face tutorials, and "clicker" systems in lectures.)
5. Should athletes be allowed to use technological or chemical "enhancements" to extend their physical abilities?

(On the next page, see discussion of how to distinguish academic journals from popular periodicals etc.

*Downloaded from:

<http://www.library.yorku.ca/print/ccm/Home/ResearchAndInstruction/scholarly-articles?g11n.enc=UTF-8&bbp.i=d0.1&bbp.s=17&g11n.enc=UTF-8>

Scholarly vs. Popular Articles*

Scholarly journal articles are an important source for research at the University level. They are written by scholars or researchers with expertise in the field, and are designed to share the results of original research or thought with the academic community.

Here are some key differences between scholarly and popular publications (e.g. magazines or newspapers):

Scholarly Journals	Popular Publications (e.g. magazines, newspapers, etc..)
<ol style="list-style-type: none"> 1. Written by scholars or researchers 2. Intended audience are professors, students, and researchers 3. Lengthy articles with in-depth coverage of topics 4. May have a "serious" look -- very few photos or ads 5. Always include a bibliography (works cited) 6. May use discipline-specific language or jargon 	<ol style="list-style-type: none"> 1. Often written by journalists or staff writers 2. Shorter articles: usually provide broad overview of topics 3. Usually include photos and advertisements 4. Bibliography not usually provided 5. Uses everyday language that is accessible to the average reader

Note: Some scholarly journals are **peer-reviewed** or **refereed**, meaning that articles submitted for publication must be approved by a panel of readers who are considered experts in their fields. Because they are highly selective, peer-reviewed journals are often regarded as the best in their field.

How Do I Know If a Journal is Peer-Reviewed?

Not all journals go through the peer-review process. To determine whether your journal article is peer-reviewed or refereed you must find out if the overall **journal** the article is published in is peer-reviewed or refereed. The following are several suggestions for determining if a journal is peer-reviewed/refereed or not:

1. If you have the print/paper copy of the journal, look at the first couple of pages or the last few pages for information about the journal. Some journals will state that it is a peer-reviewed/refereed journal. You can also look at the contributor or author

information. Is there a review policy? Is there an editorial board? Are authors required to submit more than 1 copy of their manuscripts? If yes, these are good indications that the journal is peer-reviewed/refereed.

2. Some periodical indexes or articles database will allow you to limit the search to only peer-reviewed articles or have search results grouped by publication type (e.g. peer-reviewed articles). This is **NOT** a 100% guarantee that the journals listed under "peer-reviewed" are actually peer-reviewed. Try some of the other options provided to be doubly sure the journal is peer-reviewed.

3. Search [Ulrich's International Periodical Directory](#). Type in the journal title into the search box, select "Title (Keyword)" and click on "submit". Information about the journal is provided. Look beside the journal title for the refereed icon (a referee's black and white shirt). If the refereed icon is present the journal is peer-reviewed or, as Ulrich's calls it, refereed. The full record of the journal will also tell you whether the journal is refereed or not.

When in doubt, check with a [reference librarian](#) or your professor or TA.