

Final Paper

Due: June 6, 11pm – submit electronically on Canvas

Purpose:

As the capstone experience for this course, you will research a topic at the intersection of food, culture, and language and write a paper based on your findings. This is an opportunity to explore a connection between food, language, and culture that particularly interests you, while developing your skills as a researcher, analyst, and writer. Your topic should cover more than one culture or language, preferably including at least one example from East Asia.

Process:

You will conduct research for this project in groups of 2-3, but will write individual papers based on some aspect of this research. For example, if your group chooses to research the impact of food advertising on how food is perceived, one person might research this question in the U.S. context, another person might research this question in the context of China, and a third person might research this question in the context of Japan. You could write about the country you researched, or you could write a comparative analysis, utilizing data gathered by your team members. You will also give a presentation of your findings, as a research group, in your discussion sections.

Choosing a team and selecting a topic

Due: April 27

You may select your own research group of 2-3 people, who must be from your discussion section (since presentations will be given in section). As a group, you will decide on your overall topic and divide up the research into elements that each person will focus on. **Your topic must involve an intersection of food, culture and language – topics that only treat food, but not language (or vice versa) do not fulfill the assignment.** You will come to tutorial #2 as a group to discuss your topic with your Teaching Fellow.

Sample topics:

1. Study the effect of food advertising on how food is perceived
2. Compare the language of men and women on TV food shows
3. Study food-related metaphors in popular culture (including music)
4. Contrastive study of ethnic food descriptions

Group research presentations

Due: May 26-June 1, in discussion section

Each group will collectively present their work, in a 10-minute presentation in discussion section. Each member of the group must participate in this presentation. Visual aids are optional.

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Each of you will individually write a final paper that discusses all or part of your group research topic. You may focus just on the aspect of the topic that you researched, or you may utilize research conducted by your teammates to write a comparative analysis or overview. Your paper should contain the following elements, in this order:

1. Introduction: Your paper should begin with a clear statement of the question you are researching and why it matters.

2. Methods: Describe how you researched this question and why you chose to use certain sources or a certain conceptual model to address your question.

3. Findings: Each body paragraph of your paper should begin with a topic sentence that summarizes one of your findings, followed by explanation of this finding and the evidence you found to support it.

4. Conclusion: Close your paper by synthesizing your findings into an overall conclusion, and explain the significance by referring back to your initial statement of your research question and why it matters.

5. References: Include the sources you consulted for this paper. Include the sources you consulted for this paper. These should be formatted in a bibliography according to the Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html) or MLA (see <https://owl.english.purdue.edu/owl/resource/747/01/>)

Length: Your paper should be no less than 1500 words.

Format: Microsoft Word doc or docx. Please give your background research paper a descriptive title.

Evaluation: Your paper will be evaluated according to the rubric below.

Final Paper Rubric											
Paper Section & Criteria:	Scale (points):										
Introduction	10	9	8	7	6	5	4	3	2	1	0
<ul style="list-style-type: none"> Clearly states research question Explains significance of research question 	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
Methods	10	9	8	7	6	5	4	3	2	1	0
<ul style="list-style-type: none"> Describes how research was conducted Explains choice of sources and/or conceptual model 	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
Findings	10	9	8	7	6	5	4	3	2	1	0
<ul style="list-style-type: none"> Clearly states at least three findings Presents evidence to substantiate these findings 	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
Conclusion	10	9	8	7	6	5	4	3	2	1	0
<ul style="list-style-type: none"> Clearly synthesizes findings into overall conclusion Explains the significance of this conclusion 	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
References	10	9	8	7	6	5	4	3	2	1	0
<ul style="list-style-type: none"> References sources consulted Utilizes proper formatting for references 	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, unclear and undeveloped			
Overall clarity of writing	10	9	8	7	6	5	4	3	2	1	0
<ul style="list-style-type: none"> Is clear and well-written in an engaging tone. Avoids errors in grammar, spelling, and punctuation; shows evidence of proofreading 	Meets most criteria at a high level			Meets some criteria, may be somewhat unclear or uneven				Meets few criteria, many errors.			
Overall effectiveness of paper	20	18	16	14	12	10	8	6	4	2	0
<ul style="list-style-type: none"> Leaves the reader feeling knowledgeable about the writer's subject 	Meets most criteria at a high level			Good potential but some revision or editing still needed				Substantial editing and revision needed			
Class presentation	20	18	16	14	12	10	8	6	4	2	0
<ul style="list-style-type: none"> Clear, engaging presentation of methods, findings, and conclusion Each speaker's remarks are clearly linked to those of their fellow group members Clear and equal participation among all group members Engaged listening to other groups' presentations 	Meets most criteria at a high level			Good potential but some revision or editing still needed				Substantial editing and revision needed			