

ANALYTICAL RESEARCH PAPER

English for Degree Entrance (EDE) compiled by Carrie Molinski & Sue Slessor.

Except where otherwise noted, this OER is licensed under [CC BY-NC-SA 4.0 \(https://creativecommons.org/licenses/by-nc-sa/4.0/\)](https://creativecommons.org/licenses/by-nc-sa/4.0/)

Please visit the web version of *English for Degree Entrance (EDE)* (<https://ecampusontario.pressbooks.pub/englishdegreeentrance/>) to access the complete book, interactive activities and videos.

Introduction

Research paper creation and writing is an opportunity for you to investigate a topic in depth related to your chosen career path and academic journey in post-secondary programs or other learning institutes. The research paper is the culmination of various skills and knowledge you have acquired through your life experiences and education, and it showcases your writing skills. All essays have a beginning, a middle and an end. In the beginning, you introduce that topic and say what you are going to prove; in the middle, you will provide the evidence to prove what you said you would prove; then, in the end you say what you said. The overall structure is very easy to follow, but it is recommended you create an outline for yourself to make sure you stay on track. Just as you would not jump in your car and turn on the engine and drive without first having an idea of where you want to go and how to get there. Outlines give you a map to your beginning, your middle and your end.

Learning Objectives

- Research a topic related to the course themes and explain its significance to society.
- Apply research to support an argument.
- Demonstrate proper essay structure.

Tasks

- Review the resources from this course as necessary.

- Use essay writing information to review the steps of the research writing process.
- Watch videos related to writing an analytical research paper.
- Use APA formatting to ensure your paper meets acceptable standards of consistency.
- Complete the Analytical Research Paper Assignment in Blackboard.

Attribution

Except where otherwise noted, “Analytical Research Paper” by Academic and Career Preparation, Georgian College, is licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/).

RESEARCH WRITING

Why was the Great Wall of China built? What have scientists learned about the possibility of life on Mars? How does the human brain create, store and retrieve memories? Who invented the game of hockey, and how has it changed over the years?

You may know the answers to these questions off the top of your head. If you are like most people, however, you find answers to tough questions like these by searching the Internet, visiting the library or asking others for information. To put it simply, you perform research.

You probably perform research in your everyday life. When your boss, your instructor or a family member asks you a question that you do not know the answer to, you locate relevant information, analyze your findings and share your results. Locating, analyzing and sharing information are key steps in the research process, and in this chapter, you will learn more about each step. By developing your research writing skills, you will prepare yourself to answer any question no matter how challenging.

Reasons for Research

When you perform research, you are essentially trying to solve a mystery—you want to know how something works or why something happened. In other words, you want to answer a question that you (and other people) have about the world. This is one of the most basic reasons for performing research.

But the research process does not end when you have solved your mystery. Imagine what would happen if a detective collected enough evidence to solve a criminal case, but she never shared her solution with the authorities. Presenting what you have learned from research can be just as important as performing the research. Research results can be presented in a variety of ways, but one of the most popular—and effective—presentation forms is the research paper. A research paper presents an original thesis, or purpose statement, about a topic and develops that thesis with information gathered from a variety of sources.

If you are curious about the possibility of life on Mars, for example, you might choose to research the topic. What will you do, though, when your research is complete? You will need a way to put your thoughts together in a logical, coherent manner. You may want to use the facts you have learned to create a narrative or to support an argument. And you may want to show the results of your research to your friends, your teachers or even the editors of magazines and journals. Writing a research paper is an ideal way to organize thoughts, craft narratives or make arguments based on research, and share your newfound knowledge with the world.

Check Your Understanding: Research in Your Everyday Life

Write a paragraph about a time when you used research in your everyday life. Did you look for the cheapest way to travel from Toronto to Vancouver? Did you search for a way to remove gum from the bottom of your shoe? In your paragraph, explain what you wanted to research, how you performed the research and what you learned as a result.

Research Writing and the Academic Paper

Researching and writing a long paper requires a lot of time, effort and organization. However, writing a research paper can also be a great opportunity to explore a topic that is particularly interesting to you. The research process allows you to gain expertise on a topic of your choice, and the writing process helps you remember what you have learned and understand it on a deeper level.

Research Writing at Work

Knowing how to write a good research paper is a valuable skill that will serve you well throughout your career. Whether you are developing a new product, studying the best way to perform a procedure or learning about challenges and opportunities in your field of employment, you will use research techniques to guide your exploration. You may even need to create a written report of your findings. And because effective communication is essential to any company, employers seek to hire people who can write clearly and professionally.

Writing at Work

Take a few minutes to think about each of the following careers. How might each of these professionals use researching and research writing skills on the job?

- Medical laboratory technician
- Small business owner

- Information technology professional
- Freelance magazine writer

A medical laboratory technician or information technology professional might do research to learn about the latest technological developments in either of these fields. A small business owner might conduct research to learn about the latest trends in his or her industry. A freelance magazine writer may need to research a given topic to write an informed, up-to-date article.

Check Your Understanding: Using Research Writing Skills in Your Dream Job

Think about the job of your dreams. How might you use research writing skills to perform that job? Create a list of ways in which strong researching, organizing, writing, and critical thinking skills could help you succeed at your dream job. How might these skills help you obtain that job?

Steps of the Research Writing Process

How does a research paper grow from a folder of brainstormed notes to a polished final draft? No two projects are identical, but most projects follow a series of six basic steps.

These are the steps in the research writing process:

1. Choose a topic.
2. Plan and schedule time to research and write.
3. Conduct research.
4. Organize research and ideas.
5. Draft your paper.
6. Revise and edit your paper.

Each of these steps will be discussed in more detail later in this chapter. For now, though, we will take a brief look at what each step involves.

Step 1: Choosing a Topic

To narrow the focus of your topic, you may try freewriting exercises, such as brainstorming. You may also need to ask a specific research question—a broad, open-ended question that will guide your research—as well as propose a possible answer, or a working thesis. You may use your research question and your working thesis to create a research proposal. In a research proposal, you present your main research question, any related sub-questions you plan to explore, and your working thesis.

Step 2: Planning and Scheduling

Before you start researching your topic, take time to plan your researching and writing schedule. Research projects can take days, weeks, or even months to complete. Creating a schedule is a good way to ensure that you do not end up being overwhelmed by all the work you have to do as the deadline approaches. During this step of the process, it is also a good idea to plan the resources and organizational tools you will use to keep yourself on track throughout the project. Flowcharts, calendars and checklists can all help you stick to your schedule.

Step 3: Conducting Research

When going about your research, you will likely use a variety of sources—anything from books and periodicals to video presentations and in-person interviews.

Your sources will include both primary sources and secondary sources. Primary sources provide firsthand information or raw data. For example, surveys, in-person interviews and historical documents are primary sources. Secondary sources, such as biographies, literary reviews or magazine articles, include some analysis or interpretation of the information presented. As you conduct research, you will take detailed, careful notes about your discoveries. You will also evaluate the reliability of each source you find.

Step 4: Organizing Research and the Writer's Ideas

When your research is complete, you will organize your findings and decide which sources to cite in your paper. You will also have an opportunity to evaluate the evidence you have collected and determine whether it supports your thesis, or the focus of your paper. You may decide to adjust your thesis or conduct additional research to ensure that your thesis is well supported.

Tip

Remember, your working thesis is not set in stone. You can and should change your working thesis throughout the research writing process if the evidence you find does not support your original thesis. Never try to force evidence to fit your argument. For example, your working thesis is “Mars cannot support life-forms.” Yet, a week into researching your topic, you find an article in the *New York Times* detailing new findings of bacteria under the Martian surface. Instead of trying to argue that bacteria are not life forms, you might instead alter your thesis to “Mars cannot support complex life-forms.”

Step 5: Drafting Your Paper

Now you are ready to combine your research findings with your critical analysis of the results in a rough draft. You will incorporate source materials into your paper and discuss each source thoughtfully in relation to your thesis or purpose statement.

When you cite your reference sources, it is important to pay close attention to standard conventions for citing sources in order to avoid plagiarism, or the practice of using someone else’s words without acknowledging the source. Later in this chapter, you will learn how to incorporate sources in your paper and avoid some of the most common pitfalls of attributing information.

Step 6: Revising and Editing Your Paper

In the final step of the research writing process, you will revise and polish your paper. You might reorganize your paper’s structure or revise for unity and cohesion, ensuring that each element in your paper flows into the next logically and naturally. You will also make sure that your paper uses an appropriate and consistent tone.

Once you feel confident in the strength of your writing, you will edit your paper for proper spelling, grammar, punctuation, mechanics and formatting. When you complete this final step, you will have transformed a simple idea or question into a thoroughly researched and well-written paper you can be proud of!

Check Your Understanding: Reviewing the Research Writing Process

Review the steps of the research writing process. Then answer the questions on your own sheet of paper.

1. In which steps of the research writing process are you allowed to change your thesis?
2. In step 2, which types of information should you include in your project schedule?
3. What might happen if you eliminated step 4 from the research writing process?

Summary

People undertake research projects throughout their academic and professional careers in order to answer specific questions, share their findings with others, increase their understanding of challenging topics and strengthen their researching, writing and analytical skills.

The research writing process generally comprises six steps: choosing a topic, scheduling and planning time for research and writing, conducting research, organizing research and ideas, drafting a paper, and revising and editing the paper.

Attribution & References

Except where otherwise noted, this section is adapted from “[6.1 – Introduction To Research Writing](https://ecampusontario.pressbooks.pub/gccomm/chapter/researchwriting/) (https://ecampusontario.pressbooks.pub/gccomm/chapter/researchwriting/)” In *Communication Essentials for College* by Emily Cramer & Amanda Quibell, licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/). An adaptation from “[11.1 The Purpose of Research Writing](#)” In *Writing For Success* by University of Minnesota Libraries Publishing licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

TYPES OF ESSAYS

Introduction

Assignments are a common method of assessment in post-secondary education. You may encounter many assignments over your years of study, yet some will look quite different from others. By recognizing different types of assignments and understanding the purpose of the task, you can direct your writing skills effectively to meet task requirements.

The chapter explores the popular *essay* assignment, with its two common categories, analytical and argumentative essays; we will concentrate our efforts on the analytical essay.



By recognizing different types of assignments and understanding the purpose of the task, you can direct your writing skills effectively to meet task requirements. [Image by Armin Rimoldi used under Pexels License.](#)

Types of Written Essays

An essay is a common form of assessment in degree programs. It is important that you consider aspects of structure, tone and language when writing an essay.

Components of an essay

Essays should use formal but reader friendly language and have a clear and logical structure. They must include research from credible academic sources such as peer reviewed journal articles and textbooks. This research should be referenced throughout your essay to support your ideas.

If you have never written an essay before, you may feel unsure about how to start. Breaking your essay into sections and allocating words accordingly will make this process more manageable and will make planning the overall essay structure much easier.

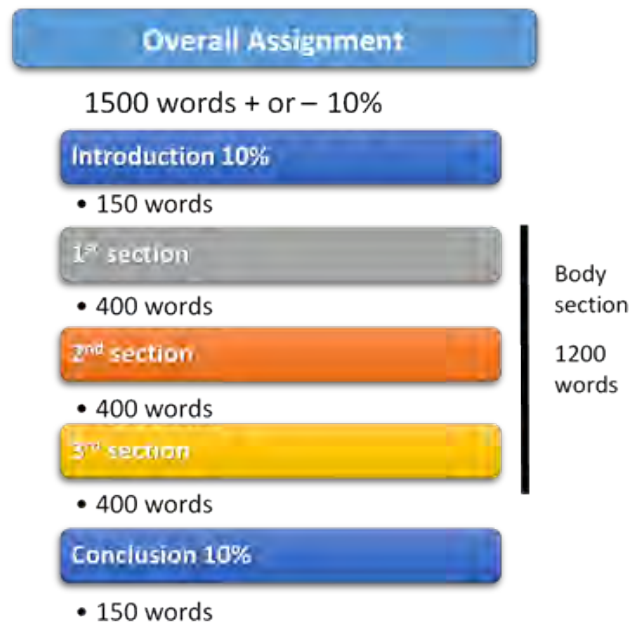
- An essay requires an introduction, body paragraphs and a conclusion.
- Generally, an introduction and conclusion are approximately 10% each of the total word count.
- The remaining words can then be divided into sections and a paragraph allowed for each area of content you need to cover.
- Use your task and criteria sheet to decide what content needs to be in your plan.

An effective essay introduction needs to inform your reader by doing four basic things:

1. Engage their interest and provide a brief background of the topic.
2. Provide a thesis statement. This is the position or argument you will adopt. (Note: a thesis statement is not always required. Check with your instructor if you're unsure).
3. Outline the structure of the essay.
4. Indicate any parameters or scope that will/will not be covered.

An effective essay body paragraph needs to:

1. State the topic sentence or main point of the paragraph. If you have a thesis statement, the topic sentence should relate to this.
2. Expand this main idea, define any terminology and explain concepts in more depth.
3. This information should be paraphrased and referenced from credible sources according to the appropriate referencing style of your course.
4. Demonstrate critical thinking by showing the relationship of the point you are making and the evidence you have included. This is where you introduce your “student voice”. Ask yourself the “So what?” question (as outlined in the critical thinking section) to add a discussion or interpretation of the how evidence you have included in your paragraph is relevant to your topic.

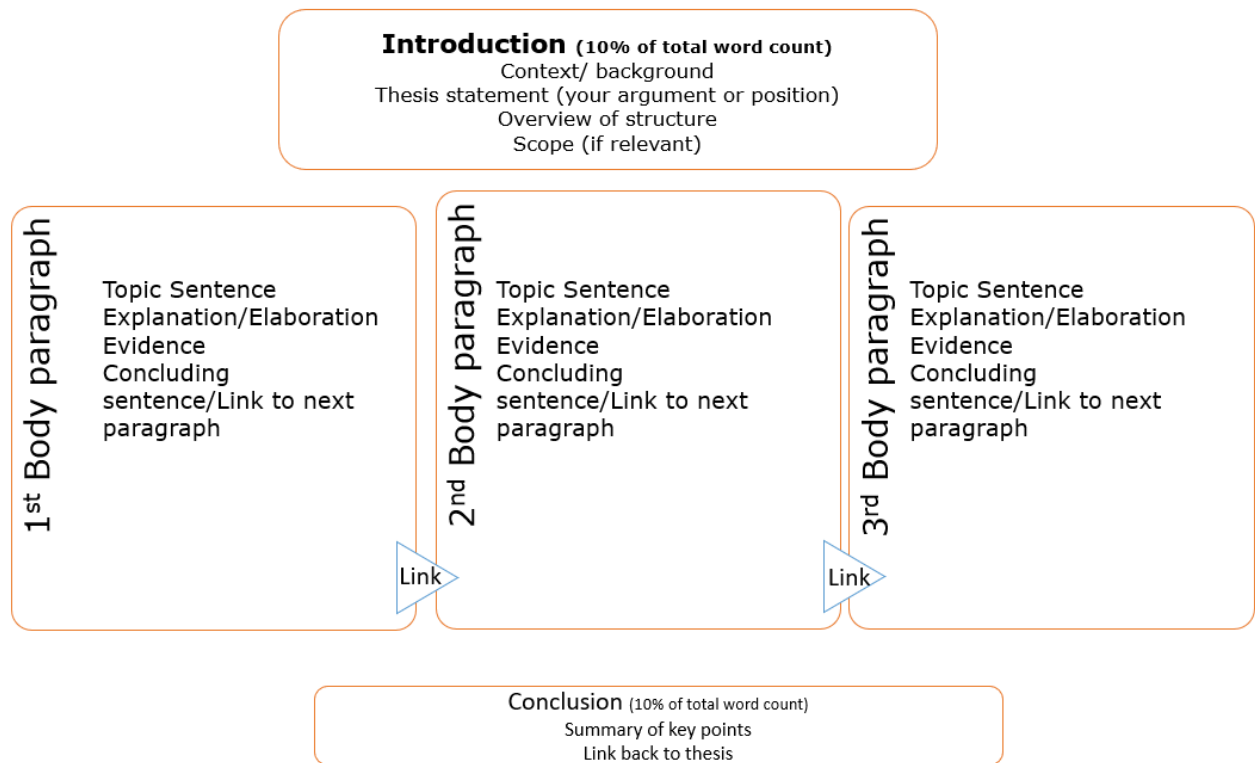


Demonstrating how to plan and allocate words for an assignment task. Image by University of Southern Queensland, licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/).

5. Conclude your idea and link to your next point.

An effective essay conclusion needs to:

1. Summarize or state the main points covered, using past tense.
2. Provide an overall conclusion that relates to the thesis statement or position you raised in your introduction.
3. Not add any new information.



Elements of essay in diagram. Image by University of Southern Queensland, licensed under CC BY-NC-SA 4.0.

Elements of essay in diagram (Text Version)

Introduction

- 10% of total word count
- Context/background
- Thesis statement (your argument or position)

- Overview of structure
- Scope (if relevant)

First Body Paragraph

- Topic sentence
- Explanation/Elaboration
- Evidence
- Concluding sentence/Link to the next paragraph.

Second Body Paragraph

- Topic sentence
- Explanation/Elaboration
- Evidence
- Concluding sentence/Link to the next paragraph.

Third Body Paragraph

- Topic sentence
- Explanation/Elaboration
- Evidence
- Concluding sentence/Link to the next paragraph.

Conclusion

- 10% of total word count
- Summary of key points
- Link back to thesis

Common types of essays

You may be required to write different types of essays, depending on your study area and topic. Two of the most commonly used essays are **analytical** and **argumentative**. Determine the type of essay required. For example, if your assignment question uses task words such as analyze, examine, discuss, determine or explore, you would be writing an **analytical essay**. If your assignment question has task words such as argue, evaluate, justify or assess, you would be writing an **argumentative essay**. Despite the type of essay, your ability to analyze and think critically is important and common across genres.

Analytical essays



The purpose of the analytical essay is to demonstrate your ability to examine the topic thoroughly. Image by Anete Lusina used under Pexels License

We will focus on writing analytical essays. These essays usually provide some background description of the relevant theory, situation, problem, case, image etc. that is your topic. Being analytical requires you to look carefully at various components or sections of your topic in a methodical and logical way to create understanding.

The purpose of the analytical essay is to demonstrate your ability to examine the topic thoroughly. This requires you to go deeper than the description by considering different sides of the situation, comparing and contrasting a variety of theories and the positives and negatives of the topic. Although in an analytical essay your position on the topic may be clear, it is not necessarily a requirement that you explicitly identify this with a thesis statement, as is the case with an argumentative essay. If you are unsure whether you are required to take a position, and provide a thesis statement, it is best to check with your instructor.

Review APA Style

When writing your paper, you will have to use APA Style to cite and reference sources. Take a look at the videos listed below to review APA

Style formatting, citing and referencing.

Check Your Understanding: APA Videos

Use the interactive slides below to watch the 5 YouTube videos and learn more about APA Style:

Georgian College APA Videos (Text Version)

Watch What is APA? (2:30 minutes) on YouTube (<https://youtu.be/1oj3ngPYBRU>)

Watch APA title page and paper format (2:45 minutes) on YouTube (https://youtu.be/Ed09_TC5CcA)

Watch APA references (10 minutes) on YouTube (<https://youtu.be/blgCu104UE0>)

Watch APA in-text citations (9 minutes) on YouTube (<https://youtu.be/BNv44tAt9PA>)

Watch Introduction to APA citation style workshop (24 minutes) on YouTube (<https://youtu.be/z7O5-5gpGss>)

Activity source: “Georgian College APA Videos” H5P activity created by Jessica Jones and oeratgc, licensed under [CC-BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/), except where otherwise noted.

Attribution & References

Except where otherwise noted, this chapter is adapted from “[Types of Assignments](https://usq.pressbooks.pub/academicsuccess/chapter/types-of-assignments/) (<https://usq.pressbooks.pub/academicsuccess/chapter/types-of-assignments/>)” In *Academic Success* by Cristy Bartlett and Kate Derrington, licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/). / A derivative of *College Success* by Amy Baldwin, University of Central Arkansas used under a [Creative Commons Attribution 4.0 license](https://creativecommons.org/licenses/by-nc-sa/4.0/) and available from [OpenStax](https://openstax.org/). / Adaptations include:

- Removal of argumentative essays, case study responses, report, reflective writing, annotated biography, key points.
- Addition of Georgian College APA Style videos

Original References

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Further Education Unit, Oxford Brookes University, Oxford.

Rolfe, G., Freshwater, D., Jasper, M. (2001). *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan.

Ryan, M. & Ryan, M. (2013). Theorising a model for teaching and assessing reflective learning in higher education. *Higher Education Research & Development*, 32(2), 244-257. doi: [10.1080/07294360.2012.661704](https://doi.org/10.1080/07294360.2012.661704)

REVIEWING AND CRITIQUING OUR WORK

Revision doesn't have to happen by yourself. You can (and should!) call upon your peers to help you develop and clarify your draft.

Writers, particularly new writers, often find that letting other writers review their work is tremendously helpful. Most universities have writing centres where students can have their essays reviewed for free by experienced student writers or tutors. These tutors can work with you one-on-one to help you improve your writing and earn better grades.

You should realize that reviewing your work, like planning, drafting or revising, is a recursive process. It is not something a writer does just at the end of their work. For instance, you may want to write an introduction to an essay and have it reviewed by a teacher or classmate before trudging forward. If you're on the wrong track, you'd be better off knowing about it sooner rather than later—especially if a deadline or due date is looming.

Talk it Out

Even if it is optional, it's a good idea to have a conversation about your piece of writing with someone else. First, you could ask a friend to read through your draft and mark places where difficult or complicated ideas don't seem to be coming through clearly. Then, look at each passage and explain to your friend what you meant to say in that passage. Sometimes verbally articulating an idea helps to clarify it. What did you say more clearly in the conversation than you wrote in the draft? What did you say that needs to be included in your draft? What kinds of questions or points did your peers make that could be included in your draft? The insights you can glean from having someone else read your paper can make you aware of any shortcomings or weaknesses in your paper.

Watch I: Peer Writing Review Process

Some classes may require a peer review as part of an essay project. Even when not strictly required, though, peer review can be valuable for many reasons, as the video below explains.

Watch Peer writing review process: Otis College of Art and Design (5 mins) on YouTube

(<https://youtu.be/24apK7i32xg>)

You can view the transcript for “Otis College: Peer writing review process” here [RTF file].

(<https://s3-us-west-2.amazonaws.com/course-building/English+Comp/Transcripts/Otis+College-+Peer+Writing+Review+Process+.rtf>)

Who better to ask if your essay is meeting its goals than someone else working on the same task? Consider reaching out to a classmate to offer to exchange insights on drafts before the due date.

The Need for Specific Feedback

“There are two kinds of editors, those who correct your copy and those who say it’s wonderful.” — Theodore H. White

Let’s suppose that you just gave your paper to your roommate and asked her to look it over. You explain that you’ve been working on the paper for three days and that you really want to earn an A. “I want your honest opinion,” you say. “Don’t worry about hurting my feelings. What do you think?” You watch your roommate’s face as she reads your paper. She grimaces. Laughs. Yawns.

Finally, she hands you the paper back and says, “This sucks.”

This may be the type of “review” you are accustomed to receiving—overly critical and not very helpful. Perhaps you agree that your paper is in trouble and needs help, but without a better understanding of what’s wrong, you aren’t likely to be able to do much about it. Furthermore, how can you trust your roommate’s judgment of your paper? What if it just so happens that your roommate strongly dislikes sentences that start with “However,” and, seeing such sentences in your paper, decided right there that the paper was terrible?

Ultimately, what makes an evaluation worthwhile is the soundness of its criteria. As a writer, you want to know not just whether someone likes your paper, but also what factors they are taking into consideration when they review your paper. Both the reviewer and the person being reviewed need to be as clear as possible

about the criteria that will be used to evaluate the work. Are your reviewers only looking at your grammar, or are they also determining the rationality of your arguments? Does a comma splice make a bigger difference than a rough transition between paragraphs?

All of these matters should be spelled out clearly beforehand, either by the writer or the reviewer. As a writer, what are you personally working on? It's not a bad idea to think about your strengths and challenges as a writer before handing over your paper to a reviewer, or to use work that has been returned to you in the past with feedback.

For example, if you're writing a paper for a professor you've had before, and who has made comments on your past work, use those comments to provide your reviewer with a focus. If you are the reviewer in this situation, ask to see the assignment and rubric, if possible. You can also ask the writer for specific guidelines, areas of greatest need, or even anything they might know about the grader.

Being a Good Peer-Reviewer

Sooner or later, someone is going to hand you a piece of writing and ask for your opinion. You may be asked to review another student's essay as part of your classwork. Perhaps a friend or a younger brother or sister has come to you for help. If you develop a reputation for being a good writer, then the chances are good that even your boss might ask you to look over letters or policy statements and offer your professional opinion.

In any case, if you really want to do a good job in these situations, you're going to need reviewing skills. You're going to need to be able to identify problems, suggest alternatives, and, more importantly, support everything you say with reasonable claims. Furthermore, you must do all this in a convincing way that makes the writer want to make the changes you suggest. You must know what's wrong with a document, why it's wrong, and how to fix it. One way you can get better at self-reviewing is to spend time reviewing other people's work. Eventually, you'll develop a knack for spotting errors that will serve you well as you edit and revise your own work.

Reviewing Criteria

In the example above, you were not able to gain any insights or knowledge from your roommate letting you know that your paper "sucks." What you wanted was some kind of feedback that would help you improve your paper, so you could get a good grade. You don't know if your paper "sucks" because it lacked a strong thesis, because your writing strayed from the assignment, or because of grammatical errors. You can be a better self- and peer-reviewer than your roommate was. When you're reviewing your own paper or the paper of a friend or classmate, ask yourself a few questions:

Organization

1. What are your initial thoughts? What strengths and weaknesses does the paper have? What parts confused you, or might be confusing to other readers? What's the most important thing that the writer is trying to say?
2. How is the paper you're reviewing organized? Again, does it start with the broad and move to specifics? Do all sentences support the paragraph's topic sentence, and do all paragraphs support the thesis? Is there an introduction that draws in the reader, or does it restate the assignment and become redundant? Is the paper organized in a way that will make sense to readers? Does the writer employ transitions effectively? Does the paper flow from beginning to end?

Focus

1. Is the paper focused on the assignment? Does it follow the same thought throughout the paper, or does it jump from subject to subject? Do I feel like I'm still learning about/thinking about the same subject at the end of the paper that I was at the beginning of the paper?
2. Try to paraphrase the thesis of the paper as a promise: "In this paper, the writer will..." Does the writer fulfill the obligation stated in the thesis?
3. What's the writer's position on the issue? What words does the writer use to indicate their position?

Style

1. In what style is the paper written? Does it work for the subject matter and assignment? Will the paper appeal to its intended audience? Is the writing at an appropriate level for the target audience?

Development

1. Does the title indicate what the paper is about? Does it catch your interest? Does the opening paragraph draw you in? If not, can you suggest a different approach to catch the readers' attention?
2. How is the development of the paper carried out? Does it start with a broad subject and then move to something more specific?
3. Does the concluding sentence draw the argument of the paper to a close by bringing together the main points provided in the paper, or does it just end? Does the writer conclude in a memorable way, or does he/she simply trail off? If the ending is too abrupt or too vague, can you suggest some other way to conclude the paper? Does the ending introduce any new topics?

Conventions

1. Are common or appropriate writing conventions followed? Are grammar, spelling, punctuation and other mechanics observed?

While reviewing the paper, make notes in the margins of any problems you find. If you believe that developing a paragraph a little bit more would be helpful to the argument, write <more>. If you are unclear of something, write <? not sure>. If you notice a missing comma, insert it in the correct spot, but be sure to set it off somehow so that you or your friend will notice the correction. If another word might work better, write <WC> to indicate inappropriate word choice.

Please note: It is important not to overwhelm your writer with comments. As much as possible, try to avoid repeating similar comments (e.g. don't correct every single comma error you find). Also, although it can be tempting to make some of the changes you suggest yourself, you never want to rewrite the work you are reviewing.

CARES Peer Review

The least helpful comment to receive from a peer reviewer is, "It looks good to me." The CARES method helps you to articulate useful things that can benefit the author when they revisit their draft. Keep in mind that as a reviewer or reviewee, you want to make and take comments in the spirit of helpfulness.

- **C: Congratulate.** What does the writer do well in this assignment? (List one or more aspects.) Also, please write the writer's main claim or focus (thesis) according to what you have read. (It may not be the last sentence of the first paragraph—the traditional place for the thesis.)
- **A: Ask clarifying questions.** What part(s) of the essay was/were a bit confusing? Why? What specific suggestions (3 or fewer) do you have for revising the unclear parts of this writing?
- **R: Request** more. What would you like to know more about the topic that can enhance the essay and that supports the thesis?
- **E: Evaluate** its value. What specific detail(s) do not work with the essay (e.g., doesn't support the thesis) or can be moved within the essay?

- **S: Summarize.** Overall, what new information have you learned or how are you thinking differently after this reading?

Visit the Excelsior Online Writing Lab to watch a video [New Tab] (<https://owl.excelsior.edu/writing-process/revising-and-editing/revising-and-editing-peer-review/>) of students using the CARES method.

Check Your Understanding: Peer Review Feedback

Peer Review Feedback (Text version)

In a peer workshop, Asher is reluctant to provide feedback on your paper. He writes “Good job” at the top and hands it back. What could you say to encourage more helpful feedback from him?

- Don't waste your time saying anything, you should go straight to the writing lab to get feedback.
- Thanks for looking at my paper. Do you think I'll get an A?
- Thanks for taking the time to look over my paper! Can I read this paragraph out loud to you, and you tell me what you think? I'm worried it doesn't make much sense.
- I think your paper was really good too. See you later!

Check your answer: ¹

Activity Source: “7.4 – Peer Review Feedback” from “[Working with Peers](https://courses.lumenlearning.com/englishcomp1/chapter/strategies-for-development-iv/) (<https://courses.lumenlearning.com/englishcomp1/chapter/strategies-for-development-iv/>)” In *English Composition 1*, by Karen Forgette, University of Mississippi (Lumen Learning) licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/). Small adjustments made for citation/referencing. Converted activity to H5P to enable editing.

1. c. Engaging in conversation might be a more comfortable and helpful way for some people to provide feedback.

Attribution & References

Except where otherwise noted, this chapter (text, images & H5P activities) is adapted from “Peer Reviews (<https://ecampusontario.pressbooks.pub/gccomm/chapter/peerreview/>)” In *Communication Essentials for College* by Amanda Quibell & Emily Cramer, licensed under CC BY-NC 4.0./ Adapted from “Working with Peers (<https://courses.lumenlearning.com/englishcomp1/chapter/strategies-for-development-iv/>)” In *English Composition 1*, By Karen Forgette, University of Mississippi (Lumen Learning) licensed under CC BY 4.0. Small adjustments made for citation/referencing.

Attributions & References from the original chapter:

CC LICENSED CONTENT, ORIGINAL

- Working with Peers. **Authored by:** Karen Forgette. **Provided by:** University of Mississippi. **License:** *CC BY: Attribution*
- Strategies for Development. **Authored by:** Jenny Bucksbarg. **Provided by:** University of Mississippi. **License:** *CC BY: Attribution*

CC LICENSED CONTENT, SHARED PREVIOUSLY

- Reviewing, Establishing Criteria, and Writing Helpful Comments (<https://pb.openlcc.net/expressionandinquiry/chapter/8-1-overview-of-reviewing/>). **Authored by:** Chris Manning, Sally Pierce, and Melissa Lucken . **Project:** Expression and Inquiry. **License:** *CC BY: Attribution*

STUDENT SAMPLE RESEARCH ESSAY

In a college research and writing course, George-Anne was given a research assignment that asked her to write a 5 paragraph essay that integrated reliable research sources.

The Writing Process

Research:

George-Anne took the time to do an internet search, where she found links to radio podcasts and news articles. Then, she used her college library's database to find some scholarly articles.

Outline Ideas:

After researching her topic and learning what experts on the subject had to say, George-Anne created a sentence outline for her paper.

George-Anne's Sentence Outline

- I. **Introduction**—Land acknowledgements are for showing respect towards Indigenous communities, but they fall short when they only seem insincere and include no action.
- II. **Land acknowledgements are meant to show respect for Indigenous communities and are becoming standard practice:**
Information from (Friesen, 2019), (Maga, 2019), (Wilkes et al, 2019)
 - a. Schools and government institutions do them before gathering.
 - b. They increase awareness of Indigenous communities and their land rights.

- c. They are intended to honour Truth & Reconciliation.

III. **While land acknowledgements are becoming more common, they are sometimes flawed and even disrespectful:**

Information from (Friesen, 2019), (Maga, 2019), (Blenkinsop & Fettes, 2019)

- a. First Nations names are mispronounced or incorrect names are given.
- b. They can be a barrier to learning and give a false sense of something being accomplished, which can actually cause harm to the people they are supposed to honour.
- c. They lack meaning because they don't require any action.

IV. **To ensure that land acknowledgements help rather than harm, Indigenous scholars demand changes to the current approach:**

Information from (Friesen, 2019), (Maga, 2019), (Blenkinsop & Fettes, 2019)

- a. These land acknowledgements should avoid the colonial way of viewing land and strive to reflect an Indigenous way of understanding.
- b. Scripts shouldn't be simply read; personal connections should also be made.
- c. Land acknowledgements should reflect on the harms of colonialism and express ways to disrupt the system to stop these harms.

- V. **Conclusion:** Land acknowledgements must go beyond a scripted list of Indigenous communities and treaties.

References

- Blenkinsop, S., & Fettes, M. (2020). Land, language and listening: The transformations that can flow from acknowledging Indigenous land. *Journal of Philosophy of Education*, 54(4), 1033-1046. <https://doi-org.georgian.idm.oclc.org/10.1111/1467-9752.12470>
- Friesen, J. (2019, June 27). As Indigenous land acknowledgements become the norm, critics question whether the gesture has lost its meaning. *Globe & Mail* (Toronto, Canada), A1.
- Maga, C. (2019, April 10). Land acknowledgements capture the mood of an awkward stage; Anishinaabe writer Hayden King says statements concerning Indigenous recognition don't negate "ongoing disposition" of people. *The Toronto Star* (Toronto, Ontario), E1
- Wilkes, R., Duong, A., Kesler, L., & Ramos, H. (2017). Canadian University Acknowledgment of Indigenous Lands, Treaties, and Peoples. *Canadian Review of Sociology*, 54(1), 89-120. <https://doi-org.georgian.idm.oclc.org/10.1111/cars.12140>

Drafting Ideas & Integrating Sources

Once her outline was completed, George-Anne expanded on the sentences in her outline, taking care to integrate sources using APA in-text citations, and set up her Reference list following APA conventions for references.

Revising

George-Anne developed a final draft, but also decided to book a session with her college Writing Centre. During her appointment, her tutor encouraged her to read her work aloud; this helped her identify and edit some problems with her sentence structure. Her tutor drew her attention to the fact that she needed stronger transitions between her paragraphs. Adding the transitions helped improve the cohesion of her essay. She also learned about some small errors with her reference list. Finally, her essay was ready to submit.

Read George-Anne's Final Essay: Land Acknowledgements

Read George-Anne's Final essay on Land Acknowledgements in Plain text

Note: HTML/plain text & Pressbooks do not always display page layout or APA formatting such as page numbers, spacing, margins or indentation accurately. Please review [APA formatting rules](#) to ensure you meet APA guidelines with your own work. The text version is included here in HTML format for ease of reading/use. You may also want to [View George-Anne's paper in PDF format \(https://ecampusontario.pressbooks.pub/app/uploads/sites/1984/2023/02/COMMESS-7-5-LandAcknowledgementsEssay.pdf\)](https://ecampusontario.pressbooks.pub/app/uploads/sites/1984/2023/02/COMMESS-7-5-LandAcknowledgementsEssay.pdf).

Land Acknowledgements

George-Anne Lerner

The remains of thousands of murdered Indigenous children are being discovered on the grounds of former Residential Schools. In 2015, the Truth and Reconciliation Commission called for the Canadian government to recognize the tragic history of residential schools and the ongoing problems faced by Indigenous people. One response to this call to action is the land acknowledgement. Announcements that name the territories, communities, and treaties are now heard at the beginning of many events and gatherings. Even though these statements are made to show respect and to raise awareness about Indigenous communities, mistakes are sometimes made, and the reading of a script can seem like an empty gesture. Indigenous scholars and leaders are asking that institutions go beyond just reading a land acknowledgement; they hope for a stronger focus on taking action. Land acknowledgements are intended to show respect towards Indigenous communities and their land rights, but these announcements can feel like empty words to the people they are meant to honour; to truly show respect, land acknowledgements need to take action beyond reciting a script.

Land acknowledgements show respect for Indigenous communities and they are becoming standard. Colleges, Universities, school boards, governments and other institutions across Canada now make public acknowledgements of Indigenous peoples, lands, and treaties. Many public gatherings, events, and even email signatures include a land acknowledgement (Friesen, 2019). For example, as Maga (2019) reports, the City of Toronto's statement reads: "We acknowledge that we are gathered on the traditional territory of the Mississaugas of the Credit, the Anishinaabeg, the Chippewa, the Haudenosaunee and the Wendat peoples, now home to many diverse First Nations, Inuit and Métis peoples" (para. 1). Land acknowledgements are intended to increase awareness of Indigenous presence and land rights, and to improve the experience of Indigenous students and communities. They are done in an effort to honour the Truth and Reconciliation Commission of Canada's final report (Wilkes et al., 2019), which calls for significant changes in order to reconcile Canada's unjust treatment of Indigenous people.

While land acknowledgements are becoming more common, some concerns are being raised; they are sometimes flawed and even disrespectful. Friesen (2019) shows that land acknowledgements are criticized as empty gestures as First Nations names are

often mispronounced and incorrect nations are named. Anishinaabe scholar Hayden King regrets helping Ryerson write its land acknowledgement; he fears that these acknowledgements actually prevent learning about Indigenous people and treaty relationships (Friesen, 2019). King points out that the current style of land acknowledgement can sound “detached, shallow and give a false sense of progressive accomplishment” (Maga, 2019, para. 2). They may “cause harm to the people they’re supposed to celebrate” (Maga, 2019, para. 3). Blenkinsop & Fettes (2019) state that the problem with these acknowledgements is that “they stop with a notion of land as something one lives on, rather than continuing on into an understanding of land as something we are part of” (p. 1036). The acknowledgements lack meaning because they do not demand any action from the speakers or listeners. Indigenous leaders argue that these land acknowledgements do not acknowledge the privileges that settlers have due to the legacy of colonialism, or recognize the trauma that continues as a result of colonialist societal structures, which actually can harm the same people these acknowledgements are meant to respect.

In order to ensure that land acknowledgements help rather than harm, Indigenous scholars demand a change to the current approach. Land acknowledgements “have a vital function when done correctly” (Maga, 2019, para. 7), but must do more than naming Indigenous territories, languages and treaties. These land acknowledgements should not express the colonial way of viewing land as a resource or commodity, a thing that is owned. Instead, they should emphasize an Indigenous way of understanding. Blenkinsop & Fettes (2019) explain that the Land is more than an object; it is a teacher, offering a dialogue:

The land is there, outside our windows, under our feet, all around us, thinking, feeling, conversing and offering its teachings. When we start to really listen, to the land and to the people whose identities and traditions are fundamentally shaped through long dialogue with the land, transformation follows (p. 1043).

Scripts should not be simply read without any reflection. Instead, an effort should be made to include Indigenous ways of thinking and people should expand on them to include personal information. People delivering land acknowledgements should speak about “their own connections to the land and communities they are attempting to honour” (Friesen, 2019, para. 20). A speaker who expands on their own family history

will give deeper insights and connections, which leads to a more meaningful acknowledgement. Additionally, speakers should acknowledge both the impact of colonialism and express an intention to disrupt the current injustices that are part of society.

As land acknowledgements become more routine across institutions, Indigenous leaders ask that these statements be approached with respect. Land acknowledgements must go beyond a scripted list of Indigenous communities and treaties. For reconciliation to begin, land acknowledgements must become part of a conversation that calls attention to our responsibilities as caretakers of the land, and sets intentions for action in ending the systematic harms on Indigenous peoples.

References

- Blenkinsop, S., & Fettes, M. (2020). Land, language and listening: The transformations that can flow from acknowledging Indigenous land. *Journal of Philosophy of Education, 54*(4), 1033–1046. <https://doi-org.georgian.idm.oclc.org/10.1111/1467-9752.12470>
- Friesen, J. (2019, June 27). As Indigenous land acknowledgements become the norm, critics question whether the gesture has lost its meaning. *Globe & Mail* (Toronto, Canada), A1.
- Maga, C. (2019, April 10). Land acknowledgements capture the mood of an awkward stage; Anishinaabe writer Hayden King says statements concerning Indigenous recognition don't negate "ongoing disposition" of people. *The Toronto Star* (Toronto, Ontario), E1
- Wilkes, R., Duong, A., Kesler, L., & Ramos, H. (2017). Canadian University Acknowledgment of Indigenous Lands, Treaties, and Peoples. *Canadian Review of Sociology, 54*(1), 89–120. <https://doi-org.georgian.idm.oclc.org/10.1111/cars.12140>

Source: "Land Acknowledgements" by Amanda Quibell is licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

Summary

In this module, you learned that being able to support your opinion with reliable sources and develop a convincing argument is an important tool in school and beyond. You used the skills that you have learned in the course to create, develop and produce an effective analytical research paper as requested in your Blackboard shell.

Attribution & References

Except where otherwise noted, this chapter is from “[Student sample research essay](https://ecampusontario.pressbooks.pub/gccomm/chapter/student-sample-research-essay/) (<https://ecampusontario.pressbooks.pub/gccomm/chapter/student-sample-research-essay/>)” by Amanda Quibell, licensed under [CC-BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) In *Communication Essentials for College* by Amanda Quibell & Emily Cramer, Georgian College, licensed under [CC-BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/)./ Adaptations include removing of links to other *Communication Essentials for College* chapters.