Purpose:
The ability to find, evaluate, document, and effectively use information is a necessary element in a successful college education. This set of skills, known as information literacy, is what you will practice for this assignment.

Project components:
- A group-generated research question to be answered through your search.
  - Key words in such questions include: How? Why? Would? Could? Should? Any of these questions requires an arguable, not factual, answer.
  - Your question can also begin with Who? What? Where? When? However, you need to be sure that you are not working to establish a factual conclusion.
- A varied collection of appropriate sources culled from print, electronic and field searches.
- An Annotated Bibliography, formatted according to Modern Language Association (MLA) guidelines, listing the above sources.
- A class presentation consisting of
  - your proposed research question,
  - an explanation of the relevance of your research,
  - a summary of the various sources and their significance,
  - a classroom activity.
- Participation in other groups’ classroom activities.

IMPORTANT: The goal here is not to debate but to inquire. You should never begin research or any analysis with a solidified opinion disguised as a question, with cherry picked sources and evidence that support your opinion. Not only is that working backwards but it also lacks intellectual honesty. Rather, approach your investigation with a genuinely open mind, ask serious questions, and let your investigation lead you to your conclusion.

Annotated Bibliography requirements:
- Strict MLA style format.
- A 1-2 paragraph introduction containing
  - the research question,
  - a brief explanation for the group's interest in the chosen topic
  - a brief description of the kinds of sources
a brief description of the process involved in locating sources and determining their credibility.

- Carefully formatted entries, each followed by a 1-paragraph annotation including
  - the type of source: print or electronic, primary or secondary
  - a brief description of the main point
  - an explanation of why you find the source trustworthy

- Each group member’s bibliography lists only his or her own sources. There must not be any duplicate sources among group members.

- Each bibliography should contain between 3 and 5 acceptable entries, totaling 15-25 sources for the whole group.

**Class Presentation:**
For this component, prepare an interesting and informative presentation of your research topic, and illustrate it with an activity for your class.

Each group member must devote equal participation not only to the research, but also to the preparation and delivery of the presentation.

**Choosing a research question:**
Choose one broad subject from the following list:

- Business/Economics/Consumerism
- Childhood/Family
- Education
- Ethics/Morality/Society
- Gender Roles
- The Natural Environment
- Philosophy/Religion
- Popular Culture/Mass Media
- Psychology/Human Behavior
- Racial/Ethnic Identity
- Science/Technology

Use your invention skills to brainstorm the relevant issues, events, concepts, controversies, and other facts and ideas about your chosen topic.

Each general subject houses a vast list of more specific possibilities.

Here is only one example: Your group has chosen Popular Culture/Mass Media. Discuss the issues that can fit within this larger topic:
• body image issues
• online identities
• netiquette
• social media
• cult of celebrity
• piracy
• hacking

How can you break down the above classifications even further?

**Project Schedule**

- January 30 (Week 2): Form research groups and brainstorm ideas
- May 8 and 10 (Week 15): Group consultations with me
- May 15 and 17 (Week 16): Group presentations
- May 17: Annotated Bibliography due by 11:59 pm