Overview: Team Research Project (TRP)
Ryan E. Galt, CRD 142, Winter 2010

Purpose
The goals of the Team Research Project are for you to (1) research and write about a topic related to the class and that interests your team, (2) practice research methods, data analysis, writing, and presentation skills, and (3) build your teamwork skills, including communication, coming to consensus, recognition and use of team member strengths, and respect for other ways of thinking and learning. This is your team’s opportunity to critically think about concepts from class and to apply them to a specific topic and research question of your choosing.

You will create an overarching research question, answer it through research, and present your findings in a research paper and a presentation. The TA and I will help you through the process of research creation by discussing it with you and by commenting on your outline, which is the first part of the multi-part project.

Parts of the Project, Grade, and Due Dates
The team research project as a whole is worth 25% of your total course grade. The project is divided into the six parts specified below. Time due is always before the start of class time.

<table>
<thead>
<tr>
<th>Parts</th>
<th>% of grade</th>
<th>Due date</th>
<th>Social unit involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outline</td>
<td>1%</td>
<td>Feb. 2</td>
<td>team (together)</td>
</tr>
<tr>
<td>2. Report draft for peer review</td>
<td>2%</td>
<td>Mar. 2</td>
<td>team (together)</td>
</tr>
<tr>
<td>3. Peer review comments</td>
<td>2%</td>
<td>Mar. 9</td>
<td>you (individually)</td>
</tr>
<tr>
<td>4. Presentation</td>
<td>5%</td>
<td>last week of discussion</td>
<td>team (together)</td>
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<tr>
<td>5. Final report</td>
<td>15%</td>
<td>Mar. 18</td>
<td>team (together)</td>
</tr>
<tr>
<td>6. Internal team peer evaluation</td>
<td>need for credit</td>
<td>Mar. 18</td>
<td>you (individually)</td>
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Goals and Grading Criteria for Each Part
Each of the six parts of the project has an assignment sheet on SmartSite that provides details about expectations.

1. Outline, due Feb. 2
The goal of the outline is to spend time thinking about your research project, including what is possible to answer over the remainder of the quarter. It also allows me and the TA to provide important feedback on your project as it is the formation stage. This part of the project is graded as done/not done.

2. Report draft for peer review, due Mar. 2
The goal of submitting a paper for external peer review is to receive constructive feedback from peers outside of your team. This part of the project is graded as done/not done.

3. Peer review comments, due Mar. 9
The goal of peer review is to improve your classmates’ writing effort. This part of the project is graded as done/not done.
4. Presentation, will take place in the last week’s discussion sections (Mar. 11 or 12)
The goal of the presentation is for you to gain experience presenting research questions, methods, and
analysis, and for your classmates to learn from you. This part of the assignment is worth 5% of your
overall course grade. A specific rubric for grading the presentation is part of the Presentation
assignment details.

5. Final report, due Mar. 18
The final version of your research report should be a very polished product. This part of the
assignment is worth 15% of your overall course grade. The rubric is very similar to the questions asked
of peer reviewers (see Part 3).

6. Internal team peer evaluation, due Mar. 18
You are required to complete an “Internal Team Peer Evaluation” by the final exam session on Mar.
18. If you do not turn it in you will receive no credit for the entire team research project, so be sure to
complete it.

Teamwork Resources
The most important resource for guiding your work as a team is Group Work and Collaborative Writing,
written by Brian Connerly and John Vohs and available online at http://dhc.ucdavis.edu/vohs/. I have
also made a PDF of it and placed it in the “Team Research Project/Teamwork Resources” folder in the
Resource section of SmartSite. I expect you to read and use the handbook as guidance for your
teamwork. The reading is easy, and extremely relevant for developing skills to work in teams. I highly
recommend that you read Sections 1-6 before your first meeting outside of class time.

In addition, I’ve placed other resources in the “Team Research Project” folder in the Resource section
of SmartSite. We’ll devote some class time to allow for team development and teamwork on the
assignment, but you will certainly need team meetings outside of class to complete the assignment.

A Brief Guide to Sources and Citation

Primary Sources
You are expected to collect some primary data for your project. This can involve interviews, a survey,
observation, or another research method commonly used in social science. Resources to help you
understand data collection methods are in the “Team Research Project/Methods” folder of the
SmartSite Resources section. If you have questions about the requirement, see your TA or me.

Secondary Sources
Secondary sources refer to sources that provide secondary data, or information that has been created
and/or analyzed by other researchers. This can include data sets from publicly available databases,
published scholarly articles, newspaper and magazine articles, documentary films, etc. To locate
secondary data, Web of Science (WoS), Scopus, and Google Scholar are powerful, general search
engines with different capabilities.

WoS is available through the UC Davis library system: http://isiknowledge.com/wos.
Scopus is available through the UC Davis library system: http://www.scopus.com/.
Google Scholar is available to the public: http://scholar.google.com/.
The Next-Generation Melvyl Pilot is an impressive system with many articles as part of its database. It
also is available through the UC Davis library: http://ucdavis.worldcat.org/.
The UC Davis library subject guides are also extremely useful. You can use them to find databases specific to various fields of knowledge, including geography, sociology, agriculture, food and nutrition, etc. Each subject has a subject librarian at UC Davis, whose contact information is at the bottom of the subject guide page: http://www.lib.ucdavis.edu/ul/research/subjects/index.php.

Rural studies is not confined to one discipline, so there is no one core journal. However, below I've listed some important scholarly journals that contain relevant articles, with the asterisks highlighting important journals.

- Agriculture and Human Values
- American Journal of Agricultural Economics
- *Annals of the Association of American Geographers
- Community Development Journal
- Culture and Agriculture
- *Economic Geography
- *Environment and Planning A
- *Environment and Planning D
- Food Policy
- Geoforum
- Human Ecology
- Human Organization
- Journal of Peasant Studies
- Journal of Political Ecology
- Journal of Renewable Agriculture and Food Systems
- *Journal of Rural Studies
- *Rural Sociology
- *Sociologia Ruralis
- *Transactions of the Institute of British Geographers

The list of all journals available electronically at UC Davis is here: http://www.lib.ucdavis.edu/ul/research/ejournals/.

Citing Sources
For all of your work in this class we ask that you use in-text, parenthetical citations as done in this lab manual, and as described in the course syllabus. Below are two further examples of correctly cited ideas that you can use as models for you papers and essays:

- • Agriculture based on agroecological principles is a viable alternative to industrial agriculture (Altieri 1995).
- • Altieri (1995) writes that agriculture based on agroecological principles is a viable alternative to industrial agriculture.

When you cite a very specific idea, a number, or you use a quotation, include the page number in the in-text citation. Below are two correct examples using the same quote:

- • Castree (2005: 8) notes, “One common definition of nature is that it is the non-human world.”
- • “One common definition of nature is that it is the non-human world” (Castree 2005: 8).

See also the class syllabus on citing, paraphrasing, and quoting.

References Section
Your references section should be in alphabetical order with all sources listed together (i.e., not separated by type of source or any other kind of divisions). Everything you cite in your paper must be included in your references section. You can use the References section of the syllabus as models.
Additionally, the following list provides the format for specific examples by the type of source to help you create your reference section.

**Books**

**Book Chapters**

**Citing Citations in Secondary Sources**
Often authors will cite information, including quotations, numbers, dates, figures, etc., from another source. If you want to use that material, it is best to search for the original source (this is one of the reasons that we cite!). If it is not available to you, use an in-text parenthetical citation such as the following: (Smith 2000: 18, cited in Ahenkorah 2003: 209). In this case, you only need to put the source you are directly citing (Ahenkorah) in your References page, using the formatting detailed in this section depending on the type of source it is.

**Interviews**

**Lecture**
Galt, Ryan E. 2009. CRD 20 Lecture “How have globalization and concentration affected the food system?” 15 October. UC Davis.

**Journal Articles**

**Newspaper Articles**

**Internet Sources**