

Skyler Haber

A Level Global

Candidate 2126

Research Log

September 24th- Researched topic ideas for final research paper. Decided on either desalination or euthanasia. Due to previous research I was interested in desalination, however after more research I decided that euthanasia interested me more and was more closely related to my future educational career. I also printed out proposal form for topic ideas. We reviewed syllabus and marked any questions we had throughout the document.

September 25th- Reviewed fifty-page syllabus for A level global and began researching topic ideas. We continued noting questions we had throughout reviewing the syllabus.

September 28th- Reviewed assignment due dates. Went over how to write proposal form and looked at example provided in syllabus. Reviewed other assignments that will need to be turned in while working on 5,000-word research paper.

September 29th- Began researching for practice validation statements on the movie Tapped. We looked into the producers and purpose for the video, noting any information that could be used in validations.

September 30th- Continued working on validation for the movie Tapped as well as began working on validation for another source. I decided to chose the second source as the UN as it is a source that I use frequently in research.

Final Tapped Validation: The documentary Tapped is written, directed, and produced by Stephanie Soechtig, a founding member of the company Atlas Films, and an individual who graduated cum laude with a degree in journalism from New York University. As an environmentally and health passionate writer for Huffington Post, and the producer for the documentaries Tapped, Fed Up, and GMO OMG, Soechtig's strong viewpoints show through in all of her works. The documentary Tapped can be viewed as a beneficial reference to the harmful effects of the bottled water and tap water industries, however, the viewer also must acknowledge that the information from Nestle, Coke and Pepsi shown in the film was narrated by the writers, as the companies refused to do interviews.

Reference:

Tapped. Dir. Stephanie Soechtig, Jason Lindsey. Atlas Films, 2009. Film
October 1st- Continued working on practice validation for the United Nations. I researched the organization while putting information into RAVEN, the validation acronym that we use to make sure that we include all information.

R- Reputation

A- Ability to see

V- Vested Interest

E- Expertise

N- Neutrality

October 5th- Reviewed validations and edited the one on the United Nations.

United Nations Validation: The United Nations is an intergovernmental organization dedicated to promoting international peace and educating the world

on human rights issues. They have a strong viewpoint on creating equality for all, which is proven through the creation of the Universal Declaration of Human Rights, and is expressed in almost all of their articles. They are a global organization, with contributions from 193 different countries, making them a global source of information. However, the reader also needs to be aware that they are very much a one-sided, political organization.

Reference:

United Nations. (2015). United Nations. United Nations. Retrieved October 5 2015 from <http://www.un.org/en/index.html>

October 11th- Began writing two different proposal forms on the topics of desalination and euthanasia. Will compare both forms and submit the better one to Cambridge for approval. I still feel a stronger connection to the topic of euthanasia, and will most likely continue writing on that.

October 15th- Revised proposal forms for submission. Began reviewing “A” scored paper 1s from last years AS level exam. This review will be used to help determine what we can do to improve our papers for this year.

October 12th-16th- This week we graded scaffolding assignments from students in the AS level class. I am in A level global with another girl (my A level “partner”, Daryn) during the same time that our supervisor is teaching an AS level global class. Due to the large size of the AS level global class, our supervisor has us reviewing papers in order to gain skills necessary for use in our papers. This allows us to be more aware of what to and not to do in our papers. Throughout the grading

process we were interested to see what mistakes some individuals were making in their writings such as their examples not matching their reasons.

October 19th-23rd- This week we helped out during presentations. We critiqued and gave advice to the students that presented, and helped our instructor to stay organized during the busy time. This allowed us to be witness to many different topics and have the ability to make corrections on what students could improve.

October 26th- We reviewed proposal forms and made them fully ready for submission to Cambridge for approval. I decided that I would definitely be submitting the proposal form on euthanasia as that is the topic I am the most interested in.

October 27th-29th- Reviewed previous AS level “A” papers to understand what we could have improved in our essays. The review of these papers allows us to be aware of mistakes and hopefully helps us to not make these mistakes in the future.

November 3rd- Received proposal forms back from Cambridge. My topic was approved and I am now able to begin researching. I reserved a few books on euthanasia from the library and will hopefully pick them up this weekend. My A level partner and I will now spend the week revising her proposal form to resubmit to Cambridge for approval. I made a research plan of the weeks up until the paper is due and listed out what I hope to accomplish during those weeks.

Research Plan:

November 2nd- 6th- Start reviewing research material, get resources (books, journal articles) and go to the library for book
November 9th-13th- Beginning reading and taking notes on research materials. Get a general idea of what needs to be focused on in writing.
November 16th-20th- Continue reading and taking notes on research materials. Get a general idea of what needs to be focused on in writing.

November 23rd-27th- Gather more research material if necessary and continue reviewing all material. Come up with a general plan of how essay will be written

November 30th- December 4th- Continue reviewing research material. Use general layout of essay to plan out points for both thesis and concession.

December 7th-11th- Begin writing review of literature.

December 14th-18th- Continue writing review of literature

December 21st-January 1st- Begin writing essay modeled off AS Level papers.

January 4th- February 19th- Continue writing essay and research.

November 4th-6th- Helped Daryn to revise her proposal form for approval to Cambridge as there was a few changes that she needed to make before approval. I feel like helping her edit her proposal form allowed me to be better prepared for peer reviewing her essay in the future.

November 9th-10th- Continued aiding Daryn in revising proposal form for submission to Cambridge. Found definition of euthanasia that would be referenced in my essay. Will define as Merriam-Webster Dictionary's (2015) definition, which is "the act or practice of killing someone who is very sick or injured in order to prevent anymore suffering",

November 11th- Began writing plan for review of literature. Defined how the paper would progress as well as what each section would contain. The review of literature plan will act as my guide throughout writing in order for me to make sure I include all information that I want to discuss. However, this is tentative so I may decide once I begin writing that I don't want to include all topics or that I want to make changes to what my review of literature involves.

Review Of Literature Plan:

Suicide In General

- Statistics on suicide and the effects

Medically Assisted Suicide In general

- Animals

- People

Assisted Suicide In People

- Statistics on relevance and popularity
- Causes (terminally ill)

Define populations/illnesses that normally result in this

- Elderly?
- Heart Disease?

Religious Viewpoints on Assisted Suicide

- Christian
- Jewish
- Muslim

Medical Viewpoints on Assisted Suicide

- Hate the term “physician” assisted suicide
- Doctors do not always just “kill” the person. Since their job is to make the patient as comfortable as possible, sometimes certain (typically high) dosages of medications will be given in order to slow a patient’s heart, resulting in death. This needs to also consider in research. Most doctors believe in patients comfort above anything
- Goes against “do no harm” beliefs that doctors must abide by

Definition of Ethical

November 12th- Went to the library to search for books on euthanasia. Began reading

Dying With Dignity: Understanding Euthanasia by Derek Humphry. Used pink sticky notes to represent examples that could be used in writing and used blue to represent the author’s opinion and/or indirect facts that interested me while reading. Since I have grown up utilizing the library as a resource, I was easily able to find books relevant to my research.

Reference:

Humphry, D. (1997). *Dying with dignity: understanding euthanasia*. New York, NY: Carol Publishing Group.

November 12th- December 5th – Read and analyzed *Dying With Dignity: Understanding Euthanasia* by Derek Humphry through note taking and evaluation of author. Will be using information from this book in both review of literature and research

paper. This book is offering a very pro-euthanasia stance, offering me a good perspective on individuals in support of euthanasia. However, I will need to find an alternate perspective as well, as this book is very one-sided.

December 1st- Went to the library and checked out the book *Euthanasia is NOT the Answer* by David Cundiff, in order to get opposing viewpoints to the book *Dying With Dignity*. Also checked out *A Chosen Death* by Lonny Shavelson for further information. This book is against euthanasia, giving my research an argument on the opposing side to the first book I read. This will help to keep a well-balanced argument throughout writing.

References:

Cundiff, D. (1997). *Euthanasia is NOT the answer*. Totowa, NJ: The Humana Press Inc.

Shavelson, L. (1995). *A Chosen Death*. New York, NY: Simon & Schuster.

November 24th - December 3rd- Read and revised proposal form each day in class for a third student taking A level global. Throughout this time we gave suggestions to improve her topic and question as well as advice on how to choose a subject matter that she really cared about. Review of her proposal form allowed me to utilize skills necessary in peer reviewing. While reading, I found it interesting that euthanasia comes from Greek origins, with *eu* meaning good, and *thantos* meaning death (Humphry, 1992). It was interesting to me as euthanasia by origins essentially means “the good death”.

December 6th- Discussed question involving validations with research instructor with the question being: Is it necessary to validate a book or source in both the review of

literature and again later on in the essay? She said that she would ask at a training she will be attending in January. We also discussed having the review of literature and scaffolding of essay completed by January 15th.

December 10th- Answered questions for AS Level global students on information that they needed clarification on for completion of scaffolding assignment. Many things done in AS level translates to things we do in A level, helping to improve our writing skills.

December 11th-15th- Reviewed AS Level global students scaffolding assignments. This allowed us to further our skills necessary for use in both writing and peer reviewing of each other's work. We are now able to more quickly review assignments and immediately notice things that have been done wrong or things that could be improved.

December 28th- During winter break I continued to read and analyze the books that were to be used in the review of literature. I began writing the review of literature and planning out scaffolding for essay. Starting writing made me very excited to continue research and investigation into my topic.

December 29th- Worked on review of literature and emailed partial scaffolding of essay to Dr. Chrifield for review.

January 4th-8th- The first week back to school was spent aiding AS level students and working on our review of literatures and scaffoldings. The aiding of AS level students helps to improve our peer reviewing skills.

January 5th- Made list of questions for Dr. Chrifield to ask Cambridge instructors at AICE Global Perspectives training.

Questions:

- 1) Are there any requirements for the research log? (length, number of entries, format, how detailed)
- 2) If validations are written in the Literature Review, do they have to be replicated in the essay?
- 3) Who grades our essays? (Cribfield or Cambridge)
- 4) Should we/do we have to have sub-headings for the Literature Review and the actual essay?
- 5) Should we/do we have to have subtitles within our Lit Review by topic we discuss?
- 6) Can essays be submitted to Turn It In prior to submission? Or will it show up as if the essay is completely plagiarized?
- 7) Is there a proper format for the essay? (table of contents, order or essay and lit review)
- 8) What is the due date of the essay?
- 9) Is the Research Log graded or just required to be turned in with Paper 04?
- 10) To what extent can Dr. Cribfield help us throughout the research and writing process?
- 11) Should separate reference pages be provided for the Lit Review and essay or will one suffice?
- 12) Should a reflection be included in the essay? If so, what are the length requirements for it?
- 13) How is the essay going to be submitted?

January 7th- Worked on review of literature and sent to Dr. Cribfield. Will begin writing argumentative portion of the essay soon.

January 8th- February 10- During this month, Daryn and I worked diligently on our final essays each day in class and at home. We went to each other with questions and acted as a guide for each other throughout the writing process. We aimed to have our essays completed by February 16th in order to begin the peer reviewing process. Will review each other's essays, make corrections and then send to Cambridge for grading.

February 16th-17th- Peer reviewed each other's essays making corrections on what we should improved. Referred to the component 3-mark scheme as we were

reviewing in order to make sure that everything was included in our papers.

Prepared for submission on February 18th.