

Step 3

How to write a literature review section of your report or presentation

This is an example of how a whole class can collaborate on the literature review section of your report or presentation. Typically, high school students and their teachers don't collaborate on creating a final product. In a *TfC* classroom, they can and often do. First, *TfC* provides a preparatory experience for college and university work. In a university lab setting the senior professor plays the role of lead researcher, while graduate and undergraduate students play the roles of apprentices and journeymen. *TfC* follows this model. Second, high school students rarely see one another's work, let alone an adult work sample. We believe that the instructional benefit of shaping a report through the joint efforts of teacher and students is closer to what happens in a university lab or work environment. It introduces students to an editing process and results in a product in which students are invested and of which they may be proud. (Of course, not all or even most teachers will have time to collaborate in this manner, see at the end of this resource for ideas on an alternative approach.)

To demonstrate how this process works, we have included three documents here:

A) Draft of a literature review written by a class with teacher edits and comments/questions back to students. This draft is largely focused on relevant characteristics of the county, because that is what we decided to prioritize in the short time we had to complete this step. This draft is a bit messy, but that is what first drafts and conversations between teachers and students in *TfC* look like in the middle of the process.

B) Final version of a literature review that appeared in the report these students produced. This is included to demonstrate what a finished product might look like. (Note: This final version was

produced after the student responses to the teacher's questions were integrated into the document. Then the teacher and a small group of student volunteers edited the final version and then explained the editorial process to the rest of the class.)

c) An alternative approach.

Research question: *What is the relationship between poverty, violence and the availability of leisure opportunities in Halifax and Northampton Counties, NC?*

A. First draft of a student literature review with teacher comments in *Italics*

Literature Review

The population of Halifax County, North Carolina is 54,006. In a state in which the population is growing, Halifax County lost population between 2010 and 2012. Approximately one-quarter of the population is under 18. The county has far more Blacks and American Indians than the state average. Over half the population is Black (the state average is 22%) 41% is white, American Indians represent 4% and 2.5 % are Hispanic. The education levels and wealth of the County are below the state averages. Three out of four adults in the county have a high school diploma, but only 12% have graduate from a four-year college, which is about one-third the state average. The median value of a home is only \$87,500, versus the state average of \$153,500. A similar difference can be found in the relationship between median household income in Halifax, \$32,000, versus 46,000 in North Carolina and percent of persons below the poverty level. 1

These statistics indicate that there may be an economic aspect to this relationship. **(Back at**

YOU2: 1) Leslie, this is my effort to incorporate your suggestion in this paragraph, what do

¹ U.S. Census Bureau, State and County Quick Facts, Halifax County, NC, <http://quickfacts.census.gov/qfd/states/37/37083.html>, visited February 27, 2014.

² We have given students in the class aliases.

you think? 2) A number of you--Neal, and Ron for example--thought we used too many numbers and made good suggestions to cut the numbers down, what do you think of what I did?)

The County has limited **(Back at YOU: this is Jean suggestion and Shantel who suggested limited amount”, which I think is perfect)** leisure options and activity options. **(Back at YOU, James, you said” does not have many leisure options, I was wondering if the reader would say: “compared to what?” what do you think of what we did?)** There is a single movie theatre, with two screens. **(Back at YOU: some of you said three screens, which is it?)** The Roanoke Canal is a scenic walkway and historical site, that seems to hold little interest to the young people of the County. The recreational options include TJ. Davis, Park, which is open only for residents of Roanoke Rapids, features basketball courts, soccer fields, and an indoor and outdoor pools. There is also a recreation area behind the Chaloner Middle School, which is open to all. There is, also Scoco Recreation Area in Weldon by the Weldon High School. There have been reports of dangerous activity in this area. Finally, there is the only true park in the area. **(Back at YOU: is this right Alice?)** Chockoyotte Park which features picnic tables, slides, swings, and athletic fields. **(Back at YOU: did the violence spread to these areas or did it start there? there seems to be some disagreement.)** A young child was recently shot in Chockoyott Park.

Leisure is good for everyone. It promotes leadership skills and helps people deal with stress. But we are also concerned about those with mental and physical illnesses, who have a special need for recreational and leisure activities. **(Back at YOU: Sean, this is my effort to include your great sentences, what do you think?)** Our brief and not complete survey of the existing leisure and recreational opportunities indicates that not only are they limited, but many are close to

exactly what should be the opposite of leisure and healthy recreation: areas that have been linked to violent crime. **(Back at YOU: Jamil, you talked about “violence spreading to the park”, is this close to what you had in mind?)**

B. Here is the final draft of the Introduction and Literature Review:

The Relationship Between Leisure, Poverty and Violence in Halifax and Northampton Counties, North Carolina³

Introduction

Many of the issues relating to crime and violence in the communities and schools in Halifax and Northampton counties in North Carolina are related to the actions of teens. Would teens be involved in these things if they had more leisure and recreation options? What is the cost of not providing adequate activities for young people? In Halifax and Northampton counties, activities and leisure opportunities are limited primarily to the school and church. A community deserves great activities that go beyond a single movie theater, a handful of outdoor recreational centers, and fast food restaurants. These are fine but what are young people supposed to do if they can't get to these places because of a lack of public transportation? What should they do if they need other kinds of activities?

What do teens like us do given these limited activities? Some travel to Raleigh or to Rocky Mount, but for those who do not have access to transportation what are they to do? This results in boredom and in extreme cases, crime and violence. In this Report, we try to figure out why so many young people are bored and what happens when they are bored. The research

³ A research study conducted by the Tools for Change Research Team at Roanoke Valley Early College.

question that we have developed is: “Are the lack of activities and leisure options for young people in Halifax and Northampton counties related to poverty⁴ and violent crime?”⁵

Literature Review

Because the vast majority of our survey respondents come from Halifax County, we focus our attention on this County. The population of Halifax County, North Carolina is 54, 006. In a state in which the population is growing, Halifax County lost population between 2010 and 2012. Approximately one-quarter of the population of the County is under the age of 18. The County has far more Blacks and American Indians than the state average. Over half the population in the County is Black, while the state average is just 22%; 41% of County residents are white; American Indians represent 4% of the County population; and 2.5 % are Hispanic. The education levels and wealth of the population of the County are well below the state averages. Three out of four adults (~75%) in the county have a high school diploma, but only 12% have graduated from a four-year college, which is about one-third the state average. The median value of a home is only \$87,500, versus the state average of \$153,500. A similar difference can be found in the relationship between median household income in Halifax, \$32,000, versus \$46,000 in North Carolina and the percent of persons below the poverty level.⁶ These statistics indicate that there may be an economic aspect to the availability of leisure activities in our area.

The area has limited leisure and activity options. There is a single movie theatre, with two screens. The Roanoke Canal is a scenic walkway and historical site, but it holds little interest

⁴ By poverty we mean: “the state in which someone can afford the cost of living, however, their annual income is not enough to enhance their life and escape poverty.”

⁵ By violence we mean: “a form of physical, verbal, or cyber abuse that essentially inflict pain on others.”

⁶ U.S. Census Bureau, State and County Quick Facts, Halifax County, NC, <http://quickfacts.census.gov/qfd/states/37/37083.html>, visited February 27, 2014.

for the young people of the County. The recreational options include: TJ Davis Recreation Center, which is open only for residents of Roanoke Rapids and features basketball courts, soccer fields, and an indoor and outdoor pools. There is a recreation area behind the Chalomer Middle School, which is open to all. There is, also “Soco Park” in Weldon by the Weldon High School, that serves as a hangout spot, however, there have been reports of dangerous activity in this area. Finally, there is the only true park in the area, Chockoyotte Park which features picnic tables, slides, swings, and athletic fields. A young child, however, was recently shot in the area of Chockoyotte Park.

It is important to remember that leisure is good for everyone. It promotes leadership skills and helps people deal with stress. We are also concerned about those with mental and physical illnesses, who have a special need for recreational and leisure activities. Our brief and preliminary survey of the existing leisure and recreational opportunities indicates that not only are they limited, but many are close to exactly what should be the opposite of leisure and healthy recreational areas: violent crime.

C.What to do in the very likely event you don’t have time to collaborate with your students:

Valerie invites her students to volunteer to be report writers for extra credit. Then, she meets with them in a group and provides examples of a college paper along with a lesson on style and citations. The students write the report, she corrects it, and returns it to them. They finalize the corrections as they would with any other assignment. Finally, she asks interested students to make a cover and title pages by copying the format of a professional report. The final report, with everyone’s name on it, is posted on Google Classroom and several hard copies are circulated in class. The students who have volunteered to write are listed as Principal

Researchers and the other students are credited as Researchers. The result is that over time, her students have aspired to the roles of Principal Researchers. In some ways, this model is similar to what happens in a journalism class that produces a school newspaper. In that case, some students are writers or editors, while only a few attain or share the position of Editor-in-Chief.

