**AP LANGUAGE: RESEARCH GUIDE SHEET—POSITION ESSAY**

**from OPPOSING VIEWPOINTS**

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| TOPIC: |

**Overview Section (Main Article on Topic page)**

Example:

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| Source Citation | "Cyberbullying." Opposing Viewpoints Online Collection, Gale, 2018. Opposing Viewpoints in Context, http://link.galegroup.com.lapr1.idm.oclc.org/apps/doc/PC3010999103/OVIC?u=azstatelibdev&sid=OVIC&xid=2da0db60. Accessed 24 Sept. 2018. |
| In-Text Citation | (“Cyberbullying”) |
| Quote/Passage | 1. [Cyberbullying](http://go.galegroup.com.lapr1.idm.oclc.org/ps/retrieve.do?resultListType=RELATED_DOCUMENT&searchType=ts&userGroupName=azstatelibdev&inPS=true&contentSegment=&prodId=OVIC&docId=GALE|PC3010999103&it=r) is a form of [bullying](http://go.galegroup.com.lapr1.idm.oclc.org/ps/retrieve.do?resultListType=RELATED_DOCUMENT&searchType=ts&userGroupName=azstatelibdev&inPS=true&contentSegment=&prodId=OVIC&docId=GALE|PC3010999103&it=r) that involves the use of electronic media to taunt, harass, or threaten the victim. It shares many common characteristics with traditional notions of bullying, including the deliberate, repeated targeting of an individual victim; the end objective of shaming, intimidating, or degrading the victim; and the intent to cause harm or coerce the victim into doing something against his or her will or better judgment. 2. Advocacy groups also distinguish between three ways in which cyberbullying occurs. Direct forms involve person-to-person contact between the perpetrator and the victim. Proxy forms occur when the perpetrator tricks an unsuspecting third party into posting information or sending communications meant to harm the victim. Public forms attempt to shame, embarrass, harass, or threaten the victim in front of a wide audience, such as a social media network or multi-user online community. 3. Cyberbullying can take a serious toll on victims and may include such consequences as declining academic performance, tensions and conflicts with siblings or parents, and engaging in risky, illegal, or self-destructive behavior. Common signs that a young person is being cyberbullied include suddenly losing interest in connected devices and online communities, or feeling uneasy about using the Internet, going to school, or attending social functions. Social withdrawal, uncharacteristic outbursts of anger or frustration, and evasive explanations for his or her unusual lack of online activity may also signal [victimization](http://go.galegroup.com.lapr1.idm.oclc.org/ps/retrieve.do?resultListType=RELATED_DOCUMENT&searchType=ts&userGroupName=azstatelibdev&inPS=true&contentSegment=&prodId=OVIC&docId=GALE|PC3010999103&it=r). 4. Initially, there was a great deal of debate as to who should address cyberbullying, and it was not clear whether disciplinary action and interventions should be the responsibility of parents, school administrators, or law enforcement officials. However, with the increased prominence of the issue, many schools have created new policies specifically designed to address cyberbullying. Similarly, many US states have updated their definitions of criminal [harassment](http://go.galegroup.com.lapr1.idm.oclc.org/ps/retrieve.do?resultListType=RELATED_DOCUMENT&searchType=ts&userGroupName=azstatelibdev&inPS=true&contentSegment=&prodId=OVIC&docId=GALE|PC3010999103&it=r) to include cyberbullying and attacks made via electronic media. Parents are considered partners in these initiatives and are expected to support victims and play an active role in the prevention and reporting of cyberbullying activity. 5. Federal laws addressing cyberstalking and harassment have been criticized for their limited applicability to cyberbullying cases. In the [United States](http://go.galegroup.com.lapr1.idm.oclc.org/ps/retrieve.do?resultListType=RELATED_DOCUMENT&searchType=ts&userGroupName=azstatelibdev&inPS=true&contentSegment=&prodId=OVIC&docId=GALE|PC3010999103&it=r), current statutes require that perpetrators physically travel across state lines with the intent of continuing their harassing behaviors before a perpetrator can be charged at the federal level. Additionally, interstate communications cannot be prosecuted without the presence of an expressed threat to kidnap or physically harm the victim. However, nearly all US states have instituted laws that introduce criminal sanctions for cyberbullying or electronic harassment. |

**Overview Section (Main Article on Topic page)**

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| Source Citation |  |
| In-Text Citation |  |
| Quote/Passage |  |

**Featured Viewpoints Section**

Example:

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| Source Citation | Eby, David. "The Convicted Drunk Driver in Michigan: A Profile of Offenders," UMTRI Research Review, 1995. |
| In-Text Citation | (Eby) |
| Quote/Passage | …about half of drivers arrested for driving while intoxicated (DWI) or killed as alcohol-involved drivers in traffic crashes did their drinking at licensed establishments. |

For in-text citations, cite the author’s LAST name; if there is no author then cite the article title (in quotation marks).

Example:

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| Source Citation | US Federal Trade Commission (FTC), "Dangers of Teen Drinking," dontserveteens.gov (accessed Oct. 20, 2010). |
| In-Text Citation | (“Dangers of Teen Drinking”) |
| Quote/Passage | Alcohol consumption can interfere with development of the young adult brain's frontal lobes, essential for functions such as emotional regulation, planning, and organization. |

For in-text citations, cite the author’s LAST name; if there is no author then cite the article title (in quotation marks).

**Featured Viewpoints Section: Article #1**

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| Source Citation |  |
| In-Text Citation |  |
| Quote/Passage |  |

**Featured Viewpoints Section: Article #2**

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| Source Citation |  |
| In-Text Citation |  |
| Quote/Passage |  |

**Featured Viewpoints Section: Article #3**

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| Source Citation |  |
| In-Text Citation |  |
| Quote/Passage |  |

**Magazine Section-Article #1**

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| Quote/Passage |  |

**Academic Journal Section-Article #1**

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| Quote/Passage |  |

**VIDEO (from Opposing Viewpoints)**

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| Title |  |
| Source Citation |  |
| In-Text Citation |  |
| Quote  (include speaker for each quote) | 1.  2.  3. |

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| Title |  |
| Source Citation |  |
| In-Text Citation |  |
| Quote  (include speaker for each quote) | 1.  2.  3. |

**STATISTICS/GRAPHS (copy and paste two images/graphs into the boxes below)**

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