

## OVERVIEW:

Across ENG 100, the research project is hated by many students. Research takes patience, time, reading, analysis, avoiding procrastination, avoiding plagiarism: elements and skills that students often struggle with throughout their academic careers.

To that end, your research project has been divided up into two distinct choices: work on a bucket list piece that explains the driving passion or value to that profession; alternatively, create an expository or argumentative / persuasive piece about something you have *otaku-level expertise* in or something you feel *kuleana* over.

*NOTE: At no time can you re-use research projects from high school or previous college ENG 100 essays unless you 1) workshop the draft with me and see if the draft is defensible; 2) receive my clearance to do the topic. (Besides that, your high school essay might not be college-level as it is).*

# Research Project

Navigating ENG 100 Challenges

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## Understand Expectations

Familiarize yourself with the requirements and objectives of the research project for ENG 100. As much as possible, networking with your instructor, your research librarian, and the reference desk librarian are game-changers for this project.

## Choose a Topic

Select between a bucket list essay or a piece showcasing your expertise or passion. The genre of your research paper can be expository, argumentative, or analytical. An expository essay seeks to give out information; an argument piece seeks to convince others; an analysis piece shows your deep thinking on a topic.





## Research Resources

Identify and gather at least four reputable sources to support your project and claims. These sources should ideally come from your research challenge, meaning that they should be sourced from library-reputable online or book resources.

## Draft Your Essay

Write a 4-6 page essay, incorporating quotes, visuals, and analyses of your chosen topic.



## Seek Feedback

Review your draft with peers, tutors, or instructors to refine and improve your essay before submission.

| OPTION ONE:  | DISCUSSION   |
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| <p>BUCKET LIST ESSAY, which could be expository or argumentative in nature.</p> <p><b>PROMPT:</b> Prior to my eventual demise, I expect to accomplish X, because</p> | <p><b>STUDENT-LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"><li>• Create an inventory of life or personal goals you wish to accomplish before you 'kick the bucket';</li><li>• Begin researching 4 resources,</li></ul> |

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| <p><b>accomplishing X would give me a sense of _____.</b></p> <p>The genres of this broad topic could be a travel essay. It could become a career exploration. It could become an essay about your life goals.</p> <p><b>EXTRA-CREDIT ITERATION: Create a website that deepens or problematizes your original topic to give it more VISUAL ENGAGEMENT as well as PRACTICAL REAL WORLD APPLICATION.</b></p> | <p>preferably from library reputable sources;</p> <ul style="list-style-type: none"> <li>● Craft a 4-6 page essay that discusses your bucket list goal, including at least 4-7 quotes, pictures, or graphs.</li> </ul> <p>Interviews count as bonus items.</p> |
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Sample TOPIC UNPACKS:

### OPTION ONE RESEARCH SHIFTS and Student Samples

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| <p>Thiago, who is an Argentinian exchange student, has never seen his national team play in the World Cup. He decides to do a research project that initially starts with his desire to see the World Cup, but it begins to sprawl into a more focused and fixated paper about specific World Cup controversies. Therefore, what started out as a personal goal evolved to become a specific piece about how the World Cup has specific controversies that upset Thiago.</p> | <p>Denise, who visited Hokkaido with her parents, saw a beautiful lavender field at Farm Tomita, but her parents told her that they could not go there because the travel group they were with did not have that farm on its itinerary. Ever since then, Denise has longed to go to Farm Tomita. Her research project engages the history of that farm, deeply analyzes some core photographs of the farm, and establishes Denise's personal reasons as to why she wants so badly to go there before she dies.</p> | <p>Bruce's parents both died of COVID 19, so he is emotionally attached to the notion of going into virology or public health so that other people do not have to suffer through the pain of what he suffered in terms of losing his mom and dad. He researches the career path of a virologist, meets with a STEM counselor to see what he needs to take in between now and graduate school, and maps out personal and descriptive sentiments about why he is interested in this career path. He even does bonus work by doing the <a href="#">FOCUS 2</a> career inventory at the campus's <a href="#">Maida Kamber Center</a>.</p> <p>(passcode for FOCUS 2 is 'kamber3')</p> |
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OR

| <b>OPTION TWO: EXPERTISE-RESEARCH</b><br>“ I am an OTAKU in this topic, and let me PROVE IT TO YOU.” If you choose to write about a ‘kuleana’ topic, showcase why you feel so ‘responsible’ for that topic.   | <b>DISCUSSION</b>   |
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| <p>In Japan, the term <i>otaku</i> is seen as a pejorative term, often used to belittle or mock anime or manga-obsessed fanboys/girls. In much of the West, the term now means someone who is deeply obsessed and passionate about something. Therefore, Steve Jobs was an otaku for Apple products; some Star Wars fans are Star Wars <i>otaku</i>, even your instructor is an otaku for Magic the Gathering, Junji Ito manga, Sengoku Era Koei games, or many other passions.</p> <p>Within that passion, controversies and fascinating topics emerge, allowing to show your FANBOY/FANGIRL deep-diving abilities. In other words, some of you can use this option to GO OFF and show your expertise about a given topic.</p> <p><b>EXTRA-CREDIT ITERATION: Create a website that deepens or problematizes your original topic to give it more VISUAL ENGAGEMENT as well as PRACTICAL REAL WORLD APPLICATION.</b></p> | <p>Consult with your instructor about your <i>otaku</i> level passion and love and work on developing a defensible research question and thesis statement. If you think about it, within your fangirl/fanboy obsession, there is always an embedded controversy. For example, if you are obsessed with TikTok, then your research question could be something like “Should the Federal Government ban TikTok due to its fear that China is using TikTok as a propaganda device to weaken American critical thinking?”</p> <p>You MUST EMPLOY 4 written sources to support the claims in your essay; the sources ought to come from the Lama Library physical or digital resources. You receive bonuses if you conduct interviews, surveys, or make charts about your topic.</p> <p><b>EXTRA-CREDIT ITERATION: Create a website that deepens or problematizes your original topic to give it more VISUAL ENGAGEMENT as well as PRACTICAL REAL WORLD APPLICATION.</b></p> |

OPTION TWO RESEARCH UNPACKS: WHAT YOUR INSTRUCTOR MIGHT DO, DEPENDING ON HIS OTAKU-LEVEL COMPREHENSION OF CERTAIN TOPICS

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| Sample Research Question for each student: | 2. Your instructor is obsessed with | 3. Your instructor considers himself a |
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| <p>1. Your instructor has been playing Magic the Gathering for a long time. Recently, he has become personally irritated that Wizards of the Coast has been releasing products on a 3-4 month cycle instead of a half a year or even year cycle, carpet bombing the card market with cardboard that is expensive and impossible to keep up with. His research question would be, "How might Wizards of the Coast slow down its production cycle so that current deck-builders do not need to constantly upgrade decks or buy new product to remain competitive, especially in the Commander format?"</p> | <p>Sengoku-era Japanese history. Lately, a lot of historians have been wondering about Yasuke, Oda Nobunaga's sword-bearer. The centralizing question was whether or not Yasuke was a samurai retainer of Nobunaga's. Many Japanese historians are convinced that Yasuke was a samurai under Oda, so my research question would be, "Discuss and explain the reasons and rationale Yasuke would be considered a samurai."</p> | <p>mid-level Star Wars expert and he did not enjoy Season One of <u>The Acolyte</u>. His otaku-level research question would be "Discuss whether or not <u>The Acolyte</u> deserves a Season Two based on the poor writing quality and slow, repetitive narrative pacing.</p> |
| <p>4. Your instructor is obsessed with the horror manga of Junji Ito. He is somewhat irritated that the production cycle of <u>Uzumaki</u> on Adult Swim is taking an agonizingly slow pace; therefore, his research question</p>  |   |   |

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| would be “Discuss the merits of expediting the Uzumaki release sequence, enabling viewers to watch all of the episode at one time instead of putting out the episodes on a slow, agonizing pace.” |  |  |
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## SAMPLE STUDENT TOPIC EXPLORATIONS

Some of you are not otakus in the things your instructor likes, and that is fine. Let us unpack sample topics from students Mr. has taught in the past.

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| Nikki is part-Hawaiian. Her entire life, she was told that the wizard stones in front of the Waikiki HPD satellite station were just kahuna statues and that the kahuna were from Tahiti. In recent years, she found out in middle school that one of the kahuna was mahuwahine, and in college, she discovers that all four of them are mahu with varied forms of healing. Using <a href="#">the source video</a> , Nikki writes a strong research paper explaining why colonizing influences decided to label the stones as “Wizard” stones, and not their proper name of <a href="#">KAPAEMAHU</a> . | Gary is a complete gamer otaku, but lately, EA Sports’ loot-crates in several of its games has started to really ‘piss him off.’ After all, Gary already spends 70 dollars on the baseline game but EA charges Gary 5 dollars per microtransaction. He decides to write a well-reasoned but still angry takedown of EA’s seeming corporate greed in the matter. | Kehau has insider knowledge from her halau that the California halau that does seemingly a bit more political content during the Merrie Monarch festival is often perceived as too militant and too political by the other halau. She also is interested in knowing more about how hula spread to Japan and why Japan has so many pop-up halaus, and she wonders what Native Hawaiian kumu hula think about the authenticity of Japanese hula and hula as a diaspora. Because these seem like two separate topics, she consults with the Native Hawaiian-specialist in the librarian to concretize her topic; she chooses to specifically write about whether or not hula should |
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|  |   | just be art or if hula should also have a political agenda.   |
| Paul is a somewhat stereotypical political studies and rhetorical composition scholar in that he is always delighted when he hears rhetorical tropes and fallacies in politicians' speeches. He wants to do a deep dive on political election rhetoric, analyzing the most common logos, ethos, and pathos-based tropes and fallacies. | Jasmine is a total Taylor Swift fan and has specific 'otaku' knowledge about the current debate about Swift's AI likeness being paraded about as a possible endorsement for political candidates, so she pens an essay about DEEPPFAKE TECHNOLOGY and litigation around it.<br><br>Alternatively, Jasmine is a Tay-tay conspiracist and thinks that Taylor is dating Travis Kelce for weird NFL cred. And that she secretly wants to get back with Joe Alwyn. | Doug is a complete Assassin's Creed otaku, and he is upset about the controversy erupting around Assassin's Creed: Shadows. He sets to prove that Yasuke was Oda Nobunaga's samurai and not just some simple sword-bearer / trophy servant, citing recent historical research about Yasuke. |
| Sample "kuleana" topic:<br><br>Agnes is part of this campus's sustainability organization and she volunteers at the campus mala on a weekly basis. She considers the mala her second home on campus as well as her 'kuleana,' with her main reason being that she wants to major in indigenous agriculture at UH West Oahu.            | Another sample "kuleana" topic:<br><br>Georges has been a diver for his entire life and feels great 'kuleana' over the reef ecosystem fronting parts of Waikiki Beach. His research project encompasses the coral health and a specific methodology to make an artificial reef to reinvigorate marine life in the area, since fish used to be more plentiful.   |   |

## SUGGESTED OUTLINE FOR ANY OF THESE RESEARCH TOPICS:

**INTRO**

**HOOK**



## BRIDGE

## THESIS

## BODY PARAGRAPHS

### AN OVERVIEW OF THE TOPIC

### CITATIONS OF THE COUNTERPOINT AND REBUTTAL

### LOGICAL DIMENSIONS OR WARRANTS

### ETHICAL DIMENSIONS OR WARRANTS

### EMOTIONAL DIMENSIONS OR WARRANTS

### POTENTIAL SOLUTION PARAGRAPH

## CONCLUSION

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For those students who cannot stand the topics above, I will allow you to pick the following pre-fabricated topics that also have the research elements added to them, but **ONLY IF YOU CONSULT WITH ME ON THEM FIRST**.

| OPTIONS  | DISCUSSION  |
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| <b>ALTERNATIVE TOPICS</b>  |   |
| <p>TOPICS THAT MIGHT BE TRENDING, STILL: <b>TAKE A STAND ON (GENRE) PERSUASIVE ARGUMENT: TOPICS RELATED TO TOURISM, CHAT GPT, or SOCIAL MEDIA</b>. Craft an essay about one of the following topics, choosing to use the embedded resources on each page.</p> <p>1. <u>Mini In-Class</u> (HVB/HTA) Bonus Essay for Extra-Credit and Diagnostic Purposes or Revision<br/><u>Alternative In-Class</u> (GPT) Topic or</p> | <p>In this option, your instructor did the baseline research for you--already--so you need to insert and discuss the evidence so as to best respond to a thesis statement of your choosing around the following three topics:</p> <p>A. Should the Hawaii Tourism Authority and/or Hawaii Visitor's Bureau change their stereotypical advertising of Waikiki or Hawaii's culture, moving instead to more modern depictions of indigenous Hawaiians?</p> <p>B. Should the college entirely ban</p> |

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| <p><u><a href="#">Alternative In-Class Topic</a></u> (SOCIAL MEDIA like TikTok, Insta, Snapchat, etc.)</p> <p><b>EXTRA-CREDIT ITERATION: Create a nicely-designed brochure that visually meshes with your written claims.</b></p> | <p>ChatGPT from on campus computers as well as college-level assignments?</p> <p>C. Given various so-called harms, should parents increasingly monitor or outright ban their child's social media usage? Alternatively, what benefits are part of using social media like ____ platform?</p> |
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It goes without saying that choosing a topic is the first difficult decision. A lot of this topic depends on your current stress level, your passion, as well as potential considerations such as your major or career outputs. Discussing with your teacher or a Study Hub tutor about appropriate topics would be the best possible decision you could make regarding your research topic.

**SAMPLE ESSAY: The student decided to bash social media platforms amongst peers her age. Her thesis is decent; I might have added just one more thesis-statement element that explains how they ought to be discouraged from a specific social media platform and how young is too young for them to put themselves out there on such a platform.**

Anti-Social Media By: Natalie Escalante ENG 100

Searching the food court for a place to enjoy our lunch, my significant other and I couldn't help but notice that not only were there almost no seats available, but they were all occupied by people whose eyes were glued to their electronic devices. We could barely figure out which set of people were together as a group, as no one interacted with each other until they'd walked over to the trash bins with their leftovers. Social media platforms have taken over most of our social lives, especially in the adolescent population. These platforms such as Facebook, Instagram, and Twitter have both positively and negatively affected our society at large. However, in recent studies, social media has shown more negative consequences than positive benefits. Social platforms were created with the intent to help stay connected with family and friends and serve as a source for information and entertainment. However, they have

created negative consequences when the young and vulnerable users are given access to a network with no restrictions. Because adolescents are going through a crucial time in development, I strongly feel that they should be discouraged from having social media platforms until they are mature enough to make responsible decisions.

Some still argue that social media is merely a source of entertainment, as it provides interesting photos or funny videos, but the fact that adolescents can't tell the difference between harmful content and entertainment poses a great danger. Social media has limitless access and one is free to post almost anything about everything that may come to mind. A user is free to post a photo, a tutorial or videos they find entertaining, and even their thoughts on current events without many restrictions. Such free access can get into the wrong hands and can be dangerous. One of the bigger issues is that social media has been a platform in which false information is easily and quickly being spread; it's harmful to the naive users as not all information posted will be true. "Researchers recently showed that out of 7,804 student responses, more than 80% of middle school students believed that web ads were real news stories, and more than 80% of high school students had a hard time distinguishing between real and fake photos— concluding that, 'overall, young people's ability to reason about the information on the Internet can be summed up in one word: bleak'" (qtd. in Gretter et al.). This can be dangerous and have serious consequences. For example, according to Gretter et al., in the spring of 2014, two 12-year-old girls attempted to impress Slenderman (a fictional character that often appears in online horror stories and as a popular Internet meme) by bringing a friend into a wooded area after a sleepover and stabbing her 19 times. One of the suspected girls told authorities that Slenderman was the leader of a website that they often visited, and that in order to earn his respect, his followers had to kill somebody. This story of Slenderman had created an unrealistic idea for the girls which ended in tragedy.

As researchers have shown, many adolescents are not able to distinguish what is reality and what is fictional at this age, and social network does not make it any easier. It is not only

stories that can blur the line of what reality is and what it is not. Rumors or hoaxes have also impacted reality. Misinformation of the novel Coronavirus Disease or Covid19, which was also spread through social media is a perfect example. There was a conspiracy theory about how the Corona virus was not really a virus, but a set of symptoms caused by the 5G network. "This issue is becoming a public health concern as exposure to a high volume of information can lead to media fatigue, causing the discontinuation of healthy behaviors that are essential to protect individuals. Furthermore, misinformation and rumors regarding COVID-19 are hindering the practice of healthy behaviors (such as handwashing and social distancing) and promoting erroneous practices that increase the spread of the virus and ultimately result in poor physical and mental health outcomes" (Tasnim et. al). For example, "These hoaxes and rumors are also creating a social stigma around COVID-19, which has resulted in reduced compliance with home quarantine and social isolation" (Tasnim et. al). My other half and I went to the hit balls at the golf course one day, and we saw groups of adolescents or teens not complying with social distancing guidelines and not wearing face coverings or any type of masks for protection. This type of behavior is unsettling and raises concern, as it is understood that COVID-19 can be spread through droplets. These adolescents are not only putting themselves in danger by not complying, they are also putting everyone around them at risk as well. COVID-19 does not affect everyone in the same way. Some individuals will experience worse symptoms than others; some individuals will not show any symptoms, and some will end up losing their lives.

Because adolescents are constantly on social media and are exposed to a variety of information, they are likely to believe people who are not experts, or spread rumors and conspiracy theories. They are simply too young to have a wholesome judgment and that can pose a health risk to not only themselves but again to everyone around them as well. Adolescents should be discouraged from having social media platforms as it takes time away from real life interactions. The majority of adolescents have access to and engage in the use of social media. Based on relatively recent data, 73% use social networking sites (Spies and

Margolin). The amount of time that adolescents and young adults, from ages eleven to eighteen-years old, spend using electronic media is on average, over eleven hours per day exposed to electronic media (Spies and Margolin). Given the statistics above, if there are twenty-four hours in a day, six hours dedicated for school, two hours to get ready for and get home from school, eleven hours of usage spent on electronics for social media, there would be on average four hours left in the day. Where would one find the time for any in-person social interactions? This gives me the impression that adolescents are on their social media during time spent in school, during time spent for extracurricular activities, mealtime, time set aside for homework assignments, and even the very little time left in between. "Late adolescents and emerging adults average approximately thirty minutes per day just on Facebook alone" (Spies and Margolin). In this day and age, social media interactions overshadow in-person interactions. People are more likely to connect with family and friends through social media which is affecting their ability to properly communicate. Some may even lose interest in having in-person meetings or attending any social gatherings that may be held. Most adolescents think that there is no difference in interacting through social media versus interacting in person, however, there is a difference. Interacting and effective communication are made up of two aspects: verbal 69 Ka Hue Anahā Journal of Academic Research & Writing 70 communication as well as nonverbal. Adolescents who think that interacting through social media and in-person are the same is a worrisome trend because, according to an article done by Hari, Henriksson, Malinen, and Parkkonen, during social interaction, people receive both conscious and unconscious social cues from others' expressions, gestures, postures, actions, and intonation. Consequently, they automatically align at many levels, starting from bodily synchrony to similar orientations of interests and attention. Such an alignment facilitates prediction and understanding of the others' aims and future actions. Therefore, to really understand emotions and even develop empathy towards other individuals, one needs to develop the ability to read these social cues, but these skills will not develop without social or in-person interactions. Social interactions are necessary

for maintaining personal relationships with family, friends and even professional relations with colleagues as one gets older and enters the working force. However, as long as social media overshadows real life interactions, we may lose that aspect and it would take away any opportunity for meaningful relationships. If social media replaced real life interactions altogether, relationships would not be able to prosper. Individuals would probably have no regard for anyone's feelings, nor would they be able to consider the many factors going on during a conversation, which may or may not affect the way one is feeling. This again, is because individuals are not able to see and read social cues going on behind a screen. In addition to social media platforms interfering with social interactions, they have also contributed to the decline in people's mental health. Adolescents are going through a crucial time in their lives as they are transitioning from being a child to an adult. They not only go through physical changes, but they also go through cognitive changes as well, making them more susceptible to mental disorders. "Many studies have found an association between time spent on social media as well as the number of social media platforms used, and symptoms of depression and anxiety" (Mir et al.). "In 2014 Mai-Ly Steers of the University of Houston and her colleagues surveyed 180 college students and found that the more time these subjects spent on Facebook, the more likely they were to experience mild depressive symptoms. The researchers attributed the link to the psychological phenomenon known as social comparison—and comparing our lives to others can seem particularly harsh online, where people tend to post only the highlights" (Kardaras). An individual will see what they perceive as happiness through videos and picture posts and adolescents, and being naïve, will not realize that the posts do not necessarily reflect an individual's life entirely, which is really what happens behind the screen. An example I feel that many can agree on, is the misconception of the "perfect life" or the "perfect body." Research on adolescents has found that body image, for girls and boys, is harmed by social media use (Mir et al.). "Filters" or editing features to enhance the way an individual looks on social media are everywhere and everyone uses it. This feature distorts the way an individual naturally looks,

which then causes one to have negative feelings toward their appearance, lowering their self-esteem. To add to that, while scrolling through social media, adolescents come across other users' profiles, and start to compare the way they look to an image that may have been edited, causing anxiety or feelings of insecurity. To make matters worse, there are profiles of celebrities who have enhanced their natural features through cosmetic surgery, which paints a "picture" of what adolescents may perceive as perfect or beautiful. Another example is the fitness-inspired profiles on social media. These profiles are established to sell products to create the "perfect body", again painting this picture of what a "perfect body" should look like. Teens, whose body type do not fit this profile, are affected, even though their bodies have not even fully transitioned into an adult. If an individual does not possess similar features to those who they perceive as "attractive" or if they don't have the "perfect life" that others may highlight through social media, it causes distress and impacts his or her mental health. This can lead to eating disorders or consuming unhealthy supplements to make them thinner. Adolescents are too young and naive to understand that every body is unique and that what you see on social media are just snippets of what users want to show, and do not necessarily reflect what their life is really like behind the screen. The limitless access to social media that an individual has and the vulnerability of adolescents create more negative consequences than any benefits they can provide. These platforms can pose great danger if they are not used in moderation. People's lives were lost and people's health were put at risk, ultimately affecting not only a few individuals directly, but the world around them. If we continue to give unrestricted access to adolescents and create social media-centered generation, what kind of world would result? People have already lost loved ones and it is plausible that social media in the wrong hands could even cause a world war. Will we let social media dictate the way we think and feel, or even allow it to control the way we act? We should encourage adolescents to find other ways to communicate or pass time and restrict their use of social media platforms. We should implement programs that warn students of the dangers of social media in our education system. But that is definitely not enough to counter the

negative consequences that social media has already created. Organizations who determine the internet or social web's structure should take responsibility and do their part to create restrictions as well. At least these restrictions will help limit the dangerous spread of rumors and the time it takes away from loved ones. Maybe then, we can create healthier adults and a safer world at large.

### Annotated Bibliography

Gretter, Sarah, Yadav, Aman, & Gleason, Benjamin. "Walking the Line Between Reality and Fiction in Online Spaces: Understanding the Effects of Narrative Transportation." *The National Association for Media Literacy Education's Journal of Media Literacy Education* 9 (1), pages 1 -21. <https://files.eric.ed.gov/fulltext/EJ1151032.pdf>. Accessed 03 Nov. 2020.

Hari, Riitta, Henriksson Linda, Malinen, Sanna, & Parkkonen, Lauri. "Centrality of SocialInteraction in Human Brain Function." *Neuron*, Volume 88, Issue 1, 2015, pages 181 – 193 <https://www.sciencedirect.com/science/article/pii/S0896627315007795>. Accessed 1 Nov. 2020.

This article talks about the need for media literacy at a "global scale". It mentions how digital stories are one of the main forms of communication in this day and age and the negative effects that it may have due to the line between facts and fiction being blurred. It then suggests recommendations for educators to implement so that there is awareness about digital storytelling practices. It was posted in the *Journal of Media Literacy Education*; we know that this article talks about media literacy which provides evidence in my argument to prove that



adolescents are not always able to distinguish what is facts and fiction through media literacy. This article talks about how people are surrounded by social interaction that shapes their brains throughout lifetime. “Their hypothesis was that instead of developing from lower-level thinking functions, social interaction could be the evasion mode through which humans communicate with their environment.” It also suggests that the research on the brain’s source of social cognition and interaction should be studies which include engaged participants and synchronized recordings from the brains of the interacting people. Its findings provide evidence for my argument on in person interactions being an important aspect for an individual’s cognitive development and well being. The work is financially supported by the European Union Seventh Framework Programme under a grant agreement, and by the Academy of Finland. Its experimental work was supported by the European Research Council, the Academy of Finland, and the aivoAALTO project of the Aalto University. The diversity in partners shows that there is less bias and can trust that a great deal of work and research was put into this.

Kardas, Nicholas. “Generation Z: Online and at Risk?” Scientific American Mind, 01 Sept. 2016, <https://www.scientificamerican.com/article/generation-z-online-and-at-risk/>. Accessed 29 Nov. 2020.

Mir, Elina, Novas, Carolin & Seymour, Meg. “Social Media and Adolescents’ and Young Adults’ Mental Health.” National Center for Health Research, <https://www.center4research.org/social-media-affects-mentalhealth/>. Accessed 28 Oct.2020.

This article is about the rise in social media use and how it has affected the society with a decline in our mental health. It also talks about how, although, social media has been an addiction for some individuals, it does not satisfy our need for true human contact. The article also identifies or introduces “Facebook depression.” It was posted on the “Scientific American Mind” so we can trust that it was backed by scientific research. It provides evidence for my argument on the impact social media has on an individual’s mental health. This article includes what different social media platforms are used, a list of benefits and how social media negatively impacts mental health problems. It provides data on what percentage of adolescents use certain social media platforms. Lastly, it provides details on what parents can do, and various tips for managing social media use. This article was posted on the National Center for Health Research, which is a nonprofit, education and advocacy organization that analyzes and explains the latest medical research. Their findings provide evidence for my argument on how social media impacts an individual’s mental health. This article is about the use of technologies in adolescents. It lists theories that describe the role of social networking sites in adolescents’ interpersonal relationships, as well as common methodologies used in the psychosocial field of research. This article also presents the various ways in which social networking sites intersect with key aspects of adolescent psychosocial development. Lastly, they present current findings and highlight unanswered questions then include various recommendations of both methodological and theoretical guidelines for the future.

Spies Shapiro, L.A., Margolin, G. “Growing Up Wired: Social Networking Sites and Adolescent Psychosocial Development.” *Clin Child Fam Psychol Rev.* 17, 1–18 (2014). <https://doi.org/10.1007/s10567-013-0135-1>. Accessed 28 Oct. 2020.

Tasnim, Samia, Hossain, Mahbub MD, & Mazumder, Hoimonty. “Impact of Rumors and Misinformation on COVID-19 in Social Media”. *Journal of Preventive Medicine & Public Health.* Volume 53 (3), pages 171 – 174. 2020 Apr

2.<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7280809/>. Accessed 1 Nov. 2020.

This article is mainly about how the novel virus Coronavirus also known as COVID-19 has been the center of numerous rumors and misinformation regarding the start of it, prevention and cure of the disease. It states how these rumors and misinformation has prompted behaviors that increased the spread of the virus. Furthermore, this article provides evidence in my essay, that there should be some type of regulation on social media platforms such as removing data with no scientific basis on them to stop the spread of misinformation. Because this article was posted in the Journal of Preventive Medicine & Public Health we know that the findings are from a trustable source.