

Worksheet 1 to assist in reading a research article

This worksheet has been synthesized by Dr. Rohan Karpe for WRDS 150 Behaviours, Norms, and Behavioural Change.

Understanding the writing situation:

Question Guide	Example of an instance where this question is addressed by the authors
1. What issues do the authors and their community of researchers care about?	“when, why, and how a person transitions into a new social position or life experience is thought to be connected to larger socio-historical and institutional shifts.” “Interestingly, the rise of binge-watching in Western society seems to contradict the overarching cultural emphasis on productivity” Seeing as excessive television viewing has long been described as a sedentary activity akin to physical disorder The normalization of binge-watching through Netflix has thus resulted in an emergent cultural tension within the West

	Interestingly, the rise of binge-watching in Western society seems to contradict the overarching cultural emphasis on productivity binge-watching is quickly becoming the new normal of television viewing within contemporary Western societies such as Canada. “How do past experiences affect why and when people transition into the binge-watcher role? Second, how are the television viewing practices of binge-watchers conditioned by socio-historical forces? Third, how are these practices created, revised, and sustained in and through interpersonal relationships over time?” This article posits that the viewing trajectories of binge-watchers are shaped by myriad personal and social factors that interact in diverse and complex ways.
2. What concerns matter to the participants in the written conversation?	“not all respondents felt guilty about binge-watching. While many of them did view their transition into the binge-watcher role as disadvantages, stressing the ways in which becoming a binge-watchers had negatively impacted their other life course trajectories, others emphasized the positive impact that binge-watching had on their social lives...”

With the shifts signaled by the Netflix effect, however, individuals can now watch more media for less money and with much greater ease. As a result, binge-watching has been on a steady rise over the last few years

The normalization of binge-watching through Netflix has thus resulted in an emergent cultural tension within the West, wherein we condemn binge-watching for its seemingly unproductive character, while simultaneously supporting media platforms that encourage it.

“The emergent cultural tension produced as a result of this contradictory logic explains why most participants describe their transition into binge-watching as disadvantageous.”

“others emphasized the positive impact that binge-watching had on their social lives, specifically the ways in which it allowed them to maintain interpersonal ties. “

Feeling guilty in regard to binge-watching, specifically when it gets in the way of other tasks, was a common sentiment expressed among respondents.

3. What has been said/known about this topic before?

“Thus, the options for binge-watching were financially and temporally limited. When considering the former, buying multiple box sets is expensive while, in the case of the latter, the content and timing of programming was determined not by consumers, but by network executives and producers.”

“The idea that peoples’ television viewing practices are buttressed by different factors invokes the life course concept of “roles”.”

“The normalization of binge-watching through Netflix has thus resulted in an emergent cultural tension within the West, wherein we condemn binge-watching for its seemingly unproductive character, while simultaneously supporting media platforms that encourage it”

People watch television for different reasons. Some people watch television because they enjoy it, while other times they may watch television to regulate negative emotions.

The life course perspective is premised on the belief that individuals’ lives are shaped by both their social milieu and personal biography (Elder, Johnson & Crosnoe, 2003)

4. Which other people's voices are included? 5. What are these voices saying?	The original researchers and sources and the pool of participants from whom data was collected and analysed. “binge-watching is, for them, more of a “numbing agent” a means by which to momentarily subdue their symptoms without actually treating them.”
6. What beliefs do they hold?	Some respondents feel guilty of binge-watching as it ‘violates’ the socio-cultural norms of being accepted into a society that values ‘productivity’ as its highest goal. Others felt like it was a way in which positive relationships could be fostered and it made them a part of a bigger community

Grasping the particular writing problem:

Question Guide	Example of an instance where this question is addressed by the authors in the text
1. What ultimately does the author wish to accomplish with this piece of writing? 2. What is the research problem the authors have identified?	Specifically, this study uses a life course analysis of 15 in-depth interviews to explore the role that past experiences and linked lives play in forming the practices of binge-watchers within this milieu, acknowledging that decisions and feelings about why, when, and how to binge-watch are informed by context

	“Drawing on a life course perspective, this article demonstrates how the meanings and understandings binge-watchers attribute to their television viewing practices are rooted in the primacy of social networking and highlights how context is relevant to the ways in which binge-watchers interpret their television viewing habits.” The research problem identifies that as only 15 participants were interviewed, this study is limited in its ability to accurately identify all the relevant social and personal factors that shape and inform binge-watchers’ viewing trajectories across the life course. Another reason is because respondents were chosen out of convenience, there is a potential for bias, thereby limiting the generalizability of the research findings. Through a life course perspective, this article maps the ways in which these factors collectively shape the experiences and attitudes of Canadian binge-watchers. Little research has been done on the effect that the above tension has had on Canadian media consumption practices. In order to address this gap in the literature, this study investigates how the television viewing practices of binge-watchers have developed in response to our emerging anti-binge-watching, yet pro-Netflix Culture. The normalization of binge-watching through Netflix has thus resulted in an
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	emergent cultural tension within the West, wherein we condemn binge-watching for its seemingly unproductive character, while simultaneously supporting media platforms that encourage it.
3. What specific research question do the authors aim to answer in this text? 4. What exactly are the authors trying to answer through their research?	first, how do past experiences affect why and when people transition into the binge-watcher role? Second, how are the television viewing practices of binge-watchers conditioned by socio-historical forces? Third, how are these practices created, revised, and sustained in and through interpersonal relationships over time? The authors are trying to answer that binge-watchers typically have 3 important factors that influence their television watching habits: The Netflix effect, past experiences relating to a trajectory, and how their friends and family perceive binge-watching, which ultimately influences the way they feel about it. this article posits that the viewing trajectories of binge-watchers are shaped by myriad personal and social factors that interact in diverse and complex ways
5. What actions do the authors want their readers to take because of reading this text?	We need to account for all these factors and the complex ways in which they interact to shape our viewing tra-jectories across the life course With the increasing trend of binge-watching and how it is inversely related with productivity (for some), we need to think about what or what

	hasn't made us to give in to binge-watching and how it's affecting us in some way.
6. What new ideas/concepts do the authors introduce to me as a reader to consider? 7. In what way have the authors helped me pay attention to something different that I hadn't noticed before?	"it is only when people feel judged for binge-watching that they feel guilty and subsequently view their transition into the binge-watcher role as disadvantageous." By consistently using the word "stigmatized", x the author drew me to notice how the thoughts based on the respondent's family and friends influenced (to a certain extent) how the individual felt about binge-watching too.
8. What parts of the text resonate with me, and why? 9. What experiences have I had that allow me to agree/disagree/or both agree and disagree with the authors?	"unintentional binge-watching," wherein a person watches multiple episodes of a given television show "without having the goal of doing so in advance" resonates to me because this is what I do sometimes and completely lose track of time if I find that show interesting. I disagree with the author when he justifies why the limitation to the number of participants interviewed because firstly, the generalizations might be biased and even though data is represented and portrayed in an appealing way, it would be interesting to note how the results might have changed had a random pool of participants been selected.

Noticing the writing strategy:

Question Guide	Example of an instance where this question is addressed by the authors in the text
1. What facts, statistics, information, resources, diagrams, infographics does the author provide?	The interview data analyzed in this article was collected as part of a collective project on binge-watching in Toronto, Ontario, Canada <i>In fact, almost all respondents discussed the adverse effects binge-watching had on their overall ability to do work (paid or unpaid) and then used feeling guilty as the barometer by which to measure these disadvantageous outcomes</i> <i>There was a total of 15 participants were interviewed, nine women and six men, between 22 and 43 years of age</i> Participants self-reported their race/ethnicity as Black-Eritrean, Indian, Latin,American, Irish, North European, Portuguese, Afro-Caribbean, Western Indian, and white, with seven of the 15 participants identifying as the latter. All respondents are Canadian citizens. With the exception of one participant, all participants were either born in or migrated to Canada (or America) at an early age.

	People's television viewing practices can be understood as a trajectory for two reasons. First, most people's television viewing practices span across the life course and are intrinsically linked to their past experiences with media consumption. The cumulative progression of television viewing practices resonates with the underlining tenet of life course scholarship: that human development turns on the timing and order of life events in context and recognition of biographical time. Second, people watch television for different reasons. Sometimes, for example, people watch television because they enjoy it, while other times they may watch television to regulate negative emotions.
2. What are the authors' main arguments in this research paper?	The findings of this study suggest that binge watchers identify three important factors that inform the character, sequencing, and ordering of their television viewing practices: past media consumption be-

	haviours; the normalization of binge-watching through the Netflix effect; and the practices and perceptions of their family and friends. <i>The above analysis demonstrates that when understanding why and how people binge-watch, we need to account for all these factors and the complex ways in which they interact to shape our viewing trajectories across the life course</i>
3. In what way, format, and order does the author organize the gathered information to make the writing meaningful and effective?	Introduction-Background-Methods-Findings-Discussion & Conclusion
4. Relevant key words and phrases that I consider to be interesting/unfamiliar/important from the selected text. 5. What do these words/concepts mean? 6. What clues can I gather from the surrounding words, phrases, and sentences to help me understand these key words and phrases?	The normalization of binge-watching through Netflix has thus resulted in an emergent cultural tension within the West, wherein we condemn binge-watching for its seemingly unproductive character, while simultaneously supporting media platforms that encourage it. (Major contradiction) The fact that the majority of respondents emphasized the ways in which the media consumption habits of their friends and family informed their own viewing trajectories, suggests that linked lives play a fundamental role in

	shaping the television viewing practices of binge-watchers. (our friends and family have major influence over us and our behavior) <i>The Netflix effect, and the respondent's subsequent transition into the binge-watcher role, were viewed as advantageous because it enabled them to renegotiate geographical constraints in an effort to maintain important communal and social ties.</i>
7. How is the research text related to problems in the real social world and everyday life? In what way do the authors communicate this relevance? Where in the text do I notice the authors presenting this connection and relevance to their readers?	The tendency of participants to associate levels of guilt with feelings of either social connectivity or social isolation suggests that the degree to which Canada's culture of productivity conjures up feelings of guiltiness among binge-watchers depends on whether or not their friends and family view the television viewing practice as a social transgression. Giving Examples: For instance, respondent #6 claimed that their non-binge-watching partner judged them for their television viewing practices and, as a result, they tried to actively hide their binge-watching from their partner. Finding Section-"Linked-Lives"

Feeling guilty as a result of "problematic binge-watching" was a common concern found among the binge-watchers of this study. In fact, almost all respondents discussed the adverse effects binge-watching had on their overall ability to do work (paid or unpaid) and then used feeling guilty as the barometer by which to measure these disadvantageous outcomes. The common use of the words "guilt" or "guilty" to describe how binge-watching makes them feel, reveals the ways in which respondents tend to see binge-watching as a violation of Canada's normative law of productivity.

As life course scholars Timothy J. Owens and Suzanne Goodney (2000) claim, guilt is a unique emotion insofar as it places a heavy emphasis on the violation of social norms.

Many of the respondents in this study emphasize how their transition into the binge-watcher role enabled viewing habits that they considered unhealthy and that negatively impacted their health trajectories, work trajectories, and overall well-being. Participant #3, for instance, notes the negative impact their transition into binge-watching had on their mental health trajectory, observing in particular how binge-watching has come to replace the coping strategies they were taught in therapy. They claim that, unlike the coping strategies they learned in therapy, binge-watching does not actually treat their mental health issues. On the contrary,

	binge-watching is, for them, more of a "numbing agent;" a means by which to momentarily subdue their symptoms without actually treating them. As such, participant #3 describes binge-watching as posing a threat to their emotional and mental stability. Accordingly, they view their transition into the binge-watcher role as disadvantageous, as it enables viewing habits that they believe hinder the positive development of their health trajectory.
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