Instructor: Jenna Alexander

Honors 1100: Freshman Composition

Fall 2016

**Unit 4: Final Research Project**

This project has three parts and is worth 200 points, or 25% of your final grade.

**Part 1: Annotated Bibliography (50 points)**

Annotated bibliographies give writers a strategy for finding, collecting, and documenting the sources they find throughout their research process. Annotated bibliographies also require critical reading skills, since most include some evaluation of the sources’ credibility and/or suitability for the proposed project.

The annotated bibliography should include **at least 5 sources, 2 of which must be scholarly sources**. Each entry for the annotated bibliography should include the following:

* A citation for the source in MLA style format.
* A summary of the source that explains the main ideas of the text.
* A critique, evaluation, and an assessment of the relevance of your source to your research topic. Consider the following questions: How valuable, relevant, or appropriate will the source be for your final project? How does it relate to other sources you’ve read? What types of evidence does the author use? What are the limitations to this text?

**Part 2: Argument Synthesis Essay (100 points)**

Experienced writers have knowledge on their subjects as well as evidence to support their positions. For this essay, you will find and use outside texts to support, develop, and/or refute your own ideas. You will synthesize ideas – pull ideas together – from multiple sources into an original argument. This essay will allow you to position yourself as a fellow scholar within academic conversations.

1. Start by looking through the course readings. Select **one article from class** about a topic that interests you. Possible topics may include culture/community, literacy education, technology, power struggles, silence and voice, academic writing, literacy learning, culture, language variation and Standard English, etc. Then, find at least **four outside sources (including at least two scholarly sources)** that relate to your topic.
2. Next, **read your texts *closely***, looking for similarities and differences between the sources. Here are some questions you to consider when you analyze:

What are the authors’ goals and purposes? Who were the intended audiences, and how did those audiences shape the texts? How do the authors’ backgrounds shape the texts? What evidence do the authors use? Where and why do the authors agree? Where and why do the authors disagree?

1. Finally, using your analysis notes, provide a **5-7 page argument** about one of the topics discussed in class. This argument may support, refute, develop and/or challenge the ideas that you’ve encountered in the assigned readings. Regardless, you should contribute to the scholarly conversations you’ve encountered in the assigned articles in a meaningful way.

**Part 3: Presentations (50 points)**

The purpose of the presentation is to share what you have discovered about your topic with the class. Your objective is to explain your research findings in a way that captures our attention. If you so choose to do so, you may present the information in a visual way. That is, you can prepare a PowerPoint presentation, bring posters, or perform a rap. Be creative. This is very informal and should last about 5 minutes.

**The Process and Writing Calendar**

Wednesday, November 30: Annotated bibliography due

Monday, December 5: First draft due

Monday, December 5 – Wednesday, December 7: Presentations

Monday, December 12: Portfolio 4 due (along with the final draft of the Argument Synthesis)

Rubric/Requirements (Subject to change as announced.)

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| **Structure/Organization:**   * Follow prompt, use approved topic * Clear, focused purpose * Well-written thesis, represents essay in entirety * Brief summary of the debate to help the reader(s) understand the issues * Introduction is attention-getting * Sets context, motive and criteria for analysis * Introduces the sources by providing relevant background information (author, title) * Clear organization that emphasizes content and strategies for development * Each paragraph clearly fits with purpose of essay * Paragraphs are structured clearly (MEAL Plan) * Utilizes effective transitions between main ideas and paragraphs (flows well) * Resolution/conclusion |
| **Development/Detail:**   * Analysis is clear and fully explained * Analysis demonstrates depth of thought, going beyond surface meaning for each example * Each main point (paragraph) analyzes specific detail from text and connects to thesis * Quotes are smoothly worked into paragraph, not dropped in * Quotes and support from text are fully explained in connection to thesis * Essay demonstrates a certain level of maturity, professionalism and appropriateness * Makes significant revisions from draft to draft, not just sentence-level changes |
| **Polish:**   * Grammar * Active verbs, present tense * Clarity * Sentence structure and variety * Punctuation—commas, colons, dashes and semi-colons * Mechanics * Follows proper MLA format   **Presentation Rubric:**   * Reflects Content of Paper – You present the main ideas of your paper and research. The information should be thorough, organized, and accurate. * Creativity – You present the information in an interesting, imaginative and engaging way. |