Moonshower / 1020 / The Project Proposal

In this unit, we will learn how to choose a topic and prepare a research proposal for the research essay we will write at the end of the semester.

In our final research paper, which we will write after composing a research proposal, collecting research, and preparing an annotated bibliography, we will bring our own knowledge and opinions into play as we interact with texts. It is not enough to simply regurgitate material. We did that in middle school. Now we want to read texts, summarize them, respond to them, and add our own voice into the mix.

Writing an effective research proposal is a skill you will use later in your academic career and, perhaps, in your professional life after college. The importance of a great research proposal is that you will use it to convince someone of the efficacy of your project (in this case, me).

No worries--I will walk you through it!

Attached are the guidelines and activities we will do together as we consider different topics and narrow them down to one topic each.

Moonshower / 1020 Project 2 Guidelines / **GENRE**: PowerPoint of Research Project Proposal / 150 pts.

For Project 2, you will prepare a PowerPoint that illustrates your plan for your final research project.

- Your PowerPoint presentation must have a **minimum** of 12 slides.
- Your PowerPoint presentation must have a **minimum of at least six applicable graphics**—photos, charts, video clips, etc. See instructions for citing graphics in the research proposal.
- Your PowerPoint presentation **must answer the questions** I've listed below.
- Your **AUDIENCE** for this **research proposal**? Your professor. Your **PURPOSE**: To persuade me of the value of your topic. Your job is to convince me that your topic is viable and doable and that your stance is clearly articulated.
- Your PowerPoint presentation is due on _____ in the appropriate dropbox.

1. Have a cover slide with your MLA header information:
   a. Your Name
   b. My Name
   c. Class
   d. Date
   e. Creative Title of PP Project

2. Answer one question per one or two slides—use correct grammar, spelling and punctuation:
   a. Your research question and working thesis (remember that the working thesis should answer the research question with your stance: Topic + Opinion + Points)
   b. Working titles for your annotated bibliography and final research paper (explore possible title ideas—come up with more than one)
   c. A summary of your project—identify your topic and describe what you will be researching in terms of the topic.
   d. Include some key terms and at least five additional questions that will guide your research.
   e. A discussion of your exigence/motivation: What was the spark that prompted your interest in this topic?
   f. A description of your purpose for working on this project. Why did you choose this topic? What do you hope to learn from this project?
   g. Who is your audience for your topic? Who are you trying to persuade to see the value in your stance?
   h. A discussion of the key challenges you will face. What concerns do you have regarding the research/project?

3. On the tenth (or next) slide, list at least TEN URL links to possible sources from the library's databases that relate to your chosen topic and argument. TEN is the minimum—ideally, you should aim for twelve to fifteen links as a way to get ahead for the Annotated Bib. **List the author and title of the source as well--this helps you find the source again if the link is broken**.

4. On the eleventh (or next) slide, include a revised version of your Initial Research Proposal (see my feedback online under GRADES). If you did not submit an Initial Research Proposal, now is the time to do it. ☺

5. On your twelfth (or final) slide, please discuss possible other genres your topic lends itself to, i.e., an ad, a PP, a Prezi, a Ted Talk, a TV show, a radio show, etc. Discuss why and how you would compose that kind of project.

Research Proposal Activity 1: So Many Topics! So Little Time!

I am interested in so many things--there just isn't enough time in the day for me to research everything I'm interested in. I'm sure that is true for you as well. To help you narrow down your ideas, I've prepared the following assignment:

Prepare a list of 10 topics you're interested in exploring. Beneath each topic, write a few possible sub-topics—in essence, narrowing down your big topic into manageable smaller topics. TYPE in proper MLA format—see handout under Content: Soup to Nuts: MLA Format and Works Cited Example with Information_8th Edition

Here's an example:

After you come up with 10 or more possible GENERAL topics, beneath each one, write a few possible sub-topics--in essence, narrowing down your big topic into manageable chunks. Here's an example:

General Topics: Child Hunger, Cancel Culture, Voting Integrity, Animals as Entertainment, The Current State of Journalism, etc. You will have 10 topics.

Next, take each topic and write up some subtopics as STATEMENTS--NOT QUESTIONS. Statements give us stances. Questions do not. Use this template as an example:

TOPIC: CHILD HUNGER

Subtopics:

~~School lunches are not nutritious.

~~Some kids live in "food deserts."

~~Grocery stores differ from socio-economic area to socio-economic area.

~~Some parents are terrible providers for whatever reason.

TOPIC: Cancel Culture

Subtopics:

~~Attack on the First Amendment.

~~Disrespect of other's opinions.

~~No more healthy civil disagreement.

And so forth and so on until you have TEN topics with two to four subtopics you can argue under each one. We will discuss these.

Remember that you can go the the library Web site, to the *Opposing Viewpoints in Context* database, and click on TOPICS for a whole list to look at. Click on this link and then log in with your MTSU Pipeline username and password: https://go-gale-com.ezproxy.mtsu.edu/ps/start.do?p=OVIC&u=tel_middleten

I also have a couple of LISTS of possible topics ideas--look them over and see what topics catch your attention: Possible Topics 1_Moonshower 1020 and Possible Topics 2_Moonshower 1020 and these lists: Essay Topics_1 and Essay Topics_2

Box is moderated.

Research Proposal Activity 2

Please follow these instructions:

Using **ALL TEN OF YOUR** topics on your list that was due in the Activity 1(in which you narrowed down large topics into manageable smaller topics), **turn each of your 10 topics into a question.**

Next, answer that question with YOUR opinion (only ONE stance, please--yay or nay) and two to three points you can argue. Here's an example:

Topic: Police Power

Question: Should the police in the United States be given less power than they have now?

Possible Response: The police in the US **should not be** given less power than they have now because _____, _____, and _____.

OR Possible Response: The police in the US **should be** given less power than they have now because _____, _____, and _____.

Your response will depend upon **YOUR** opinion and stance. Only write ONE response (yay or nay).

You will fill in the blanks with the points you can argue.

If you find that you cannot argue one or more of your topics, tell me why, then try and come up with a new topic.

But TRY to do this with ALL 10 of your topics on your list--or 10 topics total, even if you add new topics.

TYPE, PRINT, and BRING to class on T **2/10** for class discussion. But you MUST also upload here for assessment.

Please follow these instructions:

Using **ALL TEN OF YOUR** topics on your list that was due in Activity 1 (in which you narrowed down large topics into manageable smaller topics), **turn each of your 10 topics into a question.**

Next, answer that question with YOUR opinion (only ONE stance, please--yay or nay) and two to three points you can argue. Here's an example:

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Research Proposal Activity 3: Topics Speed Dating

To prepare for Topics Speed Dating, bring a list to class of your top three topics with subtopics.

1. During Topics Speed Dating, I will set my timer for five minutes at a time.
2. You will move from partner to partner. While with a partner, you will exchange lists, read, ask each other questions, and make note of anything interesting you hear from your partners about your own topic.
3. You will meet with a minimum of four other partners—perhaps more.
4. Afterwards, you will organize your thoughts and notes and then we will debrief; I'll ask questions about what you heard and you'll tell the class what you gleaned from the experience.