**UNIT IV: Argumentative Research Project**

(Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12)

***Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider.*  Francis Bacon**

Created by Deborah Morris

This **six to eight page (approx. 1,500 to 2,000 words), double-spaced research** **project** will be our focus for the next three weeks. Because you will be spending a significant amount of time and energy on this project, you should research the chosen topic carefully. Delve deeply into the subject going beyond superficial information. Remember—a specific focus is necessary for a strong argument; broad topics and vague arguments will not work! The topic must be not only researchable and arguable, but also interesting enough to hold your interest for the next few weeks.

Your research project must be argumentative in nature, and your topic choice must be approved by your instructor. ***Your goal with this project is to convince your chosen audience to believe or to act in a certain way, so your arguments must be carefully-constructed and well-supported.*** This project builds on previous assignments, material found in the reading of chapters 8-10, 30-38, 43-49, and 51 in *The Norton Field Guide to Writing* textbook, along with material from classroom discussions and in-class activities.

**Learning Objectives**

\*To identify a strong research topic and then construct an arguable thesis

\*To critically read texts & gain an understanding of the rhetorical situation surrounding the texts

\*To effectively and ethically summarize and paraphrase the ideas of others

\*To synthesize one’s own ideas with those from sources

\*To develop an argument with strong support from credible sources

\*To use information from sources effectively and ethically

\*To choose and then effectively use a visual element as support for an argument

\*To organize & develop an argument effectively for the intended audience and for the purpose of the project

**Assignment Specifics**

* Your **topic choice must be the same as the topic used in Unit III, the Amplified Annotated Bibliography approved** **by your instructor**. You may not change your topic without instructor approval! **If** a change in topic is allowed, all pre-writing, drafts, etc. must be completed for the new topic as well.
* **At least four sources (but no more than eight sources!) must be used** for this project. Choose your sources wisely!
* **At least one source from each of the following four categories must be used**: 1)scholarly, peer-reviewed article; 2) book with scholarly relevance; 3) credible website; 4) primary research with YOU as researcher (ie. personal interview, survey, or questionnaire)
* **A visual element must also be included**. This might be a photograph, illustration, chart, diagram, table or figure that found within one of your sources, or it might be a visual that you create from the data that you discover.
* You should **use the scheduling plan chart to keep yourself “on track”** for the project.
* **Your final draft will only be accepted if all previous parts of the project (ie. all pre-writing, drafts, peer reviews, primary research notes, annotated bibliography, and related in-class activities) were completed on time. Copies of all sources must also be turned in with the final draft.**

**Due date for the final project is the following:**

**English 111-32c and English 111-33c End of period April 25**

**English 111-1CC End of period April 26**

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| **Project task list** |  |
| **1-Get ready, get set, go!**   * Make sure that you understand the assignment * Do some preliminary research & carefully choose your topic * Write a working thesis/intended argument * Get teacher approval for your argument topic & approach to topic * Analyze your intended audience (both primary & secondary) | **March 11-12** |
| **2-Find sources and research!**   * Decide on research questions & key research terms; develop a search strategy * Narrow search if necessary * Find credible sources that are relevant for your argument * Plan your own primary research (interview, survey, questionnaire) and then work to complete it * Create a working bibliography (reference page) of your sources | **March 11-12** |
| **3-Read, and then analyze, your sources!**   * Take notes over what you read**.** Print copies of articles and web information so that you can highlight and make annotations in the margins * Analyze and evaluate the information that you find (Is it accurate? Timely? Relevant to your project? Credible?) |  |
| **4-Plan, organize and outline!**   * Reread all of your notes and annotations. * Carefully consider your argument and your intended audience (Is every point logical? Will inductive or deductive organization better suit your topic and argument? Which appeal or appeals will fit your audience? Organize your information into a working outline * Consider possible visual elements to use as support for your argument * Consider how to best include your primary research information * Rework your outline as needed |  |
| **5- Write! (March 18-19)**   * Using your working outline, write your first draft of the project * Peer review/workshop your draft in class * Modify your working thesis &/or outline as needed; obtain additional information as needed * Revise your project and then peer review your 2nd draft * Write, re-read, revise, re-read, write, revise . . . . . * Turn in a polished final draft See schedule above. * APA style throughout; Times New Roman 12 point, double spaces) |  |

**Grading Criteria**

A strong Argumentative project will:

* Include a strong, focused argument that is well-supported by information and ideas from your research and contains no logical fallacies
* Demonstrate critical thinking and effective organization of ideas and arguments
* Make use of credible sources that are relevant for your particular project
* Effectively and ethically use the words/visuals and ideas of others (documentation)
* Transition smoothly between your own ideas and the words of others (synthesis)
* Include detailed explanations and specific examples; language will be focused and clear
* Fulfill all of the particular project requirements as well as the general expectations for a strong ENG 111 paper

**“I have found you an argument, but I am not obliged to find you an understanding.”  *From Boswell, Life of Johnson, June, 1784.* Samuel Johnson (1709-1784), English linguist, essayist, playwright**