

Research Proposal

Rough Draft Due: at conferences (Feb. 4 and Feb. 6)

Final Draft Due: Feb. 8

In “Argument as Conversation: The Role of Inquiry in Writing a Researched Argument,” Stuart Greene devotes considerable attention to the spirit of “inquiry” that motivates academic scholarship. The research proposal invites you to adopt that notion of “inquiry” and direct it toward a writing topic or community that you are interested in exploring further.

Who writes/communicates in what way and why?

Guidelines: I anticipate it will take 2-3 pages. Submit your document as a word document named: Lastname-ResearchProposal-Draft, Final

A research proposal is a document meant to propose a research project for approval. I will approve your research by writing this proposal to convince me that your research is do-able and relevant to the our research on communicative acts and scholars in writing studies.

Major Sections of the Paper (USE THESE HEADINGS):

1. **Introduction:** This is like a condensed version of your literature review. I am your audience. Since your reader may not be familiar with your topic, you will need to give your reader essential background information in this section. **What do I need to know to understand what you are researching? How does this relate to the Rhetorical Situation? (Define and cite the rhetorical situation for me) (This will be very similar to the beginning of your Annotated Bibliography).**
2. **Research question:** This comes second, but is one of the most important parts of the research proposal. Once you have outlined the previous research/conversation in writing studies, you can tell your reader what *your* question is.

Good Research questions do several things:

- a. **CLEARLY state what you will learn by the end of the study.**
These are not broad questions about “What causes this cultural shift or phenomenon?” These are **SPECIFIC**. If you are only going to be interviewing other students at your college campus, then your research question can only ask about students at that specific campus.
- b. **Are not answerable with “yes” or “no” answers.** (NOT a “Does” or “Do” question)
- c. Are not only answerable, but **answerable WITHIN the scope of this class** (so 1 semester).
- d. **Enter into conversations with people in writing studies**, so you have to know what conversations they are having. Imagine

walking into a parlor with Stuart Greene, Grant-Davie, Brandt, etc. What questions would they be interested in?

- e. Are **INTERESTING** to you (at least interesting enough for you to write about it for an entire semester)

3. **Significance: Explain the importance of your research question:**

Why should a reader care? What are the broader implications of your research? What will you help readers to understand more fully?

4. **Methodology: Provide a method by which you will explore your question and a rough timeline:**

Name which methods from *Easy Writer* you will use. Tell me HOW this method will answer your question. Why did you choose this method? Remember that you will have to conduct this research during the course of this class, so be sure to keep your proposed methods and timeline within that scope.

You also need to tell me how your research meets the ethical standards that you learned about in the CITI Training.

Tell me WHEN you want to get your research done by based on the course schedule.

5. **Works Cited Page:** You may choose between MLA or APA (Think about what your major uses).

For more examples of some of the previous research projects that students have completed, visit Stylus at

<http://writingandrhetoric.cah.ucf.edu/stylus/issues.php>.

Online Citation Resources:

For MLA, go to -> <https://owl.english.purdue.edu/owl/resource/747/01/>

For APA, go to -> <https://owl.english.purdue.edu/owl/resource/560/01/>

This research journal meets the outcomes listed on UCF's ENC 1102 webpage by encouraging you to synthesize sources and understand the intertextual nature of texts (outcome 1). It promotes inquiry-based research as you ask your own questions and begin to engage in your own research based on these questions (outcome 2). It will help you organize your own data to interpret it for a given community (outcome 3) and it will encourage you to reflect on your own conceptions of writing (outcome 4).

Grading:

Criteria	Points
Follows Assignment instructions	This area will be used by the assessor to leave comments related to this criterion.
Organized as the assignment requires	This area will be used by the assessor to leave comments related to this criterion.
Unity -Focuses on a specific purpose for a defined audience -Defines a topic leading to a clearly stated thesis -Analyzes and synthesizes evidence around thesis throughout the text	This area will be used by the assessor to leave comments related to this criterion.

Criteria	Points
<p>Development</p> <p>-Provides adequate and relevant supporting information gathered from the critical readings and/or secondary sources -Shows careful research and use of trustworthy sources -Integrates the student's ideas of others to draw conclusions and build arguments -Paraphrases, summarizes, and quotes sources effectively -Documents all sources appropriately in-text and in a reference listing such as Works Cited when quoted, paraphrased, summarized, or otherwise used for information</p>	5
<p>Conventions of Academic Writing</p> <p>-Uses sentence structure, tone, voice, and vocabulary appropriate for academic writing - Has been proofread and edited carefully to reflect Standard English considerations -Is formatted according to MLA, APA, or other standards of the assignment</p>	1
<p>Coherence</p> <p>-Presents effective transitions between paragraphs and between sentences - Uses clear prose including sentence-level such as variation, rhythm, vocabulary, and phrasing</p>	3
<p>Evidence</p> <p>-Develops points thoroughly with specific and concrete (ex: quotes, data, statistics) -Engages with an appropriate number of reliable, college-level support -Integrates evidence from outside sources smoothly and with precise documentation</p>	5
<p>Clarity Accuracy Precision Relevance Depth Breadth Logical progression Seamless Coherence</p>	1

15 points