Project 3 – The Research and Proposal Paper

This assignment requires 2,000 words, or about eight pages, for 30 points.

Purpose: Conduct inquiry-based research on a problem facing St. Louis University (SLU) or the greater St. Louis area that is related to structural racism and propose some solutions to this problem. Create an annotated bibliography and track your research in your work log. Present your work in a 5-minute slide show.

Audience: Your instructor, your peers, the world! Specifically, your proposal must be geared to persuade the decision makers that are involved in your issue who would help you bring about positive change.

There are four parts to this assignment. To pass this assignment, you must submit all four parts:

1. The proposal: 2,000 words, or about eight pages (20 points)
2. The annotated bibliography: this will follow MLA, APA, or CMS style
3. The work log: you may set this up as a table or in paragraph form
4. The presentation: 5-minute PowerPoint presentation (10 points)

Your proposal with the annotated bibliography and work log are due on our exam day.

The Assignment
This semester, we have discussed the history of structural racism in St. Louis and its impact on housing, education, employment, healthcare, religion, politics, drug use and crime, and incarceration. For this assignment, you will dig deeper into these challenges facing the greater St. Louis are and propose one or two feasible ways to address them. Regardless of your topic, you will conduct research and find out as much as you can on the following:

- Causes of the problem and other contributing factors
- Other background information, such as past solutions
- People/institutions involved in the situation: decision makers and stakeholders
- Current possible methods of addressing the problem

Focus on grassroots, affordable solutions rather than throwing money at the issue.

For your annotated bibliography, please include the following:

1. Citation information
2. Two-sentence summary of the source
3. Two-sentence evaluation of the source
4. Two-sentence reflection on how you used the source

For your work log, keep notes on your process that includes the following:

1. Citation information
2. A reflection on the source
3. The time you spent working

Please total your hours when you submit your work log. You may set up your log in a table, or you may record your information in short paragraph form. See the work log handout on the course site for details.

Your presentation should be no longer than five minutes and should be composed in PowerPoint. The goal of your presentation will be to persuade audience members to accept your strategies for addressing the problem you researched for the assignment. Use the guidelines for PowerPoint presentations on the Purdue OWL to help you compose your talk.

Learning Outcomes
This assignment supports the learning outcomes established for the course, for the Saint Louis University (SLU) writing program, *Eloquentia Perfecta* (EP1), and for SLU.

Assignment Learning Outcomes
1. Remember the concepts for and process involved in an inquiry-based research project; remember the basic tenants of structural racism
2. Understand inquiry-based research; understand the basic tenants of structural racism
3. Apply your understanding of inquiry-based research and structural racism to help you...
4. Analyze a local problem caused by structural racism
5. Evaluate previous methods of addressing this local issue
6. Compose and revise a draft proposal to address this problem based on peer and instructor feedback that follows the formatting requirements below and that demonstrates your knowledge inquiry-based research and structural racism

Course Learning Outcomes
1. Write and design persuasive messages for specific purposes, audiences, and contexts
2. Analyze messages and arguments using a sophisticated rhetorical vocabulary
3. Summarize, paraphrase, and quote appropriate research sources accurately and fairly
4. Evaluate their [students'] own compositions and rhetorical choices
5. Remember and understand the basic tenants of structural racism and its impact on inequity in American and St. Louis, as well as the conflict this inequity has caused
6. Demonstrate the ability to apply, analyze, and evaluate information related to structural racism and compose writing appropriate for a first-year writing course discussing these issues

EP1 Learning Outcomes
1. Write and design persuasive messages for specific purposes, audiences, and contexts.
2. Analyze messages and arguments using a sophisticated rhetorical vocabulary.
3. Summarize, paraphrase, and quote appropriate research sources accurately and fairly.
4. Evaluate their own compositions and rhetorical choices.

University Learning Outcomes for Written and Oral Communication
Student Learning Outcome 3: Assess evidence and draw reasoned conclusion – Achievement level: Introduce

Student Learning Outcome 4: Communicate effectively in writing, speech, and visual media – Achievement level: Introduce, developing

Grading Rubric
This general grading rubric is from our syllabus. Please see the course website for the detailed feedback and grading rubrics I will use this term and for this assignment.

Concept	Structure	Design	Style & G/M
High-level concerns: purpose, audience, effective research, knowledge of topic	Strong thesis, logical and detailed argument or exploration, effective paragraph organization	Document design, adherence to HATS, professional pages, accurate visuals	Sentence-level organization, prose, grammar, punctuation, mechanics, citation

I will provide margin comments on your drafts and final, and I will provide end-of-document comments organized into the rubric above.

The Format
This paper must adhere to MLA, APA, or CMS guidelines and must be at least 2,500 words in length. The paper must also include an annotated bibliography page that follows MLA, APA, or CMS standards. In addition, the paper must include in-text citation using MLA, APA, or CMS. You will be paraphrasing for this proposal and providing direct quotes. The paper will be titled, typed in 12-point Times New Roman (or similar font), double-spaced, with 1-inch margins all the way around. At the top of page 1, please type the following statement and sign your name: "I understand and will uphold the ideals of academic honesty as stated in the Honor Code." Please use the Checklist for Revision in our text to help you once you have composed your draft.

The Content
For this proposal, you will investigate a local problem that is related to or caused by structural racism, and you will investigate possible ways of addressing this problem. When composing your proposal, you should first fully explain the problem and then propose and explain solutions to that problem. Your research will be inquiry-driven, so you will have research questions on the problem you are investigating. These research questions will help you form your hypothesis about your problem, and *then* you will form a thesis to propose your solutions. Research questions will also drive the information report option. Please see *Read, Reason, Write* chapter 11 for more information on content and samples.

Some problems you could investigate are below. The table also includes retired topics—topics that you should avoid. If you feel very strongly about one of the retired topics, speak with me about why we should un-retire that topic for you. You may also want to match up your topic with the subject you plan to study here at SLU. For instance, if you intend to major in business, you may want to investigate the reasons more businesses do not open locations in urban locations. If you intend to become a teacher, you may want to discuss issues with public education. If you think you major in a health field, you may want to conduct research on health inequities in St. Louis. Remember, you must choose a topic that is related to structural racism.

Possible Topics
- Health access in **St. Louis**
- The digital divide in **St. Louis**
- Redlining, **blockbusting in St. Louis**
- Literacy issues
- Violence issues
- Environmental issues
- Voting issues (gerrymandering, disenfranchisement)
- Domestic abuse
- Campus violence/discrimination
- Campus substance abuse
- Unethical business practices

Retired Topics
- Reducing college tuition
- Campus food issues
- Campus parking

- Topics lacking exigency (*kairos*)

Here are some ideas you can use to further prompt inquiry questions into the problem:

- What is the problem?
- Define the problem
- Describe how this problem most often occurs from beginning to end
- Who is affected by this a problem? (decision makers and stakeholders)
- How big of a problem is it?
- What contributes to the problem?
- Where does the problem occur?
- When has the problem occurred?
- How has the problem changed over time?
- What has changed recently to make this a problem?
- Who has tried to solve the problem in the past?
- What were the solutions?
- What were the costs and who paid?
- How well have past solutions worked?

For your research, you must use at least *seven* sources from the following categories:

1. *Three scholarly sources*: Scholarly sources include peer-reviewed journals (*Computers and Composition*, *Technical Communication Quarterly*). These should be no more than seven years old unless you are using the source to discuss the background of the issue.
2. *Two journalistic sources*: Journalistic sources are written by journalists, so examples of these would be articles from *The St. Louis Time-Dispatch*, *The New York Times*, *The Washington Post*, *Time* Magazine, etc. These should be no more than five years old unless you are using the source to discuss the background of the issue.
3. *One online source*: Online sources include *credible* government websites or reports, reports posted by think tanks (Center for American Progress, etc.), university websites and studies, or information web pages. These should be no more than five years old unless you are using the source to discuss the background of the issue.
4. *One book*: Books include print publications from the SLU library that are authored by experts, edited collections, or ILLed texts from other libraries. These should be no more than ten years old unless you are using the source to discuss the background of the issue. You may replace your book with a scholarly source.

* Wikipedia and online encyclopedias are acceptable resources to use to *begin* research, but they are not good to use as cited sources for this project.

Revision

Since you will be submitting this proposal on our exam day, you will not be able to revise it after submission. However, you will have many opportunities to revise drafts. You may choose to revise one paper this semester excluding your final paper. You revision will be due on *the last day of class*. You may not use the revision due date as an extension for this paper.