"There is no power for change greater than a community discovering what it cares about." Margaret J. Wheatley

This unit will probably be the most labor intensive, but the good news is, you will reuse it in the final unit for this course! More on that later! Begin this project by identifying a problem in your community. Some examples might be lack of parking, adequate housing or increasing rents. These are some things that my students found interesting last spring. If you aren’t sure of a problem, we will start this unit with an in-class brainstorm of possible problems, but you could start talking to people who live in your community: home-owners and business owners, for example. Another option is to look at *NYC 311*, the official website of the city of New York to get a sense of possible community problems. Your report will be written in the style of an investigative journalism piece, which we read and discussed in class (“The Color of Money” by Bill Dedman, for one), which involves an in depth examination of a singular problem. Your report should answer the following questions:

* What is the history of your neighborhood?
* What is the **specific** community problem?
* Which **two distinct social groups** (you could do more, but it might get a little confusing) are the most impacted by the community problem? Describe how they both “say-do-be-value-believe.”
* Has this issue been discussed or examined before in the **media (**radio programs, newspapers, magazines or websites are some examples)? Who discussed it? What did they have to say about it? Why was what they said important? Do/did they have some solutions to the problem? (These are the items you will need for your **annotated bibliography**.)
* What do you think might be some solutions to this problem? (think of more than one)
* What are some things that people within the impacted groups are saying about this problem? ((You will have to conduct some **interviews** with at least one other member of each impacted group. We will discuss this assignment more in class.)

**The total word count should be around 1500-2000. More will be accepted, but this should be the longest of all your projects!**

**Due dates**:

List of possible community issues and groups involved - XX

Bring in interviews in whatever form (recorded or transcribed) - XX

Annotated Bibliography due - XX

First Draft due (printed before class peer review) - XX

Final Draft due (upload to Blackboard) (1500-2000 total words) -XX

**Grading Criteria:**

Your project must contain all the above stated elements, with interview information quoted or paraphrased somewhere in the document (please include a Works Cited Page). I will be paying close attention to in-text parenthetical citations and how well quotes are incorporated. Remember to use your **quote use cheat sheet**. Additionally, you must meet all the due dates assigned as part of the assignment. Finally, I will be looking at elements such as purpose, tone, sentence clarity, and credibility. We will look at a rubric in class that details the points for each item.

**Learning Objectives Fulfilled:**

* Adapt to and compose in a variety of genres
* Use research as a process of inquiry and engagement
* Demonstrate the social and ethical responsibilities and consequences of writing