

11/11/15 // Research project

- Page 36: Overall assignment: **Research paper due by 4:00 PM on Monday, December 12, 2016.** Research paper is worth 100 points as Paper #3 on the syllabus.
- Page 37: Rubric I'll use to evaluate your research paper.
- Page 38: Choosing a research topic (due 11/16). Worth 5 points in the Research Packet category on the syllabus.
- Page 39: Posing a research question (due 11/16). Worth 5 points in the Research Packet category.
- Page 40: List of possible library sources (due 11/21). Worth 15 points in the Research Packet category.
- Page 41: Mushabac handout on summaries (duplicate of an earlier handout).
- Pages 42-44: Summaries, with correct MLA citation (due 11/21, 11/23, 11/28). Worth 10 points each in the Research Packet category.
- Page 45: Annotated bibliography instructions (Annotated bibliography due 11/28). Worth 30 points in the Research Packet category.
- Pages 46-50: In-class research paper workshop (Draft of research paper due 11/30). Worth 10 points in the Research Packet category.
- Page 51: Presentation worksheet (presentation outline due 12/7). Outline worth 5 points in the Research Packet category.
- Page 52: Final revision strategy (second draft due 12/7). Revision strategy worth 5 points in the Research Packet category.
- Page 53: Presentation evaluation form (Presentations in class 12/12 and 12/14). Presentation worth 30 points in the Research Packet category.

In this class, one of your **required assignments** is a research project that culminates in a 4-page paper. Research takes a lot of time and effort, and a research project cannot be completed “overnight.” So, as you can see from the due dates above, you have several weeks to complete this assignment. That doesn't mean, however, that you can put this assignment on the back burner for all that time. **Your first installment is due soon!**

First, please make sure your name is on this packet. Make a special section in your course notebook for your research materials. Whatever you do, **keep this packet**, since you'll be responsible for it (turning it in and receiving feedback on it) until the end of the term. You must turn in all pages on the due dates noted at the tops of each page; you must also **turn in the entire completed packet** with your completed research paper, which is due on December 12.

**Your assignment:** Your task is to propose an interdisciplinary project that could realistically be implemented in a course within your major (or within your anticipated professional field). This project must be grounded in the life, experiences, words, or actions of **Muhammad Ali**. The project you propose must fulfill at least one of the **learning objectives** of the course as well as one of the General Education learning outcomes of the College. You'll perform research and write a thesis-driven paper that argues for the **pedagogical relevance** of your original project. Imagine that your paper will be read by the chair of your department's or major's curriculum committee. The first steps of the project will guide you through the initial stages of research, in which you explore research ideas and ultimately choose your own path of inquiry. You are required to use in your paper two sources located through library research and one official CUNY document.

We have already spent time in class discussing **academic integrity and responsible scholarship**. When researching, it is especially important to follow guidelines concerning quoting and citing. Your paper should be in **MLA format**. Please ask if you have any questions. Keep track of every source you consult, whether you quote from it or not. Most importantly: **have fun**. Take advantage of this opportunity to be curious and creative. Use all types of media with which you feel comfortable and challenge yourself to do something new.

	<b>Content</b>	<b>Structure</b>	<b>Sophistication of Language</b>	<b>Mechanics</b>
<b>A</b>	The paper shows a grasp of the full assignment. It clearly states and explores a complex argument or thesis with thoughtful, specific analysis. The paper is written with coherence and clarity; it develops connections among texts or the student's own ideas, and summarizes events, ideas, or sources only to advance the argument, not to provide filler.	The paper's structure reflects logical thinking. Paragraphs are well developed with precise use of detail and appropriate transitions. Quotations are selected to advance the argument and support the thesis, not to provide filler; they are introduced smoothly, enclosed in quotation marks, and properly cited. The paper adheres to the assignment's length requirements.	The paper shows excellent control of language, appropriate use of vocabulary, and varied sentence structure.	Errors, if any, are typographical rather than an indication of problems with grammar; the paper is virtually error-free. The paper is in the required format, follows the proper system of documentation, and is handed in on time.
<b>B</b>	The paper responds to the entire assignment, but needs more thorough development. Connections among ideas, aspects of a topic, or texts are stated and explained. The paper does not overemphasize retelling of plots or sequences of events, but describes a sequence of thoughts or events or presents brief summaries where necessary to develop and advance a thesis.	The paper is mostly logical and clear, but at times a transition may be missing or a connection may not be clear. Paragraphs are developed, but could use more elaboration or explanation. Appropriate quotations are introduced and discussed as support for ideas already expressed. The paper meets the length requirements.	The writer expresses thoughts clearly in standard English. Vocabulary is largely appropriate to the subject matter, and sentence structure is varied in effective ways.	The paper contains very few grammatical or sentence-level errors (or patterns of error). The paper is in the required format and follows the appropriate system of documentation.
<b>C</b>	The thesis of the paper is an acceptable response to the basic assignment, but is presented in too general and vague a manner, and more detail and clarity are needed. The paper relies mostly on brief assertions or a summary of texts without much explanation or commentary, but the assertions make sense or the summaries are essentially clear and accurate. Connections among texts are stated, but not discussed in much detail.	The supporting ideas are related to the thesis but are not presented in a logical order or developed with adequate specifics. Lack of transitions and other disjunctions force the reader to infer what the writer means. Paragraphs set up ideas but are not developed adequately. Quotations are dropped into the text without introduction or discussion, are often not the best evidence for the points they are used to support, and are too long. The paper meets the length requirements, but the writer does not really establish his or her own voice, or demonstrate real engagement with the ideas expressed. The thesis itself is self-evident rather than thoughtful or perceptive.	Sentences and phrases express the thesis and supporting ideas but are repetitive in pattern. Occasional run-ons and fragments show problems with sentence boundaries. Vocabulary is usually appropriate to the subject matter, but not precise enough to express complex thoughts.	The paper follows format and documentation requirements overall, but shows grammatical or sentence-level errors (or patterns of error).
<b>D</b>	The paper only responds to some parts of the assignment, or asserts a thesis that is so self-evident or superficial that it is hardly worthy of development. The paper makes no connections to other texts. Texts are summarized and retold in simple terms.	The supporting ideas are not logically ordered, and an absence of transitions makes it more of a list than an organized essay or academic paper. Paragraphs are not developed at all. Quotations are not introduced, do not relate to the ideas they are supposed to support, and are not discussed. The writer seems to be making a point, but repeats one or two ideas without elaborating or moving on. The paper may not meet the length requirements.	Sentences and phrases are often unclear and may prevent the expression of coherent ideas, making the paper illogical at times. Vocabulary is limited, often inappropriate to the subject, and inadequate for expression of complex ideas.	The many grammatical or sentence-level errors (or patterns of error) interfere with clarity and coherence. Format or citation requirements are ignored.
<b>F</b>	The paper does not fulfill the assignment, but rather for the most part ignores directions, or responds only to a part of the assignment, without showing much thought or detail on even that part.	The paper is a list of limited ideas in no logical order. Sometimes one or two ideas will result in paragraphs, but they are not developed. Quotations are missing or do not support the ideas, and are not introduced or discussed. The essay does not meet the length requirements, or does so only by padding.	Sentences and phrases are generally illogical or simple and repetitive, and the thinking is difficult to follow. Vocabulary is simple or inappropriate, and ideas are not explored.	There are many grammatical and sentence-level errors (or patterns of error) that impede understanding. Format and citation requirements are ignored. Key words, phrases, or sentences from the reading or from other sources are copied without quotation marks or are plagiarized outright from other sources. (Plagiarism may have additional consequences as well as the failure of the paper in which it occurs. See the Intellectual Integrity Policy for details.)

**Choosing a research area (due 11/16)** *If at any time you decide to change direction with your research, that's fine. In fact, it's a pretty common thing that most researchers face. Just note at the top of the relevant page that you've decided to shift your focus; you do not need to start over with a new packet. See me if you have questions.*

**Getting credit for your work.** This page is worth **5 points** if turned in on 11/16; **4 points** if turned in on 11/17; **3 points** if turned in on 11/18; **2 points** if turned in on 11/19; **1 point** if turned in on 11/20; **0 points** if turned in on 11/21 or later.

Ideally, research will be guided by your own interests. Good research starts with curiosity. You have some freedom with this research project, but along with that freedom come the obligations of responsible scholarship. While good research starts with curiosity, the best research culminates in shared knowledge that can help other researchers find new answers to new questions. For those reasons, research needs to be conducted in specific ways, so that others can read your research with respect and trust.

First, you'll have to choose a research area. This can be pretty broad, like "hip hop" or "French movies." You don't have to know what you want to write about yet; in fact, I'd recommend choosing an area that you don't know much about but would like to learn about. What type(s) of information would be especially useful for you at this point in your work? What do you need to know in order to generate an academic project? What procedural questions do you need to answer in order to answer the larger question of the assignment (on the first page)? Take some time to think, and then write here the research area you'd like to research this semester. Then, write down your reasons for wanting to research this area.

Some sample areas include the issues we've discussed in class. Use this space to take notes.

The area I'd like to research is \_\_\_\_\_.

I chose this area because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**Choosing a research topic.** We'll work in class to make this area more specific. Use the space below to make notes on your specific research topic. As a class, we'll note some examples of more specific research topics here:

My specific research topic will be: \_\_\_\_\_

\_\_\_\_\_.

**Posing a research question (due 11/16).** This page is worth **5 points** if turned in on 11/16; **4 points** if turned in on 11/17; **3 points** if turned in on 11/18; **2 points** if turned in on 11/19; **1 point** if turned in on 11/20; **0 points** if turned in on 11/21 or later.

Once you choose a topic, you need to focus your research interest so that you can research it more efficiently. Remember, you'll only have 4 pages in which to explain your project AND your position (thesis) on that project, so you want to be as specific as possible.

Have you performed any initial research on this topic? What happens if you "Google" your topic? What sorts of general information can you find that way? Use this space to jot down a few preliminary notes about the topic, like important dates, names that come up more than once or twice. Also, write down the URLs of the web sites you look at, in case you want to revisit them or use their information in your paper later.

After looking at some general information about your topic, ask yourself what you'd like to know more about. What questions do you have about the topic? What doesn't seem to be answered by the general information you found on websites like Wikipedia? Write a few questions in the space below.

Now, choose one question to which you'd like to find the answer through library research. Remember, it cannot be a yes/no question. Some examples are: Where does salt come from? Why is NYC pizza so much better than pizza in other cities? Why do hoagies have so many different names? Write your question here:

*My Research Question*

**List of Possible Sources (due 11/21).** This page is worth **15 points** if turned in on 11/21; **12 points** if turned in on 11/22; **9 points** if turned in on 11/23; **6 points** if turned in on 11/24; **3 points** if turned in on 11/25; **0 points** if turned in on 11/26 or later.

After your work in the library, you should be able to locate specific sources that you can use to further your research. You should begin to find sources that you could use as references in your paper. This assignment requires you to find at least two library sources: a scholarly article or popular article, and a multimedia text like a website, film, album, interview, or performance. As you find these sources, write down the following information.

Source 1: A Scholarly or Popular Article

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Date of publication: \_\_\_\_\_

Source (where was it published?): \_\_\_\_\_

Volume / Issue number, if available: \_\_\_\_\_

Pages: \_\_\_\_\_

Is it peer reviewed? \_\_\_\_\_

How did you find it? Which search engine did you use? \_\_\_\_\_

Why do you think this might be a good source for your research project? \_\_\_\_\_

Source 2: Multimedia Source

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Date of publication: \_\_\_\_\_

Source (where was it published?): \_\_\_\_\_

Volume / Issue number, if available: \_\_\_\_\_

Pages: \_\_\_\_\_

Other publication information (editors? Edition? Publication city? What information might you need in order to write a correct MLA citation for this source?)

\_\_\_\_\_

Is it peer reviewed? \_\_\_\_\_

How did you find it? Which search engine did you use? \_\_\_\_\_

Why do you think this might be a good source for your research project? \_\_\_\_\_

## Summarizing an Essay – A Reminder

Prof. Jane Mushabac

A summary briefly presents in your own words the main point and supporting ideas of a piece of writing. The summary of an essay should consist of one well-developed paragraph. Include:

1. The full name of the author
2. The title of the work, in quotation marks
3. The kind of writing it is (essay)
4. The main point or thesis
5. Two or three supporting ideas or key steps the writer goes through to develop the thesis

Please note:

- You may include a quotation of a phrase or sentence, but most of the paragraph should be in your own words!
- Do not include your opinion or response to the essay!

A thesis is not just a topic. It is a statement about a topic.

To grasp a writer's thesis, the "What" at the core of an essay, notice the

- Who: who is the author, according to the author's self-description in the essay?
- When: what specific era is he or she writing in or about? Or at least mention date of publication
- Where: is the author focusing on a specific neighborhood, place, city, or nation?
- How: does the author support his or her ideas mainly with a description of personal experience? An analysis of experiments? A review of two or three important thinkers? A comparison of several approaches?
- How: is the author's tone essentially humorous, frustrated, angry, inspirational, relieved, or matter-of-fact?

Good writing is bold, shedding light on human experience. In writing a summary, you need to be bold enough to grasp the writer's thesis, present it clearly in your own words, and show what ideas the author uses to support it.

**Summary of your academic or popular article (due 11/21).** This page is worth **10 points** if turned in on 11/21; **8 points** if turned in on 11/22; **6 points** if turned in on 11/23; **4 points** if turned in on 11/24; **2 points** if turned in on 11/25; **0 points** if turned in on 11/26 or later.

MLA Citation: this will be the same as what you use in your list of Works Cited, should you decide to quote from this source in your research paper.

Use your writer's manual or the Purdue OWL (Online Writing Lab) to find the correct way to cite your source. First, though, you'll need to know what type of source it is. Is it a book? Or is it a smaller *part of a book*, like a chapter or introduction? Is the book written by one author? Or does it have an editor (or editors)? Might it be an anthology? Or are you using an article from a newspaper, magazine, or scholarly journal? Your first task is to identify what type of text you're using; write that down here:

Type of text: \_\_\_\_\_

Next, locate the proper citation method for that type of text. Did you use your writer's manual? The Purdue OWL? Or another citation tool? Write that down here:

Where I found help on how to cite this text: \_\_\_\_\_

Below, write the full accurate MLA citation.

Summary: Below and on the back of this sheet, write a summary of this text. It need be only one paragraph long, like the summaries we've discussed earlier this semester. The summary should be entirely your own work; do not rely on other people's summaries (e.g., web resources). Read the text yourself and write the summary based on what *you* think is important.

**Summary of your multimedia source (due 11/23).** This page is worth **10 points** if turned in on 11/23; **8 points** if turned in on 11/24; **6 points** if turned in on 11/25; **4 points** if turned in on 11/26; **2 points** if turned in on 11/27; **0 points** if turned in on 11/28 or later.

MLA Citation: this will be the same as what you use in your list of Works Cited, should you decide to quote from this source in your research paper.

Use your writer's manual or the Purdue OWL (Online Writing Lab) to find the correct way to cite your source. First, though, you'll need to know what type of source it is. Is it a book? Or is it a smaller *part of a book*, like a chapter or introduction? Is the book written by one author? Or does it have an editor (or editors)? Might it be an anthology? Or are you using an article from a newspaper, magazine, or scholarly journal? Your first task is to identify what type of text you're using; write that down here:

Type of text: \_\_\_\_\_

Next, locate the proper citation method for that type of text. Did you use your writer's manual? The Purdue OWL? Or another citation tool? Write that down here:

Where I found help on how to cite this text: \_\_\_\_\_

Below, write the full accurate MLA citation.

Summary: Below and on the back of this sheet, write a summary of this text. It need be only one paragraph long, like the summaries we've discussed earlier this semester. The summary should be entirely your own work; do not rely on other people's summaries (e.g., web resources). Read the text yourself and write the summary based on what *you* think is important.



**Summary of CUNY document (due 11/28).** This page is worth **10 points** if turned in on 11/28; **8 points** if turned in on 11/29; **6 points** if turned in on 11/30; **4 points** if turned in on 12/1; **2 points** if turned in on 12/2; **0 points** if turned in on 12/3 or later.

MLA Citation: this will be the same as what you use in your list of Works Cited, should you decide to quote from this source in your research paper.

Use your writer's manual or the Purdue OWL (Online Writing Lab) to find the correct way to cite your source. First, though, you'll need to know what type of source it is. Is it a book? Or is it a smaller *part of a book*, like a chapter or introduction? Is the book written by one author? Or does it have an editor (or editors)? Might it be an anthology? Or are you using an article from a newspaper, magazine, or scholarly journal? Your first task is to identify what type of text you're using; write that down here:

Type of text: \_\_\_\_\_

Next, locate the proper citation method for that type of text. Did you use your writer's manual? The Purdue OWL? Or another citation tool? Write that down here:

Where I found help on how to cite this text: \_\_\_\_\_

Below, write the full accurate MLA citation.

Summary: Below and on the back of this sheet, write a summary of this text. It need be only one paragraph long, like the summaries we've discussed earlier this semester. The summary should be entirely your own work; do not rely on other people's summaries (e.g., web resources). Read the text yourself and write the summary based on what *you* think is important.

**Annotated bibliography instructions (due 11/28).** This assignment is worth **30 points** if turned in on 11/28; **25 points** if turned in on 11/29; **20 points** if turned in on 11/30; **15 points** if turned in on 12/1; **10 points** if turned in on 12/2; **0 points** if turned in on 12/3 or later.

**The genre.** An annotated bibliography is a common product of the research process. It can be used as a way to present your research to others, or as a personal document to help you keep track of your own work. If you've successfully completed the three summaries already, you need only combine them into a single document, in alphabetical order by the last name of each source's author. Below is an example, from the Clark College Library at [library.clark.edu/?q=annotated-bibliography](http://library.clark.edu/?q=annotated-bibliography)

**Sample Entry from an Annotated Bibliography**

**Citation** { Booker, Susan M. "Dioxin in Vietnam: Fighting a Legacy of War." *Environmental Health Perspectives* 109.3 (2001):116. ProQuest. Web. 29 Apr. 2009.

**Extra space** {

**Annotation** { Booker reports on the launch of a joint research program on the human and environmental health effects from spraying Agent Orange and other herbicides during the Vietnam War. The extent of Agent Orange exposure among the Vietnamese, identification of highly contaminated areas and monitoring migration of dioxin are assessed. The author asserts the government is not doing enough to help the Vietnamese people who still suffer from Agent Orange. This is written for people with little prior knowledge of this ...

By 11/28, turn in a completed annotated bibliography that presents ALL THE SOURCES you intend to use in your research paper (an academic/popular article, a multimedia source, and your interview). You can revise your summaries for the library sources if you want to. If you intend to use any of the assigned readings from this class, include them in your annotated bibliography as well (you may use the summaries you've written of them for past assignments).

The annotated bibliography should have a header formatted according to MLA guidelines; you will not receive full credit for bibliographic entries that do not conform to MLA guidelines.

**In-class Research Paper Workshop 11/30** (we will use these handouts for our class activity; do not complete them beforehand). Worth **10 points** if completed *on 11/30*; worth **0 points** after that.

Step I: Work with your own research

2. Review your research packet and record here the final research question that your research seeks to answer. It may be the same question you initially asked, or it may be a new question that you devised as you worked through the research process. Either way, record that question here:

3. In a single sentence, answer your question based on the research you've performed and the sources you've read. This will become your working thesis statement. You can always revise it later, if you find that you need to clarify or change it as you write your paper.

4. Use the space below to outline your supporting points or main ideas. Indicate the purpose of each paragraph.

- a. Paragraph 1:

- b. Paragraph 2:

- c. Paragraph 3:

- d. Paragraph 4:

- e. Paragraph 5:

- f. Paragraph 6 (if needed):

- g. Paragraph 7 (if needed):

- h. Paragraph 8 (if needed):



Step 2: Exchange the previous two pages with another student. Use the spaces below to answer the following questions about the other student's plans.

Your name: \_\_\_\_\_ The author's name: \_\_\_\_\_

1. Do you think their thesis statement answers their research question?

Yes  No. If no, explain why.

2. Does the paper's organization make sense to you? In other words, can you follow the author's thought process, and understand the logic that connects their paragraphs?

Yes  No. If no, explain where you get lost or confused.

3. Is it always clear to you how each paragraph is related to the paragraph before it?

Yes  No. If no, explain why.

4. Is it always clear to you how each paragraph relates back to the thesis?

Yes  No. If no, explain why.

9. Does the author successfully complete all the stages of the IQIAA method?

a. Do they introduce the quotation in a way that provides the reader with all the information the reader needs in order to understand the quotation the first time he/she reads it?  Yes  No. Explain:

b. As far as you know, are they quoting the original text accurately and citing it according to MLA?  Yes  No. Explain:

c. Are they interpreting correctly, restating the author's ideas in their own words?  Yes  No. Explain:

d. Are they analyzing by drawing the reader's attention to specific, significant elements of the quotation, and explaining how they want the reader to think about those elements?  Yes  No. Explain:

e. Are they applying the quotation back to their stated thesis?  Yes  No. Explain:

6. Using the scale below, respond to the paper's readability (circle the letter that corresponds most closely with your experience of reading the paper):

- e. The paper had many errors at the sentence level that made it difficult for me to understand at times.
- f. The paper had some errors at the sentence level, but overall I could understand the author's ideas.
- g. The paper had a small amount of errors at the sentence level.
- h. The paper had almost no grammatical mistakes or unclear sentences.

7. Was there anything in the paper you'd like to know more about? What could be developed?

Step 3: Retrieve your draft and compare your reader's answers with your own. Use these questions to guide a conversation with your partner. You need to complete this page before leaving class today.

1. Did your partner identify the same thesis statement? Perhaps even more importantly, did your partner infer an accurate research question?
2. Do you need to make any revisions to your thesis statement before you turn in your paper? If so, use this space to make notes, or even begin writing a new thesis statement.
3. Is your paper organized effectively? What was the general response from your readers?
4. Are there any paragraphs that may need to be moved or revised? Explain.
5. Do you manage your sources effectively? Use this space to note any necessary revisions or additions.
6. How did your reader respond to your use of the IQIAA method? Use this space to write down any necessary revisions or corrections.
7. How will you address your readers' responses to your paper's readability?
8. Other than getting an A, what is your personal goal for this assignment?
9. What have you already done to try to attain that goal? What do you still need to do?
10. What else do you need to do in order to complete the paper?
11. How long will it take you to finish this assignment (in minutes/hours)? When can you commit yourself to finishing it?

Presentation worksheet // Presentations are scheduled for 12/12 and 12/14.

You will give a five minute presentation of your research. Please know that it will not be acceptable for you simply to read your paper out loud. Instead, summarize what you've written about and present it to the class in an interesting, interactive way. You are required to use visual aids like PowerPoint, Prezi, or a handout. You should also practice your presentation before you give it, so that you can be confident and familiar with your material.

**Presentations should include the following:**

\_\_\_ / 6 points: A clear and concise explanation of your proposed project

\_\_\_ / 6 points: A brief summary of the sources you used and an explanation of why you thought they were appropriate sources for this assignment

\_\_\_ / 4 points: A discussion about how your project fits in with the goals of the course or program for which you're proposing it

\_\_\_ / 4 points: Predictions about how students might respond to the assignment (what types of work will they produce? Do you think they'll enjoy the assignment? Do you think they'll find it more interesting or difficult than the typical assignments in that class?)

**In addition to the content noted above, you'll be evaluated based on the following:**

\_\_\_ / 2 points: Presents with confidence, and has clearly practiced or rehearsed the material

\_\_\_ / 3 points: The presentation is between 5-7 minutes long

\_\_\_ / 2 points: The visual aids are engaging and easy to understand

\_\_\_ / 3 points: The presenter fields any questions effectively

**How your presentation will be graded:**

I will fill out this rubric as you present in class. This will count as 50% of your presentation grade. Every student will fill out this rubric for every presentation; these will be averaged to constitute the other 50% of your presentation grade.

An outline of your presentation is due 12/7 (worth **5 points** if turned in 12/7; **4 points** if turned in 12/8; **3 points** if turned in 12/9; **2 points** if turned in 12/10; **1 point** if turned in 12/11; **0 points** if turned in 12/12 or later).

Your outline should indicate the content and purpose of each slide of your Powerpoint or Prezi presentation.



**Revision strategy, second peer review.** Worth **5 points** if completed in class on 12/7; worth **0 points** *after that*. After working with your partner, respond to the following questions.

1. Did your partner identify the same thesis statement? Perhaps even more importantly, did your partner infer an accurate research question?
2. Do you need to make any revisions to your thesis statement before you turn in your paper? If so, use this space to make notes, or even begin writing a new thesis statement.
3. Is your paper organized effectively? Are all of your reader's potential questions answered?
4. Are all necessary sources included?
5. How did your reader respond to your use of the IQIAA method? Use this space to write down any necessary revisions or corrections.
6. What were some of the patterns of error in your paper? What will you do to check for those before you turn it in?
7. Other than getting an A, what is your personal goal for this assignment?
8. What have you already done to try to attain that goal? What do you still need to do?
9. What else do you need to do in order to complete the paper?
10. How long will it take you to finish this assignment (in minutes/hours)? When can you commit yourself to finishing it?

**Presentation evaluation form for \_\_\_\_\_**

**Date of presentation:**

**Presentations should include the following:**

\_\_\_ / 6 points: A clear and concise explanation of your proposed project

\_\_\_ / 6 points: A brief summary of the sources you used and an explanation of why you thought they were appropriate sources for this assignment

\_\_\_ / 4 points: A discussion about how your project fits in with the goals of the course or program for which you're proposing it

\_\_\_ / 4 points: Predictions about how students might respond to the assignment (what types of work will they produce? Do you think they'll enjoy the assignment? Do you think they'll find it more interesting or difficult than the typical assignments in that class?)

**In addition to the content noted above, you'll be evaluated based on the following:**

\_\_\_ / 2 points: Presents with confidence, and has clearly practiced or rehearsed the material

\_\_\_ / 3 points: The presentation is between 5-7 minutes long

\_\_\_ / 2 points: The visual aids are engaging and easy to understand

\_\_\_ / 3 points: The presenter fields any questions effectively

**Notes:**