Will Boatright & Liam Solberg

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English 101

2 May 2019

Research Project

**Project Overview (150-200)**

Will and I both like the idea of analyzing the way authority interacts with a certain population, and how that particular group or culture responds. I think the focus of communication has a really strong basis here, as the specific (no skateboarding, biking, etc.) warning signs we want to analyze and capitalize on aren't as attention grabbing as they could be. Is our community's response to these signs a lack of literacy, or a strength? That's what we want to answer.

By interviewing students and faculty on campus, Will and I will be able to gain a much larger perspective on attitudes toward skateboarding, and other similar transportation methods (these which occur in areas where strictly prohibited). By surveying a random sample of individuals, we will be able to draw larger conclusions surrounding authority and its place in preventing forms of personal transportation. We will be analyzing Western Washington University as our primary example. By surveying a small portion of the population, our data could possibly serve to be a misrepresentation of the larger community. By diversifying ages and locations of our participants, we can ensure this will most likely not occur. Upon interacting with the participants, our questioning will be open, yet simple, creating an easy platform for clear post-analysis measurement.

**Scholarly Discourse (300-400)**

**Data Gathering Methods (150-300)**

**Predictions (150)**

Considering Western’s lack of enforcement for it, along with the activity’s commonality, we can presume that students and faculty on campus do not find issue with skateboarding. Diving deeper into the subject, we can analyze that the signs posted across campus discouraging skating are intended as a preventative measure, therefore it must be a strength of literacy that they are ignored.

**Work Plan (100)**