

Step 1: Group Formal Research Proposal

Assignment Requirements:

Groups will create hypothetical Formal Proposals and Research plans for the research question of their choosing, evaluated and revised in light of connection to the module's provided stimulus materials. Groups will create well-written and properly formatted documents (please refer to teacher directions regarding which official format to follow), which will include, as organized, the following (one submission for all members of the group, representative of group discussion, collaboration, and consensus):

1. Research Question and Introduction

In 100-150 words, state your group research question. Include a broad discussion of the stimulus materials, particularly how the themes between the sources inspire your question. Then, reflect on what is at stake in answering your research question—consider the intended audience, the broader relevance, and what can be gained from an answer.

2. Individual Contributions

Each group member needs to contribute individually, with the help of the group at large. In 150-200 words for each group member, address:

- **Lens:** choose an academic, professional lens through which to pursue your greater group question and phrase a lens-specific question, which should ultimately be narrower in scope and focus from the group research question. (See the requirements for the Literature Review below for the length to address in scope). Discuss personal motivation and inspiration for this specific lens and question what you expect to gain from this particular approach, etc.
- **Perspectives:** include what perspectives you expect to find in the process of searching (you may do some preliminary research to brainstorm here), what problems might exist, what alternative approaches or values, what areas of disagreement, etc.
- **Personal Bias:** consider your own bias toward your question—what values do you hold as a person and researcher that might contribute to how you approach this lens? What can you do to ensure you objectively approach your research on this topic?

Lastly, each group member needs to include a list of keywords and phrases they will use to pursue information about their specific lens/perspectives.

3. Preliminary Research

Group members will then individually read and collect research regarding their own inquiries. Each group member should have at least three sources exploring at least two different perspectives on their individual lens/sub-question (students will need more than three sources for writing successful literature reviews but may add them to their total body of evidence in the next step). Students will create a proper bibliography, including all author, document, and publication information for each source, organized within the group document (subheadings per group member, with sources alphabetized by bibliography entry). Under source information, students will include annotation of the following:

- The main argument, idea, or thesis of the work or source selection
- The line of reasoning, identified claims, and evidence provided in support of the main idea or thesis
- How the source contributes meaningfully to the individual's lens/sub-question, making a note of important information and quotations

These annotations do not need to be as detailed as annotations for previous assignments. As students have begun practicing these skills (and will continue to use them in subsequent modules and high-stakes Tasks), it is expected that any source included in annotated bibliographies has been properly evaluated and selected for proper use. Students will likely read several times more sources than they select for these practice assignments and thus have made necessary, rational choices regarding source materials they intend to use to represent their inquiry.

It is also important to note that students do not need to use all parts of their sources but may choose certain sections, chapters, areas of a conclusion or methodological process, parts of an argument, etc., for their research. However, they should understand and be able to articulate how the part they are using fits the broader scope of its context while justifying the narrowing of their usage.