

# MAJOR PROJECT 3: THE RESEARCH SHOWCASE

25% OF COURSE GRADE

## DUE DATES:

FIRST DRAFT: 4/11

FINAL DRAFT: 5/1

## OVERVIEW

Contributing to your research community will require you to ethically organize, interpret, and share your research. However, being a member of a research community often involves communicating your expertise outside of that community, often to a public audience. Your audience analysis skills will be employed in figuring out what information and items from the archives and the library databases will be most useful to your community and how best to share your findings with them. Composing for an audience outside of our class will press you to provide context for those who have not participated in the conversations that we have. For this assignment, you will compose a multimodal project in genres that best suit your rhetorical goals and that allow you to design and present work that is accessible, compelling, and immersive.

This project is designed to meet four (4) of the Expected General Education outcomes for English 1110:

- Compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.
- Use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.
- Generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.
- Demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.

## WHAT ARE WE DOING?

The concept of “showcase” appears in many contexts. We might think of a physical encasement that holds objects that are on display. A showcase can be an event or experience that spotlights the features of a person, place, or thing, usually in a compelling, positive, or favorable way. A showcase is also a method of introducing something new to an intellectually curious audience who may know very little or nothing about your subject matter.

As researchers at a public university, we should feel compelled to share our newfound knowledge outside of our research community. This is often referred to as “public scholarship.” The Research Showcase gives you an opportunity to translate and share your research with a public audience who wants to learn more but who may not be engaged with the scholarship you have been reading and researching. The concept of “showcase” is instructive because The Research Showcase depends on you carefully considering genre and their audiences, conventions, delivery, and circulation. The Research Showcase includes a number of components:

- 1) A 300-word **project proposal** describing the project you would like to create and how you plan to translate your research so it effectively reaches a public audience. We will cover the requirements of the project proposal, and you will get feedback from your instructor and your classmates as you start planning your project. The project proposal is due early in the assignment and must meet the approval of your instructor.

**First draft due 3/30**

**Second draft due 5/1**

- 2) A 300-word **researcher profile** that introduces your researcher persona to a public audience. This might include your background and your university aspirations (even if they are not related to your work in English 1110). You might describe how you became interested in the topic of your showcase and how your work evolved. How your researcher profile is put together will depend on your **multimodal translation**. For example, if you do a podcast episode, you will want to talk a little bit about yourself and your research persona at some point in the episode. Alternatively, if you create a website, it might be a tab or a column on that website. The important thing here is to
  - a. Think about yourself as a researcher, and write or discuss the relationship between you and your research.
  - b. The researcher profile should be specific to your genre’s conventions. How you share the information in it will be specific to the type of project you are putting together.

You can link to Major Project 1 and Major Project 2 as part of your Researcher Profile (but they do not count toward the word requirement).

**First draft Due 4/11**

**Final draft due 5/1**

### 3) A literature review

- a. A **literature review** of 4-5 academic sources that are related to your research question and research topic (1000 – 1500 words, 5-7 double-spaced pages). Your literature review will provide an overview, summary, and synthesis of published research while also offering your own critical perspective, review, and evaluation

of the scholarly conversation that you are entering. The literature review is a traditional academic paper and should follow the conventions of academic writing. Its purpose is to show due diligence in your academic research while also building your ethos as a member of an academic research community. A number of resources about writing a literature review are available to you o Carmen, including a student example. Purdue OWL and Scribbr are both great sources if you find you are still unsure of how to proceed.

**First draft Due 4/11**

**Final draft due 5/1**

### **Tips for helping you find an angle for your literature review:**

**What does it mean to analyze a text? Ask yourself these questions to help jumpstart your analysis:**

In your analysis:

1. How is the author making their arguments (statistics, history, personal narrative)? Try answering this question by thinking about their bibliography- who are they citing? Is it effective? What kind of argument are they making? What are some holes or missing pieces in their argument?
2. What does this author do, that is different or similar to the other authors that you read? You can compare and contrast the articles/sources you are writing about
3. What would you do differently than the author? Did the author use jargon (words that aren't well known to the public, but are special/specific to a discipline or subject)? Did they rely too much on graphs? Were there things they could have explained better?

You don't necessarily need to answer **all** of these questions, but they can help you figure out how to write an analysis.

- 4) A **multimodal public-facing translation of your academic research** for a public, intellectually curious audience (400 – 600 words or its equivalent). This part of the project should respond to your research question(s), forward a thesis, and seek to teach your audience something they do not yet know. In the past, students have submitted podcast episodes, zoom audio recorded powerpoint presentations, posters, and infographics. In the interest of reducing choice so you can really focus on making the best and most researched project possible, I am suggesting you choose either an [U.Osu webpage](#) or an episode of "a podcast". Your podcast could include you providing an overview of the research, interviewing someone, or any intentional, organized way of sharing your research. You are allowed to pick a different "translation", but you must talk to me first, before moving forward.

**First draft Due 4/11**

**Final draft due 5/1**

- 5) A formatted **bibliography/works cited** that includes all sources that you cited or consulted for this project. Your **bibliography/works cited** can be comprehensive to include texts you have consulted throughout the semester.

**First draft Due 4/11**

**Final draft due 5/1**

- 6) A **research journal** in which you write (text) or record (audio or video) reflections on your progress at two or more points during the project (500 – 750 words). At least one of those entries should focus on how you made the public turn in your research: who is your audience, how did you translate your research for that audience, why did you choose to compose a particular genre or in a particular mode and what kinds of choices did you make?

**First portion Due 4/11**

**Second portion due at the final draft due date, 5/1**

- i. Prompt for second portion: Write 200-300 words about the audience of your project. Who is your audience, how did you translate your research for that audience, why did you choose to compose a particular genre or in a particular mode and what kinds of choices did you make?

**Delivery:** You must consider how you are going to deliver and circulate your Research Showcase. You are responsible for ensuring your teacher has access to the files you are sharing. All parts of The Research Showcase must be clearly identifiable.

You will create one document with all of the written portions included, and then upload a file or link to your website.

**Audience:** Your Research Showcase should be composed for an audience outside of our class—in other words, people who have not been privy to our assignment sequence, our textbooks, and/or our class conversations. The idea is to present your academic expertise but also to use language that invites readers who do not have that same expertise.

**Accessibility:** All components of The Research Showcase must be accessible. Links should be formatted correctly, images should have alternative text, and audio/video should have transcripts/captions.

## ACCESS AND ACCESSIBILITY MOVES

Major Project 3 should use at least three (3) access moves:

1. Alt-text & captions
2. Hyperlinks

3. Transcription of at least 30 percent of your episode (if a podcast episode). **OR** some kind of audio piece on the webpage you make.

## HOW WILL MY WORK BE ASSESSED?

### Specifications

- ☐ Uses at least three access moves such as: captions, transcripts, descriptive, and/or alternative text, etc. to make project accessible to a wide audience.
- ☐ Includes all required components of the assignment
  - Project Proposal
  - Researcher Profile
  - Literature Review
  - Public-facing Research Translation
  - Bibliography/Works Cited
  - Research Journal 1&2
- ☐ Uses rhetorically appropriate modalities and genres
- ☐ Includes 2500-3000 words of written text or transcript (or its equivalent)
- ☐ Cites and documents all sources appropriate to the genre

Grading
A (100): All specifications met. Evidence of revision in final draft.
<p>B (85): One specification not met. Evidence of revision in final draft.</p> <p>*****</p> <p>All specifications met. No evidence of revision in final draft.</p>
<p>C (75): Two specifications not met. Minimal or no evidence of revision in final draft.</p> <p>*****</p> <p>Two specifications not met. Evidence of revision in final draft.</p>
D (65): Three specifications not met. No evidence of revision in final draft.

E (0-59): Four or more specifications not met. Minimal or no evidence of revision in final draft.

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Does not respond to assignment prompt.