Project 3 Proposal

Main Source:

<http://login.ezproxy.lib.vt.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=154250709&scope=site>

Counterargument:

<http://login.ezproxy.lib.vt.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=139366026&scope=site>

Thesis statement: The loss of transfer credits causes lower graduation rates, monetary loss, and lowers the appeal for the transfer process where these problems can be solved by implementing a more flexible credit acceptance system for transfer students in Virginia Tech.

My paper will be centered around the problems of credit loss when transferring from one campus to another. Due to most of the credit acceptances being handled by administration, some classes are unable to transfer and retaking classes is inevitable. The academic journal I’ve chosen utilizes three rhetorical strategies to inform, justify, and propose a unique solution to this problem for transfer students. For this project I plan to use OSIE to organize the body paragraphs. Specifically for this source I will apply the rhetorical strategy of constraints to pathos because of the author’s careful moderation of the rhetorical strategy. The solution the journal authors implemented as a research study bases credit transfer by learning outcomes rather than credit number and individual courses. Through the success of the application on other colleges I can justify my solution based on the benefits from the author’s research study.

=============================================[Format]=============================================

1. The first body will discuss ethos and due to the authors having credibility through their status as Director/Senior Researcher of Education and Employment Research Center, they would gain trust in the readers.

2. The second body will discuss logos where the journal uses many sample statistics to justify the claims of the problems.

3. The third body will discuss the constraint on pathos where pathos is moderately used to invoke a bit of sympathy and understanding behind the problem, while remaining professional.  
-----------------------------------------------------------------[Section Heading]-----------------------------------------------------------------

4. I will include one more body paragraph specifically to compare the research study solution to my solution and how that would apply to VT and the benefits. This way I would be answering my thesis. This paragraph will also include the counter argument found in the counterargument journal. This way both sides are acknowledged and the main solution declared better. This will also be comparing the solution existing in the research study presented by McKay, Heather A., et al. to my own solution to show the benefits.

5. Conclusion wraps up without introducing anything, maybe here I would extrapolate the solution as a general solution to all higher education administrative bodies.  
=============================================[Citations]=============================================

Giani, Matt S. “The Correlates of Credit Loss: How Demographics, Pre-Transfer Academics, and Institutions Relate to the Loss of Credits for Vertical Transfer Students.” *Research in Higher Education*, vol. 60, no. 8, Dec. 2019, pp. 1113–41. *EBSCOhost*, <https://doi-org.ezproxy.lib.vt.edu/10.1007/s11162-019-09548-w>.

McKay, Heather A., et al. “Smoothing the Path for Transfer: Implementing Interstate Passport at Community Colleges.” *New Directions for Community Colleges*, vol. 2022, no. 197, Mar. 2022, pp. 71–80. *EBSCOhost*, <https://doi-org.ezproxy.lib.vt.edu/10.1002/cc.20498>.