

Project 3: The Proposal to Address an Ethical Dilemma in Your Field Individual (30 points total)

Purpose: Conduct inquiry-based research on an ethical dilemma facing your field and propose a solution to this problem.

Audience: Your instructor, your peers, your future colleagues

There are five parts to this assignment. In order for the assignment to pass, you must submit all five parts:

1. The proposal: 2,500 words, or about 10 pages, for 20 points
2. The annotated bibliography: reference the Purdue OWL for examples
3. The individual assignment reflection: details begin on page 4 of this assignment sheet
4. The PowerPoint presentation: 10-minute presentation, or about 12 slides, for 10 points

Your audience analysis, proposal, annotated bibliography, and reflection will be due at your presentation.

The Assignment

This semester, we have discussed workplace ethics and professional writing, specifically how you may find yourself in a position to bring about positive change in your organization or in your community. This assignment will allow you to conduct detailed research on an ethical dilemma facing your discipline and propose one or two solutions to address this dilemma. Before you begin your secondary research, you might consider interviewing a professor in your discipline to help you begin your work. Some questions you might ask are as follows:

- What are some ethical dilemmas facing our field today?
- Why are these ethical dilemmas?
- How are ethics usually handled in our field?
- What are the field's current approaches/solutions for these ethical dilemmas?
- Why are they not working?
- What are some resource you can recommend to help me with my research?

Regardless of your topic, you will conduct research and find out as much as you can on the following:

- Causes of the ethical dilemma and other contributing factors
- Background information, such as past solutions
- People/institutions involved in the situation: decision makers and stakeholders
- Current possible solutions to the ethical dilemma
- Your recommendation(s) and why you think this will work

In addition to writing your proposal, you will write an annotated bibliography for this assignment. For your annotated bibliography, provide four types of information for each source:

1. Citation information
2. Summary

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3. Evaluation
4. Reflection

For the summary, evaluation, and reflection section of the source listings, you may choose to write just **one sentence for each category of information**. Please use the Purdue OWL annotated bibliography resource for longer samples.

PowerPoint Presentation

Your presentation should be five minutes long and should be composed in PowerPoint. You are required to dress in business casual attire. The goal of your presentation will be to persuade audience members to accept your solutions. Use the guidelines for PowerPoint presentations in the Anderson text and on the Purdue OWL to help you compose your talk.

Eloquentia Perfecta 4: Writing Intensive

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

The **Writing Intensive** course requirement is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 3: Assess evidence and draw reasoned conclusions

SLO 4: Communicate effectively in writing, speech, and visual media

Additionally, the Core Component-level Student Learning Outcomes are listed below:

Component-level Student Learning Outcomes

Students who complete this course will be able to:

- Write effectively for specific purposes and audiences
- Analyze and synthesize claims from a variety of sources
- Synthesize, summarize, paraphrase, and quote from a variety of appropriate sources in support of specific claims
- Engage in processes of invention and revision that enable evaluation of their own and others' rhetorical choices in written messages and arguments
- Reflect on the ways in which rhetorically proficient written communication contributes to ethical public discourse

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Assignment Goals

The goals of this assignment are as follows:

1. Demonstrate your ability to conduct inquiry-based research on an ethical dilemma in your field and propose one or two plausible solutions to that dilemma
2. Demonstrate your ability to select and analyze credible sources of information
3. Demonstrate your ability to integrate research findings with course material
4. Demonstrate your ability to follow a research-based writing process to compose a professional report that follows MLA, APA, or CMS standards for in-text citation and the Annotated Bibliography.

The Content

For this report, you will investigate an ethical dilemma in your field, and you will investigate possible solutions to this dilemma. When composing your proposal, you should first fully explain the dilemma and then propose and explain solutions to that problem. Your research will be inquiry-driven, so you will have research questions on the problem you are investigating. These research questions will help you form your hypothesis about your problem, and *then* you will form a thesis to propose your solutions. Research questions will also drive the information report option. You may read more about proposals in the Anderson text.

Some problems you could investigate are in the table below. **The table also includes retired topics_topics that you should probably avoid.** If you feel very strongly about one of the retired topics, speak with me about why we should un-retire that topic for you. Again, you may also want to match up your topic with the subject you are studying here at SLU. For instance, if you are majoring in business, you may want to investigate the reasons more businesses do not open locations in urban locations. If you intend to become a teacher, you may want to investigate issues facing local public education. Here are some ideas you can use to further prompt inquiry questions into the dilemma:

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|---|--|
| • What is the dilemma? | • How has the dilemma changed over time? |
| • Define the dilemma | • What has changed recently to make this an ethical dilemma? |
| • Describe how this dilemma most often occurs from beginning to end | • Who has tried to address the dilemma in the past? |
| • Who is affected by this dilemma? (decision makers and stakeholders) | • What were the solutions? |
| • How big of a dilemma is it? | • What were the costs and who paid? |
| • What contributes to the dilemma? | • How well have past solutions worked? |
| • Where/when does the dilemma occur | |

The Format

This proposal must adhere to MLA, APA, or CMS guidelines and must be around 2,500 words. Also, you will need to compose an Annotated Bibliography following MLA, APA, or CMS standards. This document should be formatted following professional document standards: titled, typed in 12-point Times New Roman (or similar font), double-spaced, with 1-inch margins.

You should use at least *ten* sources broken down into the following categories:

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- *Optional: the interview with a professor in your field:* set up this interview as soon as possible.
- *Three scholarly sources:* Scholarly sources include peer-reviewed journals (*Computers and Composition*, *Technical Communication Quarterly*). These should be no more than seven years old unless you are using the source to discuss the background of the issue.
- *Three journalistic sources:* Journalistic sources are written by journalists, so examples of these would be articles from *The St. Louis Post Dispatch*, *The New York Times*, *The Washington Post*, *Time Magazine*, etc. These should be no more than five years old unless you are using the source to discuss the background of the dilemma.
- *Three online source:* Online sources include *credible* government websites or reports, reports posted by think tanks (Center for American Progress, The Heritage Foundation, etc.), university websites and studies, or information web pages. These should be no more than five years old unless you are using the source to discuss the background of the issue.
- *One book:* Books include print publications from the LND library that are authored by experts, edited collections, or ILLED texts from other libraries. These should be no more than ten years old unless you are using the source to discuss the background of the issue. If you can't find a book on your topic, you may switch this out for a scholarly article.

* Wikipedia and online encyclopedias are acceptable resources to use to *begin* research, but they are not good to use as cited sources for this project.

Revision

You will have the chance to revise drafts of Project 3 during the last few weeks of the term. However, since the final draft of Project 3 is due on our final exam day, you will not have a chance to revise it once it is submitted. From Projects 1 and 2, you may choose **one** document to revise. Your revision will be due with Project 3 on our final exam day.

Reflection Prompts

During the semester, we will think and write about our experiences through structured reflections following the "Three What" model. While I don't expect you to write extensively for each reflection, I do expect you to address each area (What? So What? Now What?) and use the prompts as a way to think deeply about your experiences and connect them with our course readings. These reflections should be at least one single-spaced page.

Reflection 1

What?: By this point, you have begun your research on the dilemma you have chosen to investigate and address. What has happened so far with your research? How do you feel about the project and what you're learning? What challenges are you facing in your research?
So What?: Why/how have these experiences been meaningful for you? What have you learned from them? Did you notice overlap between class readings and your experiences? If so, what were they?

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Now What?: Did you notice anything about your research that relates to your goals and expectations for a career or graduate school? How do you plan to apply what you learned from the experience and your class readings to your work in this class in for your project for the latter part of the term? What do you plan to do to overcome the challenges and problems you outlined in the What? section above?

Reflection 2

What?: By this point, you have probably completed most of the research for your project. What have you learned so far from this research? How do you feel about these experiences? What more do you have to do?

So What?: Why/how have these experiences been meaningful for you? What have you learned from them? Did you notice overlap between class readings and your experiences? If so, what were they?

Now What?: What do you plan to do next to ensure a successful outcome for your project?

Reflection 3

What?: By this point, you are done with your work for your project and the class. What did you learn from your project and during the term that surprised you? How do you think writing might connect to your future plans for graduate school or employment?

So What?: What was the most meaningful part of your proposal project? Why? What was the most meaningful part of the class? Why?

Now What?: How might your work on this project impact your actions in the future? What skills might you apply to your time in graduate school or on the job? How might you use your skills in research and writing to help others at work and/or in the community?