

G 209 Final Project Proposal

Submit your proposal by answering the questions below.

It represents 10 of the total 90 points possible for your final project.

The proposal will be scored on completion.

1. **Student Name and course:**
2. **Proposed topic:** Choose a topic related to environmental justice in the United States. (1-2 sentences)
3. **What about this topic interests you? Why do you think it would be important for future students to explore this topic?** (5-6 sentences)
4. **List intersectional social identities relevant to your topic.**
5. **What do you want to learn from completing this project?** (1-2 sentences).*
6. **Please describe the project format.** Choose a format for your project that will help to engage future students. For example an infographic no more than a page, a comic or cartoon in 10 panels or less, a short report of a case study, a short video that is less than 4 minutes, a game, or a brief overview of a topic (500-800 words): (1-2 sentences)
7. **Provide at least one cited source that you will use when researching your topic. Include the source below. Use MLA or APA format if you know how to do this, or, at minimum include author, title, and (if applicable) link to website.**
8. **Do you have concerns about completing this project?** What kind of support do you think you need? Please note: you have an opportunity to receive feedback on an outline of your project from your instructor in week 9. (3-4 sentences)

*Your learning objective may be knowledge (content) related or it might be process related, or both. Here are a couple of examples:

1. I want to learn more about why there is a lack of access to sanitation in some rural communities in the southeast US (content).
2. I'm an artist and I would like to create a painting on a canvas (process) that illustrates the principle of distributive justice as it relates to environmental justice.
3. I want to learn more about how to analyze EJ issues using EJScreen or another GIS (process), and I will do this in the context of studying the relationship between lead paint exposure and redlined neighborhoods in Portland (content).

Grading Rubric

	Partially Meets	Meets	Excels
Topic and Format (40%)	Partially Complete; mentions one or both.	Complete; describes topic and format.	Complete; demonstrates thorough thinking, planning and development
Learning Objective(s) (30%)	Partially Complete; mentions learning.	Complete; describes learning objective(s).	Complete; demonstrates thorough thinking, planning and development
Research plans and examples (30%)	Partially Complete; mentions research plans or sources.	Complete; describes plans.	Complete; demonstrates thorough thinking, planning and development. Includes 1-3 suitable sources.

Grading distribution for both project options will be based on:

Points	What	When	Grading
10	Topic Proposal	Sunday night Week 6	Qualitative grading
20	Outline	Sunday night, Week 7	Qualitative grading
10	Present and participate in others' presentations	Monday, Week 11	Completion
50	Project submission	Monday, Week 11	Qualitative grading