

P3 – Community Action Plan + Product

at least 2,500 words / ~ 8-9 double-spaced pages

60 points process

100 points product

Requirements:

1. **4 sources (1 scholarly, 3 non-scholarly [1 multimedia ok])**
2. **2 interviews**

- OR - 1 interview & 1 poll with at least 10 respondents
3. **Appropriate images/charts/infographics (at least 2)**
4. **Final argumentative research paper (MLA format)**
5. **Written-out “product” (outline of action plan, syllabus, letter, etc.)**
6. **Final presentations**

THE ASSIGNMENT:

Thus far in this course we’ve considered several communities with issues, from large (macro) communities (the US), to smaller (micro) communities (Baruch College). You’ve begun doing research on a community, completed some *qualitative* and *quantitative* writing, and are prepared to look specifically at how an issue of your choosing affects the community and its members—you will consider what ripple effects it has, and how you might take steps to address the issue or create space for growth.

For your final argumentative research essay, you will continue to build on P2 , deepen and focus your research, and develop your argumentative writing voice. While implementing MLA standards and the conventions of English, you will elaborate the issue or room for growth with more sources, making room for new threads, viewpoints, or investigations to open up. This will require an open mind, and time spent researching, polling, and interviewing. Then, you will propose an actionable plan to address this issue (it’s better if it’s something realistic and manageable, not ‘changing the world’).

Ultimately, you must:

1. Describe the community, the issue/problem, and any brief history the audience might need to know about to understand the issue/your paper (this was P2 - Community Ecosystem paper)
2. **Make an argument** about the nature of your issue, and its larger-scale implications. It's time for arguments! Build a **clear, specific, all encompassing thesis of multiple sentences.**
3. A point-by-point analysis of multiple problems/threads surrounding the issue. You'll do this by utilizing your research sources, interviews, personal experiences, and polls.
4. **Oppositional voices**—You'll want to look at sources with multiple viewpoints on the issue. You do not want to just write an “echo chamber,” “confirmation bias” essay, where you learn nothing new about your opinion. *Rather*, you want to bring in multiple vantage points and attempt to explore them with a clear head. This will require a debunking of the oppositional voices.
5. You might still ask questions about the issue/problem that may or may not have been fully explained in your sources, but do attempt to answer them after raising them.
6. After exploring the many threads related to your central issue, your paper must include a response to these issues in the form of an **“Action Proposal.”** This proposal can outline a few possible strategies, or combination of strategies, but should ultimately select one concrete way in which you, or someone like you, might begin to fight for change around this issue. Your action plan needs to be specific, with a plan of implementation that is possible and clear. **One of your research sources should address the action plan.**
7. Finally, you will include your product, whether this is a syllabus, a letter to someone, an extended interview, a brief informative video, a podcast, a plan to start or join a group, a plan to attend an event, etc. *Multimedia formats are allowed*, but you will still need to briefly explain them.

Schedule:

Finalized Poll Sent Out to 15 People → 11/13 (5 pts.)

- at least 10 questions, a mix of styles, progressing from simple to more complex
- give your respondent a deadline, and be gracious!

Proposal due - Issue/Action Worksheet → 11/15 (5 pts.)

- Completed worksheet with a potential thesis statement

Two More Research Sources due → [11/18](#) (5 pts.)

- Proper MLA Citation of each source followed by:
- 2-3 sentence summary of what the article/essay is saying
- 1-2 sentence indication of how you intend on using the research source in your analysis

Interview #2 due → [11/20](#) (5 pts.)

- Typed/transcribed interview responses from your second interviewee

Interview #3 due → [11/22](#) (5 pts.)

- Typed/transcribed interview responses from your third interviewee

Poll Results due → [11/27](#) (5 pts.)

- Cumulative results for you to make sense of/quote/utilize

Rough Draft Pt. 1 due → [11/27](#) (5 pts.)

- 2-3 pages of your argumentative research paper (or 7-8 pages of interwoven paper)
- Must include a clear problem/growth identification, an action thesis, and the use of at least three research sources and two interviews

Pod Feedback #1 due → [11/29](#) (5 pts.)

- Complete peer editing feedback on your other podmate's draft in google docs

Rough Draft Pt. 2 due → [12/4](#) (10 pts.)

- 4-5 pages of your argumentative research paper (or 9-10 pages of interwoven paper)
- Must include a problem question, an action thesis, the use of at least four research sources, three interviews, and poll data
- Must include the development of your action product/plan

Pod Feedback #2 due → [12/8](#) (5 pts.)

- Complete peer editing feedback on your other podmate's draft in google docs

Final Drafts Due → 12/15 (100 pts.)

- at least 2,500 words / 8-9 pages - proper MLA form
- includes 2 images/infographics/charts
- include a problem question, an action thesis, the use of at least four research sources, three interviews, and poll data
- must include the development of your action product/plan
- must be thoroughly revised and edited, in its final form

In-Class Informal Group Presentations → 12/15

- you will present your final in mixed groups on the last day of class

Some Advice...

- Use your time wisely! We have a little less than a month before this final product is due. Respect the writing process and complete each step along the way. Cramming this until the last minute will not only hurt your writing process grade, but it will also result in less thoughtful papers.
- **Make sure your research sources are useful!** Flimsy, thin, or surface resources will prevent you from building your paper—poor sources make everything more difficult.
- Take argumentative risks! Stretch your thinking... Stretch your voice... Experiment (within reason). Push yourself to excavate the depths of what's at stake!
- Use each other as resources. Everyone in this room is capable of writing a solid essay—talk to one another! Share ideas, strategies, tools, etc. You may also talk to me.

P3 - Final Rubric:

Writing Process

Proposal	____/5
Sources #3 & 4 (annotated bib)	____/10
Interview #1	____/10
Interview #2 or Poll (questions and responses)	____/10
Conference	____/5
Draft #1	____/5
Pod Response #1	____/5
Draft #2	____/5
Pod Response #2	____/5

Final Product

Thesis / Central Argument _____/15

- ❖ Clear thesis that:
 - argues what the main issue is, and why it's important
 - lays out a potential solution/action to address the issue
- ❖ Essay maintains focus on proving thesis (echoes in body paragraphs)

Analysis _____/20

- ❖ Uses **your voice** to explain evidence and thoroughly detail how evidence informs argument
- ❖ Put texts in conversation with one another and interprets for audience
- ❖ Connect back to topic sentences and thesis

Evidence / Quotes _____/15

- ❖ Utilizes applicable sources, often, and correctly (avg. 2-3 quotes per page)
- ❖ Utilizes complex, layered quotes that provide conversation
- ❖ Quotes are properly integrated/embedded in writing
- ❖ Proper MLA Citations

Structure / Organization / Flow _____/15

- ❖ Logical order of information, growth of argument, "flow"
- ❖ Not too much summary, but appropriate amount of context

Synthesis _____/10

- ❖ Weaves texts together—puts them in conversation/bouncing off one another
- ❖ Draws connection or highlights difference among sources/ideas regarding topic

Action Plan/Product _____/15

- ❖ Essay includes thoughtful action plan, with detailed steps to take
- ❖ Essay includes example product that might be used in implementation of action

And... because it must be included: Mechanics _____/10

- ❖ Follows conventions of 'academic' spelling, grammar, and sentence structure
- ❖ Obvious care in revision/editing/formatting phase

WRITING PROCESS _____/60

FINAL PRODUCT _____/100

FINAL GRADE _____/160

P3 - Pod Rubric:

Who did you give feedback to, and how would you rate the quality of your feedback out of 10:

Peer's Name:	Quality of YOUR feedback to them (0-10):

Who gave you feedback, and how would you rate the quality of their feedback out of 10:

Peer's Name:	Quality of THEIR feedback to you (0-10):

In a few short sentences below, describe your experience of working in pods/partners.

- What worked? What did you like?
- What didn't work? Needs improvement?
- Anything you want to say/add?