Part One: Refining Your Research Questions

Write your three research questions in the space below.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

Step One: Presenter (1 minute)

My research topic is…
I chose this topic because…
My three questions are…

Step Two: Group Members (2 minutes) **Presenter Takes Notes on a blank sheet of paper

I heard that…
I’d like to know more about…
Another question I would add is…

Step Three: Discuss (3 minutes)

Presenter addresses questions by group members
Group members respond
Discuss how to include information in this conference in your proposal

Part Two: What is a research proposal?

A Research Proposal is where you explain in more detail what your paper will argue and discuss. In a proposal like this, you may use first person (“I am going to write about…”), but first person will not be acceptable in the rough draft or final draft of your paper.

In the first paragraph of your proposal, explain what your main topic is, and briefly present the main points that you expect to make. For example, a proposal on the Electoral College might have this first paragraph:

Though many Americans believe that the president is elected by a direct popular vote, the Electoral College vote actually determines the winner. In my paper, I will examine the history of the Electoral College and will explore three important questions. First, why did the delegates to the Constitutional Convention create an Electoral College? Second, what arguments have critics made against the Electoral College, and how have supporters of the college responded? Finally, have past elections shown that the Electoral College is effective or flawed?

Underline phrases that you could use in the first paragraph of your proposal.
In the second paragraph of your proposal, give more detailed information about the main points you intend to make. The next paragraph of the Electoral College proposal might start like this:

The delegates to the Constitutional Convention created an Electoral College because they believed it would be the most effective method for selecting a president. In my paper, I will describe the differences between the 1780s and the present in order to show why the Founders created an Electoral College. I will also show that the leaders of the country sometimes doubted whether the average voter would be able to choose a good president. This helps explain why they created an Electoral College. Though critics suggest that it is undemocratic, the college ensures that the president will represent a broad range of interests and geographic regions. The elections of 1876, 1888, 1912, and 1960 demonstrate the effectiveness of the Electoral College.

Underline phrases that explain the points detailed in the first paragraph you read.

End with one or two sentences about any conclusions you think you will be able to draw in your paper. For example, to conclude your proposal about the Electoral College:

In this paper, I plan to explore whether the Electoral College is the best way to choose a president or whether another method would be preferable. My primary focus will be on what the history of the institution and past elections can teach us about how we elect our president.

Underline phrases that hint at what the paper might argue.

Your typed proposal is due Friday January 30th. Use the rubric below and the sample above to help you complete a quality product.

<table>
<thead>
<tr>
<th>Area of Advancement</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>(10)</td>
<td></td>
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</table>
| • Student presents three detailed research questions that incorporate details from the preliminary research  
• Articulation of the main idea is a working thesis that appropriately addresses the prompt |
| Body                | (5)    |          |
| • Student provides factual information to begin to answer the research questions or to develop and add complexity to the question |
| Conclusion          | (5)    |          |
| • Student articulates some specific details about the direction of the research and possible conclusions |
| Total Points:       | (20)   |          |