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ENG 102/Riek **Group Town Hall Project** **Fall 2015**

Overview: For the remainder of the semester we will focus on developing your group project based on our *Arizona Future Leaders Town Hall*. By working through library and digital resources, your group will develop a website designed to persuade residents of San Luis, AZ, to conserve water resources. We will send the best websites to the San Luis City Council so they can select one to post on their City of San Luis website, if they choose.

Requirements: Each group member (4 in a group) is responsible for persuading their audience to take action on one aspect of water conservation (i.e., in the home, in the yard, in local agriculture, at school). The group as a whole is creating options for all San Luis residents. To achieve this each website will contain the following elements:
- Group-authored Introduction
- A separate tab for each group member's research and action item, properly cited
- 4-8 images, properly cited
- 3 charts/graphs, properly cited
- A Works Cited page

Project Proposal: First, the group will meet to determine their approach to the project. Every student in every group will have a role in the development of the website: Content Leaders, Graphic Designers, Editors. These roles will be identified on the Project Proposal. Then the group will develop research questions (closed & open) to be answered and identify which group member is responsible for each question.

For example, your group might be interested in providing free reusable water bottles to all San Luis residents. You would have several considerations in such a proposal, so you might ask yourselves some basic preliminary questions:

1. How many people would be served?
2. How much would it cost?
3. Who would distribute the water bottles?
4. How often would they be provided?
5. What are some of the challenges?

Once you have some of those basic questions answered, you will ask more specific questions:

1. Are there other places in the country who have successfully implemented this model? How?
2. Are there some that have failed? Why?
3. What if the legislature/local entities can only provide limited funds or you can only do part of your project?

The overarching question you are answering throughout is *HOW WILL THIS SERVE OUR COMMUNITY?* If you can answer this question then you can persuade your audience to care about your project and take action.

Conduct Research: Good questions lead to good research, but how do you know where to get reliable information? There are 2 AWC Library workshops at the SLLC that can help you get started. At least one member of your group must attend one of these workshops and report back to the group. If 2 or more group members attend the workshop your group members will receive 5 extra credit points each:

How to Avoid Plagiarism

Friday, November 6th 9:30-10:30am ITN Room

Do you know the difference between summarizing, quoting, paraphrasing, and stating common knowledge or one's own opinion? During the course of your college career, you will be asked to conduct research and write academically sound papers. Giving credit to the appropriate people in the appropriate situations is part of creating your own work. Come to this workshop and learn the basics about plagiarism, citing, and how to create original research papers that will further your educational success, not lead you down the path to academic discipline or worse.

Draw Conclusions & Propose Solutions: Your group, having researched various aspects of your topic, is ready to weigh in and draw conclusions about what you have found and its impact. Now that you are more informed, what are some of the most effective/creative solutions to your water issue?

Develop Website: Now that you have done your research and proposed a solution, it is time for your work to have a public audience for presentation. Go to Wix.com and begin thinking about the most effective layout (text & images) to effectively communicate your proposal.

There are 5 major components to this project:

1. Identify your topic & group
2. Develop your research questions and assign group roles
3. Answer your research questions & develop your annotated bibliography
4. Draft your individual sections and your group intro based on your solution
5. Revise your work & build your website

Timeline:

Week 11: *Future Leaders Town Hall* & Project Overview
- We will review the project requirements and group responsibilities

Week 12: Identify topic, group; Group Project Proposal Due
- We will spend time in class determining your research interest and group, developing your project proposal, and reviewing the mini-annotated bibliography

Week 13: Research/Source Citations & Annotations due
- Research/work session for completing annotated bibliography
- Developing the blog/website
- How to craft a group intro

Week 14: Annotated Bibliography Due; Group Intro rough draft of site due
- Work on blog/website
- Incorporating images
- Revision for organization

Week 15: Deep Revision
- This week all group members will swap blog/website projects with another group (editors will review for grammar/mechanics/format, graphics will address images, layout, content leaders will read for comprehension, logic & support)

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Team Members (identify content leaders, graphic designers, and editors):

1.   **2.**

3.   **4.**

Approach to Topic:

Why this Approach:

12 Questions you will answer in your research and who is responsible for that research:

1.

2.

3.

4.

5.

6.

7.

8.

10.

11.

12.

What are your greatest strengths going into this project:

What are your primary concerns/challenges:

The purpose of an annotated bibliography is to help you organize and evaluate sources for your group project. This is an opportunity for you to gather your research, from various sources, and decide which sources best contribute to your project and how.

Requirements:
For this assignment your group will put together an 12-source annotated bibliography (3 sources each).

Format:
The format is MLA. I have provided a sample annotation, in MLA format, below. For questions about MLA citation guidelines, go to: http://owl.english.purdue.edu/owl/resource/557/01/

Contents:
The easiest way to think about the information in an annotated bibliography is that it answers 4 specific questions: *who*, *what*, *why*, and *how*. The *who* is answered in the citation itself—the author, title of article, book, etc., publisher, and date of publication. The *who*, then, is the standard bibliographic information. The annotation is the *what, why,* and *how*.

First you will provide a brief summary of the article, chapter, etc. The length of the summary will depend on your source, but for our purposes, you should be able to summarize your source in a few well-developed sentences—give the reader enough information to understand *what* this source is. Then you will explain *why* you've selected this source—why is it a credible source? Finally, *how* will you utilize this source in your project—will it provide background information? Current information? What does it provide that your other sources don't? Is it an image or historical perspective? This is perhaps the most important part of the annotation process, since it requires you to visualize the format of your project and determine which of your sources are the most valuable and how they integrate into your project.

Sample Annotation:

Mathews, Sandra K. *American Indians In The Early West*. Santa Barbara, Calif: ABC-CLIO,
      2008. *eBook Academic Collection (EBSCOhost)*. Web. 8 Apr. 2015.

This book has information about the Native American tribes in the Southwestern United States. It tells where the Indians originated and migrated from, and why they ended up in Yuma territory. Detailed maps are also included in the book, depicting what tribes occupied which land before the city's establishment. The author covers all the tribes that were in the Yuma area before any other people. The source is credible because I searched it through an academic database. I will use this information to explain what Yuma was like before it was established, and to describe who was here in the first place.

	Superior **20**	**Proficient** **15**	**Needs Improvement** **12**	**Developing** **10**
Civic Engagement	Demonstrates clear commitment to participate and lead in community contexts as a way to constructively influence the public good.	Demonstrates high levels of participation in community contexts as a way to constructively influence the public good	Demonstrates some civic participation in community contexts as a way to constructively influence public good.	Demonstrates emerging or experimental civic participation in community contexts, with some awareness of how these actions constructively influence the community or public good.
Content & Collaboration	Content is clear and well-developed and includes all required elements. Demonstrates capacity to exchange ideas about civic engagement in ways that draws on others' viewpoints.	Content is mostly clear and well-developed and includes all required elements. Demonstrates understanding of the importance of collaboration but content lacks cohesion.	Content is somewhat clear and well-developed, but is missing one required element. Demonstrates some collaborative elements.	Content is unclear, lacks development, and is missing two or more required elements. Lacks collaboration.
Organization	Each section on the website has a clear heading, supporting details and conclusion. All graphics have captions that adequately describe the people and action in the graphic.	Each section has a heading and supporting details. All graphics have captions.	Some sections have a heading and details. Most graphics have captions.	Sections not well organized and supported OR many graphics do not have captions
Conventions	No MLA format, spelling, capitalization, punctuation or grammar errors.	No more than two MLA format, spelling, capitalization, punctuation or grammar errors.	No more than 3 MLA format, spelling, capitalization, punctuation or grammar errors.	Several MLA format, spelling, capitalization, punctuation or grammar errors.
Graphics	Graphics are in focus, are well cropped and are clearly related.	Graphics are in focus and are clearly related.	Some of the graphics are in focus and clearly related.	Many of the graphics are not clearly related OR no graphics were used.