Assignments #8 and #9
Final Research Report and Presentation
ENG 4/574

Description
Execute the research project that you proposed and that I approved earlier in the semester. Document the results of your research in a report and prepare a version of your report for a ten-minute oral presentation (in Breeze) to the class.

On April 19, you will spend time in class talking with your team about the research you have conducted to date. You do not need to share any particular materials with your team members (though you are welcome to do so), but you should be prepared to tell your team what you have done so far and to report on your project’s progress in general.

Note that on the syllabus, I have designated April 26 as a “workshop” day. To help enable you to turn in work that has been done to the best of your abilities, your team members will read your draft and comment on your work and you will do likewise for them. To that end, you and your team will need to determine a date and time by which you should have your drafts in each others’ hands. This deadline should give you enough time to be able to read and comment on each others’ drafts in class on the 26th. When your team determines this deadline, please let me know what it is – and when you e-mail your drafts to your team members, please also be sure to e-mail your draft to me.

In-class presentations will commence on May 3 and continue on May 10. Using a random-sequence generator, I have determined the order of presentations as follows (sorry – randomness only seemed fair):

1. Dianna
2. Gordon
3. Melissa
4. Jane
5. Angie
6. Amy
7. Bimala
8. Aimee
9. Karissa
10. Jeremy
11. Emily
12. Andrea
13. Tyler
14. Erik
15. Joan
16. Lynda

Your presentation should be no longer than eight minutes in length (please, no presentations fewer than six minutes long) and we will have time for a two-minute question-and-answer session after each presentation.

Your final report is due to me via e-mail by the end of our designated final exam period, which is scheduled for May 10.
Presentation Evaluation Criteria and Standards

Your presentation will merit an A if you do the following:
- In your introduction, you articulate your research question and some background information about why you are interested in pursuing that question.
- You also connect your research question to secondary sources to help explain why your research is important.
- You describe your methods section in detail.
- You present some, but not necessarily all, of your findings. The data you include here should correspond with your discussion, i.e., someone reading your findings would come to the same conclusions as you did.
- You spend time discussing your more interesting findings and their significance.
- In your conclusion, you address how the research you conducted did (or did not) end up addressing the research question you posed. You also describe how you might design follow-up research to better address your question or to expand your inquiry.
- You present your research with confidence and a sense of expertise.
- You include purposeful visuals appropriate for your project.
- Your presentation’s length is appropriate given the guidelines I articulated.
- You speak from notes (not from a memorized script, from a written script, or as an impromptu speech).

Your presentation will merit a C (or a B if a graduate student) if you do the following:
- In your introduction, you reference your research interest and some background information about that interest.
- You do not cite your research interest in the context of any secondary sources.
- You describe how you undertook your research, but not in adequate detail.
- You present too many or too few of your findings. The data you include here is not well-connected with your discussion.
- You spend minimal time discussing your findings and their possible significance.
- In your conclusion, you minimally address how the research you conducted did (or did not) end up addressing the research question you posed. You also minimally describe how you might design follow-up research to better address your question or to expand your inquiry.
- You present your research with some confidence and some sense of expertise.
- You include some visuals appropriate for your project.
- Your presentation’s length is a bit brief or a bit long given the guidelines I articulated.
- You speak partially from a script or in an impromptu fashion.

Your presentation will merit an F (or a C if a graduate student) if you do the following:
- In your introduction, you obliquely reference your research interest. You do not provide context for the reader to understand your research interest.
- You do not cite your research interest in the context of any secondary sources.
- You do not describe how you undertook your research.
- You present few findings.
- You spend no time discussing your findings and their possible significance.
- In your conclusion, you do not address how the research you conducted did (or did not) end up addressing the research question you posed. You also do not describe how you might design follow-up research to better address your question or to expand your inquiry.
- You present your research with little confidence and no sense of expertise.
- You include inappropriate or no visuals.
- Your presentation’s length falls significantly short or significantly exceeds my guidelines.
- You speak from a script or in an impromptu fashion.
Report Evaluation Criteria and Standards

Your report will merit an A if you do the following:
- In your introduction, you articulate your research question and some background information about why you are interested in pursuing that question.
- You connect your research question to secondary sources as a way of explaining your project and its significance.
- Your methods section matches up with your research question, i.e., you should demonstrate how the research you conduct is an appropriate means by which to address the question you have articulated.
- Your methods section describes, in detail, how you undertook your research and should reflect what you learned in class about this particular method.
- Your findings section includes some, but not necessarily all, of your data. The data you include here should correspond with your analysis, i.e., someone reading your findings would come to the same conclusions as you did.
- The discussion section references some of your more interesting findings and discusses their significance.
- In your conclusion, you address how the research you conducted did (or did not) end up addressing the research question you posed. You also describe how you might design follow-up research to better address your question or to expand your inquiry.

Your report will merit a C (or a B if a graduate student) if you do the following:
- In your introduction, you reference your research interest and some background information about interest.
- You do not cite your research interest in the context of any secondary sources.
- Your methods section somewhat corresponds to your research question, i.e., the connection between your research interest and the method by which you intend to address that interest is tenuous.
- Your methods section describes how you undertook your research, but does not contain adequate detail about your method. Nor does your methods section necessarily reflect what you learned in class about this particular method.
- Your findings section includes too much or too little of your data, your findings are not well connected with your analysis, or you include your findings but engage in little analysis of them.
- The discussion section minimally references your findings and their possible significance.
- In your conclusion, you minimally address how the research you conducted did (or did not) end up addressing the research question you posed. You also minimally describe how you might design follow-up research to better address your question or to expand your inquiry.

Your report will merit an F (or a C if a graduate student) if you do the following:
- In your introduction, you obliquely reference your research interest. You do not provide context for the reader to understand your research interest.
- You do not cite your research interest in the context of any secondary sources.
- Your methods section does not correspond to your research question, i.e., there appears to be little if any connection between your research question and your method.
- Your methods section does not adequately describe how you undertook your research, nor does it reflect the method as you learned about it in class.
- Your findings section includes little of your data, your findings are not connected with your analysis, and/or you neglect to include the analysis segment.
- The discussion section is missing or highly incomplete.
- In your conclusion, you do not address how the research you conducted did (or did not) end up addressing the research question you posed. You also do not describe how you might design follow-up research to better address your question or to expand your inquiry.