

Research Paper Proposal Sample

A research proposal considers your overall topic ideas, your research question, your research process, and your sources and scaffolds what the next steps will be for the project. Many disciplines require written proposals before an experiment can be run, before a presentation can be made, before a seminar paper can be written. Research proposals can vary in length depending on the scale and scope of the project at hand. However, in general, all share certain conventions: framing of the project or contextualization or putting the project in context or conversation with other research; a tentative thesis or claim or hypothesis; an approach or methodology; target audience; tentative sources or references. Depending on the academic discipline, a research proposal may include other required features.

For example, the following is a one-page seminar paper proposal for a literature class:

Michelle V.
Dr. Norman
EH 540
July 13, 2001

Paper Proposal: 'You Looks Like Youse Yo' Own Daughter': Figuring (In)fertility and Maternity in *Their Eyes Were Watching God*

Although critical responses to Hurston's *Their Eyes Were Watching God* have focused extensively on both sexuality and images of fecundity in the text, analyses that fully address fertility and maternity in the novel are as strangely absent from the critical literature as the presumable fact of Janie's reproductive capacity is from the text itself. Unlike Nella Larsen's roughly contemporary novel *Quicksand*, Hurston not only seems to deny the notion that marriage is death for women, she also disrupts the traditional association of marriage with pregnancy/childbirth (McDowell xxi). It is unclear whether Hurston took this non-approach to Janie's fertility in the novel as a means of disequating marriage and childbirth, or simply because pregnancy and maternity did not figure in the story she wanted to tell. However, the novel's emphasis on fertility in nature and sexuality renders this textual absence particularly problematic.

The proposed paper will begin with an examination of the ample fertility imagery in the novel. Janie's early conflation of fertility in nature, sexual desire, and marriage will be discussed, followed by the role that sexuality plays in each of her marriages. Then, the textual absence of Janie's reproductive fertility will be addressed, as well as a discussion of whether this textual absence is evidence of the novel's failed realism, as some critics have suggested, or a byproduct of the idealization of the world of the novel. A short discussion of the trope of textual absence or elision of conception and pregnancy in the works of several African American women writers will also be included.

Although I have not yet fully formulated the theoretical framework I will use to account for the problematic treatment of Janie's fertility in the novel, the textual elements that I am planning to discuss will be the extended mule metaphor/imagery (with its implications of sterility) and the depiction of other maternal relationships in the novel (particularly those of Nanny and Leafy to both each other and to Janie). Finally, I will relate the treatment of maternity and fertility in the novel with the overarching theme of Janie's quest for fulfillment/selfhood/voice/independence/embodiment.

Several extensive searches of the critical literature addressing *Their Eyes* have failed to reveal any full-length articles addressing the textual absence of Janie's fertility. The articles listed below address various aspects of sexuality and sexual autonomy, marriage, and fertility imagery in the novel.

Sample Research Paper Assignment

Diana Bairaktarova, Michele Eodice



Sample Research Paper Assignment:

The SAGE Guide to Writing in Criminal Justice Research Methods Jennifer M. Allen, Steven Hougland, 2020-01-28
The SAGE Guide to Writing in Criminal Justice Research Methods equips students with transferable writing skills that can be applied across the field of criminal justice both academically and professionally Authors Jennifer M Allen and Steven Hougland interweave professional and applied writing academic writing and information literacy with the result being a stronger more confident writer researcher and student in criminal justice Focused on teaching students how to write in the academic setting while introducing them to a number of other writing tools specific to research methods such as writing literature reviews abstracts proposals and more The perfect companion for any criminal justice research methods course this brief text focuses on key topics that will benefit students in their classes and in the field *The SAGE Guide to Writing in Corrections* Steven Hougland, Jennifer M. Allen, 2019-12-02 As part of the SAGE Guide to Writing series The SAGE Guide to Writing in Corrections 1e by Steven Hougland and Jennifer Allen focuses on teaching students how to write in the academic setting while introducing them to a number of other professional writings specific to the correctional profession such as the pre sentence investigation report contact sheets court status reports incident reports rehabilitation and therapy Covering correctional institutions as well as community corrections the goal is to interweave professional and technical writing academic writing and information literacy with the result being a stronger more confident report writer and student in corrections This text will be a concise supplemental writing book in courses focused on writing in the criminal justice discipline report writing or in introductory corrections courses It is part of a series of books on this topic that will span criminal justice policing corrections and research methods **Writing the Classroom** Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but

also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth

A Guided Inquiry Approach to Teaching the Humanities Research Project Randell K. Schmidt, Emilia N. Giordano, Geoffrey M. Schmidt, 2015-08-26 Aligned with the Common Core this book enables teachers and librarians to develop lessons and workshops as well as to teach high school students how to research and write a humanities paper using a guided inquiry approach Being able to use the inquiry process to successfully research write and prepare papers and others types of presentations is not only necessary for a student s preparation for collegiate work but is truly a requisite life skill This book provides a solid guided inquiry curriculum for cultivating the skills needed to properly investigate a subject in the humanities interrogate both textual and non textual sources interpret the information develop an understanding of the topic and effectively communicate one s findings It is a powerful and practical guide for high school humanities teachers school librarians community college humanities teachers and librarians and early college level humanities instructors as well as for high school and college students who want to learn how to conduct and write up humanities research Part one comprises a teacher s practicum that explains the power of guided inquiry Part two contains student s workshops with instructions and materials to conduct a guided humanities project and paper on the high school level The third part provides materials for a professional development session for this assignment as well as assessment tools and other supplementary materials such as student handouts Based on the authors 15 years experience in teaching guided inquiry the 20 workshops in the book use a step by step constructivist strategy for teaching a sophisticated humanities project that enables college readiness

The SAGE Guide to Writing in Policing Jennifer M. Allen, Steven Hougland, 2019-12-02 Effective writing strategies for report writing guide students through the legal requirements and best practices for creating and completing reports commonly found in the field of policing Writing assignments and exercises provide students with opportunities to apply course material Examples of resumes and cover letters offer students real world tips to help prepare them for the workforce A discussion on plagiarism clearly defines the concept to students as well as offers advice on how plagiarism can be avoided An entire chapter devoted to information literacy explains to students how to better identify obtain and evaluate information

Twenty Writing Assignments in Context Melissa Bender, Karma Waltonen, 2017-01-11 Twenty original classroom tested assignments This innovative collection of college writing assignments explores the practical applications of each lesson Drawing upon current best practices each chapter includes a discussion of the rationale behind the assignment along with supplemental elements such as guidelines for evaluation prewriting exercises and tips for avoiding common pitfalls The assignments are designed for a range of courses from first year composition to

upper division writing in various disciplines

Using Rubrics for Performance-Based Assessment Todd

Stanley, 2021-10-03 Writing a rubric that can accurately evaluate student work can be tricky. Rather than a single right or wrong answer, rubrics leave room for interpretation and thus subjectivity. How does a teacher who wants to use performance-based assessment in this day and age of educational data and SMART goals find a way to reliably assess student work? The solution is to write clear rubrics that allow the evaluator to objectively assess student work. This book will show classroom teachers not only how to create their own objective rubrics which can be used to evaluate performance assessments but also how to develop rubrics that measure hard-to-assess skills such as leadership and grit and how to empower their own students to create rubrics that are tailored to their work.

Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities Blankenship, Rebecca J., Wiltsher, Cheree Y., Moton, Brandon A., 2022-06-24

Faculty learning communities are a fairly new ideology that is gaining traction among educators and institutions. These communities have numerous benefits on professional development such as enhancing educator preparedness and learning. The possibilities of these communities are endless; however, further study is required to understand how these learning communities work and the best practices and challenges they face. *Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities* shares the experiences and research related to the enhanced professional development received by university faculty and staff participating in a series of collaborative faculty learning communities. The book, using qualitative, quantitative, and mixed methodologies, considers educator experiences as participants in the faculty learning communities, what they learned, and how they applied and implemented best practices in their courses. Covering topics such as curricula, course design, and rubrics, this reference book is ideal for administrators, higher education professionals, program developers, program directors, researchers, academicians, scholars, practitioners, instructors, and students.

Writing Assignments Across University Disciplines Roger Graves, 2017-12-07 Writing Assignments Across the University Curriculum as a whole asks and answers these questions: What kinds of documents do students write in a wide range of university degree programs in Canada? How do instructors structure those writing assignments? That is, who is the audience for the assignments? Do students get formative feedback as they develop their documents? Do the patterns we found in a small liberal arts college (Graves, Hyland, and Samuels, 2010) occur in other kinds of universities? We took our cue from an article by Anson and Dannels (2009) who pointed us toward the idea that students experience a curriculum through their degree progress in an academic program. Consequently, we needed to map the writing assignments according to how different departments organized these degree programs. Results that were organized by curricular unit (departments, faculties, or colleges or programs) were more significant than general statistics because students would progress through these courses to a degree. Several chapters in the book describe how this kind of curricular mapping provided a spark for curricular reform in Engineering Education and an entire small university. The last two

chapters report on the instructors perspective on their assignments what they were intending to do and why they both resisted and engaged in curricular discussions

Interdisciplinary Practices in Academia Louisa Buckingham, Jihua Dong, Feng (Kevin) Jiang, 2023-03-30 This volume addresses the implications that academic interdisciplinarity in the field of English for Academic Purposes EAP and English for Specific Purposes ESP has for research and pedagogy with a global reach The Editors present a coherent research supported analysis of the influence of interdisciplinary research and methods on the way academics collaborate on courses develop their careers and teach students The hitherto prevalence of disciplinary silo like approaches to academic and scientific issues is increasingly ceding ground to an interdisciplinary synergy of different methodological and epistemological traditions In the context of ongoing trends towards interdisciplinarity in degree programmes and the increasing popularity of such degree programmes with students e g bioinformatics computational linguistics psycholinguistics neuropolitics evolutionary finance global studies and security studies academics and programme administrators need awareness of the skills needed to operate in interdisciplinary contexts Studies in this edited volume examine interdisciplinary communication practices and identify how academic writing teaching language proficiency assessment and degree programmes are responding to changes in the broader social institutional and political contexts of academia As authors in the volume demonstrate the discursive features literacy practices and instructional modes and the student experience of these emerging interdisciplines deserve systematic exploration This insightful volume sheds light on contexts across the globe and will be used by students studying EAP and ESP pedagogy or practice academics in the fields of applied linguistics and higher education as well as higher education faculty and administrators interested in

interdisciplinarity in degree programmes

Expertise in Second Language Writing Instruction Alan Hirvela, Diane D. Belcher, 2024-11-25 Despite growing interest in L2 writing teachers there is a dearth of published works that specifically delve into the nuances of the development of L2 writing teacher expertise Informed by relevant foundational theory and empirical research this book addresses this crucial gap in the understanding of expertise in L2 writing instruction This book offers a holistic analysis of L2 writing instruction serving as a valuable resource for those involved in the development of L2 writing teacher educators as well as novice teachers striving to hone their skills in teaching L2 writing It draws from a wide array of international perspectives on the conceptualization of L2 writing teacher expertise and research in this domain Significantly it is the first comprehensive work that places expertise in L2 writing instruction at the forefront It will interest scholars in the disciplines of foreign and second language education as well as postgraduate students and aspiring teachers

Improving Student Learning at Scale Keston H. Fulcher, Caroline Prendergast, 2023-07-03 This book is a step by step guide for improving student learning in higher education The authors argue that a fundamental obstacle to improvement is that higher educators administrators and assessment professionals do not know how to improve student learning at scale By this they mean improvement efforts that span an entire program affecting all affiliated students The authors found that

faculty and administrators particularly struggle to conceptualize and implement multi section multi course improvement efforts It is unsurprising that ambitious wide reaching improvement efforts like these would pose difficulty in their organization and implementation This is precisely the problem the authors address The book provides practical strategies for learning improvement enabling faculty to collaborate and integrating leadership social dynamics curriculum pedagogy assessment and faculty development In Chapter 2 the authors tell a program level improvement story from the perspective of a faculty member Chapter 3 inverts Chapter 2 Beginning from the re assess stage the authors work their way back to the individual faculty member first pondering whether she can do something to impact students skills They peel back each layer of the process and imagine how learning improvement efforts might be thwarted at each stage Chapters 4 through 9 dig deeper into the learning improvement steps introduced in Chapters 2 and 3 Each chapter provides strategies to help higher educators climb each step successfully Chapter 10 paints a picture of what higher education could look like in 2041 if learning improvement were embraced And finally Chapter 11 describes what you can do to support the movement

Teaching and Researching Writing Ken Hyland,2013-11-26 This book provides an authoritative readable and up to date guide to the major themes and developments in current writing theory research and teaching Written in a clear accessible style it covers theoretical and conceptual issues addresses current questions and shows how research has fed into state of the art teaching methods practices materials and software applications Thoroughly updated and revised this second edition also contains a new chapter on important issues in writing such as genre context and identity The book includes Suggestions for teaching approaches and small scale do able research projects illustrated with case studies Clearly laid out discussions of key topics using bullet points screen shots sidebars and quote boxes An extensive compendium of resources including lists of major journals websites professional associations conferences and on line databases A recommended reading section and glossary of key terms The combination of teaching and research analysis with practical information makes this an invaluable resource for teachers supervisors students materials writers trainers and professionals engaged in language study and teaching

Information Literacy Instruction that Works Patrick Ragains,2013-06-27 Information literacy and library instruction are at the heart of the academic library s mission But how do you bring that instruction to an increasingly diverse student body and an increasingly varied spectrum of majors In this updated expanded new second edition featuring more than 75% new content Ragains and 16 other library instructors share their best practices for reaching out to today s unique users Readers will find strategies and techniques for teaching college and university freshmen community college students students with disabilities and those in distance learning programs Alongside sample lesson plans presentations brochures worksheets handouts and evaluation forms Ragains and his contributors offer proven approaches to teaching students in the most popular programs of study including English Literature Art and Art History Film Studies History Psychology Science Agricultural Sciences and Natural Resources Hospitality Business Music Anthropology

Engineering Coverage of additional special topics including legal information for non law students government information and patent searching make this a complete guide to information literacy instruction *Learner-Centered Pedagogy* Kevin Michael Klipfel, Dani Brecher Cook, 2020-03-31 Fusing theory with practice this handbook is a valuable resource to help every practitioner connect with learners more effectively

WAC and Second Language Writers Terry Myers Zawacki, Michelle Cox, 2014-05-14 Editors and contributors pursue the ambitious goal of including within WAC theory research and practice the differing perspectives educational experiences and voices of second language writers The chapters within this collection not only report new research but also share a wealth of pedagogical curricular and programmatic practices relevant to second language writers Representing a range of institutional perspectives including those of students and faculty at public universities community colleges liberal arts colleges and English language schools and a diverse set of geographical and cultural contexts the editors and contributors report on work taking place in the United States Asia Europe and the Middle East

The Routledge Handbook of Corpus Approaches to Discourse Analysis Eric Friginal, Jack A. Hardy, 2020-12-17 The Routledge Handbook of Corpus Approaches to Discourse Analysis highlights the diversity breadth and depth of corpus approaches to discourse analysis compiling new and original research from notable scholars across the globe Chapters showcase recent developments influenced by the exponential growth in linguistic computing advances in corpus design and compilation and the applications of sound quantitative and interpretive techniques in analyzing text and discourse patterns Key discourse domains covered by 35 empirical chapters include Research contexts and methodological considerations Naturally occurring spoken professional and academic discourse Corpus approaches to conversational discourse media discourse and professional and academic writing The Routledge Handbook of Corpus Approaches to Discourse Analysis is key reading for both experienced and novice researchers working at the intersection of corpus linguistics and discourse analysis as well as anyone undertaking study in these areas as well as anyone interested in related fields and adjacent research approaches

Creative Ways of Knowing in Engineering Diana Bairaktarova, Michele Eodice, 2016-12-29 This book offers a platform for engineering educators who are interested in implementing a creative ways of knowing approach to presenting engineering concepts The case studies in this book reveal how students learn through creative engagement that includes not only design and build activities but also creative presentations of learning such as composing songs writing poems and short stories painting and drawing as well as designing animations and comics Any engineering educator will find common ground with the authors who are all experienced engineering and liberal arts professors who have taken the step to include creative activities and outlets for students learning engineering

Rubrics - a tool for feedback and assessment viewed from different perspectives Ivo de Boer, Femmie de Vegt, Helma Pluk, Mieke Latijnhouwers, 2021-11-17 This IAMSE Manual describes how to use rubrics in higher education especially in the highly specialized health sciences education setting The book provides a conceptual framework practices and a series of checklists that lecturers can use to design their

own rubrics for a variety of situations and content It highlights varying perspectives from teachers students educational advisors and curriculum managers while providing practical tips for developing and using rubrics The objectives of the manual include guiding health sciences educators in Providing useful actionable and efficient feedback to students on assignments using a structured format i e using rubrics Implementing a learning culture where giving rich feedback is standard practice Using rubrics to increase quality of assessment of assignments validity reliability transparency Incorporating in the instructional setting latest insights in the appropriate use of rubrics in the health sciences education setting

Teaching the Annotated Bibliography Cynthia A. Cochran, Luke Beatty, 2022-09-06 This book informs instructors and librarians about the history aims and pedagogical uses of the annotated bibliography A companion to the authors Writing the Annotated Bibliography this text enables instructors to better understand the annotated bibliography not only as a tool for research and composition but also as a valuable pedagogical tool It provides practical guidance along with assignments lesson plans assessment rubrics and other tools for using annotated bibliographies in effective and nuanced ways It also contains annotated bibliography samples in APA MLA and Chicago styles This practical book is of great use to instructors of composition and research skills librarians curriculum designers writing center directors and education professionals

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