

All materials handed in for grade MUST have the following information either in a header or on a separate cover sheet.

Your name

Your student ID #

Course Name

Instructor's Name

Assignment Title

Your Subtitle (where applicable, as on the Remix or Essay Outline and Essay assignments)

Date Submitted

RESEARCH/DISCUSSION QUESTION

LEARNING OUTCOMES

- IDENTIFY patterns in a text;
- IDENTIFY relationships within a text, and between the text and relevant contexts;
- CONNECT What and So What questions;
- ARTICULATE a question for discussion and to guide a research agenda;
- REFLECT on and RESPOND to feedback by way of REVISION.

SOME TIP SHEETS

Asking Questions: <http://blogs.unbc.ca/dicksonl/files/2010/11/Asking-Questions.pdf>

Asking Research Questions: <http://blogs.unbc.ca/dicksonl/files/2010/11/Asking-Research-Questions.pdf>

PPT: Asking Questions with some Help from Starfleet:

<http://blogs.unbc.ca/dicksonl/files/2010/11/Asking-Questions1.pdf>

Sample Discussion Questions with commentary:

<http://blogs.unbc.ca/dicksonl/files/2019/01/Dr.-Dicksons-sample-discussion-questions-with-commentary.pdf>

INSTRUCTIONS

As you move on in your academic career, you will be expected to design your own research projects. Because a well-articulated question is the foundation of a solid and fruitful research agenda, it is necessary to practice and refine your skill. A research question is as much an art as it is a tool. It can open or close paths of inquiry.

You will write a research question grounded in close reading of a text. You will hand in the research question twice for feedback (see the Readings and Assignment Schedule for DUE DATES) and again, with a brief answer to the question, for final assessment.

1. CHOOSE a text from the course syllabus;
2. IDENTIFY a pattern or a specific detail or set of details (You may have to do a preliminary MARK-UP of the text in order to do so);
3. ASK one WHAT question and one SO WHAT question about the text. Make sure that your SO WHAT question is clearly related to your WHAT question;
4. WRITE out your questions in complete sentences.
5. INCLUDE line or page references, a brief quotation etc. to direct your reader to a specific point in the text.
6. Using the “Asking Questions” tip sheet above, check to see if your question includes any “buried assumptions” or other quirks that might obscure your meaning. If so, rewrite the question and hand it in;
7. When you receive FEEDBACK on your question, REVISE it. Include any additional questions that might form a “Question chain” and hand it in;
8. REVISE your question on the basis of the second round of FEEDBACK;
9. ANSWER your question (minimum 300 words). Be sure to make direct reference to your text by way of quotation to support your answer.

YOU WILL HAND IN THE FOLLOWING FOR GRADING:

1. The information template at the top of this document;
2. Your first two drafts including the feedback provided;
3. Your final draft;
4. Your min. 300-word answer paragraph;
5. A WORKS CITED in proper MLA format.
6. All work must be typed in TIMES NEW ROMAN 12pt font, double-spaced, stapled in top, left-hand corner.

ASSESSMENT:

- Both WHAT and SO WHAT are clearly articulated;
- The questions make direct reference to the details of the text and connections to deeper concerns and relationships;
- The answer is clearly related to the questions and is well-supported by the details of the text;
- All materials are clear, concise, well-written;
- Care for presentation;
- Evidence of intellectual curiosity.