**World History Inquiry[[1]](#footnote-1)**



**What Is an "Inquiry Lesson"?**

A lesson where students analyze historical evidence in order to form and test hypotheses about past events.

**Rationale**

Inquiry lessons introduce students to the "doing" of history. Through using evidence to investigate historical questions, students are given the opportunity to see that history is not just a collection of facts, but rather a rigorously constructed set of arguments. As students encounter new and in some cases contradictory evidence, they are asked to reconsider their initial views, learning that interpretations of the past can change based on the available historical evidence.

**Description**

Students review historical documents in order to answer a central inquiry question posed. After each round of evidence students revisit hypotheses that answer the central question. At the end of the lesson students are asked to settle on a hypothesis and answer the question using evidence.

**Preparation**

1. Choose an historical question that is relevant to the topic you are studying. For example, "To what extent was the Triple Alliance a response to Britain’s policy of ‘splendid isolation’? "
2. Find and select documents and other sources that offer different    perspectives and information regarding the inquiry question. The first    document, or set of documents, should confirm students' initial    hypotheses, which are often similar to ideas presented in the textbook's    narrative or media portrayals of the past. The second round of sources    should contradict or challenge the ideas from the documents that the    students previously encountered. The next set of sources should further    complicate the picture.

Tip: Choosing the inquiry question and the sources that you will investigate to answer that question requires close attention to whether the sources do indeed answer that question. You may need to revise your original question depending on the sources you find or choose different sources.

**In the Classroom**

1. Engage in the inquiry and provide background information that    enables you to form an initial hypothesis. For example, read a vivid    historical account or show a short video clip.
2. Pose and explain the inquiry question to a peer for feedback.
3. Discuss your ideas with a peer partner and share your first tentative    hypothesis that answers the inquiry question.
4. Find historical evidence that addresses the question.    Evidence can include documents, images, and charts, as well as other    sources of information like a mini-lecture.
5. Analyze evidence and generate hypotheses.
6. Each session of analyzing evidence is followed by a hypothesis-revision    session in which your teacher and peer partners help you to examine their hypotheses, remove    those hypothesis that are no longer supported by the data, and add new    hypotheses as warranted.
7. Repeat steps 4, 5, and 6 as much as needed based on the number of pieces    of evidence you want your students to consider.
8. Closure and Assessment: Ask students to write down the hypothesis they    judge best supported by the data. Call it a tentative conclusion that can be    believed until new evidence overturns it. Assign a synthetic essay on the    topic where students answer the inquiry question using available    evidence.

**Common Pitfalls**

*Be sure to ask a question that elicits historical debates, not moral judgments.*

Be sure to ask a question that elicits historical debates, not moral judgments. For example, the question "Should the United States have used the atomic bomb?" could be argued without any reference to historical evidence and solely on moral grounds. You want to use a question that requires that students use historical evidence to answer it.

Common formats for historical questions are:

* causal questions: "What caused x?"
* explanatory questions: "Why did x happen?"
* evaluating questions: "Was x a success?"

Creating a research question[[2]](#footnote-2)

Good research questions are formed and worked on, and are rarely simply found. You start with what interests you, and you refine it until it is workable.  
There is no recipe for the perfect research question, but there are bad research questions. The following guidelines highlight some of the features of good questions.

Good research questions are:

* **Relevant:** Arising from issues raised in literature and/or practice, the question will be of academic and intellectual interest.
* **Manageable:** You must be able to access your sources of data (be they documents or people), and to give a full and nuanced answer to your question.
* **Substantial and original:** The question should showcase your imaginative abilities, however far it may be couched in existing literature.
* **Fit for assessment:** Remember, you must satisfy the learning outcomes of your course. Your question must be open to assessment, as well as interesting.
* **Clear and simple:** A clear and simple research question will become more complex as your research progresses. Start with an uncluttered question then unpeel the layers in your reading and writing.
* **Interesting:** Make your question interesting, but try to avoid questions which are convenient or flashy. Remember, you will be thinking about this question for a whole term.

### Key Questions

* What aspect do you find the most interesting about your chosen field or topic?
* Is there 'room' for investigation in this sub-topic area?
* Have you tried formulating questions in different ways?
* Are you happy with your questions? (You will be the one working on them!)
* Have you discussed your topic with your supervisor?

**Student voice**  
  
It’s not an easy task formulating a research question. Here one student talks about the difficulties she had:  
  
*I knew what I wanted to write about but I couldn’t get a question to match. My original question was too vague and unanswerable. In terms of tightening it up, I knew I wanted to link disability to employment. I tried to get a question from that but it was a descriptive question that I ended up scrapping on the advice of the supervisor, he told me it wasn’t any good as a question.*   
  
  
This student did eventually come up with a workable question and went on to complete her dissertation. She was not afraid to call on the support of her supervisor and was willing to listen to his advice as to what would and wouldn’t work.

[**Research Proposal**](http://www.proposaltemplatespro.com/research-proposal/)**[[3]](#footnote-3)**

It is similar to a project proposal which addresses a particular project providing a detailed description which gives an outline about the entire summary of the project. They provide convincing study in the field of research that you do by offering extensive literature reviews and convincing support. The proposal must contain a detailed methodology to conduct the research with consistency in professional or academic area. It must be accepted by a panel of experts before starting the research. They are written for various purposes like writing a request for a budget to the research that you do, certification requirements to do the research or even to receive approval for any sponsor based research. They speak only about the expected results specifying about the background, their significance and methods.

Research proposal is a document written by an individual or group of individuals who is doing research on particular elements and projects. There is variety of reasons to write a research proposal and one of them is request for support of sponsored research. It is a document in which a writer describes, present and justify the research ideas he has and to present the practical ways and strategies in which he think this research should be conducted to get positive outcomes. Research proposal is just like an outline of the entire research process that gives a reader a synopsis of the information discussed in a research project. Writing a research proposal can be a good idea to request a budget for your research project.

Normally research proposals are written by students for academic purposes to accomplish researches regarding their subjects and field. Research proposals are generally more challenging and less formal than project proposals and can be a big deal for a fresh writer. A research proposal normally describes detailed tactics for conducting the research consistent with requirements of the professional or academic field. You need to write a research proposal in an effectual and professional manner if you really want to get accepted by the panel of experts. One can write an excellent and impressive research proposal in a standard format with the help of below described research proposal template.

SPRING TERM – WORLD HISTORY INQUIRY TIMELINE

All dates are estimated and subject to change

|  |  |
| --- | --- |
| Research proposal submitted | Wed. March 25, 2015 |
| Supervisors announced | N/A – Phaidra Ruck |
| First meeting with supervisors | Tue. April 7th, 2015 |
| Annotated Bibliography due | Mon. April 20th, 2015 |
| Annotated Bibliographies returned to candidates | Mon. April 27th, 2015 |
| Outline due | Fri. May 1st |
| Writing process | May-June |
| Check in with supervisor | Mon. May 11th |
| First draft due to supervisor | Fri. May 15th |
| Meet with supervisor to discuss first draft | May 18-22 |
| Revisions of draft | May 18-29 |
| Final draft due to supervisor (email & hard copy) | June 1st |
| Presentations | June 8-12 |
| Supervisor predicted grade due | June 19 |

**Research Questions**

Extended Essay

Developing Research Questions

What is a research question?

* A research questions **focuses** the topic for the research. A research question should be **clear, concise** and **arguable**.
* A tightly focused research question creates a path through researching and writing the extended essay.  When research questions are specific, the student can write an **arguable research paper** rather than a report of information.

Steps to take to write a research question:

1. Choose a general topic that is *interesting*  - the most difficult research takes place when the researcher is not invested in the topic.
2. Do some *preliminary research* – this is what Wikipedia and Google are for.  When the researcher wants to get a basic understanding of the topic, these are good avenues to start down, provided that the researcher knows these are not citable sources.
3. Consider your *audience* – for the extended essay, the audience is an evaluator in another country.  Researchers should be cognizant of the formality of the situation.
4. Start asking *questions* - Taking into consideration all of the above, the researcher should start asking open-ended “how” and “why” questions about the general topic.

Evaluate the research question:

* Is the question clear?  With so many research resources available, the question must be as clear as possible in order to be effective in directing the researcher.
* Is the question focused?  This can be the most difficult for the researcher. Questions should be specific enough to be well-covered.
* Is the question complex? Research questions should not be answerable with a simple “yes” or “no” or by easily-found facts.  They should, instead, require both research and analysis on the part of the writer.

Hypothesize: After developing a solid research question, the researcher should think about the next steps in the process. Where do you think you’ll find credible sources?  What argument are you hoping to make?

Examples of **focused**, **complex**, and **clear** research questions:

Topic: Social networks

Clear research question: *How are online users experiencing or addressing privacy issues on such social networking sites as Facebook?*

Topic: Global warming

Focused research question: *How is glacial melting affecting penguins in Antarctica?*

**EXAMPLE**

**Dream Research Proposal**

1. Introduction of Research Topic

A). The topic that I have chosen to research this term is dreams. I have always been very interested in dreams, both my own and those of others, especially in connection with the psychological meaning they represent for the dreamer. A little over two years ago I suffered a tremendous loss when my best friend and two close friends were killed in a car accident. Less than eight months later a fourth very dear friend was similarly killed. In dealing with my loss I found one incredible distraction from the pain- dreaming. Immediately after the accidents I began to notice that my dreams had become more emotional and played a large role in my thoughts and mood for the next day. The night I had my first dream about my late best friend we talked about how the accident impacted me, and how he was always by my side, even when I couldn’t see him. When I woke up I felt like a different person, like the dream had washed away all of my depression. For the first time in months I was able to smile just by thinking about that dream. But when I went to look up the meaning of the dream in one of my dream analysis books I was shocked to find the supposed “inner meaning.” According to the first book I looked in, a dream of visiting a deceased friend meant that I would live a long life. Baffled, I looked in a second dream analysis book. This one said that it meant things were going to change for the better for me and good fortune was in store. It was at that exact moment that I realized that dream analysis wasn’t quite as accurate as I had once thought. In fact, many dream analysis books I’ve since encountered have different ideas about what dreams even are. With all the different theories and studies there are out there on sleep and dreaming, I decided that I would just go find the most accurate theory myself. I have a lot to learn about dreaming, and have the desire to learn it. Using this topic as my research subject, I will be able to engulf myself in the incredible amount of information available to me. I believe that every individual can benefit from understanding their dreams, but knowing how to understand them is the first step. I intend for my project to be the stepping stone towards accurate understanding.

B). The research topic of dreams and dream analysis is appropriate for Writing 123 because it requires a college level understanding of theories, studies and research. Readers must be able to figure out the semi complex concepts of brain activity and psychology. Also, very importantly, there are numerous sources to be found on the topic. Virtually every source I’ve come across (journals, books, online references) have something related to the topic. However, it is mainly my desire to research dreams and theories of dream analysis that make the topic an appropriate choice. I have more than enough interest in the topic to take the project from start to finish.

2. Leading Research Question and Working Hypothesis

A). My leading research questions that I propose to pursue are: What are dreams? What are the main functions of dreams? Is dream analysis accurate? And what factors can interfere with accurate dream interpretation?

B). My working hypothesis so far is that dreams are mental images that our brains produce while we sleep to help us better understand ourselves and our feelings. Unfortunately, most forms of dream analysis are not accurate due to numerous factors that can be very influential on dream content, and are usually not taken into account while the dream is being interpreted. These factors can include, but aren’t restricted to physical stimuli (such as noise, light, temperature), hunger, thirst, the culture you live in, and day to day experiences.

3. Research Strategy

A). Through my research I intend to find:

\* What are the many theories of the function of dreams?

\* Do all people dream?

\* How often do people dream?

\* What are the different types of dreams?

\* Why don’t we always remember our dreams?

\* How do different cultures interpret dreams?

\* Where did dream analysis originate?

\* Is dream analysis accurate?

\* What common factors interfere with the accurate interpretation of dreams?

So far I know that various critical thinkers and psychologists have conflicting theories of dream functions. Some consider them random thoughts of the sleeping brain, others consider them a result of the digestion process, and still others believe that dreams are our soul’s unrestricted out of body travels that occur while we sleep. It is fairly widely agreed by sleep researchers that all people dream every night, with the rare exception of some substance abusers. I have reviewed a few different theories of dream types, such as lucid dreams, telepathic dreams, and nightmares. I have also uncovered some theories of why we don’t always remember dreaming. Most theories have to do with the long and short term memory storage function of our brains, and conditions which limit our abilities. I have collected many sources on dream analysis already, and am confident that I have many more to go.

B). I will look for the answers to my questions in many places. The COCC library so far has produced ten sources that I have deemed appropriate after my exploratory research. The internet site[www.psychology.about.com](http://www.psychology.about.com/#_blank) had proven very useful, containing an entire link in the home page for dreams and dream analysis. That website, in fact, has led me to a source I was unable to locate at the COCC library or Interlibrary loan. The search commands that I have used thus far have consisted of: *psychology*, *dreams*, *dream analysis*, and *dream interpretation*under the keyword search. Under the author search I have used: *Freud*, *Jung, Koulack* and *Van Eeden*(all leaders in the dream analysis field). I haven’t come up empty handed yet. I have already collected enough material to support 75% of my paper, all mainly secondary sources. The bulk of my paper will be written based on the my finding in the book To Catch a Dream, and the Sleep and Dreamsourcebook. I am still planning to design and implement a survey for my fellow college students that will ask them to: anonymously describe a recent dream, give a few possible reasons for the dreams (why they think that they dreamed it), and suggest a few interpretations of the psychological meaning. This survey is to be my main primary source. I will take the data that I receive and analyze it according to my two dream analysis books to see how closely the given interpretation resembles the students’ analysis. Psychology.about.com will continue to play a major role in the direction my paper goes, seeing as how it is continually updated and I can continually check up on it. I am also trying to locate 10 different issues of the *Brain and Behavioral Science Journal*, and four issues of the *British Journal of Psychology*.

4. Sources Consulted in Exploratory Research

“Culture and Dreams.” (2002) Dream Manual. Psychology.about.com. [http://www.psychology.about.com/gi/dynamic/offsite.htm](http://www.psychology.about.com/gi/dynamic/offsite.htm#_blank) [accessed 3 April 2002] (online reference)

Eeden, Frederik van. (1913) “A Study of Dreams.” Psychology.about.com, 2002.   
[http://www.psychology.about.com/library/classics/bleeden\_dm0.htm](http://www.psychology.about.com/library/classics/bleeden_dm0.htm#_blank) [accessed 3 April 2002] (online reference)

Gackenbach, Jayne. (1987). Sleep and Dreams: A Sourcebook. New York: Garland Publishing Inc. (book)

Hamilton-Parker, Craig. (1999). The Hidden Meaning of Dreams. New York: Sterling

Publishing Co. Inc. (book)

Hartmann, Ernest M.D. (1998). Dreams and Nightmares: The New Theory on the Origin and Meaning of Dreams. Cambridge: Perseus Book. (book)

Hunt, Harry T. (1989). The Multiplicity of Dreams: Memory, Imagination and Consciousness. New Haven: Yale University Press. (book)

Kemp, Gillian. “The Five Types of Dreams.” Psychology.about.com, 2002   
[http://www.psychology.about.com/library/weekly/aa010102a.htm](http://www.psychology.about.com/library/weekly/aa010102a.htm#_blank) [accessed 3 April 2002] (online reference)

Koulack, David. (1991). To Catch a Dream: Explorations of Dreaming. New York: State University of New York Press. (book)

Mattoon, Mary Ann Ph.D. (1978). Applied Dream Analysis: A Jungian Approach. New York: John Wiley and Sons Halsted Press Inc. (book)

Sloane, Paul M.D. (1990). Psychoanalytic Understanding of the Dream. London: Jason Aronson Inc. (book)

Wood S.E, & Green Wood E.R. (2002). The World of Psychology. (4th ed) Boston: A Pearson Education Co. 135-140 (text book)

**© Natalie Lauderdale, 2002[[4]](#footnote-4)**

**Annotated Bibliography**

Annotated Bibliography

|  |  |
| --- | --- |
| What | An annotated bibliography is a list of sources one has used to research a particular topic.  Each source is summarized and evaluated for its relevance and credibility by the researcher and each source includes proper documentation in CHICAGO format (i.e. author, title, publisher, etc). |
| Why | An annotated bibliography is an excellent method and tool for beginning research.  Because the researcher must include a summary and evaluation of the source, the researcher is forced to read the source carefully and thoroughly.  This task compels the researcher to read more critically (how credible the source is and its relevance to the research topic and question) as opposed to simply collecting information.   Additionally, undertaking an annotated bibliography allows the researcher to see what is currently written about the topic in question and what the current perspectives are on the topic which in turn develops the researcher’s understanding and personal point of view of the topic. |
| Format | * An annotated bibliography begins with the source information ***in CHICAGO format.*** * A **summary** of the source: what are the main arguments? What topics are covered? If someone asked you what the source was about, what would you say? * An **assessment** of the source:  is the source relevant to your research? How does it compare with other sources in your bibliography? Is it reliable information? Is it biased, objective? What the goal of the source? * A **reflection** of the source:  how does it fit into your research? Was the source helpful? Does it change your perspective of your topic? How can you use this source in your research?     Below is an example of how an entry would appear in an annotated bibliography.    Almond, Steve. *Candy Freak.*Orlando: Harcourt, Inc, 2004.    In Candy Freak, Almond presents a solid history of the candy industry in 20thcentury America.  After describing his love of candy and chocolate in particular, Almond takes the reader on a tour of candy factories across America while discussing how three large corporations (Hershey, M&M/Mars, and Nestle) managed to squeeze out hundreds of candy brands that were produced regionally in this country.    This source provides a basic understanding of the history of candy but doesn’t go much further than that.  The author’s humorous tone makes it interesting to read and also provides some insight in the author’s perspective (he seems a bit biased against the big three candy corporations). The information seems reliable but Almond does not provide a bibliography for his book so the reader should take that into consideration while reading. Almond’s personal tours through candy factories and conversations with candy makers do lend reliability to his work.  This source will work well for my basic understanding of corporate influence in the free market.  I can use this source in my introduction but it doesn’t provide much beyond the general.  However, Candy Freak does provide a possible model for an explanation of how “mom and pop” stores have been supplanted by large corporations in the United States.  It may offer insight into how the drink industry and beer industry have evolved over the last 100 years.    In the example above, you see the documentation information for the source, a summarization, an assessment and a reflection of the source.  The level of detail in the annotation indicates that the researcher did indeed read the source carefully.    Keep in mind, the length of your annotations will determine how detailed your summary is.  It is recommended that your annotations are detailed. |

Topic: Diabetes in the US

Arguable research question: *What are common traits of those suffering from diabetes in America, and how can these commonalities be used to aid the medical community in prevention of the disease?*

Annotated Bibliography Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | A | B | C | D | | F |
| Quality/Reliability of sources (10 pts) | All sources cited can be considered reliable and/or trustworthy | Most sources cited can be considered reliable and/or trustworthy | Some sources can be considered reliable and/or trustworthy | Few sources cited can be considered reliable and/or trustworthy | | Little or no reliable nor trustworthy sources cited |
| Variety of Sources  (10 pts) | Excellent variety of sources; cites more than three types of sources or all sources are different | Good variety of sources; cites three types of sources | Adequate variety of sources; cites two types of sources | Poor variety of sources; cites only one type of source. | |  |
| Quality of Annotations (25 points) | | | | | | |
| Summary (10 pts) | Annotations provide a thorough summary. | Annotations provide a good summary. | Annotations provide a basic summary. | Annotations provide little summary. | Annotations provide no summary. | |
| Evaluations (15 pts) | Relevance to research is clearly and thoroughly explained. | Relevance to research is explained. | Relevance to research is adequately explained. | Relevance to research is loosely explained. | Relevance to research is not explained. | |
| CHICAGO documentation and formatting (5 pts) | There are no errors in documentation and format. | There are few errors in documenta-tion and format. | There are some errors in documenta-tion and format | There are many and frequent errors in documenta-tion and formatting | There is no adherence to CHICAGO documenta-tion and formatting. | |

A 45 – 50 points

B 40 – 44 points

C 35 – 39 points

D 30 – 34 points

F 10 – 29 points

**Outlines**

Outlines are the skeleton of the research paper. An outline should be completed **after**you have found and read your sources but **before**you begin to write a first draft. An outline is an essential part of the research process and the more time you spend creating a good outline, the easier the writing will be. An outline shows what your research will be about, your main points and evidence supporting your main points. It will also briefly explain the evidence supports the main point.

\*\*A main point does not equal one paragraph - that would suggest that this is a five paragraph essay and this certainly isn't. A main point may take several paragraphs to fully explain. This outline simply creates a "road map" for your extended essay.

A sample format:

Working Title

I. Introduction: thesis Statement

II. First Main point:

     A. First citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     B. Second citation that supports main point with parenthetical reference

           1. Explanation of how citation illustrates the main point

     C. Third citation

          1. Explanation of how citation illustrates the main point

III. Second Main point:

     A. First citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     B. Second citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     C. Third citation

          1. Explanation of how citation illustrates the main point

IV. Third main point:

     A. First citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     B. Second citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     C. Third citation

          1. Explanation of how citation illustrates the main point

V. Fourth main point:

     A. First citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     B. Second citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     C. Third citation

          1. Explanation of how citation illustrates the main point

VI. Fifth main point (if needed)

     A. First citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     B. Second citation that supports main point with parenthetical reference

          1. Explanation of how citation illustrates the main point

     C. Third citation

          1. Explanation of how citation illustrates the main point

Works Cited

\*Yes, you do need to include a works cited if you are being asked to turn in an outline. Consider it a "working" works cited.

## [ SAMPLE ] RUBRIC FOR EXTENDED ESSAY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A: Research Question**This criterion assesses the extent to which the purpose of essay is specified. | **4** | **3** | **2** | **1** | **0** |
|  |  | The research question is clearly stated in either the introduction or on the title page is sharply focused, making effective treatment within the word limit. | The research question is stated in either the introduction or on the title page but is not clearly expressed **or** is too broad in scope to be treated effectively within the word limit. | The research question is not stated in either the introduction **or** on the title page or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered. |
| **B: Introduction**This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation. | **4** | **3** | **2** | **1** | **0** |
|  |  | The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation. | Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation. | Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic. |
| **C: Investigation**This criterion assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question. | **4** | **3** | **2** | **1** | **0** |
| An imaginative range of appropriate sources have been collected, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned. | A sufficient range of appropriate sources have been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned. | A limited range of appropriate sources has consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation. | A range of inappropriate source has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned. | There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation. |
| **D: Knowledge and Understanding of the Topic Studied** | **4** | **3** | **2** | **1** | **0** |
| The essay demonstrates a very good knowledge and understanding of the topic studied, Where appropriate, the essay clearly and precisely locates the investigation in an academic context. | The essay demonstrates a good knowledge and understanding of the topic studied, Where appropriate, the essay successfully locates the investigation in an academic context. | The essay demonstrates an adequate knowledge and some understanding of the topic studied, The essay clearly shows some awareness of the academic context for the investigation. | The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation. | The essay demonstrates no real knowledge or understanding of the topic studied. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **E: Reasoned Argument**This criterion assesses the extent to which the essay uses the material collected to present the ideas in a logical and coherent manner, and develops a reasoned argument in relation to the relation to the research questions. | **4** | **3** | **2** | **1** | **0** |
| Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question. | Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses. | There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful | There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relationship to the research question. | There is no attempt to develop a reasoned argument in relation to the research question. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **F: Application of Analytical and Evaluative Sills Appropriate to the Subject** | **4** | **3** | **2** | **1** | **0** |
| The essay shows effective and sophisticated application of analytical and evaluative skills. | The essay shows sound application of analytical and evaluative skills. | The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective. | The essay shows little application of appropriate and evaluative skills. | The essay shows no application of appropriate analytical and evaluative skills. |
| **G: Use of Language Appropriate to the Subject** | **4** | **3** | **2** | **1** | **0** |
| The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately. | The language used communicates clearly. The use of terminology appropriate to the subject is accurate , although there may be occasional lapses, | The language used for the most part communicates clearly. The use of terminology appropriate o the subject is usually correct. | The language used sometimes communicates clearly but does not do so consistently, The use of terminology appropriate to the subject is only partly accurate. | The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject. |
| **H: Conclusion**This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay. | **4** | **3** | **2** | **1** | **0** |
|  |  | An effective conclusion is clearly stated; it is relevant to the research question and consistent wit the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned. | A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay. | Little or no attempt is made to provide a conclusion that is relevant to the research question. |
| **I: Formal Presentation** | **4** | **3** | **2** | **1** | **0** |
| The formal presentation is excellent. | The formal presentation is good. | The formal presentation is satisfactory. | The formal presentation is poor. | The formal presentation is unacceptable, or the essay exceeds 4,000 words. |

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| **J: Abstract T**he requirements of the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay. | **4** | **3** | **2** | **1** | **0** |
|  |  | The abstract clearly states all the elements listed above. | The abstract contains the elements listed above, but they are not all clearly stated. | The abstract exceeds 300 words or one or more of the required elements of an abstract (listed above) is missing. |
| **K: Holistic Judgment**The purpose of this criterion is assesses the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding, and insight. | **4** | **3** | **2** | **1** | **0** |
| The essay shows considerable evidence of such qualities. | The essay shows clear evidence of such qualities. | The essay some evidence of such qualities. | The essay shows little evidence of such qualities. | The essay shows no evidence of such qualities. |

1. <http://teachinghistory.org/teaching-materials/teaching-guides/24123> [↑](#footnote-ref-1)
2. <http://www.socscidiss.bham.ac.uk/research-question.html> [↑](#footnote-ref-2)
3. <http://www.proposaltemplatespro.com/research-proposal/> [↑](#footnote-ref-3)
4. <http://web.cocc.edu/cagatucci/classes/wr123/assignments/exproposal.htm> [↑](#footnote-ref-4)