Research Proposal: Community Improvement PBL

Assignment: Write a statement of intention that explores the topic your group would like to pursue for your PBL. Remember that the topic must reflect the question: How can I, as a graduate, use my knowledge to improve my community?

The topic must address the question in two ways:
1. By exploring a problem:
   You will explore solutions to a problem in your community. How narrowly or broadly you define community is up to you, but your proposal should define the community you seek to improve and the problem plaguing it. The scope of this problem is similarly up to your definition, but it should be something that can be solved or improved.

2. By providing context for the problem:
   Aside from defining your community, your proposal should explore the limits of your knowledge of the social, political, economic, historical, scientific, and/or cultural context of the problem you are seeking to solve. Your solution will need to be sensitive to the potential controversial issues surrounding this problem and this community, so your team needs to be sensitive to how much you know about potential aids and challenges.

Use the headings below in your proposal to organize the required sections of the proposal.

Sections of the Proposal
- Why did your group choose the problem?
- What does your group currently know about the problem and its context?
- Why is this an important issue to address, and how might it be? What is the historical/social/etc. context? What evidence does your group already have to support these aspects?
- What does your group need to research first? What are the best avenues of research? (Include keywords or search phrases your group plans to use in your research)
- Be sure to follow standard convention of APA/MLA formatting for margins, font, spacing and headings. Choose one of the Styles and be consistent.
- Include a title page

See Muire or Wells for additional guidance. The Purdue OWL website is also a helpful resource for this.

Due by: 4:15PM Friday, November 13, 2015 to the Class of 2016 Moodle (one proposal per group). This grade counts in all STEM core classes. It is 30% of the PBL grade for this nine weeks, as well as a quiz or writing assignment grade on its own.

The grading rubric is attached. READ IT AND FOLLOW IT CAREFULLY!
# Community Improvement PBL Group Research Proposal- Rubric

<table>
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<tr>
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<th>30-26</th>
<th>25-21</th>
<th>20-16</th>
<th>15-0</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Topic is manageable Shows strong understanding of topic Presents importance of topic clearly.</td>
<td>Topic still needs development-may need greater focus. Presents why the group cares about the topic but does not make a good case why the audience should care. May be minor errors in the group’s understanding of the topic.</td>
<td>Fairly sketchy and incomplete understanding of the topic. Weak presentation on the importance of the topic. Several errors in the understanding of the topic evident.</td>
<td>Poor grasp or understanding of the topic. Little to no importance of the topic discussed. A misunderstanding about the topic is evident.</td>
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<tr>
<td><strong>Context</strong></td>
<td>Provides preliminary evidence to support the importance of solving the problem. Links the problem to its social context. Provides some support for the legacy and impact of solving the problem.</td>
<td>Some preliminary evidence to support the importance of solving the problem. Tries to link the problem to its social context. Some support for the legacy and impact of solving the problem.</td>
<td>Little preliminary evidence to support the importance of solving the problem. No real linking of the problem to its social context. Little support for the legacy and impact of solving the problem.</td>
<td>Almost no preliminary evidence to support the importance of solving the problem. No linking the problem to its social context. Provides some support for the legacy and impact of solving the problem.</td>
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<td><strong>Specificity of the Research Plan</strong></td>
<td>Has highly specific and appropriate research plan. Mentions specific resources. Mentions several keywords and phrases used in research. Conveys the sense that research is already underway.</td>
<td>Has research plan but without specific or effective strategies mentioned. Some key words and phrases used in research included. Some sense that research has been initiated. General sources noted.</td>
<td>Vague research plan or ineffective strategies mentioned. Few key words and phrases used in research included. Little sense that research has been initiated. General resource direction indicated.</td>
<td>Research plans unclear, ineffective or misdirected. No real sense that research has been started. No resource information provided.</td>
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<td><strong>Language-grammar, word usage, syntax, style</strong></td>
<td>Pleasure to read. Style is clear, precise and perhaps elegant. Few, if any syntax, grammar or word usage errors. Clearly evident the proposal has been proofread.</td>
<td>Easy to read. Some awkwardness in style. A few syntax, grammar or word usage errors. Proofreading efforts missed some mistakes.</td>
<td>Sometimes difficult to read because of style, syntax, grammar or word usage errors. Errors interfere with the ability to clearly make the point. Proofreading efforts failed to catch obvious mistakes.</td>
<td>Difficult to read because of style, syntax, grammar or word usage errors. Repeated errors interfere with the ability to make any point. No proofreading.</td>
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