*Please note that the following samples of student materials are used within the context of writing classes that provide class time and support for students. For example, students might spend a class period or more in the library with a research librarian assisting in locating material for their topics; students use class time to learn and practice strategies for critically reviewing web sites; or groups are allowed time during class to work on their projects (brainstorming, planning, drafting, editing).*

SAMPLE 1

Group Guidelines (collaboration is optional):

You may choose to work with one or two other classmates (no more than 3 in a group although 2 is preferable). If you decide to work collaboratively, be sure you understand the conditions: one paper will be produced; one grade will be assigned to the project and all group members will receive it; all contributions that you make to the group should be documented—keep copies and back up copies; conferences with me need to include all group members.

Failing to follow these guidelines may adversely affect a group's grade. You need to make your decision by Feb 27 and I need to approve the group. Once this is done, it maybe difficult or impossible to undo, so choose carefully.


SAMPLE 2

Collaborative Research Project (collaboration is required):

Partners choose a topic for research that is connected to an issue we discussed in class and is relevant for the Loyola community. Once topics are approved by me groups can't change them.

Create a selective Annotated Bibliography of 5-10 useful sources (print and online) on this topic. Generally, these should be current unless they are considered very significant sources in the field, and not essays assigned to the class or websites I post on the Blackboard site. You should review the source (not just read about it) and evaluate it. Each annotation should be a "meaty" paragraph that includes a summary of the important points as well as an evaluation of it.  Be sure you include a complete citation in APA style.

Talk to folks on campus about your topic—appropriate faculty across campus, student organizations, etc. (See note below.)

Prepare a presentation for the class. This can include a poster, Powerpoint, a web page, a multimedia CD, etc. The presentation should be specific for the Loyola community but also be informed by wider conversations. Included in this

is a co-authored reflective essay (about 2 typed pages) that explains the main points of your presentation, the rationale for your choices, and a self-evaluation of strengths and weaknesses, and a bibliography (just a list, no annotations).

Document your research process:
**>** Keep a research log on the Blackboard site (under groups) that includes the date, time and a note about what you did. The log is especially helpful when looking online or in databases so you don't waste time re-doing or trying to remember what you did before. Because this is a collaborative project, the online log will also keep you and your partner on track.
**>** Keep copies, notes, printouts of everything you use. Keep drafts.
**>**If you interview people, be sure you behave ethically: Inform them of who you are and what you are doing. Ask permission to talk and to quote them. Don't use their names unless they agree to it. Accurately represent their words and information. Treat them and their words with respect. If anything they say might be controversial or potentially create negative consequences/perceptions, keep identities confidential. Be sure to ask if you have any questions about this.
 DUE DATES:

_____Annotated Bibliography draft

_____ Presentation draft/practice

_____ FINAL PRESENTATION with Final Annotated Bibliography


SAMPLE 3

Collaborative Research Project (collaboration required):

Collaboratively create a documented essay that addresses an issue connected to the course readings. The essay should explore the issue, not argue for one position in relation to another. You will decide on the audience, topic, purpose and format of the essay. The idea is to explore the complex, multi-faceted perspectives that are relevant to the issue. For sources, you will need to cite and document at least 4 sources (but more is encouraged, depending on your topic, purpose, audience).

**Getting Started**
Read over the directions with your group and create a schedule for completing the requirements. Be sure everyone has a schedule and submit one to me (with group names on it).

Brainstorm topics/issues that we have discussed in class. Which ones are you interested in? What readings form the text are relevant to these?

Read these and respond to the following questions as part of your prewriting:

What issue/topic are you focusing on? Why?
How does the literature from our text deal with this issue/topic?
How do the sources you found deal with issue/topic?
How are the literature and non-lit sources similar? Different?
How can these texts inform each other?
How can all of the texts help readers make sense of the world in which they live?

**The Research**
You will use essays from the class anthology as sources—at least two essays that we have not read as a class should be used as part of your research.

You also need at least two outside contemporary sources. These can be from periodicals, academic journals, film, websites, web zines, formal interviews, institutional documents, etc.

These are the minimal requirements for the references for the final essay. You can—and should—actually do more than find the minimum sources. Remember the idea is to research as much as possible and than *to select* the best sources for your purpose.

**The Essay**
After the group has written responses for these questions, work on creating an essay.  As a group, identify a topic, purpose, and audience for your essay.  What specifically do you want to communicate to this audience? How can you address this audience and achieve your purpose?

After working through these issues, work on drafting your essay.  You will need to use two texts from the class anthology and at least three contemporary, outside sources in your essay.

As a group you need to figure out a process for writing the essay that fairly distributes the tasks and takes account of individuals' strengths and weaknesses without demeaning anyone or piling all the work on someone else.

Once the group has a draft, you need to get at least two responses from class members, revise the draft, proofread and edit it, and submit it along with all your notes and process work, copies of the sources you used, and any other material used in the group work (brainstorm, false starts, etc.).

**Individual Responsibilities & Requirements**

You are responsible for keeping a log of all group meetings and individual work. For group meetings (even during class), record who attends. This will be part of the final grade--especially if there are disputes on the final.

Keep copies of anything you write. You should have responses to the literature, any questions you respond to, portions of the essay drafts, etc. Again, these will be important in determining grades.

You should have your individual packet ready to submit with the group portion.

The final will be a brief in-class writing about the group project–the topic, your contributions, the group process, and other aspects of the project.

SAMPLE 4

Collaborative Library Assignment

This assignment requires the group to explore a particular area of the university library. The purpose of the exploration is to figure out what information can be found in the area, how to use the area, when and why a student would need to use it, and any other important, relevant information associated with the area.

After learning about this part of the library, the group will make an oral presentation to the class (about 10 minutes). The presentation can include a variety of approaches including video, power point, poster, transparencies. As part of the presentation, you will make a handout for the class that students can use as a resource for the research we will conduct during the rest of the semester. The handout could take a variety of formats--flow charts, outlines, prose, or a combination of these. The handout should be one page (2 sides OK) typed, single spaced, and user friendly.

By the end of the presentations, each student will have a guide to using the university library. Groups will be expected to be the "experts" on their area of the library as students use the library for the rest of the semester.

Please note: The library has a rich assortment of handouts for help in using the library. You should use these as resources and document them appropriately, but you should not copy them directly.

Besides the group oral presentation, each individual student will submit the following:
- ✓ Handout—a final copy of the group's handout
- ✓ Bibliography—a list of all of the resources the group used in completing the handout and the presentation typed in MLA format; include interviews, library handouts and any other sources

- ✓ Group Evaluation—written individually by each student about how the group functioned, contributions by each member, the process for completing the project, the conflicts or problems the group faced and how they were resolved, and an overall response to the group experience (typed double spaced)
- ✓ Work Log—each individual student is required to keep track of the time, place and activities of the project *during the process*; this should be the actual working log you kept as you worked on the project, and not retyped, not done the night before it is due but kept as you work on the project
- ✓ Notes, drafts, sources—keep and submit all written work you produced for this project including notes, responses, doodles, print outs of sources, etc.

Grading: Each student will receive two grades—a group grade based on the presentation and an individual grade based on the individual packet submitted (see the syllabus for the values of each). We will discuss both of these more during class.

FINAL NOTE: Working collaboratively can create many logistical challenges such as relegating tasks, meeting outside of class, and organizing information. I am aware of these challenges, but part of the group's task is to work through them. You can discuss problems with me, but do not expect me to solve them for you. I will allow class time for group work, but you will also need to work outside of class and meet as a group outside of class.