**Course Timeline for UW English (Fall)**

|  |  |
| --- | --- |
| Feb 3 | Introductory readings for Major Paper 2:[Raypole](https://www.healthline.com/health/self-actualization#what-it-isnt)[McLeod](https://www.simplypsychology.org/maslow.html)IPIP-Neo home (de-activated webpage—pdf viewable on Canvas and website)[About IPIP-Neo](https://novopsych.com.au/assessments/formulation/international-personality-item-pool-neo-120-item-version-ipip-neo-120/#:~:text=The%20International%20Personality%20Item%20Pool,and%20adults%20(ages%2016%2B).) by NovoPsych |
| Feb 7 | Major Paper 2<https://www.personalitytest.net/ipip/ipipneo120.html> |
| Feb 10 | [Sequence Assignment 1](#sq1) |
| Mar 5 | Sequence Assignment 1 due by midnight |
| Mar 6 | [Sequence Assignment 2](#sq2) |
| Mar 16 | Sequence Assignment 2 due by midnight |
| Mar 17 | [Major Paper 2](#Maj2) overview |
| Mar 30 | Submit [Major Paper 2](#Maj2) draft for comments |
| Apr 13 | Final Submission Deadline for [Major Paper 2](#Maj2)—late MP2s will NOT be scored |
| Apr 14 | Baker’s favorite exemplar:  |
| Apr 15 | Major Paper 3 overview |
| May 18 | Final date to submit complete Major Paper 3 draft for comments |
| May 19 | Critical Reflection and Major Paper 1 Fall and Spring Requirements Overview |
| Jun 5 | PORTFOLIO DEADLINE submission is midnight—no late Portfolios accepted! No URLs—uploads only. |

**Daily Lessons (in chronological order—most recent lesson is at the end)**

February 3

Major Paper 2!

Introductory readings by Raypole and McLeod (linked on website and Canvas)

IPIP-Neo [instructions](https://ipip.ori.org/)

[About IPIP-Neo](https://novopsych.com.au/assessments/formulation/international-personality-item-pool-neo-120-item-version-ipip-neo-120/#:~:text=The%20International%20Personality%20Item%20Pool,and%20adults%20(ages%2016%2B).) by NovoPsych

February 7

**Sequence--Major Paper 2: *Mental Stimulus***

YOU, the real person YOU, have just landed a windfall of cash—$5 million—that YOU, personally must spend by the end of the fiscal year (June 30). Document your reading-writing-thinking-discussing-researching-questioning-drafting-rethinking-starting over-going back-going forward process for DECIDING **how much money you will invest in what specific ways** and JUSTIFYING, using data from your research, **why your investment plan would be plausibly effective at meeting the objectives** you set. This sequence will entail:

* A [line of inquiry](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#lineofinq) beginning with class readings: Raypole’s and McLeod’s discussion of Maslow’s [Expanded Hierarchy of Needs](https://www.simplypsychology.org/maslow.html);
* Researching, collecting and gathering data from additional [tertiary, primary](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#primsec) as well as [academic/ professional](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#acpro) [secondary](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#primsec) [sources](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#sourcedef)
* Two sequence assignments leading up to the final submission of MP2
* Assessment of your final MP2 according to the [Outcome Traits](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#o1) as a *heavily-weighted* sequence grade.

**KNOWN UNKNOWNS FOR MAJOR PAPER 2**

* You must **disburse** **ALL $5 million** (USD, using exchange rate on Feb 5, 2025)—not a penny over and not a penny under—to documented, existing vendors of products, commodities or services including applicable taxes, delivery charges, etc.
* Purchase and delivery/possession of item/service must be complete by June 30, 2025 (everything you buy must be **realistically accessible to you on July 1, 2025,** *not arriving/finishing after that date*)—budget the costs/time of installation, set up, etc for anything you are not realistically capable of DIY.
* **No funds may be placed/held in accounts or securities** (so no buying bonds, shares, insurance, etc); **no transferring funds** to other **parties** so they can pay you back/rent/interest, etc after June 30—what you have purchased on June 30 is all you’ve got.
* **No speculative financing** (no use of dividends, profits, salary, inheritance or other unrealized, FUTURE funds) to achieve your objective; **only the $5 million can be used to purchase resources for the objective** “in hand” June 30.
* Your starting point is this: You ONLY “have *ensured* access to”
	+ the **materiel YOU, PERSONALLY own outright currently** (clothes, shoes, bedding, toiletries, etc)—***not*** your family’s house, car, food, etc—and
	+ **your current knowledge, skills, experience** (not your family’s, friends’, teachers’, etc).

You cannot assume you would be access anything other than these for your objective or for resources beyond what you spend your $5 million to obtain by June 30 (potable water? fuel?, etc)

**MP2 SEQUENCE ASSIGNMENT 1**:

Step One

CLOSE READ [Wikipedia’s entry on Maslow’s Hierarchy of Needs](https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs) using its offered information (and additional resources YOU research as needed) to **OD** and **differentiate** the precise, [operating definitions](#od) of the two most basic needs in Maslow’s theory: those of ***biology* and of *safety***.

* **Document** and save your close reading as a written resource to use for your work throughout this sequence.

***CLOSE READING* AT THE COLLEGE LEVEL**

1. [**OD**](#od) the task/goal you are using the text to achieve (your prompt, research question, etc) for its [rules](#rhetsit) and [stakes](#stakes).

THEN **decode** the whole text to “get” *its* words/materials meaning relevant to that task

(it’s *on you* to try different [techniques](#technique), including researching other sources, until you can define [known unknowns](#rums) like unfamiliar references, words, concepts in the task and/or the text).

1. [**Peruse**](#peruse)the relevant materials in the text. **Interpret** these to **state** the text’s [argument](#fopa)(s) relevant to the task. You may [quote or summarize if appropriate](#sumparaquot) or paraphrase the texts’ words/images/material, in which you **translate** what it claims/proves into words that communicate *the same info* in a way that makes sense in your [rhetorical situation/to your audience](#o1) as a writer. Your goal is to “get out of” the text its [clear, complex, significant and manageable argument](#uwthesis), not vague/generalized, simple, safe/established and/or broad [facts, opinions and/or perspectives](#fopa).
2. **Cite** using [MLA](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html) to capture [*clearly, honestly and comprehensively*](#valrelethic) where/how its relevant argument shows up in the text—*explicitly and implicitly, agreeable to you and not*.
3. [**Analyze**](#analysis) WHY the details in your cited material MEAN what YOU interpret them to mean (how you know you’re right about what you think it says) individually *and* in context with the text’s other relevant material.
4. **Draw** [implications](#implications): what should you do next in your [line of inquiry](#lineofinq) for this task because of what you interpret this text arguing?

Step Two

Brainstorm/research/assemble ideas to **determine** **YOUR IRL PERSONAL** **minimum** (can’t do without/need at least this/this much: medication? food?, etc) **and maximum** (cannot have more than this/this much: carbon dioxide? human waste?) **resources** **required for long-term physical survival**. Choose a format for documenting that gives YOU PERSONALLY the best chance to keep track of sources and info you use in your line of inquiry (especially those that reveal complexities, possibilities, overlaps, gaps, conditions/rules) for what you MUST HAVE and MUST NOT HAVE for health/survival.

* **Document** your minimum(s) and maximum(s) in the format of writing you chose.

Step Three

Brainstorm/research/assemble ideas to **create a list** of concrete, specific, tangible, nameable, existing, real **examples** of what you could realistically purchase or could contract to create/produce by **spending ALL of** your windfall money by June 30 on **THIS objective ONLY**:

**Access *for as long as possible* to at least the *minimum* necessary resources to ensure YOUR PERSONAL** **physical survival.**

Step Four

Craft a detailed **Purchasing** **Plan** of purchases/spending in a format that captures

* each specific item/contracted service and the amount of each item/duration of contract you buy (June 30, 2025 is final date allowed)
* how/how much/through whom (cite vendor/contractee and terms of sale--incl. tax, shipping, license fee, etc) your money goes to pay for each purchase
* way(s) each item/service contributes to achieving *THIS* OBJECTIVE

**Document**, save and SUBMIT your *Survival Purchasing Plan* as a sequence assignment by March 5 midnight.

March 5

**MP2 SEQUENCE ASSIGNMENT 2:**

Step One

[CLOSE READ](#closeread) IN WRITING [Wikipedia’s entry on Maslow’s Hierarchy of Needs](https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs) using its offered information (and additional resources YOU research as needed) to [**OD**](#od) **psychological and human development concepts** *underlying* Maslow’s love/belonging and esteem needs and to **differentiate** these from concepts *underlying* safety, biology, cognition/mental, aesthetic, self-actualization and transcendence needs.

* **Document** and save your close reading in writing as a resource to use for your work throughout this sequence.

Step Two

Brainstorm/research/assemble ideas to **map out** **YOUR IRL PERSONAL *external*** **social-emotional** **support system.** Choose a format for documenting that gives YOU PERSONALLY the best chance to reveal complexities, possibilities, overlaps, gaps, conditions/rules for **how those you love, trust and connect with *in positive ways* relate to you.** You may wish to consider these example formats:

 

<https://whatsyourgrief.com/support-system-superlatives-a-journaling-exercise/>

* **Document** your externals map as a resource to use for your work throughout this sequence.

Step Three

Brainstorm/research/assemble ideas to **map out** **YOUR IRL PERSONAL** ***internal* social-emotional** **support system** Choose a format for documenting that gives YOU PERSONALLY the best chance to reveal complexities, possibilities, overlaps, gaps, conditions/rules for **the habits, rituals, actions, techniques, strengths YOU rely upon to manage stress, solve problems and find motivation.** You may wish to consider descriptors contained in these sources:

<https://biglifejournal.com/blogs/blog/build-self-esteem-confidence-teens>

<https://www.cci.health.wa.gov.au/~/media/CCI/Consumer%20Modules/Improving%20Self-Esteem/Improving%20Self-Esteem%20-%2006%20-%20Accepting%20Yourself.pdf>

<https://positivepsychology.com/self-confidence-self-belief/>

* **Document** your internals map as a resource to use for your work throughout this sequence.

Step Three

Brainstorm/research/assemble ideas to **create a list** of concrete, specific, tangible, nameable, existing, real **examples** of what you could realistically purchase or could contract to create/produce by **spending ALL of** your windfall money by June 30 on **THIS objective ONLY**:

Celebrate ***what’s working* for YOUR PERSONAL emotional/ mental well-being AND** improve***what’s not* THIS SUMMER**(finish beforeLabor Day).

Step Four

Craft a detailed **Calendar and** **Plan** of purchases/spending in a format that captures

* activity time/date schedule(s), venue(s)/location(s), equipment/supplies/staff, etc
* each specific item/contracted service, rental, etc and the amount of each item/duration of contract you buy (June 30, 2025 is final date allowed for purchase; August 30 is last date for activities to be scheduled)
* how/how much/through whom (cite vendor/contractee and terms of sale--incl. tax, shipping, license fee, etc) your money goes to pay for each purchase
* way(s) each item/service contributes to achieving *THIS* OBJECTIVE

**Document**, save and SUBMIT your *Celebration Purchasing Plan* as a sequence assignment by March 16 midnight.

**KNOWN UNKNOWNS FOR MAJOR PAPER 2**

* You must **disburse** **ALL $5 million** (USD, using exchange rate on Feb 5, 2025)—not a penny over and not a penny under—to documented, existing vendors of products, commodities or services including applicable taxes, delivery charges, etc.
* Purchase and delivery/possession of item/service must be complete by June 30, 2025 (everything you buy must be **realistically accessible to you on July 1, 2025,** *not arriving/finishing after that date*)—budget the costs/time of installation, set up, etc for anything you are not realistically capable of DIY.
* **No funds may be placed/held in accounts or securities** (so no buying bonds, shares, insurance, etc); **no transferring funds** to other **parties** so they can pay you back/rent/interest, etc after June 30—what you have purchased on June 30 is all you’ve got.
* **No speculative financing** (no use of dividends, profits, salary, inheritance or other unrealized, FUTURE funds) to achieve your objective; **only the $5 million can be used to purchase resources for the objective** “in hand” June 30.
* Your starting point is this: You ONLY “have *ensured* access to”
	+ the **materiel YOU, PERSONALLY own outright currently** (clothes, shoes, bedding, toiletries, etc)—***not*** your family’s house, car, food, etc—and
	+ **your current knowledge, skills, experience** (not your family’s, friends’, teachers’, etc).

You cannot assume you would be access anything other than these for your objective or for resources beyond what you spend your $5 million to obtain by June 30 (potable water? fuel?, etc)

March 17

**Major Paper 2: *Well Actually***

YOU, the real person YOU, have just landed a windfall of cash—$5 million—that YOU, personally must spend by the end of the fiscal year (June 30). You may reuse/adapt sequence assignment responses or completely begin fresh for this paper.

Document **how much money you will invest in what specific ways** and JUSTIFY, using data from your research, **why your monetary investments will be plausibly effective at meeting the *clear, complex, significant, manageable* personal development objectives** you set.

Your paper should demonstrate:

* A line of inquiry beginning with class readings—Raypole’s and McLeod’s discussion of Maslow’s [Expanded Hierarchy of Needs](https://www.simplypsychology.org/maslow.html)—and integrating IPIP-Neo or other credible assessment of areas of development strength/weakness (IPIP-Neo [instructions](https://ipip.ori.org/); [About IPIP-Neo](https://novopsych.com.au/assessments/formulation/international-personality-item-pool-neo-120-item-version-ipip-neo-120/#:~:text=The%20International%20Personality%20Item%20Pool,and%20adults%20(ages%2016%2B).) by NovoPsych)
* Research, collection, citation and analysis of data from additional [tertiary, primary](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#primsec) as well as [academic/ professional](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#acpro) [secondary](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#primsec) [sources](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#sourcedef) for documentation and for claims justifying your choices.
* [Outcome Traits](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#o1) (1.1; all of outcome 2; all of outcome 3; 4.1, 4.2)

Craft a detailed **Calendar and** **Plan** of purchases/spending in a format that captures

* activity time/date schedule(s), venue(s)/location(s), equipment/supplies/staff, etc
* each specific item/contracted service, rental, etc and the amount of each item/duration of contract you buy (June 30, 2025 is final date allowed for purchase)
* how/how much/through whom (cite vendor/contractee and terms of sale--incl. tax, shipping, license fee, etc) your money goes to pay for each purchase
* way(s) each item/service contributes to achieving *THIS* OBJECTIVE

**OD:**

personal development

clear, complex, manageable, significant objective

integrate

justify

**KNOWN UNKNOWNS FOR MAJOR PAPER 2**

* You must **disburse** **ALL $5 million** (USD, using exchange rate on Feb 5, 2025)—not a penny over and not a penny under—to documented, existing vendors of products, commodities or services including applicable taxes, delivery charges, etc. Include links/screencaps of order per item.
* Purchase and delivery/possession of item/service must be complete by June 30, 2025 (everything you buy must be **realistically accessible to you on July 1, 2025,** *not arriving/finishing after that date*)—budget the costs/time of installation, set up, etc for anything you are not realistically capable of DIY.
* **No funds may be placed/held in accounts or securities** (so no buying bonds, shares, insurance, etc); **no transferring funds** to other **parties** so they can pay you back/rent/interest, etc after June 30—what you have purchased on June 30 is what you’ve got.
* **No speculative financing** (no use of dividends, profits, salary, inheritance or other unrealized, FUTURE funds) to achieve your objective; **only the $5 million can be used to purchase resources for the objective** “in hand” June 30.
* Your starting point is this: You ONLY “have *ensured* access to”
	+ the **materiel YOU, PERSONALLY own outright currently** (clothes, shoes, bedding, toiletries, etc)—***not*** your family’s house, car, food, etc—and
	+ **your current knowledge, skills, experience** (not your family’s, friends’, teachers’, etc).

You cannot assume you would be access anything other than these for your objective or for resources beyond what you spend your $5 million to obtain by June 30

April 14

It’s the last quarter of the year! Here’s what’s left:

|  |  |
| --- | --- |
| Apr 15 | Major Paper 3 overview |
| May 18 | Final date to submit complete Major Paper 3 draft for comments |
| May 19 | Critical Reflection and Major Paper 1 Fall and Spring Requirements Overview |
| Jun 5 | PORTFOLIO DEADLINE submission is midnight—no late Portfolios accepted! No URLs—uploads only. |

To get us started, let me share a favorite study—as an exemplar idea for a Major Paper 3 project:

Bennett et al. 2009 [**Neural Correlates Of Interspecies Perspective Taking In The Post-Mortem Atlantic Salmon**](https://scholar.google.com/scholar?q=neural+correlates+of+interspecies+perspective+taking+in+the+post-mortem+atlantic+salmon&hl=en&as_sdt=0&as_vis=1&oi=scholart)

April 15



Time to reveal myself. I am a ***wicked*** composition teacher. Huh, *what*?

Leverenz, Carrie S. "Design Thinking and The Wicked Problem of Teaching Writing." *Computers and Composition* 33 (2014): 1-12.

How can we teach writing in ways that encourages—and rewards—more divergent thinking? One way to start is by making sure writing assignments are, like design problems, ***wicked***, in Richard Buchanan’s (1992) terms: “ill-formulated, where the information is confusing, where there are many clients and decisions makers with conflicting values, and where the ramifications in the whole system are thoroughly confusing” (15). Many of us would acknowledge the wickedness of most real life writing tasks, but as teachers our impulse is often to take the wickedness out of writing assignments—we make our expectations as explicit as possible in order to avoid confusing or frustrating students. Obviously, confusion and frustration do not in and of themselves lead to creative engagement in complex problem solving; rather, we tolerate these unpleasant feelings because we are engaged in addressing a problem that we care about or because there is something compelling at stake for someone. But most of us also know the pleasure of working on a hard problem long enough that we ultimately find a way to address it. By eschewing easy or obvious solutions, wicked problems require us to think creatively about the problem as well as the solution. As a result, we come to own the problem—as our vision—rather than merely fulfilling someone else’s idea of what should be done.

**Major Paper 3: *Subversive Paradigm***

UW’s mission is, in part, to “discover timely solutions to the world’s most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world.” Use the *reading-writing-thinking-discussing-researching-questioning-drafting-rethinking-starting over-going back-going forward process* of composing to IDENTIFY a proveable **existing “**[**misconception/myth**](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#misund)**” related to your field** andFORMALLY PROPOSE valid and reliable **real world actions to correct/ respond to the misconception/myth** as required by the [**Grant Application**](file:///C%3A%5CUsers%5Cgadgm%5CDownloads%5CUW2022.docx#grantprop)based on [National Institutes of Health **R03 Grant Proposal**.](https://grants.nih.gov/grants/funding/r03.htm)

MP3 wicked design steps include researching, assembling and evaluating sources of data for hypotheses, methodologies, risks, project/test models, relevant locations, times, materials, participants, estimated costs, permissions, etc and appropriate research guides to successfully compose

* **an abstract** naming the misconception/myth, its significance to/impact on your field; and outlining the project steps, aims and likely effect on the public
* a [literature review](https://docs.google.com/document/d/1qod2mKjCZey3k2dXmOUkgDeWmYoSCOOEUMRxqlYVy3A/edit#bookmark=id.2lwamvv) **summarizing** how5 academic/professional sources of research data/conclusions **validate** your hypothesis [what’s “truth” versus misconception] and **evaluating** documented relevant, effective methods used by others for improving/ correcting/ responding to analogous misconceptions in a valid and reliable manner
* a **rationale** for why proposed actions (methods) are appropriate for your specific, significant, manageable proposed project to succeed (effectively improve/address the misconception) and **description** of your project’s unique features/ innovation (how is it different than what has already been done)
* your project’s **timeline, sequence of actions, resources utilized** and **personnel involved**, actions’ estimated **costs** and **justification** for your choices to be necessary/likely to achieve the **results** you seek
* description of **significant risks/ difficulties** to the project’s efficacy—including alternate plans/alternatives to “save” the plan from failing from the most significant risks/difficulties.

Where/how to start?

**Preapplication Preparation**

**Step One**

Close read ([OD](#od)) the **Grant Application** on Canvas MODULES and my website. Filling out ALL of these parts IS your Major Paper 3. I pasted it in below, too.

Compose a list of questions to verify your known knowns and fill in your known unknowns. Baker will run Q and A on Wednesday.

# Grant Application (Major Paper 3)

1. ***Pre-application Preparation****:* Class readings to prompt your wicked problem solving. These are NOT eligible to be cited as sources of data (see Lit Review below).
2. ***MP3 Draft due date: May 18.*** *Components 6-9 below must be attempted to get comments*.
3. ***Portfolio*** *(including MP3)* ***due date: June 5*.** MP3 MUST BE COMPLETE for Portfolio to be complete.
* 200-400 word justification for how THE WRITING PROCESS for the co-application matches the complexity and/or difficulty level for the number of writers proposing to work together (including extra layers/steps/alternates for application project)
* 50-100 word explanation of each co-applicant's relevant experience/qualifications and assigned logistical role(s) in the preparation of the co-application.

4. *For co-applications*, a **Shared Leadership Plan** submitted by **April 25** for pre-approval:

1. **Purpose of Grant:** This opportunity is intended to improve, correct or mitigate a misconception with **small, self-contained projects** that can be carried out in a short period of time with limited resources. Your proposal must match this purpose to be considered.
2. **Project Plan:** The total project period may not exceed 366 days (1 year). Costs are limited to $50,000 total. *Proposed Plan* adhering to these restrictions includes:
	* **Timeline** detailing the sequence of steps planned to prepare, implement and process actions, with estimated durations (hours)/ target calendar dates, referencing personnel duties and resources (from budget) involved.
	* **Budget** detailing item/job title, actual cost, quantity/hours needed, vendor and USE/PURPOSE for each resource utilized in project’s steps (e.g., $X rental charge, Y days, Z equipment and staff hours used to record participant interviews).
	* **Alternate plan for critical action/resource** identifying specific “backup” alternative (replaced/altered) items, personnel, action and/or sequence; and the contingency accounted for (e.g., pre-charge & bring power bank in case of long electricity outage).

# Project Abstract:

1. 300-600 words, suitable for dissemination to the public.
2. Summarizes the **misunderstanding/misconception** and *cites sources* to justify its **negative impact**.
3. Establishes the misunderstanding's **relevance** to at least **ONE academic major/field** *citing sources*.
4. Outlines **proposed actions/experiment** to address (improve/respond to) misunderstanding.
5. Identifies **specific aims** (*how* actions will succeed in correcting/addressing misunderstanding)
6. Describes project's **significance** (likely positive impact of project for the public) *citing sources*.

# Project Rationale:

* + 750-1000 words, succinct and plain language appropriate for a lay audience.
	+ Documents **3 discrete** EXAMPLES/CASES of misunderstanding in actual (not hypothetical) situations.
	+ Establishes the **valid/correct understanding/errors in understanding** *citing professional/academic sources of evidence*.
	+ Compares project’s steps with *cited* **documented model(s);** describes the extent and intent of project’s INNOVATIONS.
	+ Analyzes the **feasibility/appropriateness** of proposed timeline and budget for actions (*why* they are likely to be sufficient/effective for specific aims) *citing data from credible sources*.
	+ Identifies **reasonable risks and/or anticipated difficulties** for implementing critical parts of the project; explains how **targeted contingencies** are adequately addressed by alternate plan of action.

# Literature Review:

* + CLASS READING(S) **quoted/paraphrased**; **explanation** of relationship *to project’s targeted misunderstanding, relevance, aims and/or significance*.
	+ ONGOING OR COMPLETED MODEL(s)/EXAMPLE(s) appropriately similar to project’s actions/experiment **documented; evaluation** of the efficacy of model's methods (strengths *and* weaknesses) *citing data from credible sources*.
	+ 5 or more SELF-SELECTED PROFESSIONAL/ACADEMIC SOURCES’ DATA **paraphrased/quoted; explanation** of source data’s relationship to *hypothesis* (correct understanding)*, methods* (steps of project), *feasibility/efficacy of steps, evidence of impact and/or project risks/difficulties*.

Owner/original source(s) MUST BE CREDITED for *any* material referenced, quoted, summarized or paraphrased in application; sources **cited in MLA in-text and works cited format.** Failure to credit owner/source is considered plagiarism**.**

Adapted from: <https://www.publichealth.columbia.edu/sites/default/files/legacy/R03_Guidance_Sheet_R2_Sept_2013.pdf>

**Step Two**

On Canvas MODULES and my website, you’ll find the following class readings for Major Paper 3, based on academic field:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Economics/****Govt Policy** | **Research--****Academia** | **Education/****Life Sciences** | **Research—****Health Effects** | **Statistics/****Data Analysis** | **Psychology/****Culture** | **Medicine** | **Language** |
| Cassidy | Leslie et al. | Martin | Freedman | Wolchover | Love | MMWR | Williams |

Read the source assigned to your future field of study AND read **at least 1 other** of the above sources closely. You are reading to inform yourself on:

* specific **misconceptions/myths** that cause real world problems relevant to two fields
* actual **methods** academics use to uncover/test myths/misconceptions and trace their effects in two fields
* ways improving/correcting/responding to misconceptions/myths **matter** to academic audiences
* potential positive **impacts** on the public of correcting/responding to misconceptions/myths

Analyzing the readings’ info for these gives you your baseline “ongoing conversations” and “methodology” sources for your [line of inquiry](#lineofinq) of Major Paper 3. You won’t use these as [data sources](#baseline) for your project (what YOU learned from reading them about academically significant misconceptions and/or improving, correcting, mitigating them is what YOU cite in the Grant Application #9). They aren’t answers or support; they’re resources that open YOU up to possibilities and precedents to begin YOUR process of solving the Wicked Problem: **proving the existence of a misconception/ myth and determining an effective way to improve it that real world academic audiences** would find significant and appropriate for funding.

April 16

Q n A on Grant Proposal

April 17

**Preapplication Preparation**

Model Research Project: Broockman & Kalla (on Canvas MODULES and website)

Model for abstracting research project aims, methods, etc “for dissemination to the general public” (#7) based on this study:

<https://www.cnn.com/videos/media/2022/04/10/fox-viewers-study-media-stelter-rs-vpx.cnn>

*\*Broockman and Kalla is not a class reading—so, it is eligible for you to use as one of your 5 required professional/academic sources of data for your Major Paper’s hypothesis (correct understanding), methods (steps of YOUR project), feasibility/efficacy of steps, evidence of impact and/or project risks/difficulties.*