

Group research project (30%)
4000-level undergraduate research course

Purpose:

Beginning in late March, you will work on a research project together with two other team members. The purpose of this assignment is for you to apply concepts from Disability Studies scholarship covered in this course in the analysis of a cultural artifact (e.g., a short story, film, novel, visual art, etc.) in which disability is a theme, an aesthetic, or a rhetorical strategy.

Tasks:

We will spend some class time working on the three components of this assignment (research poster, essay, and “revealed essay” with a reflection), and you will complete the rest of the work on this assignment outside of class. Your instructor will guide you through this process and provide training along the way.

Step 1: In class on March 23, we will establish research groups, discuss and set roles for each team member (Researcher, Synthesizer, and Editor), and brainstorm the selection of a primary text to study. We will also learn how to find scholarly resources through the TTU Library.

Step 2: Outside of class, your group will identify a primary text to analyze.

Step 3: In class on April 18, we will select scholarly articles to construct the theoretical underpinnings of the analysis of your primary text.

Step 4: In class on April 20, you will begin analyzing your primary text and compiling results for each section of your essay.

Step 5: Outside of class, your group will compile a preliminary reference list in MLA style.

Step 6: In class on April 25, you will begin writing your essay: Abstract, thesis, and outline of sections. You will also select content to include on your research poster.

Step 7: Outside of class, you will continue writing your essay and create a first draft of your research poster.

Step 8: In class on April 27, your group will present the first draft of your research poster.

Step 9: Outside of class, you will work with the feedback you received to refine your poster and essay.

Step 10: On May 2, bring your final poster to class. Come prepared to present your research, together with your team members, and interact with our visitors.

Step 11: Outside of class, make any additional edits to your essay and upload the final version to the drop box on Blackboard by the end of the day on May 5.

Criteria:

10% of the grade will be assigned for the group research poster, 10% will be assigned for the group essay, and 10% will be assigned for the group's "revealed" essay with accompanying reflection on the potential benefits and ethical challenges of using AI as a writing tool in academic and professional settings.

A successful research poster (10% of the group research project grade) will contain the following elements:

- A project title
- The names of all group members
- The course number and semester: *GERM 4306 H01, Spring 2023*
- A *brief* description of the cultural artifact being studied (the primary source)
- A thesis statement
- A *brief* description of the theoretical tools being used in the analysis, with in-text citations from relevant scholarship in Disability Studies (secondary sources)
- A *brief* description of the research methodology being used for the analysis
- *Bullet points* with preliminary findings from the analysis
- One exemplary quote or image from the primary source, with an in-text citation from the primary source
- A list of references for all primary and secondary sources

A successful group essay (10% of the group research project grade) will be 2,000-3,000 words in length (including references) and contain the following elements:

- A project title
- The names of all group members
- A description of each group member's role in writing the essay: Researcher, Synthesizer, and Editor.
- The course number and semester: *GERM 4306 H01, Spring 2023*
- A *detailed* description of the cultural artifact being studied (the primary source)
- A thesis statement
- A *detailed* description of the theoretical tools being used in the analysis, with in-text citations from relevant scholarship in Disability Studies (secondary sources)
- A *detailed* description of the research methodology being used for the analysis
- A *structured narrative* describing findings from the analysis, *using 3-5 quotes and/or images and in-text citations from the primary source*
- A list of references for all primary and secondary sources

A successful "revealed essay" (10% of the group research project grade) will show which words were generated by the AI. For instance, you may choose to highlight the AI-generated text in yellow, or change the AI font color to red, to set this text apart from your own words. Your "revealed" essay will conclude with a reflection in which you address the questions below *in your own words*. No word limit.

- How easy (or not) was it to write using AI?
- What worked and/or didn't work?
- How did the AI-generated content relate to your own? How did it affect what you might have thought about or written?
- Do you feel like you "cheated"? To what degree is this paper "your" writing?
- Do you expect a reader would notice the AI's text versus your own?
- Would you use this tool again? If yes, under what circumstances?
- What ideas about writing, AI, or humanness did the experiment test or change for you?