

## OUTSTANDING UNDERGRADUATE RESEARCH AWARD

The HSS Awards Committee will review and recommend as worthy of merit up to four undergraduate student research papers. The committee will consider research projects presented in modes other than the traditional essay. Projects submitted as, for example, videos, podcasts, PowerPoints, or Prezis (or some other mode) must, however, be reviewable without the need for the student to present his or her research: in other words, the project must stand alone. Presentations will be considered provided they address all the elements expected in a research project, including posing a question and proposing a solution or arguing a thesis, offering evidence in support of any claims, and indicating how that evidence connects to the claim or thesis proposed. These projects, like all submissions, will be assessed in terms of the quality of the research and the clarity of the presentation. A total of \$500 is available to be given as scholarships to the student paper award winners.

The following parameters have been set for the 2016 award:

- To be eligible for this award, the student must be enrolled at UNC during the spring 2016 semester.
- Submitted projects must have been completed in an HSS course during Spring 2015, Summer 2015, Fall 2015, and/or Interim 2015-2016 terms.
- Submissions are due electronically by **February 24, 2016** to Meagan Crews (Meagan.Crews@unco.edu) in the HSS dean's office.
- Each student project submitted must be accompanied by a brief (1 page) letter of nomination from the instructor that includes the following:
  - A description of the class context in which the project was completed (i.e., the nature of the assignment) and
  - A short explanation of how/why the project is meritorious and worthy of recognition. Of particular help would be an evaluative statement about how this submission compares with other student work in this discipline/class over time.

Undergraduate projects from all course levels (100-400, including Directed Studies) may be submitted. Papers written in a language other than English should be accompanied by an English translation.

The Awards Committee will assess the nominated student projects on the following criteria using the rubric included below:

- *Thesis/Focus*
- *Organization*
- *Development*
- *Syntax and Diction*
- *Format and Design*
- *Research (if applicable)*
- *Mechanics*

## PROJECT RUBRIC: ESSAY OR MULTIMODAL PROJECTS

Based on the Writing/Multimodal Rubric from Bowling Green State University

([http://www2.bgsu.edu/departments/english/cconline/murray\\_etal/uploads/6/0/6/9/606901/ball\\_state\\_university\\_writing\\_program\\_rubric.pdf](http://www2.bgsu.edu/departments/english/cconline/murray_etal/uploads/6/0/6/9/606901/ball_state_university_writing_program_rubric.pdf))

| CRITERIA   | SUPERIOR<br>3 POINTS   | COMPETENT<br>2 POINTS   | INADEQUATE<br>1 POINT  |
|--|--|---|--|
| <b>Thesis/Focus</b><br><b>Multimodal Project:</b> an awareness of audience is demonstrated through a well-chosen selection of both words and images that best meet their needs and persuades the audience of their argument. The argument—or thesis—will not be presented in a single alphabetic sentence as it is in a traditional essay; instead, the thesis will be evident throughout the essay in the variety of modes that are chosen. Focus will be demonstrated by each mode consistently contributing to the overall argument or thesis of the composition. | demonstrates an awareness of audience, is sophisticated, and is clearly established and maintained throughout. | has a central idea that is conventional or general.                           | superficial and inconsistently addressed; reveals limited awareness of audience  |
| <b>Organization</b><br><b>Multimodal Project:</b> a clear sense of logical order is demonstrated through the variety of modes interacting and flowing with one another to support the argument or thesis. Depending on the modes being used (i.e. website), one may not visibly see a traditional introduction, body, and conclusion; instead, organization will be made evident through the audience's ability to understand and follow the flow of the text and images in the composition.   | has a clear sense of logical order appropriate to the content and the thesis.                                  | the essay's organization is choppy and may, at times, be difficult to follow. | reveals no apparent strategy and lapses in focus and logic.  |
| <b>Development</b><br><b>Multimodal Project:</b> development is demonstrated by evaluating if a student has taken advantage of all of the available rhetorical possibilities that the modes have to offer. Critical thinking can also be judged by looking at how a student uses each mode to support their argument through the relationship between modes (i.e. redundancy, complementary, supplementary, juxtaposition, and stage setting). <sup>1</sup>  | demonstrates critical thinking that is clear, insightful, in depth, and relevant to the topic.                 | demonstrates limited critical thinking and limited knowledge of the subject.  | displays little knowledge of the subject, does not form conclusions, or fails to exhibit critical thinking or clear reasoning. |

|   |  |  |  |
|---|--|--|--|
| <b>Syntax and Diction</b><br><b>Multimodal Project:</b> syntax and diction are evaluated through the student's choices of text, images, and sounds and the interaction among them in order to express complex ideas clearly. Just as we would tell students they should choose a stronger, more descriptive, and effective word or phrase in a traditional essay, we would make sure that they have used the strongest, most effective text, images, and/or sounds. | uses sophisticated language that engages the reader; manipulates sentence length to enhance the total effect of the essay; uses precise language that expresses complex ideas clearly. | demonstrates competency with language use, but sentence constructions and vocabulary may be limited or repetitive. | contains repetitive, incorrect, or ineffective sentence structure; displays a limited vocabulary.              |
| <b>Format and Design</b><br><b>Multimodal Project:</b> format and design are evaluated as to how well the student pays attention to rhetorical principles of design and visual rhetoric; the student shows that they are aware of color, typeface, layout, image selections, audio choices, etc. Their decisions about format and design are clearly based upon audience awareness  | fully integrates elements of design to best serve rhetorical purpose.  | unevenly incorporates elements of design to aid its argument   | bears little relevance to the assignment's rhetorical purpose or guidelines.                                   |
| <b>Research (if applicable)</b><br><b>Multimodal Project:</b> research and sources (if used) are evaluated by how well they are documented and integrated into the composition, as well as how well they have abided to copyright and "fair use" policies.  | uses sources effectively and documents sources accurately.   | lacks sufficient research for the topic, poorly incorporates sources, or fails to document accurately              | lacks sufficient research for the topic, poorly incorporates sources, or fails to document sources accurately. |
| <b>Mechanics</b><br><b>Multimodal Project:</b> mechanics are evaluated by looking to see if text (when used) is error-free, since these errors are highly visible on a screen where not a lot of text is used. Mechanics in a multimodal project might also include making sure links work appropriately and images and text show up as they are supposed to.   | contains very few errors of spelling, grammar, paragraphing or manuscript format.  | contains multiple errors that hinder the essay's readability.  | contains many errors that garble the meaning or intent.  |

## SCORES

|                          |           |
|--------------------------|-----------|
| Thesis/Focus             | _____     |
| Organization             | _____     |
| Development              | _____     |
| Syntax and Diction       | _____     |
| Format and Design        | _____     |
| Research (if applicable) | _____     |
| Mechanics                | _____     |
| <br>Total                | <br>_____ |

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<sup>1</sup> Redundancy: Identical content in each mode; each mode tells the same story.

Complementary: Different content in each mode; both modes are needed to understand the key idea.

Supplementary: Different content in words and pictures; but one mode dominates the other mode.

Juxtaposition: Different content in words and pictures; key ideas are created by a clash or tension between the ideas in each mode.

Stage setting: Different content in words and pictures; one mode forecasts the ideas that come in the other modes.