



PROCESS ASSIGNMENT - 100 POINTS

DUE SEPTEMBER 19, 2013

The Pitch

Curious Columbia Questions

Context

Now that you have begun to browse through WBEZ's Curious City program and we have discussed juicy/robust questioning, it's time to think about complex questions that YOU find compelling and that might serve as a frame for one of our three, large-scale, collaborative, "Curious Columbia" research studies for the seminar. The goal of those studies is for a team

- to conduct a thorough exploration of a complex question or set of questions;
- to evaluate and contextualize their ideas and research process and findings;
- to communicate that process and findings, using the affordances of digital, networked communication, to the Columbia community in a sophisticated and insightful way.

Before we engage in that process, however, you need to generate the compelling and complex questions that we will explore.

The Pitch

On September 19, will come to class prepared to "pitch" the juicy/robust question that you are most excited to tackle for our collaborative studies. You have had the opportunity to see how WBEZ's Curious City program generates questions and has readers/viewers/listeners vote questions up and down. Essentially we are going to go through a smaller scale of the process with a more elaborate presentation of potential questions. Unlike WBEZ's Curious City, your question does not have

to be about some aspect of the city of Chicago or its inhabitants; it can be about anything that can be explored, evaluated, and communicated by the team over the course of the semester.

We will vote on the questions on September 19, so we will know by the end of class which questions teams will explore for the collaborative study. We will have no more than 3 and no less than two studies.

Details

Your goal on September 19 is to convince your classmates that your robust and juicy question should be chosen as one of the collaborative study frames. **The pitch can be no longer than 3 minutes** (so make SURE you practice beforehand and revise/edit as needed). It should be presented in whatever media/mode will allow you most successfully highlight the robustness of your question, why it is complex and interesting, and why it merits our investigation.

Evaluation

Your pitch will be evaluated on the extent to which you effectively:

- present and argue for a robust question,
- demonstrate that you are prepared (e.g. does it appear that you took time to develop and practice your pitch and you do not exceed the 3-minute time limit);
- make use of the best available means and modes to communicate your idea.



COLLABORATIVE PROPOSAL -100 POINTS

DUE ,OCTOBER 1, 2013

COLLABORATIVE DETAILED PLAN/STORYBOARD -100 POINTS

DUE, OCTOBER 29, 2013

COLLABORATIVE STUDY- 100 POINTS

DUE DECEMBER 10, 2013

INDIVIDUAL RATIONALE -100 POINTS

DUE DECEMBER 12, 2013

Curious Columbia

Collaborative Study Assignments

The Collaborative Study Assignment

The goal of your *Curious Columbia* study is to work **collaboratively** with your team to:

- to conduct a thorough **exploration** of a complex **question** or set of questions using relevant primary and secondary source information;
- to **evaluate** and contextualize your ideas, your research process, and your findings;
- to **communicate** your research process and findings, appropriately using the affordances of digital, networked communication, to the Columbia community in a sophisticated and insightful way.

The final, submitted form of this collaborative, semester-long, investigative project will be: a thoughtful, informed, creative, digital presentation of your question, your research findings, the research process that led to those findings, the materials used to conduct the research, and suggestions of what questions arose as a result of your investigation and how they might be answered/addressed in the future. You must also include an annotated bibliography of the source materials that inform your work.

Your final study must ethically incorporate a combination of alphabetic text, image, audio, and moving image and an interactive format that will

allow feedback, in some form, from readers/viewers/listeners. Your end-users/audience for this study is not just your instructor; instead your goal is to reach, to inform, to provoke thought for the members of the wider Columbia College community.

You and your team members will collectively act as an editorial board, project managers, investigative researchers/reporters, writers, bibliographers, audio/video producers, visual/graphic artists, web designers, and overall content managers for the project. The choices that you make will influence the success and longevity of the project and its place in your body of work as a first-year Columbia students.

Your *Curious Columbia* study will be evaluated on whether or not the study accomplishes the tasks listed above (are those things there?) and on the quality of that work (how well did you do them?). You will have the opportunity to present an evaluation of your own work on the collaborative study and to evaluate the contributions of your teammates at the end of the semester. That self and peer evaluation process is part of your final grade for this course.

It's going to be really fun! (repeat that mantra throughout the semester)

The Collaborative Proposal Assignment

A project like this requires a considerable amount of planning and coordination in addition to simply doing the work of researching and composing your study. Your *Curious Columbia* proposal is a first step in that process.

As a team, you will compose a proposal for your project. In the proposal, you must:

1. Provide background on the question the project is responding to, including an exploration/rationale of why it is of interest to you and to the rest of us, what large-scale and small-scale social issues it is connected to, and a list of related questions that you might pursue.
2. Create a preliminary research plan explaining what materials, people, and information the team needs to gather to investigate the question(s) and how the team will go about gathering those things.
3. Detail a preliminary vision of what/how you will present the process and results of your study in in digital, networked space. In other words, what types of materials do you think your team will use and how do

you anticipate putting those materials together to present your *Curious Columbia* study?

4. Take and present an inventory of the skills and talents that each team member brings to the project already and a list of what you need to collaboratively and cooperatively learn to do to complete the *Curious Columbia* study.
5. Write a collaboration and cooperation plan detailing the responsibilities of each team member with check-in dates and a timeline for task completion. Include a meeting plan/schedule of how you will collaborate outside of class.
6. The proposal can be written as a document or constructed digitally. It should be developed collaboratively but must be submitted individually by each team member as an uploaded document or URL in the Proposal assignment drop box in Moodle.

The Collaborative Detailed Plan/Storyboard Assignment

The process of developing your *Curious Columbia* study will require continual research, evaluation, writing/composing, editorial review, and design. As a check-in on study development, your team will prepare a detailed plan with “storyboard” (a mock-up of some sort of how your study pieces are coming together).

For the detailed plan/storyboard assignment, your team needs to revise the proposal in substantive ways to indicate what progress you have made. Those revisions should include:

1. Explore what your team can now add or change in the rationale for your *Curious City* study as a result of the work already completed. Have you started heading in a new direction? Found unexpected nuances or questions? What additional connections are you seeing?
2. Describe the research/investigation you have already completed and detail what you are still working on. This section should include a draft of your working annotated bibliography of all source

materials (primary, secondary, media).

3. Include a detailed mock up, first cut, draft, or storyboard of how your final *Curious Columbia* study will be presented.
4. Update the collaboration and cooperation plan, detailing the responsibilities of each team member with check-in dates and a timeline for task completion.

The Individual Rationale Assignment

You need to accomplish/explain four things in your rationale (these four things should be very familiar):

1. **Question:** What are the key questions you explored in this study? Why are they important? What inspired them? Did they change over time? Did they lead to new questions? What questions were particularly difficult to wrestle with? Were any answers found?
2. **Explore:** How does your study investigate the questions your team posed? Why did you choose your particular method of exploration? Did the exploration lead to anything surprising? In what ways did

you challenge yourself with this exploration?

3. **Evaluate:** What can the exploration of this/these question(s) potentially mean? What did you learn from this study, and why is it important? Is there anything you feel you could have done better or differently? What were important mistakes and/or successes in this process, and why do you value them?
4. **Connect and Communicate:** How does the meaning found in your study relate to or connect with the ideas, art, philosophies, lives, etc. of others? How does the content/form/mode/media or your study reflect those things?

Your individual rationale should be written as a thoughtful, researched, essay, not simply as a list of answers to the above questions. The rationale should:

- be carefully-written and edited;
- communicate information that the study alone cannot in a way that offers context for a general academic audience;
- connect to the world and other ideas with appropriate documentation/citation style;
- embrace complexity.

Calendar

October 1, 2013

Collaborative Curious Columbia Proposal Due

October 29, 2013

Collaborative Curious Columbia Detailed Plan/Storyboard Due

November 26, 2013

Not a formal deadline, but your collective annotated bibliography for source material should be complete

December 5, 2013

Draft Preview of Curious Columbia Study Due for Editing and Usability Testing

December 10, 2013

Collaborative Curious Columbia Study Due and Live for Grade and for Public Interaction

December 12, 2013

Individual Curious Columbia Rationale Due

December 12, 2013

Curious Columbia Peer and Self Evaluation Survey Due (link in Moodle)

Speak to your audience about your work in smart, thoughtful, interesting, and informed ways.



first-year
seminar

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CURIOUS COLUMBIA ANNOTATED BIBLIOGRAPHY COMPLETED BY NOV 26 AND SUBMITTED WITH FINAL
CURIOUS COLUMBIA PROJECT MATERIALS ON DECEMBER 10

Curious Columbia

Annotated Bibliography Instructions

Curious Columbia Reminder:

The goal of your *Curious Columbia* study is to work **collaboratively** with your team to:

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- to **connect and communicate** your research process and findings, appropriately using the affordances of digital, networked communication, to the Columbia community in a sophisticated and insightful way.

The final, submitted form of this collaborative, semester-long, investigative project will be: a thoughtful, informed, creative, digital presentation of your question, your research findings, the research process that led to those findings, the materials used to conduct the research, and suggestions of what questions arose as a result of your investigation and how they might be answered/addressed in the future.

You must also include an annotated bibliography of the source materials that inform your work.

Steps for Developing Your Curious Columbia Annotated Bibliography

Your annotated bibliography should include all of your print and digital primary research materials (interviews, surveys, “in the moment” reports) as well as your secondary (reflective, interpretive, connective) scholarly (“peer-reviewed” with bibliographies) source materials.

1. Locate Relevant Source Materials

- Gather your primary and secondary source materials (please include a minimum of 4 academic/scholarly “peer-reviewed” pieces, and at least 6 “other” types of source materials)
- Evaluate and sort through your sources to familiarize yourself with the ideas presented by the author(s)/creator(s) in each one.
- If you are still looking for material, “plunder” the bibliographies, references, and links of the sources you already have. Where did the people who created what you are using get their “building block” information? What key words or ideas show up in the source materials you already have? How can you follow up on those?

2. **Annotate Your Bibliography (source information)** -- for each of your sources, write the following:
- Record the full bibliographic information in MLA style to the best of your availability (see “How to Cite a Cereal Box” video in Moodle).
 - Briefly summarize the overall main idea/point/discussion/conclusions of the material.
 - Explain how or why you have evaluated this work as a reliable/credible/current source or information for your project.
 - Explain how specific ideas presented in the work seem relevant or connect to your Curious Columbia questions (see your answers to the questions in Evaluate your Sources above). Be specific here—identify quotes or segments or sounds or images that are important.
 - Record any thoughts or reactions that you have to those ideas as you reflect on them. In other words, what would you say back to the creator(s) of this piece?
 - Specifically articulate what this piece does or might do for your research and the role it might play in your Curious Columbia project.

The annotations for each source will probably result in 1-2 paragraphs of written text for text-based materials. If you want to get creative and annotate video or image source materials using video/image annotating tools, feel free to do so.

The key is to provide an evaluation of the information you are using to build your Curious Columbia project. This will allow your audience to evaluate the credibility of YOUR information and to understand how you KNOW what you say you know in your project.

Your team will have to decide how to incorporate researched source material into the final production of your Curious Columbia project (e.g. hyperlinked throughout, a separate page on your web site like Wooley’s “Bonus Leaks,” a link from your documentary to a web bibliography, an uploaded PDF etc.), so think along those lines as you are preparing it.

For the purposes of our class, I need to see evidence of considerable progress on the annotation of your source materials by November 26.

Calendar

October 31, 2013

Collaborative Curious Columbia Detailed Plan/Storyboard Due

November 26, 2013

Not a formal deadline, but your collective annotated bibliography for source material should be complete

December 5, 2013

Draft Preview of Curious Columbia Study Due for Editing and Usability Testing

December 10, 2013

Collaborative Curious Columbia Study Due and Live for Grade and for Public Interaction

December 12, 2013

Individual Curious Columbia Rationale Due

December 12, 2013

Curious Columbia Peer and Self Evaluation Survey Due (link in Moodle)

Curious Columbia Pitch Evaluation Guide

		Is it there?		How well did you do it?	
Does the Pitch:	Yes	No	How thoughtful, detailed, and informed is it?	How well composed/crafted is it in response to audience/ purpose/ moment?	
Present and argue for a robust or “juicy” question					
Demonstrate that you are prepared (e.g., does it appear that you took time to develop and practice your pitch)					
Make use of the best available means and modes to communicate your idea					
Create a level of enthusiasm for and interest in your idea					
Stay within 3-minute time limit					

Curious Columbia Proposal Evaluation Guide

Does the proposal:	Is it there?		How well did you do it?	
	Yes	No	How thoughtful, detailed, and informed is it?	How well composed/crafted is it in response to audience/ purpose/ moment?
Provide background on the question the project is responding to, including an exploration/rationale of why it is of interest to you and to the rest of us, what large-scale and small-scale social issues it is connected to, and a list of related questions that you might pursue.				
Create a preliminary research plan explaining what materials, people, and information the team needs to gather to investigate the question(s) and how the team will go about gathering those things.				
Detail a preliminary vision of what/how you will present the process and results of your study in digital, networked space. In other words, what types of materials do you think your team will use and how do you anticipate putting those materials together to present your Curious Columbia study?				
Present an inventory of the skills and talents that each team member brings to the project already and a list of what you need to collaboratively and cooperatively learn to do to complete the <i>Curious Columbia</i> study.				
Provide a collaboration and cooperation plan detailing the responsibilities of each team member with check-in dates and a timeline for task completion. Include a meeting plan/schedule of how you will collaborate outside of class.				

Curious Columbia Collaborative Study Evaluation Guide

Part 1: Is it there?/ How well did you do it?

To what extent does Curious Columbia Collaborative Study:	Yes	No	How thoughtful, detailed, creative and informed is it?	How well composed/crafted is it in response to audience/ purpose/ moment?
Conduct a thoughtful, informed, and creative exploration of a complex question or set of questions using relevant primary and secondary sources of information?				
Evaluate and contextualize ideas, the research process, and the findings and effectively connect to relevant ideas and works of others?				
Communicate the process and results of the study effectively using the affordances of digital, networked communication?				
Work to engage, inform, and provoke thought for members of the Columbia College community in some way?				
Incorporate a combination of text, audio, image, moving image with ethical use and attribution (including separate, complete works cited that acknowledges creative rights and permissions for all source material)				
Reflect a collaborative, team effort using established team project management norms?				
Create an overall "WOW! This is great, and interesting, and smart!" response?				

Part II: Rationale



The rationale is robustly elaborated and exceptionally thoughtful. The author communicates information the study alone cannot, and the study is an excellent example of reflective thinking and the process of making connections to other texts and ideas to explore the ethics of representation and/or ethics of cultural production.



The author's thinking is reflective and sophisticated, clearly meeting or exceeding the requirements of the rationale assignment. Thoughtful connections to the ideas and works of others are fully developed and explored as part of the overall exposition, justification, explanation, and reasoning.



Carefully edited and all source material is correctly documented and attributed

Part III: Collaboration

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2

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Your self and peer evaluation indicated that you participated actively in the development of the project and did everything you could to create a thoughtful, researched Curious Columbia Project.

Comments: