

Responding to the Reading Assignment: Hidden Figures at Trine

ENG 103
Dr. Alison Witte

WHAT IS ETHNOGRAPHIC RESEARCH?

Archival research is the process of digging through archives, or collections of records, papers, photographs, and artifacts, to find answers to questions. The purpose of archival research is to fill in the gaps in stories about people and events by bringing together data from a variety of first-hand accounts and sources.

WHO ARE WE RESEARCHING?

You are researching Trine engineering alumnae who graduated between 1949 and 1980. Below is a list of their names, the program they graduated from and the year they graduated.

ASSIGNMENT & FORMAT

This is a multi-stage assignment, part of which is written and part of which is visual. You will be using the information collected through primary research to collaboratively compose a biography, a proposal, a visual version of the biography and museum placards for items from the archives. You will also each compose an individual reflection.

Part 1a: Collaborative Biography

In this part of the assignment, you will be working in groups to choose a name from the list of alumna that I have provided. You will need to write a 1-2 page single-spaced biographical sketch of the person you choose from the list. The biography should emphasize three major aspects of the person's life (1) experiences at Trine, (2) post-Trine employment or use of skills, (3) human interest details like family life, hobbies, etc.

The biography may include images, but must still be at least 1 page of text without the images.

To prepare to write your biography, you will need to interview your alumna at least once, using the list of questions we develop as a class. You will need to collect both text-based answers and images from the participant.

All of the participants on the list have been contacted and agreed to participate. They are expecting to hear from you and to answer your questions.

Part 1b: Archival Artifact Proposal

In this part of the assignment, you will select 2 items from the Trine Archives that help tell the story of the history of engineering at Trine. These artifacts should fit with the themes of the biographies we'll be doing because they will be combined together into a museum exhibit. You will need to compose a 1-2 page (single-spaced) proposal that (1) identifies and describes the artifacts you've chosen and (2) explains what they show something important/interesting/unique about engineering at Trine and should be included in the exhibit.

This document should have (1) a brief introduction, (2) one section with a heading for each item you've chosen that completes the tasks described above.

You will need to use the information gathered from this process to create your final project for the class.
You will be converting this information into a visual display for the end-of-semester exhibit.

Part 2: Visual Biography Exhibit

Once you have completed the written biography, you will need to transition it to a visual format, incorporating the pictures your participant has provided and reducing the text to an amount that is manageable to read in a display format. You may have to compose new text to meet the requirements of the new formats. You'll print your display on the poster printer in the library in a 24X36 size for display in the final collaborative class exhibit.

Part 3: Museum Placards

You will be responsible for collaboratively composing two museum placards for the items you selected from the archives. Each placard needs to identify the item, its date, its author (if known) and a brief (75-100 words) description of the item that explains what it is and why it's important.

Placards should follow the template below.

Item Title—20pt Times New Roman

Item Date—16 pt Italicized Times New Roman

Author (if known)—20pt Times New Roman

Position/Title/Major, Graduation Year(if applicable)—16pt Times New Roman

Item Type—12pt Times New Roman

Item Description—16pt Times New Roman

Part 4: Individual Reflection

You also need to produce an individual reflection about your research process and final project. Your reflection needs to answer the following questions:

- What did you learn about your student? What do you wish you could have learned that you didn't?
- How was this experience similar to research you've done in the past? How was it different?
- What did you learn about archival research? What would you do differently in the future?
- What did you learn about group research? What would you do differently in the future?
- What was your role in the research project? (Be specific and describe exactly what you did. Not "I looked stuff up" but "I looked up information about the company our participant worked for ...")

Reflection Format:

Your reflection should be at least 2 double-spaced pages with a title, a correct MLA header and heading, and a Works Cited page, if necessary.

IMPORTANT DATES

- Thursday 11/9 Initial Draft of Biography & Proposal due for Workshop (Moodle)
- Thursday 11/16 Final Draft of Biography and Proposal due for Teacher Review(Moodle)
- Thursday 11/30 Copies of Biographical Exhibit and Museum Placards due for Workshop (Moodle)
- Tuesday 12/5 Final Exhibit and Museum Placards due for Exhibit Set-Up
- Monday 12/11 Final Reflection **due to Moodle by NOON**

Assessment

This project is worth 300 points (25% of your final grade). You will receive up to 100 points for your collaborative biography and proposal, up to 150 points for your visual display and placards, and up to 50 points for your individual reflection.

Collaborative Assessment

I will assess the biography and proposal your group submits. Unless you have spoken with me about issues in your group before the project is due, all members of the group will earn the same grade for group projects.

Biography & Proposal

	Biography Content	Biography Organization	Proposal Content	Proposal Organization	Presentation & Design
An A Biography & Proposal (90-100 points)	<ul style="list-style-type: none"> Provides necessary identifying information about the participant including name, major, graduation year, etc. Provides substantive answers from the interview questions Uses many examples from the interview to enhance the description of the participant's experiences 	<ul style="list-style-type: none"> Provides information in a logical order that introduces basic, necessary information followed by details and examples Uses transitions to clearly guide readers Uses headings when necessary 	<ul style="list-style-type: none"> Clearly indicates 2 specific items from the archives that have been chosen by the group Clearly makes a claim why each item should be included in the exhibit Uses significant evidence/examples to support claims 	<ul style="list-style-type: none"> Uses headings to clearly identify the two items that have been chosen Uses transitions to clearly guide readers 	<ul style="list-style-type: none"> Consistently uses design to enhance readability Has minimal or no errors in spelling or grammar
A B Biography & Proposal (80-89.5 points)	<ul style="list-style-type: none"> Mostly provides necessary identifying information about the participant including name, major, graduation year, etc. with a few omissions Mostly provides substantive answers from the interview questions but additional details or explanation are needed in a few spots Mostly uses many examples from the interview to enhance the description of the participant's experiences but additional details or explanation are needed in a few spots 	<ul style="list-style-type: none"> Mostly provides information in a logical order that introduces basic, necessary information followed by details and examples but additional details or explanation are needed in a few spots Mostly uses transitions to clearly guide readers with a few lapses Mostly uses headings when necessary with a few lapses 	<ul style="list-style-type: none"> Mostly clearly indicates 2 specific items from the archives that have been chosen by the group, but additional details or explanation are needed in a few spots Mostly clearly makes a claim why each item should be included in the exhibit but additional details or explanation are needed in a few spots Mostly uses significant evidence/examples to support claims but additional details or explanation are needed in a few spots 	<ul style="list-style-type: none"> Usually uses headings to clearly identify the two items that have been chosen Usually uses transitions to clearly guide readers with a few lapses 	<ul style="list-style-type: none"> Usually uses design to enhance the readability of, but has a few spots where the design choices inhibit readability Has a few minor and no major errors in spelling and grammar

	Biography Content	Biography Organization	Proposal Content	Proposal Organization	Presentation & Design
A C Biography & Proposal (70-79.5 points)	<ul style="list-style-type: none"> • Generally provides necessary identifying information about the participant including name, major, graduation year, etc. with some omissions • Generally provides substantive answers from the interview questions but additional details or explanation are needed in some spots • Generally uses examples from the interview to enhance the description of the participant's experiences but additional details or explanation are needed in some spots 	<ul style="list-style-type: none"> • Generally provides information in a logical order that introduces basic, necessary information followed by details and examples but additional details or explanation are needed in some spots • Generally uses transitions to clearly guide readers with some lapses • Generally uses headings when necessary with some lapses 	<ul style="list-style-type: none"> • Generally clearly indicates 2 specific items from the archives that have been chosen by the group, but additional details or explanation are needed in some spots • Generally clearly makes a claim why each item should be included in the exhibit but additional details or explanation are needed in some spots • Generally uses evidence/examples to support claims but additional details or explanation are needed in some spots 	<ul style="list-style-type: none"> • Generally uses headings to clearly identify the two items that have been chosen • Generally uses transitions to clearly guide readers with some lapses 	<ul style="list-style-type: none"> • Generally uses design to enhance the readability, but has some spots where the design choices inhibit readability • Has some minor and a few major errors in spelling and grammar
A D Biography & Proposal (60-69.5 points)	<ul style="list-style-type: none"> • Somewhat provides necessary identifying information about the participant including name, major, graduation year, etc. with many omissions • Somewhat provides answers from the interview questions but additional details or explanation are needed in many spots • Somewhat uses examples from the interview to enhance the description of the participant's experiences but additional details or explanation are needed in many spots 	<ul style="list-style-type: none"> • Somewhat provides information in a logical order that introduces basic, necessary information followed by details and examples but additional details or explanation are needed in many spots • Somewhat uses transitions to clearly guide readers with many lapses • Somewhat uses headings when necessary with many lapses 	<ul style="list-style-type: none"> • Somewhat indicates 2 specific items from the archives that have been chosen by the group, but additional details or explanation are needed in many spots • Somewhat clearly makes a claim why each item should be included in the exhibit but additional details or explanation are needed in many spots • Somewhat uses evidence/examples to support claims but additional details or explanation are needed in many spots 	<ul style="list-style-type: none"> • Somewhat uses headings to clearly identify parts of the proposal, but has substantial information that is out of place or hard to identify • Somewhat uses transitions to clearly guide readers through with many lapses 	<ul style="list-style-type: none"> • Somewhat uses design to enhance the readability, but has several spots where the design choices inhibit readability • Has many minor and some major errors in spelling and grammar
An F Biography & Proposal (Less than 60 points)	<ul style="list-style-type: none"> • Minimally or never provides necessary identifying information about the participant including name, major, graduation year, etc. • Minimally or never provides answers from the interview 	<ul style="list-style-type: none"> • Minimally or never provides information in a logical order that introduces basic, necessary information followed by details and examples and additional details or explanation are 	<ul style="list-style-type: none"> • Minimally or never indicates 2 specific items from the archives that have been chosen by the group, and additional details or explanation are needed in numerous spots • Minimally or never makes a 	<ul style="list-style-type: none"> • Minimally or never uses headings to identify parts of the proposal • Minimally or never uses transitions to clearly guide readers 	<ul style="list-style-type: none"> • Minimally or never uses design to enhance the readability • Has numerous errors in spelling and grammar that distract

	Biography Content	Biography Organization	Proposal Content	Proposal Organization	Presentation & Design
	<p>questions</p> <ul style="list-style-type: none"> Minimally or never uses examples from the interview to enhance the description of the participant's experiences 	<p>needed in numerous spots</p> <ul style="list-style-type: none"> Minimally or never uses transitions to clearly guide readers with numerous lapses Minimally or never uses headings when necessary with numerous lapses 	<p>claim why each item should be included in the exhibit</p> <ul style="list-style-type: none"> Minimally or never uses evidence/examples to support claims 		<p>from the content or prevent coherent reading</p>

Visual Display & Placards

	Display Content	Display Organization & Presentation	Placards Content	Placards Organization & Presentation	Requirements
An A Display & Placards (135-150 points)	<ul style="list-style-type: none"> Clearly identifies the participant by name Clearly tells an interesting story about who the alumna is, her experiences at Trine and her experiences after Trine Selects appropriate images to accompany and augment the story told by exhibit text 	<ul style="list-style-type: none"> Uses text to tell a story and presents logical information in a logical order Uses image choice, placement, size and color to convey your alumna's story Has images of good quality to see and read Has clean and neat construction 	<ul style="list-style-type: none"> Includes a descriptive title Includes most of the required placard information Includes a clear, 75-100 word description of each item 	<ul style="list-style-type: none"> Fully follows the template in the assignment sheet Has images of good quality to see and read Has clean and neat construction 	<ul style="list-style-type: none"> Meets the size requirements Meets length requirements
A B Display & Placards (120-134.5 points)	<ul style="list-style-type: none"> Clearly identifies the participant by name Mostly clearly tells an interesting story about who the alumna is, her experiences at Trine and her experiences after Trine with a few lapses Mostly selects appropriate images to accompany and augment the story told by exhibit text with a few lapses 	<ul style="list-style-type: none"> Mostly uses text to tell a story and presents logical information in a logical order with a few lapses Mostly uses image choice, placement, size and color to convey your alumna's story with a few lapses Has images of mostly good quality to see and read Has mostly clean and neat construction 	<ul style="list-style-type: none"> Includes a descriptive title Includes most of the required placard information with a few noticeable lapses Includes a mostly clear, 75-100 word description of each item that is missing a few details or explanations 	<ul style="list-style-type: none"> Mostly fully follows the template in the assignment sheet with a few lapses Has images of mostly good quality to see and read Has mostly clean and neat construction 	<ul style="list-style-type: none"> Meets the size requirements Meets length requirements
A C Display & Placards (105-119.5 points)	<ul style="list-style-type: none"> Identifies the participant by name Generally clearly tells an interesting story about who the alumna is, her experiences at Trine and her experiences after Trine with some lapses Generally selects appropriate images to accompany and augment the story told by exhibit text with some lapses 	<ul style="list-style-type: none"> Generally uses text to tell a story and presents logical information in a logical order with some lapses Generally uses image choice, placement, size and color to convey your alumna's story with some lapses Has images of generally good quality to see and read Has generally clean and neat construction 	<ul style="list-style-type: none"> Includes a generally descriptive title Includes most of the required placard information with some noticeable lapses Includes a generally clear, 75-100 word description of each item that is missing some details or explanations 	<ul style="list-style-type: none"> Generally follows the template in the assignment sheet with some lapses Has images of generally good quality to see and read Has generally clean and neat construction 	<ul style="list-style-type: none"> Meets the size requirements Meets length requirements

	Display Content	Display Organization & Presentation	Placards Content	Placards Organization & Presentation	Requirements
A D Display & Placards (90-104.5 points)	<ul style="list-style-type: none"> Identifies the participant by name Somewhat tells an interesting story about who the alumna is, her experiences at Trine and her experiences after Trine with many lapses Somewhat selects appropriate images to accompany and augment the story told by exhibit text with many lapses 	<ul style="list-style-type: none"> Somewhat uses text to tell a story and presents logical information in a logical order with many lapses Somewhat uses image choice, placement, size and color to convey your alumna's story with many lapses Has images of somewhat good quality to see and read Has somewhat clean and neat construction 	<ul style="list-style-type: none"> Includes a somewhat descriptive title Includes some of the required placard information with many noticeable lapses Includes a description of each item that is missing some details or explanations or does not meet the length requirements 	<ul style="list-style-type: none"> Somewhat follows the template in the assignment sheet with many lapses Has images of somewhat good quality to see and read Has somewhat clean and neat construction 	<ul style="list-style-type: none"> Meets the size requirements Meets length requirements
An F Display & Placards (Less than 90 points)	<ul style="list-style-type: none"> Fails to identify the participant by name Minimally or never tells an interesting story about who the alumna is, her experiences at Trine and her experiences after Trine with numerous lapses Minimally or never selects appropriate images to accompany and augment the story told by exhibit text with many lapses 	<ul style="list-style-type: none"> Minimally or never uses text to tell a story and presents logical information in a logical order with numerous lapses Minimally or never uses image choice, placement, size and color to convey your alumna's story Has images of poor quality to see and read or does not include images Has minimally clean and neat construction 	<ul style="list-style-type: none"> Includes a non-descriptive title or fails to include a title Includes little or none of the required placard information Includes a description of each item that is missing numerous details or explanations or does not meet the length requirements 	<ul style="list-style-type: none"> Minimally or never follows the template in the assignment sheet Has images of poor quality to see and read Has minimally clean and neat construction 	<ul style="list-style-type: none"> Fails to meet the size requirements Fails to meet length requirements

Individual Assessment

Your reflection will be graded by the following rubric. It is worth 50 points (5% of your final grade).

	Content	Organization	Presentation
An A Reflection (45-50 points)	<ul style="list-style-type: none"> Clearly and thoroughly answers all of the posed questions Uses numerous specific examples to support and explain answers Is interesting and engaging to read 	<ul style="list-style-type: none"> Has a clear organization that identifies what you've learned in various parts of the project Uses topic sentences to clearly identify the subject and purpose of each paragraph Always uses transitions to guide the reader from paragraph to paragraph 	<ul style="list-style-type: none"> Contains no major grammar or spelling errors and only a few minor errors Accurately cites any information used from sources
A B Reflection (40-44.5 points)	<ul style="list-style-type: none"> Usually clearly and thoroughly answers all of the posed questions, but could use more explanation or details in a few spots Uses several specific examples to support and explain answers, but could use a specific example in a few spots Is interesting and engaging to read 	<ul style="list-style-type: none"> Has a mostly clear organization that identifies what you've learned in various parts of the project, but could be more specific in a few spots Usually uses topic sentences to clearly identify the subject and purpose of each paragraph, but has a few spots that could be clearer Usually uses transitions to guide the reader from paragraph to paragraph, but needs more direct transitions in a few spots 	<ul style="list-style-type: none"> Contains a few major grammar or spelling errors and some minor errors Accurately cites any information used from sources with only a few minor omissions or errors
A C Reflection (35-39.5 points)	<ul style="list-style-type: none"> Generally answers all of the posed questions, but could use more explanation or details in a some spots Uses several some examples to support and explain answers, but could use a specific example in many spots Is generally interesting and engaging to read 	<ul style="list-style-type: none"> Has an organization that identifies what you've learned in various parts of the project, but could be more specific in some spots Generally uses topic sentences to clearly identify the subject and purpose of each paragraph, but has some spots that could be clearer Generally uses transitions to guide the reader from paragraph to paragraph but needs more direct transitions in some spots 	<ul style="list-style-type: none"> Contains some major grammar or spelling errors and many minor errors Cites some information used from sources with some minor omissions or errors or a major omission
A D Reflection (30-34.5 points)	<ul style="list-style-type: none"> Minimally answers all of the posed questions, but needs more explanation or details in a most spots Uses a few examples to support and explain answers, but needs a specific example in most spots Is not interesting and engaging to read 	<ul style="list-style-type: none"> Has somewhat of an organization that minimally identifies what you've learned in various parts of the project, but needs to be more specific in many spots Somewhat uses topic sentences to clearly identify the subject and purpose of each paragraph, but has many spots that could be clearer Generally uses transitions to guide the reader from paragraph to paragraph but needs more direct transitions in some spots 	<ul style="list-style-type: none"> Contains many major grammar or spelling errors and many minor errors Minimally cites some information used from sources with many minor omissions or errors and some major omissions or errors
An F Reflection (Less than 30 points)	<ul style="list-style-type: none"> Fails to answer all of the posed questions, OR answers with only a few sentences Uses minimal or no examples to support and explain answers Is not interesting and engaging to read 	<ul style="list-style-type: none"> Has little or no organization that rarely or never identifies what you've learned in various parts of the project Rarely or never uses topic sentences to clearly identify the subject and purpose of each paragraph Rarely or never uses transitions to guide the reader from paragraph to paragraph 	<ul style="list-style-type: none"> Contains many major grammar or spelling errors and many minor errors that make the entry unreadable Rarely or never cites some information used from sources with numerous minor omissions or errors and many major omissions or errors