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## **GEOG 3760**

### **Paper Prospectus**

Compose a brief, structured, first draft plan of your paper. It should have the various sections of the paper highlighted (i.e. introduction, conclusion, body, etc.), as well as the main points to be addressed in each section. The objective of the prospectus is to ensure that you are on track with the research paper. The prospectus can be done in point-form and should be no longer than 1,000 words (double-spaced, 12-point font, 2.5 cm margins).

The aim of the prospectus is to:

1. Plan and describe the proposed paper;
2. Identify the sources that will be used;
3. Outline a plan or approach for the paper.

The prospectus should include the following Sections:

#### 1. **Title Page**

**Working Title:** Should be short and descriptive

Name:

Course:

Date:

Instructor:

Additional Information - Writing a great Title:

[http://umanitoba.ca/student/academiclearning/media/Writing\\_a\\_Great\\_Title\\_NEW.pdf](http://umanitoba.ca/student/academiclearning/media/Writing_a_Great_Title_NEW.pdf)

#### 2. **Outline**

- **What sections will be included in the paper**

##### **I. Introduction**

- a. Indicate the assignment question to be answered.
- b. Significance (why is it important or relevant) One or two sentences
- c. Context/background (one or two sentences)
- d. Working Thesis statement

Thesis Statements: [http://umanitoba.ca/student/academiclearning/media/Thesis\\_Statement\\_NEW.pdf](http://umanitoba.ca/student/academiclearning/media/Thesis_Statement_NEW.pdf)

## II. Body

### A. First Section:

- i. Sub-section:
- ii. Sub-section:
- iii. Etc. . . .

### B. Second Section:

- i. Sub-section:
- ii. Sub-section:
- iii. Etc. . . .

### C. Third main category:

- i. Etc. . . .

### D. Etc. . . .

Body paragraphs should discuss the inquiry process you followed to answer the assignment question. These paragraphs should include the following:

- Introduction of source (author, date) and why you chose to use it in your paper
- Important information you found in the source regarding answering the assignment question
- Why the information is important and dependable in relation to the problem

Additional Information - Introductions, Body Paragraphs, and Conclusions for an Argument Paper - <https://owl.english.purdue.edu/owl/resource/724/01/>

## 3. Conclusion

- a. Restate the thesis, but restate it in a way that acknowledges or includes the argument/points you make throughout your paper. A good conclusion should represent your topic in such a way that it reaches out and connects it to the world. Ideally it will tell the reader why your topic matters, or where it will take us.

**Additional information:** <https://owl.english.purdue.edu/owl/resource/724/04/>

## 4. References:

- *Include the sources that you discussed in the body section and others you intend on using in your paper to answer the assignment question.*
- *Use APA (preferred) or MLA format*

CATEGORY	A	B	C	D	F
<b>Thesis Statement</b> <b>10 pts</b>	<u>Succinct</u> and <u>specific</u> thesis statement that clearly addresses the assignment question. Indicates explicitly the arguments that will be covered in the following sections.	<u>Concise</u> thesis statement that mostly addresses the assignment question. Mostly indicates the arguments that will be covered in the following sections.	<u>Vague</u> thesis statement that touches on the assignment question. Vaguely indicates the arguments that will be covered in the following paragraphs.	<u>Unclear</u> and <u>unfocused</u> thesis statement that minimally (if at all) addresses the assignment question. Does not indicate the arguments that will be covered in the following paragraphs.	<u>Obscure</u> thesis statement that does not address the assignment question
<b>Writing fluency of outline</b> <b>15 pts.</b>	<u>Outline</u> is complete, and well written. <u>No/minimal</u> grammar /spelling /punctuation errors	<u>Most</u> of the outline is complete, and reasonably well written. <u>A few</u> grammar/spelling/ punctuation errors	<u>Some</u> of the outline is well written but <u>lacking</u> in completeness and/or writing quality. <u>Several</u> grammar/spelling/ punctuation errors	<u>Outline</u> mostly <u>lacking</u> in completeness and/or writing quality. <u>Many</u> grammar/spelling/ punctuation errors that affect meaning	<u>Outline</u> <u>lacking</u> in completeness, thought, and/or writing quality. <u>Numerous</u> grammar/spelling/ punctuation errors that affect meaning
<b>Quality and completeness of body sections</b> <b>30 pts.</b>	Clearly summarizes the main idea and links <u>all</u> sources by making an explicit connection to assignment question.	Reasonably summarizes the main idea and links <u>most</u> sources by making a good connection to assignment question.	<u>Adequately</u> summarizes the main ideas and links <u>some</u> sources by making some of a connection to the assignment question.	<u>Poorly</u> summarizes the main idea and links few sources by making a limited connection to the assignment question	<u>Inadequate</u> summary of main idea and no connection of sources to the assignment question.
<b>APA and format</b> <b>5 pts</b>	<u>All</u> Citations are formatted correctly in APA or MLA format.	<u>Most</u> Citations are formatted correctly in APA or MLA format.	<u>Some</u> Citations are formatted correctly in APA or MLA format.	<u>Few</u> Citations are formatted correctly in APA or MLA format.	<u>Lacks</u> adherence to APA for MLA format.
<b>Quality and variety of Sources</b> <b>10 pts.</b>	<u>Excellent</u> variety of sources <u>All</u> sources can be considered reliable and/or trustworthy	<u>Good</u> variety of sources <u>Most</u> sources can be considered reliable and/or trustworthy.	<u>Adequate</u> variety of sources <u>Some</u> sources can be considered reliable and/or trustworthy.	<u>Poor</u> variety of sources <u>Few</u> sources can be considered reliable and/or trustworthy.	<u>No</u> variety of sources. <u>Lacks</u> reliable and/or trustworthy sources.

**Total: 170 = /2.5**



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