

Research prospectus

by Kendra Charles

WORD COUNT 914
CHARACTER COUNT 4492

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PAPER ID 229947610

Kendra Charles

February 16, 2012

Professor Peterson

CENG 106 WS

“Autobiography of a Female Slave”

The Autobiography of a Female Slave was an unusual slave narrative. It was not really an autobiography and a slave did not write the narrative. My narrative was revolved around a slave named Ann. Ann was born in Kentucky and she suspected her father was white. Ann had very light skin and was taken in by her mistress where she learned to read. A few years later Ann’s Master died and the estate where she resided had been sold and Ann would be beaten literally away from her mother. A lot changes for Ann and she finds out what slavery is all about. After reading the narrative the first idea I had was Ann went from learning to read and being treated fairly to being a slave treated like one back to being treated fairly again. I want look at the different outlooks of slaves owned by pleasant owners, against slaves owned by unpleasant ones. My question is how the slaves owned by pleasant owners and unpleasant owners differ? Why didn’t the pleasant owners free their slaves?

“A Slaves Life.” Thinkquest.com. 2007. 16 Feb. 2011.

http://www.thinkquest.org/pls/html/think.site?p_site_id=06aug/01071

This source explains how slaves would work from sunrise to sunset. They would work a full 18 hours. Women who going through pregnancy had to work the equivalent amount of hours; no matter their circumstance, until their child was born. The source also says how the slave owners wanted their slaves to convert Christianity because it was easier to control them. All of the masters were not pleasant, they would wait until dinner was done and then spit in the pots and pans so that they would make sure that the slaves would not eat the remaining food they had left. The slave owners encouraged the slaves to get married so they would be less likely to run away. They also encouraged them to have children so when they died there was always someone to replace them. This source is helpful because it talks about how the not so nice slave owners wanted their slaves to do and what they would do to their food.

“Anti-Slavery Selections Condition and Treatment of Slaves.” African American Newspapers. 28 January 1848.

This newspaper talked about the way slaves were treated. It talked about how slaves were not considered a person but a “thing.” It talked about the things slaves got to enjoy was a privilege. Slaves could be damaged, mistreated or anything but could not have any action in court. Slaves could be sold away from their families and the slave could not do anything about it. The unpleasant slave owner’s relation between a slave began in violence. Unpleasant slave owners did not provide the slaves with beds, or houses worth so calling or any family care. Pleasant slave owners made sure their slaves were

as comfortable and happy while they were slaves. The newspaper also talked about how men who knew that slavery was wrong would gladly get rid of it. This source is important because it explains the treatment of slaves and differences of pleasant and unpleasant slave owners.

"Differences in how slave owners treated their slaves." Glogster. 16 Feb. 2012: 219. MLA

This source talks about the difference in slave owners. It says how there were both nice and cruel slave owners. There were more unkind slave owners than kind ones. Slaves who belonged to unpleasant slave owners were usually raped, whipped and sometimes murdered. The source talks about how some pleasant owners freed their slaves and offered them a share of plantation income if they wanted to come back and work. There were mean ones, nice ones, ones nice to a woman and ones nice to men. The source is of a great help because it explains how the unpleasant slave owner treated their slaves. The source also explains how some slave owners freed their slaves.

"Interview With Charity Anderson, Former Slave." Southernhistory.net. Federal Writers Project. 2003. 15 February 2012. < <http://www.southernhistory.net/index.php?name=News&file=article&sid=8658> >

This source explains how Charity Anderson had a good master and he treated all his slaves nice and took care of them and he wanted to leave them his children. She goes on to say how all slave owners were not good to their slaves and how she seen them tore up by dogs and whipped unrelentingly. Her master never had slaves to work in the fields, he never planted any cotton. She said her days as a slave was nothing but good times because she had a nice master. This source is helpful because it explains the different of slaves who were treated kindly and slaves who were not.

"Slavery: Laws of Manumission." Online. Encyclopedia Britannica. 1994 ed.

This source discusses the law of manumission and how the law differed from society to society. It also articulates on the dimensions the slave was likely to reveal as a free human being. Most other societies permitted slave owners to free their slaves at any time desired, even though there were exceptions. In the South manumission was challenging and rarely ever occurred after the exclusion on importing new slaves. After manumission, a lot of societies approved a period of legal transition to freedom. The motive for the legally authorized time of transition to freedom was evident: the slave primarily was not an affiliate of the society but an outcast and it took a while to become integrated into the new society.

Ms. Charles,

Thank you for your submission. It does a good job of indicating your narrative and of provide 5 sources.

It does, though, fall short of the assignment expectations. Please provide at least 1 page of text for your discussion of your plan, indicate a slant in your title, and complete your annotations by providing a direct quote in MLA after each annotation.

Also, revisit MLA for exactness in your citations.

Let me know if you have any questions, and I look forward to your revision.

Font <p>Font is the style of typeface you are using. Often, serif fonts (such as Times New Roman and Garamond) are used for body text, and sans serif fonts (such as Arial and Verdana) are used for headings. </p> <p>For more information

on fonts, see 19b.</p>

1. Your slant? The narrative's title must be italicized and your entire title must be centered.

Double-space document throughout.

Italics <p>Italics alert readers that you are using a word or phrase in a special way. The use of italics marks the titles of long works; see 44g.

Italics indicate that words and letters are being referred to as such; see 44h.

Italics identify the names of specific spacecraft, aircraft, ships, and trains; see 44i.

Italics are used for foreign words and phrases only if they are not in common use; see 44j.

In plain text email, you'll need to substitute a pair of underscores for italics; see 44k.

Italics can be used to emphasize words, but use this technique sparingly.</p>

2. Your prospectus needs to follow the guidelines indicated in the assignment. You should prepare the reader for your plan by providing relevant background information based on your slant.

3. Do not refer to it as "my narrative." Compose this as if you're telling the reader about the narrative based on what you will eventually project you will research about it. See the sample's tone.

Misplaced Modifier <p>A modifier is a word or phrase that acts as an adjective or adverb. Modifiers qualify, restrict, or intensify the meaning of other words. Generally, modifiers are most effective when they are placed near the words to which they refer; see 36h and 36i.

Be careful to position modifiers so they can modify only one word in a sentence; see 36j.</p>

Awkward <p>Look for sentence structures, paragraph problems, or word choices that detract from the flow of your writing. These should be identified and corrected in the revising and editing process. </p> <p>For more information on revising awkward sentences, see 3c.</p>

Revising for Style; see also chapter 24.</p> <p>Sentences in Context; chapter 25. Parallelism; chapter 26.

href="javascript:;>Coordination and Subordination; and chapter 27, Conciseness, Variety and Emphasis. </p>
<p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=20&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>For methods of drafting paragraphs, see 2d, Developing Body Paragraphs. <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=32&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>For revising to strengthen the content of paragraphs, see 3a.</p> <p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=399&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>For information on revising awkward words, see chapter 28, Effective Word Use.</p>

Comma <p>Use commas to define boundaries within a sentence and in other convention uses. A comma comes between independent clauses; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=480&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38a. A comma separates introductory elements from the rest of the sentence; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=482&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38d. A comma comes between coordinate adjectives; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=482&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38e. A comma comes between coordinate adjectives; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=483&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38e. Commas set off nonrestrictive elements; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=483&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38f. A comma sets off parenthetical and transitional expressions; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=484&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38g. Commas set off contrasts, interjections, direct address, and tag sentences; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=485&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38h. Commas set off quotations; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=485&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38i. They are also used in dates, places, addresses, and numbers; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=486&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38j. Commas are used with names and titles; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=487&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38k. Commas cannot themselves separate independent clauses; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=481&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38b. For other misuses of the comma, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=381&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see 38l.</p>

4. This is very vague. Specify.

Wordiness <p>Using unnecessary or redundant words detracts from the clarity and meaning of your paper. Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases; eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=391&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>See 27 a.</p>

5. examine

Coherence <p>Good writing should be coherent--that is, the ideas should progress logically and smoothly from one sentence to the next throughout the text. </p> <p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=18&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>For more information about coherence, see 2b.</p>

6. If you state you question within this sentence, it's not a question, but a declaration of your question. Ask it instead. You must smoothly integrate your question within the context of a well-developed plan based on your slant. You need more information connecting a clear slant to your narrative overall.

7. What's the point of this contrast?

8. Isn't this a bit obvious? Also, your research question must reflect your slave narrative. Ask a question that signals the narrative, not just something general about slaves and owners. What does the narrative highlight? WHY does it highlight whatever you notice?

9. This should be placed with the "S"s, not the "A"s". Articles do not count here.

Indent

MLA Documentation <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. See chapter 13. If you need an example of how to cite a particular kind of source, such as a book or an article, see the list of MLA indexes on page 181. </p> <u></u> For instruction on and examples of MLA in-text citations, see 13a. For Works Cited information, see 13b. To learn how to format a paper in MLA style using Microsoft Word, see 13c. For a sample paper that uses MLA style, see 13d.

10. Relevance? All of your annotated material must relate to your research question.

11. What is "not so nice"?

12. Each entry must include a direct quote after the annotation.

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Indent

13. This is not the correct way to cite a newspaper in MLA.

Redundant <p>Redundancy is repetition for no good reason. It contributes to wordiness. See 27 a.</p> <p>In some languages, the subject of a clause can be repeated, but this is not the case in English. See 50a.</p>

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href="javascript:;">See 50a.</p>

Verb tense Verb tenses provide information about time. The simple tenses are the past, present, and future. The perfect tenses usually indicate time completed before another time or action. The progressive tenses indicate continuing action. For more information about verb tense, see 34d.

Omit vague words.

PAGE 2

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14. Is this a reliable source? Revisit.

Redundant <p>Redundancy is repetition for no good reason. It contributes to wordiness. See 27a.</p> <p>In some languages, the subject of a clause can be repeated, but this is not the case in English. See 50a.</p>

Make plural.

Conciseness <p>Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases. Eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. For more information on conciseness, see 27a.

15. Is there a reason to distinguish the men from women here?

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href="javascript:;"/>see 13c. For a sample paper that uses MLA style, <a
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page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13d.

Indent

Conciseness <p>Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases. Eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. For more information on conciseness, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=391&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 27 a.

16. The connections need to also relate to your narrative, which is what your research question is based on.

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page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>See chapter 13. If you need an example of how to cite a particular kind of source, such as a book

or an article, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see the list of MLA indexes on page 181. </p> For instruction on and examples of MLA

in-text citations,<a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=182&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13a. For Works Cited information, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=193&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13b. To learn how to format a paper in MLA style using Microsoft Word, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13c. For a sample paper that uses MLA style, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13d.

17. How is it useful to your question? Make that connection.

SPA (20%) 2 / 5

EXCELLENT (5)	Research question is appropriate for assignment; document satisfies audience expectations- Question will yield an assertion, opinion, thesis statement for research paper; 1-1/2 pages of text, plan for the research, methodology, sources.
GOOD (4)	Research question is sufficiently narrow but the document only partially responds to it
SATISFACTORY (3)	Research question lacks specificity or is too narrow or broad for audience and purpose.
UNSATISFACTORY (2)	Research question does not address assignment or meet audience needs. Presents a question that will yield a report.
UNACCEPTABLE (1)	Research is question missing or inadequate.

ANNOTATIONS (30%) 2 / 5

EXCELLENT (5)	Required information is provided and thorough for each source--4-6 informative, relevant sentences that speak to the research question and plan.
GOOD (4)	At least ¾ of the sources provide complete and thorough information.
SATISFACTORY (3)	Half or fewer sources provide complete and thorough information.
UNSATISFACTORY (2)	Each source lacks part of required information.
UNACCEPTABLE (1)	Annotation missing or uninformative.

FORMATTING (30%) 2 / 5

EXCELLENT (5)	All citations and all aspects of prospectus meet formatting specifications--MLA Citation Style. Sources for prospectus are consistent with MLA.
GOOD (4)	Occasional errors in citations and/or oversights in page formatting.
SATISFACTORY (3)	Frequent deviations from citation and/or page requirements.
UNSATISFACTORY (2)	Formatting is of mixed styles or inconsistently used.
UNACCEPTABLE (1)	Formatting is care-less or lacking.

LANGUAGE (20%) 4 / 5

EXCELLENT (5)	Style, tone, and expression appropriate for academic writing; diction well chosen; syntax and mechanics virtually error-free.
GOOD (4)	Style and tone suitable for academic writing; syntax and mechanics have minor errors; diction appropriate in most instances.
SATISFACTORY (3)	Style and tone fall short of academic standards; distracting usage, diction, and mechanical errors.
UNSATISFACTORY (2)	Little resemblance to academic writing in most respects.
UNACCEPTABLE (1)	Frequent errors inhibit clarity and meaning.