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General Information
Dear Students and Parents,

This year each junior will begin and each senior will complete a Senior Project in his or her English III and IV classes. The Senior Project is designed to be the culmination of academic experiences and is a genuine opportunity for seniors to merge their various interests, passions, and curiosities with their academic lives while demonstrating autonomy and critical analysis skills.

The Senior Project is a four-part production. The first part involves researching and writing a documented research paper on some aspect of an overall topic. The foundation of information will be a combination of primary and secondary sources on an approved area of study and students will have the opportunity to demonstrate the knowledge and maturity they have gained during their high school career. Your English III and IV teacher will thoroughly explain the research paper format and requirements.

The second part of the project allows the student to apply the information he or she has gained in research to a physical product. This part of the Senior Project may be manifested in a variety of forms. For example, a product for a research paper on Alzheimer’s disease may involve working or shadowing at a retirement home for Alzheimer’s patients. In this case, the physical product is service based. Another possible product is a manufactured product. A student interested in woodworking might write a research paper on Shaker furniture design and then, for the physical project, build a chair in that style. Other physical projects may include learning a new skill such as playing an instrument. Products may also include “job shadowing” with an expert in a specific field. Whichever product chosen, a minimum of 10 hours, verified by an adult mentor familiar with the topic, must be completed. Choosing a mentor is an integral part of the second part of the Senior Project and the mentor cannot be an immediate family.

The third part of the project consists of compiling a portfolio that documents the process that was completed throughout the entire project. The portfolio may contain documentation of the project such as pictures in action such as building a chair or volunteering at a retirement home and gives the student the opportunity to prove that work has been completed. It will also include required forms such as activity logs and reflections.

The final part of the project requires the student to give a ten-minute presentation followed by a question and answer session. Students will speak to a board consisting of teachers, members of the community, professionals, and parents. Students are encouraged to create professional visual aids such as 3-D boards, videos and PowerPoint presentations in order to enhance their performance.

Each component of the project – the research paper, product, portfolio, and presentation – will count equally and will be weighted as the final exam grade for English III and IV. Students will receive a calendar which reminds them of deadlines and important due dates. In addition to the grades for each part of the project, students will also receive benchmark grades for meeting deadlines and completing the other various components of the project such as note cards, outline, drafts, logs, and reflections. Failure to complete one part of the project will disqualify a student from continuing on to the next. Please be aware, failure to satisfactorily complete this project will make it virtually impossible to pass English IV, a graduation requirement, and students who fail English IV will have to retake the class (to include completing a Senior Project) in summer school, evening academy or the following year. English III students who do not complete the research paper will fail English III and will have to repeat the course and Senior Project even if they have a passing grade in the course. Therefore, students should do their best to complete this project and meet state guidelines in order to be successful and ensure promotion.

Although students may feel overwhelmed by the project requirements, be assured that if they meet all the deadlines, give their best effort, challenge themselves and take a risk, they will not only graduate, but will feel like they have accomplished something important during their high school career.
Senior Project General Overview

South View High School has implemented the Senior Project as part of its curriculum and has adopted the following standards to meet program requirements.

Program Goals

1. To engage students as self-directed, active, independent learners and role models
2. To integrate curriculum
3. To create a performance based forum for student learning
4. To involve the community in the student learning process
5. To raise school standards and expectations

Program Skills

- Computer Knowledge
- Employability Skills
- Information-retrieval Skills
- Language Skills: reading, writing, speaking and listening
- Teamwork
- Thinking and problem-solving Skills

Program Components – The Four Ps

Research Paper: A student driven paper that develops and demonstrates proficiency in accessing, sorting, selecting and validating information and incorporating into a research paper about a student-selected topic. 25% of final exam grade for English IV. Graded by English Instructor. Requirements include:

1. MLA format
2. Typed, double space, 1” margins
3. 12 pt font, Times New Roman
4. 4-6 pages standard level; 6-8 pages honors, AP, IB level
5. 4 Sources to include: 1 non-internet sources (print, periodicals, etc), 2 internet source (.gov, .edu, .org sites – no .com sites), 1 interview
6. MLA work cited page
7. header/heading
8. 2 final copies
9. Free from plagiarism

Product: Demonstrates application of learning and skills related to the research paper topic that showcases the application of research. Product types include, but are not limited to, physical product, written product, performance, physical experience, career-related, and service-based. 25% final exam grade for English IV. Moderated by
the Advisor and English Instructor and graded during presentation session by judges. Requirements include:

- Must demonstrate a learning stretch, taking the student beyond their current experience and knowledge
- Must be related to research paper
- A minimum of 10 documented activity hours
- Directed by a community mentor who is an expert in the field of topic
- Completed independently
- Advisor and mentor log must be completed with mentor’s signature for each contact hour
- Product may be a physical product, written product, performance, teaching or leadership experience, physical experience, service-based or career-related product
- Approved by Senior Project Committee

**Portfolio:** Documents the learning journey. It is an organized artifact that allows the student to “show off” the entire process. 25% of final exam grade for English IV. Graded by the Advisor and moderated by the English Instructor. The portfolio must be compiled in a 1”- 2” binder that includes:

- Title page
- Table of contents
- Letter to judges
- Signed parent consent, honor code statement, Advisor/Mentor Information Forms
- Research paper and all related research process forms
- Activity Logs
- Reflection Journals
- Photographs, charts, graphs, artifacts
- Final self-evaluation
- Additional artifacts pertinent to product

**Presentation:** Demonstrates oral communication skills. The presentation should capture the entire process and will be given before a review panel of judges and include a question and answer session. 25% of final exam grade for English IV. Graded by a community judge panel. The presentation must meet the following requirements:

- 15 minutes allotted per student (8-10 minute presentation; 3-5 minute question and answer session)
- Contains an audio/visual technology requirement
- Only those students who have satisfactorily completed all of the previous project parts (paper, product, portfolio) may present.

Any student who fails to complete any part of this project will not be allowed to present. This generally results in a failing grade for the final exam.
Senior Project Process

Advisor Assigned

Select research topic and product that demonstrates a learning stretch

Was research topic and product approved?

Yes

Complete research paper

Complete Product

Complete Portfolio

Make Presentation

Graduate!
**English IV Senior Project Schedule Pacing Guide**

The required due dates will be assigned by your English IV Instructor. These dates are not flexible and will be the same for all English IV classes. All assignments should be kept in a secure, central location to be placed in portfolio for grading and presentation night. Do not lose your work!

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Due To</th>
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<tbody>
<tr>
<td></td>
<td>Research Topic and Product Forms</td>
<td>English Teacher</td>
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<tr>
<td></td>
<td>Signed Forms: Parent Acknowledgment, Honor Code, Liability Waiver</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Student Information Form – 1 copy to Advisor &amp; Signed Advisor Contact Information Form</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>50 Note Cards</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Work Cited Page with four sources - two sources annotated</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Proposed Outline and Working Thesis Statement</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>First Rough Draft (complete, 5-6 pages, typed, work cited, MLA)</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Mentor Information and Mentor/Parent Consent Forms – 1 copy to English IV teacher; 1 copy to advisor</td>
<td>English Teacher &amp; Advisor</td>
</tr>
<tr>
<td></td>
<td>First Reflection - typed</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>First Draft returned to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Paper (2 clean copies)</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Product Log (5 Hours) and Mentor Log (2 hours) signed by advisor</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Second Reflection - typed</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Letter to Judges – typed; business form</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Final Product Log (10 Hours) and Mentor Log (5 hours) signed by advisor, student and parent. No form – no presentation.</td>
<td>Advisor &amp; English Teacher</td>
</tr>
<tr>
<td></td>
<td>Final Reflection - typed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completed Portfolio Due – Distributed to Advisors</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Portfolio Review by Advisor – Returned to English Teacher by 4:00 on 5/7/10</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Technology Request Form – Every student must turn one in to receive a presentation date and time</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td>Portfolios to Senior Project Coordinator by 4:00</td>
<td>Senior Project Coordinator</td>
</tr>
<tr>
<td></td>
<td>Presentation Practice and Preparations</td>
<td>English Teacher &amp; Student</td>
</tr>
</tbody>
</table>

**Presentations: 6:00 – 9:00 pm**
Ask for time off from work now! Inform coaches of these dates.

- All forms are due to the English Instructor on the due dates. **No late assignments will be accepted.** Students who are absent on the day papers are due are expected to have the paper delivered to the school no later than 3:30. Students should email the teacher the paper as well.
- All absences due to an illness or emergency on a due date must be verified. Please bring proof of an emergency or illness and have the missed assignment completed on the day you return from an absence.
- All students who miss a deadline will be referred to the Senior Project Coordinator and parents will be notified.
Research Paper Overview

The research paper is the first step in completing the Senior Project. It develops and demonstrates the student’s proficiency in accessing, sorting, selecting and validating information and incorporating that information into a documented paper. The paper must have an connection to the final product which demonstrates a learning stretch. The paper will be completed junior year; seniors who have not completed the paper will meet individually with his or her teacher to develop a schedule for completion.

Requirements

- MLA format
- Typed, black ink
- Double spaced
- 1” margins
- 12 point font size; Times New Roman font
- 4-6 pages (standard-level courses); 6-8 pages (honors, AP, IB-level courses)
- Work cited page
- Heading/header or cover page (teacher discretion)
- MLA internal parenthetical documentation within the text
- A minimum of five (4) sources to include:
  - One (1) print sources (books, periodicals, encyclopedias)
  - Two (2) internet source
    - Students are not allowed to use any .com sites – especially Wikipedia.com
    - Only .gov, .edu, .org sites only. Some .net sites will be allowed upon instructor approval
  - One (1) interview (generally with mentor)
  - More than five (5) sources may be used once the minimum requirements have been met

Standards

- Students must meet the State-guided standards in order to successfully complete the paper to include:
  - Focus:
    - Insightful and relevant thesis statement.
    - Draws strong and clear connections between thesis and significant related ideas.
  - Organization:
    - Effectively provides a logical progression of related ideas and supporting information in the body of the paper.
    - Effectively uses transitions to connect supporting information.
    - Arrives at a well-documented, logical conclusion, involving critical thinking.
  - Support/Elaboration:
    - Synthesizes complex ideas from researched sources.
- Sufficient selection of supporting information clearly relevant to the thesis.
- Balances use of quotations and student paraphrasing or summarizing.
- Integrates student-generated visual aids (diagrams, charts, tables) to emphasize important content.

  o **Style:**
    - Skillful use of language, including effective word choice, clarity, and consistent voice.
    - Fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.

  o **Conventions:**
    - Uses the prescribed MLA format, including work cited, internal documentation, and pagination.
    - Uses standard writing conventions in grammar, spelling, capitalization, punctuation and usage.

  o **Information Literacy:**
    - Demonstrates integrity in citing practices.
    - Uses secondary and primary sources to include current information.
    - Demonstrates evaluation skills in determining resource credibility.

**Required graded benchmarks**

- Topic and product approval
- Typed Outline with working thesis statement
- Source cards and annotated bibliographies
- 50 Note cards
- Multiple rough drafts
- Two (2) clean copies of final draft

**Grading Criteria**

- **English III:** 100% of final exam grade
  - Must be completed in order to ensure English III credit
  - Modified schedules will be made for new students who enroll throughout the semester. All junior students must complete a research-based paper no matter the day of entrance to the English III class.

- **English IV (for new/transfer students who have never attended South View):** 25% of total project grade; 25% of final exam grade.
  - Must be completed in order to move on to next part of project
  - Modified schedules will be made for new students who enroll throughout the semester. All graduating seniors must complete a Senior Project.

- All papers must be free from plagiarism. This includes improper citing. Any paper found to contain plagiarized material will automatically receive a zero (0) and the student will fail the course. **No exceptions. No appeals.**
Students who plagiarize will be required to repeat English III/AP Language and Composition/IB and re-write the paper to meet the Exit Standard.

Students will begin the research paper in the English III/AP Language and Composition/IB courses. The English III/AP Language and Composition/IB teacher will teach the necessary skills, approve the paper topic in cooperation with the student’s advisor and provide the benchmark and final grades. The first rough draft may be graded in cooperation with the student’s advisor.

The final draft will be graded by the English VI/AP Literature and Composition/IB teacher using a grading rubric adapted from the state approved rubric.

**Late papers will not be accepted.** A zero grade received due to documented emergencies may be appealed through the school-level SP Advisory Board. Appeals must be in writing and must be turned into the Senior Project Coordinator no later than one day after the paper is due or on the day a student returns to school after the emergency.

- Computer/printing problems do not constitute emergencies. Students should back-up their paper frequently (after each page) and on several sources. Students should save the paper on his or her personal computer, on a disk or flash drive, and be able to access a copy on line at any time (email).

IEP accommodations will be observed. Additional assistance and remediation will be provided to students with special needs and to other students who are not demonstrating proficiency while completing the Senior Project through before and after-school tutoring, Saturday Academy, etc.
The Research Paper Process

Begin here

- Topic
- Research
- Organize
- Revise
- Draft
- Final Paper
The Top Ten of Developing a Topic: Where to Begin

1. The research topic should be one in which you are highly interested, but not yet an expert.
   - Think about future career choices that interest you or something you always wanted to do.
   - Learn something new: to play an instrument, sign language, to cook.
   - It must be a learning stretch. You cannot simply learn a new song or a new recipe if you already play an instrument or are an accomplished cook.

2. The research topic should be broad enough to allow access to enough information, but narrow enough to make the research scope reasonable.
   - A topic such as “guitars” would contain too much information for one paper. Instead, narrow the topic to the influence of the electric guitar on rock and roll.

3. The research topic should be one that is intellectually and creatively challenging.
   - Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities.

4. Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a service.
   - Choose your topic with the ultimate product in mind.
   - Begin by determining something you would love to do or make (product) and tailor your research topic around their product.

5. Avoid choosing topics that might involve expenses that you are not prepared to handle.
   - There is no required expenditure for the research or the product.
   - If you do not drive, do not plan research that requires you to travel to distant locales.
   - If you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons.
   - Keep in mind that your grade on the research/product is not affected by your expenditures. More money does not mean a higher grade.

6. Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by Cumberland County Schools will not be approved.
   - Avoid experiments that are potentially explosive.
   - Do not handle poisonous snakes, rabid animals, unknown pets, etc.
   - Avoid investigations of pornography websites or other inappropriate areas.
   - Do not connect your product to any type of illegal weapon.

7. Primary research shows originality and intellectual maturity.
   - Choose a topic that will allow you to do a personal interview, survey, scientific experiment.

8. Before making your final choice, do some preliminary research.
   - Investigate your main areas of interest to be sure that you can locate abundant research material to complete your paper. This exploration might open new possibilities for your final topic.

9. Brainstorm ideas with others
   - Talk to your family, friends, teacher and advisor for possible topics and how to relate it to a product.

10. Use good judgment when selecting your topic.
    - Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected. A committee will review for final approval any topics/products deemed questionable.
Sample Research Topics and Physical Projects

The ancient Greek philosopher Plato once said, “The beginning is the most important part of the work.” Below are examples of general research topics which have been narrowed to specific areas of research focus.

<table>
<thead>
<tr>
<th>General Research Topic</th>
<th>Specific Research Focus</th>
<th>Project Possibilities</th>
<th>Specific Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Kennedy</td>
<td>His assassination was a Russian conspiracy</td>
<td>• Staging mock trial of Oswald</td>
<td>Compile a portfolio</td>
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<tr>
<td></td>
<td></td>
<td>• Teach a social studies class about the assignation theory</td>
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<tr>
<td></td>
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<td>• Compile a portfolio reflecting the history of the Cold War Era.</td>
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<tr>
<td>Technological Literacy</td>
<td>The application of technology widens the economic gap between countries</td>
<td>• Build a robot</td>
<td>Build a robot</td>
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<td></td>
<td></td>
<td>• Teach software program design</td>
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<td></td>
<td></td>
<td>• Make a video showing how technology is impacting law enforcement</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>Special effect of photography</td>
<td>• Create a slideshow teaching the use of special effects in photography</td>
<td>Film a video incorporating special effects photography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Film a video incorporating special effects photography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Design a digital series showing photographic enhancement</td>
<td></td>
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</table>

Possible Research Topics

<table>
<thead>
<tr>
<th>Music</th>
<th>Education</th>
<th>Business Entrepreneurship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn a musical instrument</td>
<td>• Learning Styles</td>
<td>• Starting a business</td>
</tr>
<tr>
<td>• Perform a Dance</td>
<td>• School Reform</td>
<td>• Mock Investments</td>
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<tr>
<td>Physical Fitness</td>
<td>Religion, Philosophy</td>
<td>Outdoors</td>
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<tr>
<td>• Diet/Exercise</td>
<td>• Comparative Studies</td>
<td>• Hiking/Orienteering</td>
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<tr>
<td>• Careers</td>
<td>• Develop a Personal Religion/Philosophy</td>
<td>• Mountain climbing</td>
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<td>• Learn a new sport</td>
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<tr>
<td>Health</td>
<td>Math, Science</td>
<td>Careers</td>
</tr>
<tr>
<td>• Alternative health</td>
<td>• Computers/Internet</td>
<td>• Medical Profession</td>
</tr>
<tr>
<td>• Drug Abuse</td>
<td>• Mathematics theory</td>
<td>• Teaching</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Home Economics</td>
<td>Technical Arts</td>
</tr>
<tr>
<td>• Cultural Study</td>
<td>• Cooking</td>
<td>• Wood or Metal</td>
</tr>
<tr>
<td>• Political Involvement</td>
<td>• Gardening</td>
<td>• Cars/Motorcycles</td>
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<td></td>
</tr>
<tr>
<td>Fine Arts, Crafts</td>
<td>Social Issues</td>
<td>Photography, Film</td>
</tr>
<tr>
<td>• Pottery</td>
<td>• Child Abuse</td>
<td>• Make a Movie</td>
</tr>
<tr>
<td>• Jewelry</td>
<td>• Homelessness</td>
<td>• Learn photography</td>
</tr>
<tr>
<td>• Stained Glass</td>
<td>• Teen Suicide</td>
<td>• Animation</td>
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Distinguishing Between
Subject Area, Topic and Thesis

Instructors often assign research papers in deliberately general terms, leaving their students partly or wholly free to choose what they will write about. The thrill of such freedom tends to wear off rather quickly. How can you find a topic that will be both manageable and interesting? And even if that topic has been named for you, you must still decide what main point you want to make. The purpose of all your activity prior to writing a draft is to locate that point, or thesis, and to test its suitability. But to avoid mistaking how far you have gone toward that goal, you must be alert to the differences between three things that are often confused: a subject area, a topic and a thesis.

Subject Area
A subject area is a large category within which you may hope to find your actual topic. Thus, if you are asked to "discuss an issue of civil liberties" or "write a paper about Catch 22," you have been given, not topics, but subject areas. A subject area is too large to be usefully enlisted as a topic in itself. If you find yourself uttering "I can’t say anything about such a ridiculously broad topic," perhaps it isn’t a topic but a subject area. Think of a subject area as a large, unopened sack of topics, and remember how awkward it would be to write an essay about an as yet unopened sack.

Topic
The topic of a paper is the issue it deals with. Thus, within the subject area of “education,” some workable topics might be: the effect of open admissions on “high potential” students; Why did open admissions become popular in the late 60’s?; The success (or failure) of open admissions; Open admissions as a means to social equality. Notice that these topics take up considerably more words than “education.” Potential topics of one or two words are probably subject area in disguise. A topic is definite, and definiteness means spelling something out. Here are further instances of the contrast between subject areas and topics:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural production</td>
<td>The effect of mechanization on farm employment</td>
</tr>
<tr>
<td>Genetic research</td>
<td>Major developments in genetic research since 1960</td>
</tr>
<tr>
<td>Moby Dick and Huckleberry Finn</td>
<td>A comparison of the young narrators</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>Behavioral effects of “angel dust”</td>
</tr>
<tr>
<td>Federal water projects</td>
<td>How federal water projects get approved and cancelled</td>
</tr>
</tbody>
</table>

At this point, you may find it useful to restate your topic in question form. Such restatement inevitably sharpens the topic, changing if from material to be covered to a problem or issue to be addressed. Thus: “Civil Liberties under the Warren Court” becomes “How did civil liberties fare under the Warren Court?”

Thesis
The thesis is the one leading idea you are going to propose about your topic. When your topic is ready to be restated as a question, your thesis is simply your answer to that question. A thesis is never subject matter to be investigated; it is always an assertion. As such, it lends itself to formulation in one sentence: “Civil liberties were significantly expanded under the Warren Court.”
Narrowing: How to Turn a Subject Area into a Topic

One of the most frequent complaints of college teachers is that their student’s papers lack focus—that their students have failed to sufficiently narrow a subject to a topic small enough to be manageable. Students often counter such criticism with remarks like, “But if I narrow it too much, I won’t able to find enough to fill fifteen pages!” (Or twenty, or whatever the instructor deems an appropriate length.) Somewhere between these two concerns, of course, lies the truth. As a general rule of thumb, however: avoid a topic that is too broad and nebulous (“Women in History”), a topic that is too complex, given your background, resources and time (“Serbo-Croatian Dialects”) or a topic that would not readily lend itself to research (the biography or journal of an obscure poet). What many writers are surprised to discover, when they do narrow their topics, is that they can really “dig into” their topics and become “experts” of sorts in one small corner of a large area. Instead finding too little to say, they often find too much because they know their subjects quite well by the time they begin to write. Ultimately, the papers they turn out have more depth and afford more satisfaction than can be derived from merely skimming the surface of a topic that is too broad—an effort that usually results in a fairly self-evident, dull paper. But how can one narrow this large subject area?

Browsing

First, unless you are already quite well versed in the subject, you must do some preliminary reading to acquire a general knowledge of your topic and to learn what materials are available on it. During this early investigation, you discover how a large subject rather naturally falls into smaller components and which of those components most interests you.

Brainstorming

A second helpful device for stimulating your thinking on a subject and generating possible topics is brainstorming—an unstructured probing of a topic. As Erika Lindemann says: “Like free association, brainstorming allows writers to venture whatever comes to mind about a subject, no matter how obvious or strange the ideas might be.” What follows is an example of a “topic chart” that grew out of a brainstorming session on the subject of “animals.” Any branch of this chart could be developed into a thesis statement (A Rhetoric for Writing Teachers, p. 80-91).
Freewriting

Freewriting is a technique advocated by Peter Elbow and Ken Macrorie. It offers students a way of getting ideas and words onto a page without worrying about their coherence and correctness. Elbows explains this technique:

The idea is simply to write for ten minutes—later on, perhaps fifteen or twenty. Don’t stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing. If you can’t think of a word or a spelling, just use a squiggle or else write, “I can’t think of it.” Just put down something. The easiest thing is just to put down whatever is in your mind. If you get stuck it’s fine to write “I can’t think what to say, I can’t think what to say” as many times as you want, or repeat the last word you wrote over and over again, or anything else. The only requirement is that you never stop. (Writing3).

Freewriting is a useful technique for overcoming the fear of the blank page and the “stifling preoccupation with correctness” that paralyzes many writers. It is also a way of talking out an idea and may be used in the early stages to generate ideas and to bridge between pre-writing and first draft to see what you’ve assimilated from your research.

Although free writing can generate some real garbage, it may also release an insight or help you see a connection you might not have discovered by more formal writing. The word, once written, is powerful, so don’t be trapped by your free writing. Use it for its ideas, phrases, questions yet unanswered—perhaps even extract an outline from it.

Generating Questions

This can be useful in narrowing a subject to a topic or in further refining your topic. Write down as many questions as you can generate on your topic. Ask others to offer questions they might have. No question is too simplistic. William Zinsser suggests that you “treat each question as a trial thesis, a possible argument around which to organize an essay.” Then put it to the test:

1. Is the question or answer plausible enough to be made convincing?
2. Is it sufficiently challenging?
3. Is it within your reach, given the limitations on time, your access to pertinent information and the length of the assignment? (On Writing Well)

If you run out of your own ideas, you might want to try a more formal “heuristic”—an investigative procedure providing a series of questions that guide inquiry and increase the chances for a workable solution (we’re all familiar with the old “who, what, when, where” heuristic).

excerpted from The Random House Handbook by Frederick Crews.
Researching and Organizing Your Paper:  
The Note Card System

When you are faced with starting a research paper, the most important part of researching and beginning to write is organizing the information and your thoughts. If you are not organized, it will take considerably more time to write the paper. To make it easy on yourself, you can use an index card system as you gather information. With this method, you categorize the information you find by topic. For each topic, you could have any number of cards from several different sources. Later, as you write your paper, each card topic becomes a body paragraph (supporting idea) in your paper.

☑️ Researching

As you find interesting facts about your topic during your research, you should write them down. Each sentence or idea that you find should be paraphrased (summarized in your own words), and written on a card. In order to keep your ideas in order, and to remember where you found the ideas, there are four items that you should include on the index card, as you will see below.

Here is a sample card:

1. **topic**

   Hughes' poetry

   Hughes' poetry is an example of the innovative and influential art of the Harlem Renaissance.

2. **where you found the information**

   Source #3

3. **paraphrased information you found**

   Page: 15

4. **page you found this fact on**

   Page: 15

1. The **card topic** is the title for the kind of information on the card. The **card topic** is a name that you make up yourself. Think of it as the *title*, or *main idea* of the card. After writing down the information, figure out how you could briefly categorize, or title it. For example, if you are writing a paper on the life and works of the poet, Langston Hughes, you may have cards with topics such as:
Although it may seem tedious to give each note card a **topic** name, it serves two purposes:

- It keeps you focused in your research. You will be less likely to write down unnecessary information (facts that are not related to your topic) if you are careful to write down the **topic** for every card.
- It is necessary to have these topics once you begin organizing your research.

2. The **source title** is the name of the book, magazine, web cite, etc., in which you found the information. In the previous example, the **source** was given a **number**, instead of writing out the entire title. You could write out the title on each card, or simply list your sources on a separate sheet of paper, like the example here. Number your sources on this list, and then use the numbers on the note cards to specify which source provided which fact.

**Sample Source List**

1. The Life and Times of Langston Hughes
2. Hughes and Harlem
3. The Harlem Renaissance
4. Hughes' Poetry: An Anthology
5. "Harlem in the 1920s"
6. "No Money for the Artists"

**Remember!** This is not a complete works cited, bibliography, or reference page. You will need to add the publication information and use the correct citation format (APA, MLA, Chicago/Turabian, etc.) for the formal works cited page.
3. Item number three is the **paraphrased** information that you found. It is helpful to **paraphrase**, or **summarize**, your research on the index cards while you are taking notes. If you are consistent in paraphrasing at this stage, then you will be certain not to accidentally plagiarize someone else’s work. You will also have less work to do when you are actually writing the paper.

4. It is important to be accurate with the **page numbers** on your note cards, as you will need them for citations throughout your research paper. Be sure you know which form of citation your teacher requires. (For information on citing your sources, look at your handouts on MLA Formatting).

### Start Organizing

Once you have written the information down on the note cards, you only need to go back and organize your cards by topic. Group together all the cards that have the same topic (i.e. all the cards titled: "**Hughes' Poetry**" should be together). When you finish, you should have your cards in piles, one topic per pile. You can have any number of piles and any number of cards in each pile. The length and detail of your paper will determine how many piles and cards you have.

Your piles may look like:
Outline and Start Writing

Once you have separated your cards into piles, each topic pile should become a body paragraph in your paper. That is the key to this system. If every topic directly supports your thesis statement, then each topic pile should become a supporting idea, body paragraph, or part of a paragraph in your paper.

But before you actually begin writing, you should make an outline of the order you want to present these topics in your paper. Once the outline is complete, use your note cards as guides and begin writing.

***Please see the “Research and Organizing the Paper” PowerPoint in the PowerPoint folder on this disk for further information and examples.***
How to Make an Outline

What is an Outline?
An outline is a formal system used to think about and organize your paper. For example, you can use it to see whether your ideas connect to each other, what order of ideas works best, or whether you have sufficient evidence to support each of your points. Outlines can be useful for any paper to help you see the overall picture.

There are two kinds of outlines: the topic outline and the sentence outline.

- The topic outline consists of short phrases. It is particularly useful when you are dealing with a number of different issues that could be arranged in a variety of ways in your paper.

- The sentence outline is done in full sentences. It is normally used when your paper focuses on complex details. The sentence outline is especially useful for this kind of paper because sentences themselves have many of the details in them. A sentence outline also allows you to include those details in the sentences instead of having to create an outline of many short phrases that goes on page after page.

Both topic and sentence outlines follow rigid formats, using Roman and Arabic numerals along with capital and small letters of the alphabet. This helps both you and anyone who reads your outline to follow your organization easily. This is the kind of outline most commonly used for classroom papers and speeches (see the example at the end of this paper).

Make the Outline

1. Identify the topic. The topic of your paper is important. Try to sum up the point of your paper in one sentence or phrase. This will help your paper stay focused on the main point.

2. Identify the main categories. What main points will you cover? The introduction usually introduces all of your main points, then the rest of paper can be spent developing those points.

3. Create the first category. What is the first point you want to cover? If the paper centers on a complicated term, a definition is often a good place to start. For a paper about a particular theory, giving the general background on the theory can be a good place to begin.

4. Create subcategories. After you have the main point, create points under it that provide support for the main point. The number of categories that you use depends on the amount of information that you are going to cover; there is no right or wrong number to use.

By convention, each category consists of a minimum of two entries. If your first category is Roman numeral I, your outline must also have a category labeled roman numeral II; if you have a capital letter A under category I, you must also have a capital letter B. Whether you then go on to have capital letters C, D, E, etc., is up to you, depending on the amount of material you are going to cover.
**Keep Your Outline Flexible**

Although the format of an outline is rigid, it shouldn't make you inflexible about how to write your paper. Often when you start writing, especially about a subject that you don't know well, the paper takes new directions. If your paper changes direction, or you add new sections, then feel free to change the outline—just as you would make corrections on a crude map as you become more familiar with the terrain you are exploring. Major reorganizations are not uncommon; your outline will help you stay organized and focused.

However, when your paper diverges from your outline, it can also mean that you have lost your focus, and hence the structure of your paper. How do you know whether to change the paper to fit the outline or change the outline to fit the paper? A good way to check yourself is to use the paper to recreate the outline. This is extremely useful for checking the organization of the paper. If the resulting outline says what you want it to say in an order that is easy to follow, the organization of your paper has been successful. If you discover that it's difficult to create an outline from what you have written, then you need to revise the paper. Your outline can help you with this, because the problems in the outline will show you where the paper has become disorganized.

Adapted from: http://depts.washington.edu/psywc/handouts/pdf/outline.pdf

***Please see the PowerPoint “Formulating a Thesis and Outline” in the PowerPoint Presentation Folder on this disk for further information and examples.***
Sample Outline: Television and Children's Violence

I. Introduction with thesis statement
   A. Does television cause violence?
      1. Brief mention of previous areas of research
      2. Identify causation dilemma
   B. Present studies on both sides
      1. Some studies are "for"
      2. Some studies are "against"
   C. After weighing evidence it appears that TV does not cause violence

II. Research "For"
   A. First study "for"
      1. Method
      2. Results
      3. Analysis of their conclusions
         a. insufficient sample size
         b. but representative sample
   B. Second study "for"
      1. Method
      2. Results
      3. Analysis of their conclusions
         a. faulty instructions
         b. poor control group

III. Research "Against"
   A. Study "against"
      1. Method
      2. Results
      3. Analysis of their conclusions
         a. Perfect controls
         b. No unwarranted generalizations
   B. Second study "against"
      1. Method
      2. Results
      3. Analysis of their conclusions
         a. Large sample size
         b. Real world setting
         c. But typical problems with external validity

IV. Conclusion
   A. Studies "for" all have poor methodology
   B. Studies "against" all have good methodology
   C. Research doesn't support that TV causes violence
Working Thesis Statement: __________________________

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

This is a fully developed outline form; not all parts of this outline will be filled if research is not as extensive. It is acceptable to leave some subtopics blank.

Outline

I. First topic______________________________________________________________

A. first subtopic__________________________________________________________

1. subtopic______________________________________________________________

2. subtopic______________________________________________________________

B. second subtopic_______________________________________________________

1. subtopic______________________________________________________________

2. subtopic______________________________________________________________

C. third subtopic_________________________________________________________

1. subtopic______________________________________________________________

2. subtopic______________________________________________________________

II. Second topic__________________________________________________________

A. first subtopic__________________________________________________________

1. subtopic______________________________________________________________

2. subtopic______________________________________________________________

B. second subtopic_______________________________________________________

1. subtopic______________________________________________________________
1. subtopic ______________________________________________
2. subtopic ______________________________________________

C. third subtopic ____________________________________________
1. subtopic ________________________________________________
2. subtopic ________________________________________________

III. Third topic ______________________________________________
A. first subtopic _____________________________________________
1. subtopic ________________________________________________
2. subtopic ________________________________________________
B. second subtopic __________________________________________
1. subtopic ________________________________________________
2. subtopic ________________________________________________
C. third subtopic ____________________________________________
1. subtopic ________________________________________________
2. subtopic ________________________________________________

IV. Fourth topic ______________________________________________
A. first subtopic _____________________________________________
1. subtopic ________________________________________________
2. subtopic ________________________________________________
B. second subtopic __________________________________________
1. subtopic ________________________________________________
2. subtopic ________________________________________________
C. third subtopic ____________________________________________
1. subtopic ________________________________________________
2. subtopic ________________________________________________

This form is available to print and complete in the Forms folder online
Annotated Bibliographies

Definitions

A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation.

Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

- **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

- **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?

- **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Why should I write an annotated bibliography?

To learn about your topic: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

To help other researchers: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.
Format

**The bibliographic information:** Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in either MLA or APA format.

**The annotations:** The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you’re just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you’ll need more space.

You can focus your annotations for your own needs. A few sentences of general summary followed by several sentences of how you can fit the work into your larger paper or project can serve you well when you go to draft.

**Sample MLA Annotated Bibliography**


Lamott’s book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott’s book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one’s own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun.

Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one’s own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students’ own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott’s style both engaging and enjoyable.

In the sample annotation above, the writer includes three paragraphs: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research, respectively.

***See the “Annotated Bibliography” PowerPoint in the PowerPoint folder on this disk for more information and examples.***

Adapted from: http://owl.english.purdue.edu/owl/resource/614/03/
Quoting, Paraphrasing, and Summarizing

This handout is intended to help you become more comfortable with the uses of and distinctions among quotations, paraphrases, and summaries.

What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly. It translates technical terms and jargon into common language. Most of the words are different than the original. The length of a paraphrase is comparable to the original source.

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material. Summaries are different than paraphrases in that summaries are usually much shorter than the original source, generally 1-2 sentences.

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to . . .

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- Expand the breadth or depth of your writing

Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work On the Interpretation of Dreams, Sigmund Freud argues that dreams are the "royal road to the unconscious", expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream work" (page #). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (page #s).
Paraphrase: Write it in Your Own Words

Paraphrasing is one way to use a text in your own writing without directly quoting source material. Anytime you are taking information from a source that is not your own, you need to specify where you got that information.

A paraphrase is...

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by accurate documentation) to borrow from a source.
- A more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- It is better than quoting information from an undistinguished passage.
- It helps you control the temptation to quote too much.
- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

An examples to compare

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.
A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

Summarizing: Condensing a long, detailed passage

A summary:

- Does not match the source word-for-word
- Involves putting the main idea(s) into your own words
- Includes only the main point(s)
- Presents a broad overview
- Is shorter than the original source
- Must be cited

7 Steps to an Effective Summary

1. Read and reread the original passage until you have identified the thesis and main points.
2. If you are summarizing a long passage, break it down into subsections and work on summarizing one subsection at a time.
3. Work independently of the source. Use your memory. Then go back to the original source and check your summary for accuracy.
4. Maintain the original order of points.
5. Use your own words as much as possible.
6. Always write a draft summary; then summarize your summary.
7. Always revise for concision and coherence. Look for ways to combine ideas and sentences.

An examples to compare

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).
Quotations: An Exact Reproduction

A quotation:
- Matches the original source word-for-word
- Is usually a brief section or part of the text
- Appears between quotation marks
- Must be attributed to the original source

Quoting is a valuable skill because...
- Provides strong supporting evidence
- Acts as an authoritative voice
- Supports your own assertions and statements

8 Steps to Effective Quoting
1. Use sparingly when it supports your own work, not replace it
2. Use when the author’s words convey a powerful meaning
3. Use to introduce an author’s position you may wish to discuss
4. Every direct quotation should appear between quotation marks (" ")
5. Every quote should exactly reproduce text, including punctuation, capital letters, and errors
6. Short quotations should be integrated into your own sentence
7. Signal phrases should generally accompany a quote
8. Long quotations more than three lines should be blocked (indented 5 spaces)

There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone. Remember that quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation when you decide to do so.

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

An Acceptable quote:

According to James Lester, “only about 10% of your final manuscript should appear as directly quoted matter” so that a student doesn’t encounter the risk of plagiarism (85).

A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of...
directly quoted material. So it is important to limit the amount of source material copied while taking notes.

What not to Quote

Do not quote “common knowledge”, facts available in a wide variety of sources, or your own independent ideas or primary research. Common knowledge is often hard to determine – common knowledge to whom? Typically, common knowledge includes information that most high school graduates should know.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Common Knowledge (Do not cite)</th>
<th>Not Common Knowledge (Cite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>He was the first president.</td>
<td>He became president on April 30, 1789.</td>
</tr>
<tr>
<td>The Civil War</td>
<td>The Civil War occurred between the North and the South.</td>
<td>The South surrender at the Appomattox Court House in Virginia in 1865.</td>
</tr>
<tr>
<td>Barrack Obama</td>
<td>He defeated John McCain to become president.</td>
<td>Obama received 364 electoral votes and McCain received 162.</td>
</tr>
<tr>
<td>Civil Rights</td>
<td>Martin Luther King was a civil-rights leader.</td>
<td>The 1964 Civil Rights Act was passed by President Johnson.</td>
</tr>
<tr>
<td>The Earth</td>
<td>The earth is round.</td>
<td>The earth is 7926.42 miles in diameter.</td>
</tr>
</tbody>
</table>

For more information on how to quote, paraphrase and summarize, open the “Writing the Research Paper” presentation in the PowerPoint folder online
Using Signal Phrases to Integrate Source Material

It is necessary not only to cite all sources but also to make clear which information comes from you and which comes from a source. Signal phrases help to introduce material borrowed from a reference. A signal phrase is a phrase, clause, or even sentence which leads into a quotation or statistic. These generally include the speaker/author’s name and some justification for using him or her as an expert in this context; it may also help establish the context for the quotation. Avoid dropping quotations into your writing without warning; instead, provide clear signal phrases, such as “According to Williams, ....” to prepare readers for the source material.

**Here is an example of a quotation with no signal phrase:**

Although the bald eagle is still listed as an endangered species, its ever-increasing population is very encouraging. “The bald eagle seems to have stabilized its population, at the very least, almost everywhere” (Sheppard 83).

**Here is an example of the same quotation with a signal phrase:**

Although the bald eagle is still listed as an endangered species, its ever-increasing population is very encouraging. According to ornithologist Jay Sheppard, “The bald eagle seems to have stabilized its population, at the very least, almost everywhere” (83).

Establish the source’s credibility.

Remember, signal phrases should let the reader know 1) who is speaking and 2) how they are speaking. Notice in the above example that the signal phrase includes an adjective which describes Sheppard’s occupation. Readers like to know more than just the name of the person being quoted or paraphrased; readers want to know his or her credentials or area of expertise. Establishing the credibility of your source adds credibility to you as a writer.

To avoid monotony, try to vary your signal phrases. Here are some possibilities:

In the words of researcher Herbert Terrace, “..........” (37).

Radio hosts Tom and Ray Magliozzi offer a persuasive counterargument: “..................” (17).

Anthropologist Flora Davis has noted that ..........

Washoe’s trainers, the Gardners, assert, “.................” (13).

Psychologist H.S. Terrace offers this argument: “......................” (92).

When continuing to use material from the same source within a paragraph, indicate that by using appropriate signal phrases and transitions:

Smith goes on to say....
Miller continues, pointing out that.....
Verbs to Use in Signal Phrases

Signal phrases often incorporate verbs or verb phrases. The verb needs to fit the context, such as whether the source claims, argues, observes, concludes, refutes, or states. The following list of verbs will help you think about ways to incorporate source material into your writing; just be sure your selection fits the context.

<table>
<thead>
<tr>
<th>Signal Phrase Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledges</td>
</tr>
<tr>
<td>Adds</td>
</tr>
<tr>
<td>Admits</td>
</tr>
<tr>
<td>Advances</td>
</tr>
<tr>
<td>Affirms</td>
</tr>
<tr>
<td>Agrees</td>
</tr>
<tr>
<td>Alludes</td>
</tr>
<tr>
<td>Argues</td>
</tr>
<tr>
<td>Asserts</td>
</tr>
<tr>
<td>Attestes</td>
</tr>
<tr>
<td>Characterizes</td>
</tr>
<tr>
<td>Chronicles</td>
</tr>
<tr>
<td>Claims</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>Compares</td>
</tr>
<tr>
<td>Concludes</td>
</tr>
<tr>
<td>Concurs</td>
</tr>
<tr>
<td>Confirms</td>
</tr>
<tr>
<td>Contends</td>
</tr>
<tr>
<td>Contrasts</td>
</tr>
<tr>
<td>Creates</td>
</tr>
<tr>
<td>Declares</td>
</tr>
<tr>
<td>Emphasizes</td>
</tr>
</tbody>
</table>
General MLA Format

In most English and humanities classes, you will be asked to use MLA (Modern Language Association) guidelines for formatting a paper and preparing a list of the works you have cited.

Formatting the Paper

MATERIALS

Use good-quality 8½” × 11” white paper. Secure with a staple and do not place in document protectors. Final draft should include one original and one copy.

TYPING

Use Times New Roman, 12”, black font. Leave one space after words, commas, semicolons, and colons and between dots in ellipsis marks. MLA allows either one or two spaces after periods, question marks, and exclamation points.

TITLE AND IDENTIFICATION

MLA does not require a title page. On the first page of your paper, place your name, your instructor’s name, the course title, and the date on separate lines against the left margin. Then center your title. If your instructor requires a title page, ask for guidelines on formatting it.

PAGINATION

Put the page number preceded by your last name in the upper right corner of each page, one-half inch below the top edge. Do this by creating a header. Use Arabic numerals (1, 2, 3, and so on).

LONG QUOTATIONS

When a quotation is longer than four typed lines of prose or three lines of verse, set it off from the text by indenting the entire quotation one inch (or ten spaces) from the left margin. Double-space the indented quotation, and don’t add extra space above or below it.

Quotation marks are not needed when a quotation has been set off from the text by indenting.

MARGINS, LINE SPACING, AND PARAGRAPH INDENTS

Leave margins of one inch on all sides of the page. Left-align the text.

Double-space throughout the paper. Do not add extra line spaces above or below the title of the paper or between paragraphs.
Indent the first line of each paragraph one-half inch (or five spaces) from the left margin (see next page for example).

The Motif of Success in *The Old Man and the Sea*

What is the nature of success? Can it be realized even when there is no material gain for one’s efforts? In *The Old Man and Sea* by...

WEB ADDRESSES

When a Web address (URL) mentioned in the text of your paper must be divided at the end of a line, do not insert a hyphen (a hyphen could appear to be part of the address).

VISUALS

MLA classifies visuals as tables and figures (figures include graphs, charts, maps, photographs, and drawings). Label each table with an Arabic numeral (Table 1, Table 2, and so on) and provide a clear caption that identifies the subject. The label and caption should appear on separate lines above the table, flush left. Below the table, give its source in a note like this one:


For each figure, place a label and a caption below the figure, flush left. They need not appear on separate lines. The word "Figure" may be abbreviated to "Fig." Include source information following the caption.

Visuals should be placed in the text, as close as possible to the sentences that relate to them unless your instructor prefers them in an appendix.

*For specific instructions on how to format your paper in Microsoft Word, open the MLA Handbook Folder and refer to the “Formatting Microsoft Word for MLA” document.*
MLA 2009 Works Cited Page: Basic Format

According to MLA style, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text.

Basic Rules

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations five spaces so that you create a hanging indent.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.

Additional Basic Rules New to MLA 2010

- For every entry, you must determine the Medium of Publication. Most entries will likely be listed as Print or Web sources, but other possibilities may include Film, CD-ROM, or DVD.
- Writers are no longer required to provide URLs for Web entries. However, if your instructor or publisher insists on them, include them in angle brackets after the entry and end with a period. For long URLs, break lines only at slashes.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.

Capitalization and Punctuation

- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle: Gone with the Wind, The Art of War, There Is Nothing Left to Lose.
- New to MLA 2010: Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)

Listing Author Names

Entries are listed by author name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:

Burke, Kenneth

Levy, David M.

Wallace, David Foster
Do not list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II." Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr.," with the suffix following the first or middle name and a comma.

More than One Work by an Author

If you have cited more than one work by a particular author, order the entries alphabetically by title, and use three hyphens in place of the author's name for every entry after the first:

Burke, Kenneth. A Grammar of Motives. [...] 

---. A Rhetoric of Motives. [...] 

When an author or collection editor appears both as the sole author of a text and as the first author of a group, list solo-author entries first:


Work with No Known Author

Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in your paper. In this case, Boring Postcards USA has no known author:

Baudrillard, Jean. Simulacra and Simulations. [...] 

Boring Postcards USA. [...] 

Burke, Kenneth. A Rhetoric of Motives. [...] 

For more information on how to create a works cited page and to cite within a text, please see the “Sample MLA In a Text” and “Sample Research Paper” in the MLA Handbook Folder on this disk. You may also view the presentation “How to Write a Research Paper” in the PowerPoint folder online.


Adapted from: http://owl.english.purdue.edu/owl
Anti-Plagiarism Tips

Remember that there are two reasons for documentation, other than that you were told to do so.

1. Somebody went to a lot of trouble to gather information you are using. The author might have spent months at the bottom of the ocean risking life and limb observing sharks. He/she might have spent years traveling from city to city gathering data. Whatever the case, remember that he/she worked harder for his/her information than you did looking it up, so give credit where credit is due.

2. On the other hand, maybe the author’s information is erroneous, biased, or in some way untrue. Again, but in the negative sense, give credit where credit is due. You won’t (if due caution and adequate sources were used) be blamed for another author’s inaccuracies if you haven’t claimed them as your own by failing to document.

TIPS

- Document all information you take from other sources which includes direct quotations and paraphrases as well as ideas you gained from these sources. However, there is some information that is referred to as public domain, or common knowledge, which doesn’t need to be documented. Examples of public domain include well-known phrases or proverbs and common knowledge such as “George Washington was the first president of the United States.” Use caution…if you are in doubt about whether something is common or public, it is best to cite it.

- If your information includes numbers (dates, statistics, percentages, amounts), document it. This is true even if the fact is just something you remember from somewhere. Find out where you heard it; check accuracy. For every fact we truly remember, there lurk a dozen non-facts we just think we remember. If in doubt, check with your English teacher.

- Just because a piece of information is in print doesn’t mean it’s true. The pulp tabloids (i.e. National Enquirer, Star, etc.) provide good examples, but less sensational ones abound. Double-check any questionable or controversial information.

- The more sources you use, the less likely you are to use another author’s words. Using more sources provides you with enough information to:
  - Realize that different sources give different data.
  - Make comparisons and contrasts.
  - Make connections between different pieces of information.
  - Draw your own conclusions.

- The less information you have, the less you will have to say and, therefore, the more you’ll find yourself relying on another author.

- Avoiding plagiarism requires using higher level thinking skills. It can’t be done by using penmanship skill alone. You must:
- Look up information (knowledge level).
- Understand it (comprehension level).
- Apply it to your topic (application level).
- Analyze it – how does it compare to or connect with other information you have? (analysis level)
- Put it all together in a way that supports your thesis (synthesis level).
- Make some judgments about the information you found – is it true? Accurate? Biased? (evaluation level)

Document all information you gain from primary and secondary sources.
- Primary sources include:
  - Interviews you conduct yourself (in person, on the phone, online)
  - Surveys you have conducted
  - A scientist’s actual notes
  - A work of literature
  - An autobiography
- Secondary sources include:
  - Textbooks
  - Articles
  - Reference Books
  - Literary criticism
  - Any writing discussing any primary source

Don’t forget the consequences of plagiarism!
The Product
Product Requirements Overview

The product is the second component of the Senior Project. In this component, students must use the information gathered during their research to create a product that fulfills a need or desire; the conception, development, and refinement of the product created must respond to the identified need or desire. This part of the Senior Project offers students an opportunity to connect their education aspirations with real world career or community service opportunities.

Purpose

- To create a tangible product related to the research paper.
- Reflect applications of
  - Learning
  - Critical thinking
  - Problem-solving
  - Teamwork
- Personal employability skills such as
  - Responsibility
  - Persistence
  - Independence

Requirements

- Selected, designed, and developed by the student.
- Reflect a minimum of 10 hours of out-of-class work (not to include research).
- Must be completed with the collaboration of a mentor.
- Must be tangible or must be able to be documented if intangible.
  - Intangible products must be documented with photographs, videos, logs, letters, receipts, certificates
- Products may be short-term or long-term, personal or public.
- Must provide a learning stretch; students may not work on something in which they are already accomplished.
- Must be approved by English Instructor.

Notice

- Products do not require that students spend any money. Many projects are service related and serve the community – for free!
- Any costs incurred by the student is by his or her choice and should be discussed very carefully with parents.
- Students who require minimal supplies and who encounter financial hardships should discuss avenues for donations with his or her teacher, guidance counselor or SP Coordinator.
- Products that require large amounts of money for supplies or lessons do not necessarily earn a higher grade.
- Be creative with your product ideas and cost solutions!
Types of Products

Products generally fall into seven major categories; however, students often combine types for a stronger project. Many products do not incur any costs or require the purchase of any supplies. The following products have been successful:

- **Physical Artifact**
  - Models, computer programs, fashion clothing, architectural design, pottery, car mechanics, building furniture, etc.

- **Written Artifact**
  - Short story, book of poetry, novelette, journal of reflective essays, cookbooks, or “how-to” books

- **Performance-Based**
  - Choreography of a dance, music video, magic show, instrumental recital, cooking class, signing, acting

- **Teaching or leadership**
  - Teach middle-school students about eating disorders, coach a little-league team, start a tutorial group for ESL students, teach about drug abuse or gang violence

- **Physical Experience**
  - Run a marathon, create and follow an exercise program, learn to play an instrument, complete a cancer walk

- **Career-related**
  - Job-shadow a police officer and develop a crime prevention program for your school or neighborhood, observe a teacher and develop a lesson plan and teach a class

- **Community Service**
  - Volunteer at a homeless shelter and organize a food drive, habitat for humanity, organize a recycling program

Products Should Not Be

- Job shadowing. Students may shadow; however, they must take what they learn on the job and then create something from that information.
- Completed without the assistance of a mentor.
- Presentation boards describing the research paper
- PowerPoint presentation on the night of judging
- Require excessive expense
- Changed without the English Instructor's approval
- Put the student at physical risk

Required Benchmarks

- Product Approval Form
- Mentor Agreement Form
- Letter of Intent
- Product Log (completed and turned in after every five (5) hours)
Grading Criteria

- 25% of the Senior Project Grade; 25% of Final Exam
- Approved by English Instructor
- Monitored and verified by Faculty Advisor
- Graded by a panel of judges on presentation night

Service-Learning Opportunities

- Some students may be allowed to perform Service-Learning Shadowing during school hours to work with a mentor. In these cases, the student must fill out and complete the Service-Learning application in the forms section before completing the shadowing experience.
- Although students will be absent, this absence will be categorized as a “learning opportunity” (similar to a field trip) and will not count towards the portfolio requirement. Once completed, students must return the completed form to Ms. Curle in room 124 for verification.

A Word of Warning!

- Students who choose topics in the medical, law, social work, athletic training and coaching fields will not be approved unless the student can prove that they already have a mentor in that field secured. These occupations have professionals who are very busy and are often not available after hours for mentoring. Too, due to patient/client confidentiality issues, students have limited availability to business sites and information.
- Students must also choose a topic in which they are legally allowed to complete a project. For example, tattooing requires that all persons be at least 18 years old. If you will not be 18 prior to your product completion, you will not be allowed to shadow at that establishment. All food-service products also require immunizations and TB testing; you must meet all requirements for any paid employee.
## SAMPLE IDEAS: RESEARCH → PRODUCT

<table>
<thead>
<tr>
<th>RESEARCH PAPER TOPIC</th>
<th>POSSIBLE PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion and social change</td>
<td>Design and construct a 20's era gown</td>
</tr>
<tr>
<td>Vietnam veterans</td>
<td>Volunteer to work with post-traumatic stress-syndrome vets</td>
</tr>
<tr>
<td>Robotics</td>
<td>Construct a robotic hand</td>
</tr>
<tr>
<td>Aluminum welding</td>
<td>Construct a model (or actual) river boat</td>
</tr>
<tr>
<td>Small literary press</td>
<td>Edit and publish a class literary magazine</td>
</tr>
<tr>
<td>Musical arranging</td>
<td>Write an orchestration for school band or orchestra</td>
</tr>
<tr>
<td>Physical conditioning for people over 40</td>
<td>Design and monitor a physical conditioning program for an out-of-shape teacher, neighbor or acquaintance</td>
</tr>
<tr>
<td>Scuba diving</td>
<td>Take scuba lessons for certification</td>
</tr>
<tr>
<td>Adoption laws</td>
<td>Find biological parent</td>
</tr>
<tr>
<td>Art of silk screening</td>
<td>Design and create a T-shirt logo for school club</td>
</tr>
<tr>
<td>History of quilting</td>
<td>Design and make a baby quilt</td>
</tr>
<tr>
<td>Waste disposal and the environment</td>
<td>Organize/supervise group to pick up trash on campus for the semester. Keep records of activity.</td>
</tr>
<tr>
<td>The Warren Report and JFK assassination</td>
<td>Make a model of Dealy Plaza with places labeled</td>
</tr>
<tr>
<td>Sports memorabilia</td>
<td>Create a magazine for collectors</td>
</tr>
<tr>
<td>Importance of fathers in the home</td>
<td>Form a fatherhood club; create agendas for meetings</td>
</tr>
<tr>
<td>Historical sites in Cumberland County</td>
<td>Create a walking tour; do a slide presentation or design a brochure</td>
</tr>
<tr>
<td>Battle of Guilford Courthouse</td>
<td>Create a map/model of battles to donate to social studies department</td>
</tr>
<tr>
<td>Emergency Medical Technicians</td>
<td>Ride with EMTs; keep journal and take photos</td>
</tr>
<tr>
<td>Harlem Renaissance: effects on art/poetry</td>
<td>Write and illustrate a book of poetry</td>
</tr>
<tr>
<td>Progression of 20th century architecture</td>
<td>Design a modern building; make a model</td>
</tr>
<tr>
<td>Sleep disorders</td>
<td>Volunteer and chart results at a sleep disorder clinic</td>
</tr>
<tr>
<td>RESEARCH PAPER TOPIC</td>
<td>POSSIBLE PRODUCT</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>History of sailing vessels</td>
<td>Make a model of a sail boat; take sailing lessons</td>
</tr>
<tr>
<td>The 911 Tragedy</td>
<td>Make a book that chronicles the event</td>
</tr>
<tr>
<td>Fly fishing in the Southeast</td>
<td>Learn to fly-fish</td>
</tr>
<tr>
<td>Franchise development</td>
<td>Track development of a food franchise in Caldwell County</td>
</tr>
<tr>
<td>Stylistic innovations of Frank Lloyd Wright</td>
<td>Design a window in Wright-style</td>
</tr>
<tr>
<td>Stained glass through the ages</td>
<td>Take stained glass lessons; create a project</td>
</tr>
<tr>
<td>Copyright laws as protection</td>
<td>Write, copyright, and publish a song or a story</td>
</tr>
<tr>
<td>Influence of Shaker religion on Shaker life and arts</td>
<td>Design and build a Shaker teacher's work desk</td>
</tr>
<tr>
<td>Deforestation</td>
<td>Shadow and help a forest ranger</td>
</tr>
<tr>
<td>Golf course management</td>
<td>Design and make a model of an 18 hole golf course</td>
</tr>
<tr>
<td>History of &quot;belts&quot; in the martial arts</td>
<td>Learn karate with a goal of reaching a belt level</td>
</tr>
<tr>
<td>Turkey hunting in North Carolina</td>
<td>Learn to make various calls</td>
</tr>
<tr>
<td>Scottish ancestry</td>
<td>Make model castle; make a personal coat of arms</td>
</tr>
<tr>
<td>Harmonica in blues music</td>
<td>Learn to play the harmonica</td>
</tr>
<tr>
<td>Crimes against women</td>
<td>Take a self-defense class</td>
</tr>
<tr>
<td>History of the VW Beetle</td>
<td>Remodel/Rebuild a 1964 VW</td>
</tr>
<tr>
<td>Swing era music</td>
<td>Learn to swing dance</td>
</tr>
<tr>
<td>Health benefits of Yoga</td>
<td>Take Yoga lessons and chart progress w/ photos</td>
</tr>
<tr>
<td>Marine biology</td>
<td>Set up and maintain a salt-water aquarium</td>
</tr>
<tr>
<td>Illiteracy in North Carolina</td>
<td>Teach an adult to read</td>
</tr>
<tr>
<td>Vincent Van Gogh</td>
<td>Learn to oil paint</td>
</tr>
<tr>
<td>Homelessness</td>
<td>Volunteer at a homeless shelter</td>
</tr>
<tr>
<td>Broadcasting as a career</td>
<td>Intern at a local TV or radio station</td>
</tr>
<tr>
<td>Graphology</td>
<td>Learn to analyze handwriting</td>
</tr>
<tr>
<td>Astrology</td>
<td>Learn to create astrological charts</td>
</tr>
<tr>
<td>RESEARCH PAPER TOPIC</td>
<td>POSSIBLE PRODUCT</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Build a telescope</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>Create a financial plan for your future</td>
</tr>
<tr>
<td>The filmmaking of Stanley Kubrick</td>
<td>Create and edit an original film</td>
</tr>
<tr>
<td>Recycling</td>
<td>Make a chair with recycled materials</td>
</tr>
<tr>
<td>Sharks off the Atlantic Coast</td>
<td>Make a book with info/photos of shark species</td>
</tr>
<tr>
<td>Braking devices on automobiles</td>
<td>Make a brake rebuilding video</td>
</tr>
<tr>
<td>Obesity</td>
<td>Design/monitor a weight loss program for an adult</td>
</tr>
<tr>
<td>Dams in North Carolina</td>
<td>Build a model of a local dam</td>
</tr>
<tr>
<td>Baseball equipment</td>
<td>Make a wood bat</td>
</tr>
<tr>
<td>Catering as a career</td>
<td>Cater a school event</td>
</tr>
<tr>
<td>Sports and Asthma</td>
<td>Volunteer to work with asthmatic child in a sport area</td>
</tr>
<tr>
<td>The poetry of William Blake</td>
<td>Write and bind a book of personal poetry</td>
</tr>
<tr>
<td>Illustration as a career</td>
<td>Write and illustrate a children's book</td>
</tr>
<tr>
<td>Head trauma</td>
<td>Make and label a model of the brain</td>
</tr>
<tr>
<td>Radio communication</td>
<td>Build a radio or become a ham radio operator</td>
</tr>
<tr>
<td>Wildlife art</td>
<td>Make a book or video of wildlife in North Carolina</td>
</tr>
<tr>
<td>Drunk driving and MADD</td>
<td>Create a school program against drinking/driving</td>
</tr>
<tr>
<td>Auto transmissions</td>
<td>Overhaul a transmission/journal the experience</td>
</tr>
<tr>
<td>History of cruise missiles</td>
<td>Build a model of a missile</td>
</tr>
<tr>
<td>Fashion modeling as a career</td>
<td>Design and sew a garment</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Construct a greenhouse</td>
</tr>
<tr>
<td>Musical instrument repair</td>
<td>Repair and maintain school instruments</td>
</tr>
<tr>
<td>Hearing impaired</td>
<td>Learn sign language</td>
</tr>
<tr>
<td>Child care</td>
<td>Take babysitting training; teach others</td>
</tr>
<tr>
<td>Child development</td>
<td>Volunteer at a daycare center; make a book</td>
</tr>
</tbody>
</table>
Senior Project Mentor Guidelines

A product mentor is someone who knows the subject (an expert) of your product and will take a sincere interest in guiding you to complete it successfully. Please share the following guideline with your mentor.

Student Responsibilities

- Securing an appropriate mentor
- Completing and submitting all required mentor forms
- Being prepared and punctual for all appointments with mentor
- Communicate with mentor on a regular basis
- Including the mentor as much as possible in the required 10 hours
- Introduce mentor to parents and guardians

Mentor Qualifications

- Cannot be a member of the student’s immediate family
- Must be an adult over 25 years old
- Must be an expert or professional in the field connected to the research topic and product
- Must be available and willing to work outside of normal business hours
- Should not be convicted of a serious crime

Mentor Responsibilities

- Provides expertise relating to product
- Gives suggestions and advice
  - Planning, building, buying
- Supports projects efforts
- Provides comments, direction, and feedback
- Completing and signing all forms and logs
- Verifies progress and hours

Choosing a Mentor

- Clearly define the product and project
- Be specific about the requirements of the product and any anticipated needs or obstacles. Include a list of needed supplies and time constraints.
- Be able to demonstrate the benefits of the mentor/mentee relationship to the mentor
- Make a possible list of experts that have useful knowledge that may help you. Start with people you know and then move to the community.
- Talk to parents, friends, and teachers about possibilities. People who may help you locate a mentor include:
  - SVHS faculty
  - Employers and co-workers
  - Contacts at church
Contacts through community service organizations
Contacts through athletic organizations
Community businesses
Professional organizations
Newspapers

Working With A Mentor

- Begin by making initial contact. Face-to-face contact is best; however, you may also:
  - Telephone
  - Write a letter
  - Email or make contact through a professional webpage. Avoid contact through personal web pages such as MySpace or Facebook.
- Explain the overall project, goals and product ideas
- Decide how you and your mentor will complete the product.
- Create a timeline and a schedule.
- Decide what parts of the product you can work independently on, and which parts will have the assistance of your mentor.

Most professional people are interested in helping students and will want to assist you in completing your Senior Project if they can arrange their schedules; therefore, be flexible. As you plan what you will say to the potential mentor, remember to be considerate and direct. Professionals are busy people, so be organized to make efficient use of their time. Never use profanity or slang.
Arranging a Mentorship – Making First Contact

Listed below are some tips to help you arrange for a mentorship. Space is provided so that you can write out the required information before making contact. Remember to have a pencil and paper ready. Practice what you will say.

Most people that you contact will not know what “mentoring” is. If you explain who you are and give an explanation of what mentoring is, they will be more likely to grant your request. It can be intimidating, but be yourself.

1. Introduce yourself: who you are, where you go to school.

2. Explain the reason for your contact.

3. Explain “mentoring” and your product.

4. Request a mentoring opportunity.

5. When you get a positive response, arrange a date and time for the initial meeting at the mentors convenience. Meet at the mentors place of employment or at school if possible.

6. If the person contacted cannot accommodate your request as a mentor, ask him/her to suggest another person who may be willing.

7. Thank the person for his/her time. Let him/her know you appreciate the opportunity and look forward to meeting him/her.
Write a Thank You Note to Your Mentor!

Your mentor has spent many hours helping you through your product, so it is important that you express your thanks. Take the time to write a thank-you letter. Your English teacher will clarify which method to use in class and will ask you to turn in your thank-you note, with a stamped, addressed envelope. A copy of the thank-you note should be included in your portfolio.

Here are some guidelines to follow:

1. **Start your thank-you with Dear __________**, 

2. **Be sure to mention what you are thanking your mentor for.** A statement beginning with, “I want to thank you for (be specific) . . . “ Express your thanks simply and directly.

3. **Next, include a line or two to say specifically what you appreciate about your mentor:** a specific quality, feature, or action would be appropriate. Just be sure that you are honest in your comments.

4. Recount a memorable experience you shared together: this can include a time when you were successful or unsuccessful. You can say something like, “I will never forget the time when I tightened the string on the guitar too tight and it broke . . .”

5. **Finally, you should end the note with a general statement** such as “My Senior Project would not have turned out so well without your help,” or “You have really opened my eyes to how helpful an adult can be,” or “I hope that you will continue to mentor young people because you have so much to offer.”

6. **Some further thoughts:**

   - Be sure to **close the note** with a word or phrase such as "Sincerely," or "With gratitude," and then **sign your name**.

   - **Whatever you do, never belittle your mentor’s help in any way!**

   - **Make sure your mentor’s last impression of you and South View is a good one.**
The Portfolio
Portfolio Requirements Overview

The Senior Project Portfolio is a collection of all the documents in support of your journey through the Senior Project, as well as your growth as a writer from the previous three years of high school. It is the concrete evidence your advisor, teacher and presentation panel will review in order to get a sense of your project before you make your Senior Project Presentation. On the day of your presentation, the review board will refer to your portfolio when asking about your project. Your portfolio will be the review board's first introduction to you and your project, so take care that your portfolio reflects a polished, professional, and complete product. The purposes of the Senior Project Portfolio are:

- To provide the judges with a first-hand look at your Senior Project work while establishing a first impression of who you are.
- To offer you an overall perspective of your Senior Project that allows you to plan a purposeful and powerful Senior Project presentation with a wide variety of support.
- To provide you with items you can use in college or the work force (letters of introduction and recommendations, a resume, documentation of completion of a long-term process).
- To allow you a place to keep your work together and organized.

Students should work on their Senior Project Portfolio progressively and avoid any last minute stress of racing around trying to find pieces of work you completed months ago and need to find, refine and put in the portfolio. Remember, your portfolio is like an introduction of yourself for the first time to someone and, like this first introduction, forms a beginning impression. Because of this, think: quality. Your portfolio needs to be:

- Organized
  - All pages must be appropriately numbered and correspond accurately to the page numbers listed in your table of contents.

- Typed and neat
  - Times New Roman font, MLA format whenever appropriate
  - Pages clean and intact

- Interesting to preview and graphically engaging
  - Include photos and artifacts
  - Do not make overly “arts and crafts.” It is not a decorative, personal scrapbook

All of these items can be accomplished if you start early, work on your portfolio daily, finalizing each piece as it is completed and returned to you by your advisor, English instructor or mentor.

Your portfolio materials should be placed in a clean, clear-view, white binder not to exceed 2 ½”. Documents should be placed in document protectors in a specific order with each page numbered. The order is as follows:

1. Letter to Judges
2. Research Process
   a. Final, clean draft
   b. Second draft
   c. First Draft
   d. Topic/ Product Approval Form
   e. Thesis Statement and Outline
   f. Annotated Bibliography
   g. Note Cards
3. Required forms and Paperwork
   a. Parent Acknowledgment Form
   b. Honor Code
   c. CCS Liability Release
   d. Advisor Contact Sheet
   e. Mentor Statement and Background Forms
4. Activity Logs
   a. Product Log(s)
   b. Mentor Logs(s)
   c. Mentor Verification of Product
5. Product Artifacts (arrange this to fit your work and project)
   a. Photographs
   b. Pamphlets
   c. Receipts
   d. Newspaper/Magazine Articles
   e. Emails/letters with mentors and advisors
   f. Certificates of Completion
   g. Samples & Supplies of product
6. Reflections
   a. Reflection 1
   b. Reflection 2
   c. Final Reflection
7. Miscellaneous Items
   a. Budget Analysis
   b. Transcripts
   c. College Acceptance Letters
   d. Resume
   e. Awards
   f. Dedication Page

You may create a decorative sheet to be placed behind the binder cover; however, you may not embellish the notebook otherwise (no “bedazzled” jewels, flowers or three-dimensional objects that protrude beyond the clear jacket cover). Remember, this should resemble a professional product and reflect the hard work you have completed. Finally, be sure to meet all portfolio deadlines and have your advisor monitor the progress of your portfolio often.
The final portfolio is due two weeks prior to the presentation.

The student’s advisor will track the student’s progress using a checklist and will grade the final portfolio using a grading rubric adapted from the state-approved rubric.

The final portfolio grade will count as part of the overall Senior Project grade given in English IV/IB/AP Literature and Composition. The paper, portfolio, product, and presentation will each count as 33% of the final exam grade of English IV/IB/AP Literature and Composition. Therefore, the overall Senior Project grade will be 33% of the English IV/IB/AP Literature and Composition final grade.

Grading of individual portfolio contents is at the school’s discretion using the State-Guided Rubric.

Teachers will return graded items to the student, and it will be student’s responsibility to place the items in his/her portfolio.

The portfolio must be revised if the Exit Standard has not been met. However, the original grade will stand as applied to the final exam for English IV/IB/AP Literature.

The judges will be given time to review the portfolios before the presentations.

The portfolios may be returned to the students upon request after the June graduation, but no later than the last teacher workday.

IEP accommodations must be observed. Additional assistance and remediation should be provided to students with special needs and to other students who are not demonstrating proficiency while completing the Senior Project through before and after-school tutoring, Saturday Academy, etc.

Past portfolios are available for student and parent review.

***Please note: students who encounter any financial hardship in acquiring a notebook or document protectors should see his or her English IV Instructor or Senior Project Coordinator as soon as possible. There is a limited supply available.***
Portfolio Cover Page

The portfolio cover page will demonstrate your technological capabilities while advertising your project. The cover page should be typed and printed on 8 ½” X 11” paper. The cover page should contain your research topic, thesis statement and a brief description of your project using active verbs and vivid adjectives. Additionally, the cover page must include your name, teacher, subject, period, semester, and date and should be accompanied by an appropriate, corresponding graphic. Place this cover sheet behind the clear plastic cover on the front of your binder.

The Eastern art of yoga teaches relaxation, focused breathing, and stretching exercises in order to achieve a balanced lifestyle in today’s stressful world.

Learn yoga in order to plan and execute yoga classes for students and teachers after school two times a week for three weeks.

Johnny Depp
Mr. Edkins
English IV Honors – 3rd period
Second Semester
May 1, 2014
Recommended Portfolio Table of Contents

The following items should be found in the Senior Project Portfolio. Please place them in the order listed below. This is a sample table of contents and does not reflect actual page numbers. Page numbers will be determined by items placed in the portfolio. Organize, use dividers and type.

Letter to the Judges 1-2

Research Process
1. Final Draft 5-17
2. Draft Two 18-30
3. Draft One 31-39
4. Topic/Product Approval Form 40
5. Thesis Statement and Outline 41
6. Source Cards 42-43
7. Annotated Bibliography 44
8. Note Cards 45-52

Required Forms and Paperwork
1. Parent Acknowledgment Form 53
2. Honor Code 54
3. CCS Liability Release 55
4. Advisor Contact Sheet 56
5. Mentor Statement and Background Sheets 57-58

Activity Logs
1. Product Log(s) 59-60
2. Mentor Log(s) 61-62

Product Artifacts (arrange this to fit your work and project)
1. Photographs 63-68
2. Pamphlets 69-70
3. Receipts 71
4. Newspaper/Magazine Articles 72-73
5. Emails/letters with mentors and advisors 74-78
6. Certificates of completion 79
7. Samples of product 80-84

Reflections
1. Reflection I 85-86
2. Reflection II 87-90
3. Final Self-Reflection 91-93

Miscellaneous Items (arrange this to fit your work and project)
1. Budget Analysis 94
2. Transcripts 95-96
3. College Acceptance Letters 97-99
4. Resumes 100
5. Awards 101-106
6. Dedication Page 107

The Letter of Intent
The Letter of Intent is your first formal introduction of your project; therefore, its purpose is to put into writing your topic, product, and plan of execution. It is completed once your topic and product has been approved by your English IV Instructor and advisor. Because this letter may be used when contacting a mentor or discussing your project with the Senior Project Coordinator or principal, this letter should follow a very specific format. The layout should follow standard business letter format:

- Typed using Times New Roman 12" font
- 1" margins on all sides
- Typed on clean, white, 8 ½ “ X 11 paper
- Single spaced; block format (skip a line between paragraphs; do not indent)
- Return address (your address)
- Teacher's address (school address)
- Greeting
- Body Paragraphs
- Closing
- Signature

Each paragraph should contain specific information that is relevant to your project. Although you do want to convey your own “voice” and share personal information, remember that this is a formal letter and should not sound like you are texting to a friend. The information in your letter should be as follows:

- Information about yourself
  - Background, family, future plans
- Your topic of focus of the research paper and project
  - Why you became interested in the topic?
  - What is your research point of view?
  - How does your project connect to your research paper?
- Your experience and interest in the topic
  - How much do you already know about the topic?
  - How do you know what you know?
  - Do you know anyone already involved with your topic?
  - How will your project help/impact others?
  - What will this project teach you?
  - What problems may you encounter? How will you solve them?
- Sources you hope to utilize and potential costs
  - How do you plan to complete your project?
    - How much time do you plan to devote to the project?
    - How will you balance the project and other responsibilities?
  - What sources are available to you? Talk about:
    - Mentors/Family/Friends/Teachers
    - Job shadowing opportunities
    - What physical materials will you need?
    - Internet and library
  - How much will your project cost? Think about aspects such as:
    - Cost of physical materials
- Cost of gas
- How will you cover these costs?

**Honor Code Statement**
- See example on Sample Letter of Intent

Remember, this letter of intent will not only be read and graded by your English IV teacher; it will serve as a basic introduction to anyone who wants to know more about your project and reviews your portfolio. Therefore, before you turn in your final draft, be sure to:

- **Use correct grammar**
  - Avoid slang and jargon specific to your project that others may not understand
  - Keep in present tense. Do not say, “I will do my project on…” Instead, say, “My project is on…”
  - Check spelling

- **Use correct punctuation**
  - Business format is very specific. Use a Microsoft Word Template if possible.
  - Make sure your greeting and closing is followed by the correct punctuation.

- **Reread for interest**
  - Is your letter of intent interesting?
  - Does your letter convey a personal interest? (Never say in your letter that you chose the topic because you couldn’t think of anything else, or that your parents made you!)
  - Does your letter reflect a deeper connection to the project besides the fact that you have to complete it in order to pass English IV and graduate? That aspect is obvious and can be offensive to those who are helping you. You don’t have to claim to cure cancer, but your personal connection should be stated.
  - Does your letter demonstrate a learning stretch?
Business Format for the Letter of Intent

Your Street Address
Your City, State  Zip Code
Current Date

(4 returns/enters)

English IV Instructor
School Address
City, State  Zip Code
(2 enters)

Dear (Teacher's Name):

(2 enters)

Paragraph One: Personal Background:
- General information about yourself (school, extra-curricular activities, work)
- Family information (especially as it pertains to your topic)
- Future goals and plans (jobs, college, future career)
- Any specific event that relates to your topic
- Transition to topic

(2 enters)

Paragraph Two: Topic Announcement:
- State your topic
- Recount how/why you became interested in the topic
- Describe your research paper and your point of view
- Describe your project and how it relates to your research paper. Be as specific as possible – list what you hope to accomplish and how.

(2 enters)

Paragraph Three: Experience and Interest:
- Describe what you already know about your topic and how you came to know what you know or why you know nothing so far
- Describe how this project will impact others. This may include your family, yourself, or a greater community.
- If the project is not service-based and is simply to acquire a new skill, be sure to state how this skill will effect you or how it will impact what you already know
- List the potential problems you may encounter. This can include raising funds to buy materials, finding the time to complete the project, locating a mentor, driving to location, missing school or work. Too, some projects which deal with unfortunate family experiences may bring about feelings that you may have trouble handling. How will you resolve these feelings?
- Brainstorm possible solutions to any problems.

(2 enters)

Paragraph Four: Sources Utilized:
- How much time do you plan to devote to the project. Will you have a schedule with specific days and times or will it be more “hit and miss.”
- Detail the resources that will be available to you. This just shouldn’t include the physical materials that you will have to utilize but also your advisor, mentor, family and friends that will aid you in the completion of your project. This can also include trips to the library and research on the internet.

(2 enters)

Paragraph Five: Honor Code Statement: You may copy the following statement directly or put it into your own words:
“Plagiarism is a serious offence. If I take information that other people have written without giving them credit, I am stealing their work. Plagiarism and falsifying documents and logs will jeopardize not only my grade on the Senior Project, but also my eligibility to graduate. Doing well in English, graduating from high school, and achieving my Senior Project goals are all important to me. I will not place my graduation or personal honor in jeopardy by cheating on any part of this project.”

(2 enters)

Sincerely,

(4 enters) Sign your name in this space

Johnny Depp
Sample Letter of Intent

2010 Graduation Lane
Hope Mills, NC  28348
February 1, 2010

Mr. Edkins
South View High School
4184 Elk Road
Hope Mills, NC  28348

Dear Mr. Edkins:

My family moves around a lot. We have never owned a home of our own, but I would like to someday. Both my parents work very hard to support the family, but having trouble finding jobs that last very long. We move often as my parents look for new jobs. When I was little, all the moving and changing schools was hard. I never got to make really good friends and I feel that I did not get the educational skills I should have. My parents always talk about how important education is. They know this because they both have only a high school education. My mother tells me they are both experts in surviving using “street smarts” and not “book smarts.” I watch them struggle, see how difficult it is to keep things together for our family and I know I want more than that in my life. My goal is to attend college so that I will not have to struggle like my parents have.

When the Senior Project started, I knew I wanted to use that time to explore something that would make a difference in my life. I also am not very traditional. My parents taught me to think about all kinds of work, not just jobs that make a lot of money. I like to be outside and prefer work that is both physically and mentally challenging. For my Senior Project, I am going to focus on the housing industry. I will research alternative building techniques and determine which are not only the most energy efficient but cost effective as well. I like reading about housing construction, looking at house designs, and watching shows on home construction. Though I have done some limited reading in this area, I do not really know too much about it. I do think we will always have housing contractors because the world population continues to grow. But, we need to be aware of our natural resources as well. So, I do not think wood framing is the way to build homes of the future. Environmentally, it just doesn’t make sense to me. I believe homes need to be more energy efficient and if I have my way, someday I will not only have my contractor’s license, but I will have my own company.

For my project, I plan to actually build a structure using alternative materials. I have never done anything like this; I hope my research will help me with this. I am hoping to find a general construction contractor to mentor me. I saw an article in the paper about a local building contractor who utilizes renewable building supplies and I plan on contacting him to see if he will be willing to mentor me. Too, Fayetteville Technical Community College is advertising an evening class called “Building Structures with Straw Bales” and I plan on enrolling in that class. I am very excited about working with a mentor and attending a class that is actually about my project!
One of my biggest problems may be the ability to get back and forth to the FTCC class because my family has only one car. However, my next door neighbor works there and has said that she would be willing to give me a ride whenever she could. I am a bit uncertain about my costs. My hope is that I can find someone who wants a storage shed and would be willing to have it built out of alternative building materials. Once I find this person, I will try to convince him that I should be the one to build it. I will run a cost analysis and charge him for the materials. Of course, because I will not charge for labor, this person will be saving a lot of money (but they can pay me if he wants to!) I know that my time involved in the project will be well over 100 hours, but I am willing to invest this amount of time.

“Plagiarism is a serious offence. If I take information that other people have written without giving them credit, I am stealing their work. Plagiarism and falsifying documents and logs will jeopardize not only my grade on the Senior Project, but also my eligibility to graduate. Doing well in English, graduating from high school, and achieving my Senior Project goals are all important to me. I will not place my graduation or personal honor in jeopardy by cheating on any part of this project.”

Sincerely,

Johnny Depp

Johnny Depp
Letter to the Judges

One of the first impressions the judges will have of you will come from the letter you will write to them. The purpose of this writing is to give the judges an introduction to you as a whole person, beyond the work you have done on the Senior Project. They will be able to see you as a young adult with goals, interests, and opinions. When they hear you speak at the presentations, they will most likely bring these insights into their understanding and consequent assessment of your presentation. The letter, therefore, must be in your best writing and must be a sincere expression of how you perceive certain aspects of yourself. This letter is the first item in your portfolio, following the table of contents. Start off on the right foot!

Follow the same business format used in your Letter of Intent:

- Typed using Times New Roman 12” font
- 1” margins on all sides
- Typed on clean, white, 8 ½ “ X 11 paper
- Single spaced; block format (skip a line between paragraphs; do not indent)
- Return address (your address)
- Teacher’s address (school address)
- Greeting
- Body Paragraphs
- Closing
- Signature

Remember, this letter not only be read and graded by your English IV teacher; it will serve as a basic introduction to anyone who wants to know more about your project and reviews your portfolio – especially the judges. Therefore, before you turn in your final draft, be sure to:

- Use correct grammar
  - Avoid slang and jargon specific to your project that others may not understand
  - Keep in present tense. Do not say, “I will do my project on...” Instead, say, “My project is on...”
  - Check spelling
- Use correct punctuation
  - Business format is very specific. Use a Microsoft Word Template if possible.
  - Make sure your greeting and closing is followed by the correct punctuation.
- Reread for interest
  - Is your letter of intent interesting?
  - Does your letter convey a personal interest? (Never say in your letter that you chose the topic because you couldn’t think of anything else, or that your parents made you!)
  - Does your letter reflect a deeper connection to the project besides the fact that you have to complete it in order to pass English IV and graduate? That aspect is obvious and can be offensive to those who are helping you. You don’t have to claim to cure cancer, but your personal connection should be stated.
  - Does your letter demonstrate a learning stretch?
Letter to the Judges Recommended Format (Do not type at top)

Your Street Address
Your City, State Zip Code
Current Date

(4 enters)

Senior Project Judges
School Address
City, State Zip Code
(2 enters)
Dear Judges:

(2 enters)
Paragraph One: Personal Background:
Discuss your personal background and family life as they relate to your Senior Project. Tell the judges something about your accomplishments and challenges during your high school career. Express your future goals. Help them get to know you.

(2 enters)
Paragraph Two: Topic:
Explain why you chose your particular research topic and the ultimate product you spent time completing. Discuss in detail how you completed each phase of the project. Talk about your work with a mentor. Explain the easiest and hardest parts of the Senior Project that you encountered. How did you overcome these challenges and how did your accomplishments feel? What skills allowed you to be successful?

(2 enters)
Paragraph Three: Reflection:
Tell the judges what you learned from doing the Senior Project. What skills did you gain from doing it? What lessons (positive and negative) did you learn? What would you advise future students as they approach their Senior Project? What aspect or experience of this project will you never forget and why?

(2 enters)
Paragraph Four: Acknowledgments:
Thank those people who helped you become successful during this project. State what each taught you and how they aided you in your project. Finally, thank the judges for taking the time to look at your portfolio and to view your presentation.

(2 enters)
Sincerely,

(4 enters) Sign your name in this space

Johnny Depp
Product Reflections Overview

Your product reflections are written documentation of your product progression. These reflections are a required part of your portfolio and will be graded by your English IV Instructor and reviewed by your faculty advisor. You must write a total of four (4) reflections.

Format

- Typed, 1" margins
- Times New Roman 12" font
- Black ink, white paper
- In chronological order
- Neat and organized
- MLA format (when appropriate)
- Address and answer all the guiding questions
- Use correct grammar and punctuation
- Contain specific, detailed information

Content

- Each question should be answered in at least a paragraph of 6-8 sentences and compiled into one cohesive essay.
  - Do not simply number your questions and answers.
- Each response should be thoughtful and honest.
  - It is not an opinion paper on whether or not you liked or disliked the Senior Project.
- Although this assignment allows you to discuss your progress, problems and successes, it is not a forum to complain about the project.
  - It should address the work you did in order to successfully complete each phase.
- First person is acceptable.

Example of an unacceptable reflection:

February 12, 2010

I met my mentor and we talked about my project. Worked on proposal. Looked some stuff up online. Made a journal entry. No problems or successes to report yet.
Example of an acceptable reflection:

Johnny Depp
English IV Honors
Mr. Edkins
February 12, 2010

Reflection # 2

I am currently working on meeting with my mentor for the first time to begin my product. I have been in touch with Ms. Smith several times by email and on the phone; I am surprised at how supportive and helpful she is whenever we are in contact. Although she has been very helpful in assisting me to narrow my focus and plan my product, I have been anxious to actually begin restoring my 1967 Mustang. After speaking with her, I realize that she has the expertise and experience to help me rebuild the engine and exhaust system. In order to be fully prepared when we meet this weekend, Ms. Smith has recommended that I purchase the *Chilton’s Guide to Mustangs* and several tools such as a socket wrenches and screwdrivers. I plan on going to Advanced Auto Parts tomorrow after school to get these items. I also plan on downloading Mustang engine diagrams from the Ford website and learning the names of all the engine parts before we meet. Before our meeting, I will also organize our garage and make a clean area for us to work.

So far, my main challenge has been finding the time to get everything done and saving enough money to buy my supplies. Because of band, most of the auto-part stores are closed by the time I finish practice. I have made special arrangements with Mr. Bolder to be a little late tomorrow so that I can leave directly after school to purchase my supplies before practice...
Reflection Questions

Reflection One
Due Date:____________________________

1. When you first learned about the Senior Project, what did you think? Explain your reaction.
2. Why did you pick your topic and product?
3. What do you think will be difficult for you during this project? Explain why.
4. What do you hope to learn during the Senior Project Process?
5. What aspect of this assignment are you looking forward to completing and presenting? Why?

Reflection Two
Due Date:____________________________

1. What part of the Senior Project are you currently developing? Explain what you are doing specifically to make this assignment successful.
2. Currently, what successes have you encountered while working on your project? What skills have allowed you to be successful?
3. Currently, what challenges have you encountered while working on your project? What has caused these challenges?
4. Explain how you are using and practicing time management skills in relation to completing this project.
5. What have you learned about your topic, your product or yourself so far?
6. What has been your experience with your mentor so far?

Final Reflection
Due Date:____________________________

1. In was ways has the Senior Project changed your concept of yourself? Are you more confident of your abilities? Are you more focused and directed? Are you more willing to take risks?
2. What would you change if you could do this again?
3. When you reflect on the entire process, of what are you most proud?
4. Which aspect of the Senior Project provided the greatest learning growth for you? Explain why.
5. Now that you are nearing the completion of your project, what three tips would you share with students who are about to start their projects? Explain why these tips should be shared.
6. Who helped you the most and what is your final impression of working with a mentor?
7. How has this project influenced your future plans in terms of work, education or personal interest?
Presentation Requirements Overview

The presentation is the final part of the Senior Project Process. It is the culmination of the many months of work that you have completed on the research paper, product and portfolio. It is during this time that you are able to express what you expected, learned, your self-growth, the disappointments, and achievements.

Requirements

- 8-10 minutes; uninterrupted
- 4-5 minutes of follow-up questions
- Contain some form of audio/visual or technology component.
  - PowerPoint Presentation
  - Video
  - Pictorial Slide Show
  - 3-D Display Board (minimum requirement)
- Thorough examination of the product. Although students will briefly discuss the research topic and process, the focus of the presentation is on the product. Students should focus on
  - Description of product
  - Goals for completing the product
  - Process of completing the product
  - Completing the product
  - Successes or failures of the product
  - Hours spent on the product
  - Working with a mentor
  - Overall experience and reflection of project
- Products and/or proof of products should be brought to presentations
- Formal business or church attire
- Must have successfully completed the research paper, portfolio and product.
- Held 2-3 weeks before the end of the semester.

Process

- Complete a technology/supply request form
- Receive a presentation date and time
- Arrive thirty (30) minutes prior to assigned time; check in at cafeteria lobby
  - Bring all necessary materials. This includes presentation aids.
  - Students using PowerPoint, Microsoft Word or any other computer program during their presentation should make MULTIPLE back-up copies. Bring presentations on a disk, jump (flash) drive, and be able to access your presentation from any room in the school via email (email it to yourself prior to leaving home).
  - Do not save work on Microsoft 2007. All work should be saved as a 97-2003 document as the school does not support 2007.
- Wait in cafeteria to be escorted to assigned room.
- Present product to a panel of 3-4 judges.
- Presentation will be timed and visual cues will be given at six (6), eight (8), and ten (10) minutes.
Answer any follow up questions.
Conclude presentation and exit.
Guests are not permitted to view or videotape presentations
See the Speech Preparation and Recommendation pages for detailed presentations suggestions.

Grading Criteria

- 34% of total project grade; 34% of final exam grade.
- Graded on presentation night by a panel of community judges.
- State rubrics used to determine score.
- All scores from all judges are averaged together for a final score.
- Family and friends are not allowed to judge their own student.

Appeals

- On the night of presentations, the Senior Project Coordinator and Principal/Administrator will decide on a case-by-case basis when students who are late for their presentations will be able to present.
- Students who were not qualified to present on their scheduled presentation date or who were absent due to a verifiable absence must make an appeal to the Senior Project Advisory Board for permission to present.
  - Students with approved appeals must complete their presentations no later than five (5) school days prior to the end of the semester.
  - Students with denied appeals will have the opportunity to present during the next school year, summer school, web or evening academy.
Presentation Organization

Requirements: The student is required to present an 8 to 10 minute speech with visual aids before a panel of judges. He or she should wear appropriate business attire. Students should avoid dressing as they would for a party or date.

Planning the Speech:

A. The student should complete an outline to help organize the speech. It will help to write the main points of the speech on note cards and use those cards when practicing.

B. Sufficient practice is the key to a good speech. Students should time the speech when practicing so they know the time limit is acceptable.

Delivery techniques include:
1. Speak slowly and clearly
2. Know the material
3. Make frequent eye contact with the judges
4. Do not read.

Organizing Your Speech:

<table>
<thead>
<tr>
<th>Start With a Formula</th>
<th>Some Opening Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Explain what you’re going to tell them.</td>
<td>1) State importance of topic</td>
</tr>
<tr>
<td>2) Tell them about your product.</td>
<td>2) Startle the audience</td>
</tr>
<tr>
<td>3) Summarize what you have presented.</td>
<td>3) Arouse suspense/curiosity</td>
</tr>
<tr>
<td>Basic Speech Outline</td>
<td>4) Tell a story</td>
</tr>
<tr>
<td>1) The Introduction</td>
<td>5) Ask a rhetorical question</td>
</tr>
<tr>
<td>2) The Body</td>
<td>6) Begin with a quotation</td>
</tr>
<tr>
<td>3) Main ideas or points</td>
<td>7) Reference the occasion</td>
</tr>
<tr>
<td>4) Supporting Material</td>
<td>Successful Speech Conclusions</td>
</tr>
<tr>
<td>5) The Conclusion</td>
<td>1) Achieve closure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Begin in the Middle</th>
<th>Some Closing Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) List key points</td>
<td>1) Use a quotation</td>
</tr>
<tr>
<td>2) Arrange them in order</td>
<td>2) Tell a story</td>
</tr>
<tr>
<td>3) Expand those points</td>
<td>3) Call for action</td>
</tr>
<tr>
<td>4) Develop an introduction</td>
<td>4) Ask a rhetorical question</td>
</tr>
<tr>
<td>5) Develop a closing</td>
<td>5) Refer to the beginning</td>
</tr>
<tr>
<td>Successful Speech Openings</td>
<td>6) Repeat main points</td>
</tr>
<tr>
<td>1) Get attention</td>
<td></td>
</tr>
<tr>
<td>2) Introduce the topic</td>
<td></td>
</tr>
<tr>
<td>3) Establish rapport</td>
<td></td>
</tr>
<tr>
<td>4) Take 5 – 10 percent of the speech time</td>
<td></td>
</tr>
</tbody>
</table>
Presentation Preparations

Your presentation is the culmination of many months of work related to your Senior Project paper and product. The speech is valuable both for you to pull together things you have learned and share this information to an interested audience. It’s a great showcase for you, and remember, you are the expert on your topic. Non one has ever completed your Senior Project the same way you did. The judges are waiting to hear you discuss information and research for the paper phase as well as knowledge you have gained from the project phase. They will also want to hear some evidence of self-growth and, of course, they will listen for comments about a challenging learning stretch during the product phase. Follow the steps below and you will have some ideas to include in your speech. This is your chance to show off, to shine and enjoy the moment!

Step One: What are you going to say? Answer the following questions:

1. How do you, your paper and product connect?
2. What emotions did you experience as you worked through the paper and product? (Apprehension, excitement, pride, frustration?)
3. What problems did you encounter? (Money, time management, skill deficiency, lack of resources?) Explain.
4. What personal growth did you gain from the paper and project? What self-knowledge did you gain? What knowledge of the topic did you gain?
5. How did the project affect your plans for the future?
6. What Senior Project advice would you pass on to next year’s seniors?

Step Two: How are you going to say this?

1. Organization: jot down ideas on separate 3X5 cards and arrange them in a logical and interesting order. Card ideas should cover all phases of the product – paper, product, and self-growth and reflection.
2. Slip blank cards into spaces where a visual aid is needed.
3. Add blank cards for the introduction and conclusion.
4. If you have a project that can be displayed, jot your ideas for that display on another card, i.e. photographs or actual product.
5. Plan your introduction. The introduction should:
   a. Grab attention
   b. Make the topic thesis clear (Be sure to mention your paper and project and the connection).
   c. Take not more than 1 minute. Consider using quotations, readings, dramatics, jokes, surveys, or other audience participation sets, games, audio-visual, demonstrations, or questions.
6. Plan your conclusion. A good conclusion should:
   a. Restate topic/thesis
   b. Leave the audience thinking
   c. Take no more than 30 seconds.
7. Plan the display of your project. Will it be an on-going, integral part of your speech, such as a digital presentation? Part of your introduction? Happen after your conclusion? Will you wear it?
Distribute samples?  Avoid passing items around during your speech – this may cause a distraction from what you are saying.
8. Plan your visual aids.
9. Make sure your instructor and SP coordinator knows what AV equipment you will need.
10. Look at each idea card and fill in details, colorful anecdotes, and factual information.
11. Place all cards back in order and begin to practice your speech.

Step Three: Incorporating visual aids

1. The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.
2. The visual should focus on “substance,” not “show.” Since it functions to help guide both you and the audience, it should not in itself be distracting nor should it take attention away from you.
3. The visual should be an outline of your talking points and could be in any number of forms including (but not limited to):
   a. A flip-chart outline
   b. Overhead transparencies
   c. A handout to be given to the judges, to help them follow your speech
   d. A poster
   e. Movie clip
   f. Slide show of photos
   g. The actual product
   h. A demonstration of a skill (dancing, playing an instrument). Remember, the majority of your time should be talking – do not allow the demonstration to be the majority of your presentation.
   h. A PowerPoint presentation – when using a PowerPoint, remember:
      1. You must be very familiar with the program so as to use it with ease during the Presentation. The night of your presentation should not be the first time using the program!
      2. Reliance of computers carries a risk of breakdown during the presentation and incompatibility problems with transfer of data. Have a backup plan!
      3. Visuals must now distract from the speech

Step Four: Techniques to remember

1. **Eye Contact** – This is extremely important. Practice often enough that you only need to glance occasionally at your cards. Remember, this is a friendly audience. Your peers and your judges are supporting you. You need the reinforcement that their encouraging expression will give you. Look at them. True communication happens with the eyes. A speech without eye contact is only half a speech. Do not speak to the floor or wall or read your presentation off a card or PowerPoint word-for-word.
2. **Posture** – Stand proud. You have a right to be! You have accomplished a great deal! Avoid:
   a. Gripping the podium – white knuckles are distracting.
   b. Locking your knees – you’ve come to fair to faint now!
   c. Twitching, wriggling, shaking, fidgeting
   d. Cracking knuckles, biting lips
   e. Slouching or leaning on something
   f. Avoid turning your back to the audience.
3. **Voice** – You voice needs to be:
   a. Loud and clear
   b. Vary appropriately in pitch and tone – avoid sounding monotone
   c. Slow and steady
4. **Gesture** – Use your hands to make a point. Gestures should be natural and spontaneous, not choreographed and mechanical. It is appropriate to move about the room as long as you are clearly visible to the judges.
5. **Props** – Plan and practice using any props you will need.

### Step Five: Prepare for questions

Of course, there is no way to know for sure what the panel members will ask you, but you can make some educated guesses, and that process will provide your with the confidence and the clarity to take on any queries. Practice answering questions.

**Remember to use good answer skills:**
1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have?
4. What part of your paper might make people curious?
5. What controversial topics, if any, do you touch on?
6. Why did you select this topic?
7. What did you hope to gain from your research?
8. What was your **stretch** in doing this project?
9. What role did your mentor play in your product?
10. What challenges did you face in completing your project?
11. What benefits did you derive from completing the project?
12. How much time did you spend?
13. How did you finance your project?
14. How do you plan to use the ideas you have learned in the future?

Be sure to define any technical or important terms for your audience. Don't assume the judges are familiar with your topic, research, or product.

### Step Six: How to answer like a pro

1. Look at the person you asks you a question.
2. Don’t answer with a short, “I dunno,” or “Oh yeah,” or “uhmm.” Instead, put your answer into the context of the question. For example:

   **Question:** What did you **gain** form this **experience**, Johnny?

   **Answer:** “I **gained** so much from the Senior Project **experience** Mr. Edkins. (It’s impressive when you remember the judges names). One of the things I learned was patience. I never knew it would take so much time and energy to rebuild an engine. Waiting for parts was one of my biggest frustrations. I would order a part and would sometimes have to wait over a week for it to arrive. I also learned..."
3. Look around and smile occasionally. That conveys the feeling of confidence.
4. If you do not know an answer, don’t try to fake it. Instead, you might reply, “That is a good question. Surprisingly, that did not come up during my research or product completion but now that you bring it up, I am interested in learning more about it. Thank you.”
5. At the conclusion of the question and answer period, look at the judges and thank them for their time and interest.
Final Presentation Reminders

1. Appearance
   a. Business attire (no jeans or shorts, no dirty sneakers):
      Men – shirt and tie, dress pants and shoes; no hats, no sagging pants or noticeable “bling” (no grills or large jewelry)
      Women – dress pants and shirt, skirt or dress; avoid provocative attire to include short skirts or low-cut shirts.
   b. No visible tattoos or piercings.
   c. Be neat and clean; comb hair, tuck in shirt, iron clothes if necessary.
   d. No gum, candy or chewing tobacco.

2. Arrival
   a. Students should arrive at least thirty (30) minutes prior to appointment and wait in the cafeteria.
   b. Students will be individually accompanied to their presentation location by an escort when the judges are ready for them.
   c. Students should not leave the cafeteria or cafeteria lobby. They are not permitted in the main building until the time of their presentation and must leave immediately upon completion of their presentation.
   d. Students should use this time to review and practice their presentations. Teachers will be available for assistance.
   e. Students are not allowed to have visitors or guests in the cafeteria or during the presentation. No parents, boyfriends, girlfriends, etc. The only exceptions are those people who are part of the presentations (models, etc.).
   f. Students who need extended time setting up their presentation must make arrangements with his or her English Instructor or Senior Project Coordinator prior to their appointment time. Those students must come and set up their equipment prior to the beginning of all presentations in the room in which they will be presenting (between 5:00 – 5:30) and will be allowed to present first.
   g. Students who will be bringing animals must obtain permission prior to the presentation night. Those students will present first and will enter and exit through the IB Entrance of the main building. They should not go to the cafeteria and should remain in the IB Lobby until their presentation.
   h. Students should bring all needed material with them when they arrive. This includes presentation boards and props. Any student wishing to bring these items to school earlier in the day may do so and leave them with his or her English Instructor or Senior Project Coordinator.
   i. Students should be very quiet as they enter and exit the main building as presentations are underway.

3. Presentations
   a. Upon entering the presentation site, you should introduce yourself and shake the judges’ hands.
   b. Inform the judges if you need a minute to install your presentation or set up any equipment. Do not load presentations on to the hard drives of school computers – use a disk or jump drive only.
c. Once you are ready, ask the judges if they are ready for your presentation. Upon their approval, you may begin.

d. During presentation, make eye contact with the judges and avoid nervous gestures that may distract the judges from what you are saying.
e. Do not read your presentation verbatim. You may use cue cards or an outline.
f. Speak slowly and loudly. Smile and seem confident.
g. Review the Speech Preparation Form for specific tips and techniques.

Timing Suggestions – Times can vary

  a. **Introduction**: 1 minute (Introduce yourself and your topic. Give a brief explanation of how and why you chose this topic. Give an interesting story or anecdote.)

  b. **Research Paper**: 1-2 minutes (Do not read your paper. Inform the judges of how you went about collecting information, what research you found, what your research proved and how it influenced the rest of your project. This part may be included in your PowerPoint.)

  c. **Product**: 4-5 minutes (This is where you discuss working with your mentor and the actual product or service you performed. This is your opportunity to demonstrate what you learned or what you did – demonstrate techniques, apply exercises or teach a lesson. Discuss your presentation board or go over your PowerPoint. Remember, the judges are grading this portion of your project, so make it good – show off what you can do!)

  d. **Conclusion**: 1 minute (Sum up the entire process and thank the judges – invite them to ask you questions.)

  e. **Question and Answer**: 2-3 minutes (Judges will only ask you questions that help clarify your product or that directly relate to your topic. Try to anticipate what they will ask and have appropriate responses ready. It is okay to say that you do not know an answer. Just be honest and polite.)

  f. **Signals**: Students will be given time signals throughout their presentations. They will be notified at the 6 minute mark and again at the 8 minute mark. Students will be stopped when they reach 10 minutes.

3. **Completion**

  a. Upon the completion of the presentation, students should wait for a signal from the judges that they may leave. Upon that signal, the student should collect his or her presentation props and leave the room.

  b. Students should leave campus immediately following their presentation.

  c. Students who are waiting to drive other students home should wait for those students in the cafeteria. There will be no loitering in the main building halls during presentations.

  d. The Media Center is off-limits to all students.
4. **Final Tips**

a. Practice your presentation several times prior to your appointment.

b. Install and check your PowerPoint presentations early. Do not wait until the time of your presentation. Be aware that most school computers use Office 2003. If you use a newer operating system it may not be compatible.

c. Have a back up of all computer/video presentations. Email it to yourself so that you may access it at school if needed.

d. Have some sort of display. A tri-fold board with pictures is acceptable if you are not using technology.

e. Be creative and original!
Rubrics
Senior Project Rubric

Descriptors

Rubrics are evaluation tools used to score/grade an assignment or task. The four components of the Senior Project will be scored using the rubrics included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the Senior Project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. It is extremely important that all stakeholders be familiar with the rubrics, especially parents and students.

EXEMPLARY - Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model Senior Project worthy of showcasing and emulating.

SATISFACTORY - Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Senior Project.

DEVELOPING/EMERGING - Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Senior Project.

RESUBMISSION NECESSARY - Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Senior Project. Resubmission implies that the student has considerable work to do to complete the Senior Project and is in need of coaching in order to do so.

NOT SUBMITTED - Student did not submit evidence of any effort completed for the designated task.
Research Paper Grading Rubric

1st Rough Draft

The items checked below meet the required standards.

MLA Basic Format – 7 points (1 point each)
- One-inch margins
- Double-spaced
- Does not skip lines between paragraphs
- Half-inch indent for new paragraph
- Correct header and heading
- Times New Roman; 12-point font
- 2-3 pages

Unity – 10 points (2 points each)
- Adequately limited focus
- Topic sentence improve thesis statement
- Information is relevant to thesis statement
- Information captures readers’ attention
- Information is insightful

Introduction 12 points (3 points each)
- Gripping opening sentence/hook
- Compelling introductory strategy
- Smooth transition between hook and thesis
- Clear thesis statement

Cohesion – 24 points (2 points each)
- Clear and logical organization
- Clear topic sentences in all body paragraphs
- Effective concluding sentences when needed

Transitions
- Within paragraphs
- Between original writing and cited material
- Uses signal phrases

Support
- Convincing evidence for thesis and topic sentences
- Relevant information to thesis
- Current sources
- Credible internet sources (no .com)
- Effective balance of paraphrasing, summarizing, and quoting
- Context and author provided for all borrowed material within the text

Documentation of Sources – 24 points (2 points each)
- Documentation of all paraphrases, summaries, and quotations (plagiarism will result in a failing grade)
- Correct MLA parenthetical citation format
- Correct use of quotation marks
- Block quotations correctly formatted
- Figures and tables correctly incorporated

Works Cited Page
- Alphabetical order
- “Works Cited” at top center/1” margins
- Double-spaced
- 2nd line indented
- No extra lines between citations
- Proper quotations, italics, or underlining
- Proper order and punctuation within citation

Editing – 23 points (1 point each)

Diction (word choice)
- Avoids wordiness
- Contains no awkward phrases
- Avoids repetition
- Key items are defined
- Avoids unnecessary jargon
- Avoids clichés
- Avoids jargon
- Avoids slang
- Avoids 1st or 2nd person
- Avoids “to be” verbs

Sentence Skills
- No fragments or run-ons
- No comma splices
- Subject verb agreement correct
- Uses a variety of sentence structures

Punctuation
- Commas used correctly (after signal phrases; before quotes)
- Parenthesis used correctly
- Semicolons and colons used correctly
- Brackets, ellipsis, and sic used correctly
- Correct ending punctuation

Spelling
- Spelling errors do not distract the reader
- Hyphens are used correctly
- Numbers are spelled out
- Possession
- Capitalization

Additional Comments:

Score: ________
Research Paper Grading Rubric - Second Rough Draft

The items checked below meet the required standards

MLA Format – (2 points each - 40 points)

**Paper**
- One inch margins
- Double Spaced
- Does not skip lines between paragraphs
- Half-inch margin for new paragraph
- Correct header and heading
- Times New Roman; 12-point font
- 3-5 Standard Level 4-6 pages Honors
- Correct MLA parenthetical citation format within the text
- Quotations marks used properly
- Block quotes/tables properly formatted
- Brackets, ellipsis, and sic used correctly
- All researched information is properly identified

**Works Cited Page**
- Alphabetical order
- Heading and margins are correct
- Double-spaced
- 2nd line indented
- No extra lines between citations
- Proper quotations, italics, or underlining
- Proper order and punctuation within citations
- No .com sources; current sources

**Introduction (16 Points)**
- Interesting, compelling introduction strategy – 5 points
- Solid thesis statement – 9 points
- Transition between introduction and thesis – 2 points

**Body (3 points each - 30 points)**
- Each section contains a relevant topic sentence
- Topic sentence is supported with researched information
- Focus is limited
- Researched information is integrated using transitions
- Researched information is convincing, relevant and engaging
- Signal phrases introduce quotes
- Effective balance of paraphrasing, summarizing, and quoting
- Paper follows a logical organizational pattern
- Uses a variety of sentence structure
- Each section ends with original analysis

**Conclusion (5 points)**
- Summarizes main points (restates thesis) - 3 points
- Leaves the reader with something to think about - 2 points

**Editing (1 point each - 9 points)**
- Avoids wordiness, awkward phrases & redundancy
- No clichés or slang
- Avoids jargon, key vocabulary defined
- No 1st or 2nd person
- No fragments or run-ons
- Punctuation is correct
  - Period, commas, hyphens, semicolons, colons
- No spelling errors
- Numbers are spelled out
- Capitalization is correct

**Score:**

**Comments:**
## Final Research Paper Grading Rubric

**Student:**

**Topic:**

### Descriptor One: Focus

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Presents insightful and focused thesis statement.</th>
<th>0 2 4 6 8 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Draws strong and clear connections between the thesis and significant related ideas (information is relevant to thesis statement and limited to one topic).</td>
<td>0 2 4 5 6 7</td>
</tr>
</tbody>
</table>

**Total Points this section (17 possible points)**

### Descriptor Two: Organization

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Presents a compelling introduction with an effective transition to the thesis statement.</th>
<th>0 1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Effectively provides a clear and logical progression of related ideas (follows the order of the thesis statement).</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td></td>
<td>C. Clear topic sentences begin each new paragraph of related information.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td></td>
<td>D. Effectively uses transitions to connect supporting information between and within paragraphs and between original writing and cited material; uses signal phrases to introduce quotes</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td></td>
<td>E. Effective analysis sentences at the end of each topic paragraph.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td></td>
<td>F. Arrives at a well-documented, logical conclusion, involving critical thinking.</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

**Total Points this section (20 possible points)**

### Descriptor Three: Support and Elaboration

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Synthesizes complex ideas from research sources.</th>
<th>0 1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Effectively demonstrates exceptional selection of supporting information relevant to the thesis and its related ideas.</td>
<td>0 1 2 4</td>
</tr>
<tr>
<td></td>
<td>C. Provides a meaningful presentation of multiple, credible, and current sources (no .com).</td>
<td>0 1 2 4</td>
</tr>
<tr>
<td></td>
<td>D. Effectively balances use of quotations and student paraphrasing and summarizing.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>E. Skillfully integrates student-generated visual aids (diagrams, charts, graphs, pictures, graphic organizers to emphasize important content) and are properly formatted</td>
<td>0 1</td>
</tr>
</tbody>
</table>

**Total Points this section (17 possible points)**

### Descriptor Four: Style

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Exhibits skillful use of language, including effective word choice, clarity, and consistent voice (avoids wordiness, awkward phrase and repetition).</th>
<th>0 1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td></td>
<td>D. Information is insightful and captures the readers' attention; key items are defined and avoids unnecessary jargon.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td></td>
<td>E. Avoids clichés, slang, and &quot;to be&quot; verbs; no 1st or 2nd person.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

**Total Points this section (12 possible points)**
### Descriptor Five: Conventions

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<tr>
<th>Points Assigned</th>
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<tbody>
<tr>
<td>0</td>
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</tbody>
</table>

- **A.** Consistently uses standard sentence structure (no fragments or run-ons, avoids comma splices and subject/verb agreement is correct.).
- **B.** Sentences begin with a capital letter; proper nouns are capitalized; no unnecessary or arbitrary capitalization.
- **C.** Punctuation is used correctly (commas, parenthesis, semicolons, colons, hyphens, and parenthesis) to include MLA use of brackets, ellipsis, and sic. Possession is correct.
- **D.** Spelling errors do not distract the reader; numbers under one hundred are spelled out.

**Total Points this section** (12 possible points)

### Descriptive Six: Information Literacy

<table>
<thead>
<tr>
<th>Points Assigned</th>
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<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

- **A.** Employs proper MLA page formatting (one-inch margins, double-spaced, does not skip lines between paragraphs, half-inch indent for new paragraphs; uses Times New Roman, 12-point font).
- **B.** Correct header and heading; includes an interesting title; all pages are numbered.
- **C.** Meets minimum page requirements (4-6; 6-8).
- **D.** Correct MLA internal parenthetical citation format (context, author and page provided for all borrowed material within the text).
- **E.** Works cited page is correctly formatted with one-inch margins and title; is in alphabetical order, doubled-spaced with no extra spaces between sources and 2nd line of each source indented.
- **F.** Works cited sources contain proper quotation marks, italics/underlining, proper order of information and punctuation within citation.
- **G.** Contains at least three (3) print sources, one (2) internet (no .com)

**Total Points this section** (22 possible points)

**Conscientiously and consistently demonstrates integrity in citing practices – paper is not plagiarized.** Any student who plagiarizes will automatically fail with no appeal – this includes the lack of or improper internal documentation and the omission of a works cited page. If “Yes” total final score; if “No” give a zero and refer to Senior Project Coordinator.

- **Yes**
- **No**

**Total Points Earned (Final Score)**

(Refer students who fail to SP Coordinator)

**Comments:**

I verify that this student has met the state-endorsed grading criteria and is eligible to advance to the product portion of the Senior Project.

**Teacher Signature:**

**Date:**
## Portfolio Grading Rubric

<table>
<thead>
<tr>
<th>Student:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IV Instructor:</td>
<td>Room:</td>
</tr>
<tr>
<td>Advisor:</td>
<td>Product:</td>
</tr>
</tbody>
</table>

### Section 1: Format/Appearance

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. White binder, 2-3” wide, <strong>no cover embellishments</strong>, professional</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Appropriate cover page containing <strong>topic</strong> and <strong>thesis statement</strong>  (see reverse side for example)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C. Document protectors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. Neat and clean</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>E. Employs some (any but not all) form of technology in construction: Microsoft Word, PowerPoint, Publisher, pictures, charts, graphs, emails, web pages throughout entire project</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Adheres to all guidelines for portfolio appearance**

<table>
<thead>
<tr>
<th>Total Points (15)</th>
</tr>
</thead>
</table>

### Section 2: Organization

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Complete table of contents</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. All pages are accurately numbered</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C. Like forms grouped together and identified</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. All forms in correct order (see reverse side for example)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Exhibits exceptional organizational skills in compilation of portfolio:**

<table>
<thead>
<tr>
<th>Total Points (20)</th>
</tr>
</thead>
</table>

### Section 3: Completeness

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Letters: Letter to Judges and Statement of Intent</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Research paper process: multiple drafts, final paper, outline, note cards, annotated bibliography (most will be graded – you do not have to proofread or correct)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C. Forms: completed parent, mentor, advisor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. Logs: product (15 hours minimum) and mentor (no minimum)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>E. Product artifacts: pictures, receipts, certificates – <strong>students must prove that they have a viable, presentable product or they do not continue</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F. Reflections: 4 total</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Meets all requirements for portfolio contents**

| Total Points (30) |

### Section 4: Student Growth and Reflection:

Advisors, this is the most important part of the process. Students must prove that they learned and grew during this project by making a connection between the paper, project and working with a mentor.

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Connects research paper and product</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Logs and reflections are complete, thorough and thoughtful</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>C. Obvious revisions to process evident</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>D. Challenges and successes addressed</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>E. Demonstrates an obvious learning stretch</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**Demonstrates exceptional depth in academic and/or personal growth**

| Total Points (35) |

Comments:  

| Grand Total (100) |

Advisors: If you have any questions during this process please contact the English IV Instructor or Dawn Curle. Be fair, but rigorous and thorough. All portfolios are subject to review by the English Instructor and SP Coordinator and unsatisfactorily graded portfolios will be returned to the advisor for revised grading.
Your portfolio materials should be placed in a clean, clear-view, white binder not to exceed 3". Documents should be placed in document protectors in a specific order with each page numbered. The order is as follows:

1. Letter to Judges
2. Statement of Intent
3. Research Process
   a. Final, clean draft
   b. Second draft
   c. First Draft
   d. Topic/ Product Approval Form
   e. Thesis Statement and Outline
   f. Source Cards
   g. Annotated Bibliography
   h. Note Cards
4. Required forms and Paperwork
   a. Parent Acknowledgment Form
   b. Honor Code
   c. CCS Liability Release
   d. Advisor Contact Sheet
   e. Mentor Statement and Background Forms
5. Activity Logs
   a. Product Log(s)
   b. Mentor Logs(s)
   c. Mentor Verification of Product
6. Product Artifacts (arrange this to fit your work and project)
   a. Photographs
   b. Pamphlets
   c. Receipts
   d. Newspaper/Magazine Articles
   e. Emails/letters with mentors and advisors
   f. Certificates of Completion
   g. Samples & Supplies of product
7. Reflections
   a. Reflection 1
   b. Reflection 2
   c. Reflection 3
   d. Final Reflection
8. Miscellaneous Items
   a. Budget Analysis
   b. Transcripts
   c. College Acceptance Letters
   d. Resume
   e. Awards
   f. Dedication Page

Portfolio Cover Page

The portfolio cover page will demonstrate your technological capabilities while advertising your project. The cover page should be typed and printed on 8 ½“ X 11” paper. The cover page should contain your research topic, thesis statement and a brief description of your project using active verbs and vivid adjectives. Additionally, the cover page must include your name, teacher, subject, period, semester, and date and should be accompanied by an appropriate, corresponding graphic. Place this cover sheet behind the clear plastic cover on the front of your binder.

The Eastern art of yoga teaches relaxation, focused breathing, and stretching exercises in order to achieve a balanced lifestyle in today’s stressful world.

Learn yoga in order to plan and execute yoga classes for students and teachers after school two times a week for three weeks.

Johnny Depp
Mr. Edkins
English IV Honors – 3rd period
First Semester
December 1, 2010
## Product Grading Rubric

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Product: __________________________</th>
</tr>
</thead>
</table>

### Section 1: Time

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Meets or exceeds number of recommended product hours (15 hrs) 1 2 3 4 5</th>
<th>B. Obvious input and time spent with mentor. 1 2 3 4 5</th>
<th>B. Demonstrates effective time management (did not complete the night before). 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>(15)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students should complete a minimum of 15 hours on a product. Some of that time should be with a mentor.

### Section 2: Learning Over Time and Depth of Knowledge

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Chooses a challenging product representing a significant learning overtime. 1 2 3 4 5</th>
<th>B. Demonstrates a logical and relevant link to the research topic. 1 2 3 4 5</th>
<th>C. Demonstrates critical analysis of research in producing an original product that conveys problem-solving and decision making capabilities. 2 4 6 8 10</th>
<th>E. A learning stretch is evident. 2 4 6 8 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>(30)</strong></td>
<td></td>
<td><strong>Product demonstrates a learning stretch in which the student learned over a productive period of time.</strong> 2 4 6 8 10</td>
<td></td>
</tr>
</tbody>
</table>

### Section 3: Quality of Work/Effort

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Exhibits creative and exceptional results using talents, abilities, and varied resources. 2 4 6 8 10</th>
<th>B. Displays extensive use of detail. 2 4 6 8 10</th>
<th>C. Shows evidence of consistent self-directed action. 2 4 6 8 10</th>
<th>D. Displays evidence of exceptional technical skills. 2 4 6 8 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>(40)</strong></td>
<td></td>
<td><strong>Product completed through research and learning. Product is fully completed with authenticity and detail.</strong> 2 4 6 8 10</td>
<td></td>
</tr>
</tbody>
</table>

### Section 4: Ethics

<table>
<thead>
<tr>
<th>Points Assigned</th>
<th>A. Logs are complete and accurate. Signatures are present. 1 2 3 4 5</th>
<th>B. Student worked independently with the exception of a mentor and completed all work. 2 4 6 8 10</th>
<th>Consistently demonstrates ethical standards in product development. Student worked honestly to the best of his or her ability. 2 4 6 8 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>(15)</strong></td>
<td></td>
<td><strong>Grand Total (100)</strong></td>
</tr>
</tbody>
</table>

Comments
### Presentation Grading Rubric

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Topic: ____________________________</th>
</tr>
</thead>
</table>

#### Section 1: Communication Skills

<table>
<thead>
<tr>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

A. Consistently speaks with appropriate volume, tone, and articulation.
B. Consistently employs appropriate eye contact and posture and non-verbal communication techniques.
C. Consistently exhibits poise, enthusiasm, and confidence.
D. Consistently employs standard grammar.
E. Presentation time adequately reflects the product and project.
F. Wears appropriate professional or authentic attire.
G. Employs creative use of visual aids that enrich or reinforce presentation.

Students should present uninterrupted for 6-10 minutes with a follow up question session by the judges. Time can vary depending on products and questions. **Total Points (30)**

#### Section 2: Content and Coherence

<table>
<thead>
<tr>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

A. Effectively defines a main idea and clearly adheres to its purpose throughout presentation.
B. Employs a logical and engaging sequence which the audience can follow.
C. Demonstrates exceptional use of supporting details/evidence.
D. Presentation is meaningful and is balanced between information and product presentation.

Students should not spend the majority of the time doing a “presentation” and products should be an integrated part of the overall presentation. For example, a presentation which consists of 2 minutes of talking and 8 minutes of singing is not an effective presentation. **Total Points (20)**

#### Section 3: Self-reflection

<table>
<thead>
<tr>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

A. Offers an insightful evaluation of the project process.
B. Reflects on successes and challenges with exceptional depth and insight.
C. Extensively reflects on the collaboration with the mentor.

Students should discuss the successes and challenges they faced and how they approached each. The influence of a mentor should be thoroughly explained. **Total Points (30)**

#### Section 4: Extemporaneous Responses

<table>
<thead>
<tr>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

A. Students are polite and receptive to judges questions / comments and genuinely attempt to answer all questions.
B. Students use elaboration when answering questions and often speak extemporaneously.

Although most students will be very nervous, student should attempt to answer follow up questions thoroughly and should not simply answer, “yes” or “no.” **Total Points (20)**

Comments: ____________________________________________________________________________________________

Grand Total: **(100)**

Judge’s Signature: ____________________________
Calendars and Contact Information
Contact Information

For general information about the project, check due dates, print forms and learn about the project requirements, please visit the South View High School Senior Project Website.

If you have any specific concerns, questions or need guidance with the Senior Project or your child’s progress completing the project, your first point of contact should always be the child’s English III or IV teacher. You should have received a letter from the teacher on the first day of school with his or her contact information. If you are having difficulty reaching the teacher, please try to contact them by:

- Calling the school at (910) 425-8181 and leaving a message with the office manager.
  - Parents should never make an unscheduled call directly to the teacher’s classroom during school hours as that may interrupt a lesson and breach student confidentiality. Teachers are generally not free during planning periods, lunch or between classes as they often have mandatory duties during this time. Please call after school whenever possible.
- Send the teacher an email. South View teachers are required to check their email daily and this is perhaps the most reliable way to contact a teacher. The teacher’s email address is generally his or her first name, last name (no space) @ccs.k12.nc.us. If your are unsure of the teacher’s email address, a complete directory of teachers and their emails is available at:
  - Click on directory
  - Click on desired teacher – his or her email will automatically start
- Send a note to school with your child to give to the teacher with your contact information. Be sure to leave home, work, and cell phone numbers.

If you are still unable to reach your child’s teacher:

- Make contact with your child’s guidance counselor. If they are not able to resolve your issue, they will immediately contact the teacher and arrange a conference. Guidance counselors vary by grade and alphabet. You may reach guidance by calling: (910) 425-8181, ext. 323 to be directed to the appropriate counselor.
- Contact the Senior Project Coordinator who will answer any questions directly or conference with your child’s teacher regarding your concerns. You may contact the coordinator by calling the school or by email:
  - dawncurle@ccs.k12.nc.us
- Contact the principal. Contacting the principal should only be done when you have unsuccessfully exhausted all the above options, or do not receive an appropriate response. To schedule a conference with Mr. Edkins, please contact his office manager, Shirley Maldonado at (910) 425-8181, ext 323.
Appendix A

Guidelines for students identified as Exceptional Children, Limited English Proficient and Section 504

This appendix is in reference to page 14 of the South View High School Senior Project which states, "IEP accommodations will be observed. Additional assistance and remediation will be provided to students with special needs and to other students who are not demonstrating proficiency while complete the Senior Project through before and after-school tutoring, Saturday Academy, etc.” Appendix A clarifies those expectations, requirements, and considerations for all students who have been identified as Exceptional, ESL or Section 504.

When implementing the Senior Project, South View High School will adhere to the following policies:

- 16 NCAC 6D.0506 Accountability Standards for Students with Disabilities;
- Section 504 of the Rehabilitation Act;
- The Individuals with Disabilities Education Improvement Act of 2004;
- The Individualized Education Program (IEP); and
- 16 NCAC 6D .0507 Accountability Standards for Students with Limited English Proficiency.

No student will be exempted from the project based on any identified exceptionalities. When implementing the Senior Project, South View High School will adhere to the accommodations established in the individual student’s IEP and Section 504.

It is highly recommended that parents and guardians of identified students conference with the English III or English IV instructor, guidance counselor, and Senior Project Committee at the beginning of the project to ensure student success.

**Accommodations for IEP and Section 504 students may also include:**

- Supplemental aids
- Visual demonstrations and instructions
- Presentation of materials in small steps
- Large print materials
- The use of a word processor
- One-to-one contact with instructor
- Tutoring Assistance
- Peer tutoring
- Multiple revision opportunities
• Individualized modifications created by the Cooperative, Resource, or Class room teacher.

**Accommodations for ESL students include:**

• Assistance from the ESL School Coordinator
• Allow the use of the student’s first language for all or some of the components, especially the oral presentation.
• Whenever possible, the use of resources written in the students native language.
• Multiple practice opportunities.
• Individualized modifications created by the Cooperative, Resource, ESL, or class room teacher.

**Accommodations for Exceptional, Section 504, and ESL students will not include:**

• Extended time for benchmark dates given on the first day of class. Since students are made aware of due dates often weeks ahead of time, all students essentially receive “extended time.”
• Modified grades for assignments in which multiple revision opportunities have been given.

Students (both exceptional and standard) who are not successful completing the South View High School Senior Project and need to repeat English III or English IV will have the opportunity to apply for the South View Senior Project Summer School Program. This summer school program combines the NovaNet online English Course with specialized instruction by a South View English teacher on the Senior Project portion of the English III and English IV curriculum. For more information on this project, please see Appendix C.
Appendix B

Modifications for students who transfer after the beginning of school or who have not previously completed a part of the project

This appendix specifically details any modification for those students who

- enroll in English III after the first day of school.
- enroll in English IV and have not completed a research paper in English III.

English III Modifications

The following modifications will be followed for those students enrolling in English III after the first day of school:

- If the student enrolls before the end of the first grading period
  - no modifications in the requirements
  - for assignments required previous to enrollment, the individual English instructor will give flexible due dates so that the student may catch up.

- If the student enrolls during the second grading period
  - the paper will be reduced to
    - 3-5 pages for standard-level students
    - 5-7 pages for honors-level students
  - Required note cards will be reduced from 50 to 40
  - Sources will be reduced from 5 to 4
  - Students must complete all additional requirements and meet further deadlines.

- If the student enrolls during the third grading period
  - the paper will be reduced to
    - 3-4 pages for standard-level students
    - 4-6 pages for honors-level students
  - Required note cards will be reduced from 50 to 30
  - Sources will be reduced from 5 to 3
  - Students must complete all additional requirements and meet further deadlines.

- If the student enrolls during the fourth grading period, the student has several options:
  - If the student enrolls at South View with a completed passing research paper or a research paper “in process” from the transferring school, the student may use that paper.
  - If the student enrolls at South View without a passing research paper, the student has two options:
    - Complete the research paper in the Senior Project Summer Program as outlined in Appendix C; or
    - Complete a modified research paper with the following requirements
- 3-4 pages for standard-level students
- 4-5 pages for honors-level students
- Required notecards will be reduced from 50 to 25
  - Sources will be reduced from 5 to 3
  - Students must complete all additional requirements and meet further deadlines.

**English IV Modifications**

If the student enrolls at South View with a passing research paper from another school and meets the “Product” requirements of the project, the student will be allowed to use that research paper to complete the English IV Senior Project requirements.

If the student enrolls in English IV without a viable research paper, the student must complete the research paper while in English IV following the “English IV Senior Project Schedule Pacing Guide Modified for Entire Project” calendar (next page).

Special tutoring sessions will be established after school for these students so that they may receive individualize instruction. These sessions will be led by members of the Senior Project Committee and English III and English IV instructors. These sessions include:

- Session One: Choosing a Topic and Products
- Session Two: Creating Source Cards and Annotated Bibliographies
- Session Three: Creating Notecards
- Session Four: How to Create an Outline and Working Thesis Statement
- Session Five: Writing the Research Paper

Individual tutoring will be available as needed by the student’s English Instructor as needed and by appointment.

English IV students who must complete the research paper and who enroll after the first day of school will adhere to the modifications established for the English III students (see above) for paper requirements.
# English IV Senior Project Schedule Pacing Guide

## Modified for Entire Project

The required due dates will be assigned by your English IV Instructor. These dates are not flexible and will be the same for all English IV classes. All assignments should be kept in a secure, central location to be placed in portfolio for grading and presentation night. Do not lose your work!

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Due To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handbook Distributed / Advisor Assigned</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Research Topic and Product Forms</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Signed Forms: Parent Acknowledgment, Honor Code, Liability Waiver</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Student Information Form – 1 copy to Advisor</td>
<td>Advisor</td>
<td></td>
</tr>
<tr>
<td>Three (3) Source Cards</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Signed Advisor Contact Information Form</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>20 Note Cards</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>First Reflection - typed</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>15 Additional Note Cards (35 Total Due)</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Mentor Information and Mentor/Parent Consent Forms – 1 copy to English IV teacher; 1 copy to advisor</td>
<td>English Teacher &amp; Advisor</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography on two (2 additional sources)</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Product Log (5 hours) Signed by advisor and turned in</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Proposed Outline and Working Thesis Statement</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>15 Additional Note Cards (50 Total Due)</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>First Rough Draft (4 pages, typed, work cited, MLA)</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Second Reflection - typed</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Product Log (10 Hours) and Mentor Log (1-2 hours) signed by advisor, turned in to English Teacher</td>
<td>Advisor &amp; English Teacher</td>
<td></td>
</tr>
<tr>
<td>Second Rough Draft (4-6 pages, typed work cited, MLA)</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Letter to Judges – typed; business form</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Final Paper (2 clean copies)</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Final Reflection - typed</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Product Log (15 Hours) &amp; Completed Mentor Log and Mentor Confirmation Form – Signed by Advisor (verifying product completion)and turned in to English Teacher</td>
<td>Advisor &amp; English Teacher</td>
<td></td>
</tr>
<tr>
<td>Completed Portfolio Due – Distributed to Advisors</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Portfolio Review by Advisor – Returned to English Teacher by 4:00 on 5/7/10</td>
<td>English Teacher</td>
<td></td>
</tr>
<tr>
<td>Technology Request Form – Every student must turn one in to receive a presentation date and time</td>
<td>English Teacher/Graduation Coordinator</td>
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<td>Portfolios to Senior Project Coordinator by 4:00</td>
<td>Senior Project Coordinator</td>
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<tr>
<td>Presentation Practice and Preparations</td>
<td>English Teacher &amp; Student</td>
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<td><strong>Presentations: 6:00 – 9:00 pm</strong></td>
<td>Judges</td>
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- All forms are due to the English Instructor on the due dates. **No late assignments will be accepted.** Students who are absent on the day papers are due are expected to have the paper delivered to the school no later than 3:30. Students should email the teacher the paper as well.
- All absences due to an illness or emergency on a due date must be verified. Please bring proof of an emergency or illness and have the missed assignment completed on the day you return from an absence.
- All students who miss a deadline will be referred to the Senior Project Coordinator and parents will be notified.
Appendix C

Senior Project Summer School Program Application

English IV Senior Project Summer Program Application
South View High School 4184 Elk Road
Hope Mills, NC 28348
Brian K. Edkins, Principal
Dawn Curle, Senior Project Coordinator
Melissa Hunter, Senior Project Co-Advisor, English IV Summer Program Instructor

Students who fail the Senior Project and fail the English IV course, fall or spring semester, will be allowed to apply for the following option. **This program is open to those students who need ONLY English IV to meet their graduation requirements.**

Each student who qualifies and is approved for the opportunity to earn summer credit for English IV must complete the following requirements to earn credit for the course for summer graduation, earning a SVHS diploma:

1. Enrollment and successful completion of NCVPS English IV course.

2. Successful completion of the Senior Project, from beginning to end, monitored at SVHS by a qualified staff member. Students will complete a research paper, collect the materials required for their portfolio, complete mentoring, and successfully design a product that will be presented to a community panel of judges. This includes:
   A. one week from 8am-12pm of intensive research paper process and successful paper completion on the campus of SVHS with access to a computer lab; this week is scheduled to begin [insert date here]
   B. 3 week period of monitoring students, meeting once a week not to exceed a one hour period, on the completion of the product and portfolio components of the Senior Project; * this time frame will begin [insert date here] 2011;
      * students will meet on Mondays with the Summer Program instructor in 15 minute sessions to report on progress and get required signatures for Senior Project Portfolios;
      * it is during this time frame that students will work with a mentor and complete their own product for presentation as well as prepare their Senior Project Portfolio
   C. successful presentation of the product to a panel of school selected judges on an assigned date prior to summer graduation, currently scheduled for [insert date here]
   D. required materials: computer, paper, printer, and ink; 1-2 inch white binder for portfolio completion; page protectors; any materials necessary to complete the designated and approved product; camera for photos of product completion; mentor
   E. Senior Project modifications: rough draft (2-3 pages) and final draft (4-5 pages) of research paper, 10 hours working independently and documented on student-generated product, and 3-4 hours working with a mentor.

If the above requirements (both 1 AND 2) are successfully met, students will receive their English IV credit for graduation purposes.

**Directions for Completion of the Application for Enrollment:**
Each applicant must complete the following form and meet all requirements in order to be considered for placement in the English IV Senior Project Summer Program as well as The North Carolina Virtual School for English IV credit and eligibility for Summer Graduation from South View High School.

- Parental Signatures and Student Signatures are required in numerous places; be certain your form is complete and returned by the required deadline or you will forfeit your participation in this program.
English IV Senior Project Summer Program Application
South View High School 4184 Elk Road
Hope Mills, NC 28348
Brian K. Edkins, Principal
Dawn Curle, Senior Project Coordinator
Melissa Hunter, Senior Project Co-Advisor, English IV Summer Program Instructor

Date: ____________________________
Student Name: ____________________________
Parent(s) Name: ____________________________
Address: ____________________________
Home Phone: ____________________________ Cell: ____________________________
Parent Email: ____________________________
Student Email: ____________________________
English IV Teacher: ____________________________

Please answer each question below as accurately and honestly as you can. Failure to complete any portion of this application will remove you from consideration for the English IV Senior Project Summer Program.

1. Why are you applying to this program?

2. What other responsibilities do you have (job, babysitting, other classes, etc.) which may hinder your progress?

3. What were the reasons why you were unsuccessful in English IV?

4. What do you plan to do differently should you be accepted into this program?

5. Explain how you plan to budget your time in order to earn your credit for English IV.
English IV Senior Project Summer Program Application
South View High School 4184 Elk Road
Hope Mills, NC 28348
Brian K. Edkins, Principal
Dawn Curie, Senior Project Coordinator
Melissa Hunter, Senior Project Co-Advisor, English IV Summer Program Instructor

6. Parents and Student(s), please initial next to each statement.

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<th>Parent Initials</th>
<th>Student Initials</th>
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1. I understand that any absences from class will result in my being dropped from the English IV Senior Project Summer Program.

2. I understand that the first week of the Summer Program requires me to be at SVHS to complete the Research Paper portion of my Senior Project.

3. I understand that I am required to meet with the Summer Program Instructor on my assigned day of the week at my assigned time in order to report on my product progress, concerns, and successes.

4. I understand that the Senior Project process builds off of itself, meaning that I must complete each step, in order, if I plan on advancing in the Summer Program for the Senior Project.

5. I understand that I must develop and design a viable product to present to my judges; this product must consist of at least 10 documented hours of work involved in its completion.

6. I understand that I must have all paperwork signed and completed by the due dates given to me by the Summer Program Instructor.

7. I understand that my topic must be approved by the Summer Program Instructor and that my topic must be a new topic for discovery.

8. I understand that any and all disciplinary problems will result in my immediate removal from the Summer Program for the Senior Project.

9. I will adhere to all conditions set forth herein and throughout the entirety of the Summer Program for the Senior Project.

10. I will abide by all CCS and SVHS rules and regulations; I also understand the Summer Program for the Senior Project is graded separately from the NCVPS yet both programs/courses require successful completion in order for a SVHS diploma to be earned.

Attestation of Requirements:

Student Signature: ___________________________  Parental Signature: ___________________________
Principal Signature: ________________________  Senior Project Coordinator: ______________________
Summer Program Instructor: _____________________

Accepted into Program

Denied Acceptance into Program

Reason(s) for Denial of Application:

________________________________________________________________________________________

________________________________________________________________________________________

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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| **June 11**  
Meeting in Mrs. Cooper’s class room 134 at 2:00. Bring term paper and Senior Project Ideas. | **June 12**  
No Class | **June 13**  
No Class | **June 14**  
No Class |
| **June 18**  
8:30-12:00 Senior Project room 134  
1:00-4:00 Nova Net room 232 | **June 19**  
8:30-12:00 Senior Project room 134  
1:00-4:00 Nova Net room 232 | **June 20**  
8:30-12:00 Senior Project room 134  
1:00-4:00 Nova Net room 232 | **June 21**  
8:30-12:00 Senior Project room 134  
1:00-4:00 Nova Net room 232 |
| **June 25**  
8:30-12:30 Senior Project independent appointments  
1:00-4:00 Nova Net room 232 | **June 26**  
1:00-4:00 Nova Net room 232 | **June 27**  
1:00-4:00 Nova Net room 232 | **June 28**  
1:00-4:00 Nova Net room 232 |
| **July 2**  
8:30-12:30 Senior Project independent appointments  
1:00-4:00 Nova Net room 232 | **July 3**  
1:00-4:00 Nova Net room 232 | **July 4**  
Holiday--No Class | **July 5**  
Holiday--No Class |
| **July 9**  
8:30-12:30 Senior Project independent appointments  
1:00-4:00 Nova Net room 232 | **July 10**  
1:00-4:00 Nova Net room 232 | **July 11**  
1:00-4:00 Nova Net room 232 | **July 12**  
1:00-4:00 Nova Net room 232 |
| **July 16**  
Presentations  
1:00-4:00 Nova Net if needed | **July 17**  
1:00-4:00 Nova Net if needed | **July 18**  
1:00-4:00 Nova Net if needed | **July 19**  
1:00-4:00 Nova Net if needed |