



Senior Project Packet

Student Name:

Teacher Advisor Name:

- | | |
|--|--|
| Part 1: Senior Reflection Paper Final Draft | <u>Friday, September 2, 2016</u> |
| Part 2: Final Draft Research Paper Due | <u>Monday, March 13, 2017</u> |
| *Rough Draft is due: <u>Tuesday, February 21, 2017</u> | |
| Part 3: Senior Night Presentations | <u>Thursday-Friday, June 1-2, 2017</u> |

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This is it. The final year. It is not, however, the Final Frontier.

Your Senior year is already in full swing, and before you know it, graduation will happen. While you have made some memories and grown, you aren't finished yet. There is one more thing to do: Senior Projects.

This packet contains the information you will need in order to meet your final requirement here at EnCompass Academy. You will stretch yourself, meet obstacles, and conquer difficult things, but in the end, you will have something to show for your hard work: an in-depth research paper and a presentation you can be proud of!

When you receive your packet, put your name on the front of it and guard it with your life. I suggest keeping it in your English folder so you don't lose it. I will also make available a digital copy of it on my classroom website under the Senior Projects tab at encompassfamily.com. I will add graphic organizers and tips throughout the year at that location, so check it frequently if you don't have certain documents.

The biggest thing that I can recommend to you throughout this process is: *Don't put off time you can spend doing the various requirements.* If you keep up with the schedule and calendar regarding this project, you will be happy with the outcome at the end of this year. When you are allowed computer lab time, make the most of it. Get things done.

I will require that you keep all aspects of your project stored in your *Google Drive* account. If for some reason you don't already have an account, see me for directions on how to make one. *I will not accept attachments sent to me as a Word document.* Trust me and other past students: Google Drive will protect you from losing work that you've put time into and you can work on your project away from school very easily. In other words, if you approach me for more time because you "lost" information, I will not feel sorry for you.

I am here to help you through your process. However, you must do all aspects of your project by yourself. You will be assigned a Teacher Advisor with whom you will meet at various times to discuss your project, brainstorm ideas and problem solve. They will not do your project for you. They are there as a resource and nothing more.

This project will prepare you to meet the expectations others have of you as an adult beyond high school, whether you will be going to college or not. Your Final Frontier is out there, waiting for you to explore it and make it better. Your Senior Project is the final step in getting there.

Blessings, Emily

Information and Frequently Asked Questions

What is the Senior Project?

- 1) It is an intense research project that involves practicing proper research skills, proper technical writing skills, interview skills and presentation skills.
- 2) You will choose a topic of interest to you. While many people choose a topic that has to do with a future career, this is not a requirement. Whatever you choose, it needs to be about something you are passionate about or is something you have always wanted to know more about.
- 3) The Senior Project is a requirement that all students, whether graduating or not, must complete in order to get English credit as a Senior here at EnCompass. If not completed, you will not be able to earn English credit this year.

What does the Senior Project entail?

- 1) Research skills.
- 2) Note taking skills.
- 3) Summary skills.
- 4) Interview of one or more people to use as a primary source for your research.
- 5) MLA Format of writing a paper.
- 6) Preparing a media centered presentation based on your research and paper.
- 7) A Senior Reflection Paper.

Common Core Standards and Objectives of the Senior Project:

- 1) The students will meet the Anchor Standards for Reading (like Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and all Informational Text Standards for 11-12 Graders).
- 2) The students will meet the Anchor Standards for Writing (like Text Types and Purposes, Production and Distribution of Writing, and Research to Build and Present Knowledge).
- 3) The students will meet the Anchor Standards for Speaking and Listening (like Comprehension and Collaboration and Presentation of Knowledge and Ideas).
- 4) The main objective, apart from the National Standards that seniors will accomplish, is to reflect EnCompass' Mission Statement: "EnCompass Academy strives to meet the

individual needs of all students by focusing on students' academics, personal pathways, enrichment, and social emotional learning.”

How are we going to accomplish our goals?

- 1) Meet calendared deadlines for each aspect of the research, writing and presenting processes.
- 2) Schedule regular meetings with your assigned Teacher Advisor throughout the process.
- 3) Concentrated Computer Lab time to research and write.
- 4) Connect with qualified people to interview regarding your chosen topic and schedule time to interview them.
- 5) Do pre-writes/rough drafts of written requirements and do peer editing sessions.
- 6) Practice oral presentations in front of peers and time the presentations (so that when the official presentation happens it is polished according to excellent communication skills).

How will I be graded on the Senior Projects?

There will be several opportunities to gain participation points during research and grades/points on meeting various deadlines of sections of the Senior Project:

- 1) Research progress (Google Drive documents you create and send to Emily).
- 2) Interview process and summaries of interviews (typed and sent to Emily).
- 3) Rough drafts (Peer Editing Process, Research Paper and Senior Reflection Paper).
- 4) MLA Format lessons and worksheets.
- 5) Final Papers (Senior Reflections and Research Papers).
- 6) Presentation grade (Practice runs in front of peers and Final Presentations done in front of selected faculty and community members).

What kind of project should I do?

This is all up to you. Below is a list of various projects that have been done before that were successful for students. You can choose from these, but I recommend thinking outside of the box.

Cosmetology
Under Water Welding
Social Work
Psychology
Nursing
Criminal Justice
Graffiti
Law Enforcement
Video Game Development
Music (of various genres)

The list is actually endless. Think about your interests, your goals and your passions. What do you want to do after high school? What do you want to know more about? We will be doing a brainstorming activity to help you narrow down your choices, but if you search “topics for senior projects” on the internet, you might find some good ideas there.

What if I miss school? Will I be allowed extra time to make up work time I may have missed?

For this project, no. Normally my policy is that you have 2 days for every day that you missed (up to 6 days total) to make up missed work. However, because the deadlines are spelled out to you ahead of time and you can work on this project outside of class easily (through Google Drive at home or somewhere else), I will not budge on due dates if you miss class. I might consider extreme cases only, but you must *prove to me that you are productive when you are here in order to earn this opportunity.*

I don't have enough credits to graduate this year. Do I still have to do the Senior Project?

Yes. Absolutely.

However, the presentation piece in front of faculty and community members will *not* be required. You will still be required to come up with a presentation to give in front of peers, but you will not be required to participate in the Senior Presentation Night at the end of the year. This night is only for graduating seniors. If you don't do the project, all aspects of it besides this, you will not earn your English credits this year.

Schedule of Due Dates

Research Topic Organizer Completed

Topic choice given to Emily

Resources/Information Google Drive
Document Sent to Emily

Senior Reflection Paper Final Draft Sent to Emily
Friday, September 2, 2016

Proof of Interview Completed
(Typed Summary sent to Emily)

Rough Draft Research Paper Due
Tuesday, February 21, 2017

Final Draft Research Paper Due (7-10 pages including title page, table of contents, and works cited page).
*** Monday, March 13, 2017***

Practice Round Presentations

Practice Round Presentations Con't
Or Non-Graduating Seniors Presentations

Senior Night Presentations
Thursday-Friday, June 1-2, 2017

Part 1: **Senior Reflection Paper**

Due _____

The goal of your Senior Reflection Paper is to share your experiences during high school, both in and out of school, that brought you to this place of graduation in the Spring.

Your Senior Reflection Paper is a separate piece from your research paper. It will be a different document. In your final Oral Presentation at the end of the year, you will include a small segment that reflects this paper.

Here are some suggested elements you can write about. While you may not touch on all of them, use these as a guideline to get you started. Your paper will be 3-4 pages in length, typed, double spaced, and size 12 font. It must have a title (which includes your name), page numbers and have proper essay structure to it (introduction, body and conclusion). Unlike your final research paper, you may use the word “I” in your paper.

- Why did you choose to attend EnCompass and how has it affected you positively?
- What is your goal for the next five years? Where do you see yourself?
- How did your high school experiences prepare you for your future goals?
- What class projects or experiences are you most proud of and why?
- How have you grown and changed as you progressed through high school?
- What was one of the most meaningful lessons you learned in high school? How will you take this experience with you into the future?
- What project/assignment demonstrated your best work (something you are proud of)?
- What have you learned that will have an impact on your future?
- What have you learned that changed the way you formerly thought about something?
- What barriers or problems did you face as you worked toward graduating? How did you overcome the barriers?
- What advice would you give to an incoming freshman?
- Write one goal you have for next year and how you will make sure it happens.
- Other details you wish to write about regarding your high school experience.

Lesson On How To Write An Essay

1. In the space below, tell me everything you already know that is important for an essay to be complete.

2. In the space below, take any notes during Emily's "Essay Discussion" that will help you remember how to formulate your Senior Reflection Paper and make it complete.

Making a “Map” for Your Reflection Paper

Below, please brainstorm some ideas that you would like to get across in your Senior Reflection Paper. Then, put them in some sort of order to make a “map” of the flow of your paper.

Brainstorm your list, here:

Make a map of the flow of your paper, here:

Peer Editing Checklist

This is a required element before you hand in your Rough Draft to Emily

Person doing the editing: _____
Name of person who wrote the paper:

Be honest. Be clear. Ask questions for clarification directly on your peer's paper. Remember, you're helping them to become better writers and get a better grade!

Check your spelling	Yes _____	No _____
Check your punctuation	Yes _____	No _____
Check your paragraph formatting	Yes _____	No _____
Please add page numbers	Yes _____	No _____
Is there a title?	Yes _____	No _____
Is your name on the paper?	Yes _____	No _____
Is your paper double-spaced?	Yes _____	No _____
Check your word usage (your/you're)	Yes _____	No _____

The following places could have more detail to add interest or clarification (i.e.: add feelings, thoughts, dialogue or description). These places are marked with an asterick (*) on your paper. Here are my written suggestions if they aren't on the paper.

Here are the things that are very strong and interesting about your paper:

Senior Project, Part 2: Choosing My Topic

This will be a brainstorming activity. In each category, Emily will give you time to make exhaustive lists regarding each section. When brainstorming, write everything that comes to your mind. Don't hold back. Write your lists below each category.

Social life (things you are interested in outside of school):

Future Careers (things you might be willing to explore as a possible job after high school):

Societal Issues (things you are passionate about that are problems in this world):

Once your lists are made, circle three from each category and list them below:

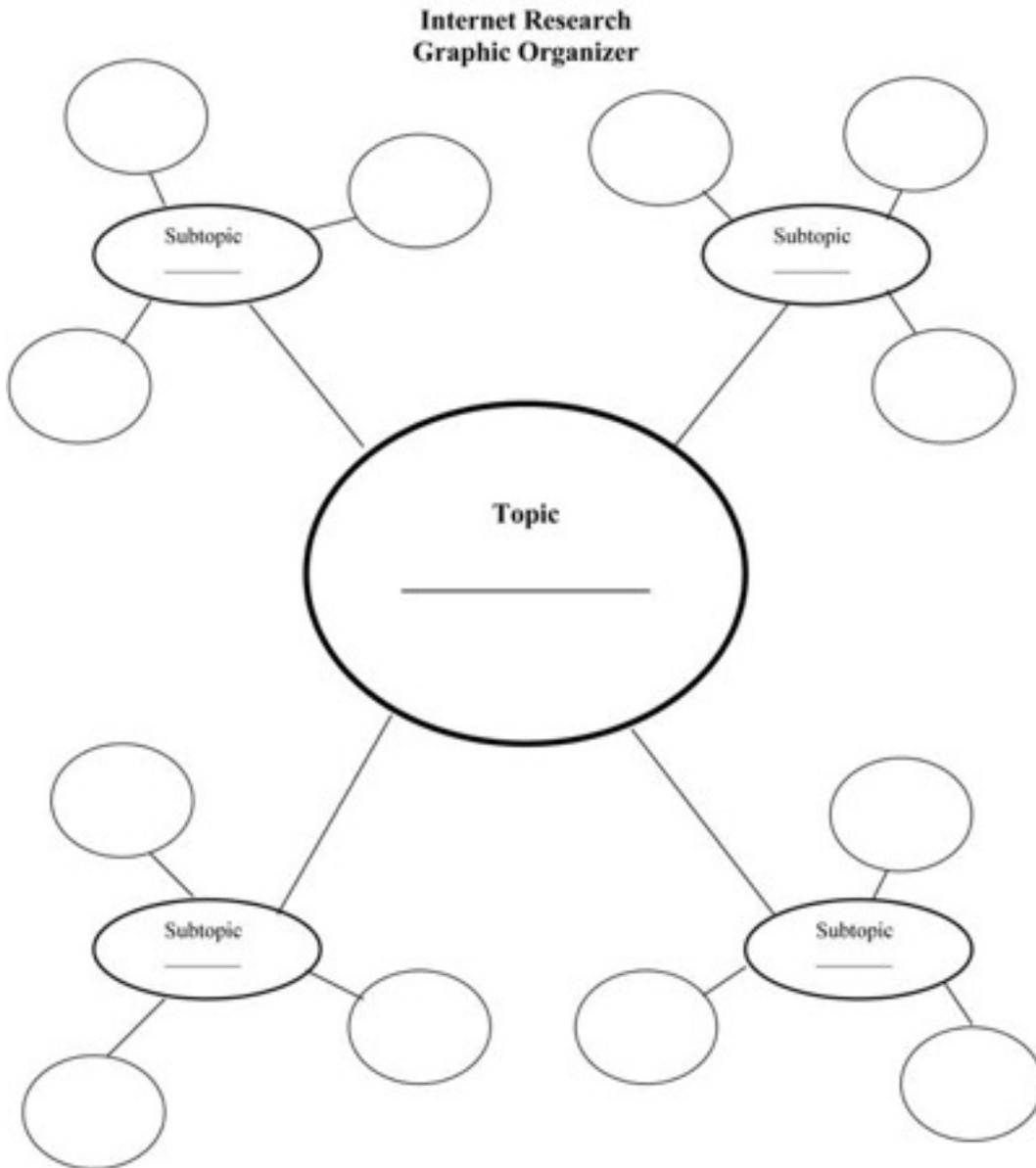
Now pick two of these. I want you to write everything and anything that you already know about them and things you would like to know about them:

Topic 1:

Topic 2:

Topic Organizer 1

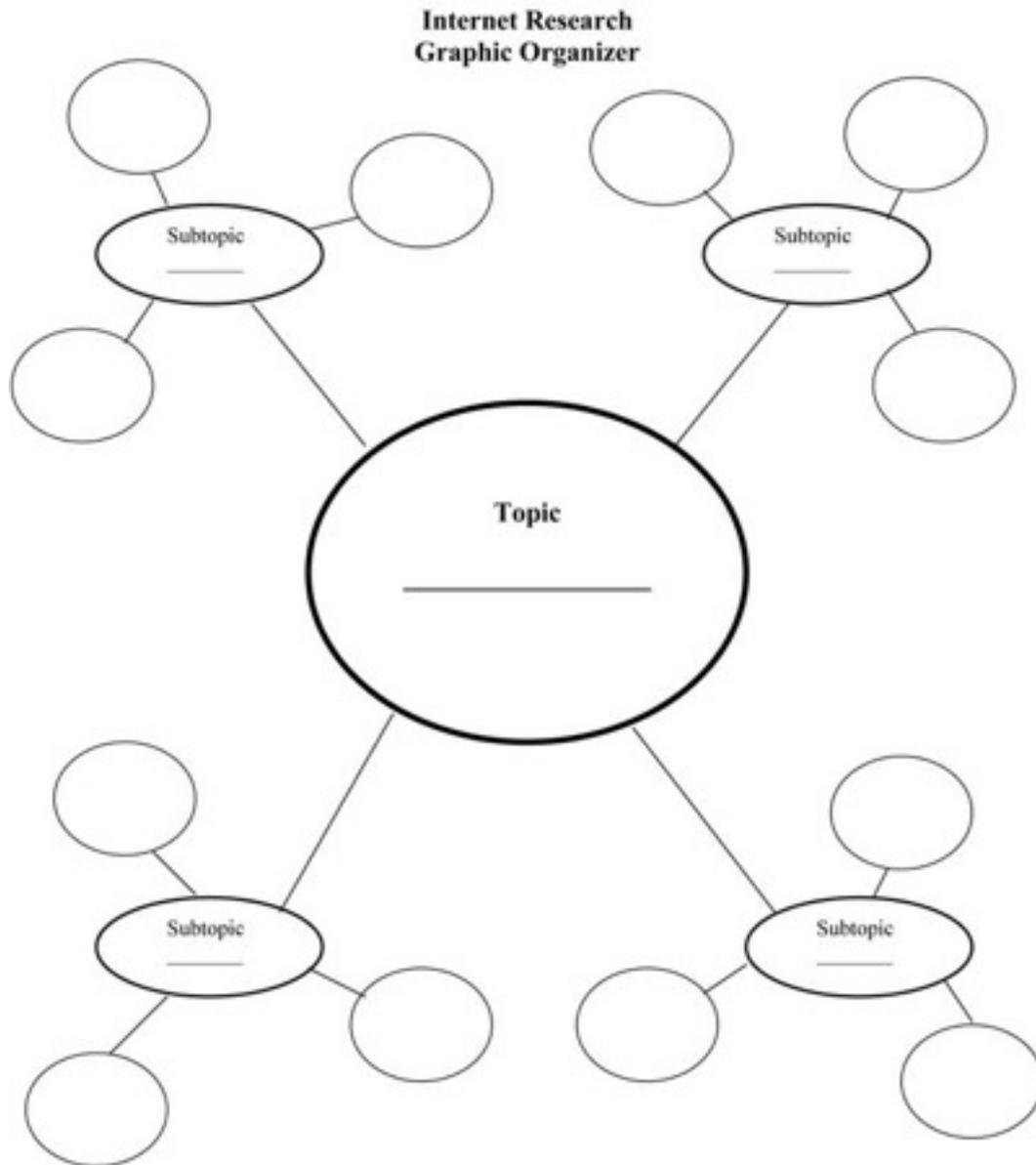
Topic 1 (see previous page): _____
In the organizer below, write your topic and write four sub-topics that could be explored in the bubbles around it.



Topic Organizer 2

Topic 2: _____

In the organizer below, write your topic and write four sub-topics that could be explored in the bubbles around it.



My Chosen Topic

Due _____

The topic I am choosing is:

I have set up a meeting with my Teacher Advisor to chat with them about my topic.

Meeting Date _____ Meeting Time _____

Teacher Advisor Signature

Please email Emily at emily@encompassacademy.org, title the subject line “(Your name)’s Topic” and put the name of your topic in the body of the email.

This is worth points in the grade book and is due

_____.

Resources and Information Document

Due _____

This document will likely be lengthy. Some people have up to 50 pages of copied resources in their list. The purpose of this Resources and Information Document is to help you find and remember information, record the source and keep you from plagiarizing.

In your Google Drive, create a document (titled “Resources and Information Document”) that lists first your website (URL) and the information that you copied from that website.

If you use other resources (like books or newsprint) be sure to copy down all important information so you can find it again once your paper is written (you will need to cite your information at the end of your paper in proper MLA formatting).

Here is a small segment as an example of what your document may look like:

<http://www.psychologytoday.com/blog/pride-and-joy/201309/should-parents-praise-their-children>

Kohn also argues that praise undermines a child’s intrinsic motivations and his confidence in his independent judgments. Our praise, Kohn believes, calls attention to *our* judgments, rather than a child’s inherent interest and pleasure in what he has accomplished. He warns that frequent praise may therefore create in children an “addiction” to praise—a [hunger](#) for external approval and a long-term sense of insecurity and inner pressure. Children become, in this way, “praise junkies.”

A Different Perspective on Praise

I would like to offer a different [understanding](#) of praise. In my view, a child’s need for praise and approval from admired adults is not an “extrinsic” reward. Tokens and money are extrinsic rewards. Praise, like a smile or a gleam in our eye, is different. It is a deeply *intrinsic* human need. If we think of praise in this way—as a basic need, not a “technique” for raising obedient children—our understanding (and our advice to parents) fundamentally changes.

Praise is ubiquitous in our adult lives. No matter how self-reliant we have become, the opinions of others (especially the opinions of people we look up to and admire) matter—to all of us, throughout life. When we have worked hard and done a good job, we want (and need) people to tell us that we’ve done a good job.

This summer, I spent a week at a music camp in Canada for amateur musicians of all ages, and praise was all around. Musicians, young and old, were told, “Good job!” (or, as the Canadians like to say, “Super!”) when they worked hard and played well. This praise was certainly not a form of control. It was encouragement – and its effect was encouraging.

Why should children be different? Don’t children deserve the same recognition and encouragement that we do, as adults?

Then you will continue with the next resource that you find, put the resource link on your document and copy the information that you might use in your paper.

The Interview

Final Summary Due _____

For your Senior Project you are required to interview at least ONE person about your topic and include the interview in your paper somehow. You are responsible for setting up an interview time. It is recommended that you do this over Winter Break. The interview can take place over email if necessary.

Once your interview is completed, you will need to type a summary and send it to Emily through your Google Drive account. Title the document “(Your Name) Interview Summary.”

Here is a good organizer to get you started.

1. Name of the person you want to interview and the time you have set up to interview them:

Name: _____

Date and Time of Interview: _____

2. A brief explanation of why the interviewee seems like a pertinent source (i.e.: what qualifications, knowledge or experience does he or she have regarding your topic).

3. A list of a dozen questions for the interview:

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)
- j)
- k)
- l)

When completed, type up a summary of the interview and send to Emily. Be sure to formally thank the person you interviewed for participating.

MLA Practice Worksheet

We will likely be doing this worksheet in class as a warm-up before we begin writing our papers.

Fill in the answers below:

1. What is MLA and what do the letters MLA stand for?

2. As a group at your table, brainstorm a list of types of sources you will need to know how to cite in research papers you might do in high school and/or college (i.e.: a newspaper article). Prize for the table with the most legitimate list of sources.

3. Do the following activity based on the “MLA Basic Guidelines for Works Cited” document (page 17). Using a book given to you and a partner, identify the following items (if found in your resource): title, author, publication date, press, location of press, volume number, issue number, website address, date of access, page numbers, etc.

Author:

Title:

Date published/copyrighted:

Name of publishing company:

Volume #?:

4. Now, use the MLA Basic Guidelines for Works Cited packet to arrange your resource in MLA format for a Works Cited page (bibliography/resources page).

*Please note: there are some websites that are available to help you to make your Works Cited list for your research paper. These sites cannot always find all the information you need to make a complete Works Cited list. You need to find the information directly from the source you used.

One possible site to help you do a quick MLA formatted resource list is <http://www.easybib.com/>

MLA Basic Guidelines for Works Cited (Resources)

Taken from <http://library.austincc.edu/help/mla/#citrefs>

Parenthetical Documentation

In the MLA format, "parenthetical documentation" is used to briefly identify the sources of information you have borrowed in writing your paper. Parenthetical documentation should be integrated smoothly into the text of your paper, rather than listed separately.

- **The general rule is to cite the source right in the text of your paper.** If the reader wants to get more information, they go to the Works Cited list at the end of your paper.

If the author's name is mentioned in your writing (this is called a "signal phrase"), you only need to put the page number in parentheses at the end of the sentence. The reader can then consult the list of Works Cited (explained below) at the end of the paper to get the complete citation.

NOTE: Some sources, especially those on the Web, do not give page numbers. The general rule is to use a section number if it is given; otherwise just use the author name or, if no author is given, the first words of the title.

Ross Parke notes that "natural fathers aren't the only ones raising children on their own. As more families split up, social workers note that stepfathers increasingly are being called on to bring up other people's kids" (52).

According to Bernard Farber in *Encyclopedia Americana*, there is a trend toward waiting to marry and toward postponing the birth of the first child (6).

According to the web site *Our Fathers*, "Almost 20 percent of fathers ask for child custody after divorce."

- **You may decide not to highlight the source of some of your derived information.** In such cases, at the end of the sentence enclose in parentheses both the author's last name and the page referred to. The reader can then consult the list of Works Cited at the end of the paper to get the complete citation.

At the turn of the century many men worked long hours, which "entailed their absence from the family for most of the day: that was not a rejection of fatherhood but a necessary element of it" (McKee and O'Brien 54).

Child support payments can be withheld from wages in 45 states (Schorr 33).

- **For publications with no author given, you should include the first 2-3 key words from the title and the page number in parentheses.**

"Fathers today no longer know who they are or what their wives and children expect from them" ("Fathers Confused" 5), and this increases the likelihood they will abandon their families.

- **If possible, you should quote or paraphrase material from the original source,** but if you do use material that is within someone else's work, include the abbreviation qtd. in ("quoted in") and then refer to the source where you got the information. Use qtd. in even if it's a paraphrase and not a quote.

Dr. Ann Rudolph contends that fathers who bond with their infant children are more likely to maintain lifelong contact (qtd. in Parke 112).

DO I HAVE TO DOCUMENT EVERYTHING?

One of the hardest parts of documentation is deciding how far to go in documenting sources. If you mention that Los Angeles suffered an earthquake in January 1994, do you have to show where that information came from? No. This is considered "common knowledge," even if you didn't know on your own. This can get tricky. When in doubt it is probably a good idea to include the documentation. Ask a librarian or your instructor for advice on specific situations.

Works Cited

A list of works cited has all the sources that contributed ideas and information to your paper. (It is the same as a "bibliography.") It is arranged in alphabetical order by the authors' last names or, if the source doesn't list an author, by the first word of the title (ignore "A," "An," and "The"). The following sample works cited list is in correct order.

If you have a type of source not covered in the examples below, ask the librarian to show you the MLA Handbook for Writers of Research Papers, 7th edition, or go to the [MLA's web site](#) (although not many details are given there).

SAMPLE - All sources are integrated into one list, arrange alphabetically.

Typing should be double-spaced, with the second line of an entry indented 5 spaces.

Works Cited

Box, Scott. "One Father's Unique Perspective." *Newsweek* 5 Mar. 1999: 38. *MasterFILE Premier*. Web. 12 Feb. 2009.

"Parent." *Encyclopedia Britannica Online*. Encyclopedia Britannica, 2008. Web. 13 Mar. 2009.

Parke, Ross. *Fathers*. Cambridge: Harvard University Press, 2000. Print.

Schorr, Burt, Jr. "States Cracking Down on Fathers Dodging Child-Support Payments." *Wall Street Journal* 26 Jan. 2009, eastern ed.: 33. Print.

Sheppard, Lisa. "Father Involvement Shows Positive Outcomes." *Urban Programs Resource Network*. University of Illinois at Urbana-Champaign. Apr. 2001. Web. 29 May 2009.

The most BASIC RULES for works cited entries are:

BOOKS

Last name, First name of author. *Title of book*. City where published: Name of Publisher, year published. Print.

PRINT MAGAZINES

Last name, First name of author (if given). "Title of Article." *Name of Magazine* Date of issue: page numbers. Print.

MAGAZINE ARTICLE FROM LIBRARY ONLINE DATABASE

Last name, First name of author (if given). "Title of Article." *Name of Magazine* Date of issue: page numbers. Name of Database.

Web. Date of Access.

WEB PAGES

These have several factors that can affect the citations; see section below for examples.

Other Rules

For other than "public" web pages, when required information is not given: In the spot where the information should be, put the following abbreviations:

- No date of publication - n.d.
- No place of publication or no publisher - n.p.
- No page number - n.pag.

A second work by the same author: Instead of repeating the author's name in the works cited list for the second entry, put 3 hyphens and a period (---.) and alphabetize as if the name were spelled out.

There are many variations for Works Cited entries. Look at the examples for print, video, and web sources below.

Remember, the following examples are not in the order you will list sources. Your list will be one alphabetical list.

The Work Cited List Examples

A works cited list has all the sources mentioned in your paper, arranged in alphabetical order by the authors' last names or, if a source doesn't list an author, by the first word of the title (ignore *a*, *an*, and *the*). If you have a type of source not covered in the examples below, ask the librarian to show you the [MLA Handbook for Writers of Research Papers](#). 7th ed. New York: MLA, 2009.

Reference List Examples by Type of Reference

Online (web) sources indicated with double plus sign ++

- When two dates are listed in a citation, the first one is the publication date; the second is when you accessed it.
- If a URL for an article from a database is very long, just list the basic URL for the database first page.

ARTICLES

Reference Type:	List Example:
<i>Magazine article with an author</i>	Gold, Jeannye. "When Fathers Raise Children Alone." <i>U.S. News and World Report</i> 12 Apr. 1999: 51-52. Print.
<i>Magazine article, no author given</i>	"Fathers Confused by Changing Family Roles." <i>Family Monthly</i> Oct. 1980: 5. Print.
++ Full text magazine article from online database to which the library subscribes (first date is date of publication; second date is day you accessed it.)	Box, Scott. "One Father's Unique Perspective." <i>Newsweek</i> 5 Mar. 1999: 38. <i>MasterFILE Premier</i> . Web. 12 Feb. 2009.
<i>Newspaper article with author</i>	Schorr, Burt, Jr. "States Cracking Down on Fathers Dodging Child-Support Payments." <i>Wall Street Journal</i> 26 Jan. 2009, eastern ed.: 33. Print.

++ Newspaper article from an online database to which the library subscribes	Griest, Stephanie. "Program Offers Help for Young Fathers." <i>Austin American-Statesman</i> 27 Apr. 1999: E4. <i>InfoTrac Newspapers</i> . Web. 21 Apr. 2009.
++ Web newspaper article with author (name of publisher follows title of source, so <i>Washington Post</i> repeats)	Willison, Marilyn Murray. "Family Issues." <i>Washington Post</i> . <i>Washington Post</i> , 1 May 2009. Web. 6 May 2009.
Scholarly journal article(volume & issue numbers go after journal name; if no issue number, just put volume)	Larson, Eric. "Cross-Cultural Studies of Fatherhood." <i>Journal of Marriage and the Family</i> 11.4 (1998):212-18. Print.
++ Scholarly journal article from an online database to which the library subscribes (volume & issue numbers go after journal name)	Gerry, Judy O. "Balancing Employment and Fatherhood." <i>Journal of Family Issues</i> 18.6 (1997): 386-402. <i>Academic Search Complete</i> . Web. 21 July 2008.
Previously published scholarly article reprinted in a collection	Wornen, Henry. "The Father and His Sons." <i>Modern Literature</i> 27.3 (1995): 179-85. Rpt. in <i>Twentieth Century Literary Criticism</i> . Ed. Michael Stewart. Vol. 89. Detroit: Gale, 1999. 404-10. Print.

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BOOKS

Reference Type:	List Example:
Book or pamphlet	Parke, Ross. <i>Fathers</i> . Cambridge: Harvard University Press, 2000. Print.
Book with two editors, not the first edition	McKee, Lorna, and Margaret O'Brien, eds. <i>The Father Figure</i> . 3rd ed. New York: Tavistock, 1982. Print.
++ E-book from online database to which the library subscribes	Coltrane, Scott. <i>Family Man: Fatherhood, Housework, and Gender Equity</i> . New York: Oxford, 1996. <i>eBooks on EBSCOhost</i> . Web. 7 Feb. 2009.

<i>Republished book</i>	Young, Marilyn. <i>Family Life</i> . 1972. New York: Doubleday, 1999. Print.
<i>A work or chapter within a larger work</i>	Valsiner, Jaan. "The Father's Role in the Social Network of a Soviet Child." <i>Role of the Father in Child Development</i> . Ed. Michael E. Lamb. New York: Wiley, 1981. 187-201. Print.
<i>Work reprinted in a collection and given a new title</i>	Wooster, Bernard. "Child Support Laws Should Be Tougher." <i>Family Values: Opposing Viewpoints</i> . San Diego: Greenhaven, 1998. 10-14. Print. Rpt. of "Deadbeat Dads." <i>Reader's Digest</i> Jan. 1996: 29-34.

ENCYCLOPEDIA ARTICLES

Reference Type:	List Example:
<i>General encyclopedia, signed article</i>	Farber, Bernard. "Family." <i>Encyclopedia Americana</i> . 2007 ed. Print.
<i>Specialized encyclopedia, no author given</i>	"Fatherhood." <i>Encyclopedia of Sociology</i> . Ed. T.E. Chen. Vol 2. New York: Putnam, 1999. Print.
++ <i>Web encyclopedia, no author given</i>	"Parent." <i>Encyclopaedia Britannica Online</i> . Encyclopaedia Britannica, 2008. Web. 13 Mar. 2009.

OTHER WORKS

Reference Type:	List Example:
<i>Government document</i>	United States. Dept. of Justice. <i>Child Support Payment Laws</i> . Washington: GPO, 2007. Print.
++ <i>Government document from the web</i>	United States. Dept. of Education. <i>Choices for Parents</i> . 9 Oct. 2008. Web. 11 Nov. 2008.

<p><i>Interviews (in-person and from an outside source)</i></p>	<p>Vargas, Carmen. Personal interview. 8 Nov. 2005.</p> <p>Jensen, Alfred. Interview by Ted Koppel. <i>Nightline</i>. ABC. KVUE, Austin, TX.</p> <p>24 May 2004. Television.</p>
<p>++ Work reprinted in a collection from a library database (give information about where originally published first, then about reprint source)</p>	<p>O'Neale, Sondra. "Fathers, Gods, and Religion: Perceptions of Christianity and Ethnic Faith in James Baldwin." <i>Critical Essays on James Baldwin</i>. Ed. Fred Stanley and Nancy Burt. N.p.: Hall, 1988: 125-43. Rpt. in <i>Contemporary Literary Criticism</i>. Web. 12 Dec. 2008.</p>
<p><i>Film or video</i></p>	<p><i>When Fathers Desert Families</i>. Prod. Project Hope. Maxwell, 2008. DVD.</p>
<p>++ Online video</p>	<p><i>Barack Obama Podcast: On Fatherhood</i>. barackobama.com. 17 June 2007.</p> <p>YouTube. Web. 5 May 2009.</p>
<p>++ World Wide Web site (<i>Give the specific page's title in quotation marks, then general title of web site in italics. Give publisher after that.</i>)</p>	<p>Sheppard, Lisa. "Father Involvement Shows Positive Outcomes." <i>Urban Programs Resource Network</i>. University of Illinois at Urbana-Champaign, Apr. 2001. Web. 29 May 2009.</p>
<p>++ World Wide Web page with "missing" information (<i>Often all the information asked for in the above example isn't there. Here there was no author or overall web site name or publisher or publication date.</i>)</p>	<p><i>Why Fathers Are Getting Child Custody More</i>. N.p., n.d. Web. 30 June 2008.</p>
<p>++ Blog or listserv entry (<i>If screen name is given, use it followed by real name, if known, in brackets</i>)</p>	<p>Happy Dad [Marlin Johnson]. "Time Well Spent." <i>African American Dad</i>. FatherDad, 30 Nov. 2010. Web. 5 Oct. 2011.</p>
<p>++ Blackboard material</p>	<p>Silva, Ricardo. "Lecture Notes." <i>Sociology 1301</i>. Austin Community College. Blackboard. 7 July 2010. Microsoft Word file.</p>

<p>++ Tweet <i>(Use real name followed by Twitter name in parentheses. Next, place the tweet in its entirety in quotations, inserting a period (a question mark in this example) after the tweet within the quotations. Include the date and time of posting, using the reader's time zone).</i></p>	<p>Kim, Sally (WorkingMom). "Why are men who help take care of kids called special but for women it's expected?" 22 Jan. 2012, 3:06 a.m. Tweet.</p>
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Notes and Questions about formatting for your own personal use:

Making a “Map” for Your Research Paper

Below, please brainstorm some ideas that you would like to get across in your Senior Research Paper. Then, put them in some sort of order to make a “map” of the flow of your paper.

Brainstorm your list, here:

Make a map of the flow of your paper, here:

What is a possible *thesis statement* for your Research Paper?

Your Paper's Structure

Keep in mind that this essay template will include more “body” sections in your Senior Research Paper. Use this template to get your rough ideas down. You may decide to make a typed document on your Google Drive that reflects all of the information that you will want to include in your paper (which means more paragraphs than what is displayed below). Remember to use a Google Drive document to keep everything uniform.

I also highly recommend that you start first with the body of your paper *then* write your introduction and conclusion based on the content you will be including.

Essay Template

Title _____

I. Introduction

(Hook – one sentence) _____

(General Topic Information – 3 sentences) _____

(Thesis Statement – one sentence) _____

II. Body #1

(Topic Sentence – 1 sentence) _____

(Supporting Details – at least 3 sentences) _____

(Clincher Sentence – 1 sentence) _____

III. Body #2

(Topic Sentence – 1 sentence) _____

(Supporting Details – at least 3 sentences) _____

(Clincher Sentence – 1 sentence) _____

IV. Body #3

(Topic Sentence – 1 sentence) _____

(Supporting Details – at least 3 sentences) _____

(Clincher Sentence – 1 sentence) _____

V. Concluding Paragraph

(Restate Thesis and summarize main points – 3 to 4 sentences) _____

(Leave reader with a final thought – 1 sentence) _____

Research Paper Rough Draft

Due Tuesday, February 21, 2017

I have set up a meeting with my Teacher Advisor to chat with them and show them my Rough Draft.

Meeting Date _____ Meeting Time _____

Teacher Advisor Signature

- You will have roughly three weeks to work on your first draft. Over the course of writing your rough draft, you will be using these resources to help you format your paper in an MLA format: we will practice writing several “bibliographies” based in the MLA format, you will be given an organizer to help you sort out the structure of your paper, and you will use the “MLA Basic Guidelines” in the previous pages as a resource to give you help in how to cite your sources within the body of your paper and in your resources section of your paper.
- Once you have your rough draft done, you will be required to have a classmate edit your paper. Remember, if you are editing someone’s paper, you are helping them to get a better grade. Also, if you ask someone to edit your paper the day it is due, you are not helping yourself at all. Give your classmate time to do a good job.
- After your paper is edited, send it to Emily so she can give you some cursory pointers. This is not your final paper, so there will likely be mistakes. What I want is proof that you’ve given an honest effort in meeting requirements, someone has edited your paper (the “Peer Editing Checklist”) and that you are ready to polish it into perfection.
- Your paper will ultimately be 7-10 pages long, including the title page, table of contents, body and works cited page.
- Use the previous pages as resources, organizational help, and the following page for peer editing.

Peer Editing Checklist

This is a required element before you hand in your Rough Draft to Emily

Person doing the editing: _____
Name of person who wrote the paper: _____

Be honest. Be clear. Ask questions for clarification directly on your peer's paper. Remember, you're helping them to become better writers and get a better grade!

Were the spelling issues? Yes _____ No _____

Was your punctuation perfect? Yes _____ No _____

Did your paragraphs look formatted
Correctly and double spaced? Yes _____ No _____

Do you have page numbers? Yes _____ No _____

Is there a Title Page? Yes _____ No _____

Is your name on the paper? Yes _____ No _____

Do you have a clear thesis statement? Yes _____ No _____

Check your word usage (your/you're) Yes _____ No _____

Is your Works Cited Page at the end
of the paper and done in MLA style? Yes _____ No _____

Do you have a Table of
Contents? Yes _____ No _____

Did you cite your resources correctly
in the body of your paper, in MLA style? Yes _____ No _____

The following places could have more detail to add interest or clarification (i.e.: add feelings, thoughts, dialogue or description). These places are marked with an asterick (*) on your paper. Here are my written suggestions if they aren't on the paper.

Here are the things that are very strong and interesting about your paper:

Tips for peer editing:

Paragraph formatting:

One “tab” space (or 5 space bar hits) for each new paragraph.

Each paragraph needs to have a clear start and end point. A natural break occurs for each new paragraph when a new sub-topic starts and ends. It is often helpful to have a “transition” sentence at the end of a paragraph that closes a thought and foreshadows the next topic of the next paragraph.

New dialogue (set off by quotation marks) always begins a new paragraph (when going between two or more people).

Word usage:

Typical words that are misused are your/you’re; to, two and too; there, their and they’re. Also look for words that are used incorrectly, like principle/principal. These are words like homonyms (two words that sound the same but are spelled differently and have different meanings) or words that simply are used incorrectly in the text.

Spelling:

When in doubt about how something is spelled, circle it for the author of the paper to check. It’s better to be safe than sorry.

Punctuation and Capitalization:

Proper names and the pronoun “I” need to be capitalized. Words like “mom” and “dad” are capitalized when their actual given names could be replaced in the sentence and make sense (eg: “I don’t like that, Mom.” vs. “My mom cooked us dinner.”). *Remember, research papers may not use “I” or any first-person words.*

Check for punctuation. Sometimes people overuse the exclamation point (!). It is also easy to overlook using a question mark (?) instead of a period (.).

Run-on sentences are very common. Look for natural breaks in written work. A run-on sentence is something written that just keeps going and going and should have a period (.) in there somewhere.

People can either overuse or underuse commas (,). See me if you have a question about the use of commas.

Final Paper Rubric

The following rubric will be used to grade your paper. Each section will earn a score and then averaged out for your grade. 9-10=A; 8-8.9=B; 7-7.9=C; 0-6.9=D or F. Your effort will earn you a + or -, based on your baseline skills as an individual.

	Excellent 9-10	Good 8-8.9	Fair 7-7.9	Weak 0-6.9
Clarity and Focus	Writing is exceptionally clear, focused and interesting.	Writing is generally clear, focused and interesting.	Writing is loosely focused on the topic.	Writing is unclear and unfocused.
Development and Main Ideas	Main ideas (including the thesis statement and topic sentences) are clear, specific and well-developed.	Main ideas (including the thesis statement and topic sentences) are identifiable, but many be somewhat general.	Main ideas are overly broad or simplistic. The thesis statement and topic sentences are not clear.	Main ideas are unclear or not expressed. There is not a clear thesis statement or topic sentences.
Organization	Organization is clear (beginning, middle and end) and fits the topic and writing form.	Organization is clear, but may be predicatble or formulaic.	Organization is attempted, but is often unclear.	Organization is not coherent.
Vocabulary	Vocabulary is exceptionally rich, varied and well-chosen.	Vocabulary is colorful and generally avoids cliches.	Vocubulary is ordinary and may rely on cliches.	Vocabulary is limited, general, or vague.
Mechanics and Usage	Demonstrates exceptionally strong command of conventions, of punctuation, capitalization, spelling, and usage.	Demonstrates control of conventions of punctuation, capitalization, spelling and usage.	Errors in use of conventions of mechanics and usage distract, but do not impede, the reader.	Limited ability to control convenstions of mechanics and usage impairs readability of the composition.
MLA Style	Use of correct parenthetical citations within the body of the paper are clear. Works cited page is done correctly. There is a Title Page, Table of Contents and Work Cited Page. Page numbers are present.	Use of parenthetical citations works cited page are attempted, but not done correctly. There is a Title Page, Table of Contents and Work Cited Page. Page numbers are present.	Evidence of research is in the paper, but no citations within the body were completed. A works cited page is included. Required Title page, Table of Contents and Works Cited Page is not evident. No page numbers are present.	There is no citation in the body of the paper, nor is there a works cited page. Required Title page, Table of Contents and Works Cited Page is not evident. No page numbers are present.

Final Senior Project Research Paper

Due Monday, March 13, 2017

I have set up a meeting with my Teacher Advisor to chat with them and show them my Final Draft.

Meeting Date _____ Meeting Time _____

Teacher Advisor Signature

Remember to include the following:

- Title page (name of paper, your name, date, and “Rainshadow Senior Project Paper”)
- Table of Contents (main topics presented with page numbers)
- Solid opening with CLEAR THESIS STATEMENT
- Clearly defined body with good topic sentences and transitions from one topic to the next.
- Solid closing, giving the paper meaning to the reader and which restates your main points and thesis statement.
- Works Cited Page done in proper MLA Format
- PAGE NUMBERS
- The words *I*, *my* or *me* cannot be used.

Please be sure to read the previous page for the grading rubric before you hand in your paper to see if all requirements are met.

PART 3: Presentations

Dates:

Practice Round Presentations

Practice Round Presentations Con't
Or Non-Graduating Seniors Presentations

Senior Night Presentations

Thursday-Friday, June 1-2, 2017

- Remember: Even if you aren't graduating this year, you must produce and present your presentations to your peers. If you *are* graduating, you will be practicing your presentation AND presenting to faculty/community members on Senior Night. Graduating seniors will be graded on their presentations on Senior Night.
- You may use Power Point, but if I may suggest that you try using Prezi, it can be a very dynamic form to use in catching the audience's attention.
- Your presentation must be at least 7 minutes but no longer than 10. This means that you only need to present the most important parts of your research. In your practice presentations, your peers will be suggesting things to take out and things to keep. If your final presentation goes over 10 minutes, your points will be docked and you will likely be cut off due to time restrictions.
- *You must include a Works Cited slide* toward the end of your presentation. There will not be a need to read the slide. Simply tell the audience that "These are the resources I used in my project." That will be enough.
- *Your final slide* will need to be a very brief summary of your *Senior Reflection Paper*. Things you learned, goals and plans you have and thank you's to people who were an influence for you.
- The following pages will include Tips for Your Presentation and Your Presentation Rubric (how you will be graded).

Tips for Your Presentation

Here are several items that may help you with your presentation:

- Make sure you have enough slides to represent the most important and interesting parts of your paper.
- Each slide has simple phrases (bullet points) that give you a clue as to what you need to say. You should not put all of the information you are going to say on your slide. You should know enough about your topic to talk about it to your audience.
- You may have note cards, but nothing should be written out word for word. You should have key words and phrases.
- Your presentation needs to be at least 7 minutes long. Remember, *this will go quicker than you think*. You do not need to present all of the information in your paper. If you go over 10 minutes, you have probably presented for too long. We will be practicing in front of each other to polish our timing.
- Think through all of the possible media items you could use in your presentation (videos, music, pictures, interviews, movie clips). You need to keep your media items brief. Between 20-35 seconds should be close to your limit for clips.
- Think about a person's major senses (smell, taste, sight, touch etc). If there is a creative way to appeal to your audience using these senses, you are increasing your effectiveness.
- Eye contact. Eye contact. EYE CONTACT!
- Fake your confidence, even when you are nervous. No one will know you're nervous but you. Above all, there is never a need to say, "I'm so nervous!" or "I'm sorry..." out loud. Just talk. Do your thing. It will sound awesome!
- Slow down. Go even slower than you think you should with your speech.
- Speak loudly. Speak even more loudly than you think you already are.
- Smile and look at each person in the audience before you begin. Smile in the middle. Smile at the end. Smiling keeps you more relaxed. Eye contact gives you confidence that people are listening. They will!
- Don't be afraid to simply pause and gather your thoughts if you draw a blank on something. Look at your notes. Every good speaker does this.

Senior Project Presentation Rubric

Category	Description	Points Earned	Justification
Duration	The presentation was at a minimum 7 minutes in length and no more than 10. The presentation did not feel rushed or overly drawn out. (25 points possible)		
Graphics	All the graphics enhance the quality of the presentation. The multimedia additions augment the understanding of the topic presented. (25 points possible)		
Grammar	It is evident that the presentation was proofread. There are no spelling or grammatical errors that detract from the quality of the presentation. (25 points possible)		
Research	The research is thorough. Senior sought multiple sources of information, including an interview with an expert on the subject. There is evidence of a works cited page. (75 points possible)		
Presentation Skills	Student presented their senior project. They were able to successfully capture their learning in the presentation. Student used appropriate prosody and volume. Presentation was clear and organized. Student was prepared for his/her presentation, and presented with a professional decorum. This includes an attention to personal appearance, as well as language. (75 points possible)		
Reflection	Student reflects on the past 4 years at this school and others, and also shows how the student was able to grow throughout that process. (75 points possible)		

Total: /300
 Comments:

Final Checklist

Use this abbreviated checklist to help you make sure you are getting everything done to make your Senior Project a successful one! Your Teacher Advisor will want to see this to check your progress, so keep it up to date. As your Teacher Advisor meets at various times with you, *have them initial each part* of your completed list.

1. Topic chosen. What is it? _____
2. Resources/Information Google Drive Document Sent to Emily _____
3. Senior Reflection Paper: Peer Edited? _____ Handed in? _____
4. Interview: Person and Time Set Up? _____ Interview Completed? _____
Typed Summary Sent to Emily? _____
5. Rough Draft Research Paper: Typed? _____ Peer Edited? _____
Sent to Emily? _____
6. Final Paper done and sent to Emily, with appropriate:
 - Title Page? _____
 - Table of Contents? _____
 - Clear Thesis Statement? _____
 - Clear topic sentences and transitions? _____
 - Clear conclusion? _____
 - Works Cited Page? _____
 - Proper MLA Format of resources cited in the body of your writing? _____
 - Page numbers? _____
7. PowerPoint or Prezi presentation rough draft done and peer edited? _____
8. Presentation practiced and timed? _____ Amount of time recorded _____
9. Final presentation completed and ready to present for grade? _____
10. I have met regularly with my Teacher Advisor. _____