

# 2011-2012 Senior Project Information

## Table of Contents

Introduction .....	2
Fall Project Timeline and Due Dates .....	3
Spring Project Timeline and Due Dates.....	4
Research Paper Topic/Thesis Proposal .....	5
Annotated Bibliography .....	7
Research and Note-taking.....	9
Summarizing, Paraphrasing, and Quoting .....	10
Writing an Outline .....	12
Reference List.....	14
Writing a Rough Draft.....	15
Editing your Paper .....	16
Sample Pages.....	17
Senior Project Product .....	25
Senior Project Presentation.....	27
Senior Project Checklist .....	28
Senior Project Approval Form.....	29
Product Proposal.....	30
Mentor Meeting Discussion Form .....	31
Technology Request Form.....	33
Research Paper Scoring Rubric .....	34
Senior Project Evaluation Form.....	35

\*When referring to the APA Handbook, it is using the 6<sup>th</sup> edition.

## **What is the senior project?**

The senior project is designed to be the culmination of each student's academic experiences in the Christina School District. It is an opportunity for prospective graduates to merge their various interests, passions, and curiosities with their academic lives. The project is a vehicle for seniors to demonstrate the fullest extent of the autonomy, complexity, and awareness learned throughout their academic career.

## **The Six Tenets for the Senior Project:**

**The Essential Question:** Because a successful and meaningful Senior Project involves genuine inquiry around a topic of the student's choosing, each senior will focus his/her work around a complex, interesting, and sustainable essential question.

**Multi-Faceted Approach:** Due to the complex nature of each Senior Project, seniors must incorporate several modes of thinking in the planning, implementation, and exhibition of their project.

**A Research Component:** No Senior Project will be successful without a substantial element of previously unexplored research. Research must be both experiential (interviews, internships, surveys, etc.) and text-based (library, internet, etc.), although the degree to which each form is emphasized will vary by individual topic.

**Collaboration:** One of the most important skills in life is the ability to work with and learn from other people. Each Senior Project must incorporate some element of collaboration with a staff mentor.

**Academic Rigor:** Each Senior Project must be conceived in a way that challenges the student to think deeply and critically beyond what he/she already knows and is able to do. The topic must be big enough for the student to consider multiple perspectives, but not so big that it will lead only to superficial understanding.

**Assessment:** The Senior Project will be assessed on three major components: a research paper, a product relating to the paper topic, and a presentation of both. Each of these components is described in detail in the pages that follow, and each component will be scored individually. Upon completion of the project, those assessments are combined to receive an overall course assessment of Outstanding, Satisfactory, or Unsatisfactory. Receiving an Unsatisfactory final assessment will result in a failure to graduate.

**“What we think determines what happens to us, so if we want to change our lives, we need to stretch our minds.”**

**Wayne Dyer**

### Project Timeline and Due Dates (Fall )

Topic/Thesis Proposal.....Oct. 5 and 6

Last date to resubmit topic proposal changes is October 15th

Project Signature Form.....Oct. 5 and 6

Both students and parents must read the packet and sign.

Choose/Establish contact with staff mentor.....October 14

This may be a teacher with whom you are most comfortable or who has extensive knowledge of your topic.

First meeting with mentor.....by October 28

At least three meetings are recommended. More may be required or established on an individual basis.

Second meeting with mentor/ submission of product  
proposal..... by December 2

(turned in and approved by mentor)

Third meeting with mentor.....by February 1

(more meetings may be scheduled upon individual need)

Option A:

Annotated Bibliography (8 minimum).....October 27 and 28

Option B:

- Source Cards (8 minimum).....October 13 and 14
- Note Cards (25 minimum).....October 27 and 28

Outline.....November 17 and 18

Rough Draft.....December 5 and 6

Final paper due.....December 19 and 20

Presentations (schedules will vary).....TBD by school

### Project Timeline and Due Dates (Spring )

Topic/Thesis Proposal.....Oct. 5 and 6

Last date to resubmit topic proposal changes is October 15th

Project Signature Form.....Oct. 5 and 6

Both students and parents must read the packet and sign.

Choose/Establish contact with staff mentor.....October 14

This may be a teacher with whom you are most comfortable or who has extensive knowledge of your topic.

First meeting with mentor.....by October 28

At least three meetings are recommended. More may be required or established on an individual basis.

Second meeting with mentor/ submission of product

proposal..... by December 2

(turned in and approved by mentor)

Third meeting with mentor.....by February 1

(more meetings may be scheduled upon individual need)

Option A:

Annotated Bibliography (8 minimum).....February 16 and 17

Option B:

• Source Cards (8 minimum).....February 9 and 10

• Note Cards (25 minimum).....February 16 and 17

Outline.....March 1 and 2

Rough Draft.....March 15 and 16

Final paper due.....March 29 and 30

Presentations (schedules will vary).....TBD by school

## Research Paper Topic and Thesis Proposal

The research component of the Senior Project graduation requirement will be completed in the form of a research paper. You will be introduced to several components of the research process in your senior English class; however, much of the paper will be completed independently. You will be required to complete and submit pieces of the research process throughout the school year, thus you should choose a subject area and issue that will sustain your interest over the next few months.

The first step in the process is to research your interests to determine a possible approach and a possible topic. Once you have decided what your topic will be, you will submit a research proposal. These proposals **must be handed in on the designated due date of**. If you are unable to attend class on that date, please be sure to submit your proposal to your English teacher prior to the due date, in **the case of a legally documented absence**, it is expected that the proposal be **submitted to the office or emailed to your English teacher *prior* to the start of your class on the due date with a printed copy submitted the day of your return.**

The research proposal should focus on ideas for an approach (how you will structure your paper), content, preliminary research, and a thesis statement. Begin your first paragraph by explaining what subject of study or career path on which you plan to write and how you plan to develop your argument within that topic. You must find a controversial issue within that subject area and take a stand on said issue. For example, if you are interested in going into the field of medicine, you might write your paper taking a side on the stem cell research issue. The next paragraph should include some examples of possible products you may choose to complete that relate to your chosen topic. The final portion should be your proposed thesis statement. The thesis statement should be the main point your paper is trying to argue. It may not be a fact, but instead, your opinion that can be argued regarding your chosen topic. Helpful hints on writing a thesis statement will be given in class and are also covered on the next page of this packet. You should research some preliminary sources at this point on your topic in order to devise an informed thesis. Although you may consult encyclopedias, you may not use them as a final source in your paper. Wikipedia, and other such online, unreliable sources should be avoided.

Your instructor will set the point value for this assignment; however, full credit will be earned if the proposal follows all standard formal writing rules, contains the content requested in the three parts, and shows you have begun the research process. When the proposal is returned, you will receive approval or be given suggestions on how to obtain approval with a date for resubmission. You will hand the proposal in with the Senior Project Signature Form. Your proposal must be typed in 12 pt Times New Roman with one inch margins on all sides.

Although the final paper due date may seem far away, the time you are required to spend now will keep you from being overwhelmed in the future.

## Writing the Thesis Sentence

The thesis sentence or statement identifies the **purpose** of the paper and unites it. It gives a preview of the paper's main idea. It is necessary to understand that the thesis statement can be revised at any time while writing a paper. It is not uncommon to find a more precise purpose through the process of researching and writing a paper.

A thesis statement is:

- an assertion
- the main idea
- narrow
- supported
- specific
- never a fact
- arguable

It should take a stand and have only one main point rather than several. The thesis provides direction to your research. After completing some preliminary research, decide what the main idea of your paper will be, and what you are trying to describe or prove. This will help clarify your thesis statement. For more information on writing a thesis statement see the following website for a handout on thesis writing:

**<http://www.unc.edu/depts/wcweb/handouts/thesis.html>**.

### APA Format for Annotated Bibliographies

For an annotated bibliography, use standard APA format for the citations, then add a brief abstract for each entry, including:

- 2 to 4 sentences to summarize the main idea(s) of the item, and
- 1 or 2 sentences to relate the article to your research topic, your personal experience, or your future goals (if part of your assignment) or to add a critical description.

The formatting for this sample bibliography is modeled on examples provided by:

*How to prepare an annotated bibliography.* (2011, April 1). Retrieved from <http://olinuris.library.cornell.edu/ref/research/skill128.htm>

*Purdue owl: annotated bibliography samples.* (2011, May 1).

Retrieved from <http://owl.english.purdue.edu/owl/resource/614/03/>

### Basic APA Style Format for an Annotated Bibliography

Format your citations in the same manner as for a normal reference list, then follow these instructions for adding an annotation. You may safely observe the following rules when creating an annotated bibliography for your research:

1. Use double spacing throughout the bibliography.
2. Write a standard reference entry.
3. If the standard entry is more than one line, use a hanging indentation: The first line should start at the left margin, and subsequent lines should be indented four spaces. The right margin is the right margin of your document.
4. Go down to the next line, indent two more spaces, and write the annotation.
5. The annotation can consist of (a) a short summary of the work referenced and (b) a short description of how the work relates to your research and (c) any direct quotes you may use with page numbers included.
6. In an extensive annotated bibliography, you may break down the entries into different categories or topics.

If you are unable to attend class on that date, please be sure to submit your annotated bibliography to your English teacher prior to the due date, **in the case of a legally documented absence**, it is expected that the annotated bibliography be **submitted to the office or emailed to your English teacher prior to the start of your class on the due date with a printed copy submitted the day of your return.**

### Sample Annotated Bibliography Entry Samples

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company. (Book Source)

In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Wal-Mart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation.

An experienced journalist, Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics and reflects on these issues in the text. The author is forthcoming about her methods and supplements her experiences with scholarly research on her places of employment, the economy, and the rising cost of living in America. Ehrenreich's project is timely, descriptive, and well-researched.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51 (4), 541-554. (Journal article source)

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

## Research and Note Taking

Once your topic has been approved, begin to gather information from authoritative reference sources: pertinent books, articles in magazines, journals, and online resources. You may begin this process prior to writing your thesis as your research will better help you gauge the direction your paper will take. During this process, you should take notes on the resources found.

### Source Cards

Each source found should be recorded on a source card (3x5 index card). This will help you to organize your research and provide documentation for all borrowed information included in your paper. For each source, you should create a separate source card including:

- Author
- Editor
- Compiler
- Translator
- Title
- Publication Information
- Version number
- Page number(s)
- Web site sponsor (institution or organization)
- Date accessed (for web sites)
- Electronic address or URL

Not all sources will include the same information, be sure to include as much information about the source as is provided.

A minimum of 8 of your Source Cards must be handed in by **the designated due date**. If you are unable to attend class on the due date, please be sure to submit your cards to your English teacher prior to the due date. In cases of illness, it is expected that the cards will be **submitted to the office *prior to the start of your class on the due date***. See a sample source card at the end of this section.

### Note Cards

Take notes from each source on 4x6 index cards. Your notes can take the form of a summary, paraphrase, or quote. A summary is always shorter than the original and highlights important information in a source. This method is best used when you wish to include information found in a paragraph or greater in the original source. A summary gives a general sense of the source's meaning in your own words. When you paraphrase, you present the author's points in your own words, often including the order and emphasis of the original. Use quotes when an author's words are especially memorable or when an author's words lend authority to your presentation.

A minimum of 25 of your Note Cards must be handed in by **the designated due date**. If you are unable to attend class on the due date, please be sure to submit your cards to your English teacher prior to the due date. In cases of illness, it is expected that the cards will be **submitted to the office *prior to the start of your class on the due date***. See a sample note card at the end of this section.

## Summarizing, Paraphrasing, and Quoting

Here is the difference between summarizing, paraphrasing, and quoting.

### Summarizing:

A summary condenses, in your own words, the main ideas in a source passage. Knowing how to summarize is useful because you can distill the information you need from a much longer piece of writing. You must be careful, however, to respect the integrity of the writer and of the information you're summarizing. Do the following:

- Be careful to read and interpret that idea in the context of the original, not according to what you want it to say. Retain essential parts of the context, such as time, place, occasion, and purpose. "Quoting out of context," as the phrase goes, is unfair.
- Be concise. Concentrate on the main ideas, those appropriate to your context, and omit everything unnecessary.
- Use your own words and phrases, not those of the original, and never lift even partial sentences without enclosing them in quotation marks.

Here is an example of a summarized passage from an analysis of a key theme in Thomas Hardy's novel, *Far From the Madding Crowd*.

Original:

"*Far From the Madding Crowd* is the only one of the Wessex novels which is allowed a 'happy ending.' For Hardy, a story with only three deaths in it, one life sentence and a final marriage between the two chief characters can almost claim to be a comedy. Yet the tragic elements much outweigh the final reconciliation. Like all tragedy, it leaves us face to face with the mystery of human evil and suffering. As Hardy sees it, the personal fate of the individual is largely at the mercy of impersonal forces over which he has little control, or at the mercy of minor mistakes which prove to have incalculable major consequences." Elizabeth Drew, *The Novel* (New York: Dell, 1963), 143.

Summary:

The destinies of most of Hardy's characters depend on chance, or unhappy random events caused by errors. *Far From the Madding Crowd* is different from Hardy's other novels set in Wessex, however, because it does not end in disaster. In fact, although there is death and imprisonment woven into the plot, it ends with a marriage and hope. Still, it is a tragedy. Even in peaceful Wessex, Hardy wrestles with evil and suffering (Drew, 1963, p. 143).

**Paraphrase:**

A paraphrase is a restatement, in your own words, of a passage of a text. You paraphrase because you want to make the main ideas clearer. A paraphrase is not necessarily shorter than the original; more than likely it is as long as, or longer than, the original, especially if the source passage is densely written or uses jargon. In this case, you may have to use more words to explain the text than the text uses itself. You need to keep two things in mind about paraphrasing:

- Do not distort the original, nor rely too closely on the words or sentence structure of the original; occasional words but not whole phrases may be used.
- To write an accurate paraphrase, you need to understand not only the idea you are paraphrasing but also the context of the idea. Notice how the following paraphrase restates the original in new words, yet remains true in meaning.

Original:

“A Gallup survey of New York shows that approximately 2/3 of the 1000 children born to persons on relief every month enter this world without the benefit of marriage between their parents.” Jonathan Kozol, *Death at an Early Age* (New York: Bantam, 1967) 224.

Paraphrase:

Jonathan Kozol (1967) reported results of a Gallup poll showing that, of the 1000 babies born each month to welfare mothers in New York, at least 650 were to single parents (p. 224).

In this case, this paraphrase is approximately the same length as the original. It uses the second writer’s words, not Kozol’s, although it keeps proper names and other words crucial to the meaning of the original. Note also that the historical context of the original is mentioned, “In 1967,” so that readers of the paraphrase will understand that the figures are not current.

**Quotation**

A quotation uses the exact words of the original. Why would you want to quote word for word? First, because you might want to include a phrase or passage that is exceptionally well written. Second, because the exact passage is important and you plan to discuss it in detail. And third, because the passage has exact wording, such as in a scientific definition or law, and accuracy is critical. Here’s what you need to keep in mind about direct quotation:

- Use it sparingly. Too much direct quotation looks like a crutch, as if you were too lazy or too shy to include other people’s writing any other way. Rely as often as you can on summary and paraphrase. Quote only when the writer’s style or the exact wording of a text is very important.
- Avoid long quotations. When you must refer to a long passage, summarize most of it and quote only those portions that must remain in the words of their originator.
- Always quote accurately and enclose the text in quotation marks. When writing summaries and paraphrases, be particularly careful that you do not unintentionally quote the writer’s exact words. If you want to include a phrase or two in your summary or paraphrase, transcribe them exactly and enclose them in quotation marks.
- Set off in block form any quoted material that runs longer than four lines. Omit quotation marks, but indent one more inch from the left margin.

### Writing an Outline

Once you have completed your notes, you must organize the information you have gathered. This is done best by preparing a **formal outline**. Roman numerals are used to show main ideas, capital letters to show subcategories of those main ideas, and Arabic numbers to give details. In the upper left hand corner of your note cards, you will place the “slug”, the symbol relating the information on the card to its position in the outline. If you are unable to attend class on that date, please be sure to submit your outline to your English teacher prior to the due date, **in the case of a legally documented absence**, it is expected that the outline be **submitted to the office or emailed to your English teacher *prior to the start of your class on the due date with a printed copy submitted the day of your return.***

Be sure your outline:

- is specific
- contains important points that prove the thesis
- contains divisions that help to develop the main headings
- includes only entries that point back to what is being developed
- is organized with a specific purpose

Generally, each entry on the outline will be developed into at least one paragraph; however, a single entry may require several paragraphs. Note that a heading uses two or more divisions, never one. You need a Works Cited page at the end of your outline. See a sample few pages at the end of the section.

#### Directions:

1. Write the title of your research paper in the center of a sheet of paper. It is not part of the outline and should not be numbered.
2. Skip a line, begin at the left hand margin, and write your Thesis Statement. It is not part of the outline and should not be numbered.
3. Using your prearranged pile of note cards, or other organizational tool to choose what main topics, subtopics, and details belong together.
4. Use Roman numerals (I, II, etc.) for main ideas.  
Use capital letters (A, B, etc.) for subtopics.  
Use numbers (1, 2, etc.) for details.
5. Remember to use enough words to communicate full meaning of your ideas.
6. Observe correct indentations. Keep your outline divisions in straight lines.
7. Capitalize the beginning of each topic, subtopic, and detail. Capitalize all proper nouns used within the outline. A topic, subtopic, and detail cannot be divided unless it has two parts. All divisions of a formal outline must be in pairs.
8. Include citations for research: (author’s last name, publication date, pg. #)  
Ex. (Cicarelli, 2004, pg. 142) Online source Ex: (Author’s last name, publication date, para. #)

## Title of Paper

Thesis statement: One or two complete sentences go here.

### I. Major point 1 supporting thesis

#### A. Second level point supporting major point 1

#### B. Another second level point supporting major point 1

##### 1. Third level point supporting second level point

##### 2. Another third level point supporting second level point

###### a. Fourth level point supporting third level point

###### b. Another fourth level point supporting third level point

##### 3. Another third level point supporting second level point

#### C. Another second level point supporting major point 1

### II. Major point 2 supporting thesis

[repeat pattern above with as many levels and points as needed]

- The **topic headings** should reflect the actual content of your notes and ideas.
  - Do not use the terms "introduction" or "conclusion"; instead, use "Significance of rehabilitation" or "History of lotteries" or "Patterns of abuse."
  - Do not use "example" or "case study"; instead, use "Norfolk jail's program" or "Colonial lotteries" or "the Newport News case."
- Use one of the three major types of outline consistently. Your instructor may choose for you.
  1. **Topic outline:** In this most common and often **preferred** type of outline, each entry is a noun, noun phrase, or noun substitute (no verb phrases, no complete sentences).
    - Capitalize only the first word of each entry (except for proper nouns).
    - Use parallel structure within each subdivision.
  2. **Sentence outline:** Some scholars prefer the completeness of a sentence outline in which each entry is a complete sentence. However, sentence outlines are more difficult to revise if you decide to reorganize. However, most of your writing is completed pre-draft. Citations/Works Cited must be included.
  3. **Paragraph outline:** Used primarily for long papers, the paragraph outline has a paragraph for every entry except for headings.
 

After you have drafted your outline, review it for logical organization and for accurate reflection of the subject. Citations/Works Cited must be included

## Reference List

**Included with your outline should be your reference list. A list of the sources you used for your research, and that are cited within the outline, and/or paper. See sample reference list entries later in this booklet.**

References cited in the text of a research paper must appear in a Reference List or bibliography. This list provides the information necessary to identify and retrieve each source.

- **Order:** Entries should be arranged in alphabetical order by authors' last names. Sources without authors are arranged alphabetically by title within the same list.
- **Authors:** Write out the last name and initials for all authors of a particular work. Use an ampersand (&) instead of the word "and" when listing multiple authors of a single work. e.g. Smith, J. D., & Jones, M.
- **Titles:** Capitalize only the first word of a title or subtitle, and any proper names that are part of a title.
- **Pagination:** Use the abbreviation p. or pp. to designate page numbers of articles from periodicals that do not use volume numbers, especially newspapers. These abbreviations are also used to designate pages in encyclopedia articles and chapters from edited books.
- **Indentation\*:** The first line of the entry is flush with the left margin, and all subsequent lines are indented (5 to 7 spaces) to form a "hanging indent".
- **Underlining vs. Italics\*:** It is appropriate to use italics instead of underlining for titles of books and journals.

Two additional pieces of information should be included for works accessed online.

- **Internet Address\*\*:** A stable Internet address should be included and should direct the reader as close as possible to the actual work. If the work has a digital object identifier (DOI), use this. If there is no DOI or similar handle, use a stable URL. If the URL is not stable, as is often the case with online newspapers and some subscription-based databases, use the home page of the site you retrieved the work from.
- **Date:** If the work is a finalized version published and dated, as in the case of a journal article, the date within the main body of the citation is enough. However, if the work is not dated and/or is subject to change, as in the case of an online encyclopedia article, include the date that you retrieved the information.

### Writing a Rough Draft

At this point in the process, you have received approval for your topic and thesis, and you have submitted source cards and note cards, or an annotated bibliography, and a complete sentence outline. Using each of these, you will begin to write your first draft. When drafting a paper, you should first understand that a draft is just that, a draft. It is meant to be edited, scribbled on, and corrected several times prior to moving to the final draft. After the APA formatted title page, you will provide an abstract of your paper. The abstract is a brief summary of the paper allowing your audience to quickly review the main points of your paper and its purpose. It should be between 150 to 250 words and all abbreviations and acronyms used in the paper should be defined in the abstract. After writing a brief introduction to your topic, you will present your thesis (nowhere in the paper should you write, “this paper will,” “I am going to,” or “the thesis is” statements). Your complete sentence outline then provides a skeleton for your paper. You will use your notes fill in the skeleton; this will be the meat of your paper. The drafting process takes your outline and notes, and puts the information from each in paragraph form. Be sure that while you are writing, you stay focused on your thesis. All inclusions in the draft should directly prove your thesis. Your draft should end with a conclusion which sums up the intent of your paper. Remember, a draft is meant to be a working document; you will need to make changes and corrections to this document. Your rough draft is often longer than your final paper because you lose some text in the revision process. If you are unable to attend class on that date, please be sure to submit your draft (both rough or final) to your English teacher prior to the due date, **in the case of a legally documented absence**, it is expected that the draft (rough or final) be **submitted to the office or emailed to your English teacher *prior* to the start of your class on the due date with a printed copy submitted the day of your return.**

The final draft of your paper must have the following **minimal requirements** in order to be graded (See sample pages later in this booklet):

- 6-10 full pages in length (At least 6 pages of written text). A paper that is 5 2/3 pages will be handed back to be redone and lose one grade level per day thereafter.
- Typed in 12 pt. Times New Roman (black ink on white paper ONLY)
- Double-spaced with 1 inch margins on all sides
- Written in APA format
- At least 6 **reliable** sources, 2 of which must be non-online sources
- A properly formatted title page with required information (this is not included in page count)
- Page Headers on subsequent pages including: the running header on the left, and the page number in the top right corner, ½ inch from the top of the page
- Staple or paper clip in top left corner (do not use report covers, folders, etc.)
- An abstract page that also is not included in page count
- A properly formatted reference page with in-text citations where necessary (also not included in the page count)

## Editing your Paper

The final step in revising is proofreading. When you proofread, find and correct any errors you have made in grammar, usage, or mechanics. Always proofread your final draft carefully. Realize that you know what you're trying to say in the paper so it is very easy for your eyes to read what you meant rather than what is actually written. Try reading your paper out loud, this will help you distinguish more of your own mistakes. You should also have someone else edit your paper.

### Common Proofreading Symbols

Symbol	Meaning	Example
	insert a comma	The mayor's brother, I tell you, is a crook.
	apostrophe or single quotation mark	I wouldn't know where to put this vase.
	insert something	I know <del>it</del> in fact, everyone knows it.
	use double quotation marks	My favorite poem is "Design."
	use a period here	This is a declarative sentence.
	delete	The elephant's trunk <del>is is</del> really its nose.
	close up this space	Jordan lost his favorite basket ball.
	a space needed here	I have only three#friends: Ted, Raoul, and Alice.
	begin new paragraph	"I knew it," I said. # "I thought so," she replied.

**Example Source Card and Note Card**

Source Card:

Number of Source →

**Centered on Card →**

Author's Last Name,  
First initial.

Publication date in  
parentheses

Title.

Place Published :  
Publisher..

**Left Bottom →**

Library Call Number  
Library Card

4	
	Gaines, A. (2008).
	<u>Don't steal copyrighted stuff! : avoiding plagiarism</u>
	<u>and illegal internet downloading.</u>
	Berkeley Heights, New Jersey:
	Enslow Publishers
	This book highlights ways
808 G	to avoid plagiarism when
	writing a research paper .

**Right Bottom**

Content Note – What information does this source provide regarding your topic.

Note Card:

**Right Top**

Bibliography source card reference.

**Slug →**

Under what topic will this note fit in your outline? Add this last.

**Centered on Card →**

A summary, paraphrase, or quote from the source. Be sure to include quotation marks for quotes. Include proper punctuation.

C Plagiarism Risks	4
One cannot fall into the trap when taking notes for his research paper of assuming that because he paraphrases, or changes a few words of a sentence that one does not have to cite the source fully. “ It is not his original idea!”	
	p. 29
p	

Page number or paragraph number for ↑ internet sources.

## Formatting Examples for Various Sources for the References Page

### Color code

Author(s) <blue>	Date <red>	Title of book <pink>	Title of article <green>	Title of periodical <purple>
Volume <orange>	Pages <lt <blue>	Place of publication <brown>	Publisher <yellow>	Other information <gray>

### Blog

Writer's name, date of post, title or subject of the post. Follow with the words "Retrieved from" and the URL.

**Supak, S. (2006, March 2). Pesticides linked to frog mutations.** Retrieved from <http://organicgarden.blogspot.com/>.

### Book

**Berger, S. (2005). Allotment gardening : an organic guide for beginners. Devon, England: Green Books, Ltd.**

### Book Article or Chapter

Begin with the name of the author of the selection, not with the name of the author of the book, then the year of publication. Then give the title of the selection, "in" the name of the author or editor (followed by "Ed." for Edited by), the title of the book; the pages on which the selection appears; and publication information.

**Coleman, E. (1995). The new organic grower.** In A. Kruger (Ed.), **Gardening when it counts (pp. 219-223).** Westport, CT: **Greenwood.**

### Book with an Editor

**Kruger, A. (Ed.). (2001). Gardening When It Counts. Westport, CT: Greenwood.**

### Doctoral Dissertations and Masters Theses

If the dissertation is retrieved through a commercial database (e.g. ProQuest), say “Available from” name of database and give the accession or order number in parentheses at the end of the reference.

**Feasel, K. E. (1999). Profiles of personal agency: Ethnocultural variations in self-efficacy beliefs** (Doctoral dissertation). Available from ProQuest Digital Dissertations database (AAT 9944848).

### eBook

For an electronic book, include the name of the database.

**Berger, S. (2005). Allotment gardening : an organic guide for beginners. Devon, England: Green Books, Ltd.** Retrieved from NetLibrary.

### Journal Article

Where pagination continues from issue to issue through the entire volume.

**Geier, B. (2000). Organic agriculture worldwide--a fast growing reality for 100% pesticide risk reduction. Acta-horticulturae, 525, 31-37.**

### Journal or Magazine Article

Where each issue starts with page one

**Donaldson, D. (2007). When to buy organic. Better Homes and Gardens, 85(6), 288.**

### Journal or Magazine Article Retrieved from a Database

If the article has a DOI (digital object identifier), give that number at the end and do not include the database name. If there is no DOI, include the name of the database and the document number assigned by the database, if any.

**Shelke, K. (2005). How to say it organically: consumers are buying into organic foods; are you buying organic ingredients? Food Processing, 66(4), 49-54.** Retrieved from Academic OneFile database (A132242002).

### Movie

To cite a film, video, or DVD, list the producer, director and the year of the film's release. Give the title in italics, followed by "Motion picture" in brackets, the country where it was made, and the name of the studio. If the motion picture is difficult to find, include instead the name and address of its distributor.

Zwick, E., Herskovitz, M., & Bickford, L. (Producers). Soderbergh, S. (Director). (2000). *Traffic* [Motion picture]. United States: Gramercy Pictures.

### Newspaper Article

Dillon, S. (2009, April 14). Education standards likely to see toughening. *New York Times*, A3.

If the newspaper was accessed through the online version of the newspaper:

Dillon, S. (2009, April 14). Education standards likely to see toughening. *New York Times*. Retrieved from <http://www.nytimes.com>.

### Website

List as many of the following elements as are available, in the same order as you would for a fixed media source: author's name; date of publication (if there is no date, use "n.d."); title of document (in italics); URL that will take readers directly to the source. Give your date of access if the source itself has no date.

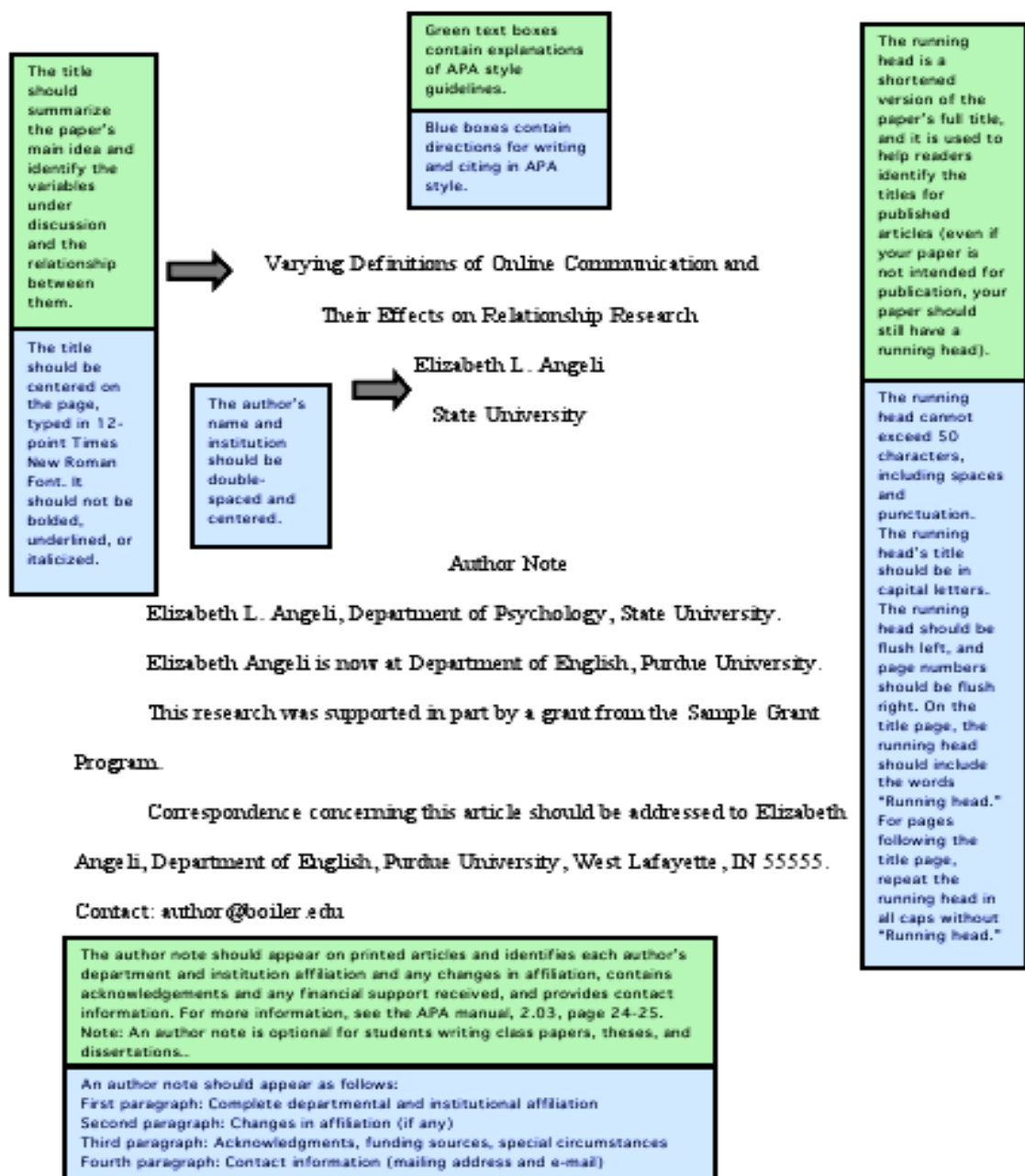
Mayo Clinic Staff. (2008, December 20). Organic foods: Are they safer? More nutritious? Nutrition and healthy eating. Retrieved from <http://www.mayoclinic.com/health/organic-food/NU00255>.

### General Rules

- The list of sources that you used should be titled "References"
- Arrange the items on your reference list **alphabetically** by **author**.
- Indent the second and following lines 5 spaces or one half inch. (In Word, use "Hanging Indent.")
- Use only the initials of the authors' first (and middle) names.
- If no author is given, start with the title and then the date.
- **Article titles** and **book titles**: capitalize only the first word of the title and subtitle. (Capitalize all significant words of **periodical titles**.)
- **Websites**: if the date the page was created is not given, use **(n.d.)**.

## Sample Title Page

Running head: VARYING DEFINITIONS OF ONLINE COMMUNICATION 1



## Sample Abstract

### VARYING DEFINITIONS OF ONLINE COMMUNICATION

#### Abstract

This paper explores four published articles that report on results from research conducted on online (Internet) and offline (non-Internet) relationships and their relationship to computer-mediated communication (CMC). The articles, however, vary in their definitions and uses of CMC. Butler and Kraut (2002) suggest that face-to-face (FtF) interactions are more effective than CMC, defined and used as "email," in creating feelings of closeness or intimacy. Other articles define CMC differently and, therefore, offer different results. This paper examines Cummings, Butler, and Kraut's (2002) research in relation to three other research articles to suggest that all forms of CMC should be studied in order to fully understand how CMC influences online and offline relationships.

*Keywords:* computer-mediated communication, face-to-face communication

The abstract is a brief summary of the paper, allowing readers to quickly review the main points and purpose of the paper.

The abstract should be between 150-250 words. Abbreviations and acronyms used in the paper should be defined in the abstract.

2

The word "Abstract" should be centered and typed in 12 point Times New Roman. Do not indent the first line of the abstract paragraph. All other paragraphs in the paper should be indented.

## Sample First Page

The title should be centered on the page, typed in 12-point Times New Roman Font. It should not be bolded, underlined, or italicized.

VARYING DEFINITIONS OF ONLINE COMMUNICATION 3

Varying Definitions of Online Communication and  
Their Effects on Relationship Research

Numerous studies have been conducted on various facets of Internet relationships, focusing on the levels of intimacy, closeness, different communication modalities, and the frequency of use of computer-mediated communication (CMC). However, contradictory results are suggested within this research mostly because only certain aspects of CMC are investigated, for example, email only. Cummings, Butler, and Kraut (2002) suggest that FtF interactions are more effective than CMC (read: email) in creating feelings of closeness or intimacy, while other studies suggest the opposite. In order to understand how both online (Internet) and offline (non-Internet) relationships are affected by CMC, all forms of CMC should be studied. This paper examines Cummings et al.'s research against other CMC research to propose that additional research be conducted to better understand how online communication affects relationships.

In Cummings et al.'s (2002) summary article reviewing three empirical studies on online social relationships, it was found that CMC, especially email, was less effective than FtF contact in creating and maintaining close social relationships. Two of the three reviewed studies focusing on communication in non-Internet and Internet relationships mediated by FtF, phone, or email modalities found that the frequency of each modality's use was significantly linked to the strength of the particular relationship (Cummings et al., 2002). The strength of the relationship was predicted best by FtF and phone communication, as participants rated email as an inferior means of maintaining personal relationships as compared to FtF and phone contacts (Cummings et al., 2002).

The title of the paper is centered and not bolded.

If an article has three to five authors, write out all of the authors' names the first time they appear. Then use the first author's last name followed by "et al."

APA requires you to include the publication year because APA users are concerned with the date of the article (the more current the better).

The introduction presents the problem that the paper addresses. See the OWL resources on introductions: <http://owl.english.purdue.edu/owl/resource/724/01/>

In-text citations that are direct quotes should include the author's/ authors' name/s, the publication year, and page number/s. If you are paraphrasing a source, APA encourages you to include page numbers: (Smith, 2009, p. 76).

## Sample Reference Page

VARYING DEFINITIONS OF ONLINE COMMUNICATION

8

### References

- Cummings, J. N., Butler, B., & Kraut, R. (2002). The quality of online social relationships. *Communications of the ACM*, 45(7), 103-108.
- Hu, Y., Wood, J. F., Smith, V., & Westbrook, N. (2004). Friendships through IM: Examining the relationship between instant messaging and intimacy. *Journal of Computer-Mediated Communication*, 10(1), 38-48.
- Tidwell, L. C., & Walther, J. B. (2002). Computer-mediated communication effects on disclosure, impressions, and interpersonal evaluations: Getting to know one another a bit at a time. *Human Communication Research*, 28(3), 317-348.
- Underwood, H., & Findlay, B. (2004). Internet relationships and their impact on primary relationships. *Behaviour Change*, 21(2), 127-140.

Start the reference list on a new page, center the title "References," and alphabetize the entries. Do not underline or italicize the title. Double-space all entries. Every source mentioned in the paper should have an entry.

All sample pages are taken from the Purdue Online Writing Lab. The URL is below:

<http://owl.english.purdue.edu/owl/resource/560/18/>

## **Senior Project Product Examples**

The product of your Senior Project should be related to an experience, skill, or example of your research paper topic. Examples are provided below, but creativity is greatly encouraged. There is a product proposal form in this packet that must be submitted to your mentor by the designated due date. Your mentor should initial your senior checklist once the proposal has been **completed and approved**. The final assessment of your product will be completed by those who view your presentation. The due date for your product will be your assigned presentation date, which will begin during the second half of the school year. The assessment rubric for this portion is found on the evaluation form in the back of this packet. Guidelines for some products are as follows: Surveys and pamphlets are not stand alone products. You must have an appropriate audience for a brochure, and you will need to add a second portion to your product to be considered complete. You may not print pictures or copy YouTube, or any other internet sources and consider them your product. The product must be proven that it was completed by you, and be of the level of the typical 12<sup>th</sup> grader. Surveys need to be a random sampling of at least 35 to 50 people, and results must be properly graphed electronically and created by you. Interviewing must be with members outside of your immediate family or household, and the person must show relevance to the subject you are presenting.

Examples for topics and their subsequent products are below. The district is in no way limiting you to products such as these or requiring your product to be as in depth as some. These are merely suggestions related to general topics to help your thought process. PowerPoint presentations are presentation tools only and do not count as your product.

### **General Paper Topic**

### **Example Product**

Teaching/Literacy (Education)

Tutor an adult in math or reading and create lesson plans, and an assessment that demonstrate the person's progress.

Nutrition

A cookbook of healthy dishes created and tested by the student.

Veterinary Medicine

Volunteer at a local clinic and produce an educational manual for pet owners regarding care, disorders, training, and vaccinations.

Real Estate

Volunteer for Habitat for Humanity; present PowerPoint with pictures or a video of your progress.

Justice system (Law)	Create a mock Supreme Court trial on a controversial issue, video it.
Art	Paint a mural, design a cartoon character and write a brief comic strip, paint period artwork.
Computers	Design a website, or write a bulletin board service. Write an educational brochure for teens on proper use of the internet and social networking sites.
Fashion	Design/Sew a prom dress or outfit, organize and video a fashion show, costume making.
Math/Science	Organize a river clean up, create a model for an idea, or create a lab of your own and show it and the results.
Social Work	Create community awareness through programs, work in a health care facility, write/present a school program. Volunteer in a retirement home, crisis center, or homeless shelter. Write/direct/perform an informative one act play.
Recreation/Sports	Take karate lessons/demonstrate for the committee, learn a new sport and video your progress, organize little league play day and document your entire process through video.
Medicine	Create a mock medical journal with accurate information on various disorders, etc.
Architecture	Design a model of an existing building, or one of your own designs.
Crime (Criminal Justice)	Organize a neighborhood watch, create a visual presentation including pictures of the process, or a video.

## Senior Project Presentation

Your senior project presentation is an opportunity for you to explain your entire project process. It is a 7 to 10 minute oral explanation of your paper, your product, and the interrelatedness of the two. This is your moment to proudly expound upon your accomplishments that will take place at an assigned time during the month of March. You will present to a committee of three staff members. You are welcome to invite anyone you would like to attend such as your parent/guardian; however, only you, your committee, and invited guests will be present in your assigned classroom at your assigned time. Guests may not contribute in any way to the presentation. Presenter and guests must exit the room before any discussion of the presentation grade will be had. All technology requests necessary to complete your presentation other than what is already provided in each room must be submitted to the senior project coordinator at least two weeks prior to your assigned date in order to make sure the proper materials are present. In some instances, you may have to provide your own technology. Other faculty input is valuable and can be sought, but the final say for your grade depends upon the three faculty members assigned to your panel on the date of your presentation. Your panel is the sole judge of your pass or fail grade on this project. You will not know who is on your panel until your presentation. See the evaluation form in this packet for the assessment rubric for the presentation.

### Oral Presentation of Project

- I. Presentation of information from research
  - A. Introduce yourself and state your topic and reason for choosing it.
  - B. Present your thesis statement and your main points of support.
  - C. Share your research and what you learned about your chosen topic.
  - D. Do not read your entire paper or read each slide from your PowerPoint presentation to your panel.
  
- II. Presentation of Product
  - A. Examples may include
    1. Videotape/DVD
    2. Tangible Self-Made Product
    3. A live demonstration, etc.
  
- III. Question/Answer
  - A. Your panel may ask whatever questions they have. Be prepared, and consider that the staff often does this because they are interested in your topic, need clarification on something, or are helping you to fill your minimum time frame. However, do not count on this section or the panel to fill your minimum 7 minutes.

Additional requirements:

1. Presentation should be a minimum of 7 minutes
2. **Must be** completed on your assigned date and time.
3. Must combine all aspects of your project.

### Senior Project Checklist

Student Name \_\_\_\_\_ English Teacher \_\_\_\_\_

Topic: \_\_\_\_\_

#### I. Research

Assignment	Date Submitted	English Teacher Signature
Topic/Thesis Proposal		
Signed Approval Form		
Source/Note Cards/Annotated Bibliography		
Outline with Thesis Statement		
Typed Rough Draft		
Typed Final Draft		

#### II. Product

Assignment	Date Submitted	Mentor Signature
Product Proposal		

#### III. Presentation

Form	Date Submitted	Senior Project Coordinator Signature
Technology Request (if necessary)		

#### IV. Mentor Meetings

Meeting 1

Date \_\_\_\_\_ Time \_\_\_\_\_

Meeting 2

Date \_\_\_\_\_ Time \_\_\_\_\_

Meeting 3

Date \_\_\_\_\_ Time \_\_\_\_\_

Subsequent dates and meeting times may be listed here:

### Senior Project Approval Form

For my senior project, I, \_\_\_\_\_, plan on researching and arguing the issue of \_\_\_\_\_ as set forth in my proposal. I also will design a product and deliver a presentation to an evaluation committee. I understand that I was to do research prior to choosing my topic, and that the work may contain controversial issues or topics. I also understand that once my proposal is approved, it is understood that my project will cover that topic unless another proposal is turned in and approved **before the designated deadline**. I will be present on all due dates unless I can provide **legal documentation** (doctor's note or legal court document) for my absence. I will also adhere to the district's set policy for proper technology use.

Student Signature X \_\_\_\_\_ Date: \_\_\_\_\_

By signing below, I am acknowledging that I have agreed to my student's choice for a topic in order to complete his/her senior project. I, too, understand that my student's choice may contain controversial subject matter. I understand all policies and procedures as set forth in the project packet.

Parent/Guardian X \_\_\_\_\_ Date: \_\_\_\_\_

Reminders for the project:

1. It is a graduation requirement to receive a passing grade on this project.
2. The policy given in the packet regarding lateness will be strictly followed.
3. The project must meet all requirements as set forth in the project packet or by the instructor in order to be deemed acceptable.
4. Plagiarism, whether accidental or purposeful, receives a zero and cannot be resubmitted. Students must carefully cite their information.
5. Due dates will not change, and the student must be present for all dates unless legal documentation (Doctor's note, hospitalization, court documents) can be provided for that date.

## Senior Project Product Proposal

**Student Name** \_\_\_\_\_

**Topic:** \_\_\_\_\_

This form should be completed and submitted to your mentor on or before your designated due date. Your mentor should initial your senior checklist in this packet **only** after the proposal is approved. A signature below indicates approval. Without your mentor's approval, your panel has the right to reject your product idea on the date of your presentation. Having your mentor's approval on your product idea does not mean an automatic passing grade.

Write one paragraph describing your product idea:

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Write one paragraph detailing how this product ties into your overall research topic.

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List materials or technology you may need to complete this product:

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Mentor signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Mentor Meeting Discussion Form**

Student Name: \_\_\_\_\_ Staff Mentor: \_\_\_\_\_

Meeting date: \_\_\_\_\_

Topics discussed: \_\_\_\_\_

\_\_\_\_\_

Items accomplished towards project: \_\_\_\_\_

\_\_\_\_\_

Goals for next meeting: \_\_\_\_\_

\_\_\_\_\_

Date and Time of next meeting: \_\_\_\_\_

Student signature \_\_\_\_\_ Staff signature \_\_\_\_\_

**Mentor Meeting Discussion Form**

Student Name: \_\_\_\_\_ Staff Mentor: \_\_\_\_\_

Meeting date: \_\_\_\_\_

Topics discussed: \_\_\_\_\_

\_\_\_\_\_

Items accomplished towards project: \_\_\_\_\_

\_\_\_\_\_

Goals for next meeting: \_\_\_\_\_

\_\_\_\_\_

Date and Time of next meeting: \_\_\_\_\_

Student signature \_\_\_\_\_ Staff signature \_\_\_\_\_

**Mentor Meeting Discussion Form**

Student Name: \_\_\_\_\_ Staff Mentor: \_\_\_\_\_

Meeting date: \_\_\_\_\_

Topics discussed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Items accomplished towards project: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Goals for next meeting: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date and Time of next meeting: \_\_\_\_\_

Student signature \_\_\_\_\_ Staff signature \_\_\_\_\_

**Mentor Meeting Discussion Form**

Student Name: \_\_\_\_\_ Staff Mentor: \_\_\_\_\_

Meeting date: \_\_\_\_\_

Topics discussed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Items accomplished towards project: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Goals for next meeting: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date and Time of next meeting: \_\_\_\_\_

Student signature \_\_\_\_\_ Staff signature \_\_\_\_\_

## Technology Request Form

Student Name: \_\_\_\_\_

Topic: \_\_\_\_\_

For the presentation portion of my Senior Project, the following technology will be necessary.

Each room will be equipped with a laptop computer with a DVD drive, a projector, and a white screen. Please list below any other technology other than what is stated above and your reason for that technology below:

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Presentation Date: \_\_\_\_\_

Presentation Time: \_\_\_\_\_

Presentation Location: \_\_\_\_\_

**This form must be submitted to the senior project coordinator at least two weeks prior to your presentation date in order to assure technology needs will be met.**

**Research Paper Rubric**

Student Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

Senior Project Research Paper Rubric/Grade sheet

Checklist of Completed Research Process Steps

Late? Yes/No

\_\_\_\_\_ Topic/Thesis Proposal

\_\_\_\_\_ Outline with Thesis Statement

\_\_\_\_\_ Signed Approval Form

\_\_\_\_\_ Typed Rough Draft

\_\_\_\_\_ Source/Note Cards/Annotated

Bibliography

Paper Content: /60 points

\_\_\_\_\_ Intro/Conclusion (Complete with good thought/attention grabber)

\_\_\_\_\_ Thesis (Clear, concise with three good points of support)

\_\_\_\_\_ Mechanics (Spelling, grammar, sentence complexity)

\_\_\_\_\_ Information/Research (all material is relevant, accurate, and complete)

Citations: /20 points

\_\_\_\_\_ Punctuation before quotation mark correct

\_\_\_\_\_ Punctuation after quotation mark correct

\_\_\_\_\_ All ideas that are borrowed are cited

\_\_\_\_\_ Content of citation (follows form and matches works cited entry)

\_\_\_\_\_ No punctuation within citation unless directed

Quotes: /10 points

\_\_\_\_\_ Introduced and woven into the flow

\_\_\_\_\_ Quoted or paraphrased properly

\_\_\_\_\_ Explained

\_\_\_\_\_ Identified speaker when necessary

\_\_\_\_\_ Punctuated properly

Format: /20 points

\_\_\_\_\_ correct title page/Abstract

\_\_\_\_\_ font/spacing (12pt Times New Roman double-spaced)

\_\_\_\_\_ pagination/header correct

\_\_\_\_\_ title (must follow guidelines in class)

\_\_\_\_\_ margins are 1" on all four sides

Reference Page: /20 points

\_\_\_\_\_ Alphabetical order/at least 6 sources

\_\_\_\_\_ Run-on lines indented

\_\_\_\_\_ Title/Running Header

\_\_\_\_\_ Sources contain necessary information in required form

\_\_\_\_\_ Spacing

Final Paper Grade: /130 Total

Comments:

## Senior Project Evaluation Form

Student Name: \_\_\_\_\_

Staff Mentor: \_\_\_\_\_ Presentation Date: \_\_\_\_\_ Committee

Members: \_\_\_\_\_

O= Outstanding S=Satisfactory U=Unsatisfactory (No credit given)

Criteria	O	S	U
<b>I. Paper</b>			
<b>A. Time Management</b>			
1. Adhered to due dates			
2. Planned ahead			
3. Thoughtful work on assignments			
<b>B. Overall grade</b>			
1. Passed paper on first submission			
2. Passed rewrite submission (if necessary)			
3. Evaluation form included to finalize course			
<b>II. Presentation</b>			
<b>A. Volume and Diction</b>			
1. Speaks loudly			
2. Pronounces words clearly			
3. Avoids nervous phrases (“uh”, “uhm”, “like”, etc.)			
<b>B. Expression</b>			
1. Enthusiastic			
2. Avoids nervous mannerisms (hair-twisting, rocking, etc.)			
3. Makes appropriate eye contact			
4. Does not read entire PowerPoint to the panel			
<b>C. Content</b>			
1. Clear presentation with appropriate visuals (not simply a poster or PowerPoint presentation)			
2. Interesting, factual, and relevant			
3. Fulfills minimum time frame (7 minutes)			
<b>III. Product</b>			
<b>A. Creativity/Topic Connection</b>			
1. Clear connection made between all project components			
2. Product is original, well-constructed, and innovative			
<b>B. Organization</b>			
1. Product thoroughly covers proposed topic/product			
2. Prior planning is obvious. (Does not look thrown together)			
3. Overall product quality			
Overall Rating for the project:			

Credit earned toward graduation? Yes or No (Circle one)

Comments: