Christina School District

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr. Seuss

Senior Project Guidelines and Materials

Student Name:_____

Faculty Cohort:_____

_____

_____

Project Coordinator: _____

Table of Contents

Introduction……..2
Project Timeline and Due Dates…….....……3
Research Paper Topic and Exploratory Essay.....4
Writing a Thesis Statement……..5
Annotated Bibliography……...6
Summarizing, Paraphrasing, and Quoting…….....10
Writing an Outline…….…….12
References ……..……...…14
Works Cited……15
The Dos and Do Nots of Research Writing…….17
Writing a Rough Draft…….……18
Editing your Paper…….....19
Reference Formatting…….…20
Sample APA Pages...……..23
Sample MLA Pages……27
Senior Project Presentation……29
Senior Project Checklist…….…30
Senior Project Approval Form…….……...31
Mentor Meeting Discussion Form……...32
Research Paper Scoring Rubric.……..…...34
Senior Project Evaluation Form..……...36
Appendix……..…37

*When referring to the APA Handbook, it is using the 6th edition. MLA is referring to the 7th edition.

*For a larger print version of the DOE rubric on pg. 35 please see the Delaware DOE website.

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 presentation of that information, and a defense of the students' thesis with a faculty cohort. Each of these components is described in detail in the pages that follow, and each component will be scored as either passing or not passing. 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.

"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover." - Mark Twain

Project Timeline and Due Dates

All seniors will be introduced to the project and its requirements by _____.

Research Paper Topic and Exploratory Essay……..…….…….…… _____

Senior Project Approval Form Pg.31..……..…… _____
Both students and parents must read the packet and sign.

Annotated Bibliography (8 minimum sources)…….._____

Outline……..…… _____

Rough Draft…….……..…….._____

Final paper due…… _____
No submissions will be accepted after _____. Those who do not submit by the **_____** deadline will be scheduled for the earliest appointments in April for presentations. After **_____** submissions will not be accepted and **you will not have met the requirements for a June graduation.**

Presentations (schedules will vary)……...TBD by faculty cohort by building during the month of _____.

Students should fill in below:

Presentation Date: _____

Time:_____

Classroom: _____

Cohort Members: _____

_____

_____

_____

_____

_____

Research Paper Topic and Exploratory Essay

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, all of this paper will be completed independently with assistance from your faculty cohort. 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 an exploratory essay. This essay **must be handed in on the designated due date.** If you are unable to attend school on that date, please be sure to submit your essay to your faculty cohort member prior to the due date. In **the case of a legally documented absence**, it is expected that the essay be **submitted to the office or emailed to your faculty cohort member *prior* to 2:15pm on the due date with a printed copy submitted the day of your return with your absence documentation.**

The purpose of this essay is to begin an inquiry into a topic. This is the first step in the process towards crafting a thesis that you will use in your final, formal research paper. You should choose a topic that is problematic, and has personal significance to you. Be sure you choose a multiple-sided issue about which you are no expert, but are extremely interested because you will be revisiting this throughout the research paper process. 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. You will need to include a reference page with your essay that matches your in-text citations.

Goals of the essay:

- to narrate your thinking process while doing research (use first person)
- to find and assess sources
- to look at all sides of the issue

Tips for completing the essay:

- Write an introduction that explains your chosen issue as well as your personal interest and significance. This essay should not have a thesis statement.
- Continue the essay narrating your thought process as you investigate this issue through research, seeking to answer your question through various perspectives without actually ever answering it. Generate more questions about the topic based on what you have learned so far in order to help you narrow down your thesis later.

A satisfactory grade will be earned if the essay follows all standard formal writing rules, contains the content requested in the description, and shows you have begun the research process. When the essay is returned, you will conference with a member of your cohort and receive suggestions on how to narrow your topic to an arguable thesis. Your essay must be typed in 12 pt Times New Roman with one inch margins on all sides and should be at least two pages in length. You may choose APA or MLA formatting, but to gain credit your formatting must be consistent.

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://writingcenter.unc.edu/handouts/thesis-statements/

You should also use the steps/questions below to help you.
The thesis statement can help "map" a paper as it suggests an order or direction for the paper's development.

1. Write out the main idea of your paper (the point you want the reader to get) in 25 or fewer words.

2. What is the question being asked in my assignment? How can I answer the question and focus on a small area of investigation?

3. Can I sum up the main idea of my paper in a nutshell? Reduce the main idea to a sentence or two.

4. What "code words" (such as "relative freedom" or " lifestyles") does the draft of my thesis statement contain? Are these words adequately explained?

Annotated Bibliography: Information Sheet

Definitions

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

An **annotation** is a summary and/or evaluation.

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

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

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

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

Your annotated bibliography may include some of these, all of these, or even others. See a sample annotated bibliography on page 8 and 9 of your Senior Project Booklet.

Why should I write an annotated bibliography?

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

Format

The bibliographic information: Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in either MLA or APA format. For more help formatting, go to pages 16-18 in your Senior Project Booklet.

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

You can focus your annotations for your own needs. A few sentences of general summary followed by several sentences of how you can fit the work into your larger paper or project can serve you well when you go to draft. You may also include direct quotations and statements as to how you may use such a quote in support of your thesis.

APA/MLA Format for Annotated Bibliographies

For an annotated bibliography, use standard APA/MLA 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/skill28.htm

Purdue owl: annotated bibliography samples. (2011, May 1). Retrieved from http://owl.english.purdue.edu/owl/resource/614/03/

Basic APA/MLA Style Format for an Annotated Bibliography

Format your citations in the same manner as for a normal reference or works cited 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 faculty cohort 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 cohort member *prior* to 2:15pm on the due date with a printed copy submitted the day of your return with your absence documentation.**

Sample Annotated Bibliography

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

This is an example of a book source in **APA format.

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. This source is useful because it highlights the struggles of living on a minimum wage salary.

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995. Print.

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

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

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

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 faculty cohort *prior* to 2:15pm 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
- includes in-text citations and matching reference page (see below)

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 Reference 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: APA: (author's last name, publication date, pg. #) Ex. (Cicarelli, 2004, pg. 142) Online source Ex: (Author's last name, publication date, para. #). MLA: (Author's Last Name page number). Ex. (Smith 245). You must have a matching reference/Works Cited page at the end of the outline.

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

1. Third level point supporting second level point A (citation).

2. Third level point supporting second level point A (citation).

B. Another second level point supporting major point 1

1. Third level point supporting second level point B (citation).

2. Another third level point supporting second level point B (citation).

a. Fourth level point supporting third level point 2 (citation).

b. Another fourth level point supporting third level point 2 (citation).

3. Another third level point supporting second level point B (citation).

C. Another second level point supporting major point 1.

1. Third level point supporting second level point C (citation).

2. Third level point supporting second level point C (citation).

II. Major point 2 supporting thesis

[Repeat pattern above with as many levels and points as needed. See appendix for a helpful graphic organizer to plan your outline]

- **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 that align to a Reference Page if using APA, or a Works Cited page if using MLA must be included.
    - Capitalize only the first word of each entry (except for proper nouns).
    - Use parallel structure within each subdivision.

APA References: The Basics

Included with your outline should be your reference list if you ar using APA formatting. 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 first 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.

MLA Works Cited: The Basics

This style is used for literature, arts, and humanities.

MLA style uses a Works Cited list at the end to provide the full details of the sources consulted. Look at the following MLA citations from a paper on Buffy the Vampire Slayer and note the elements usually required when writing complete citations.

Be sure to keep track of this information as you gather your sources during the research process. You'll need it later when you write your paper.

•Book with One Author

Format:
Author's Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Date of Publication. Format.

Citation:

Jowett, Lorna. *Sex and the Slayer: A Gender Studies Primer for the Buffy Fan*. Middletown, CT: Wesleyan UP, 2005. Print.

•Essay from Edited Book
Format:

Author's Last Name, First Name. "Title of Essay." *Title of Edited Book*. Ed. Editor First Name Last Name. Place of Publication: Publisher, Date of Publication. Page Numbers of Essay. Format.

Citation:

Osgerby, Bill. "'So Who's Got Time for Adults!' :Femininity, Consumption and the Development of Teen TV - from Gidget to Buffy." *Teen TV: Genre, Consumption, Identity.* Ed. Glyn Davis and Kay Dickinson. London: BFI, 2004. 71-87. Print

•Journal Articles

Format:

Author's Last Name, First Name. "Title of Article." *Title of Journal* Volume Number (Year of Publication): Page Numbers. Format.

Citation:

Magoulick, Mary. "Frustrating Female Heroism: Mixed Messages in Xena, Nikita, and Buffy." *Journal of Popular Culture* 39 (2006): 729-55. Print.

•Monthly Magazine Articles

Format:

Author's Last Name, First Name. "Title of Article." *Title of Magazine* Month of Publication (abbreviated except for May, June & July) Year of Publication: Page Numbers. Format.

Citation:

DeCandido, Graceanne A. "Bibliographic Good vs. Evil in Buffy the Vampire Slayer." *American Libraries* Sept. 1999: 44-47. Print.

•Web Sites

Format:

- varies depending on type of web site, but basically...

Author's/Creator's Last Name, First Name (if given). "Title of Page." *Title of Site*. Name of the creator or editor of the project or site (if available). Date of Posting/Revision. Name of Organization or Sponsor Associated with the Site. Format. Date Accessed

Citation:

"Buffy Slays Academics." *BBC News Education*. 7 Nov. 2001. BBC. Web. 8 July 2008 < http://news.bbc.co.uk/1/hi/education/1642829.stm>.

The Dos and Do Nots of Research Paper Writing

The following are tips for creating a successful paper that will not upset your English teacher as we are grading your hard work. :)

DO:

- Write an abstract that is an effective summary of your paper.
- Follow all APA formatting guidelines in regards to the header, the title page, the abstract, etc., a**s seen in your booklet!**
- Give your paper a title that is not dull, is not a question, but gives your reader insight into what he/she will be reading.
- Cite **ALL** material that you borrowed from a source and verify the matching, correctly formatted entry on your reference page for each one.
- Use the CSET strategy to make sure you are explaining all your evidence.
- Paraphrase or summarize your sources when you can and remember that direct quoting should be used, but not too frequently.
- Write 6 to 10 **full** pages (at the very least to the bottom margin on the page that says 8) in 12 pt., Times New Roman font, double-spaced, with 1 inch margins only.
- Compare your pages with the samples that are in the booklet to make sure they appear mostly similar in format.
- Print well ahead of time to be sure you are ready to turn the paper in on the day it is due!
- Have all previous parts completed and signed for in your senior project booklet to avoid losing credit!
- Look at the grammar rules found on my website.

DO NOT:

- Turn in less than the minimum requirements for the paper. I will hand it back to you and you will lose credit each day.
- Use I, you, me, we, us or any other personal pronoun. The I is implied by the fact that you are writing it, and when you write you, it sounds accusatory and can irritate your reader. Commanding your reader is an implied "you" so do not use phrases like "Imagine" or ask questions of your reader. It is your job to inform the reader about your topic. You are writing the paper, so do not say "I believe…I think…etc.
- Use contractions, which are a combining of two words using an apostrophe to create one condensed word like: don't, can't, won't, it's, could've, wouldn't. You should write formally instead. Also, there is no such phrase as could of, would of, etc.
- Use nowadays, just use now as the rest is unnecessary, and be as succinct as possible in your diction.
- Have repetition of the same words and phrases close together in a paragraph.
- Have your pronouns disagree with their subject. Ex. A person wants the best for their children. The pronoun should be his or her not their.
- Continually reiterate and restate your points. This comes off as a space filler and lack of pertinent material.
- Have page long paragraphs or abuse the thesaurus. You should be able to define the words found in your paper.
- Put off writing until the last minute!

Writing a Rough Draft

At this point in the process, you have received approval for your topic and thesis, and you have submitted 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. With APA formatting, after the 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.(See sample pages for APA later in this booklet). If writing in MLA format, there is no title page or abstract. (See sample pages for MLA later in this booklet).

When beginning the actual paper, 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. (See graphic organizer in the appendix of this booklet.) Remember, a draft is meant to be a working document; you will need to make changes and corrections. 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 faculty cohort 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 faculty cohort *prior* to 2:15pm on the due date with a printed copy submitted the day of your return with your proper documentation.**

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, a grade of outstanding will no longer be possible.
- 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 or MLA format. Formatting must be consistent throughout and not switch between APA and MLA.**
- At least 6 **reliable** sources, 2 of which must be non-internet sources
- Title pages, Abstracts, References, and Works Cited **are not** included in the minimum page count. You must have your citations align to your References/Works Cited page accurately.
- Page Headers are needed in the style required by your choice of APA/MLA formatting.
- Staple in top left corner (do not use report covers, folders, etc.)

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 that 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 wouldnt know where to put this vase.
	insert something	I know it 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 is is really its nose.
	close up this space	Jordan lost his favorite basket ball.
	a space needed here	I have only threefriends: Ted, Raoul, and Alice.
	begin new paragraph	"I knew it," I said. "I thought so," she replied.

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's last name or first major identifying word of title if no author is listed.**
- Indent the second and subsequent lines of each entry 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 APA pages

Sample Title Page

Running Head: TITLE OF YOUR PAPER IN ALL CAPS 1

Title of your Paper Capitalized Properly

Your Name

School Name

Date

Sample Abstract Page

TITLE OF YOUR PAPER IN ALL CAPS 2

Abstract

The abstract should be a single paragraph in block format (without paragraph indentation), and the appropriate length depends on the paper to which you are submitting, but they are typically between 150 and 200 words. (Students should consult their instructor for the recommended length of the abstract.) Section 2.04 of the APA manual (American Psychological Association [APA], 2010) has additional information about the abstract. The abstract is important because many readers first read the abstract to determine if the entire paper is worth reading. The abstract should describe all four parts of an empirical paper (i.e., Introduction, Method, Results, and Discussion). Consider writing one or two sentences summarizing each part of a paper, and you'll have a nice abstract.

Sample First Page

TITLE OF YOUR PAPER 3

Title of Your Paper Repeated with Proper Capitalization

Before getting started you will notice some things about this paper. First, everything is double-spaced. Second, margins are 1-inch wide on all sides. Third, there is exactly one space after each punctuation mark (except for periods at the end of a sentence, after which there are two spaces). Fifth, the upper left of each page has a running head
in all capital letters, and the upper right has the page number. Try to pay attention to all of these details as you look through this paper.

Now that those details are out of the way, you should know that this first part of the paper is called the "Introduction" section, yet it does not have a heading that actually says this. Instead, the title of the paper is typed at the top of the first page (be sure to center the title, but do not put it in bold or underline). In this section you would often start with a topic paragraph that introduces the problem under study. The importance of the topic should be pretty clear from the first paragraph or two of the introduction.

Remember to cite your sources often in the introduction and throughout the paper. Articles and books are cited the same way in the text, yet they appear different on the References page. For example, an article by Cronbach and Meehl (1955) and a book by Bandura (1986) are written with the authors' names and the year of the publication in parentheses. However, if you look on the References page, they look a little different. Remember that APA style does not use footnotes or anything like that for citations. Use page numbers for print sources, and paragraph numbers when quoting online sources.

Sample Reference Page

TITLE OF YOU R PAPER 9

References

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Bandura, A. (2011). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.

Cronbach, L. J., & Meehl, P. E. (2010). Construct validity in psychological tests. Psychological Bulletin, 52, 281-302. doi:10.1037/h0040957

Crowne, C. P., & Marlowe, D. (1998). A new scale of social desirability independent of psychopathology. Journal of Consulting Psychology, 24, 349-354. doi:10.1037/h0047358

Rogers, C. R. (1998). On becoming a person. Boston: Houghton Mifflin.

Teplin, L. and others. (2006, April). Psychiatric disorders of youth in detention. Juvenile Justice Bulletin. 1-16. Retrieved from SIRS Government Reporter.

All sample pages are taken and adapted from
Jeffrey H. Kahn, Department of Psychology, Illinois State University.
http://my.ilstu.edu/~jhkahn/APAsample.pdf

2014 MLA Sample Pages

Use an easy to read font like 12 pt. Times

Your last name and page numbers should be right justified and typed in the header 1/2" from the top of the page.

Use 1 " margins and double-space throughout.

Student first/last name

Teacher to whom you are submitting

English 1A

25 March 2015

Personality and Birth Order: First-Borns and Later-Borns

To cite an electronic source that has no page numbers or paragraph numbers, simply give the author's name.

When quoting, summarizing, or paraphrasing an author, use the present tense.

When mentioning an author in-text for the first time, include his or her full name. Thereafter, the author can be referred to by last name.

Does birth order have any effect on personality? The naysayers, including psychologists Monica A. Seff, Viktor Gecas, and James H. Frey, argue that "research on birth order effects has been remarkably inconsistent and inconclusive with regard to various personality and behavioral outcomes." MIT historian Frank Sulloway disagrees. In his book, *Born to Rebel*, he offers proof of the relationship between birth order and personality.

For an indirect source in which one author is being quoted or paraphrased in another author's work, cite the indirect source.

Researching the lives of historical figures, Sulloway observes that later-borns tend to champion liberal or unconventional ideas while first-borns do not: "Later-borns were more likely than first-borns were to support each of the 61 liberal causes . . . surveyed, from the Protestant

Use an ellipsis (. . .) when omitting original material.

In-text citations typically consist of the author's name and the page number.

Last Name 2

his day, first-born Agassiz staunchly opposed Darwin's radical notions about biological change:

A quotation of four lines or more starts on a new line and is indented 1"

When Darwin proposed a revolutionary solution -- that all nature's variety stems from a simple process that preserves useful variations and discards harmful ones -- the authorities were appalled. "A scientific mistake," thundered Louis Agassiz [. . .] "untrue in its facts . . . and mischievous

In a block quotation, end punctuation comes before the in-text citation.

Quoted material within a block quotation is enclosed with double quotation marks.In a block quotation, do not use quotation marks.

When omitting material from a quote that already contains an ellipsis, put brackets around your ellipsis

MLA Sample Paper: Works Cited

Sources are listed in alphabetical order by author's last name. If there is no author, alphabetize by the first major word in the title.

Last Name 7

Works Cited

The works cited list begins on a new page.

Cowley, Geoffrey. "First Born, Later Born." *Newsweek* 7 Oct. 1996, 65+. *Academic Search Premier*. Web. 16 July 2009.

Seff, Monica A., Viktor Gecas, and James H. Frey. "Birth Order, Self Concept, and Participation in Dangerous Sports." *The Journal of Psychology* 127.2 (1993): 221+. *Academic Search Premier*. Web. 16 July 2009.

The second line and any subsequent lines of each entry are indented 1/2" or 5 spaces.

The entire Works Cited page is double-spaced and has 1" margins.

Sulloway, Frank J. *Born to Rebel*. New York: Pantheon, 1996. Print.

Electronic sources no longer require URLs. Check with your instructor.

Senior Project Presentation/Thesis Defense

Your senior project presentation is an opportunity for you to explain your argument and highlight your research. It is a 7 to 10 minute oral explanation of your paper, where you highlight your thesis and your support for your argument. This is your moment to proudly expound upon your research and will take place at an assigned time determined by each school. You will present to your assigned faculty cohort formed by each school independently. You are welcome to invite anyone you would like to attend such as your parent/guardian; however, guests may not contribute in any way to the presentation or subsequent discussion. Evaluators will wait until presenters and any guests are not in the area to discuss grading. Each room where presentations occur will have a laptop or desktop computer, a projector, and a white screen. Other faculty input is valuable and can be sought, but the final say for your grade depends upon your faculty cohort to whom you are assigned for the academic year. Your evaluators are the sole judges of your pass or fail grade on this project. See the evaluation forms in this packet for the assessment rubrics for the presentation.

Oral Presentation of Research/Argument

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 cohort.Remember, they have all read and scored your final paper, and have written questions based upon your information.

II. Defense of your thesis
   - A. Your faculty panel will pose a variety of questions which you will not see or hear before your presentation. The minimum number of questions your cohort will ask is four and the maximum number is six. Questions could ask for clarification, expansion on a point, or for your opinion. You must be able to cite research to defend your points of support and your given answer. You may bring notes with you as well as your paper to help formulate answers.
   - B. You will need to be highly familiar with your presented information as you will only have a brief time in which to respond to each question.
   - C. Defending your thesis is meant to be an academic discussion between you and your faculty cohort, it should not be oppositional or combative in any way.

Additional requirements:

1. Presentation should fill your school's minimum time constraints. Do not count on your evaluators and any question and answer period to fulfill that set minimum.
2. **Must be** completed on your assigned date and time.
3. You need to incorporate researched materials to further your presentation, but all borrowed information must be properly cited, and put in proper APA/MLA format with References/Works Cited that matches your citations properly placed in your presentation.

Senior Project Checklist

Student Name_____ Cohort members: _____

_____

_____

Topic:_____

I. Paper _____/40 total

Assignment	Date Submitted	Cohort Member Signature
Topic/Thesis Proposal ___/10		
Signed Approval Form		
Annotated Bibliography ____/10		
Outline with Thesis ____ /10		
Typed Rough Draft _____/10		
Typed Final Draft _____/10		

II. Presentation

Assigned Date	Classroom Number	Time

Cohort Member Signature that you arrived:_____

III. Mentor Meetings _____/30 total

Meeting 1

Date _____ Time _____

Cohort Signature: _____

Meeting 2

Date _____ Time _____

Cohort Signature: _____

Meeting 3

Date _____ Time _____

Cohort Signature: _____

Subsequent dates and meeting times may be listed here:

Senior Paper/Project Approval Form

For my senior project, I plan on researching and arguing the issue of _____as set forth in my exploratory essay. I also will deliver a presentation to faculty cohort wherein I will also defend my thesis and support arguments. I understand that I was to do research prior to choosing my topic, and that the work may contain controversial issues or subject matter. 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. I also understand that **receiving an unsatisfactory grade or failure to complete the project by March 27th can prevent my student from graduating on time.**

Parent/Guardian X_____ Date:_____

Reminders for the project:

1. It is a **graduation requirement** to receive a passing grade on both portions of the project. Students may be given the opportunity to redo provided they were academically honest.
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 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. Guidelines for absences are set forth throughout this booklet.

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_____

Research Paper Rubric

Student Name: _____ Date Submitted: _____

Senior Project Research Paper Rubric/Grade sheet

Points earned for Completed Research Process Steps Late? Yes/No

_____/10 Topic/Thesis Proposal _____/30 three cohort meetings

_____Signed Approval Form (no points) _____/ 10 Outline with Thesis Statement

_____/10 Annotated Bibliography _____/ 10 Typed Rough Draft

Paper Content: /60 points (See Delaware DOE Common Core rubric on page 32)

_____Reading/ Research

_____Development

_____Organization

_____Language Conventions

Citations: /20 points

_____Punctuation of cited sentence and end punctuation including citation is correct.

_____Elements of plagiarism are completely absent (Plagiarized papers will receive A ZERO!)

_____Content of citation (follows APA or MLA and matches References and Works Cited entry)

_____No punctuation besides a comman when using APA within citation)

Quotes: /10 points

_____Introduced and woven into the flow

_____Quoted or paraphrased properly

_____Explained

_____Identified speaker when necessary

_____Punctuated properly

Format: /20 points

_____Format is consistently APA or MLA throughout (no combining of formatting).

_____font/spacing (12pt Times New Roman double-spaced)

_____pagination/header correct

_____title (must follow guidelines in class, should not be a question)

_____margins are 1" on all four sides

References/Works Cited Page: /20 points

_____Alphabetical order/at least 6 sources

_____Run-on lines indented

_____Title/Running Header

_____Sources contain necessary information in required form

_____Spacing

Research paper steps/cohort meetings: _____/70

Final Paper Grade: /200 Total

Comments:

Reading/Research **5 x _____=____**	- makes effective use of available resources -skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy - uses credible sources*	- makes adequate use of available resources - supports an opinion with relevant and sufficient facts and details from resources with accuracy - uses credible sources*	- makes limited use of available resources - inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy - inconsistently uses credible sources*	- makes inadequate use of available resources - fails to support an opinion with relevant and sufficient facts and details from resources with accuracy - attempts to use credible sources*
Development **5 x _____=____**	- addresses all aspects of the writing task with a tightly focused response - skillfully develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both - skillfully anticipates the audience's knowledge level, concerns, values, and possible biases	- addresses the writing task with a focused response - develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both --anticipates the audience's knowledge level, concerns, values, and possible biases	- addresses the writing task with an inconsistent focus - inconsistently develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both - inconsistently anticipates the audience's knowledge level, concerns, values, and possible biases	- develops real or imagined experiences or events using little or no detail - uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters - uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
Organization **3 x _____=____**	-effectively introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) - skillfully creates an organization that logically sequences claims, counterclaims, reasons, and evidence - skillfully uses words, phrases, and /or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims - provides an effective concluding statement or section that follows from and skillfully supports the argument presented	-introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) - creates an organization that logically sequences claims, counterclaims, reasons, and evidence -uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims - provides a concluding statement or section that follows from and supports the argument presented	inconsistently engages and orients the reader by ineffectively setting out a situation or observation and its significance, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters - inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) - has a progression of experiences or events that may lack cohesion - provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	-fails to engage and orient the reader by ineffectively setting out a situation or observation and its significance, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters - may lack a clear progression of experiences or events - may lack a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
Language Conventions **2 x _____=____**	-demonstrates an exemplary command of standard English conventions -skillfully employs language and tone appropriate to audience and purpose -has sentences that are skillfully constructed with appropriate variety in length and structure - follows standard format for citation with few errors*	- demonstrates a command of standard English conventions; errors do not interfere with understanding -employs language and tone appropriate to audience and purpose - has sentences that are generally complete with sufficient variety in length and structure -follows standard format for citation with few errors*	-demonstrates a limited or inconsistent command of standard English conventions; errors may interfere with understanding - inconsistently employs language and tone appropriate to audience and purpose -has some sentence formation errors and/or a lacks sentence variety - follows standard format for citation with several errors*	-demonstrates a weak command of standard English conventions; errors interfere with understanding - employs language and tone that are inappropriate to audience and purpose - has frequent and severe sentence formation errors and/or a lack of sentence variety - follows standard format for citation with significant errors*

Score of 4 Score of 3 Score of 2 Score of 1

Senior Project Evaluation Form

Student Name:_____

Faculty Cohort Members: _____

_____

Presentation Date: _____ Time: _____ Classroom: _____

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

Criteria	O	S	U
I. Paper			
A. Time Management			
1. Adhered to due dates			
2. Planned ahead			
3. Thoughtful work on assignments			
B. Overall grade			
1. Passed paper on first submission			
2. Passed rewrite submission (if necessary)			
3. Final Rubric numeric grade: _____/200 Translates to:			
II. Presentation			
A. Volume and Diction			
1. Speaks loudly			
2. Pronounces words clearly			
3. Avoids nervous phrases/mannerisms (“uh”, “uhm”, “like”, hair-twisting, rocking, etc.)			
B. Expression			
1. Enthusiastic			
2. Makes appropriate eye contact			
3. Does not read entire PowerPoint to the panel			
C. Content			
1. Clear presentation with appropriate visuals			
2. Interesting, factual, and relevant			
3. Fulfills minimum time frame (7 minutes)			
4. All borrowed material cited properly with a matching reference on a References/Works Cited page			
5. Thesis thoroughly defended. Student sufficiently understands and can defend his/her argument.			
6. Faculty questions were answered effectively and provided researched support.			

Overall Rating for the project:			

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

Comments:

Appendix: Graphic Organizers
Outline Planning

Thesis:

Big Idea 1:

Support:

Evidence:

Evidence:

Support:

Evidence:

Evidence:

Support:

Evidence:

Evidence:

Big Idea 2:

Support:

Evidence:

Evidence:

Support:

Evidence:

Evidence:

Support:

Evidence:

Evidence:

Big Idea 3:

Support:

Evidence:

Evidence:

Support:

Evidence:

Evidence:

Support:

Evidence:

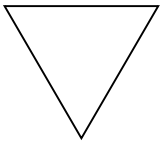
Evidence:

Rough Draft Planning

Use this to structure/organize your writing.

1. Introduction

   a. Hook:
   _____
   _____



   b. Connect "hook" to topic:
   _____
   _____

   c. Background Info:
   _____
   _____

   d. Thesis Statement:
   _____
   _____

2.

   a. Transition & Topic Sentence (Claim):
   _____
   _____

   b. Introduce Evidence #1 (Set Up):
   _____
   _____

   c. Evidence #1:
   _____
   _____

   d. Explain the importance of the evidence to your thesis (Tie in):
   _____
   _____

   e. Transition and Topic Sentence:
   _____
   _____

   f. Introduce Evidence #2:
   _____
   _____

   g. Evidence #2:
   _____
   _____

h. Explain the importance of the evidence to your thesis:
_____
_____

3.

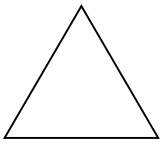
a. Transition and Topic Sentence:
_____
_____

b. Introduce Evidence #3:
_____
_____

c. Evidence #3:
_____
_____

d. Explain the importance of the evidence to your thesis:
_____
_____

4. Conclusion



a. Restate Thesis in a new way:
_____
_____

b. State why your arguments are sound:
_____
_____

c. Leave the reader with something interesting to think about:
_____
_____

Exploratory Essay Rubric

Name: _____**Date:**_____**Blk:**_____

	Missing or Unacceptable	**Marginal**	2648250 Needs Improveme 3 **Needs Improvement**	2648251 Well Done 5 **Well Done**
Introduction	Your submission did not include an introduction or it was lacking all necessary parts. 2648253 Your introduction	Your introduction is lacking in more than one of the following areas: a clear statement of the question, your interest in that question and the significance of the question to a larger audience. 2648254 Your introduction	Your introduction is lacking in one of the following areas: a clear statement of the question, your interest in that question and the significance of the question to a larger audience. 2648255 Your introduction	Your introduction includes a clear statement of the question, your interest in that question and the significance of the question to a larger audience.
Body Section	Your submission did not include a body or it was lacking all necessary parts. 2648261 You are missing	You are missing more than one of the following in your body sections: 1. Source Information and Rhetorical Context 2. Your response to the source 3. The relation of the source to the question Additionally, this section includes a clear indication of why you've chosen this source first and where you will go next	You are missing one of the following in your body sections: 1. Source Information and Rhetorical Context 2. Your response to the source 3. The relation of the source to the question Additionally, this section includes a clear indication of why you've chosen this source first and where you will go next.	You have done well including the following in your body sections: 1. Source Information and Rhetorical Context 2. Your response to the source 3. The relation of the source to the question Additionally, this section includes a clear indication what led you to this source and where you will go next.

			2648263 You have done w	
Conclusion	Your submission did not include a conclusion or it was lacking all necessary parts. 2648269 Your conclusion	Your conclusion is missing more than one of the following portions: a nicely written wrap-up and a clear discussion of your current position on the question (answer). 2648270 Your conclusion	Your conclusion is missing one of the following portions: a nicely written wrap-up and a clear discussion of your current position on the question (answer). 2648271 Your conclusion	Your conclusion includes a nicely written wrap-up and a clear discussion of your current position on the question (answer).
	Missing or Unacceptable	**Marginal**	2648250 Needs Improveme 3 **Needs Improvement**	2648251 Well Done 5 **Well Done**
References	Your submission did not include a Reference/ Works Cited page.	Your References/ Works Cited page is lacking in both format and number of sources. 2648274 Your works citec	Your References/Works Cited page is lacking in either format or number of sources. 2648275 Your paper includ	Your paper includes a correctly formatted References/Works Cited page with a minimum of 5 sources.
APA/MLA Format	Your paper is lacking in APA/MLA format. 2648277 Your paper is lac	Your paper is lacking in more than one area of APA/ MLA format. 2648278 Your paper is lac	Your paper is lacking in one area of APA/ MLA format. 2648279 Your paper is pre	Your paper is presented in the correct APA/ MLA format.
Grammar or Mechanics (this includes punctuation, sentence	Your paper contains at least 8 errors in grammar or mechanics on the first page	Your paper contains between 3-7 grammar or mechanics errors	Your paper contains only one or two minor grammar or mechanics errors	Your paper contains no grammar or mechanics errors

structures, and spelling)				

Comments:

Research Paper Rubric
Rough Draft

Student Name: _____ Date Submitted: _____

Use the following coding for each line below:
WD =Well Done G = Good NI = Needs Improvement U = Unacceptable

Paper Content: (See the next page to see where you stand on the rubric for each criteria below)
_____Reading/ Research
_____Development
_____Organization
_____Language Conventions

Citations:
_____Punctuation before quotation mark correct
_____Punctuation after quotation mark correct
_____Elements of plagiarism are completely absent (Plagiarized papers will receive A ZERO!)
_____Content of citation (follows form and matches reference page entry)
_____No punctuation within citation unless directed

Quotes:
_____Introduced and woven into the flow
_____Quoted or paraphrased properly
_____Explained
_____Identified speaker when necessary
_____Punctuated properly

Format:
_____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:
_____Alphabetical order/at least 6 sources
_____Run-on lines indented
_____Title/Running Header
_____Sources contain necessary information in required form
_____Spacing

Overall Rough Draft Rating: _____
Comments:

Reading/Research	- makes effective use of available resources -skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy - uses credible sources*	- makes adequate use of available resources - supports an opinion with relevant and sufficient facts and details from resources with accuracy - uses credible sources*	- makes limited use of available resources - inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy - inconsistently uses credible sources*	- makes inadequate use of available resources - fails to support an opinion with relevant and sufficient facts and details from resources with accuracy - attempts to use credible sources*
Development	- addresses all aspects of the writing task with a tightly focused response - skillfully develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both - skillfully anticipates the audience's knowledge level, concerns, values, and possible biases	- addresses the writing task with a focused response - develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both --anticipates the audience's knowledge level, concerns, values, and possible biases	- addresses the writing task with an inconsistent focus - inconsistently develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both - inconsistently anticipates the audience's knowledge level, concerns, values, and possible biases	- develops real or imagined experiences or events using little or no detail - uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters - uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
Organization	-effectively introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) - skillfully creates an organization that logically sequences claims, counterclaims, reasons, and evidence - skillfully uses words, phrases, and /or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims - provides an effective concluding statement or section that follows from and skillfully supports the argument presented	-introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) - creates an organization that logically sequences claims, counterclaims, reasons, and evidence -uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims - provides a concluding statement or section that follows from and supports the argument presented	inconsistently engages and orients the reader by ineffectively setting out a situation or observation and its significance, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters - inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) - has a progression of experiences or events that may lack cohesion - provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	-fails to engage and orient the reader by ineffectively setting out a situation or observation and its significance, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters - may lack a clear progression of experiences or events - may lack a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
Language Conventions	-demonstrates an exemplary command of standard English conventions -skillfully employs language and tone appropriate to audience and purpose -has sentences that are skillfully constructed with appropriate variety in length and structure - follows standard format for citation with few errors*	- demonstrates a command of standard English conventions; errors do not interfere with understanding -employs language and tone appropriate to audience and purpose - has sentences that are generally complete with sufficient variety in length and structure -follows standard format for citation with few errors*	-demonstrates a limited or inconsistent command of standard English conventions; errors may interfere with understanding - inconsistently employs language and tone appropriate to audience and purpose -has some sentence formation errors and/or a lacks sentence variety - follows standard format for citation with several errors*	-demonstrates a weak command of standard English conventions; errors interfere with understanding - employs language and tone that are inappropriate to audience and purpose - has frequent and severe sentence formation errors and/or a lack of sentence variety - follows standard format for citation with significant errors*