

Senior Research Paper

1st nine weeks



Senior Research Project

2nd nine weeks



English IV honors

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Part I

Introduction to this guide

Let me open with one simple warning: **DO NOT LOSE THIS GUIDE!** It is the only copy you will receive, and it contains all of the information you will need for both the senior research paper and the senior research project.

You will find that I have gathered notes, instructions, and handouts into one large packet for you to keep so that you will always have the information you need in order to be successful in the research portion of this class. There may be some changes and/or additions/deletions throughout the course of the term.

I will cover most of this material at some point during class. However, it is your responsibility to review the information and come to me with any questions. It is very important that you keep abreast of daily discussions, due dates, and work so that you do not miss any important information or deadlines. Do **NOT** wait until the day before a rough draft is due to have a sudden emergency. The same goes for the week one of the major papers/projects is due. Please refer to your student guide for my specific make-up/late work policies.

Part II

What is a research paper?

Although most students have written several research papers by the time they reach their senior year, many still wonder what purpose they serve, and most do not understand the true definition of one. Teachers and professors assign a research paper with the idea that the student will learn something. However, it is through independent study that the student finds information. That would be the **research** portion. The student then analyzes, compiles, and synthesizes that information with his/her own ideas into a presentation, usually in the form of a **paper**.

According to the Northeast Texas Consortium and the Center for Educational Technologies, a research paper is "A formal written report that includes **research findings and a student's own ideas**" ("Distance Learning College Glossary"). In other words, you will **research** your topic through a variety of sources and then present your findings, **along with your own ideas**, in a formal paper. In this paper you will state your **thesis** and support it with **documented research**. This does not mean that you can simply go on the Internet and print, or copy and paste, a few documents into paragraph format and submit them as your own ideas. That is not only lazy, but it is also unethical and illegal. The style that most educational institutions use as a standard for documentation is MLA.

Why use MLA? "The style recommended by the association for preparing scholarly manuscripts and student research papers concerns itself with the mechanics of

writing, such as punctuation, quotation, and documentation of sources. MLA style has been widely adopted by schools, academic departments, and instructors for nearly half a century."

"MLA guidelines are also currently used by over 125 scholarly and literary journals, newsletters, and magazines with circulations over one thousand; by hundreds of smaller periodicals; and by many university and commercial presses. MLA style is commonly followed not only in the United States but in Canada and other countries as well; Japanese translations of the *MLA Handbook for Writers of Research Papers* appeared in 1980, 1984, and 1988, and a Chinese translation was published in 1990" ("What is MLA Style?").

****You will receive a booklet, *Style and Documentation Sourcebook for Writers*, which covers many aspects of MLA style. Do NOT lose this book as it will become an invaluable reference for you to use throughout your research. ****

Minimum Requirements for the **first nine weeks** research paper:

- 5 pages in length double-spaced/ **10** parenthetical references / MLA format
- 8 ½-by 11-inch paper, Times New Roman size 12 font, black ink **ONLY**
- 1-inch margins all around the text of the paper-left, right, top, and bottom.
- Indent all paragraphs
- At the top of the first body page in the left-hand margin, type your heading block.
- Center the title of your paper above the text on the first page of the body only.
- Do not underline or capitalize every letter of the title. Do not end it with a period.
- 1/2 inch from the top right of each body page beginning on the second include your last name and page number.
- **Never** place your paper in a binder. Simply place it in the proper order and staple the upper left corner.

Choosing a topic

It is important that you choose a topic in which you have some interest. For the first research paper your options will be somewhat limited by me. I suggest that you preview this list and complete some research beforehand via the Internet, public library, and your literature textbook. That way you will have a good idea of what topic will work best for you. All topics must relate to British history, literature, culture, or life in some way.

Sample topics

PERIODS	Richard III
Anglo-Saxon England	Mary I
Anglo-Norman England	Victoria
Medieval culture	WRITERS
Elizabethan Era	Geoffrey Chaucer
The Renaissance	Sir Thomas Malory
Romantic period	Sir Philip Sydney
Victorian Period	Christopher Marlowe
Industrial Revolution	Sir Walter Raleigh
MAJOR EVENTS	Sir Thomas More
The Black Death	John Milton
English Civil War	Jane Austen
The Seven Years' War	Mary Wollstonecraft-Shelley
The English Revolution	Lord Byron
Wars of the Roses	Lewis Carroll
The Great Fire of London	Agatha Christie
PLACES	Samuel Coleridge
Globe Theater	Daniel Defoe
Tower of London	Charles Dickens
Stonehenge	John Donne
Westminster Abbey	Charles Darwin
Canterbury	The Bronte sisters
Kensington Palace	Thomas Hardy
Buckingham Palace	Ruyard Kipling
Jonathan Swift	Sir Francis Bacon
Alexander Pope	Elizabeth Barret-Browning
George Orwell	William Blake
Lord Alfred Tennyson	Miscellaneous
J.R.R. Tolkien	Chivalry
H.G. Wells	Courtly love
William Wordsworth	Feudalism
GOVERNMENT	Imperialism
Parliament	Colonialism
Prime Minister	Quakers
The Magna Carta	Puritans
House of Lords	Famous legends
House of Commons	Religious turmoil
Whigs	Education
Tories	Traditional Holidays
The Poor Law	British cuisine
The Reformation	British fashions
Debtor's prisons	Famous Actors/actresses
MONARCHS	Famous singers/bands
Alfred the Great	Art
William the Conqueror	Architecture
Henry VIII	ALL TOPICS MUST
Elizabeth I	BE APPROVED
James I	BY ME FIRST!!!

General note-taking tips:

- Begin your search with a specific subject. If it is too narrow or broad, you will become frustrated by the limitation or profusion of sources.
- Be judicious and write down anything that applies to your topic. You can always throw out what you don't

A good resource to start exploring might be a site developed by Woodland's Junior School in Kent, "Guide to British Life, Culture and Customs"
<http://www.woodlands-junior.kent.sch.uk/customs/questions/>.

Completing the research

Going to the media center

You will have a limited amount of time in the school's media center to begin your research. Part of this time will be spent with books, and part will be with the computers. It is in your best interest to devote your time to finding resources and taking notes. You may not be able to check out a reference book that has some invaluable information about your topic. Nobody will be allowed to check out books until the last day of research, and there will be a limit to the number based on the topic.

The Internet can provide a wealth of opportunities and information. Nevertheless, you will not have full Internet access through our media center. Instead you will be encouraged to use one of the programs available, such as *Galenet*. Besides the ability to email yourself information, there are certain computer sites to which our school subscribes and to which you can access from your home computer. Be sure to get the information from one of the media specialists.

****For both research papers you are required to photocopy any book pages that you use and print out any websites. You should be prepared for this before you enter the media center as it will be cumbersome to return later and search for the same information.**

Using note cards

People have different methods for researching that works well for them. You may prefer printing or photocopying information and then highlighting that which you choose to include in your paper. Whatever you do, it should work in a way that will be efficient and easy to utilize. Generating note cards is a method that is both. This method works well because it stores information into small chunks that can be labeled and arranged for inclusion in the paper. It saves sorting through pages of notebook paper and searching through large pieces of information. If you complete the process properly, it should save time and complications down the road.

need later. It will be more tedious if you find that you do not have enough information.

- Make a SEPARATE note card for EACH fact, paraphrase, or quotation you write. The idea is not to fill the entire card but rather to put small chunks of information on the cards that are easier to manage and sort.

- If you are writing the information in your own words it is considered a paraphrase and you must still include the page number. If you copy something directly from the source, be sure to put quotation marks around it.
- Be certain to identify the source of information for each card. If you do not, you will not be able to use it later!
- Give each card a simple one or two word heading (i.e. Career)
- Only write on one side of the card
- Always list the page numbers on which you found the information
- Only use abbreviations that you will understand later. If you cannot read it, it will be of no use.
- Seek a variety of sources for your information. Avoid taking too many notes from one source. Also make sure your sources are relevant and up to date.
- Keep your cards in order and bound together with a rubber band.

You will be required to utilize note cards for the **first** research paper only. They will be worth points based on the following guidelines:

- 3 cards must be bibliography cards (MLA format please)
- 17 cards must include notes- **at least 3** for each source.

Sample bibliography card

A (this indicates which source)

Smith, John. *Symbols in the Scarlet Letter*. New York: Columbia University Press, 1997.

(BE sure to include all bibliography information.)

Sample note card

A (this indicates which source)

“Hawthorne uses Pearl as a symbol of the ‘living A’. She is the outcome of the sin of both Hester and Dimmesdale.”

(You must include the page number) P 10

Paraphrasing

A paraphrase is...

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by documentation) to borrow from a source.

- A more detailed restatement than a summary, which focuses concisely on one single main idea.

To paraphrase effectively you should:

1. Reread the original passage until you understand its full meaning
2. Set the original aside; write your paraphrase on a note card.
3. At the top of the card write a key word or phrase to indicate the subject of your paraphrase.
4. Check yours with the original to make sure you have accurately expressed all the essential information.
5. Use quotation marks to identify any unique term or phrasing that you have borrowed exactly from the source.

Research papers without parenthetical documentation AND a works cited will earn zeroes and cannot be redone.

Evaluating sources

Dictionaries and Encyclopedias such as *World Book* are not valid reference materials (the exception for a dictionary would be the actual definition of a work within the body of the paper). Generally, most books, periodicals, journals, and newspapers are safe to use as sources. The Internet can provide a wealth of information, but there are many sites that do not have authority or factual information. Remember, anyone can build a website and claim that their information is accurate, but that does not make it so. Any source should be authoritative, reliable, timely, and suitable or appropriate. There are several questions you can ask yourself while evaluating a source.

- Does it look useful? Is there a fair amount of information pertinent to my topic or is it very limited?
- Who or what sponsors the site? Is it just an individual, or is there an organization or business? (Sites that have clear references to businesses or educational institutions are usually a safe bet.)
- What is the main purpose of the site or publication? Are they trying to inform, advocate, sell?
- Is the text in the site or publication relatively free of spelling and grammar errors? (A large number of these would be a good indication that the site is not a good reference to use.)
- Is the person who wrote the publication or named on the site qualified?

See p1-6 in the *Style and Documentation Workbook* for more help.

**If you doubt the accuracy or quality of a source, don't use it. Not only will it make your research invalid, it will taint your reliability as well. **

Writing a thesis

Once you have completed your research, you will have a good idea of the direction that your paper will take. Many

students struggle with the idea of a thesis. There are a few ways to consider it. First, you can try a few stems to help you get started. “In this paper I will explain/ explore/ argue/ prove that...” or “ I think that...” (**Always** remove the stem when you write the paper!)

Basically, your final thesis statement should be a one- or two-sentence condensation of an argument or analysis that is to follow. Every essay or research paper has one. It will help you better organize and develop your argument while providing your reader with a “guide” to your argument. Remember, this is a thesis STATEMENT; therefore it should not be an interrogative.

A good thesis statement will usually:

- Take on a subject upon which reasonable people could disagree
- Deal with a subject that can be adequately addressed given the length and nature of an assignment.
- Express one main idea
- Assert your conclusions about a subject

Most importantly, your thesis statement should be specific.

Writing the paper

There are several components to any research paper, and each instructor has different requirements. My goal is to provide you with the tools to meet any requirement. Therefore, you will produce each of the following for me in the appropriate order.

1. Cover Page

- Do NOT include pictures or drawings
- Do NOT capitalize every letter, *italicize*, or underline your title.
- Do NOT use color or a fancy font.
- **Do** use standard Times new Roman size 12, black

Title
(center)

(bottom right corner)
First and last name
Instructor’s name
Class period or time
Date submitted

2. Outline

- Group your information into categories
- Organize it into topics and subtopics.
- You CANNOT have an “A” without a “B” or a “1” without a “2” and so on.
- Your outline can change at any time during the drafting and revision of your paper.

- You may have as many topics and subtopics as are appropriate for the length and depth of your paper. The more detailed you are, the easier it will be to write.

See p7-8 in the *Style and Documentation Workbook* for more help.

Title (center)

Thesis:.....

I. Topic
 A. Subtopic
 B. Subtopic
 1. Subtopic
 2. Subtopic

II.

3. Body

- 5 pages in length / 10 parenthetical references / MLA format
- 8 ½-by 11-inch paper, Times New Roman size 12 font, black ink ONLY
- **1-inch** margins all around the text of the paper-left, right, top, and bottom.
- Indent all paragraphs and double-space the text.
- At the top of **the first** body page in the left-hand margin, type your heading block.
- Center the title of your paper above the text on the first page of the body only.
- **1/2 inch** from the top right of each body page beginning on the **second** include your last name and page number. (Smith 2)****This is pagination****
- Do not use 1st or 2nd person pronouns unless they are part of a direct quote.
- Do not refer to an author by his/her first name.
- Do not simply insert quotes and paraphrases randomly into your paper. Incorporate them into your own writing.

See p13-27 in the *Style and Documentation Workbook*

First and Last name (*first body page ONLY*)
 Instructor’s name
 Class period or time
 Date

Title
(*first body page ONLY*)

Your first paragraph will introduce the paper’s main points and include your thesis.

Your body paragraphs will prove your thesis and include your research. Do not use questions in the body paragraphs. Be sure to have smooth transitions between paragraphs and parenthetical citations.

Your final paragraph will be your conclusion. It should review your main points and restate your thesis. Do not include any new information at this point.

4. Works Cited

- List all entries in **alphabetical** order.
- Always start with the author’s last name. Use the title if no author is given.
- Use correct punctuation.
- Indent the second and subsequent lines.
- Make sure that you have **all** appropriate publication information.
- If you are citing a website, be sure you have the correct dates, including the day you accessed the information.

See **p29-34** in the *Style and Documentation Workbook* for sample entries.

Works Cited

Beckett, Samuel. *Samuel Beckett: The Complete Short Prose, 1929-1989*. Ed. S. E. Gontarski. New York: Grove Press, 1995.

James Joyce. Videocassette. Films for the Humanities and Sciences, 1997.

“Titanic.” *Encyclopedia Britannica Online*. Encyclopedia Britannica. 7 May 2003. <<http://www.members.cb.com/bol/topic?cu=74542&sctn=1>>.

Tips for your paper:

- The introduction should 1) grab the reader’s attention 2) include thesis statement 3) identify the topic and suggest which aspects of the topic are covered.
- The body should 1) support each point with relevant information—summaries, quotes, or paraphrases 2) give proper credit for each source.
- The conclusion should 1) restate the thesis 2) leave the reader with an insight.
- Avoid too many long sentences, passive verbs, misplaced modifiers, linking verbs, and split infinitives.
- Do type everything, including rough drafts.

Research papers without parenthetical documentation AND a works cited will earn zeroes and cannot be redone.

Rough drafts and other grade requirements

Part of the research process includes revision. You will be expected to produce rough drafts for each component of the paper/project. On some occasions I

may have you peer edit in class. It is very important for you to complete the rough drafts for several reasons.

- 1) It is an easy way to earn full credit without the pressure of perfection.
- 2) It will keep you on track and help you to complete the paper in a timely manner.
- 3) It will allow me to help you complete the paper/project properly. It is through your rough draft that I will be able to point out errors and make suggestions for improvement.

ALL ROUGH DRAFTS NEED TO BE TYPED.

Papers are due at the beginning of class on the date given. Penalties are as follows:

10-30 minutes after collection	-5%
by the end of class	- 10%
by the end of the day	-20%
the next day and after	-50%

Papers three or more days late will not be accepted.

- ✓ **Research papers without parenthetical documentation AND a works cited will earn zeroes and cannot be redone.**
- ✓ ALL final projects must include photocopies from book sources and print outs from Internet sources.

Assignment	Due Date	Point Value
Topics	2/1	5
5 Research questions	2/4	15
10 Preliminary note cards	2/5	15
Controlling Idea	2/7	5
3 Source evaluations	2/12	30
10 Final note cards	2/12	15
Thesis Statement	2/14	5
Outline <i>rough draft</i>	2/26	10
Complete <i>rough draft</i> with citations	3/4	25

Final Paper **3/13** **100**

Sample Research Paper Rubric

Cover Page _____ / 5

- ____ Contains the title, author's name, class, instructor's name, and due date
- ____ Follows proper format

Paper Format _____ / 5

- ____ Double spaced (No extra spaces)
- ____ Times New Roman Font, 12 pt.
- ____ Heading and title on first body page
- ____ Pagination 1/2" from top right– (last name page #)
- ____ 1" margins

In-Text Citations _____ / 10

- (Parenthetical Citations)
- ____ At least 10 citations in the paper
- ____ Every chunk of paraphrased information is followed by a citation
- ____ Every Quotation is followed by a citation
- ____ Parenthetical citations are in MLA format

Works Cited Page _____ / 10

- ____ Contains a citation for EVERY source
- ____ Citations are in alphabetical order
- ____ 2nd and subsequent lines are indented
- ____ All citations follow MLA format (punctuation and order)
- ____ Titles are properly italicized or in quotation marks

Outline _____/5

- ____ Includes thesis
- ____ Follows the correct format
(No A without a B, 1 without a 2)

Introduction _____ / 5

- ____ Includes an attention getter
- ____ Previews the structure of the paper
- ____ Smoothly introduces the reader to the topic

Thesis Statement _____ / 10

- ____ Includes topic and main points
- ____ Is clear and direct
- ____ Is included in the introduction
(Preferably the last sentence)

Body Paragraphs _____ /20

Every body paragraph includes:

- ____ A topic sentence (beginning)
- ____ Support for topic sentence and the thesis
- ____ Evidence from sources
(At least 2 citations per paragraph)
- ____ Logical sequence of ideas
- ____ Transitions between paragraphs, within paragraphs, and between student writing and cited material are smooth

Conclusion _____ / 10

- ____ **Restates** the thesis (does not repeat thesis)
- ____ Connects to the attention getter
- ____ Makes the paper feel finished

Organization _____ / 10

- ____ Ideas are organized in a logical manner
- ____ Paragraph order matches the thesis
- ____ All ideas and support connect to the thesis statement
- ____ Transitions between paragraphs are smooth
- ____ Transitions between writing and cited material are evident

Grammar/Mechanics/Usage _____ / 10

- ____ 5 or less mistakes = 10 points
- ____ 6-10 mistakes = 7 points
- ____ 11-15 mistakes = 4 points
- ____ 16-20 mistakes = 1 point
- ____ 21 or more mistakes = 0 points

Papers less than the required length will forfeit points as follows:

4.5 pages	–10 pts
4 pages	–15 pts
3.5 pages	– 20 pts
3 pages	–25 pts
2.5 pages	– 30 pts
2 pages	– 35 pts

**Less than two pages in length is unacceptable and will not be graded. **

Total _____ / 100

Part III

What is a Senior Research Project?

Do you need to panic? Run from the room screaming? Turn in your cap and gown? Absolutely not. The senior project is merely a conglomeration of smaller projects that all share the same topic and you present them at the same time. Urban legend here at Pine Ridge has led many students to believe that the senior research project is some monstrous beast that is impossible to tame. This is simply not true. Any student who plans his/her time wisely and completes the work should be able to complete his or her project without extreme duress. It is those who wait until the last minute that stress, turn in shoddy work, and rarely complete their projects.

You will research a career-related subject that interests you. The area needs to be one that can be researched from a number of sources. Your thesis statement must indicate why this subject is important; this importance needs to be defended through your research. In addition, you will have to create a number of components that illustrate this subject in multimedia formats.

Choosing a Topic

You must develop a topic that will have a career focus with a related issue. For example, if you are interested in becoming a doctor you might wish to focus on the medical field. Your controlling idea might be how many doctors are leaving the state of Florida because malpractice insurance costs too much. The best place to begin is by looking up current issues online, reading the newspaper, or going into Opposing Viewpoints in the media center.

Your topic must be pre-approved before you can begin researching in the media center. You may choose to change your topic, but you must first have approval by the teacher. Students who change topics without approval will not earn credit for any subsequent rough drafts until discussion with the teacher.

All students will be required to submit a parent permission form their senior projects will be accepted by the teacher.

The Seven Components

1. Position Paper and thesis

You will write a one page general description of your topic and the position you wish to take regarding this topic. In other words, explain what your topic is, why you think it is important, and why we should see it as important as well.

2. Research paper

Write a research paper (7 typed pages, double-spaced). Develop a thesis statement and support it in your paper. ALL resources used in your research MUST be supported through the use of PARENTHETICAL CITATIONS within the body of the paper.

3. Interview

Interview an “authority” that is involved in the subject matter of your topic. This authority must either work in or have a degree the career-related field you are researching. IDENTIFY who the authority is and WHAT qualifications they have. This portion of the paper must include:

- 1) A paragraph explaining what makes this person an authority figure.
- 2) ten to twelve questions for the authority to answer
- 3) the authority’s individual responses to the above questions

You may complete the interview via email or phone, but I still need a mailing address for the thank you letter.

4. Thank you letter – Modified Block Form (p 244 *Writer’s Choice*)

Part I: Heading- 1) Sender’s Address: Place your address in the upper right hand corner 2 inches from the top of the paper. Do not write your name or title, as it is included in the letter’s closing. Include only the street address, city and zip code. 2) Date: The date line is used to indicate the date the letter was written. Write out the month, day, and year two inches from the top of the page. Place the date line directly beneath your address.

Part II: Inside Address--The inside address is the recipient’s address. Include a personal title such as Ms., Mrs., Mr., or Dr. Follow a woman’s preference in being addressed as Miss, Mrs., or Ms. If there is a possibility that the person to whom you are writing is a Dr. or has some other title, use that title. To write the address, use the U.S. Post Office Format. For international addresses, type the name of the country in all-capital letters on the last line. The inside address begins one inch below the date. It should be left justified.

Part III: Salutation--Use the same name as the inside address, including the personal title. If you know the person and typically address them by their first name, it is acceptable to use only the first name in the salutation (i.e., Dear Lucy :). In all other cases, however, use the personal title and full name followed by a colon. Leave one line blank after the salutation.

Part IV: Body--Single space and left justify each paragraph within the body of the letter. Leave a blank line between each paragraph. Be careful to remember that conciseness is very important. In addition, you should be courteous and polite, even if you know the person well. Do not use slang, contractions, and clichés. Keep your language formal, but simple and to the point.

In the first paragraph, consider a friendly opening and then a statement of your purpose such as “I am writing to thank you for taking the time to participate in my interview.” In the second paragraph, explain why you are thanking this

person. Give specific examples of how he or she helped you, and what information you found invaluable. Refer to the interview questions and answers to help this person remember the occasion and show your appreciation. For example, you might write something such as “I was amazed to find out exactly how many children suffer from neglect in our community.” In the final paragraph briefly restate your purpose and thank them again.

Part V: Closing--The closing begins at the same horizontal point as your date and one line after the last body paragraph. Capitalize the first word only (i.e., Thank you) and leave four lines between the closing and your name for a signature. If a colon follows the salutation, a comma should follow the closing; otherwise, there is no punctuation after the closing.

- Be sure to **PROOFREAD** your letter for spelling errors and other mistakes.
- You **MUST** have **TWO** copies of your thank you letter. Keep one in a pocket of the folder so that we can mail it! I will provide a stamped envelope.
- You **MUST** have a street address for the person you interviewed.

5. **Multimedia Areas--**For honors classes, **ALL SEVEN** areas **must** be completed

A. Historical figure

Research and write a paper (two-three typed) about an historical figure that is central to your topic. The historical figure may not be the topic of your 1500 word research paper. Include a list of references at the end.

B. Original poem

Create an original 32-line poem about your topic—poem may or may not rhyme; **must** be structured in two or four line stanzas; must contain one of each of the following figures of speech: metaphor, simile, personification highlighted and labeled.

C. Movie / documentary critique

Watch a film that encompasses your topic as its plot/theme or covers an issue related to your topic; write a 250 word-minimum synopsis and analysis of the film’s relationship to your topic. Be sure to be complete in your analysis, referring to specific events in the film as support.

D. Novel / nonfiction critique

Read a novel (100 page minimum) that uses your topic as its plot/theme; write a 250 word-minimum synopsis of the plot; include a critique of the novel that illustrates its relation to your topic with passages from the novel for support. Include the page numbers of the passages.

	6789 Book Street School Grounds, FL 56789 March 16, 2001
Iggie Interview 1234 Listening Lane Answer, IN 12345	
Dear Mr. Interview:	
	I enjoyed the opportunity I had to chat with you the other day. Thank you for making time in your busy schedule to answer my questions and provide me with information for my senior research project. Blah...blah...blah...
	Before my research, I knew little about the foster care system in Central Florida. I was intrigued by the information you presented to me during out interview. One of the things that made a lasting impression on me was the cases of neglect. Blah...blah...blah...
	Once again, I want to thank you for your time and information. Blah...blah...blah...
Respectfully,	
<i>Selma Student</i> Selma Student	

E. Math problem (choose one)

1. Create a real-life budget based on a salary that you would earn in that career. The budget should include your annual salary, monthly income after taxes, and monthly expenses. Be sure to include all living costs, health care, retirement, and savings.

2. Discuss how much it would cost to fund the education requirements for that career and how much it would cost to pay back any loans. You may wish to include a chart or diagram.

F. Song lyrics/ critique

Find a song that relates to your topic; include a copy of its lyrics; write a paragraph illustrating the song’s relation to your topic with specific references to lines in the song. You will need a CD copy for your presentation.

G. Original art work

Create and display an ORIGINAL work of art on your topic (i.e.: music, dramatic skit, dance, video, painting). Original means something that you have developed and created. A collage of pictures or drawing of a graph would NOT be acceptable for this category. You must include a written piece in your project folder that explains the concept behind your artwork and a 3X5 or larger photograph of the item. See me for help with the photograph.

6. Bibliography

Bibliography page that lists ALL **cited** sources; these must be listed in **MLA format** as provided in the *Style & Documentation Sourcebook for Writers* workbook. You

must also include your interview, song, and any other resources for your multimedia areas.

7. Copies of sources

You **must include** photocopies and printed copies of ALL resources that you cite within the text of your paper. These should be placed in the pocket of your project folder, or if there are too many pages, inside of a manila envelope with your name on it.

Oral Presentations

Fact: the most common phobia that Americans have is **glossophobia** (that is the fear of public speaking, not the fear of lip-gloss). Seventy-five percent of all Americans report having a fear of public speaking, beating out fear of spiders, fear of the dark, and even fear of death. We highly doubt that people, if given the choice, would choose death over public speaking, but nonetheless, talking in front of a large group of people will turn most people's legs into jelly.

If you are the sort of person who is unnerved by speaking in public, then you should remember this: the listeners are on your side. Everyone wants your presentation to be good, and will sympathize if you make a mistake or forget what you wanted to say. The person grading your presentation wants it to be a success as well.

"There are three cardinal rules of public speaking:

- 1) Speak about something you have earned the right to talk about through experience or study.
- 2) Be excited about your subject.
- 3) Be eager to share your talk with your listeners."

- Dale Carnegie

So do you want to deliver an effective presentation?

Step 1: Know Thy Audience

It is very important that you define your audience before you think about your presentation. Some key questions might be: Who are they? What do they already know about my topic? What information do I need to give? What message do I want to convey?

Use appropriate words and body language: Speak in language, images, and terms that the audience readily understands. (If you need to use jargon, define it immediately unless you are absolutely convinced that every person in your audience understands it.)

Treat the audience as a single entity. One trick of the trade is to pretend that the audience is just one person. When there's only one person that you have to worry about, you feel more of a personal connection to him/her. Your speech will take back seat to the fact that you want the person who's listening to you to really understand what

you're saying. So imagine that you're delivering your presentation to a fat, multi-headed creature.

Make eye contact. Nothing makes an audience more alert than a speaker who can stare down a crowd. Making eye contact means making a connection, and that is your number one goal. So let your eyes wander up from your notes as often and naturally as possible (this will get easier with practice).

Step 2: Organize

Any form of communication should have a structure. Structure is important - your presentation should have a beginning, middle and an end.

1. Begin with an introduction that establishes who you are, what your purpose is, what you'll be talking about and how long you're going to take. You may want to include a joke, anecdote or interesting fact. Be sure to **grab the audience's attention**.
2. Organize your information into main points and prioritize them according to importance and effectiveness.
3. Delete points that aren't crucial to your presentation if you have too many for your time frame.
4. Start with your most important point, then go to your least important point and move slowly back toward the most important. For example, if you have five points with No. 5 being the most important and No. 1 being the least important, your presentation order would be 5-1-2-3-4.
5. Add support to each point using statistics, facts, examples, anecdotes, quotations or other supporting material.
6. Link your introduction, points and conclusions together with smooth transitions.
7. Write a conclusion that summarizes each of your points, restates your main purpose and leaves the audience with a lasting impression.

If your presentation is poorly structured or difficult to follow, people won't be able to concentrate even for the ten minutes they normally manage. This means that you need to have a very clear structure to your presentation, so that the audience knows how it is progressing. A good general plan might be something like:

- 5% - 10% introduction;
- 75% - 85% main body of talk;
- 10% - 15% conclusion or summary.

The end of your presentation should be a summary, a conclusion, a logical end to what has gone before. You could:

- ❖ Summarize - use key points, tell your audience what you have just told them - briefly
- ❖ Ask if anyone has any questions?
- ❖ Say 'and now to conclude...' or 'I'll finish off by.....'
- ❖ Give out any handouts

Thank your audience Have a clear ending NOT 'and that's it.....' and shuffle off!

Step 3: Have an outline and Note cards

Prepare an outline of your main points and put them on index cards. Don't write out your whole speech and read it. There is nothing that will put an audience to sleep faster.

Many people find that they need written notes to help them remember what to say. You should never, ever read your notes out loud. Even if you have to read your notes and then speak afterwards, this is better than reading out loud. There are two reasons for this. First, if you are looking at notes you can't be looking at the listeners, so they won't be able to hear you as easily. Second, it will annoy the listeners, who will rightly think that if they wanted to read a presentation, they could read it themselves.

When preparing your presentation, make your notes easy to read by writing or printing them in large, clear letters.

Step 4: Practice Makes Perfect

The most common problem with student presentations is that the presenters underestimate how long it takes to prepare and practice. Rehearse and time your presentation before delivering it in class. If at all possible, do it in front of someone who can be an honest critic.

Not everyone has an orator's speaking voice; however, everyone can be understood if he or she speaks at an even pace and faces the audience. The two most common delivery problems are speaking too quickly and facing away from the audience. Less intrusive but still annoying are fidgeting and repetitive gestures. Speaking too quickly is a sign of nervousness; perhaps it shows an unconscious desire to finish as quickly as possible. Facing away from the audience is a sign of carelessness.

Many people fidget during presentations. Partly it comes from not knowing what to do with your hands: people find it surprisingly uncomfortable to have their hands on public display and not to do anything with them. The same applies to a lesser extent to feet. The advice that most experts give is that you should stand with your feet about shoulder-width apart, and with your hands clasped behind your back.

Make sure everyone can hear you, and see any visual material you are using.

- **Stand in front of a full-length mirror** and try to look like a public speaker. Keep your posture straight, your hands in sight, and look into your own eyes. Tell yourself, "Gosh darn it, people want to hear what I have to say!" and then begin delivering your speech. Be conscious of the way you look in the mirror and adjust yourself accordingly as you are talking. Make sure that you're not being stiff, but always maintain an alert posture, or the audience will end up imitating your slump. Look into your eyes whenever you look

up from your notes, and look up from your notes often.

- **Gather some friends, family, pets, dolls and stuffed animals together, sit them down, and deliver your whole spiel to them.** After it's over, ask them to give you some **constructive** feedback. Ask them to tell you about what you did well and what you need work on. Ask them to tell you what they did not understand.
- **Rehearse small sections of your speech throughout the day.** If you have 5 or 10 minutes, go over parts of the speech in your mind. These mini-rehearsals are easier to fit into your schedule and will give you a chance to practice parts of the speech that are giving you trouble.
- As you improve, **see if you can memorize sections without relying on the notes at all.** These memorized sections will give you prolonged time to connect to the audience.
- Once you feel very comfortable with the material, do not be afraid to **ad-lib some parts** when you feel like it. This is your speech and you can say whatever you want; as long as you're sure you can get back on track, try speaking off the cuff. It will help you sound conversational instead of like a robot.

Incorporate gestures

It is not fun to watch a popsicle; it is imperative that you occasionally use a gesture or two during your speech. Here are some tips for effective gesturing:

- Less is more. The more gestures you make, the more it takes away from the power of each gesture. So use gestures to emphasize important points. If you use too many gestures, you'll look like a windmill, arms brandishing about.
- Use gestures when using active words. So if you're talking about a split between to people (or organizations or concepts), use a gesture that emphasizes it. If you're talking about a synergy or meshing of people (or organizations or concepts), then use a gesture that emphasizes it.
- Practice your gestures in front of the mirror as you rehearse.
- And don't forget the most important gesture: to **SMILE**. It makes you look more comfortable and less like a victim in front of a firing squad.

Project your voice

Contrary to popular belief, projecting your voice does not mean shouting. When you project, you simply raise the volume of your natural speaking voice without losing control of it (that's when it becomes "shouting"). Think of the difference between talking to someone in the cafeteria, and calling your dog in from the backyard.

You must always project while giving a presentation, even if you are in a small room. Find the object furthest away from you and deliver your speech to it. During the first minute of speaking, monitor your audience members' faces (especially the ones in the back row) to see if they look confused. If you notice that they are not paying attention

from the very start, stop yourself and ask if everyone can hear you. If there's no reply, you just got your answer!

Step 5: Visuals

The key is to make sure that your visuals **ADD** to your speech. After all, it's just plain silly if during a speech about saving the trees, you whip out a picture of a tree. We all know what trees look like. It is equally useless to present a very complicated diagram that someone sitting across the room can barely see, let alone decipher. So keep your visual aids **very** simple. Images and uncomplicated graphs are best, but if you want to make a list of points to go over, keep each line of the list brief, and the number of lines just as short. I recommend five words per line and five lines per visual aid.

Using visual aids is a good way to make your presentation more clear, effective and memorable. **It is also a requirement.**

1. Use a line graph to demonstrate how something has changed over a period of time.
2. Opt for a bar graph to compare data.
3. Consider a pie chart to show how percentages relate to each other within a whole.
4. Use an organizational chart to show chain of command, communication between departments and how different departments are related.
5. Try a flow chart to illustrate a series of steps in a procedure, decision, or other "stepwise" process.
6. Take advantage of overheads for illustrating key points.
7. Consider a flip chart as an easy, cost-effective way to illustrate key points for audiences of 50 people or fewer.
8. Make your presentation memorable with props, when appropriate.

Your presentation should not rely too heavily on visual aids. They should support, not comprise, your presentation.

Step 6: Take a bite out of anxiety

Two of the top fears of most people are dying and giving a speech. In fact, there is so much fear of public speaking, you might think that people regularly die while giving speeches. Fortunately, that is not the case.

1. Get a good night's rest the day before. It will be difficult to remember your presentation, speak clearly and loudly, and appear enthusiastic if you are physically exhausted.
 - ❖ vulgar and inappropriate humor;
 - ❖ swearing and blasphemy;
 - ❖ telling weak jokes and laughing out loud at them;
 - ❖ chewing gum;
 - ❖ long pauses;

2. Try to eat a light breakfast and/or lunch. Too little or no food will cause your stomach to growl, which will increase anxiety. Too much food may make you feel sluggish or nauseous.
3. Be prepared. Know what you are going to say and do beforehand. Practicing several days in advance will boost your confidence.
4. Dress comfortably. If your clothes are too tight, too short or . . . you do not want to dress in a way that will interfere with movement or breathing. Dress professionally as well. Clothes do help convey a certain attitude and can help boost confidence.
5. Breathe. When you first step up to the front, take a deep breath then start speaking. If you find yourself speaking too quickly, or inserting fillers such as uh, um, like, you know, slow down and take another breath before you continue.
6. Remember that the audience is on your side. They are spending their time to be there, and are sympathizing with you. Do not assume they are waiting for you to fail. They aren't.

Things to Remember

- Breathe slowly - it calms you down
- Speak UP, voice DOWN. Yes your audience wants to hear you, so speak audibly but don't shout
- Tone, pace and volume. Speaking in a monotone voice is very wearing on the audience - an instant turnoff
- The tone of your voice is important - be enthusiastic, not pedantic. Speak at your normal pace - too slow and the audience nods off, too fast and they don't understand a word
- Use of jargon and colloquialisms. Not everyone speaks the same technical language - use full phrases not acronyms, unless you are sure everyone is familiar with them. Avoid slang terms
- Always STAND. It gives you confidence and helps with voice projection
- Be aware of your gestures - if you conduct an orchestra while you speak, your audience will be distracted
- Use a prop - but don't play with it. Holding a pen or handout is a useful way of keeping your hands occupied. BUT - if you are nervous and the handout shakes, or you keep flipping the pen top, it will detract from your presentation
- Don't keep your hands in your pockets - it looks very unprofessional

Things to Avoid

- ❖ appearing to be bored or otherwise showing disrespect to the audience;
- ❖ overstaying your welcome (that is, talking for much longer than was expected).

Senior Research Project Dates- 2nd nine weeks

Media center dates: 3/24, 3/25, and 3/26

Parent Permission forms are due by 4/8 in order to earn credit. **ALL students MUST turn in a form, and those who do not will not be allowed to present.**

Rough drafts You may turn any rough draft in early. You MUST turn them in by these dates in order to earn credit for the rough draft portion of the grade. You CANNOT make these up later.

Assignment	Due Date	Point Value
Position paper	4/11	10
Area #1	4/14	10
Area #2	4/16	10
Area #3	4/18	10
Area #4	4/21	10
Area #5	4/23	10
Area #6	4/25	10
Area #7	4/28	10
Interview and thank you letter	4/30	10
2500 word research paper	5/2	25
Bibliography	5/5	10

Final projects are due on **Monday, May 12, 2008**. A random selection process will determine the dates of presentations. Students must be ready to present **EACH** day.

Late Penalty Scale: Projects are due at the **beginning of class**. Penalties are as follows:

10-30 minutes after collection	-5%
by the end of class	- 10%
by the end of the day	-20%
the next day and after	-50%

Projects 3 or more days late will not be accepted.

- ✓ **Research papers without parenthetical documentation AND a works cited will earn zeroes and cannot be redone.**
- ✓ ALL final projects must include photocopies from book sources and print outs from Internet sources.
- ✓ Note cards are optional for this project and will **not** be used as a grade.
- ✓ ALL students will be expected to give an oral presentation on their topic during class. This should include all aspects of the project, not just the research paper. Please refer to the presentation section for additional information.

Senior Research Project Grades

Project Layout:	
Folder	_____ (5)
Cover page	_____ (10)
All Pages typed	_____ (25)
All pages in order	_____ (25)
Overall neatness	_____ (25)
Project turned in on time	_____ (10)
Total Layout:	_____ (100)

Project Components:	
Parent permission form	_____ (5)
Position Paper	_____ (20)
Interview/thank you letter	_____ (25)
Bibliography	_____ (25)
Copies of sources	_____ (25)
Total Components:	_____ (100)

Research Paper: 2500 word / MLA style
(Your paper MUST include parenthetical documentation and a works cited or it will earn a ZERO!!!!)

Cover Page _____ / 5
 ___ Contains the title, author's name, class, instructor's name, and due date
 ___ Follows proper format

Paper Format _____ / 5
 ___ Double spaced (No extra spaces)
 ___ Times New Roman Font, 12 pt.
 ___ Heading and title on first body page
 ___ Pagination 1/2" from top right- (last name page #)
 ___ 1" margins

In-Text Citations _____ / 10
 (Parenthetical Citations)
 ___ At least 15 citations in the paper
 ___ Every chunk of paraphrased information is followed by a citation
 ___ Every Quotation is followed by a citation
 ___ Parenthetical citations are in MLA format

Works Cited Page _____ / 10
 ___ At least 2 sources
 ___ Contains a citation for EVERY source
 ___ Citations are in alphabetical order
 ___ 2nd and subsequent lines are indented
 ___ All citations follow MLA format (punctuation and order)
 ___ Titles are properly italicized or in quotation marks

Outline _____/5
 ___ Includes thesis
 ___ Follows the correct format
 (No A without a B, 1 without a 2)

Introduction _____ / 5
 ___ Includes an attention getter
 ___ Previews the structure of the paper
 ___ Smoothly introduces the reader to the topic

Thesis Statement _____ / 10
 ___ Includes topic and main points
 ___ Is clear and direct
 ___ Is included in the introduction
 (Preferably the last sentence)

Project Multimedia Areas:

900-1000 word, historical figure	_____ (20)
Original 32-line poem	_____ (20)
Movie critique	_____ (20)
Novel critique	_____ (20)
Math Problem	_____ (20)
Song lyrics/critique	_____ (20)
Original art work	_____ (20)
Total (10 pts if all areas completed)	_____ (150)

Research Paper continued...

Body Paragraphs _____ /20
 Every body paragraph includes:
 ___ A topic sentence (beginning)
 ___ Support for topic sentence and the thesis
 ___ Evidence from sources
 (At least 2 citations per paragraph)
 ___ Logical sequence of ideas
 ___ Transitions between paragraphs, within paragraphs, and between student writing and cited material are smooth

Conclusion _____ / 10
 ___ *Restates* the thesis (does not repeat thesis)
 ___ Connects to the attention getter
 ___ Makes the paper feel finished

Organization _____ / 10
 ___ Ideas are organized in a logical manner
 ___ Paragraph order matches the thesis
 ___ All ideas and support connect to the thesis statement
 ___ Transitions between paragraphs are smooth
 ___ Transitions between writing and cited material are evident

Grammar/Mechanics/Usage _____ / 10
 ___ 5 or less mistakes = 10 points
 ___ 6-10 mistakes = 7 points
 ___ 11-15 mistakes = 4 points
 ___ 16-20 mistakes = 1 point
 ___ 21 or more mistakes = 0 points

Papers less than the required length will forfeit points as follows:

6.5 pages	-5 pts
6 pages	-10 pts
5.5 pages	- 15 pts
5 pages	-20 pts
4.5 pages	- 25 pts
4 pages	- 30 pts
3.5 pages	-35 pts

**Less than 3.5 pages in length is unacceptable and will not be graded. **

Total _____ / 100

Oral presentation: _____ (100)

Sample Presentation Rubric

Student: _____

Topic: _____

CATEGORY	4	3	2	1-0
Preparedness	Student is completely prepared and has obviously rehearsed. May use note cards, but did not rely on them.	Student seems pretty prepared but might have needed a couple more rehearsals. Relied more heavily on notes.	The student is somewhat prepared, but it is clear that rehearsal was lacking. Relied mostly on notes or folder.	Student does not seem at all prepared to present. Did not have an organizational plan and relied entirely on folder.
Enthusiasm	Facial expressions and body language show strong interest and enthusiasm about the topic.	Facial expressions and body language sometimes show strong interest and enthusiasm about the topic.	Facial expressions and body language seem somewhat faked and lack enthusiasm.	Very little use of facial expressions or body language. Did not show much interest in topic being presented.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Vocabulary	Vocabulary is appropriate. Extends audience vocabulary by including and defining words that might be new.	Vocabulary is appropriate for the audience. Includes some words that might be new, but does not define them.	Vocabulary is appropriate for the audience. Does not include any vocabulary that might be new.	Uses several (5 or more) words or phrases that are not understood by the audience or are inappropriate.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows extensive understanding of the topic.	Shows a good understanding of the topic.	Shows a limited understanding of the topic.	Does not seem to understand the topic very well.
Song	Song is appropriate for the topic and audience. It did not overwhelm the presentation.	Song is appropriate for the topic and audience. It may have been difficult to hear or the timing was awkward.	Song is appropriate for the topic and audience. It was difficult to hear and/or too short/long for the presentation/.	Student does not have a song, or it is inappropriate for the intended audience.
Visuals	Student uses several visuals that show considerable work/creativity and make the presentation better.	Student uses 1 visual that shows considerable work/creativity and makes the presentation better.	Student uses 1 visual, which makes the presentation better.	The student uses no visuals OR the visuals chosen detract from the presentation.
Time-Limit	Presentation is 10-15 minutes long.	Presentation is 9-8 minutes long.	Presentation is 7-6 minutes long.	Presentation is less than 6 minutes OR more than 15 minutes.

English IV honors—Senior Research Project
Parent Permission Form (due by 4/8)

Dear Parent of _____

Your son/daughter is beginning a research project on a subject of his/her choice. As the choice of topic is an open one, your input as a parent is necessary. Please discuss with your child his/her choice of subject. Your signature on this letter indicates that you concur with his/her choice and give your permission to use this topic for this project.

Work on this project will begin on Monday, March 24, 2008. Project completion date is Monday, May 12, 2008. Students will present their projects in class May 12- May 19. Class assignments may cover some aspects of this project; however, other sections must be completed on the student's own time. Because this project is a comprehensive one, your child is encouraged to choose a topic about which he/she is impassioned.

All of the work for this project is worth thirty percent of the second semester grade. Students will earn points for daily work, rough drafts, written reports, oral presentations, and multimedia projects. Please impress on your child the absolute importance of the successful completion of this project.

Thank you for your support and assistance.

Sincerely,
Mrs. Duncan
English IV honors

I give my son/daughter _____ permission to do his/her Senior
Research Project on his/her chosen topic: _____.

Parent Signature _____ Date _____