



**Senior Project  
Packet  
2019**



## Mountain View High School Senior Project Purpose and Prompt

### **Purpose:**

The purpose of the project is twofold:

- To give students the opportunity to demonstrate and apply the high level of knowledge and skills they have gained throughout their high school career
- To evaluate students' knowledge and application of state standards not tested on the Idaho Standards Achievement Test (ISAT)

### **Prompt:**

- Identify a relevant, researchable, contemporary public policy that is domestic or foreign in scope. Domestic policy may address local, state, or federal policy. International policy should connect to U.S. foreign policy
- Research, analyze, and synthesize data related to the policy
- Students are encouraged to choose a policy related to a potential career field

Refer to the rubrics for each component of the project for clarification regarding how each will be evaluated.

### **Grading Explanation:**

<b>Government 12B</b>	<b>English 12B</b>
Senior Project will account for 25% of the second semester grade in American Government 12B	Senior Project will account for 30% of the second semester grade in English 12B
<input type="checkbox"/> Research = 15% of Semester 2 Grade	<input type="checkbox"/> Research Process = 10% of Semester 2 Grade
<input type="checkbox"/> PowerPoint = 10% of Semester 2 Grade	<input type="checkbox"/> Technical Research Paper = 20% of Semester 2 Grade

**The Senior Project Oral Presentation is a graduation requirement and is not included as a grade for either Government 12B or English 12B.**

<b>DATE</b>	<b>ENGLISH</b>	<b>GOVERNMENT</b>
<b>JAN</b> TUES 22 (A) WED 23 (B)		Introduce Senior Project Receive Senior Project Packet
<b>JAN</b> THURS 24 (A) FRI 25 (B)	<b>PARENT AUTHORIZATION FORM DUE</b>	<b>POLICY APPROVAL DUE</b>
MON 28 (A) TUES 29 (B)		Library- begin research
WED 30(A) THURS 31(B)		Library <ul style="list-style-type: none"> <li>• Find and annotate sources</li> </ul>
<b>FEB</b> FRI 1 (A) MON 4 (B)		<b>RESEARCH PROPOSAL DUE</b> Library <ul style="list-style-type: none"> <li>• Find and annotate sources</li> </ul>
TUES 5 (A) WED 6 (B)	<b>10 ANNOTATED ARTICLES DUE</b>	
THURS 7 (A) FRI 8 (B)	<b>ANNOTATED BIBLIOGRAPHY DUE</b>	
<b>SATURDAY TUTORING</b>	<b>8-11 AM ROOM 302</b>	
MON 11 (A) TUES 12 (B)	<b>ELECTRONIC ORGANIZER OR CONTENT CHECKLIST DUE</b>	
WED 13 (A)/THURS 14(B) FRI 15 (A)/TUES 19 (B) WED 20 A/THURS 21 B (3 & 4B ONLY) FRI 22 A/MON 25 B	Library/Computers <ul style="list-style-type: none"> <li>• Format paper</li> <li>• Drafting</li> </ul>	
<b>SATURDAY TUTORING</b>	<b>8-2 COMPUTER LAB 105</b>	
TUES 26 (A) WED 27 (B)	<b>COMPLETE PAPER DUE- 2 COPIES</b> <b>BEGINNING OF ENGLISH CLASS</b> Workshop	
THURS 28 (A) <b>MARCH</b> FRI 1 (B)	Workshop <b>*A DAY SHOULD SUBMIT FINAL HARD COPY by 3:00</b> Submit to Turnitin.com	
<b>SATURDAY TUTORING</b>	<b>8-11 AM ROOM 302</b> Submitted to turnitin.com <b>MUST submit PRINTED copy by 11am!!!! FINAL DEADLINE FOR ALL STUDENTS</b>	
WEEK OF 11-15		Library- 1-2 days, teacher discretion <ul style="list-style-type: none"> <li>• Work on Power Point</li> </ul>
MON 18 (A) TUES 19 (B)		<b>ROUGH DRAFT POWER POINT DUE by</b> <ul style="list-style-type: none"> <li>• 6 slides per page-color print</li> </ul>
<b>APR</b> MON 1 (A) TUES 2 (B)		<b>FINAL DRAFT POWER POINT DUE</b> <ul style="list-style-type: none"> <li>• 6 slides per page-color print</li> </ul>
WED 3 (A)/THURS 4 (B) FRI 5 (A)/MON 8 (B)		Presentation Practice
<b>TUES APRIL 9</b>	<b>SENIOR PRESENTATIONS- NO SCHOOL</b>	**Library dates are subject to cancellation due to statewide testing.

**\*Additional work/tutoring times will be made available after school**

**PUPRPOSE: To show that you have an actual policy and that you understand what the policy is. Your proposal format should look IDENTICAL to the example below, including the bolded headings, spacing, and remember to initial in black ink.**

## **Research Proposal**

To: Mr. Driscoll

From: Student Name *SN initial*

Date: 30 January 2019

Subject: Farming Subsidies

### **Identify Policy by Common Name and Policy Number**

Farming Subsidies Act

Agricultural Adjustment Act of 1933 Pub. L. No. 73-10

### **Paraphrase- Overview and Summary of Law**

A subsidy is a payment from the government to businesses. Under this act, the government would provide money to farmers if the farmers agreed to do certain things. They would need to plant certain crops or limit their planting of other crops. The government wanted to limit overproduction because overproduction causes a price decrease, and they wanted farmers to be able to earn more by increasing the price of crops.

## Ten Annotated Articles/Sources

Students are required to submit 10 fully annotated articles to their English teachers for their Senior Project research grade. In order to receive full points, students must do the following:

1. Have 10 appropriate, printed articles/sources related to your Senior Project policy
2. Read through COMPLETELY
3. Highlight significant facts, quotes, etc., that you plan on using in your research paper
4. Write notes in margins explaining your thoughts, how you plan on using the information/quote, where you plan on using the information/quote, etc.
5. Submit your ten articles to your English teacher in class on Tuesday, February 5<sup>th</sup> (A day students) or Wednesday, February 6<sup>th</sup> (B day students). NO LATE WORK ACCEPTED

The following criteria will be used to grade your annotations:

<b>CRITERIA</b>	<b>POINTS POSSIBLE</b>
Student should have 10 reliable articles that are related to his or her topic. (1 pt per article)	10
Student shows evidence of understanding his or her source and has clearly identified the significant information from the sources using highlighting and annotating. (1 pt per annotation)	40
Total Points: (will be converted in PowerSchool)	50

### **NEED HELP FINDING YOUR ACTUAL POLICY? TRY THIS ADVANCED SEARCH**

1. Google “Advanced Search:”
2. Type your specific topic/issue in the “All These Words” box
3. In the “Any of These Words” box type this exactly: act or code or policy or regulation or statute
4. Hopefully this will come up with your policy title. Once you have your policy title, type it into the “All These Words” box and put .gov in the “Site or Domain” box

# Writing your Annotated Bibliography

## What is an annotated bibliography?

An annotated bibliography is a list of sources in which each citation is followed by a paragraph. The paragraph should briefly summarize the source (2-3 sentences) and then assess the source's strengths and evaluate how it will or will not be useful, including in which Senior Project section(s) this information may be most useful.

## What do you include in an Annotated Bibliography?

- Make sure you have a minimum of **10 sources** included in your Annotated Bibliography properly cited in APA format
- Most citations begin with the author's last name; if no author is listed begin with the article title
- Your citations should be **alphabetized** by the first letter of the first word
- Use a **hanging indent** for all of your citations
- **Indent the paragraphs** that follow each citation
- Citations are single spaced and paragraphs are single spaced. There is an additional space between citation and paragraph
- **REMOVE** all hyperlinks (right click)
- **Handwrite your name at the top of your paper**, as it is not included in the format

HOW TO DO A HANGING INDENT: Click on paragraph, click on drop-down box labeled "special", click on hanging

\*These instructions do not apply to Google Docs- they are for Word. ALWAYS print from Word. Google Docs changes the spacing.

**See sample citation with annotation below (you will have 10 of these):**

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### Annotated Bibliography

Death and the new laws. (2015). *ABC-Clio*. Retrieved from <http://issues.abc-clio.com>

This website gives brief details about the act, the challenges the act faced, and statistics about how many people have used this act to terminate their life. It also includes information about various political parties and their stances concerning this law. This source is clear and logical and easy to understand. This article also includes a great deal of statistics supporting the effectiveness of the act. The information about the act and its challenges will go into my History and Background section. The data and statistics will be perfect for my Current Situation section.

## Sample Senior Project Paper Outline

**YOU WILL GO THROUGH YOUR RESEARCH PACKET AND FIND ANSWERS TO THE FOLLOWING QUESTIONS. THE BEST IDEA IS TO ASSIGN EACH SECTION A DIFFERENT COLOR AND HIGHLIGHT ALL OF THE ANSWERS TO A SECTION IN ONE COLOR.**

### **Policy Identification and Explanation** (use policy as source)

1. What is the official policy name and number?
2. What is the more common name of the policy if it has one?
3. When was this law passed?
4. What does the law cover?
5. Is this a local, state, federal, or international law?
6. What agency is in charge of this law?
7. What are consequences or fines or punishments if a person breaks this law?

### **Policy History and Background** (use a variety of sources)

- a) Why did this become a law? What is the purpose of this law?
  - b) What are some major events in the history of this subject that led to people making a law? Explain each briefly.
  - c) Was this law influenced by a particular political party or politicians?
  - d) Do any special interest groups or organizations support this law or did they fight to get it passed?
  - e) Did any individuals work to get this passed?
  - f) What year did the law become a law?
  - g) Has the law undergone any revisions or changes?
  - h) If you have graphs or data about this law from more than 5 years ago include them
- Helpful search phrases: Timeline of \_\_\_\_\_, why is \_\_\_\_\_ a law, Why was \_\_\_\_\_ created, who fought for implementation of \_\_\_\_\_
    - Plug in issue/topic of law

### **Current Situation** (use a variety of sources, cover the last 1-5 years)

- a) What is the data or statistics about the topic since it became a law?
  - b) According to the data and statistics, is the issue becoming better or not?
  - c) According to the data and statistics, is the law working or not? Why?
  - d) Are there any current controversies or news stories concerning this law?
  - e) Include graphs or data in this section
- Helpful search phrases: Is \_\_\_\_\_ working, current controversy about \_\_\_\_\_, data statistics about \_\_\_\_\_ (also do this as an image search), pros or cons of \_\_\_\_\_
    - Plug in issue/topic of law

### **Differing Viewpoints** (compare and contrast 2 experts, 2 sources min.)

**\*DO NOT USE PEW or ProCon.org- these are sources that collect data. They are NOT experts.**

- a) Paragraph 1-
  - a. Who is your expert? Is it an organization or a person? What is their name?
  - b. If it is a person, what do they do for a living that makes them an expert on your topic?
  - c. If it is an organization, what does the organization do? What is their purpose or mission?

- d. What does your expert believe should be done about the issue? Try to include at least three things they believe.
- b) Paragraph 2-
- a. Who is your 2<sup>nd</sup> expert? Is it an organization or a person? What is their name?
  - b. If it is a person, what do they do for a living that makes them an expert on your topic?
  - c. If it is an organization, what does the organization do? What is their purpose or mission?
  - d. What does your expert believe should be done about the issue? Try to include at least three things they believe.
- c) Paragraph 3-
- a. What do your two experts believe that is the same?
  - b. What do your two experts believe differently about?
- Helpful search phrases: proponents of \_\_\_\_\_, opponents of \_\_\_\_\_, organizations that support \_\_\_\_\_, organizations that are against \_\_\_\_\_, politicians that support \_\_\_\_\_, politicians that oppose \_\_\_\_\_
    - Plug in issue/topic of law/law

**Policy Recommendation- Do not need to highlight research for this section. This section will be based off of your answers to all of the previous questions**

- a) According to the answers of all of your other questions, is the law working or not?
  - a. What is working well?
  - b. What is not working?
  - c. What changes might make it work better?
  - d. If you need to make changes, will it cost money? (English/govt teacher can help)
    - i. Do you think the government has this money to spend? (this is what it means to be economically feasible)
  - e. Do you think politicians will support making changes to make the law better? (English/govt teacher can help)
    - i. This is what it means to be politically feasible
- **A graph must be included in the paper in order for it to be considered complete. Try to include 2-3 graphs. Political cartoons also work.**

# Protocol for Turning in Senior Project Papers

## Directions for Students:

1. All paper topics must be approved by government teacher **prior to** beginning research
2. Final drafts (HARDCOPY) are due **SATURDAY MARCH 2 at 11am- you will have to make arrangements to turn in a printed copy at MVHS on this day. Otherwise, you may turn it in on Friday March 1** to your English teacher and submit electronically to Turnitin.com
  - a. Papers **must be** uploaded to Turnitin.com **prior to** turning the paper in to your teacher.  
Only uploaded papers can be scored.
3. Papers **must be** submitted by the due date regardless of attendance
4. Papers should have the following pages stapled neatly together in this order (top to bottom): Title Page, Abstract, Body of Paper, References (NOT Annotated Bibliography)
5. Do not use plastic report covers, notebooks, etc.
  - ❖ Keep in mind that if the reference page does not match up with your internal citations, the paper will receive a **No Score**
  - ❖ Keep in mind that if a section requiring internal citations is submitted without internal citations, then the paper will receive a **No Score**

## Important Notes:

1. Papers receiving a **No Score** will incur a 30% penalty
2. Students whose papers are basic/below basic will receive comments for revision
  - a. **Students whose papers do not pass will be required to attend mandatory MAV time intervention until paper is scored proficient**

Margins should be set at 1" all the way around. Set spacing to 2 (double space).

The shortened title (not "Running head:") is in all caps and appears on the top of EVERY page of your paper (left margin). Also insert a page number on the top right of every page of your paper.

This title is in upper and lower case letters. Place the title and name information centered in the upper half of the page. Make sure your name is your legal name, not a nickname.

Full Title

Student's Legal Name

School Name

NOTE: This document is intended as a visual guide to APA paper formatting. The paper rubric is the ultimate authority regarding the content requirements of the Senior Project paper.

### Abstract

Do not indent the abstract. The abstract is a complete summary of the paper's content.

Summarize the most important ideas of each section so the reader can preview the paper and gain a general understanding of the paper. Remember, there is no one "formula" for an abstract. It is okay to vary sentence structure to draw attention to ideas that are more important than others. Abstracts are no longer than 250 words. ONLY the abstract should appear on this page.

### Policy Identification and Explanation

The policy identification section requires students to identify and explain the policy.

Identify the policy by name and number, when possible, explain the policy in your own words, and be sure to indicate if the policy is a local, state, federal, or international in scope. You may quote the policy directly, but it is important to be able to explain what the key points of the policy are in your own words to show you understand what the policy means.

### Policy History and Background

Trace the history of the policy issue and explain what was happening that made it so the policy exists today. Include the influence political parties, elected officials, interest groups, and/or specific individuals had on the creation of the policy. Graphical support may be included in this section. Remember to make sure the history included is relevant, and that gaps in the historical timeline are explained.

### Current Situation

Explain the current situation regarding the policy, including the effects and outcomes resulting from the policy based on valid research and data, which includes statistics about the policy's effectiveness. Essentially, explain if the policy is working as intended and to what extent. Identify and analyze changing factors which may impact the policy. Graphical support may be included in this section.

### Differing Expert Viewpoints

Examine and analyze two or more differing points of view (though not necessarily opposing points of view), comparing and contrasting each. Graphical support may be included in this section. It is important to note that comparing means to show similarities, and contrasting means to show differences. This section should be **THREE PARAGRAPHS**. Your first

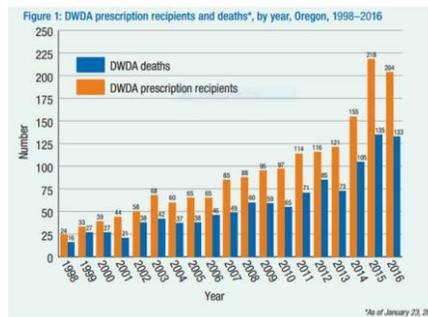
paragraph should discuss viewpoint 1, the second should cover viewpoint 2, and the third should compare and contrast the two viewpoints.

### Policy Recommendation

Recommend changes to the current policy or explain the need for the policy to remain in effect. All recommendations must address political or economic feasibility and must be based on valid research presented in earlier paper sections. (To be considered for an advanced score in this category, students must address political **and** economic feasibility; refer to the paper rubric for more information.)

Notice that the paper is double spaced, even between sections. If you set up the 1" margins and double-spacing before you begin, then you won't have extra spaces between sections.

**HOW TO CITE A GRAPH:** SOURCE WILL APPEAR ON REFERENCE PAGE. CITE UNDERNEATH THE GRAPH TOWARD THE RIGHT HAND SIDE. EXAMPLE BELOW:



("A Choice We Make", 2017).

## References

- Collins, R. (1996, June 18). Antarctica is keeping it cool. *National Geographic*, 983, 23-25.
- Exec. Order No. 10,403, 3 C.F.R. 462(1989-1992), reprinted as amended in 3 U.S.C. 203 app. At 381-384 (1999).
- Harper, B. (2012). Alligator eating habits. In *Encyclopedia Britannica*. (Vol. 4, pp. 256-257). Chicago, Illinois: Encyclopedia Britannica Publishing Co.
- Idaho Code §33-1222. (2009).
- Johansen, F. (2006). *Spring Fling*. Chicago: Smith Publishing Group.
- Rowles, N. (2009). Political gamble on immigration. *Journal of Political Science*, 4(3), 146-148. Retrieved From Academic Search Premier Database
- Uniting and Strengthening America by providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act [USA PATRIOT Act] of 2001, Pub.L.No. 107-56.
- Variations in state laws. (2013, February 7). *New York Times*. Retrieved from <http://www.newyorktimes/2013/national/47268>
- Winter v. NRDC Inc. 129 U.S. 365 (2008).

The References page is a separate page. List references alphabetically, and keep the margins and spacing are the same as the rest of the paper:

- 1" margins
- Double Space

Super-Important Note: Your internal citations must match your references page. List only the sources here that are cited in the paper. If there is not a match, the paper will receive a "No Score" and it must be revised. The paper will incur a late penalty.

Appendix 1 (optional)

You can include your graphic support here if you choose not to embed it in your text. Make sure that you clearly reference your graphic support in your text. One way to do so is by explaining the graph for your reader: "According to the graph in Appendix 1..." Avoid just including your graph and assuming your reader will see the connection to the topic. Cite your source under each graphic support the way you cite it on the references page (a full citation).

## APA Style Guide

### Basic Format

- 1) All papers should be double spaced, have 1” margins, be in 12 pt Times New Roman font, and contain a Running head (see below)
- 2) The **Running head** should be in the top left of every page and should include a shortened version of the title of the paper in all CAPS (no more than 50 characters). The title page should have the words “Running head” before the title and page number. All of the following pages should just have the title in all CAPS followed by the page number
- 3) **TITLE PAGE:** Along with the running head and page number in the upper right hand corner, the title page includes the full title of the paper, the author’s name, and the school/institution name. The page should be double spaced and centered.
- 4) **ABSTRACT:** This page follows the title page and includes a brief explanation of the paper, including the main ideas from each section. The abstract is not indented and is on its own page.
- 5) If any **BLOCK QUOTES** (4 lines or longer) are used in the paper, they must be internally cited and identified with a block indent. Each line of the quote should be indented.
- 6) If the paper is divided up into sections, **SECTION TITLES** may be included. The titles should be centered, but NOT bolded or underlined.
- 7) APA papers should provide information without bias. Make sure to stay in 3<sup>rd</sup> person with a professional, objective tone.

### In-text Citation Primary Rules

The purpose of in-text citations is to provide the reader with the source of information while reading. In-text citations give enough information for the reader to access the source’s full citation on the reference page.

- 1) The basic format includes the following (author’s last name, year of publication, p.#).

Example: (Jones, 2008, p.22).

- 2) **If no author is given, use the article title** in place of the author’s last name, capitalized, in quotes.

Example: (“Speaking English”, 2011, p.3).

- 3) **Always capitalize proper nouns and all words longer than four letters (unlike references page).**
- 4) Use **only the year**, even if the month and date are given.
- 5) **ONLY** in internal citation, **put quotations** around articles and shorter works and italicize books and longer works.
- 6) If there are two authors use “&” to separate the names.

Example: (Jones & Smith, 2012, pp. 45-48).

- 7) If there are three to five authors use commas and “&” to separate names.

Example: (Jones, Smith, Burnett, & Wu, 2001, p.12).

- 8) If there are six or more authors use “et al.”

Example: (Jones et al., 2004, p.134).

- 9) **If the author is an entire organization, use the full name the first time, then the abbreviation.**

**Example: (Mothers Against Drunk Driving [MADD], 2007, p.4).**

**Then: (MADD, 2007, p.4).**

10) If no date is given write “n.d.”

Example: (MADD, n.d., p.7).

## **References Primary Rules**

The reference page gives the reader all of the necessary information to find the sources the author used to complete the paper. The information is in a particular order with specific punctuation so that the reader can identify what type of source the citation represents and what each piece of information means.

- 1) The References page should have the word “References” centered at the top and should be double spaced
- 2) This should be the final page of the paper, unless appendices are attached
- 3) The References should appear on their own page, like the abstract
- 4) **The beginning of each citation should ALWAYS match the beginning of that source’s internal citation**
- 5) All sources should use the **hanging indent** format. The first line of each source should NOT be indented, but all additional lines should be indented
  - a. **HOW TO DO A HANGING INDENT: Click on Paragraph, Special, Hanging**
- 6) **For pages in newspapers and books use pp. for multiple pages and p. for one page. These abbreviations are not used for magazines**
- 7) The author’s last name should appear first followed by a comma, then the first initial and a period
- 8) **If the author is unknown, begin citation with the article title ONLY capitalizing ONLY the first letter of the first word** and proper nouns. The first word after a colon or dash should also be capitalized
- 9) The citations should appear in **alphabetical order** by the first word in the citation (usually the author’s last name).
- 10) Italicize book titles and journal titles
- 11) **If no publication date is given always use (n.d.)**
- 12) NO italics, underlining, or quotations should be used for article titles
- 13) Type until reaching the end of the first line, THEN use the hanging indent. There is no specific cut of point
- 14) If information required for a citation is missing DO not write “unknown” or “N/A”

## **REFERENCE PAGE AND HOW TO INTERNALLY CITE A REFERENCE**

For each type of source below the first example shows where each piece of information about the source goes and the correct punctuation. THE BOX SHOWS HOW TO INTERNALLY CITE THE SOURCE.

### **GOVERNMENT DOCUMENTS:**

#### **Supreme Court Case**

Name v. Name. Vol. number U.S. Page number (Year).

(Winter v. NRDC, 2008).

Winter v. NRDC Inc.129 U.S. 365 (2008).

#### **State Code** (Example only)

Idaho Code §33-1222. (2009).

\* To find the § symbol  
click on insert, symbol,  
basic Latin

(Idaho Code §33-1222, 2009).

## Public Law

Name of the law, Pub. L. No. #.

Uniting and Strengthening America by providing Appropriate Tools Required to Intercept and Obstruct  
Terrorism Act [USA PATRIOT Act] of 2001, Pub.L.No. 107-56.

(USA PATRIOT Act, 2001).

## U.S. Code

Name of Act or Code, # U.S.C. §# (year).

(National Environmental Policy Act, 1969).

National Environmental Policy Act, 42 U.S.C. §4331 (1969).

## Executive Order (Example only)

(Exec. Order No. 10, 403, 1999).

Exec. Order No. 10,403, 3 C.F.R. 462(1989-1992), reprinted as amended in 3 U.S.C. 203

## Senate or House Bills

Title of the bill, S. Bill Number, Congressional Session, (year).

Lilly Ledbetter Fair Pay Act of 2009, S. 181, 111th Cong. (2009).

(Lilly Ledbetter Fair Pay Act of 2009, 2009).

OR you can use the number rather than the name:

(S. 181, 2009).

## On-Line/Electronic Sources

### Online Organizations AND Online Government Organizations

Name of Government Agency. (Year of publication). Article title. Retrieved from URL

U.S. Department of Education, Institute of Education Sciences. (2008). Effects of preschool

curriculum programs on school readiness. Retrieved from

<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCER20082009rev>

(U.S. Department of Education, Institute of Education Sciences, 2008).

### Online Periodical/Magazine

Author's last name, First initial. (Year of Publication). Title of article. *Title of Online Periodical*,

Volume (issue). Retrieved from URL

Shaffer, P. (2010). Open threats. *Time*, 84 (2). Retrieved from <http://www.Timeonline/May/current/478359>

(Shaffer, 2010).

### Online Newspaper

Author's last name, First initial. (Year of Publication, Month day). Title of article. *Title of Newspaper*.

Retrieved from URL

Green, A. (2013, February 7). Variations in state laws. *New York Times*. Retrieved from

<http://www.newyorktimes/2013/national/47268>

(Green, 2013).

### PDF/Web Document/Report/Database

Author's last name, first initial. (Year of Publication, Month day). *Title of document*. Retrieved from URL

Jamison, B. (2017, March 23). *The great mystery of spam*. Retrieved from <http://www.HealthWeb/389575/may2005/580>

(Jamison, 2017).

## **HARDCOPIES (not found on-line)**

### **Magazine Article**

Author's last name, First initial. (Year of Publication). Title of article. *Title of Magazine*, volume number, pages.

Collins, R. (1996, June 18). Antarctica is keeping it cool. *National Geographic*, 983, 23-25.

(Collins, 1996, pp.23-25).

### **Article from a Journal**

Author's last name, First initial. (Year of Publication). Title of article. *Journal Title*, volume, pages.

Johnson, K. (1999). The teenage brain. *Journal of Psychology*, 12, 37-41.

(Johnson, 1999, pp.37-41).

- If there is an issue number, put it after the volume in parenthesis

### **Newspaper Article**

Author's last name, First initial. (Year of Publication, Month day). Title of article. *Title of Newspaper*, pages.

Snow, G. (2004, May 25). New traffic technology. *The Idaho Statesman*, pp. 2C-3C.

(Snow, 2004, pp. 2C-3C).

### **Book**

Author's last name, First initial. (Year of publication). *Title of work: Capital letter for subtitle*. Location of Publisher: Publishing Company.

Johansen, F. (2006). *Spring fling: Flying high*. Chicago: Smith Publishing Group.

(Johansen, 2006).

### **Encyclopedia**

Last name, first initial. (Year of Publication). Article title. In *Encyclopedia title*. (Vol. #, pp. #s). City, State: Publishing Company.

Harper, B. (2012). Alligator eating habits. In *Encyclopedia Britannica*. (Vol. 4, pp. 256-257). Chicago,

Illinois: Encyclopedia Britannica Publishing Co.

app. At 381-384 (1999).

(Harper, 2012, pp.256-257).

### **Personal Communication**

\*\*\*Personal Communication is NOT cited on a reference page, it is ONLY internally cited (example below).

(First Initial. Last Name, personal communication, Month Day, Year).

(E. Robbins, personal communication, January 4, 2001).

## Senior Project Paper Rubric

	PROFICIENT	DEVELOPING	BASIC	BELOW BASIC	Points
<b>Title Page and General Page Formatting:</b> <ul style="list-style-type: none"> <li>- Title page in APA format includes correct information</li> <li>- 1-inch margins on all sides</li> <li>- Paper is double-spaced</li> <li>- Pages numbered consecutively and include an abbreviated title</li> </ul>	<ul style="list-style-type: none"> <li>- 0 errors</li> </ul>	<ul style="list-style-type: none"> <li>- 1-2 errors or repeated patterns of errors</li> </ul>	<ul style="list-style-type: none"> <li>- 3 or more errors or repeated patterns of errors</li> </ul>	Information and formatting requirements ignored or inaccurate	X1
<b>Abstract:</b> <ul style="list-style-type: none"> <li>- 150 to 250 word summary of content</li> </ul>	<ul style="list-style-type: none"> <li>- Succinct and complete summary, engages and orients reader</li> <li>- Must be within word limit</li> </ul>	<ul style="list-style-type: none"> <li>- Completely summarizes content of all sections</li> <li>- Must be within word limit</li> </ul>	<ul style="list-style-type: none"> <li>- Incomplete or disorganized summary</li> <li>- Exceeds or doesn't meet word limit</li> </ul>	<ul style="list-style-type: none"> <li>- Summary does not reflect content</li> <li>- Exceeds or doesn't meet word limit</li> </ul>	X1
<b>Policy Identification &amp; Explanation</b> <ul style="list-style-type: none"> <li>- Explains key points of the policy</li> </ul>	<ul style="list-style-type: none"> <li>- Precise explanation of current policy</li> </ul>	<ul style="list-style-type: none"> <li>- Complete explanation of current policy</li> </ul>	<ul style="list-style-type: none"> <li>- Incomplete or superficial explanation of current policy</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear explanation of current policy</li> </ul>	X1
<b>Policy History/Background:</b> <ul style="list-style-type: none"> <li>- Traces the history of the policy or issue</li> <li>- Explains what was happening that made it so the policy exists today</li> <li>- Includes the influence of major political parties, elected officials, interest groups and/or specific individuals had on policy issue</li> </ul>	<ul style="list-style-type: none"> <li>- Engaging, precise and thorough explanation of all key factors of history/background</li> </ul>	<ul style="list-style-type: none"> <li>- Sufficient and complete explanation of all key factors of history/background</li> </ul>	<ul style="list-style-type: none"> <li>- Incomplete or superficial explanation of all key factors of the history/background</li> </ul>	<ul style="list-style-type: none"> <li>- Little or unclear explanation of key factors of history/ background policy</li> </ul>	X2
<b>Current Situation:</b> <ul style="list-style-type: none"> <li>- Explains current policy situation including effects/outcomes</li> <li>- Identifies and analyzes factors that impact the policy</li> <li>- Analyzes and explains data used to support current situation</li> </ul>	<ul style="list-style-type: none"> <li>- Thorough &amp; engaging explanation of               <ul style="list-style-type: none"> <li>-current policy &amp; situation including effects/outcome</li> <li>-changing factors</li> <li>-data analysis and explanation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Complete explanation of               <ul style="list-style-type: none"> <li>-current policy situation including effects/outcomes</li> <li>-changing factors</li> <li>-data analysis and explanation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient explanation/lacking development of               <ul style="list-style-type: none"> <li>-current policy situation, the effects, and/or outcomes</li> <li>-changing factors</li> <li>-data analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Explanation of current policy situation is confusing or missing</li> <li>- Explanation of changing factors is confusing or missing</li> <li>- Data analysis and explanation is confusing or missing</li> </ul>	X2
<b>Differing Expert Viewpoints:</b> <ul style="list-style-type: none"> <li>- Explains and analyzes 2 or more expert viewpoints objectively</li> <li>- Compares and contrasts viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>- Thorough, objective explanation and analysis of at least 2 expert viewpoints</li> <li>- Well-developed &amp; well-organized compare &amp; contrast</li> <li>- Must include min 3 paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- Complete &amp; objective explanation and analysis of 2 expert viewpoints</li> <li>- Sufficiently developed &amp; organized compare &amp; contrast</li> <li>- Must include min 3 paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation and analysis of viewpoints lacks objectivity or is superficial</li> <li>- Does not include 3 paragraphs</li> <li>- Does not include 2 <i>expert</i> viewpoints</li> <li>- Comparison/contrast is inconsistent, needing more development, or stronger organization</li> </ul>	<ul style="list-style-type: none"> <li>- Includes only 1 viewpoint</li> <li>- Explanation and analysis is insufficient or confusing</li> <li>- Comparison/contrast is insufficient, confusing or missing</li> </ul>	X2
<b>Policy Recommendation:</b> <ul style="list-style-type: none"> <li>- Explains recommendation supported by valid research</li> <li>- Addresses political &amp; economic feasibility</li> </ul>	<ul style="list-style-type: none"> <li>- Thorough explanation of recommendation logically built upon valid research</li> <li>- Demonstrates thoughtful consideration of political <b>and</b> economic feasibility</li> </ul>	<ul style="list-style-type: none"> <li>- Complete explanation of recommendation built upon valid research</li> <li>- Writing explicitly addresses political <b>and</b> economic feasibility</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient explanation of recommendation built upon research</li> <li>- Writing weakly addresses political <b>and</b> economic feasibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation of recommendation is confusing, missing or built upon invalid research</li> <li>- Does not address economic or political feasibility</li> </ul>	X2

<p><b>Graphic Support:</b></p> <ul style="list-style-type: none"> <li>– Supports paper content</li> <li>– Is legible and integrated into the text</li> <li>– Relevance of graphic support is explained</li> </ul> <p><u>Note: Papers with no graphic support will not be scored.</u></p>	<ul style="list-style-type: none"> <li>– More than 1 graph included</li> <li>– Directly supports &amp; enhances paper content</li> <li>– Is legible and integrated into the text</li> <li>– Thorough &amp; precise explanation of graphic support</li> </ul>	<ul style="list-style-type: none"> <li>– More than 1 graph included</li> <li>– Directly supports paper content</li> <li>– Is legible and integrated into the text</li> <li>– Complete explanation of graphic support</li> </ul>	<ul style="list-style-type: none"> <li>– Includes 1 graph</li> <li>– Is related to paper content</li> <li>– is legible and integrated into the text</li> <li>– Insufficient explanation of graphic support</li> </ul>	<ul style="list-style-type: none"> <li>– Includes 1 graph</li> <li>– Is unrelated to paper content</li> <li>– Graphic support is not legible or not integrated into the text</li> <li>– No explanation of graphic support</li> </ul>	X1
<p><b>Internal Citation:</b></p> <ul style="list-style-type: none"> <li>– Accurate APA internal citation including graphical support</li> </ul> <p><u>Note: Papers without internal citation will not be scored.</u></p>	<ul style="list-style-type: none"> <li>– Accurate APA citation content/format</li> <li>– All internal citation accurately correlates with Reference page</li> </ul>	<ul style="list-style-type: none"> <li>– Minimal errors in APA citation content/format</li> <li>– All internal citation included</li> <li>– Internal citation correlates with Reference page</li> </ul>	<ul style="list-style-type: none"> <li>– Multiple errors in APA citation content/format</li> <li>– No more than 2 internal citations are missing</li> <li>– Discrepancies between internal citation &amp; Reference page</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates little or no understanding of APA citation</li> <li>– Some internal citations are missing</li> </ul>	X1
<p><b>Reference Page:</b></p> <ul style="list-style-type: none"> <li>– Correct APA formatting</li> <li>– Only sources cited in the paper are listed</li> </ul> <p><u>Note: Papers without a reference page will not be scored</u></p>	<ul style="list-style-type: none"> <li>– Accurate APA format</li> <li>– Matches all internal citations</li> </ul>	<ul style="list-style-type: none"> <li>– Minimal errors in APA format (1-2 patterns of error)</li> <li>– Matches all internal citations</li> </ul>	<ul style="list-style-type: none"> <li>– Multiple errors in APA format (3 or more)</li> <li>– Items on Reference page match most internal citations</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates little or no understanding of APA format</li> <li>– Matches few internal citations</li> </ul>	X1
<p><b>Voice and Word Choice</b></p> <ul style="list-style-type: none"> <li>– Voice should be expository in tone and free from bias</li> </ul> <p><u>Note: Papers that score a 1 in this category will not be scored</u></p>	<ul style="list-style-type: none"> <li>– Voice is consistently professional &amp; engaging</li> <li>– Word choice is mature, precise, and appropriate to topic and audience</li> </ul>	<ul style="list-style-type: none"> <li>– Voice is consistently professional</li> <li>– Word choice is precise &amp; appropriate to topic and audience</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistent professional voice</li> <li>– Some inaccurate or inappropriate word choices</li> </ul>	<ul style="list-style-type: none"> <li>– Little or no professional voice</li> <li>– Multiple word choice errors that interfere with audience comprehension</li> </ul>	X1
<p><b>Sentence Fluency and Conventions</b></p> <p><u>Note: Papers that score a 1 in this category will not be scored</u></p>	<ul style="list-style-type: none"> <li>– Masterful sentence structure and conventions enhance audience comprehension</li> <li>– Few, if any, sentence or convention errors</li> </ul>	<ul style="list-style-type: none"> <li>– Sentence structure and conventions enhance audience comprehension</li> <li>– Sentence or convention errors rarely interfere with audience comprehension</li> </ul>	<ul style="list-style-type: none"> <li>– Sentence structure and use of conventions is inconsistent</li> <li>– Errors in sentence fluency and conventions occasionally interfere with audience comprehension</li> </ul>	<ul style="list-style-type: none"> <li>– Sentence structure and use of conventions are ineffective or confusing.</li> <li>– Errors in sentence fluency and conventions interfere with audience comprehension</li> </ul>	X1

**Papers must be submitted to Turnitin.com before scoring.**

## Oral Presentation Rubric - PowerPoint

	<b>Advanced</b> (10-9)	<b>Proficient</b> (8-7)	<b>Basic</b> (6)	<b>Below Basic</b> (5-0) represents missing components)
<b>Mechanics: 20%</b>	-The text is clearly written with <b>no errors</b> in grammar, capitalization, punctuation, and spelling.	-The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	-Spelling, punctuation, and grammar errors distract or impair readability. <b>-3 or more errors.</b>	-Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader <b>-5 or more errors.</b>
<b>Text Elements: 20%</b>	-The fonts are <b>easy-to-read</b> and point size varies appropriately for headings and text. - Use of italics, bold, and indentations <b>enhances readability.</b> -Text is appropriate in length.	-Overall the fonts are easy-to-read. -In a few places the use of fonts, italics, bold, color, busy backgrounds or long paragraphs detracts and does not enhance readability.	-Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of old or lack of appropriate indentations of text.	-The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings indentations, or bold formatting.
<b>Layout: 20%</b>	-The layout is <b>visually pleasing</b> and contributes to the overall message with affective use of headings, subheadings, and white space.	-The layout is visually pleasing and appropriately uses headings, subheadings and white space.	-The layout shows some structure, but appears <b>cluttered and busy</b> , has too much white space or uses a distracting background.	-The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.
<b>Media Elements: 20%</b>	-Images are proper size and resolution. - There is a consistent visual theme.	Images are proper size and resolution.	-Some of media elements seem unrelated to the topic. -Images are too large/ small in size or the color/resolution is fuzzy.	-The media elements are unrelated to the content.
<b>Key Components: 20%</b> -Title Slide -Policy Identification -History/Background -Current Situation -Expert Viewpoints -Policy Recommendation -Graphical support	-All key components are covered thoroughly.	-All key components are covered.	-Some key components are missing or not complete.	-Most key components are missing or incomplete.

1. 12 slides minimum.
2. A template is needed. All slides will look the same.
3. Avoid dark colors in your color scheme.
4. Every slide will have a title on it that corresponds with the sections of your paper.
5. Title slide will include: name, a picture and the title of your project.
6. No animation.
7. 6 pictures minimum.
8. All text should be in outline format. Limit the number of words per slide.

## Oral Presentation Rubric – Delivery of Content

	Advanced 4	Proficient 3	Basic 2	Below Basic 1	Weight
<p><b>Visual Delivery:</b> Posture, stance, gestures, facial expressions, eye contact, attire</p>	<ul style="list-style-type: none"> <li>• <b>Poised, confident</b> stance</li> <li>• <b>Variety of deliberate</b> gestures</li> <li>• Facial expressions <b>consistently compliment</b> presentation content</li> <li>• <b>Consistently</b> makes eye contact with <b>entire</b> audience</li> <li>• <b>Professional</b> attire</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Straight posture</b> with feet planted</li> <li>• <b>Deliberate</b> gestures</li> <li>• <b>Most</b> facial expressions <b>compliment</b> presentation content</li> <li>• Frequently makes eye contact with <b>entire</b> audience</li> <li>• <b>Professional</b> attire</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Overly relaxed or rigid</b> stance</li> <li>• <b>No</b> gestures or <b>nervous</b> gestures</li> <li>• <b>Rigid or nervous</b> facial expressions</li> <li>• <b>Some breaks</b> in eye contact or <b>focuses on just one or two</b> people in audience</li> <li>• <b>Casual</b> attire</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Excessive</b> movement</li> <li>• <b>Distracting gestures</b> such as fidgeting, grooming or playing with clothes</li> <li>• Facial expressions <b>do not support</b> presentation content</li> <li>• <b>Makes little or no</b> eye contact</li> <li>• <b>Unprofessional</b> attire</li> </ul>	<b>3</b>
<p><b>Verbal Delivery:</b> Pitch/tone, rate, pause, notes, rehearsal</p>	<ul style="list-style-type: none"> <li>• Volume <b>projects consistently well</b></li> <li>• <b>Appropriate, expressive</b> tone and inflection</li> <li>• Use of pause <b>compliments the presentation</b></li> <li>• <b>Rarely reads</b> from note cards</li> <li>• <b>Is well-rehearsed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Volume <b>projects well</b></li> <li>• <b>Expressive</b> tone and inflection</li> <li>• <b>Appropriate</b> speaking rate</li> <li>• Pause <b>utilized to mark transitions</b> between ideas</li> <li>• <b>Occasionally reads</b> from note cards</li> <li>• <b>Is rehearsed</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inconsistent</b> volume</li> <li>• <b>Occasionally expressive</b> tone and inflection</li> <li>• Delivered at a <b>fast</b> rate</li> <li>• <b>Some unplanned distracting</b> pauses; (um, uh, like, and, etc.)</li> <li>• <b>Frequently reads</b> from note cards</li> <li>• <b>Is minimally rehearsed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Volume is <b>too low</b></li> <li>• <b>Minimal expressive</b> tone and inflection</li> <li>• Delivered at a <b>fast, nervous</b> pace</li> <li>• <b>Frequent unplanned distracting</b> fillers (um, uh, like, and, etc.)</li> <li>• <b>Reads majority of speech</b> from note cards</li> <li>• <b>Is minimally or not rehearsed</b></li> </ul>	<b>5</b>
<p><b>Integration of PowerPoint:</b> Flow, purpose and function</p>	<ul style="list-style-type: none"> <li>• <b>Smoothly integrates</b> the PowerPoint into the presentation</li> <li>• <b>Consistently supports</b> speech content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Integrates</b> the PowerPoint into the presentation</li> <li>• <b>Supports</b> speech content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Occasionally integrates</b> the PowerPoint or <b>sometimes reads</b> slides to the audience</li> <li>• <b>Occasionally disconnected</b> to speech content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fails to integrate</b> PowerPoint, or <b>frequently reads</b> slides to the audience</li> <li>• <b>Frequently disconnected</b> to speech content</li> </ul>	<b>2</b>
<p><b>Question and Answer:</b> Asks the audience for questions and answers knowledgeably</p>	<ul style="list-style-type: none"> <li>• Questions are <b>answered knowledgeably</b></li> </ul>	<ul style="list-style-type: none"> <li>• Answers may show <b>incomplete understanding</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> questions <b>cannot be answered</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> questions <b>cannot be answered</b></li> </ul>	<b>2</b>

## Oral Presentation Rubric - Knowledge of Content

	Advanced 4	Proficient 3	Basic 2	Below Basic 1	Weight
<b>Policy Identification:</b> State policy and explain meaning	<b>Engaging, precise, and thorough</b> explanation of current policy	<b>Adequate</b> explanation of current policy	<b>Incomplete or superficial</b> explanation of current policy	<b>Little or no explanation</b> of current policy	<b>1</b>
<b>History and Background:</b> Identify key factors (political, social, economic)	<b>Thorough coverage</b> of key factors of history/background	<b>Identifies most</b> key factors of history/background	<b>Incomplete or superficial</b> explanation of history/background	<b>Little or no explanation</b> of key factors of history/background	<b>1</b>
<b>Current situation:</b> Effects and outcomes supported with accurate data	Current situation is <b>clearly identified</b> and <b>supported with data</b>	Current situation is <b>identified</b> and supported with data	Current situation is <b>identified</b> but <b>not supported with data</b>	Current situation is <b>not identified</b> or <b>supported</b> with data	<b>1</b>
<b>Expert Viewpoints:</b> Analyze two or more differing points of view	Different points of view are <b>clearly identified and explained</b>	Different points of view are <b>identified</b>	Differing points of view are <b>limited or superficially explained</b>	Different points of view are <b>not identified</b> or explained	<b>1</b>
<b>Recommendation :</b> Recommend improvements or changes to current policy	Recommendation is <b>thoroughly explained and well supported</b> with evidence	Recommendation is <b>explained and supported</b> with evidence	Recommendation is <b>not thoroughly explained and/or minimally supported</b> with evidence	Recommendation is <b>unclear, shows lack of understanding of the current policy and/or not supported</b> with evidence	<b>1</b>
<b>Is Change/Improvement possible?</b> (politically, economically)	<b>Addresses political AND economic possibility</b>	<b>Addresses political OR economic possibility</b>	<b>Weakly addresses political OR economic possibility</b>	<b>Does not address political OR economic possibility</b>	<b>1</b>

Dear Parents:

It's hard to believe that in a few short months you will have a high school graduate who is eager to start a new life's journey!

### **What is the Senior Project and why is it required?**

Senior Project is a way for seniors to demonstrate that they have mastered certain standards required for graduation. Seniors will demonstrate competencies in:

- Research
- Writing
- Oral Presentation Skills.

Some of the standards that the Senior Project measures are from government and some are from language arts.

### **What are the main parts of the project?**

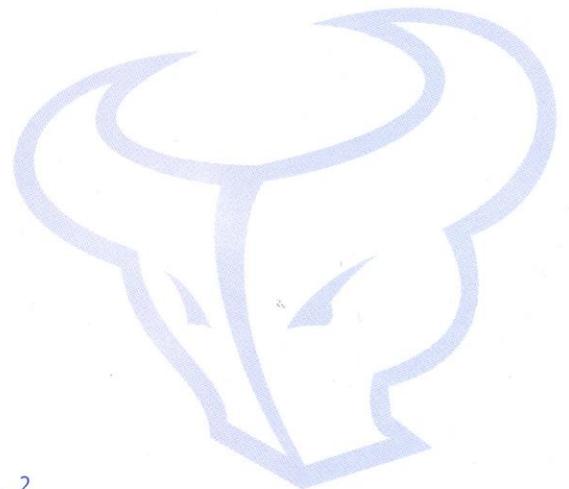
Students locate sources, conduct research, and write a technical paper. Students will also be required to formally cite sources used for research and apply Power Point as a tool to assist in delivering their oral presentation. The oral presentation date is Tuesday, April 9<sup>th</sup>. Students are expected to dress and speak in a professional manner.

***The student must pass the presentation to graduate.***

Our goal is to have all seniors successfully complete the Senior Project and to experience a sense of pride in their accomplishment. Please feel free to email their teachers or myself with questions or concerns. Please read, discuss, and sign this form. Return the form to the Senior English teacher by Thurs Jan 24 (A-day)/Fri Jan 25 (B-day).

Sincerely,

Angela Edde  
12<sup>th</sup> Grade Assistant Principal  
[edde.angela@Westada.org](mailto:edde.angela@Westada.org)





**Late work will NOT be accepted during the Senior Project. This is due to the time constraints and students must keep on schedule to be successful.**

- Students absent on a due date must make arrangements to deliver the assignment to their Government/English teacher by the beginning of the period in which they are enrolled. All assignment **due dates are final, regardless of absence.**
- **The student must pass their research paper to be eligible to present on April 9<sup>th</sup>.**
- Students **must** submit their paper to Turnitin.com before turning in the paper for scoring.
- Papers that lack internal citation and/or a reference page will not be scored. These will be returned to students for revision and a late penalty will be applied.
- The due date for the final draft of the paper— including the Abstract and References— is Saturday March 2, 11 am. Late papers will not be accepted.
- **Students who do not submit a completed paper by April 12 will need to enroll in summer school to complete the project.**
- **Students who do not have a proficient paper by April 19 will need to enroll in summer school to complete the project.**
- All students **must** complete the final component of the Senior Project which is a formal oral presentation followed by a question and answer period from a panel. Oral presentations usually last 8-15 minutes not including the question and answer period. Two trained panelists score the presentation.
- All components included in the Senior Project **must** be typed and printed with the exception of research notes.
- Senior Project oral presentations are Tuesday, April 9.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Printed Student Name \_\_\_\_\_

