

Palos Verdes High School

Senior Project



600 Cloyden Road • Palos Verdes Estates, CA 90274 • 310-378-8471

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I. General Information

Senior Letter

Dear Senior,

This year each of you will do a Senior Project in your English 4 class. The first part of your Senior Project will be completed during the first semester when you will write a research paper. Part two of your Senior Project will be completed during the second semester with your physical project and Senior Board. You will select your own area of study and have the opportunity to demonstrate the knowledge and maturity you have gained during your high school career.

The Senior Project is a three-faceted production. The first facet is a physical project. This facet of the Senior Project may take on various forms. One option is to volunteer through a community organization. If, for example, you write a research paper on Alzheimer's disease, you might volunteer at a retirement home for Alzheimer's patients. Another possible project form is to create a manufactured product. A student interested in woodworking might write a research paper on Shaker furniture design and then, for the physical project, build a chair in that style. Other physical projects may include learning a new skill such as playing an instrument. Whichever project you choose, a minimum of 15 hours, verified by an adult who is familiar with your topic, must be completed. Choosing a mentor is an integral part of this facet of the Senior Project. Your mentor cannot be in your immediate family.

The second facet involves researching and writing a documented research paper on some aspect of your overall topic. The sources will be a combination of primary and secondary sources. Your English teachers will go into more detail about the research paper format and its requirements.

The third facet requires you to give a 7-10 minute speech, followed by a 5-minute question period in which you will answer questions about your research, project, and self-growth. You will speak to a board composed of teachers, community members, and PVHS parents. This will be your opportunity to really show off your project and knowledge to your community.

Each component of the project-the research paper, the project, and the presentation-will be weighed into your English grade. The project will be weighed into your first semester grade while the research paper and presentation will be weighed into your second semester grade.

You will receive a calendar, which reminds you of deadlines and important dates. In addition to the three facets of the Senior Project, you will also receive class grades for meeting all deadlines and completing the other various components of the project i.e. Approval Form, Parent Liability Release Form, etc.

Although you might feel overwhelmed by the project requirements at this time, be assured that if you meet all of the deadlines, give it your best, challenge yourself and take a risk, you will not only graduate, but you will feel like you really accomplished something important during your senior year.

Sincerely,

The Palos Verdes High School Staff

Parent(s) or Guardian(s) Letter

Dear Parent(s)/Guardian(s) of Seniors,

Senior Project is an English 4 requirement, which allows each senior the opportunity to demonstrate twelve years of educational experience. Your son's/daughter's reading, writing, speaking, thinking, problem solving, and organizational skills will be showcased in this three part process. The components include a research paper, physical project, which is a minimum of 15 hours of fieldwork and related to some aspect of the paper, and a presentation to a panel of judges. The oral presentation is given before a review board of teachers, parents, and community members and synthesizes the first two components of the project. To be successful, your son/daughter must complete and pass each of the three components. Remember that your child's experience cannot solely rely upon what your son/daughter already knows—the Senior Project must demonstrate new learning and growth for your child.

A successful Senior Project journey involves parental and teacher support as well as student initiative and self-discipline. Your son/daughter will be informed of the deadlines and requirements as we proceed. Early in the fall an Approval Form is due which will require your child to describe the research topic, state a thesis, describe the physical project and learning stretch, as well as state how the project will be accomplished. This is the first step of the Senior Project and the most crucial. During this time, we encourage you to discuss with your child possible topics and projects and fill out the Parent Liability Release Form.

In a few short months, after twelve years of knowledge gained, frustrations overcome, and perseverance demonstrated, your son/daughter will be a high school graduate. The interest you take in your child's project will help your child meet the challenges and deadlines and allow you to be involved in the last year of high school. If you have any questions about the Senior Project, please call your child's English teacher or the Senior Project Coordinator.

Sincerely,

The Palos Verdes High School Staff

Senior Project Graduation Requirements

Palos Verdes Peninsula Unified School District requires that all seniors write a research paper in their English classes; the Senior Project only adds the project and board presentation as requirements. But failure to complete ANY of the Senior Project requirements throughout the course of the school year will result in an incomplete and no credit in the English class, therefore not fulfilling district graduation requirements. Here are some reasons a student will receive no credit in English 4 due to a failure to successfully complete Senior Project:

- Failure to complete or fulfill any of the research paper requirements (this includes note cards, outline, rough draft checks, etc.)
- Plagiarizing ANY portion of the Senior Project (this includes the research process, research paper, and field work logs and physical project)
- Not meeting the Provisional Pass deadlines (if you receive one)
- Missing deadlines for the Field Work Log or do not fulfill Physical Project requirements
- Not finding a legitimate mentor
- Not completing the Senior Project Portfolio
- Not showing up or coming late for Senior Boards

The Senior Project Advisory Committee has the final say about ALL matters regarding Senior Project issues. The group is comprised of various teachers in all disciplines and meets periodically throughout the year to approve topics and deal with appeals.

What is Senior Project?

High schools across the country are implementing Senior Projects into their curricula as they realize that students need tangible experiences to prepare them for daily living, higher education, and the world of work. The Senior Project does just that as it gives students an opportunity to take stock of their skills, demonstrate problem-solving tactics, self-direct their learning, and realize decision-making capabilities and independence.

As students conclude the final year of high school, they often have only a graduation ceremony to mark the end of their educational experiences. The Senior Project offers a chance to bring closure to their high school years as they demonstrate that they are masters of their own learning and directors of their unique, individual futures.

In the beginning phase of the Senior Projects, students brainstorm and select an area of study to which they will devote a major portion of their senior year. Then, they write a research paper and spend at least fifteen hours creating a related project. Once these two phases are completed, the students prepare a portfolio of their work and an oral presentation, which will be delivered to a panel of judges. In this final segment of the experience, the students will share what they have learned through the experience and answer questions concerning the work they have done.

The Physical Project

Students go into action as they enter the project segment of the Senior Project. Here the student works independently to create a project that is an outgrowth of the research he or she has done. Essential in this phase is selecting a project, which challenges the student and demonstrates a learning stretch. Therefore, the student should select something he or she has never done before or something that forces the student to build upon skills he or she already has.

Types of projects fall into five major categories: however, students often combine types for a stronger project. The following types have been successful:

1. **Physical project:** model of a roller coaster, computer program, fashion outfit, architectural design, collection of pottery
2. **Written project:** short story, book of poetry, novelette, journal of reflective essays
3. **Performance:** choreography of a dance, musical video, magic show, instrumental recital
4. **Teaching or leadership:** teach a middle school class about eating disorders, coach a little league team, start a tutorial group for students who are limited in English proficiency
5. **Career-related:** job-shadow a police officer and write a journal of experiences, volunteer at a local veterinarian clinic, view and document medical procedures (**Note:** simple shadowing without an extension of the experience is a lightweight project).

The Research Paper

The research paper teaches students the important skills of accessing information, problem solving, and time management as well as writing. For the Senior Project, students will write a 4-6 page documented research paper using the MLA format.

Yet, it is not the process itself that is the most important part of the project. The critical part of research is beginning with a viable yet challenging topic with which the student feels he or she can work for several months. The student must select a topic that is interesting and designed to meet his or her personal needs as well as lead to a related study and ultimately a cohesive presentation before a panel of judges.

The Senior Board Presentation

In this final phase, students will prepare a speech and visuals, which demonstrate the synthesis of the research and project phases and what self-growth they have experienced through the process. The speech, approximately 7-10 minutes in length, will be presented before a panel of judges who will evaluate the student's presentation and answers in the question-and-answer period. The judges will also review the student's portfolio of work.



Senior Project Timeline English 4 2009-2010

Semester 1:

	<u>A</u>	<u>B</u>	
September	1		Begin Physical Project
September	2	3	Print Senior Project Packet from school website or Edline, Approval Form, Parent Liability Release Form
September		9	Faculty Approval
September	29	30	Mentor Background Form & Physical Project Task Analysis Form
January	12	13	Physical Project Complete Field Work Log (15 hours min, 30+ honors board) Time Sheet with signature

Semester 2:

	<u>A</u>	<u>B</u>	
February	4	5	Resume
February	16	17	75 Note Cards Check
February	24	25	Outline with working Bibliography/Works Cited
March	2	3	First Draft with Works Cited
March	16	17	Second Draft (per teacher discretion)
March	24	25	Final Paper & Submit to turnitin.com
May	13	14	Letter to the Judges
May		3-24	Speech Rehearsals
May	19	20	Portfolio & Honors Board Criteria Application and Checklist
May	25	26	Senior Boards

*Writing Reflections for Portfolio will be assigned a date second semester per individual teacher

Honors Board Criteria Application and Checklist

Please keep in mind that the Senior Project Advisory Committee judges all projects and deems these extraordinary projects as Honors by the following criteria:

1. Clear evidence of a learning stretch as defined by the project binder. This learning stretch will be well documented in the learning log and will be more about discovery and the continual learning process, not necessarily mastery.
2. **All deadlines are met** for all elements of the entire year long Senior Project Process.
3. Achievement of all highest marks on every assessment and assignment. Students must earn a minimum of 90% on the research paper.
4. Actual project hours must be 30 hours or more.
5. Physical Project must be a form of community service (please seek approval from your English teacher or the Senior Project Advisory Committee).

Students meeting all Honors Board Criteria will be acknowledged at graduation through receipt of a Senior Project Honors cord.

Student Name: _____

Honors Board Criteria	Submission Date	Grade Earned	Teacher Initials
Approval Form	_____	_____	_____
Parent Liability Release Form	_____	_____	_____
Research Paper (90% and above)	_____	_____	_____
Resume	_____	_____	_____
Mentor Background Form	_____	_____	_____
Physical Project Task Analysis Form	_____	_____	_____
Field Work Log	_____	_____	_____
Time Sheet	_____	_____	_____
Letter to the Judges	_____	_____	_____
Portfolio	_____	_____	_____

II. Physical Project

Physical Project Description

Students go into action as they enter the project segment of the Senior Project. Here the student works independently to create a project that is an outgrowth of the research he or she has done. Essential in this phase is selecting a project that challenges the student and demonstrates a learning stretch. Therefore, the student should select something he or she has never done before or something that forces the student to build on skills he or she already has.

Types of projects fall into five major categories; however, students often combine types for a stronger project. The following types have been successful:

1. **Physical project:** model of a roller coaster, computer program, fashion outfit, architectural design, collection of pottery
2. **Written project:** short story, book of poetry, novelette, journal of reflective essays
3. **Performance** choreography of a dance, musical video, magic show, instrumental recital
4. **Teaching or leadership:** teach a middle school class about eating disorders, coach a little league team, start a tutorial group for students who are limited in English proficiency
5. **Career-related:** job-shadow a police officer and write a journal of experiences, volunteer at a local veterinarian clinic, view and document medical procedures

***NOTE:** Specific documentation of each project must be determined in advance.

Field Work Log

Senior project field work can begin once your approval form is approved by SPAC. During the completion of your 15 project hours (30+ hours of community service for Honors Board), you will be required to keep a record of your time spent, efforts, and personal thoughts. Use the time sheet to help you keep track of the number of hours you have spent toward completion of your project. Use your Field Work Log as documented proof of your accomplishments. The log will be the only way of proving you have completed the project's required steps and hours. The Field Work Log will be part of the portfolio presented to your teacher and review board before and during Senior Boards. You **MUST** type the log – it must be at least two pages, double spaced. If you decide to complete your project during one of the school vacations or a weekend, that is fine.

The log entry must include the following paragraphs. Please label each paragraph separately:

- Paragraph 1: **Description** of your overall project goals and accomplishments. Be sure to include a description of the connection between the physical project and the research paper.
- Paragraph 2: **Plan** of what tasks you needed to complete and how you got them accomplished.
- Paragraph 3: **Reflections** on your experiences, thoughts on your personal growth and feelings about your successes or setbacks. This is your chance to freely express your ideas as you learn more about yourself.

In addition, complete a time sheet.

- Time Sheet: Running total of hours you have spent with your project and your mentor. Staple this time sheet to your log.

Upon completion of all field work, your mentor will verify your hours on the time sheet form; so be sure to keep him/her apprised of what you are doing!

III. Research Paper

Research Paper Requirements

In your English class, your teacher will go into further detail about your research and its requirements. In brief, here are the research paper general guidelines:

All papers:

- ❑ Minimum of (75) note cards
- ❑ Typed outline
- ❑ 4-6 pages in length
- ❑ Minimum of (4) sources:
 - A combination of text and internet
- ❑ MLA format
 - 12 point, Times New Roman font
 - Double-spaced

Sample Research Topics and Physical Projects

The ancient Greek philosopher Plato is credited for saying, “The beginning is the most important part of the work.” Below are three examples of general research topics, which have been narrowed to more specific areas of research focus. Related examples of project choices and a final project selection are also listed.

General Research Topic	Specific Research Topic	Project Choices	Specific Project
President Kennedy	Assassination was a “Russian” conspiracy	<ul style="list-style-type: none"> • Staging mock trial of Oswald • Teaching social studies classes about the assassination theories • Compiling a portfolio reflecting the history of the “cold war” era 	Stage a mock trial
Technological Literacy	The application of technology widens the economic gap between counties	<ul style="list-style-type: none"> • Build a robot • Teach software program design • Make a video showing how technology is impacting law enforcement 	Build a robot
Photography	Special effects of photography	<ul style="list-style-type: none"> • Create a slide show teaching use of special effects in photography • Film a video incorporating special effects photography • Design a digital series showing photographic enhancement 	Film a video using special effects photography

Additional samples of general research topics and related projects:

General Research Topic	Related Project
Finding the common thread in religions	Attend services for three different religious groups and teach a youth group at a local organization
How to play the stock market game	Design a portfolio and map progress of stocks
Pottery as a history of cultures	Design and make pottery to reflect individual history
Blues music	Take lessons, learn to play the harmonica and perform for an elementary school class
Effects of second-hand smoke	Work on school-wide anti-smoking campaign
Eating healthy and exercise	Take class and earn professional trainer’s license
Alternative medicine	Investigate acupuncture treatments to improve ailment
The plight of dolphins	Work at marine science center with scientists
Bipolar disorder and creativity	Hyperstudio program of great music masters
How CPR saves lives	Earn CPR training license and give a demonstration

Research Source Cards and Note Cards

Effective note taking throughout the research process ensures authentic documentation of information, avoids plagiarism, and minimizes confusion and stress when writing the research paper and Works Cited page.

Source Cards:


- For each new source, create a separate note card that includes all relevant bibliographic information (all titles, authors, publisher, page numbers, dates, etc. needed for the Works Cited page). The PVHS library has worksheets online and in the library to help you with locating the information you will need.
 - Keep in mind the different information required for various kinds of sources!
- Number each source card in the upper, right-hand corner. For any quotation or fact taken from that particular source, write the corresponding source number on the note card's upper, right-hand corner.

1
Silver, Lee M. <u>Remaking Eden: Cloning and Beyond in a Brave New World.</u> New York: Avon, 1997.

Note Cards:

- Put one quotation, statistic, or paraphrase per note card.
- Indicate the number of the source in the upper, right-hand corner of the card. **DO NOT RE-WRITE SOURCE INFORMATION ANYWHERE ON THE NOTE CARD.** This is a waste of time and energy as you already have that information on your source cards.
- **Be sure to include quotation marks if you are lifting a phrase or passage verbatim.** When writing your paper, you may choose to paraphrase that quotation, but you will still need to internally document that source!

4
“In the statement, the White House said President Bush has agreed to increase to 100 percent from 75 percent direct federal aid for disaster services in all 25 Florida counties that have been declared disaster areas because of Hurricane Charley and Tropical Storm Bonnie” (118).

 *Corresponding
source card
number*

Organization Structure for Final Outline

- I. Thesis sentence
- II. Topic sentence for main point #1
 - A. Support (research/concrete detail)
 - 1. Commentary
 - 2. Commentary
 - B. Support
 - 1. Commentary
 - 2. Commentary
- III. Topic sentence for main point #2
 - A. Support (research/concrete detail)
 - 1. Commentary
 - 2. Commentary
 - B. Support
 - 1. Commentary
 - 2. Commentary
- IV. Topic sentence for main point #3
 - A. Support (research/concrete detail)
 - 1. Commentary
 - 2. Commentary
 - B. Support
 - 1. Commentary
 - 2. Commentary
- V. Topic sentence for main point #4
 - A. Support (research/concrete detail)
 - 1. Commentary
 - 2. Commentary
 - B. Support
 - 1. Commentary
 - 2. Commentary
- VI. Topic sentence for main point #5
 - A. Support (research/concrete detail)
 - 1. Commentary
 - 2. Commentary
 - B. Support
 - 1. Commentary
 - 2. Commentary
- VII. Concluding sentence



Each of these sections
reflects one body
paragraph of your paper.

Outline to be expanded as needed.

MLA Manuscript Format

The following guidelines are consistent with advice given in the *MLA Handbook for Writers of Research Papers*, 6th ed. (New York: MLA, 2003).

FORMATTING THE PAPER

Papers written in MLA style should be formatted as follows.

Materials

Use good-quality 8½" x 11" white paper.

Title and Identification

MLA does not require a title page. On the first page of your paper, place your first and last name, teacher's name, subject and period, and date on separate lines against the left margin. Then center your title.

Pagination

Put the page number preceded by your last name in the upper right corner of each page, one-half inch below the top edge. Use arabic numerals (1, 2, 3, and so on).

Margins, Line Spacing, and Paragraph Indents

Leave margins of one inch on all sides of the page. Left-align the text.

Double-space throughout the paper. Do not add extra line spaces above or below the title of the paper or between paragraphs.

Indent the first line of each paragraph one-half inch (or five spaces) from the left margin.

Long Quotations

When a quotation is longer than four typed lines of prose or three lines of verse, set it off from the text by indenting the entire quotation one inch (or ten spaces) from the left margin. Double-space the indented quotation, and don't add extra space above or below it.

Quotation marks are not needed when a quotation has been set off from the text by indenting.

Web Addresses

When a Web address (URL) mentioned in the text of your paper must be divided at the end of a line, do not insert a hyphen (a hyphen could appear to be part of the address).

Visuals

MLA classifies visuals as tables and figures (figures include graphs, charts, maps, photographs, and drawings). Label each table with an Arabic numeral (Table 1, Table 2, and so on) and provide a clear caption that identifies the subject. The label and caption should appear on separate lines above the table, flush left. Below the table, give its source in a citation.

For each figure, place a label and a caption below the figure, flush left, single-spaced. They need not to appear on separate lines. The word “Figure” may be abbreviated to “Fig.” Include source information following the caption.

Place the visual as close as possible to the sentences that relate to it unless your teacher prefers it in an appendix.

PREPARING THE LIST OF WORKS CITED

Begin the list of works cited on a new page at the end of the paper. Center the title Works Cited one inch from the top of the page. Double-space throughout.

Alphabetizing the List

Alphabetize the list by the last names of the authors (or editors); if the work has no author or editor, alphabetize by the first word of the title other than A, An, or The.

If your list includes two or more works by the same author, use the author’s name only for the first entry. For subsequent entries use three hyphens followed by a period. List the titles in alphabetical order.

Indenting

Type the first line of an entry flush left and indent any additional lines one-half inch (or five spaces).

Web Addresses

When a URL must be divided, break it after a slash or before a period. Do not insert a hyphen. Also, insert angle brackets around the URL.

If your word processing program automatically turns Web addresses into hot links (by underlining them and highlighting them in color), turn off this feature.

MLA Documentation

BOOKS

Book by One Author

McCorker, Frank. Storymaking and Mythtelling: Comic Literary and Film Images.

New York: Oxbridge UP, 1992.

Book by Two or Three Authors

Wynn, Charles M., and Arthur Wiggling. Quantum Leaps in the Wrong Direction: Where Real

Science Ends...and Pseudoscience Begins. Washington: National Academy, 2001.

Marquart, James W., Sheldon Edland Olson, and Jonathan R. Sorensen. The Rope, the Chair, and

the Needle: Capital Punishment in Texas, 1923-1990. Austin: U of Texas P, 1994.

Book by Four or More Authors

Lassiter, Luke Eric, et al. The Other Side of Middletown: Exploring Muncie's African American

Community. Walnut Creek, CA: AltaMira, 2004.

Book by an Anonymous Author

The Dictionary of Ancient Etruscan Civilization. London: Menvra, 1986.

Book with an Editor

Craig, Patricia, ed. The Oxford Book of Travel Stories. Oxford: Oxford UP, 1996.

Book with an Author and an Editor

Wollstonecraft, Mary. A Vindication of the Rights of Woman. Ed. Carol H. Poston. New York:

Norton, 1975.

Anthology or Compilation

Dymes, Fred J., ed. and trans. An Anthology of Native American Poetry. Norman: U of

Oklahoma P, 1997.

Work in an Anthology

Desai, Anita. "Scholar and Gypsy." The Oxford Book of Travel Stories. Ed. Patricia Craig.

Oxford: Oxford UP, 1996. 251-73.

Introduction, Preface, Foreword, or Afterward

Callan, Edward. Introduction. Cry, the Beloved Country. By Alan Paton. New York: Macmillan,

1987. xv-xvii.

Multivolume Work

Blotner, Joseph. Faulkner: A Biography. 2 vols. New York: Random, 1974.

Encyclopedia and Dictionary Entry

Posner, Rebecca. "Romance Languages." The Encyclopaedia Britannica: Macropaedia. 15th ed.

1987.

"Sonata." The American Heritage Dictionary of the English Language. 4th ed. 2000.

ARTICLES IN PERIODICALS

Articles in a Daily Newspaper

Clinton, Paul, and Shelly Leachman. "Window on the World: Chinese exchange teacher, Peninsula pupils learn from one another." Daily Breeze [Torrance, CA] 5 Mar. 2007: A4.

Greeley, Andrew. "Today's Morality Play: The Sitcom." New York Times 17 May 1987, late ed., sec. 2: 1+.

Article in a Monthly or Bimonthly Magazine

Fay, J. Michael. "Land of the Surfing Hippos." National Geographic Aug. 2004: 100+.

Article in a Weekly or Biweekly Magazine

Jones, Malcolm. "Our Books, Ourselves." Time 19 Mar. 2007: 59-68.

Article in a Journal Paginated by Volume

Ryan, Katy. "Revolutionary Suicide in Toni Morrison's Fiction." African American Review 34 (2000): 389-412.

Article in a Journal Paginated by Issue

Wood, Michael. "Broken Dates: Fiction and the Century." Kenyon Review 22.3 (2000): 50-64.

MISCELLANEOUS PRINT AND NONPRINT SOURCES

Film

William Shakespeare's Romeo + Juliet: Special Edition. Dir. Baz Luhrmann. Perf. Leonardo DiCaprio and Claire Danes. DVD. 20th Century Fox Home Entertainment, 1996.

Radio or Television Program

"Monkey Trial." American Experience. PBS. WGBH, Boston. 18 Mar. 2003.

Performance

Wicked. By Marc Platt, Jon B. Platt, and David Stone. Dir. Joe Mantello. Perf. Eden Espinosa and Megan Hilty. Gershwin Theatre, New York. 6 Apr. 2006.

Recording

Presley, Elvis. Elvis: Viva Las Vegas. RCA, 2007.

Work of Art

Van Gogh, Vincent. Irises. The Getty Center, Los Angeles.

Interviews

Duncan, Sacha. Email interview. 30 May 2007.

Duncan, Sacha. Personal interview. 30 May 2007.

Duncan, Sacha. Telephone interview. 30 May 2007.

Cartoon or Advertisement

Evans, Greg. Cartoon. Daily Breeze [Torrance, CA] 19 Mar. 2005: B6.

ELECTRONIC PUBLICATIONS

Online Book

Rawlins, Gregory J. E. Moths to the Flames. Cambridge: MIT P, 1996. 17 Jan. 2006

<<http://mitpress.mit.edu/e-book/Moths/contents.html>>.

Part of an Online Book

Roncaglia, Teodolinda. "Modena Mia." Anthology of Northern Italian Poetry. 1879. Ut Pictura

Poesis: Visual Poetry Online. Ed. John Switschardi. 2000. 24 Sept. 2002

<<http://www.utpicturapoesis.org/nit/emilia/roncaglia2.htm>>.

Newspaper Article Online from a Library Subscription Service

Rivin, K. Alan. "Employer Age Discrimination." Legal Issues 14 Mar. 2001. Academic Search

Premier. EBSCO. Von der Ahe Library, Los Angeles, CA. 1 May 2003

<<http://www.epnet.com>>.

Newspaper Article from the Newspaper/Publisher's Website

Lee, Don. "Betting on a Far East Vegas." Los Angeles Times Online.

1 Sept. 2007. 2 Sept. 2007 <<http://www.latimes.com/news/nationworld/world/asia/>

[la-fimacao1sep01,1,2273375.story?coll=la-asia&ctrack=1&cset=true](http://www.latimes.com/news/nationworld/world/asia/la-fimacao1sep01,1,2273375.story?coll=la-asia&ctrack=1&cset=true)>.

Magazine Article Online from a Library Subscription Service

Peebles, Mustafa. "I-rate over I-raq." Literacy Now. 10 April 2003: 66. Literature Online.

ProQuest. Palos Verdes High School, Palos Verdes Estates, CA. 12 July 2003

<<http://lion.chadwyck.com>>.

Journal Article Online from a Library Subscription Service

Greco, Norma. "I Think I'm Falling in Love with This Novel." English Journal 01 Jul 2006. 48.

eLibrary. Proquest CSA. Palos Verdes High School, Palos Verdes Estates, CA. 09 July

2007 <<http://elibrary.bigchalk.com/curriculum>>.

MLA In-Text Parenthetical Documentation

Basic Forms

- **Page number only**, when author/work cited is evident from context
...importance of structure (23).
- **Author + Page**, when authorwork needs to be identified
...importance of structure (Gullans 23).
- **Author + Title + Page**, when work is not identified in text. Avoid this type by identifying in text if at all possible. Use only to distinguish two books/articles by the same author.
...importance of structure (Gullans, Poetic Form 23).

Based on: MLA Handbook for Writers of Research Papers, 6th ed.

Also, note: If there is any missing information:

- n.p. No place of publication given
- n.p. No publisher given
- n.d. No date of publication given
- n.pag. No pagination given

Jane Doe

Ms. Duncan

English 4B, Period 1

12 January 2005

Kerosene versus Ink: How Book Banning/Censorship Affects Society

Kerosene splashed onto the ink-stained pages that Emerson had saturated with ideas years before. One flick of a match and all would be lost. Is destruction really the best way to improve society? Fortunately, the act of book burning is far less frequent today, but its relatives, book banning and censorship, are still very controversial aspects within modern society. Books are banned in attempt to erase the authors' ideas; however, they also erase the years of blood, sweat, and tears it took to create such a masterpiece as a novel. After the books have been banned, one question still remains: Is it effective to ban books in order to create a pure, innocent, and happy world? Society is left disadvantaged; scholars and students left uneducated. Without an ever-growing advancement in knowledge, intelligent life forms would cease to exist. Although individuals ban books with positive intentions, banning is unrealistic and ineffective, stripping away First Amendment rights. By banning books, such as *To Kill a Mockingbird*, *I Know Why the Caged Bird Sings*, *The Catcher in the Rye*, and *Of Mice and Men*, read in classrooms in order to exclude the socially unacceptable grounds of social, political, and sexual issues society and students endure the diminishment of their American rights and are unable to grow or gain worldly experience through reading. To *Webster's Third New International Dictionary of the English Language Unabridged*, is "to prohibit especially by legal means or social pressure the performance, activities, dissemination, or use of a book" (169). Schools

throughout the United States demonstrate book banning whenever a novel or a written piece of literary work is taken away and the use of such an object becomes prohibited within the facilities. However, censoring is “the regulation or suppression of writing and speech that is considered harmful to the common good or a threat to national security” (“Censorship” 95). Censoring is a step milder than actually banning a book. Schools tend to allow these censored novels in their libraries, but only under certain circumstances can they be checked out; in some cases parent signatures are needed, in others there are age requirements. One commonality lies between them, they attempt to discourage the gift of knowledge. To suppress and prohibit educational materials is becoming more prominent in today’s society.

Every school is given the right to choose which books will be displayed on their campus and which books will be shunned. At a school, banning takes place when a librarian or a school district administrator removes a book from the library or school curriculum. If an established policy for dealing with challenged books is not in place, principals may be left to devise their own methods to decide, usually bringing their own biases into the equation (Willoughby). This act of free will is becoming so common that even parents are now a little obsessed with fire. They challenge. A challenge is a parent’s way of banning or censoring a book; it is “an attempt to remove or restrict materials, based upon the objections of a person or group” (“Censorship in School” para. 5). Parents make these challenges to protect their children. Fear runs through their mind; maybe Emerson is a communist trying to socially brainwash their offspring; maybe little Sally will experiment with the sexually explicit scene she read in school yesterday; maybe children will disobey their parents; the world cannot survive on “maybes.” By challenging specific material they believe to be inappropriate for their own children, they deprive the rest of

society from receiving the benefits that novel has to offer. Regardless of the individual challenging, banning, or censoring a given source, society is being denied ideas and information, ultimately preventing society from achieving its true potential.

Through foresight, the Founding Fathers of the United States were able to see problems initiated by the lack of free speech. Unfortunately, the leaders today do not possess this wisdom. In order to prevent such mishaps, the First Amendment of the Bill of Rights in the United States Constitution was adopted, which declares that there shall be “no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances” (“First Amendment Basics” para. 1). This amendment protects and preserves human rights, allowing them to lawfully read anything they wish whether other people approve of a book or not. By banning books, First Amendment rights are neglected, doused with kerosene, leaving the act unconstitutional. When confronted with the subject of banning and the Bill of Rights, Supreme Court Justice William J. Brennan, Jr. announced that “if there is a bedrock principle underlying the First Amendment, it is that the government may not prohibit the expression of free ideas simply because society finds the idea itself offensive or disagreeable” (“Censorship Basics” para. 1). Along with being a democratic government comes the responsibility of listening to and abiding by the people. Without the principle of free speech, is America truly free? The act of book banning goes against the United States Constitution, denying American citizens of their birthrights and diminishing the intellect of the country.

By ignoring the First Amendment Rights of free expression, intellectual freedom is also getting burned. Intellectual freedom is the right to display ideas of every origin, regardless if they

are controversial or offensive (“Intellectual Freedom and Censorship Q & A” para. 3). As portrayed in the Universal Declaration of Human Rights, Article 19, “everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers” (“Intellectual Freedom” para. 1). The values of intellectual freedom represent everything that the First Amendment stands for by further defining the right of free speech. Simply by holding American citizenship, people are blessed with these unalienable rights. However, holding a slip of paper that defines American rights is simply not enough, Americans need to be allowed to exercise these bestowed civil liberties. Along with the First Amendment, Intellectual Freedom embodies the democratic system (“Intellectual Freedom and Censorship Q & A” para. 4). Appropriately stated by James Madison, “A popular government, without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy; or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives” (“Intellectual Freedom” para. 3). To fulfill the requirements of a democratic nation, the citizens are held responsible for participating in the decision making process. In order for this democratic government to properly function and prosper as a revered nation, an educated body of people must execute intelligent decisions. When books are banned, the availability of knowledge diminishes as the education level of the citizens’ decreases simultaneously. Limiting knowledge of the American people hinders their ability to make educated decisions for the democratic government, resulting in national failure. By instilling Intellectual Freedom into the minds of every person, access to all sides of a question is granted. Only when a person evaluates all

aspects of a controversial issue can he develop an accurate opinion. With this newfound belief, educated votes can be cast, restoring hope to democratic nations. Simply tossing aside both the First Amendment and Intellectual Freedom has significant educational consequences.

When challenging a book, the book can be banned or censored on the basis of unacceptable content in the areas of political, social, or sexual grounds (Willoughby). Books do not have to be challenged for violating a single social norm, but rather they can be challenged in all three content aspects, for example the novel *I Know Why the Caged Bird Sings*. The political aspects of racism and discrimination are terms not taken lightly within society. Feeling that novels, such as *To Kill a Mockingbird* and *Black Boy* commonly on schools' required reading lists, negatively portray a particular race, they become challenged on political grounds (Bradbury 59). The most common areas that parents are opposed to are social and sexual. This is due to the fact that they want their children to remain innocent as long as they can. In order to be banned on social grounds, a novel may contain violence, cultural disapprovals, or profanity (Willoughby). Some books that have been challenged in the area of social disturbance include *Of Mice and Men*, *The Catcher in the Rye*, and *The Outsiders*. In addition to these books found on Palos Verdes High School's reading list, the *Harry Potter* series has also found itself dancing on flames. Sexual material is anything that contains graphic sex scenes, nudity, or addresses the issue of sexual gender or sexual preference (Willoughby). Even sexually challenged books exist on school reading lists across the nations, such as *I Know Why the Caged Bird Sings*, *The Catcher in the Rye*, and *The Giver*. Books can be banned due to these three grounds concerning deplorable behavior.

Although books like *To Kill a Mockingbird* are banned with a helping heart in attempt to appease all ethnic divisions, this action only regresses mankind. With hopes for an equal society, political issues are challenged. Those that challenge these novels wish not to expose their innocent children to past historical American mistakes or tragedies (Bradbury 59). Feeling it will only tarnish their minds with racial discrimination, parents believe that ridding the world of a politically offensive book will erase all memory of racism. If the sources of these offensive ideas were destroyed, then everyone would be viewed equally, at least in writing. In reality, if books are banned on political grounds, the very issue being avoided is the one society needs to deal with the most at an early age; “as the National Research Council has pointed out metaphorically, ‘Swimming pools can be dangerous for children. To protect them, one can install locks, put up fences, and deploy pool alarms. All these measures are helpful, but by far the most important thing that one can do for one’s children is to teach them to swim’” (“Intellectual Freedom” para. 4). Adolescents cannot be protected from negative racial knowledge by banning books. The most effective way to help these children avoid the evil of discrimination is to educate them on the very malevolence itself; the subject of racism. By addressing the issue or racism, discrimination can more easily be avoided than if the entire subject is left hovering, untouched. Society needs to be allowed to freely deal with racial issues in order to fully understand them. Through educating others of the intricacies of racism, the teacher can pronounce why such behavior is unacceptable and reveal ways that discrimination can be avoided by future generations. Without exposing America’s mistakes and learning from them, racism would never die. If permitted to read the stories and errors of others, society is less likely to repeat those same mistakes. One novel that positively addresses the issue of racism, and yet was banned on political grounds was *To Kill a*

Mockingbird. Throughout this novel, the reoccurring theme of dealing with people who are not like the majority is discussed (Foerstel 233). Children who read this book are not learning of ways to treat individuals of different skin in an inferior light, but rather to rise above narrowness and treat these children of a different origin as they themselves would like to be treated. Not only did this book teach impeccable morals, but according to “the 1991 ‘Survey of Lifetime Reading Habits,’ conducted by the Book-of-the-Month Club and the Library of Congress’s Center for the Book, found that *To Kill A Mockingbird* was second only to the Bible among books cited as ‘making a difference’ in people’s lives” (Foerstel 233). By banning all books that address political issues, knowledge and experience are lost as the world reverts back to the days of plantation farms and slaves.

Books, such as *I Know Why the Caged Bird Sings*, redacted for sexual content in attempt to preserve candid innocence, only induces the mystery and excitement of sexual pleasures in today’s youth. By censoring such books, children would remain innocent and keep their childlike wonder (Heins 18). In the words of Pope “a little learning is a dangerous thing” (Bradbury 106). By avoiding sexually explicit content, the world would not desensitize them so quickly; their minds would be clutter-free of erotic notions. Protecting today’s youth from gaining sexual knowledge would put an end to teenage pregnancy and sexually transmitted diseases; or would it? According to Palos Verdes High School’s health class, it is better to educate teenagers on the issue of sex and its many dangers, allowing them to either choose a safe way to engage in sex or to abstain from it. Not knowing how to properly use methods of birth control or protection could result in an increase of pregnant teens and a sudden spike in the STD charts. Hormonal teens are not going to abstain from sex whether it is written in books or not, but they may make better

decisions if they are educated. In order to arm others with the knowledge of how to be protected against sex crimes and the sexually transmitted diseases that can result, Maya Angelou wrote a book entitled *I Know Why the Caged Bird Sings* only to discover it banned for sexual reasons (Lesesne 35). One specific reason, amongst many, that Angelou's book was challenged was the graphic rape scene. While many adults only see this as degrading to young minds, it actually reveals to people the details of rape so that an escape may be made before anything significant occurs. Through this novel, Angelou teaches awareness. She also displays valuable knowledge about sex, including the fact that pregnancy can occur during the first initial intercourse (Angelou 284). Valuable sexual lessons are excluded through the act of banning, resulting in a possibly increased desire for sex and probably a greater number of sexually transmitted diseases.

Banned on social grounds in attempt to prevent a degrading society, the educational themes, unique concepts, and morals of *The Catcher in the Rye*, *Of Mice and Men*, and several other socially unacceptable books are lost. Activists in support of censoring books argue that by censoring books that use profanity, young adolescents would not have their minds drug through the gutter just because somebody could not restrain their pen (“2004” para. 8). Thus, school children would not be exposed to such language and in turn would not litter the earth with such dirty words. However, if these books were expurgated, would young individuals really escape profanity? The disheartening answer is no. Profanity is everywhere, on the streets, on the radio, in video games, and especially on television. According to Bill Dunn, “there are only two words which remain off-limits [for T.V.]: the F-word and the S-word” (para. 4). To fight over the concept of minor profanity in novels hardly seems trivial in comparison to what is allowed on local channels. Television and other media avenues are uncontrollable and unpredictable,

because “it [television] grows you any shape it wishes” (Bradbury 84). The demoralization of society is not derived from books, but rather from the idiot box that sits quietly in almost every living room in America: rendering book banning useless. Without the display of profanity in some books, society would not be portrayed as it really is. The severity of these situations are underestimated and ignored, leaving the public ignorant and incapable of helping in dire situations. For example, Luis Rodriguez’s book *Always Running* demonstrates living in the intolerable gang life in Los Angeles. Without using profanity, tension expressed in the novel would be downplayed, leaving the American people to be unconcerned with the evils of gang life (Willoughby). Another such book banned for the immense use of profanity was *The Catcher in the Rye* by J.D. Salinger (Foerstel 212). Capturing the rebellious nature of teenagers, Salinger gave the main character of his novel the average mouth of a troubled youth: foul! This novel represents the awkward transition from youthful innocence to adulthood (Foerstel 213). Longing to know they are not alone during this alienated time, developing individuals cling to this book as they see a person just like them. One moment, in which the theme of transitioning into adulthood is uncovered, is toward the end of the novel as Holden watches his sister on a carousel. Representing innocence, the carousel protects his sister from reality-but Holden fears the day when his sister will eventually get off of the carousel and enter the savage adult world (Salinger 212-213). Holden embodies the strength of sibling relationships, which are slowly dwindling in American society. In the year of 1981, “*The Catcher in the Rye* had the unusual distinction of being the nation's most frequently censored book and, at the same time, the second most frequently taught novel in the public schools” (Foerstel 212). If such a large population in the United States desires these books, should they really be banned? The book *Of Mice and Men*

by John Steinbeck has also been challenged for social reasons neglecting its hopeful ideals (Foerstel 197-198). Addressing issues such as dreams, death, love, the value of friendship, and mental disorders, *Of Mice and Men* illusively teaches issues that may be hard to deal with bluntly. As reminisced by Palos Verdes High School's librarian when asked how and why this novel positively affected her life, she responded, "To this day, I remember the power of those feelings I had when I finished the book, and it was those feelings that helped shape attitudes that I still have today-the importance of kindness and patience with those who are mentally impaired as well as different from oneself, the feelings of injustice toward those who harbor racist and discriminatory attitudes" (Willoughby). Instead of degrading society, these novels are impacting it.

Therefore, banning books containing social, political, and/or sexual content creates more problems for society than the problems that would arise by reading the books. Book banning negates Intellectual Freedom and the Constitution. The true meaning, educational potential, and values of novels are being overlooked merely because they address issues that society, as a whole, is not comfortable in examining. More immense sources of controversial information can be found outside the pages of a book than within them. These controversial books have positively impacted more lives than they have offended. Should the kerosene be wasted on ink?

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Anti-Plagiarism Tips

Why should you document?

- Somebody went to a lot of trouble to gather the information you are using. The author might have spent months at the bottom of an ocean risking life and limb observing sharks. He/she might have spent years traveling from city to city to gather data. Whatever the case, remember this person worked harder to find the information than you did. So, give credit where credit is due.
- On the other hand, maybe the author's information is erroneous, biased or in some way untrue. You won't, if due caution and adequate sources were used, be blamed for another author's inaccuracies if you haven't claimed them as your own by failing to document.

Some Tips!

- Document all information you take from other sources which includes direct quotations and paraphrases as well as ideas you gained from these sources. However, there is some information that is referred to as public domain, or common knowledge, which doesn't need to be documented. Examples of public domain include well-known phrases or proverbs such as, "What goes around comes around." It also consists of such common knowledge as, "George Washington was the first president of the United States." However, caution should be followed. If you are in doubt about whether something is public domain or not, it is best to cite it.
- If your information includes numbers, cite it. Double check for accuracy. For every fact we truly remember, there lurk a dozen non-facts we just think we remember. If in doubt, check with your teacher.
- The pulp tabloids (i.e., *National Enquirer*, *Star*) demonstrate that just because a piece of information is in print, doesn't mean it is true. Also, be sure to check the validity of information you gain on the Internet. People can write anything and put it online.
- Double-check any questionable or controversial information.
- The more sources you use, the less likely you are to use another author's words. Using more sources provides you with enough information to:
 1. Realize that different sources give different data
 2. Make comparisons and contrasts
 3. Make connections between different pieces of information
 4. Draw your own conclusions

The less research information you have, the less you will be able to write about your research topic, and therefore, the more you will find yourself relying on another author, which may lead you into plagiarism.

Document all information you gain from primary and secondary sources!

Primary sources include:

- Interviews you conduct yourself (in person, on the phone, and online)
- Surveys you have taken
- A scientist's actual notes
- A work of literature
- An autobiography

Secondary sources include:

- Textbooks
- Articles
- Reference books
- Literary criticism
- Any writing discussing any primary source

An Important Reminder:

- What is the consequence of deliberately or inadvertently plagiarizing this research paper?

IV. Portfolio

Portfolio Requirements Checklist

Your Senior Project Portfolio is a collection of all the documents in support of your journey through the Senior Project, as well as your growth as a writer from the previous three years. It is the concrete evidence the panel will review in order to get a sense of your project before you make your Senior Project Presentation. On the day of your presentation, the review board may refer to your portfolio when asking questions of about your project.

Your portfolio may well be the review board's first contact with you, so take care that your portfolio reflects a polished, finished product. Make sure that your documents are clean, edited, and typed. A table of contents is a way to make your portfolio "user friendly."

You are to include the following items in your portfolio **IN THIS EXACT ORDER**. Include **TABS** for every section-there are (4) sections, in addition to the cover page and table of contents. **Portfolios must be spiral bound.**

- Cover Page
- Table of Contents
- I. Student Project Information (**tab**)
 - A. Letter to the Judges
 - B. Resume
 - C. Approval Form
 - D. Parent Liability Release Form
- II. Research Paper (**tab**)
 - A. Research Paper
 - B. Research Paper Rubric with Comments
- III. Physical Project/Field Work (**tab**)
 - A. Physical Project Task Analysis Form
 - B. Mentor Background Form
 - C. Field Work Log
 - D. Time Sheet
 - E. Mandatory Field Work (pictures, charts, items created for field work, etc.)
- IV. Cumulative Writing (**tab**)
 - A. Essay and Reflection from 9th grade
 - B. Essay and Reflection from 10th grade
 - C. Essay and Reflection from 11th grade
 - D. Essay and Reflection from 12th grade

Portfolio Reflections

Choose four pieces of writing to reflect upon (one from each grade level). Be sure to choose something other than your Senior Project for your senior year entry. If you did not attend PVHS for any portion of high school and do not have a particular writing sample, then you must double up on another grade level. Please include a note explaining the situation.

You should explore the impact and relevance of each particular selection. You may list your responses to the following prompts according to the A-F subheading. Your responses must be typed, double-spaced and a minimum of 3-5 sentences for each “bullet point.” Each reflection should be on a separate page and follow the writing sample.

Reflection Requirements:

- A. Identify 2 strengths for each selection.
- B. Specifically address why you feel they are strengths.
- C. Identify 2 weaknesses for each selection.
- D. Specifically address why you feel they are weaknesses.
- E. Why did you choose this piece? How does it reflect you as a writer and student?
- F. After reviewing the work, how have you grown as a writer and a student? Offer ideas for how to improve on the weaknesses and set goals for next year.

Portfolio Cover Page

The portfolio cover page will demonstrate your technological capabilities while advertising your project. The paper must be typed using Times New Roman font size 12 and printed on 8½ x 11 inch paper. The only exception to the font and font size is the research topic. The cover page must contain your **research topic, thesis statement, and a brief description of your project** using active verbs and vivid adjectives. Additionally, the cover page must include your **first and last name, teacher's name, subject and period, and date** all accompanied by an **appropriate graphic**. The graphic must be printed on the cover page and not glued or stapled.

Coaching Soccer

Brazilian training methods produce the best soccer players in the world.



Plan and Execute a Soccer Clinic for Children using Brazilian Training Methods

David Beckham

Ms. Toombs

English 4AP, Period 1

19 May 2008

Resume Guide

What is a Resume?

A resume is a mini-bio of you, a snapshot of you on paper. It is a brief description of your skills, interests, experience, and abilities in a quick legible format. The purpose of your resume is to get you an interview. It is your marketing tool to sell your product and that product is you. The best, most important advice: keep it short simple and focused on the skills and abilities the employer tells you they want. It is important to read the job announcement carefully and direct your resume efforts specifically to each job. Most recruiters and employers are going to spend only 5 to 10 seconds reviewing your resume.

The Basics:

Do	Don't
Use 8½ x 11 white paper Use 11 or 12 point font Have even margins Use standard fonts Use specific key words Be action oriented and value driven Include professional email address Let experience dictate length Proofread, proofread, proofread Create your own resume Use clear bulleted format	Use colored paper Use small hard to read fonts Use margins less than ¼" all around Use italics, underlining or graphics Be generic or general Staple, fold or paper clip resumes Use cutesy or annoying email addresses Make employer work, focus on their needs Rely on spellchecker Use templates Use narrative or long paragraphs

Important Points to Use When Writing a Resume

1. Choose the best heading for you.
2. Keep your name on top, in bold and larger than the rest of the resume.
3. Use only one phone number with accurate professional email.
4. The objective should be short, concise and to the point, modified with each new position.
5. Avoid spelling errors, typos, poor grammar, depending on spell check.
6. Use proper formatting and structure.
7. After high school, use only college education and write out the entire degree in bold.
8. Only put the month and year you are graduating.
9. Add the GPA if it is 3.0 or higher.
10. Use appropriate tense-past for past experiences and present for current.
11. If you are weak in experience then use courses to highlight and illustrate your knowledge.
12. Don't be duty oriented so resume reads like job description failing to explain your accomplishments.
13. Skills are important: languages, computer, and other skills should be added.
14. Under experience heading include all paid or unpaid, volunteer or any other demonstrating your abilities.
15. Highlight your title/position, not the company, by using bold.
16. Use chronological layout-most recent first.
17. Use months and years for dates, avoid abbreviations.
18. Align dates and locations vertically.
19. Provide 4-6 bullet points in an active voice. Use numbers whenever possible. Avoid paragraphs or narrative style.
20. Under 'Activities' start with academic then include any professional groups then club memberships.
21. Sports and interests are used only if relevant to position.
22. Send resume as Word attachment not in pdf, zip files, faxed, or web page resumes. Use mail when requested.
23. Don't use pictures or URL links no recruiter will call up.
24. Avoid uncommon or small size fonts, graphs, or underlining.

“Resume Guide.” Loyola Marymount University, Career Development Services. 2006. 26 Apr. 2007. <<http://careers.lmu.edu/Resume/Resume%20Guide.pdf>>.

Sample Resume

Jane Doe

1234 Cloyden Road • Palos Verdes Estates, CA 90274 • 310-378-1234 • jdoe@aol.com

OBJECTIVE

An entry level position.

EDUCATION

Palos Verdes High School, Palos Verdes Estates, CA

June 2008
GPA: 3.89

EXPERIENCE

Starbucks Coffee Company, Rancho Palos Verdes, CA

Barista (Shift Manager)

- Create various specialty coffees based upon customer requests.
- Conduct sales in a fast-paced environment.
- Promote to Shift Manager within 6 months.
- Develop more efficient inventory management system.

November 2006-Present

Salon Riviera, Redondo Beach, CA

Receptionist

- Scheduled clients' appointments.
- Communicated by telephone client contacts.
- Purchased supplies for stylists.

June 2006- August 2007

Palos Verdes Art Center, Rolling Hills Estates, CA

Teacher Aide

- Assisted students with completing art projects.
- Encouraged students to share their ideas about future art projects.
- Helped the teacher present daily lesson plans.
- Taught a lesson on color theory.

April 2006-May 2006

ACTIVITIES/AWARDS

National Art Honor Society, Palos Verdes High School Chapter

College Scholarship Federation

Varsity Soccer

2006-Present

COMPUTER SKILLS

Excel, PowerPoint, Publisher, Word, Adobe Illustrator, Photoshop

V. Senior Board Presentation

Senior Board Preparation

Your Senior Board Presentation is the culmination of the many months of work you spent on your paper and your project. What you expected, what you learned, your self-growth, your disappointments, and your achievements are uniquely yours. The judges are waiting to hear you discuss information reflecting your research as well as knowledge you have gained from the project phase. They will also be interested in evidence of self-growth, learning stretch, and problem-solving strategies. Your Senior Boards is a time of personal reflection and public celebration. This is your chance to share and to shine. Enjoy the moment. All rubrics will be averaged to create your final score.

At the end of your presentation, the judges will ask questions about your research and/or fieldwork. The questions are usually very general, and you will be able to answer them easily after you have spent so many hours on your topic, but it is wise to prepare a list of questions in advance and rehearse possible responses while practicing your speech. Remember, your speech should be 7-10 minutes in length to receive full credit (leaving approximately 5 minutes for the question-and-answer session afterward).

Step 1: What should I say? Referring to your Field Work Logs and additional materials, answer the following questions, which will help define and guide the content of your presentation.

1. How do your paper and project connect?
2. What emotions did you experience as you worked through the paper and project: anger, excitement, frustration, pride?
3. What problems did you encounter: money, time management, skill deficiency, lack of resources? Explain.
4. What personal growth and self-knowledge did you gain from completing the paper and the project? What knowledge did you learn about your topic?
5. How did the project affect your plans for the future: related career, hobby, general knowledge?

Step 2: How am I going to say this? The information below provides an organizational framework for your presentation.

- Have an introduction that grabs the attention of the judges.
- Spend 3-4 minutes informing the judges about what you learned by writing your research paper (facts and interesting information).
- Continue your speech for 3-4 minutes about your field work.
- Close the body of your speech with 2 minutes on how your Senior Project was a learning stretch for you.
- End your speech with a convincing conclusion that summarizes your Senior Project experience.

Step 3: Decide how you will integrate your project, or the visual representation of your project, into your speech. Will it be an ongoing, integral part of your speech, such as a slide show? Part of your introduction? After your conclusion?

Avoid passing items around during your speech; this causes too much distraction. Make sure you pre-arrange any AV equipment you will need.

Step 4: Speech techniques to remember:

- Eye contact: practice enough so that you only need to glance occasionally at your cards. True communication involves the eyes.
- Posture: stand proud. You have accomplished a great deal.
- Avoid: gripping the podium, locking your knees, twitching, wriggling, and shaking.
- Voice: volume and pitch.
- Gestures: natural and spontaneous, not distracting.
- Props: plan and practice using any props you will need.

Step 5: Prepare for questions. Remember to use good answering skills. Of course there is no way to know for sure what the panel members will ask you, but you can make some educated guesses, and that process will provide you with the confidence and clear-headedness to take on any queries. Consider the following questions:

1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have?
4. What part of your paper might make people curious?
5. Did your topic touch upon any controversial issues? If so, explain.
6. What possessed you to choose this topic?
7. Who helped you and how?
8. How did you finance it?
9. How much time did you spend?
10. How do you plan to use the ideas you have learned in the future?

How to answer like a Pro:

- Give the person who asks you a question direct eye contact.
- Don't answer with short, "I dunno," or "Oh yeah" responses. Instead, restate the question into the context of your answer. For example, Question: "What did you gain from this experience, Todd?" Answer: "I gained so much from the Senior Project experience, Mr. Brown. One thing I learned was patience. I never knew it would take so long to rebuild the engine. Waiting for parts was one of my biggest frustrations. I also learned..."
- Extend and expand on the information already shared in your speech.
- Look around and smile occasionally.
- If you do not know an answer, don't try to fake it. Instead, you might reply, "That's a good question. I did not cover that in my research but would like to find out about it. Thank you."
- At the conclusion of the question and answer period, look at the judges and thank them for their time and interest.

Visual/Multi-media Component

In planning your presentation, think about the following questions in determining what visual/multi-media component will enhance what you are trying to communicate. Remember that you must use at least one visual component in your Senior Board Presentation.

- What chart, graph, timeline, overhead, slides, tape, video, multi-media could help the review board see your project?
- Where in your presentation is the perfect place to insert your visual/media?
- What hardware/software/technology will you need?
- Have you arranged in advance to make sure the materials you need will be available in the location of your presentation?
- How can you edit your visual or audio into your presentation so that you are the focus and your visual component serves as an accent?

Remember your 7-10 minute presentation must be your oral presentation; you cannot show a 7-10 minute video of yourself working on your physical project! You can choose to use a PowerPoint slide show throughout your presentation, however, make sure it is not distracting and introduce what will be showing behind you in the introduction of your speech.

Types of Visual Aids:

1. PowerPoint
2. A created object
3. A model
4. Graphs
5. Diagrams
6. Charts
7. Films and Videos

Checklist for Visual Aids:

1. Limit the number of aids to 3-4 for information and 3 for pictures.
2. Limit the number of points on each visual to 3 or 4.
3. Use short phrases, not sentences for each bulleted point.
4. No handwriting.
5. Make sure all words are spelled correctly.
6. Use color-no more than 3 colors on a visual.
7. Add clip art or pictures-not just lettering.
8. Make sure lettering/pictures are large enough to see. Readable font size for text is 18-24.

PowerPoint: Keep the time frame in mind and be sure to include all the points in the format for which the oral speech will be graded. Practice before hand in the room you are to present.

Video or audio tape: Limit to no more than 1 minute. Choose wisely! In addition, be sure to cue up to the exact place you want to start. Again, practice in the room you are going to present.

Technology Tips and Guidelines for Presentation

- All presentation files need to work on Microsoft's PowerPoint 2003 software.
- Please bring your PowerPoint file on a USB thumb-drive or CD. It is recommended that you also upload a copy to your Edline file locker as a secondary precaution. Having two copies of your presentation is better than one.
Note: We **do not** do file recovery. This is another reason why it is recommended to always keep two copies.
- We will have a computer and projector already set up for you. If you plan to bring your own laptop to present your material, you may only hook up to the projector via the VGA output (usually looks like a blue plug). We **do not** support any other video output (example: DVI, HDMI, or Apple proprietary video output).
- If you created your presentation using an Apple computer, please be sure that your presentation file will work on Microsoft's PowerPoint software. If you want to bring your Macbook laptop, be sure to include the adapter that allows you to connect your Macbook to our projectors using VGA.
- If your presentation includes sound, you may want to consider bringing computer speakers if you want it to be loud. Otherwise, you will be able to use the speakers built onto the laptop.
- If you created your PowerPoint in Office 2007 Software, it would be best if you saved your file in a 2003 format to ensure that it will work properly. To do that, click the Office Circle at the top, go down to the picture of the disk that says "Save" and choose to Save In 2003 format.
- If you plan to show a video from Youtube or somewhere else on the internet, note that most of those websites are blocked and the district more than likely will refuse to unblock them during Senior Project. To plan, you need to download the video from home (Using a browser extension or program like Tomato Youtube downloader) and bring it on a separate file along with an FLV player. Both programs can be found by searching for them at www.download.com

Preparation is key to a successful presentation, especially when dealing with technology. If you need assistance with anything, or have questions about what will or will not work please stop by the computer lab early (sometime before the day of your presentation) and ask for assistance.

Letter to the Judges

One of the first impressions the judges will have of you will come from this letter. The purpose of this writing is to give the judges an introduction to you as a whole person, beyond the work you have done on the Senior Project. They will be able to see you as a young adult with goals, interests, and opinions. When they hear you speak at the Senior Boards, they will most likely bring these insights into their understanding and consequent assessment of your presentation. This letter, therefore, must be in your best writing and must be a sincere expression of how you perceive certain aspects of yourself.

You might consider the following topics: family background, hobbies, goals, driving principles or beliefs, individual talents, handicaps, experiences with the Senior Project, reflections from your high school years, expressions of regret or gratitude, or views on any subject you think will give the judges useful information about you as a graduate. (This is only a list of suggestions.) Write your letter in correct business format and carefully proof its contents.

Sample Letter

2300 Via Contenta
Palos Verdes Estates, CA 90274
May 18, 2004

Judges, Senior Boards
Faculty and Community Members
Palos Verdes High School
600 Cloyden Road
Palos Verdes Estates, CA 90274

Dear Judges:

As a soon-to-be graduate of Palos Verdes High School, I would like to take this opportunity to tell you about some things I now understand. The Senior Project proved procrastination is not the answer, and graduation is really earned-not some automatic ticket at the end of the year. Also, I can accomplish a lot more than I realized I could when I focus, commit, and work hard with persistence. These are lessons I learned that I am not going to forget because they were taught through my own experiences. I know experience can be a harsh teacher, but also an awesome one.

I was not completely sure if I could make it through four years of high school and graduate. My family has moved around a lot, and I fell behind in school. Whenever we would move to a new area, I would go to school and be frustrated. Sometimes I had to do something I had just done in my 'old' school, or I would find myself in the middle of a unit with which I was not familiar. Sometimes, I felt like just quitting. But I did not because I thought-no, I knew-that getting an education is more important than momentary frustration. Quitting would have been easy; it is the persistence that has been hard and worth it. My mom always says time will pass with or without

my using it for good purpose, so I might as well make use of it. She always asks, “Are you better off today than you were yesterday?” Well, I can say, “Yes, I am, and I am really proud of myself.”

My Senior Project topic is centered on the building industry and alternative materials and techniques. Someday I hope to be a building contractor. Even though I am female, my father and mother have always encouraged me to follow my dreams, regardless of my gender. This fall I got to work part time for a woman contractor and learned a lot. I love building. In fact, I have never experienced as much satisfaction as I did while on that job. One thing it started me really thinking about is how our building choices as consumers create a great deal of the environmental pressure. Using alternative methods is one of the answers. Ms. Brown, the woman I worked for this last fall, used steel framing when she was building homes. I found this technique interesting because it is not only different from the traditional stick built approach but is environmentally responsible.

For my project, I built a small, straw bale-constructed shed for my family. My grandfather paid for my time and all the materials. To build this shed I took a class in straw bale construction at the community college. I drew up plans and shared them with Ms. Brown. She made suggestions. Then I had my dad and grandfather look over the revisions. Finally, when I was satisfied, I showed them to my grandmother; she loved the idea. Now when I wake up in the morning and look out my window, I can see the shed I built. My grandparents love it. Of course, there are some things I will do differently when I build another one; but for a first try, I think it is pretty neat. My teacher at the community college brought the entire class out to look at it when I finished. Ms. Brown wants me to work with her again this summer and build her a shed like I did for my grandparents.

Although to complete this project, I had to cut back on my current job at Taco Time, it was definitely worth it. I enjoyed writing my research paper on alternative building materials and strategies. The research taught me a lot and gave me so much information. In fact, that is where I first learned about straw bale construction. I really liked working on the shed, and I feel like I have a future direction.

I appreciate the time you will spend looking over my work, and I am excited to meet with you.

Sincerely,

Ramona Rivers

Ramona Rivers

Dress Requirements

We want you to look sharp for your Senior Boards because appearance **does** count. You only get one chance to make a first impression. We want you to dress for success and to reflect Sea King pride. Please follow these guidelines:

Gentlemen:

- Bathe, comb your hair, and shave. If you have a beard or mustache, trim it so it looks neat. Avoid heavy after-shave. Make sure that your fingernails are also clean.
- Wear a shirt with a collar. Tuck it in and wear a tie!
- Wear nice slacks and a belt. They may be dress slacks or khaki trousers that fit you. No jeans and no baggy pants! You may also wear a sports jacket, if you wish.
- Polish your shoes. Nothing looks worse than to see a nicely dressed man only to have his appearance ruined by the presence of dirty shoes! By the way, no tennis shoes, please.

Ladies:

- Bathe, comb your hair, and wear minimal makeup. Easy on the perfume! This is a professional presentation, not an evening date.
- Make sure fingernails are clean and avoid bright nail polish.
- Wear dresses/slack suits that cover all essentials. Skimpy or provocative clothing is not appropriate for the presentations.
- Wear appropriate pumps or sandals; avoid flip-flops and sneakers.
- Wear minimal jewelry. Nothing should detract from your speech.

Additional Tips for Gentlemen and Ladies:

- I. Do not chew gum during your presentation.

VI. Rubrics

Research Paper Rubric

Student Name: _____ Teacher Name: _____

Use of Sources

Skill application demonstrates use which represents →	5	4	3	2	1	0
Researched information appropriately documented (MLA)						
Evidence of thorough research (2 texts, 2 internet, 1 interview)						
Demonstrates use of paraphrasing, direct, and indirect quotations						
Works Cited is correctly formatted						

_____/20

Content/Organization

Skill application demonstrates use which represents →	5	4	3	2	1	0
Introduction engaging and clearly defines thesis						
Thesis is argumentative, challenging and focused						
Content connecting to thesis is clarifying, exploring, explaining, developing						
X 2						
Text organization flows sensibly and smoothly						
Correct paragraphing						
Mixture of personal voice interwoven with research (commentary)						
Research goes beyond surface information and adds insight to topic						
Conclusion thoughtful, engaging, and clear						

_____/45

Mechanics/Usage/Spelling/Format

Skill application demonstrates use which represents →	5	4	3	2	1	0
MLA: Pagination, 12 point Times New Roman font and appropriate margins						
Usage/Grammar						
Written in formal style and uses formal language						

_____/15

Total Score: _____/80 **Total Percentage:** _____%

Resume Rubric

Student Name: _____ Teacher Name: _____

1 Point Each

Contact Information

Skill Application	Yes	No
First and Last Name (highlight in bold and larger than rest of resume)		
Street Address, City, State, ZIP Code		
Telephone Number (including area code)		
Email Address (without hyperlink)		

Objective

Skill Application	Yes	No
Brief and clear statement of the position seeking		

Education

Skill Application	Yes	No
School's Name		
City, State		
Graduation Month and Year		
GPA (only if 3.0 or higher)		

When college education is in progress or completed, high school education is eliminated

Experience (Jobs, Internships, Volunteer Work)

Skill Application	Yes	No
Title/Position (highlight in bold)		
Company/Organization Name		
City, State		
Month(s) and Year(s) Employed		
4-6 Bullet Points for each experience (emphasize specific skills and achievements)		
Verbs start each bullet point describing experience (past for past experiences and present for current)		

Activities/Awards (Clubs, Sports)

Skill Application	Yes	No
Activity Name		
Month(s) and Year(s)		

Computer Skills

Skill Application	Yes	No
Program Name(s)		

Mechanics/Usage/Spelling/Format

Skill Application	Yes	No
Standard font and size with even margins, correct form and structure		
Chronological layout (most recent first)		
No spelling errors, typos, abbreviations, or poor grammar		

Total Score: _____ /20

Comments

Portfolio Rubric

Student Name: _____ Teacher Name: _____

(2) Points Each:	<u>YES</u>	<u>NO</u>
Spiral Bound	_____	_____
Cover Page correctly formatted	_____	_____
Table of Contents with page numbers	_____	_____
Student Project Information with tab	_____	_____
Letter to the Judges	_____	_____
Resume	_____	_____
Approval Form	_____	_____
Parent Liability Release Form	_____	_____
Research Paper with tab	_____	_____
Paper; no editing marks/corrections	_____	_____
Graded Rubric with Comments	_____	_____
Physical Project/Field Work with tab	_____	_____
Physical Project Task Analysis Form	_____	_____
Mentor Background Form	_____	_____
Field Work Log	_____	_____
Time Sheet (signed)	_____	_____
Field Work Evidence	_____	_____
Cumulative Writing with tab	_____	_____
9 th Grade Writing Sample	_____	_____
9 th Grade Reflection	_____	_____
10 th Grade Writing Sample	_____	_____
10 th Grade Reflection	_____	_____
11 th Grade Writing Sample	_____	_____
11 th Grade Reflection	_____	_____
12 th Grade Writing Sample	_____	_____
12 th Grade Reflection	_____	_____

Total Score: _____/52

Honors Board Criteria Application and Checklist _____

Senior Board Presentation Rubric

Student Name: _____ Teacher Name: _____

- 4—Clearly a knowledgeable, practiced, skilled pattern
- 3—Evidence of a developing pattern
- 2—Superficial, random, limited consistencies
- 1—Unacceptable skill application

Content/Organization

Skill Application	4	3	2	1
Attention grabber effectiveness in introduction				
Speech's stated purpose clear within introduction				
Main ideas supported by accurate and appropriate details/ research				
Research paper and project linkage evident				
Organization follows logical flow				
Content balanced among research, project, and self growth				
Student "learning stretch" clearly explained and supported				
Conclusion effectively wraps up entire speech				
Effective/Sophisticated use of word choice				
Effective usage of visual aid				

_____/40

Delivery

Presentation Time: _____ minutes

Skill Application	4	3	2	1
Effective use of eye contact with audience				
Demonstrates appropriate use of voice volume and inflection				
Appropriate rate of speaking applied/Meets 7-10 min. time requirement				
Effective and appropriate use of gestures				
Demonstrates effective use of pauses				
Speech practice evident; delivery beyond the reading of note cards				
Speaker demonstrates energy, enthusiasm, and confidence				
Dress and appearance				

_____/32

Question/Answer Session

Skill Application	4	3	2	1
Answers extend and expand information				
Body language and answers demonstrate interest, enthusiasm, poise, and confidence				
Quality of answers represent depth & understanding of researched information				

_____/12

Portfolio

Skill Application	Yes	No		
Portfolio is present at the time of the presentation				

* 10% will be deducted for a missing portfolio.

Total Score: _____/84

VII. Signed and Returned Forms

Approval Form

I, _____, currently enrolled in a Palos Verdes High School English class, understand that a major requirement of my senior year is to research a topic of my choosing which will be developed into a paper with a minimum of 4-6 pages and 4 sources. The paper represents original, high quality research and senior level analysis of this research.

I, _____, know that I have to complete a hands-on project that relates to the research paper and represents a learning stretch. A learning stretch is either undertaking something new or taking a current skill to a higher level. The hands-on project must take a minimum of 15 hours to complete. I will document my hours through a learning log and time sheet.

The final step is to present a 7-10 minute oral presentation in front of a Senior Board panel. In the oral presentation, I, _____, must show and explain to the board the connection between the paper, the project, and my personal learning stretch.

Failure to perform ANY part of the Senior Project will seriously impact my final grade in English and my graduation requirements.

1. Describe your research topic.

2. In specific details, describe how you will accomplish this project.

- a. What is your project and learning stretch?

- b. Who is your mentor and what is their contact information?

- c. Where and when will your project occur?

- d. Honors Board: Describe your community service.

3. State your thesis.

Student Signature: _____

Date: _____

English Teacher Name: _____

Period: _____

Official SPAC Use Only

Approved: _____

Pending: _____

Denied: _____

Advisor Initials: _____

Parent(s) or Guardian(s) Liability Release Form

I acknowledge that I have read the explanatory letter about the Senior Project and have received the booklet describing and outlining due dates for the different phases of the project. I understand the consequences of missing deadlines and assignments. I also understand that my senior will select the topic and project he/she wishes to complete, and I have reviewed this topic with my student as summarized on the reverse of this form. In the event that my senior selects a project that includes expenditure, I realize that this is the student's choice, not a requirement. I further understand that if my senior undertakes a project by his or her choice in which risk is involved, I will not hold the school or district responsible for injury.

Parent/Guardian Signature

Date

Integrity Commitment

Honesty and integrity are important character traits we hope to reinforce throughout the culminating project. While we fervently hope we will not have to perform administrative consequences, we want to be very clear about the consequences of cheating on the culminating project.

We define cheating as:

- Plagiarizing (claiming work is yours that is not) any part of the culminating project, particularly the research paper.
- Lying about or exaggerating the quality and/or quantity of the time spent working on the product phase; inventing or exaggerating a mentor relationship.

If any of these should occur, you would be removing yourself from eligibility to give your senior board presentation, because unethical behavior has severe consequences to an organization and to self. By doing this, you would also be removing yourself from commencement exercises-you would not walk at graduation.

You may have the opportunity to present your new, original work at a post-commencement board. Provided you pass that board, and satisfy the other graduation requirements, you would still earn your diploma.

I have also reviewed the above Integrity Commitment with my student and both parties fully understand the consequences of cheating. We commit to honesty and integrity regarding the whole Senior Project experience.

Parent/Guardian Signature

Date

Student Signature

Date

Mentor Background Form

Please fill out the following information; return this form to your English teacher by the due date.

Student's Name: _____ Today's Date: _____

Mentor's Name

Address

City State Zip

Home Phone: (_____) _____

Work Phone: (_____) _____

Email: _____

Hours and days that a teacher/coordinator can contact the mentor: _____

In a few sentences, please describe the mentor's qualifications and/or background in the field in which he/she will be helping with the Senior Project.

Please Attach
Business Card
Here if Available

Physical Project Task Analysis Form

Student's Name: _____ Date: _____

Research Paper: _____

I. Description of Project: 50 points. In two to three paragraphs, describe your project with detailed specifics. Include what it will “look” like (e.g. how you will be spending your job-shadowing hours or what the final product should look like). Also, explain your objectives for completing this physical project. What are you hoping to gain? How does it relate to your research paper? Finally, what will your documentation include?

II. Project Accomplishments: 25 points. List below previous knowledge acquired about the project, tasks already completed and materials procured.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task Analysis: 25 points. List all the possible tasks you must complete in order to finalize your project. Think through the steps involved and the time needed for each task. What materials do you need to find? What literature do you need to read? Are there people you need to talk to for advice? Then prioritize the tasks according to required completion dates. Keep in mind the school's deadlines, your personal engagements, and leave room for those unexpected surprises.

Approximate Completion Date

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Provisional Pass Action Plan

All work must be completed by _____

Student Name: _____ Teacher Name: _____

Coordinator Name: _____

Parent Name: _____ Phone Number: _____

Reason for Provisional Pass:

State the specific plan for meeting the insufficient standard. Include dates, time, place, person(s) responsible.

I understand that failure to fulfill the requirements in this document by the date specified by the Advisory Committee will make me ineligible to participate in graduation ceremonies. I may, however, receive my diploma when I complete the terms of this contract, provided all other graduation requirements have been fulfilled.

Student Signature

Date

Parent/Guardian Signature

Date

VIII. Appendix

Discovery versus Exploration in Research

To make it easier for students to select projects for research at Palos Verdes High School, here is a description of two different kinds of research. We have selected the terms “Discovery” and “Exploration” to explain the types. Sometimes it is difficult to tell the difference between the two, because, after all, they are related. These terms will help you understand the two kinds of research that are practiced. In real practice, the terms “Discovery” and “Exploration” may not really be used to describe or define different kinds of research. We are using them to help you understand the similarities and differences.

Discovery is one of the goals of a process called basic or original research. This kind of research adds to the body of knowledge in the world. In fact, it is the creation of knowledge, a very noble achievement. Scientific and medical research often makes discoveries and creates knowledge that was never known before.

Exploration is closely related to basic research. Historically, “explorers” like Magellan and Lewis and Clark undertook journeys to “discover” things. However, it could be argued that what they found out, a person or a group of people somewhere in the world already knew. The information they gained and communicated was perhaps new to them and many others, but already was knowledge to others. For example, these explorers found out things during their journeys that native peoples already knew. The information might have been new to the explorers, but not necessarily new to the native people. Historical and legal research may fit comfortably under exploratory research. Also, writers may undertake this kind of research when writing a novel or a popular magazine article.

How will these terms and descriptions help you in your research projects?

In grades 9 and 10, most of your projects will be exploratory in nature. You will most likely be seeking prior knowledge and adapting or synthesizing it to fit your own needs and accomplish your own outcomes. You may be looking up historical records and research reports that others have organized already. Some of the information may be products of original or basic research, but someone else already has created and organized it. That does not mean it will not be new to you. In fact, you should undoubtedly learn things that are new to you. This not only is okay, but it is both a valid form of research and valuable practice of many research methods. However, the path you take in your projects may lead to real discoveries. Do not overlook the possibility that what you do will not only add to your knowledge, but also might actually add to the knowledge of humankind as a whole.

Eleventh and twelfth graders may select projects that will be in the discovery or basic research realm. For example, if you decide to work on a medical or scientific research project at a private or university lab, you may be joining a team of experts who are working to find cures to diseases, find out things about the planet or universe or describe an organism or something about it that was never known before.

Sometimes, discovery and exploration are so related that they are blurred. For example, an engineer in southern California recently published a book entitled *How the Great Pyramid was Built*. Obviously, to find out the methods used to build Kufu's pyramid in Egypt, how many workers were involved and how many years they spent, took a monumental research effort. But was this basic research or exploratory research? After all, did not the people who actually built the structure create the original knowledge of it. Think about it, discuss, debate, and decide.

Ethics, Life, and Research

In virtually all fields, ethics guide daily life in the workplace, and for that matter, in home and family life. It might also be called a code or set of standards of conduct. A more formal definition is “a particular system of principles and rules concerning duty, whether true or false; rules of practice with respect to a single class of human actions; as, political or social ethics; medical ethics.”

Ethics is also “the science of human duty; the body of rules of duty drawn from this science; the study of standards of conduct and moral judgment.” Ethics refers to concepts such as honesty and trust; integrity; respect; morals; essential qualities and accountability.

It also deals with privacy and confidentiality; openness and transparency. While these two sets of concepts seem to contradict each other, in ethics they do not. For example, not publicly revealing the names of subjects used in research is upholding privacy and confidentiality. Revealing the purpose of your study and identifying and acknowledging the sources you use supports openness and transparency. All fit the moral code.

Virtually every profession or job has its code of conduct-its set of ethics-that are the standards for practice. “Do no harm” defines the code of the medical profession. “Truth in advertising” guides the public relations and advertising field.

We often see and read about cases in which a particular code of ethics is broken. Parties that breach the code can face and endure consequences ranging from public embarrassment and humiliation; damage or destruction of reputation; loss of a career or legal action that can result in fines and even imprisonment. For victims, the consequences are equally if not even more serious. Loss of income and livelihood, loss of an investment, even the loss of life itself can result.

Businesses, including management, accounting, investments, and the insurance industry are governed by their own sets of rules. Recently, companies including Worldcom, Enron, and Adelphia have become synonymous and infamous not only for breaking their codes of ethics, but the law itself.

Being an Ethical Researcher in High School

When conducting your own research for school projects, you must follow a code of ethics. The California Education Code, for example, insists on the ethical treatment of animals by not allowing students to carry out experiments on vertebrate animals and promoting the humane treatment of all others. So do not plan to perform high school experiments on birds or bears. If you sign on with a research project in which experiments on live animals are being conducted, ask your mentor what permits he/she needs and has to allow such work. Also, there are federal guidelines that govern the kinds of procedures that must be followed when working with human subjects, even when taking surveys, for example.

Your project will also require that you use sources that you cite (identify) in the Works Cited. You should also identify and acknowledge all other sources, including people that helped you. These might include your parents, relatives, friends, mentors, and others you have consulted or from whom you have received any form of assistance or support.

Here are a few things to keep in mind or that bear repeating. It is ethical to use:

- Footnotes
- Works Cited
- Use others' photographic, artistic, video or musical material only with permission

It is unethical to:

- Make up data
- Falsify data
- Use other's data or work without permission or credit
- Take photos of persons without their permission. If you are planning to take photos of people, be sure to use and keep copies of photo release forms. You can get them in most photo/camera stores, or perhaps from online sources. Remember, too, that you will likely want to keep your subjects confidential, so be careful about including photos in your reports or other documents.

Ethics Activity

Today, the news is full of stories and reports of both ethical and unethical behavior or practice. Try this: Find and track stories in print media that deal with ethics. Use only one source, a daily newspaper or weekly newspaper or magazine, for example. Search every page of the publication. Entries might appear in sections as diverse as news, editorials, cartoons, and advertisements.

When you find an entry, **document** the title of the periodical publication; publication date; story headline and brief synopsis; page location of the entry, and number of lines in the entry.

Classify the field to which the entry refers. These are a few: science; medicine and health care; legal and law enforcement; religion; government and politics; the military; business; public relations and advertising; international affairs; building and manufacturing; sports; the arts; journalism and news reporting; construction; manufacturing; world trade.

Compile your data according to the criteria listed in paragraphs 2 and 3 above.

Analyze, interpret, and infer how important the story (ies) seem to be, given the data you compiled. For example, what does the number of days or times the reference to the case appeared have to do with its importance? How do these things relate? Does the placement or location of the reference tell anything about the importance of the case or issue? Does the word count or column inch devoted to the case provide clues about its importance? Do the stories show bias? What other ideas or questions can be addressed through analysis and inference?

Communicate the results in a report.

Research Etiquette

Etiquette and ethics in research are closely related. If ethics is a code of conduct, then etiquette is the expression or practice needed to carry out the research in a safe, sound, and respectful manner.

Etiquette combines common sense and following rules and guidelines. It is how you behave. Etiquette in the lab and field applies especially for students who are conducting projects on sites outside the high school and for those who are serving internships and carrying out community service. Here are a few things that etiquette-your conduct-will help you to succeed.

Outfitting

Regardless of how personnel dress in the office, lab, or field, your appearance is important. Be neat and dress appropriately. That translates to no jeans and t-shirts for a first meeting. You do not have to rent a tuxedo or formal either. Just use common sense when calling on a host mentor. Of course, if you know the dress code at a particular site, outfit yourself accordingly. You will have plenty of time to figure out what to wear after you are accepted. Many sites are informal, and some may require you to wear protective clothing. That not only means protection in the lab, but out-of-doors too. If your project requires you to be outside for long periods, things like hats, sunscreen and boots might be parts of your essential wardrobe. No one will want to hear or be particularly sympathetic that you cannot report to school or the research site because you did not use common sense and have severe sunburn. Other ideas will follow in the section on hazards.

Interviews

Now that you are dressed for success, be sure that you act in a manner accordingly. Make a good first impression. Serving an internship or working on a research project at a mentor's lab or field site requires that the mentor accepts you. Being accepted is much like seeking, applying, and interviewing for a job. If you plan to meet with a mentor to explore opportunities, you will want to be sure to make a good impression. Remember the old cliché, "you only have one chance to make a good first impression."

If you are asked to come for a visit to a research site, be sure that the topic of research is something that interests you. Then inform yourself in advance so that you can at least appear sincere if only modestly knowledgeable. No one will expect you to be the world's expert on the topic at hand, but you may be visiting with the individual who is. Being able to communicate in a friendly and sincere manner likely will go farther than most other factors to impress.

It is possible that some students will be conducting research that will require them to carry out their own interviews. Depending on the type of research, you may need to ask the same questions of your subjects. Be sure that you prepare the questions carefully and state them succinctly. Write out the questions in advance. Perhaps you have been involved in a survey, so you know that many people dread the time, even if it is only a few minutes to complete it. Be respectful of their time. Use questioning strategies that help you rapidly gather information you need. Consider using true-false, multiple choice, and complete the statement-type questions.

Oral histories will require different procedures, but make the same effort to prepare. For these, a cassette recorder might be useful.

Be sure to inform all subjects of the purpose of your project, how the information collected in the interview will be used and that their privacy will be protected. Document the date, time, and location of each interview. If necessary, you might want to prepare a form that allows the subject's information to be used.

Use of Electronic Devices

It might surprise you to see a section that addresses this topic. Our culture is saturated with electronic tools and treats. iPods, MP3 players, CD players, videogame players, cell phones, pagers, blackberries, and others no longer seem to be the luxury, but the necessity. There is a time and place for them, so when you are on the research site, be sure to know what that time and place is. The cell phone ring tone that you think is cute might be annoying to a research team member, who is likely to have higher status on the project. Concentration can be interrupted, and your electronic device might even interfere with sensitive equipment.

If you are constantly messing with your electronics during a work session – checking email or listening to phone messages – team members will figure that you are not taking your assignment seriously. Using the time and effort as a social exercise rather than an academic one may not be acceptable to those who are taking their duties seriously. Student research assistants have been dismissed from the project for less. Make sure you understand and abide by what research colleagues will tolerate. Ask about any policies and practices that you will be expected to follow. Better yet, use a little constraint, play it conservative, and limit the use of personal electronics while on assignment.

Hazards at the Research Site

This section is meant to inform you, so that safety prevails, problems can be anticipated, and accidents prevented. It cannot cover all the possible situations you could encounter. Nor is it meant to frighten you, but rather to build awareness. That is where common sense in the etiquette equation comes in. Whether you are working in the lab or in the field, realize that hazards may be present. Strong chemicals, radiation, lasers, and heavy equipment are just a few. That means you should proceed with caution and pay attention not only to your surroundings, but also to the advice of the research team.

Hazardous Materials

There are several classes of hazardous materials: flammable, toxic, explosive and radioactive. Experiments may involve one or more of these. Follow instructions of the person(s) who are supervising you, and do not handle equipment or materials and supplies unless you are told or authorized to do so.

Organisms

If you are working in a lab in which animals are used, remember that they are not pets. Some can inflict painful or even toxic bites and perhaps transmit disease. And you do not even have to see them; consider research in which microorganisms are involved, and you get the picture. Some plant research can also pose hazardous situations, so be aware and informed.

On the Sea and in the Field

Marine and oceanographic research is a possibility for some students. If this requires you to be on board a research vessel during part of your project, be aware that much of the equipment is heavy duty. Booms, winches, pulleys, gear assemblies, and other machinery that might be aboard potentially can cause injury if operated without caution. Be sure you know what you are allowed to handle and how to handle it. Otherwise, avoid being in the wrong place at the wrong time when it is being used. Wear proper clothing, footwear, and protective gear, as required by your mentor or the captain of the vessel. Regardless of your swimming skill, water is even a hazardous material if you drown in it.

Researchers in terrestrial environments can face hazardous situations as well. Steep environments, deserts, weather-related situations are just a few things that you should be prepared to deal with on your research mission. Falls, heat-related conditions (heat stroke, heat poisoning, etc.) can ruin a good day in the field or even the entire project.

Learning Lessons

Your own high school labs are good training grounds for safety. Do not forget the things you learn there when you report to similar, but unfamiliar surroundings elsewhere. Listen to your lab or field supervisor who has experience and may have special rules of conduct in their own setting. In addition, prepare yourself by reading about safety as part of your research project.

