

Woodside High School

Senior Thesis

2021-2022



Faculty

Lisa Camera	lcamera@seq.org	E9
Gordan Budimirovic	gbudimirovic@seq.org	C5
Jose Campos	jocampos@seq.org	C12
Joshua DeBets	jdebets@seq.org	A3
Kelly Dolan	kdolan@seq.org	E8
Jordan Filerman	jfilerman@seq.org	E13
Ramie Macioce	rmacioce@seq.org	E22
Jesse Manzo	jmanzo@seq.org	E11
Tony Mueller	amueller@seq.org	A1
Lexie Pretto	apretto@seq.org	B7
Monique Rizkalla	mhagler@seq.org	C6
Callie Shypertt	cshypertt@seq.org	E20
Lynelle Sigona	lsigona@seq.org	E22
Alexander Taylor	altaylor@seq.org	C8 C5
Anneke Vera	avera@seq.org	B15 H6
Pilla Zargar	pzargar@seq.org	B15

Woodside High School Senior Thesis

Welcome to the Senior Thesis! You are about to embark upon a lengthy academic journey, during which you will be given the opportunity (your last before college and the “real” world) to develop essential academic skills. By the end of this journey, you will have demonstrated your mastery of these skills: organizing a great deal of information, working with teachers and peers, conducting research that may include an interview or other experiential components, and writing a paper of at least 2000 words in length (at least six pages). In the course of this project you will be developing and honing such skills and habits as the following:

- ◆ Asking meaningful questions and knowing where to find the answers
- ◆ Analyzing the content and quality of information you find
- ◆ Approaching an expert with confidence and maturity (optional)
- ◆ Seeking advice and help when necessary
- ◆ Pursuing a project in-depth and maintaining focus over time
- ◆ Developing and managing independence by organizing your time
- ◆ Writing clearly and logically in support of your point of view
- ◆ Seeking out an idea of interest to *you* and pursuing that interest actively and passionately

These skills and habits will be challenges along your journey. Some of you will combat them with frustration or try to find easier paths around them. You might do only what each deadline requires, approaching the project with simply one goal – *getting it done*. We hope, however, that you choose not to present yourself as one who just gets by. Such a person is generally the one who is passed over for promotions, ignored during the interview process, or lost in a sea of others more eager to succeed.

Instead, we hope you will embrace the challenges of this project and become focused on higher goals – *finding the best possible answer to your question and having your work reflect who you are in a positive way*. With this approach, you will be driven not just by deadlines but by a curiosity and desire to know something thoroughly and by a concern for wanting to show what you are truly capable of as a student. The Senior Thesis can be a momentous culmination of your secondary education, demonstrating, in a way far more meaningful than test scores, that you are ready to graduate from Woodside High School. Begin this journey knowing we are committed to guiding you through each step and we believe each of you is capable of meeting these challenges and producing work of which you, your family, your peers, and your teachers can be very proud!

Research Papers

According to John Bean, “the starting point of any research paper is developing a problematic question or a risky claim. Although it might be tempting to start with ideas that are familiar or safe, that you already firmly committed to or that are already settled in your mind, that approach usually leads to flat, perfunctory writing that fails to engage readers. The better approach is instead to start with a question that is genuinely puzzling to you, or with a tentative claim that provokes multiple perspectives and invites audience resistance or skepticism.”

Research: What It Is.

A research paper is a culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. It is, perhaps, helpful to think of the research paper as a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic. Primary and secondary sources are the heart of a research paper, and provide its nourishment; without the support of and interaction with these sources, the research paper would morph into a different genre of writing (e.g., an encyclopedic article). The research paper serves not only to further the field in which it is written, but also to provide the student with an exceptional opportunity to increase her knowledge in that field. It is also possible to identify a research paper by what it is not.

Research: What It Is Not.

A research paper is not simply an informed summary of a topic by means of primary and secondary sources. It is neither a book report nor an opinion piece nor an expository essay consisting solely of one's interpretation of a text nor an overview of a particular topic. Instead, it is a genre that requires one to spend time investigating and evaluating sources with the intent to offer interpretations of the texts, and not unconscious regurgitations of those sources. The goal of a research paper is not to inform the reader what others have to say about a topic, but to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand. This is accomplished through two major types of research papers: the Classical Argument, and the Informed Argument.

Classical Argument:

An important goal of the classical argument research paper is persuasion, which means the topic chosen should be debatable or controversial. For example, it would be difficult for a student to successfully answer the following classic argument essential question:

Why are cigarettes dangerous?

Perhaps 25 years ago this topic would have been debatable; however, today, it is assumed that smoking cigarettes is, indeed, harmful to one's health. A better essential question would be the following:

What are the dangers of cigarette smoking, and to what extent should they be banned?

In this question, the writer is not challenging the current accepted stance that both firsthand and secondhand cigarette smoke is dangerous; rather, she is questioning whether or not the dangers

of smoking justify restricting the people’s right to smoke. The student would support this thesis throughout her paper by means of both primary and secondary sources, with the intent to persuade her audience that her opinion or call to action is well informed and viable.

The example above is called a *proposition of policy*. According to *Building English Skills*, “propositions of policy recommend particular actions” (408). Use the words *should*, *must*, or *ought to*. As you think of your topic, consider the following sentence frame:

I will argue that _____ (should/should not) (must/must not) _____.

Informative Argument:

The informative argument begins with the student gaining expertise in a topic on which he or she has taken no stance. Such a paper is often an exercise in exploration and evaluation. For example, perhaps one is interested in breast cancer. A relative is suffering from this condition, and the student wants to learn more about it. The essential question may be as follows:

What are the best preventative measures to avoid breast cancer?

or

What are the best breast cancer treatments?

Both these questions require the student to thoroughly research breast cancer to establish expertise in this topic. He or she needs to gain an understanding of all aspects of the disease. Once this knowledge and expertise is obtained, it is important to use it to explore the controversies of this topic. For example, there are different scientific approaches to both breast cancer prevention and treatment. For either topic, the writer must thoroughly research all options and formulate an expert opinion.

The statements above are *propositions of value*, which “state that something is good, ethical, worthwhile, or desirable” (408). Consider the following sentence frame:

I will argue that _____ is (the best/worst method of _____) (right way/wrong way to _____) (justified/not justified because _____).

Whenever you write, you need to identify and consider your audience. You will need to establish your credibility (ethos), so your audience sees you as trustworthy. You must provide solid evidence and reasoning (logos) to strengthen your argument. Most importantly, you must engage your reader with your passion (pathos) for the topic.

SENIOR THESIS

1st Semester Elements

Project Element	Collected in (English or Social Studies)	Due Date (at start of the period)	Late work deadline 3:10 pm (½ credit earned)	Points possible
TOPIC PROPOSAL/ NOTE CARD CHECK	English	Sept 30, Oct 1 (B, A)	NO LATE SUBMISSION	75
NOTE CARD CHECK	Social Studies	Oct 20, 21 (A, B)	Oct 22	50
ESSENTIAL QUESTION/ NOTE CARD CHECK	English	Nov 3, 4 (A, B)	Nov 5	100
WORKING OUTLINE/ NOTE CARD CHECK	Social Studies	Dec 1, 2 (A, B)	Dec 3	150
		FIRST	SEMESTER	375

2nd Semester Elements

Project Element	Collected In (English or Social Studies)	Due Date (at start of period)	Late work due by end of day (½ credit earned)	Points Possible
ANALYTICAL OUTLINE*	English	Feb 2, 3 (B, A)	Feb 4	150
FIRST DRAFT*	English	Mar 16, 17 (A, B)	Mar 18	100
FINAL PAPER*	English	Apr 22	NO LATE SUBMISSION	200
REFLECTION LETTER*	Social Studies	May 4, 5 (B, A)	May 6	30
		SECOND	SEMESTER	480

* Submit a hardcopy in class and upload to Canvas before class on the due date

NO HANDWRITTEN WORK WILL BE ACCEPTED AND STUDENTS MUST BE ON TIME TO SUBMIT AT THE BEGINNING OF THE PERIOD

Name:

English Teacher/Period:

Social Studies Teacher/Period:

Date:

Topic Proposal and Note Card Rubric
Due: Sept 30 (Bday) and Oct 1 (Aday), 2021

_____ **Proposed Topic (10 points):** _____

Additional Topics of Interest – List 2 other potential topics you are interested in researching:

1. _____ 2. _____

Topic Proposal (40 pts) – Demonstrate your interest in and commitment to your proposed topic by writing two paragraphs on the questions listed below. *Your proposal should be typed and use MLA format.*

_____ **Paragraph 1: Rationale (20 pts)**

- Why did you select this topic and why does it interest you?
- Why is this topic relevant today?
- What might readers find interesting about this topic?

_____ **Paragraph 2: Areas of Research (20 pts)**

- Identify three issues or subtopics pertaining to your proposed topic.
- What are some possible arguments your paper may seek to prove?
- Reflect on the research you've completed. What are the strengths and challenges so far?

_____ **Note Card Check (25 pts)**

Note Card Rubric

# of CREDIBLE Source/ Info Cards	Points	Requirements (Source cards are blue and info cards are white)	Skilled	Developing up to -7 pts
2+ / 10+	25	Source cards → All sources pass the Lateral Reading Process and CRAAP test for Currency, Relevance, Authority, Accuracy, Purpose. → Source card includes a complete MLA citation and a convincing assessment of the credibility of the author and/or source. Information cards → All paraphrased, summarized information is in your own words. All direct quotations include context, analysis, and citation (including page number as warranted). → Information on all cards is detailed and specific enough to be useful in paper and include at least 3 bullet points.		
1+/7-9	20			
Fewer than 1/7	0			
# of source cards _____ # of info cards _____				

*(-3) not color coded _____ missing/non-relevant topics _____

* (-5) missing folder and/or rubric

- APPROVED
 APPROVAL DELAYED - SEE YOUR GRADER DURING TUTORIAL ON _____

Comments:

Evaluated by: _____

Total _____/75

Research Writing Guidelines

Contents:

- I. Notecards
- II. Direct Quotation, Paraphrasing, and Summarizing
- III. MLA In-text Citations
- IV. The Works Cited Page

I. NOTECARDS

You will divide your note cards into two categories: source cards and information cards

A. Source Cards & Selecting Sources

For every source that you use, such as a book, magazine, website, etc., you will need to include the MLA citation for your source and a 2-3 sentence assessment of the credibility of the author and/or source.

SOURCE CARD

MLA 9 Citation: Each type of source uses a slightly different format. Refer to the works cited guidelines below or search the internet for perfecting each citation.

2-3 sentence assessment of the credibility of the author and/or source: Assess author's education, expertise, use of cited research, or association with a respected university/organization. Or look at the bias and respectability of the publisher, organization, or database

Acceptable (and Unacceptable) Internet Research Sources

Acceptable Sources:

- Sources from [WHS Library Databases](#) (Gale, JSTOR, etc.)
- Authored sources where expertise and authority can be verified
- Unauthored .gov or .edu sources published by faculty and staff of reputable educational institutions
- [Unbiased high-quality \(authored or unauthored\) media sources](#)
- Documentaries & podcasts published by reputable platforms; NPR, KQED, BBC radio programs, and TED Talks
- Personal interviews with experts

Unacceptable/Questionable Sources:

- Unauthored .org, .com, .net
- Unauthored advocacy or non-profit organizations (PETA, NOW, NRA, etc.). Avoid sources that ask for donations.
- Student-published research papers from schools and universities
- Blogs or social media posts
- Low-quality or biased media sites
- Listics
- YouTube videos except when published by a verifiable, reputable source

- Personal interviews with family and friends unless they are an expert in your field of research

B. Information Cards

Once you find a credible source, you will want to take notes that are relevant to your research topic/question. Each note card must have the following items:

1. A topic or title

For example, if you are researching AIDS, some topics might include: History, First Cases in the US; Government Response; Statistics; Medications; Rise in Africa; etc.

2. A Source Card reference

Each of your Source Cards needs to be numbered. Then, on each informational card, write the source card number in the top right of the notecard.

3. Information

- It is extremely important that as you read you write your notes in your own words. If you are not doing this, you are in danger of creating a plagiarized paper.
- Bullet point most of your information.
- All paraphrased or quoted evidence needs to contain a parenthetical citation.

Direct Quote

Besides bullet pointing, you might choose to quote, paraphrase or summarize the information.

- A direct quotation must begin with context and be followed by paraphrase, analysis, and a citation

CONTEXT: In the seventeenth century, pirates began to use the Galapagos Islands, and they set in motion the destruction of the environment there.

QUOTE: "The islands were strategically convenient for pirates, because they were sufficiently distant from the mainland to permit escape, yet close enough to the trade routes and coastal cities for raids" (Oxford and Watkins). *PARAPHRASE: Pirates were attacking ships, but they needed someplace to hide out after those raids, and this is why the*

4. Page number (if relevant)

Whenever possible, write the page number where you found the information.

<p>Topic: _____ SC#: ___</p> <ul style="list-style-type: none"> ▪ Bullet point info ▪ Use your own words! <p style="text-align: right;">Pg. #__</p>
--

You will take your notes and track your research online using Google Slides. The benefits of this format include increased access to your research and the ability to easily search your notes for key terms and ideas. You may still print these cards out for the purposes of sorting and categorizing your notes during the writing process.

A. Google Account

To make and submit Notecards you will use your school Google account.

B. Creating Notecards in Google Drive

Once you have created your Google account and are logged in follow the steps below to create your Notecards using Google Slides.

C. Submitting your Notecards

To turn in your Notecards you need to share your Google Slides document with your English or Social Studies teacher. To do this follow the steps below.

- 1) From within the open document click **Share** in the upper right corner
- 2) Type in your teacher's Google address in the Invite People box
- 3) To the right Invite People box, select "Can edit" from the dropdown box (usually the default selection)
- 4) Make sure Notify people via email is checked
- 5) Click the blue **Send** button at the bottom of the screen

*Copying/duplicating notecards is considered an Academic Integrity Violation and will be treated as such.

IV. DIRECT QUOTATIONS, PARAPHRASING, AND SUMMARIZING

A. Direct Quotations

Requirements

- When you quote, be sure to copy the exact words of your source, including punctuation and capitalization. Note the following example:

Source: Garcia, "Clawing into Controversy" (40)

A line from student's paper: Garcia explains that because the mountain lions' natural habitat can no longer sustain the population, older lions "are forcing younger cats into less suitable terrain, including residential areas" (40).

- Use quotations sparingly. Integrating many quotations can be awkward.
- Use quotations for memorable phrases, parts of historical documents, etc.
- Do not use quotations to explain facts.
- When you include a direct quotation in your paper, you must include the source within your paper so that your reader would then be able to find the complete source on your Works Cited page. This is called an **in-text citation**. It's most common to include the author's last name and the page number of the source in parentheses after the quotation but before end punctuation. There are variations on this format, however, depending on the accessible information about your source.

B. Paraphrasing

"Paraphrasing translates all of the source's content into different words, and the overall paraphrase is about the same length as the original source. It ensures your understanding of the material and records both the author's reasoning supporting details. Like quoting, paraphrasing can be time-consuming. Be alert that all the material you record is relevant to your topic and purpose" (Chopra 109).

C. Summarizing

Summarizing entails reducing a few paragraphs or even pages to a couple of sentences that are in your own words. You must cite your sources when you are summarizing someone else's ideas.

V. MLA IN-TEXT CITATIONS

A. Requirements

Whenever you include a direct quotation in your paper or anytime you use someone else's ideas, you must cite your source. In order to make your paper more readable, vary your use of the following formats:

1. Signal Phrases introduce the cited material with a phrase that includes the author's name and perhaps even more details about the source. Use a signal phrase to emphasize your most impressive, persuasive sources.

- In an interview with civil engineer Rodney Brown, the author of *Ten Ways to a Safer Society*, Brown acknowledges that hands-free phones are not any safer in vehicles than other cell phones. He suggests that crashes involving cell phones may "result from a driver's limitations with regard to attention rather than dexterity."

2. Parenthetical Citations include the author's last name and page number in parentheses after the cited material and before the end punctuation. This example is from a book written by a person with the last name of Sundeen.

- Most states do not keep adequate records on the number of times cell phones are a factor in accidents; as of December 2000, only ten states were trying to keep such records (Sundeen 2).

3. The following demonstrates a **combination of a signal phrase and a parenthetical citation** that includes a page number from the editorial section of a newspaper. This example is from Cohen's letter to the editor.

- **Peter Cohen, a driver at the scene of a terrible accident near Boston in December, reports that** after he was rear-ended, the guilty party emerged from his vehicle still talking on the phone (E5).

The parenthetical citation should be placed after the quotation or paraphrased information and before the period (right here). If no author is listed, use a shortened version of the title. NEVER use a web address!

B. Types of Citations

1. When you have an author and page number:

- Flagpole-sitting was one of the oddest fads of the 1920s (Nash 371).

2. When the author is unknown, either use the complete title of the source in a signal phrase or use a shortened form of the title in parentheses after the information. Titles of books and websites are underlined; titles of articles and other short works are in quotation marks.

- As of 2001, at least three hundred towns and municipalities had considered legislation regulating the use of cell phones while driving (*Lawmaker 2*).

3. When there is no specific author named, but the source is sponsored by a government agency or an organization, use that entity as the author:

- In 2004, researchers found that the risks of driving while phoning were small compared with other driving risks (Harvard Center 3-4).

4. When there is no page number as with many Internet sources AND no author, give a short form of the title of the source (one or two words only) and punctuate the title correctly (underline or put in quotation marks).

- The 1920s was a time of great change in which various worlds clashed to produce an explosive, exciting, and challenging decade (*Roaring 20's*).

5. If you are using a direct quotation from a secondary source, you must identify it as such. For example, if you are quoting a statement from JFK found in your textbook, you must identify this.

- In his Inaugural Address, JFK inspired many when he urged Americans to “ask not what your country can do for you- ask what you can do for your country” (qtd. in Nash 701).

VI. THE WORKS CITED PAGE

A. Requirements

The purpose of the works cited page is to provide the needed information for the reader to locate any source used within the paper (Owl). It will be the last page of your paper entitled “Works Cited,” and will include a list of all the sources referenced in your paper.

Follow these rules for format:

- Alphabetize the list by each author’s last name (or the name of the corporate author, if applicable).
- If there is no author, use the title, alphabetizing by the first main word of the title of the source.
- Italicize all titles
- After the first line of each source, indent the subsequent lines five spaces.
- Double-space both within and between entries.
- Put a period at the end of each entry.

B. Format for Entries

There is a very specific way in which you must list your information on the Works Cited page. Below you will find instructions and examples of how to list your information. Please follow these formats. The following information comes from the Owl at the Purdue University website:

http://owl.english.purdue.edu/handouts/research/r_mla.html.

Book

Author(s). *Title of Book*. Place of Publication: Publisher, Year of Publication.

- **Book with one author**

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray and Beck, 1999.

- **Book with more than one author**

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn and Bacon, 2000.

Note: If there are more than three authors, you may list only the first author followed by the phrase et al. (the abbreviation for the Latin phrase "and others") in place of the other authors' names, or you may list all the authors in the order in which their names appear on the title page.

- **Book with a corporate author**

American Allergy Association. *Allergies in Children*. New York: Random, 1998.

- **Book with no author named (such as an encyclopedia)**

Encyclopedia of Indiana. New York: Somerset, 1993.

- **Article with no author named**

"Cigarette Sales Fall 30% as California Tax Rises." New York Times 14 Sept. 1999: A17.

Note: For parenthetical citations of sources with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and italics as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (*Encyclopedia* 235) and (*Decade* 26).

- **Anthology or collection**

Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Johns Hopkins UP, 1997.

A Part of a Book (such as an essay in a collection)

Author(s). "Title of Article." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Pages.

- **Article from a reference book**

"Jamaica." *Encyclopedia Britannica*. 1999 ed.

An Article in a Periodical (such as a newspaper or magazine)

Author(s). *Title of Article*. Title of Source Day Month Year: pages.

- **Magazine or newspaper article**

Poniewozik, James. *TV Makes a Too-Close Call*. Time 20 Nov. 2000: 70-71.

Trembacki, Paul. *Brees Hopes to Win Heisman for Team*. Purdue Exponent 5 Dec. 2000: 20.

Note: When citing the date, list day before month; use a three-letter abbreviation of the month (e.g. Jan., Mar., Aug.). If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g. 17 May 1987, late ed.).

A Website

Author(s). Title of the site. Date of publication or last update. Name of institution/organization affiliated with the site. Date of your Access.

- **Website example**

Felluga, Dino. *Undergraduate Guide to Literary Theory*. 17 Dec. 1999. Purdue University. 15 November 2000.

Note: It is necessary to list your date of access because web postings are often updated, and information available at one date may no longer be available later.

An Article on a Website

Author(s). Article Title. Name of website. Date of posting/revision. Name of institution/organization affiliated with the site. Date of access.

- **Article on a web site**

Poland, Dave. *The Hot Button*. Roughcut. 26 Oct. 1998. Turner Network Television. 28 Oct. 1998.

An Article in an Online Journal or Magazine

Author(s). Title of Article. Title of Journal Volume. Issue (Year): Pages/Paragraphs. Date of Access.

- **Online journal article**

Wheelis, Mark. *Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention*. Emerging Infectious Diseases 6.6 (2000): 33 pars. 5 Dec. 2000.

Note: Some electronic journals and magazines provide paragraph or page numbers; include them if available. This format is also appropriate to online magazines; as with a print version, you should provide a complete publication date rather than volume and issue number.

An Electronic Database

Author. Title of Article. Relevant information for the database. Date of access.

- **An electronic database (such as NewsBank)**

Derks, Sarah A. *Binge Drinking and College: New Pressures for An Old Mixer*. Commercial Appeal 8 Dec. 1997: A1. NewsBankNewsfile Collection, Vers. 2.40.

Note: Provide the bibliographic data for the original source as for any other of its genre, then add the name of the database along with relevant retrieval data (such as version number and/or transcript or abstract number).

Other Types of Sources

- **Pamphlet**

Office of the Dean of Students. Resources for Success: Learning Disabilities and Attention Deficit Disorders. West Lafayette, IN: Purdue University, 2000.

- **Interview that you conducted**

Purdue, Pete. Personal Interview. 1 Dec. 2000.

- **Television episode, Youtube video or radio program**

The Blessing Way. The X-Files. Fox. WXIA, Atlanta. 19 Jul. 1998.

- **Sound recording**

U2. *All That You Can't Leave Behind*. Interscope, 2000.

- **Film**

The Usual Suspects. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995.

Name:

Date:

English teacher/ Period:

Social Studies teacher/ Period:

Note Card Check Rubric

Due: Oct. 20 and 21, 2021

# of New CREDIBLE Source Cards /of New Info Cards	Points	Requirements (Source cards are blue and info cards are yellow)	Skilled	Developing up to -15 pts
3+/20+	50	Source cards → All sources pass Lateral Reading Process and CRAAP test for Currency, R elevance, A uthority, A ccuracy, P urpose. → Source card includes a complete MLA citation and a convincing assessment of the credibility of the author and/or source.		
3/16-19	40			
2/10-15	30	Information cards → All paraphrased, summarized information is in your own words. All direct quotations include context, analysis, and citation (including page number as warranted). → Information on all cards is detailed and specific enough to be useful in paper and include at least 3 bullet points.		
Fewer than 2/10	0			
# of source cards _____ # of info cards _____				

*(-5) not color coded _____ missing/non-relevant topics _____ missing folder/rubric _____

You must have an approved topic and share editing access with seniorthesis@seq.org to earn credit. Research done on unapproved topics will not earn credit.

Comments:

Evaluated by: _____

Total: _____/50

Name:

English Teacher/Period:

Social Studies Teacher/Period:

Date:

Essential Question

Due: Nov 3 and 4, 2021

Topic: _____

USE INK

<p>Question:</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

_____ **Essential Question (50 pts): APPROVED / DELAYED APPROVAL** SEE YOUR GRADER DURING TUTORIAL ON _____

<p>Note: No further assignments can be turned in without an approved EQ. To earn lost points, revised EQs must be turned in by 11/17.</p>

Note Cards

# of New CREDIBLE Info/ New Source Cards	Points	Requirements (Source cards are blue and info cards are pink)	Skilled	Developing up to -15 pts
20+ / 3+ 16-19 / 3 10-15 / 2	50 40 30	<p>Source cards</p> <ul style="list-style-type: none"> → All sources pass Lateral Reading Process and CRAAP test for Currency, Relevance, Authority, Accuracy, Purpose. → Source card includes the MLA citation and an author assessment. 		
Fewer than 10/2	0	<p>Information cards</p> <ul style="list-style-type: none"> → All paraphrased, summarized information is in your own words. All direct quotations include context, analysis, and citation (including page number as warranted). → Information on all cards is detailed and specific enough to be useful in paper and include at least 3 bullet points. 		
<p># of source cards _____</p> <p># of info cards _____</p>				

*(-5) not color coded _____ missing/non-relevant topics _____ (-10) missing/late folder _____

Notecard Points _____/50

Comments:

Evaluated by: _____

Total: _____ 100

Name:
 English Teacher/Period:
 Social
 Date:

Studies

Teacher/Period:

The Working Outline and Note Card Check

Due: December 1 and 2, 2021

Note: Your EQ MUST match the approved EQ; otherwise, you will receive zero credit

Working Outline Rubric

Topics with 2 subtopics	Points	Topics	Good	Needs Improvement (-4)	Unsatisfactory (-8)
			All topics support approved EQ	Most topics support approved EQ	Few topics support approved EQ
6+	100	Subtopics	All subtopics support main topics	Most subtopics support main topics	Few subtopics support main topics
5	90	Essential Question	All elements of approved EQ addressed	Majority of approved EQ addressed	Approved EQ not addressed
4	80	Information	All info is relevant and logically ordered	Most info is relevant and logically ordered	Info is largely irrelevant and illogically organized
		Detail	Appropriate level of detail	Usually appropriate level of detail	Lacks detail
3 or fewer	0	MLA Outline Format	MLA followed exactly	MLA follow with minor error	MLA format not followed

Topic Points _____ - Quality Points _____ = Outline Score: _____ /100

Note Card Rubric

# of CREDIBLE Source/ Info Cards	Points
3+/20+	50
3/16-19	40
2/10-15	30
Fewer than 10/2	0
# of source cards _____	

Requirements (Source cards are blue and info cards are green)	Skilled	Developing up to -15 pts
Source cards → All sources pass the Lateral Reading Process and CRAAP test for Currency, Relevance, Authority, Accuracy, Purpose. → Source card includes a complete MLA citation and a convincing assessment of the credibility of the author and source.		
Information cards → All paraphrased, summarized information is in your own words. All direct quotations include context, analysis, and citation (including page number as warranted). → Information on all cards is detailed and specific enough to be useful in paper and include at least 3 bullet points.		

of info cards _____

--	--	--

*(-5) not color coded _____ missing/non-relevant topics _____
(-10) missing/late folder or rubric upon submission _____

Note Cards _____/50

Total _____/150

The Working Outline

What is the purpose of an outline?

The purpose of an outline is to formally plan and arrange your ideas for a paper.

How do I set up my outline?

It will help if you think about the best ways to organize your information. Although all papers will be arguments in the sense that you will support a claim (thesis), some will benefit from a classical argument structure, and others will be primarily informative.

Classical Argument

- *Identifies a clear and significant controversy
- *Commit to a position in that controversy
- *Persuasive focus
- *Includes counterclaim and rebuttal

Informative Argument

- *Organization: Chronological, Cause and Effect, Process, Classification, or Compare and Contrast
- *Has clear claim based on in-depth analysis

Basic Outline Format

- *You are required to have at least **6 main topics** and **2 subtopics** for each main topic
- *After each topic, you **must** ask a question
- *Your subtopics **need not** explicitly answer the question but rather explore aspects of the topic
- *Notice the formatting, including the use of Roman numerals

Essential Question: Write your essential question first

- I. Topic: Question?
 - A. Subtopic (Remember, use short phrases, not full sentences)
 - B. Subtopic
- II. Topic: Question?
 - A. Subtopic (Remember, use short phrases, not full sentences)
 - B. Subtopic

First Last

English Teacher, Period _

Social Studies Teacher, Period _

Date Month Year

Working Outline: ST Topic

Essential Question: How did pirates and whalers negatively affect the ecosystem on Pinta Island in the Galapagos, and to what extent can the damage be reversed?

- I. Pirates' First Contact with the Galapagos: When did pirates first contact the Galapagos and what were their impacts?
 - A. Introduction of goats to the islands
 - B. Moving location of tortoise populations
- II. Impact of Goats on Pinta Island: How did goats impact the ecosystem on Pinta Island in the Galapagos?
 - A. Initial (minimal) impact of goats on part of island
 - B. Crossing the volcanic rock and destroying most vegetation on Pinta Island
- III. Elimination of Goats: How did scientists plan to eliminate the goat population on Pinta Island?
 - A. Scientists meet with solutions for the goat problem
 - B. Settle on eliminating (killing) all of the goats on Pinta island
 - C. Snipers in helicopters shoot goats
- IV. Goats Evolve: How did the goats evolve to evade the helicopter snipers and how did the scientists revise their plan?
 - A. Goats began hiding under trees or in caves
 - B. Scientists began using "planted" goats with GPS to find and eliminate other goats

- V. Scientists Finally Eliminate Goat Problem and Move Forward with Restoration of the Ecosystem: How are scientists minimizing the goat problem and restoring Pinta Island to its original ecosystem?
 - A. Keeping the sterile “planted” goats on Pinta Island
 - B. Moving tortoises from nearby island to Pinta
 - C. Monitoring the ecosystem

- VI. Accomplishment of the Goal: To what extent was the damage reversed?
 - A. Recovery of tortoise populations
 - B. Minimization of goat effects
 - C. Future Plans

Name:

English Teacher/Period:

Social Studies Teacher/Period:

Date:

Senior Thesis Analytical Outline and Works Cited

Due: Feb 2 and 3, 2022

Automatic No Credit: Not submitted on Canvas. Missing works cited or approved EQ.
Automatic Unsatisfactory: previous comments on working outline are not addressed; evidence not provided for more than one topic
 - 20 for missing entire topic; -10 incomplete topic (Roman Numeral + A & B, Evidence, Citations)
 - 10 missing/late folder or rubric upon submission

	Excellent (150 pts.)	Good (130 pts.)	Satisfactory (115 pts.)	Unsatisfactory (95 pts.)
Introduction & Thesis	-Introduction presents original, engaging hook -Introduction offers exemplary background information -Introduction includes a compelling thesis addressing all aspects of E.Q.	-Introduction presents interesting hook -Introduction offers sufficient background for topic. -Introduction includes a general thesis that addresses all aspects of the essential question.	-Some effort to create interesting hook -Introduction presents some background for topic -Introduction includes a statement that addresses part of the essential question.	-Only a basic statement of facts provided with little or no effort to present an interesting hook -Insufficient background for topic provided -No thesis statement
Topic Sentences (I., II, etc.)	-Topic sentences insightfully state the purpose of paragraph and advance the thesis.	-Topic sentences support thesis and state purpose of paragraph.	-Topic sentences relate to thesis, but do not clearly state the purpose.	-Topic sentences are missing and/or do not state purpose or relate to thesis.
Evidence (A, B, etc.)	-Incorporates variety of sources for each topic -Citations correspond to works cited -Compelling and specific evidence for each subtopic is thoroughly paraphrased and enhances/supports the topic sentences -Direct quotations include clear context and insightful analysis	-Relevant and specific evidence is paraphrased for each subtopic and supports the topic sentences -Direct quotations include context and analysis	-Evidence is adequately paraphrased -Quotations are supported by limited context and/or analysis	-Relies too heavily on a single source -Evidence does not consistently correspond to works cited. -Evidence for subtopics is largely irrelevant and not specific -Evidence is not paraphrased -Direct quotations are not supported by clear context and analysis
Format/ Mechanics	-Correct MLA formatting (including works cited and citation). -Essential question after title -Evidence of careful editing and proofreading. -Clear language and formal academic tone. -Outline format followed -Correctly formatted Works Cited -Thesis statement is underlined	-Minor spelling or grammatical errors	-Correct MLA formatting (including works cited and citation) with minor errors -Few spelling or grammatical errors -Some unclear language and/or informal tone -Outline format generally followed -Works Cited with minor errors	MLA formatting (including works cited and citation) not followed -No essential question after title -Many errors that distract the reader -Unclear language -Outline format not consistent -Works Cited formatting is incorrect -Thesis statement not underlined

Graded by _____

Deductions _____

Grade _____ /150

Student Name

English Teacher, Class Period

Social Studies Teacher, Class Period

Date

Analytical Outline

Essential Question: How has the movement for an Equal Rights Amendment changed over time, and to what extent does the United States still need an ERA?

Introduction Paragraph

The United States is thought of as a land of opportunity and equality by many. However, over the years, countless groups have been discriminated against and were not guaranteed equality. While the 15th Amendment is often recognized as the legislation that provided for equality (particularly for voting) as it prohibited discrimination based on various traits, it had a major shortcoming: these traits did not include sex. This astonished many feminists who had been fighting in support of the amendment. Although women secured the right to vote later through the 19th Amendment, one piece of legislation is still missing: an Equal Rights Amendment to prohibit discrimination based on sex. After many years of varying levels of support for an Equal Rights Amendment and controversy regarding the issue's potential implications, the United States has yet to implement this essential legislation, which would reinforce the idea that society is pursuing gender equality and provide nearly permanent grounds for equality.

- I. **Early Equal Rights Amendment: How did the early movement in the 1920s pursue an Equal Rights Amendment (and how much success did it experience)?** In conjunction with some of the other movements of the Progressive Era, the early movement in the 1920s introduced an Equal Rights Amendment, with multiple groups promoting such legislation seeking to expand their base of support.
 - A. **Introduction of idea of Equal Rights Amendment.** Evidence: The National Women's Party was one of the early endorsers of an Equal Rights Amendment, though previous groups had introduced the idea of an amendment to prohibit discrimination based on sex (as the 15th Amendment had done with race) (Cott 1).
 - B. **Leaders and level of support for Equal Rights Amendment.** Evidence: Alice Paul was one of the early leaders pushing for an Equal Rights Amendment to guarantee equality following the 19th Amendment, which was a step towards equality but not enough (Ravitz 8).

CONTINUE AS PREVIOUSLY DEMONSTRATED FOR THE REST OF YOUR OUTLINE!

**If your editor suggested changes to your working outline, make the changes and then add the evidence and topic sentences.

Name _____ English teacher/Period _____ Social Studies Teacher/Period _____ Grader _____

First Draft Rubric

	Exceptional / 100	Skilled / 88	Proficient / 78	Developing / 68	Unsatisfactory / 58
Introduction/ Thesis	Hook is on topic, thought-provoking, creative, and engaging Background information is clear and coherent. Thesis statement is clear, concise, coherent, and creative.	Hook is an anecdote, quotation or statistic that engages the reader Background information is complete. Thesis statement is clear and complete.	Hook is an anecdote, quotation or statistic that attempts to engage the reader, but does not. Background information is sufficient. Thesis statement is adequate.	Hook is not at all engaging or is not clearly connected to the topic. Background information is included but ineffective Thesis statement is unclear or inadequate.	Hook is missing. Background information is missing or incoherent. Thesis statement is missing
Organization / Structure	All topic sentences clearly connect to both the thesis statement and to the information presented in the body paragraph that follows. Body paragraphs are well-organized and fully developed. Conclusion restates the main ideas and creatively leaves the reader satisfied.	Most topic sentences connect to both the thesis statement and to the information presented in the body paragraph that follows. Body paragraphs are organized and developed. Conclusion restates the main ideas and leaves the reader satisfied.	Topic sentences advance the thesis but do not consistently reflect the information that follows in the body paragraphs. Body paragraphs are somewhat organized and developed. Conclusion restates the main ideas and attempts to leave the reader satisfied.	Topic sentences attempt to advance the thesis, but need considerable revision. Body paragraphs are disorganized or undeveloped. Conclusion is limited, disjointed or ineffective.	Topic sentences are often missing. Body paragraphs are incomplete and incoherent. Conclusion is missing or seriously flawed.
Development	Evidence is carefully selected to prove and fully develop the topic. Evidence is seamlessly introduced and integrated. Citations are correct and match works cited exactly. Analysis provides insightful commentary on the evidence.	Evidence is selected to prove and develop the topic. Evidence is introduced and integrated. Most citations are correct and match works cited. Analysis provides solid commentary on the evidence.	Evidence exists, but one or more are not well-connected to the thesis. Evidence is inconsistently introduced and integrated. Evidence is cited, but with recurring citation errors. Analysis provides sufficient commentary on the evidence.	Evidence is poorly chosen and/or often not well-suited to the thesis. Evidence is incorrectly integrated. Evidence is incorrectly cited. Analysis provides insufficient commentary on the evidence or relies on paraphrase.	Evidence is off-topic, inadequate, or missing. Evidence is not integrated Evidence is not cited or does not match works cited (plagiarism). Analysis provides little to no commentary on the evidence.
Mechanics	Sentence structure is purposeful and varied. Writing conventions (grammar, punctuation, spelling) contain minimal to no errors. Diction and tone is strategic and clearly appropriate for the audience and purpose. Works cited is flawless.	Sentence structure is correct and varied. Writing conventions (grammar, punctuation, spelling) contain few errors. Diction and tone is competent and appropriate for the audience and purpose. Works cited contains minor errors.	Sentence structure is mostly correct/somewhat varied. Writing conventions (grammar, spelling, punctuation) errors which may cause confusion Diction and tone is mostly appropriate for the audience and purpose. Works cited contains numerous errors.	Sentence structure is limited or repetitive. Writing conventions (grammar, punctuation, spelling) contain errors that often cause confusion.. Diction and tone is often inappropriate for the audience and purpose. Works cited is seriously flawed.	Sentences lack mastery with many fragments or run-ons. Writing conventions (grammar, punctuation, spelling) contain many frustrating errors. Diction and tone are unclear and inappropriate for the audience and purpose. Works cited is incomplete.

MLA (-3 if missing or incorrect) ___ Heading ___ Font ___ Spacing ___ Pagination ___ Creative Title ___ EQ ___ Underlined Thesis ___ 1" Margins Turnitin.com % _____

No Credit for: Paper without citations, works cited, or not submitted to Canvas **Penalized for:** Shorter than 2000 words (-10 pts per 325 words. Do not count works cited, header or EQ.), insufficient editing (- 10 to -25 failure to address Analytical Outline comments); late or messy folder (-10)

_____/100 points

Name _____ English teacher/Period _____ /Social Studies Teacher/Period _____ Grader _____

Final Draft Rubric

	Exceptional	Skilled	Proficient	Developing	Inadequate
Introduction/ Thesis	Hook is on topic, thought-provoking, creative, and engaging Background information is clear and coherent. Thesis statement is clear, concise, coherent, and creative.	Hook is an anecdote, quotation or statistic that engages the reader Background information is complete. Thesis statement is clear and complete.	Hook is an anecdote, quotation or statistic that attempts to engage the reader, but does not. Background information is sufficient. Thesis statement is adequate.	Hook is not at all engaging or is not clearly connected to the topic. Background information is included but ineffective Thesis statement is unclear or inadequate.	Hook is missing. Background information is missing or incoherent. Thesis statement is missing
Organization / Structure	All topic sentences clearly connect to both the thesis statement and to the information presented in the body paragraph that follows. Body paragraphs are well-organized and fully developed. Conclusion restates the main ideas and creatively leaves the reader satisfied.	Most topic sentences connect to both the thesis statement and to the information presented in the body paragraph that follows. Body paragraphs are organized and developed. Conclusion restates the main ideas and leaves the reader satisfied.	Topic sentences advance the thesis but do not consistently reflect the information that follows in the body paragraphs. Body paragraphs are somewhat organized and developed. Conclusion restates the main ideas and attempts to leave the reader satisfied.	Topic sentences attempt to advance the thesis, but need considerable revision. Body paragraphs are disorganized or undeveloped. Conclusion is limited, disjointed or ineffective.	Topic sentences are often missing. Body paragraphs are incomplete and incoherent. Conclusion is missing or seriously flawed.
Development	Evidence is carefully selected to prove and fully develop the topic. Evidence is seamlessly introduced and integrated. Citations are correct and match works cited exactly. Analysis provides insightful commentary on the evidence.	Evidence is selected to prove and develop the topic. Evidence is introduced and integrated. Most citations are correct and match works cited. Analysis provides solid commentary on the evidence.	Evidence exists, but one or more are not well-connected to the thesis. Evidence is inconsistently introduced and integrated. Evidence is cited, but with recurring citation errors. Analysis provides sufficient commentary on the evidence.	Evidence is poorly chosen and/or often not well-suited to the thesis. Evidence is incorrectly integrated. Evidence is incorrectly cited. Analysis provides insufficient commentary on the evidence or relies on paraphrase.	Evidence is off-topic, inadequate, or missing. Evidence is not integrated Evidence is not cited or does not match works cited (plagiarism). Analysis provides little to no commentary on the evidence.
Mechanics	Sentence structure is purposeful and varied. Contains minimal to no errors in writing conventions: grammar, punctuation, spelling, capitalization Diction and tone is strategic and clearly appropriate for the audience and purpose. Works cited is flawless.	Sentence structure is correct and varied. Contains a few minor errors in conventions Diction and tone is competent and appropriate for the audience and purpose. Works cited contains minor errors.	Sentence structure is mostly correct/somewhat varied. Contains errors in conventions which may cause confusion Diction and tone is mostly appropriate for the audience and purpose. Works cited contains numerous errors.	Sentence structure is limited or repetitive. Contains many errors in conventions, causing confusion for the reader Diction and tone is often inappropriate for the audience and purpose. Works cited is seriously flawed.	Sentences lack mastery with many fragments or run-ons. Contains serious errors in conventions that frustrate the reader. Diction and tone are unclear and inappropriate for the audience and purpose. Works cited is incomplete.

MLA (-6 if missing or wrong) _____ Heading _____ Font _____ Spacing _____ Pagination _____ Creative Title _____ Underlined Thesis _____ 1" Margins

Turnitin.com % _____

No Credit for: Paper without citations, works cited, or not submitted to Canvas**Penalized for:** Shorter than 2000 words (-20 pts per 325 words. Do not count works cited, header or EQ.), insufficient editing (- 10 to -20 failure to address First Draft comments)

_____/200 points

Name:

English Teacher/Period:

Social Studies Teacher/Period:

Date:

Reflection Letter Rubric

Due Date: May 4 and 5, 2022

Format (5 pts.)

_____ Presentation

- Full block business letter format followed: margins, spacing, punctuation. (See sample format.)
- Includes all elements of a formal business letter
- Letter addressed to Senior English and Social Studies Teachers (the entire committee)
- Letter is signed in black or blue ink by student

Content (15 pts.)

_____ Paragraph 1—Briefly explains the student’s answer to their essential question. Identifies what the student believes they did well, and explains in depth how and why these elements of the project were successful. Offers overall commentary on what the student has learned from the project in terms of content and process.

_____ Paragraph 2—Addresses and explains specific areas in which the student believes they could have done better work or which need attention and/or improvement on future writing assignments. May also address what the student would do differently if they were to repeat the entire process. Offers an explanation as to why they would make these improvements or changes.

_____ Paragraph 3—Concludes with specific suggestions to change the content and/or process of the Senior Thesis and offers a rationale for each suggestion. How could particular assignments be improved?

_____ The overall content of the letter is sufficiently detailed and demonstrates deep reflection. Letters that are too brief (significantly shorter than 1 page) will receive no higher than a “C” or 22 points.

Style (5 pts.)

- _____ -Student uses an academic tone, offering constructive criticism that is free of excessive negativity.
- Student takes responsibility for his/her own work.
- Student supports reflections with specific examples and explanations.

Mechanics (5 pts.)

- _____ -Writing follows conventions of standard English: spelling, punctuation, capitalization, complete sentences, S/V agreement, tenses, etc.
- Proofreading—Paper free of obvious errors.

_____ /30 points total

Comments:

Evaluated by: _____

Senior Thesis Reflection Letter Business Letter in Full Block Form

123 Morse Road
Redwood City, CA 94061

April 26, 2020

2 blank lines in between

RETURN ADDRESS--Put YOUR full address here but not your name.

Spell out the words "street," "road," etc.

Senior English and Social Studies Teachers
Woodside High School
199 Churchill Avenue
Woodside, CA 94062

1 blank line

INSIDE ADDRESS--Type this as you see it here.

Senior Thesis Teachers:
Thesis Teachers:

SALUTATION--Remember the colon. You may also say: "Dear

1 blank line

[In the first paragraph, begin by explaining your essential question and your answer to it. Next, you need to address and explain 'with specific examples' what you believe you did well throughout the Senior Thesis process and with your final product: explain why you believe you did well on these elements of the paper. Each paragraph should demonstrate detail and depth of reflection.]

1 blank line

[In the second paragraph, you need to address and explain *specific* areas that you believe you could have done better or areas that you think you will need to pay special attention to on future writing assignments. Explain why you believe these areas were weaker than others and what you might be able to do in the future to avoid similar issues.]

1 blank line

[In the third paragraph, conclude with specific suggestions as to how to change the content and/or process of the Senior Thesis overall. Did some assignments work better than others? Are there changes that could enhance students' learning experience? Be sure to offer a rationale for each suggestion and keep your tone constructive in nature.]

1 blank line

Sincerely, **COMPLIMENTARY CLOSE**--Remember the comma.

3 blank lines **SIGNATURE BOX**--Sign your name with ink.

Elvis Hendrix
Woodside High School Student, Class of 2022

Additional Format Guidelines

Use 1" margins on the left and right.

If your letter is more than one page, use 1" margins all around on the first page. Begin writing after a 1" margin at the top of subsequent pages.

Your letter may end in the middle of a page in this instance. The last page will not be centered.

If your letter is only one page in length, center your letter top and bottom on the page as if it were in a picture frame. (Note: A 1-page letter will probably be too brief.)

NEVER include a last page that has only your name or the signature box!
Rework the margins to fit the letter on one page OR put more of the letter on the last page.

If you have your own letterhead stationery, you may omit your inside address. Include only the date in this space.

Staple the rubric to the front of the letter.