Woodside High School
Senior Thesis
2022-2023

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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 (approximately 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!

SENIOR THESIS
1st Semester Elements

Project Element	Collected in (English or Social Studies)	Due Date (at start of the period)	Late work due by end of day (½ credit earned)	Points possible
Topic Proposal and Early Research	Social Studies	September 27 & 28	No late submissions	80
Notecard Check 15 (3 source, 15-20 info)	Social Studies	October 17 & 18	October 19	50
Essential Question	Social Studies	November 4 & 7	November 8	25
Working Outline & Notecard Check 2 (5 source, 25-30 info)	Social Studies	December 6 & 7	December 8	175
		FIRST	**SEMESTER**	**330**

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	January 30 & 31	Feb 1	100
FIRST DRAFT*	English	March 15 & 16	March 17	100
FINAL PAPER*	English	April 25 & 26	NO LATE SUBMISSION	200
Final Survey (Online)	English	May 4 & 5	May 6	25
		SECOND	**SEMESTER**	**425**

* 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

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 are 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 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 <u>good</u>, <u>ethical</u>, <u>worthwhile</u>, or <u>desirable</u>" (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.

Name:
English Teacher, Period X
Social Studies Teacher, Period Y
27/28 September 2022

Senior Thesis Topic Proposal

Demonstrate your interest in and commitment to your proposed topic by responding to the following in complete sentences. *Remove all instructions (including this) before printing. Be sure to use perfect MLA formatting.*

___/20 First Proposed Topic:
Write a 4-6 sentence (indented) paragraph answering ALL OF the following:
Why are you interested in this topic? Why is this topic relevant or interesting to readers today? What do you already know about the topic? What are two subtopics related to your topic? What do you hope to learn or argue about the topic?

___/20 Early Research for Topic 1:
Create an MLA-formatted works cited entry for an article about *your first topic* from a high-quality,credible, authored source.

In 2-3 sentences, explain why this article is a credible source from a reliable author.
Find the most compelling quotation from this article. Copy it here, and cite it (author's last name in parentheses). Paraphrase the quotation. Explain how this quotation can help support your research.

___/20 Second Proposed Topic:
Write a 4-6 sentence (indented) paragraph answering ALL OF the following: Why are you interested in this topic? What are two subtopics related to your topic? Why is this topic relevant or interesting to readers today? What do you already know about the topic? What do you hope to learn or argue, about the topic?

___/20 Early Research for Topic 2:
Create an MLA-formatted works cited entry for an article about *your second topic* from a high-quality,credible, authored source.

In 2-3 sentences, explain why this article is a credible source from a reliable author.
Find the most compelling quotation from this article. Copy it here, and cite it (author's last name in parentheses). Paraphrase the quotation. Explain how this quotation can help support your research.

Comments:

Evaluated by:_____   **Total**_____/80

First Last

English Teacher, Period X

Social Studies Teacher, Period Y

Day Month Year

Senior Thesis Topic Proposal

First Proposed Topic: Pink Tax

The pink tax is a gender-biased pricing of goods, often hygienic goods, charging women more than men for similar products. I care about this topic because it applies to me personally and I am curious about the rationale of charging more for a product based on a consumer's profile. The topic should interest readers because it is just one example of the price discrimination that exists in the United States today. Currently, on Amazon, a pack of six women's pink Gillette razors is approximately $12 and the same pack of men's black Gillette razors is only $8. The color change from black to pink increased the price by over 33%! I know that this problem is larger than just hygiene products and my research will extend to related subtopics such as the application of the pink tax to other sections of the market. Another subtopic I plan to research is how the pink tax affects women's buying power in the long run. I understand that some argue that women are willing to pay more, and the market always takes advantage of buyers willing to pay a premium, but I would like to offer counterarguments that show why all forms of pricing discrimination need to end. I hope to learn more about what is being done to stop this practice.

Early Research for Topic 1:

Bessendorf, Anna. "From Cradle to Cane: The Cost of Being a Female Consumer." *NYC.gov*,

December 2015, https://www1.nyc.gov/assets/dca/downloads/pdf/partners/

Study-of-Gender-Pricing-in-NYC.pdf. Accessed 13 September 2020.

Both the source and author of this report are credible. Anna Bessendorf is a Chief of Staff for a New York City council member. She is also a community coordinator and policy analyst. The report itself

was published by New York City's Department of Consumer Affairs (DCA), which conducted a study

of the gender pricing of goods in New York City. The DCA compared 800 products with clear male

and female versions sold in stores and online in New York City. The resulting report has data about

price differences, such as how "Women's products cost more 42 percent of the time while men's

products cost more 18 percent of the time" (Bessendorf). This means that women's products cost

nearly half the time. This would help support my research because it shows that gender pricing does

not go both ways; men rarely have to pay more than women do for similar products.

**Please note: This is only half of the assignment. You must complete a paragraph and early
research for a second proposed topic as well.**

Research Writing Guidelines

Contents:

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 <u>and</u> 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

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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
- Listicles
- 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 <u>in your own words</u>. 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 Galapagos Islands were ideal (Oxford and Watkins).*
     - ANALYSIS: The Galapagos Islands were unimportant to pirates except as a means for them to continue raiding other countries.
     - ANALYSIS: They were not concerned about environmental impact.

4. **Page number (if relevant)**
Whenever possible, write the page number where you found the information.

Topic: _____ **SC#**: __

- Bullet point info
- Use your own words!

Pg. #__

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 <u>Academic Integrity Violation</u> 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 a 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 <u>not</u> 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 <u>a direct quotation</u> in your paper <u>or anytime you use someone else's ideas</u>, 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.<u>When you have an author and page number</u>:
  ➢ Flagpole-sitting was one of the oddest fads of the 1920s (Nash 371).

2. <u>When the author is unknown</u>, 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 <u>the source is sponsored by a government agency or an organization,</u> 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.<u>When there is no page number as with many Internet sources AND no author</u>, 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 <u>a direct quotation from a secondary source</u>, 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 <u>first main word of the title</u> 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.

<div align="center">Book</div>

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.

<div align="center">A Part of a Book (such as an essay in a collection)</div>

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:

English Teacher, Period:

Social Studies Teacher, Period:

Date:

Note Card Check Rubric
Due: Oct. 17 & 18

Approved ST Topic (please write in ink):

# of New CREDIBLE Source Cards /of New Info Cards	Points	Requirements (Source cards are blue and info cards are white)	Skilled	Developing up to -15 pts
3+/15+	50	**Source cards** ➔ All sources pass Lateral Reading Process and CRAAP test for **C**urrency, **R**elevance, **A**uthority, **A**ccuracy, **P**urpose. ➔ Source cards include a complete MLA citation and a convincing assessment of the credibility of the author and/or source. An assessment of the sources' expertise only will not be accepted as an evaluation of credibility. Statements that the source was obtained from the library databases will not be accepted, on their own, as an evaluation of credibility.		
3/12-14	40			
2/10-11	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 4 bullet points.		
Fewer than 2/9	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 grant editing access to your grader 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 4 & Nov 7, 2022 at the start of Econ/Government Class

Topic: _____

*USE INK

Question:

_____

_____

_____

_____

_____

Essential Question (25 pts)   APPROVED / DELAYED APPROVAL
(IF DELAYED, SEE YOUR GRADER DURING TUTORIAL ON _____)

Note: No further assignments can be turned in without an approved EQ.
To earn lost points, revised EQs must be turned in by _____.

Name:
English Teacher, Period:
Social Studies Teacher, Period:
Date:

The Working Outline and Note Card Check
Due: December 6 & 7, 2022 at the start of Econ/Government Class
Note: Your EQ MUST match the approved EQ; otherwise, you will receive zero credit

Working Outline Rubric

Topics with 2 subtopics	Points		Good	Needs Improvement (-4)	Unsatisfactory (-8)
		Topics	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	Requirements (Source cards are blue and info cards are green)	Skilled	Developing up to -15 pts
5+/25+	75	**Source cards** ➔ All sources pass the Lateral Reading Process and CRAAP test for **C**urrency, **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 source. An assessment of the sources' expertise only will not be accepted as an evaluation of credibility. Statements that the source was obtained from the library databases will not be accepted, on their own, as an evaluation of credibility.		
4/21-24	65			
3/16-20	50	**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 2/15	0			
# of source cards_____ **# of info cards**_____				

*(-5) not color coded_____ missing/non-relevant topics_____ (-10) missing/late folder or rubric upon submission_____

Note Cards_____ /75

Total _____ /175

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.

<u>Classical Argument</u>
*Identifies a clear and significant controversy
*Commit to a position in that controversy
*Persuasive focus
*Includes counterclaim and rebuttal

<u>Informative Argument</u>
*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 **<u>6 main topics</u>** and **<u>2 subtopics</u>** for each main topic
*After each topic, you **<u>must</u>** ask a question
*Your subtopics **<u>need not</u>** 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

<div align="center">Working Outline: ST Topic</div>

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:

<u>Senior Thesis Analytical Outline and Works Cited</u>

Due: Jan 30-31, 2023

	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 the 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 thoroughly and succinctly 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. <u>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.</u>

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