SENIOR RESEARCH PROJECT

Gates Chili High School English Department

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(Rubric is a separate file)

Overview and Rationale

The rationale for this process is to create a meaningful, demanding project to demonstrate graduating seniors' ability to research, draw conclusions from their research, and communicate their conclusions to a wider audience.

This is project is in lieu of a final exam for the course and will count as 1/5 of the overall English 12 grade for the year. No exceptions will be made regarding the weight of the project.

Overall, the objectives are to create flexibility for students and teachers while maintaining rigor and a direct connection to the Next Generation Standards that reflect the skills necessary for college and career readiness.

Objectives:

1. Ready students for college and careers
2. Maintain equality through differentiated options
3. Assess reading and writing skills

Next Generation Standards:

R1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

R7 – In formational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.

W1 – Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

> W1a: Introduce precise claim(s), establish the significance of the claim(s) from counterclaim (s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

> W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.

> W1c: Use price language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

> W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas concepts.

> W1e: Provide a concluding statement or section that explains the significance of the argument presented.

W1f: Provide a concluding statement or section that explains the significance of the argument presented.

W5 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W6 – Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

W7 – Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

L1 – Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

L2 – Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

L3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L3a – Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Differentiated Project Options

Option 1 – College Bound Student

- Standard argument-based research paper (claim / counter claim) with traditional organization
- Minimum of six pages
- Cited evidence
- MLA or APA format depending on topic/ intended field of study
- Find a minimum of five sources / Include a minimum of four
- Final product must include
    - Formal paper finding the requirements
    - Works Cited / Reference Page (with a least four included sources)
    - Annotated Bibliography (with at least five possible sources)

Suggestions for teachers –

This option will look much like a traditional research paper. Students can begin by brainstorming topics that are important to them and/or to their future field of study.

Option 2 – Trade School or Military

- Standard technical writing piece with an opportunity for subtopics throughout the paper
- Minimum of six pages
- Cited evidence
- MLA or APA format depending on topic/ intended field of study
- Find a minimum of five sources / Include a minimum of four
- Final product must include
    - Formal paper finding the requirements
    - Works Cited / Reference Page (with a least four included sources)
    - Annotated Bibliography (with at least five possible sources)

Suggestions for teachers –

To begin, have students brainstorm what topics they feel are applicable to their future field. For example, if a student is going to a trade school, he/she might research the pros/cons of different schools, of union work, of certain tools or materials, etc. They might also research job opportunities or other specific job-related topics. If a student is going into the military, he/she might research the pros/cons of different branches, of jobs within each branch, of long-term opportunities, etc. They might also research world events and how the military is impacted by them or impacts them.

This option may be technical writing and can include sub-topics that are separated by sub-titles and could include multiple claims. Research should come from outside sources including interviews and more traditional research sources.

Option 3 – Work Force

- Standard comparison writing piece with subtopics
- Minimum of six pages
- Cited evidence
- MLA or APA format depending on topic/ intended field of study
- Find a minimum of five sources / Include a minimum of four
- Final product must include
    - Formal paper finding the requirements
    - Works Cited / Reference Page (with a least four included sources)
    - Annotated Bibliography (with at least five possible sources)

Suggestions for teachers:

To begin, have students brainstorm life skills they will need as they become independent adults. These skills might include understanding future financial needs, reading rental agreements, comparing car loans, credit cards services, banking options, etc. They might also investigate how their future income in the field they're entering could support their financial needs. Students will write comparison sections about different options from the above list and student generated brainstorming.

This option may be more comparison writing and can include sub-topics that are separated by sub-titles. Research should come from outside sources including interviews and more traditional research sources.

Process Skills

The purpose of this page is to give an overview to teachers of the must have skills they will be instructing the students on throughout the unit to maintain consistent results for all students.

- The ability to understand and identify credible, reliable sources
  - o "reading" comprehension of diverse materials
  - o Annotated bibliography
- Summarizing / Paraphrasing (notetaking)
- Plagiarizing (turnitin.com)
- Manipulating research (pulling from multiple sources)
- Crafting an argument
  - o Introduction – how to word a claim
  - o Using evidence to support a claim
  - o Counter-claim
  - o Integrating voice
  - o Transitions (organization)
- MLA and APA (format)
- Turnitin.com (**MUST DO** to avoid plagiarism and selling of papers)
- Editing / Revising (writing process)
- Conventions
- Metacognitive planning (guiding questions / self-reflection / time management)

Late Policy

- No late papers will be accepted.

- Administration Approved Exceptions for 65% only:
  - o Conference (with student / administration???)
  - o Additional reflection justifying why it should be accepted
  - o Teacher dis. Additional time.

<u>Student Survey</u>

The purpose of the "Student Survey" is to guide teachers to the option they will require their students to complete for the Senior Research Project. Teachers should use this survey to discuss the best direction for this project with their individual students.

Preliminary Senior Student Survey

1. Are you planning on going to college after graduation (not including trade school)? _____

    *If your answer to #1 is no, please go to question #4

2. Will you be attending a 2-year or a 4-year school? _____

3. What is your anticipated major? Please indicate if you are undecided. _____

4. If you are not going into college, please indicate if you are planning to attend a trade school, enter the military, or join the work force. _____

5. If you answered #4, what is your anticipated school/branch/trade? _____

Parent Letter

Dear Parent or Guardian of a Graduating Senior:

I am writing this letter to remind you of the policy for the Senior Research Project.

This year, the Senior Research Project will be used in lieu of a final exam. Although your student will NOT be taking an English final exam in June, he/she will be completing a research-based project during the second semester. The project will count as one fifth of his/her final average for the year, the equivalent of a quarter grade.

The final paper must be turned in by the class due date and cannot be accepted late. If the project is not completed on-time, it will result in a zero as it is in place of a final course exam.

The objectives of the project are to assess reading and writing skills in a way that allows for student choice and interest. The project also allows for differentiation based on students' abilities and future career goals.

Please email your student's English teacher with any questions, and have your student return this signed letter to his/her teacher by February 15, 2019.

Thank you,

Kenneth Hammel
Building Principal
Gates Chili High School
(585) 247-5050

_____ I have read the above and understand the policy.

(Student Signature)

_____ I have read the above and understand the policy.

(Parent Signature)

Research Proposal Template

The following is a template to assist students in writing the research proposal. Students should write the proposal early on during the research process during the investigation of sources.

Name:

Date:

Senior Project Research Proposal

Introduction—The WHAT

What do you want to research? What do you hope to learn?

What interests you?

Why do you want to research this topic?

What questions do you have that will guide you?

What background knowledge do you already have regarding this topic?

What will your position be? Do you have a tentative argument/claim?

Research Methodology – The HOW

Describe the research process you will go through to complete the final paper and/or final project(s).

For example, where will you go to gather sources?

How will you take notes? How will you organize your notes?

How will you plan your time to accomplish all tasks and deadlines? (see project guidelines)

Conclusion

What is it that you hope to accomplish at the end of this project?

How will you benefit from undertaking this project?

How does this project fit in with your overall goals after graduation?

Research Proposal Sample (1)

I am planning on researching Artificial Intelligence (AI), with a particular focus on regulating it. My choice of the topic is straightforward: it is a major upcoming field, with extremely strong ties to the area I am interested in, Computer Science. AI is becoming a part of everyone's life, from self-driving cars to virtual assistants on smartphones. I already have a fairly strong understanding of AI. As a technology consumer and avid follower, I've used and read about countless technologies that implement AI. As a software developer, I've leveraged AI within my own code, and have even worked on creating AI myself. Because of this, I understand the place of AI fairly well within the modern world, and generally recognize its current limitations and shortcomings. However, I want to focus my research looking more towards the future of AI. My goal is to explore whether or not AI is going to be a threat—physically or otherwise, and thus should be regulated. Such a fear may not just be a product of popular culture: I've read about numerous tech industry leaders who have addressed the potential dangers of AI, including the seemingly-fictitious AI uprising.

I'm thinking I'll break my research and paper into two parts, with the first focusing on the legitimacy of the threat posed by Artificial Intelligence, and the second discussing what, if anything, needs to be regulated about it. It should be easy to both establish and support a position on the issue of AI regulation, and while it pertains to my interests, it goes mostly outside of what I already know even though I'm moderately familiar with the topic. As of now, I don't really have an idea as to where I stand on the issue—I'm going to rely on my research to formulate my position. I am anticipating that much of my research will be easily found on databases of current periodicals and academic publications. The research should take me no more than two weeks, at which time I will have been able to develop a strong claim around this topic.

The project will give me new insight into the ethical questions of AI and a broader thought on Computer Science beyond the keyboard. I think it will allow me to be a more receptive to the education I will be immersed in next year and throughout my future endeavors.

Research Proposal Sample (2)

I first "meet" Frida Kahlo through her political work in Mexico and in the class that I was taking there had been only a slight reference to her artistic ability. However, at the time she seemed very important to Mexican history and the Communist government. I filed that name away until I heard about the Selma Hayek movie that was named after Frida. This bio pic looked really fascinating and after watching it (it revealed events in her life and infused many of her paintings within the storyline), I was even more curious about her and what she did for the art world. The many paintings depicting herself I found intriguing as they were all melancholy, repeatedly showed her expressionless face, yet each was original.

Frida's bio pic seemed to have a broad overview of her life and the many physical problems which seemed to affect her, but I am unsure as to how accurate the film is while representing her life. I am especially curious about the accident she had when she was young, her relationship with Diego Rivera, and why she was obsessed with painting herself.

There are few things about this project and my topic that I am concerned with as after a quick google search of her name it revealed a plethora of sources. The fact that she remains one of the bestselling women artists suggests that she is still very important to our culture, and of course, the vast amount of her work will give me a lot to choose from for analysis.

Works Cited Sample (MLA)

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007,

www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0. Accessed 12 May 2016.

Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *rogerebert.com*, 1

June 2006, www.rogerebert.com/reviews/an-inconvenient-truth-2006. Accessed 15 June 2016.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of

Sustainability." *International Journal of Sustainable Development and World Ecology,* vol. 14,

no. 1, 2007, pp. 27-36.

An Inconvenient Truth. Directed by Davis Guggenheim, Paramount, 2006.

Leroux, Marcel. *Global Warming: Myth or Reality?: The Erring Ways of Climatology*. Springer,

2005.

Milken, Michael, et al. "On Global Warming and Financial Imbalances." *New Perspectives*

Quarterly, vol. 23, no. 4, 2006, p. 63.

Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming."

American Economic Review, vol. 96, no. 2, 2006, pp. 31-34.

---. "Global Warming Economics." *Science,* vol. 294, no. 5545, 9 Nov. 2001, pp. 1283-84, DOI:

10.1126/science.1065007.

Reference Sample (APA)

Annotated Bibliography Template

Directions: The assignment has **THREE PARTS.** Complete all **THREE PARTS** thoroughly and carefully.

Part 1: Google what an "Annotated Bibliography" is and summarize fully the definition below.:

Part 2: Read through the parts of the "Sample Annotated Bibliography" below:

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1. State the topic and what you're proving in the box below.

The Effects of Social Media on Mental Health

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2. Copy and paste the article's WORKS CITED

O'Keeffe, Gwenn, and Kathleen Clarke-Pearson. "The Impact of Social Media on Children,

Adolescents, and Families." *AAP News & Journals Gateway*, Apr. 2011. *Google*

Scholar, pediatrics.aappublications.org/content/127/4/800#ref-2.

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3. Complete below the summary and the evaluation of the source in paragraph

form of at least 125 words.

This article mainly focuses on social media use by kids and teenagers and how it is

detrimental in some ways but beneficial as well. They talk about how harmful cyber bullying

is to teens and can cause depression, anxiety and even suicide. The authors assure the reader

that the information is accurate and complete by citing the sources and providing links to the

Part 3: Complete your "Annotated Bibliography" below for your first research article:

1. State the topic of the research in the box below. Make it a statement and maybe include the sub-topics.

2. Copy and paste the article's WORKS CITED

3. Complete below the summary and the evaluation of the source in paragraph form of at least 125 words.
This article mainly focuses on … *They talk about how …* *The authors assure the reader …* *The author assures that the information is accurate and complete by …* *After googling the author, I found out that he/she writes for…* *His/her purpose for writing this article was to…*

Annotated Bibliography Sample

Andrews, Evan. "10 Things You May Not Know About P.T. Barnum." History.com, A&E Television Networks, 2 July 2015. Accessed 1 Mar. 2018.

> This article focuses on interesting facts about Barnum that people might not know when they first hear about him. It discusses his moral beliefs and what he did in his political career. This source will be useful in my paper because if I convey others' viewpoints on him I can use this source to prove as he grew older, he became wiser and took more of a stance on his morals and tried to change others' mindsets on alcohol and equality among races. This site is also a reliable source because they fact check and state the sources at the bottom of the article.

"Barnum's Circus Opens, April 10, 1871." *Historic U.S. Events,* Gale, 2014. *Student Resources in Context.* Accessed 15 Feb. 2018.

> This source mainly explains how circuses came to be and how Barnum made them popular. The source does not provide much other information besides facts about how the circus started and gained enchantment from the masses. I will use this source for very small, intricate details about his life and impact.

Gracey, Michael, director. *The Greatest Showman.* 20th Century Fox, 2017.

> This is just a general source that I refer to frequently in my paper, because I talk about certain parts of the movie and the validity of them compared to his actual life. This source will be particularly useful for my critique paragraph because I can compare the movie to what his life was like and point out any missing details or any strewed facts that appear in the movie.

Henderson, Amy. "From Barnum to 'bling bling': the changing face of celebrity culture." *The Hedgehog Review*, vol. 7, no. 1, 2005, p. 37+. *Student Resources in Context*. Accessed 26 Feb. 2018.

> This article is my primary source for all the information I need about the period. The article mainly focuses on the entertainment aspect of the era, including urbanization and the invention of the popularity aspect of the culture. The fact I took most from this article is that Barnum helped to invent the modern celebrity culture and how successful he was without a lot of publicity technology. This source with be useful in my paper to inform how Barnum did not follow the stereotypes and was an entertainment pioneer.

"Jenny Lind." *Encyclopedia of World Biography*, vol. 26, Gale, 2006. *Student Resources in Context.* Accessed 14 Feb. 2018.

This article mainly focuses on Jenny Lind, the singer that Barnum promoted during a tour of the U.S.- the tour was his biggest triumph. The article provides information about ticket prices and the spectacle that her and Barnum could create by her going to America to sing, especially because this was almost unheard of and nowhere near as successful until she appeared. This source will be useful when I divulge into Barnum's successes and what people would be willing to do to be a part of one of Barnum's spectacles.

Lang, Kevin. "The Greatest Showman vs. the True Story of P.T. Barnum."
HistoryvsHollywood.com, History vs. Hollywood, 2 Jan. 2018. Accessed 1 Mar. 2018.

This article mainly focuses on the differences between the film adaptation of Barnum's life and what occurred, such as him never having a love affair in real life, but in the movie, it was one of the main subjects of the plot towards the end. This source provides useful facts that I can use in my paper to shock the readers. This is a great source to help tell how accurate the movie was to his life and how modern film adaptations leave out/put in random things to make the plot more riveting.

Mansky, Jackie. "P.T. Barnum Isn't the Hero the 'Greatest Showman' Wants You to Think."
Smithsonian.com, Smithsonian Institution, 22 Dec. 2017. Accessed 1 Mar. 2018.

I particularly like this source due to the more academic viewpoint it takes on Barnum. The article from the Smithsonian Institution explains that the movie that came out about Barnum has some blatant flaws, especially because the movie did not mention anything about Barnum being a racist. This article touches upon Barnum's history with slaves and his treatment of African Americans and how no one really knows if his apologies were genuine or made up for spectacle. This source will be useful in my paper for showing the more negative aspects of Barnum and how modern movies choose to shy away from more controversial and harsh facts of life.

Midnite String Quartet. "A Million Dreams." *The Greatest Showman: Original Motion Picture Soundtrack.*

I will be using this source at the end of my paper to relate P.T. Barnum and his legacy to the movie recently created about him, using this song title from the movie as a catchy ending to shine a more positive side on Barnum- that he had a plethora of dreams that he would never give up on.

Pannapacker, William. "Autobiography." *American History Through Literature 1870-1920*, edited by Tom Quirk and Gary Scharnhorst, vol. 1, Charles Scribner's Sons, 2006, pp. 111-120. Student Resources in Context. Accessed 26 Feb. 2018.

This source will be useful in my paper because it helps summarize main points that were said in *P.T. Barnum: the Legend and the Man* in a more understandable and simpler way. The article is reliable due to the facts written in the article were taken from several other valid sources. This article gives a synopsis of Barnum, the culture that he changed, and how he developed as he grew up.

"Phineas Taylor Barnum." *Encyclopedia of World Biography,* Gale, 1998. *Student Resources in Context.* Accessed 15 Feb. 2018.

> This article mainly focuses on the more specific facts of what Barnum had to do to become successful, such as mortgaging himself to the owner of the Museum. I like this source due to all the information it provides, and again this source gives a lot of numbers that are reliable to where Barnum was in his life and what was occurring. This source will be useful in my paper to talk about his legacy and how he continued to change American culture.

"Phineas Taylor Barnum." *Gale Encyclopedia of U.S. Economic History,* edited by Thomas Carson and Mary Bonk, Gale, 1999. *Student Resources in Context.* Accessed 15 Feb. 2018.

> This source is extremely useful for giving an overview of Barnum's life from start to finish. The article provides little details that I can put into my paper to make it seem more credible and interesting. However, the article does not give any other information about how the public viewed him or anything like that, just the events that occurred in his life. The author assures the information is reliable due to it being in a database, along with the article being made up by at least seven different sources.

"P.T. Barnum." *DISCovering Biography,* Gale, 2003. *Student Resources in Context.* Accessed 15 Feb. 2018.

> I will use this source because the article states facts about the era and what was occurring politically and culturally. If I need more background information about how tense the time was before Barnum entered the scene, then I will use this source.

"P.T. Barnum." *UXL Biographies,* UXL, 2011. *Student Resources in Context*. Accessed 15 Feb. 2018.

> This source is probably my second-best source due to how much information I could obtain reading the article. The article is unbiased, centralizing around a neutral viewpoint with both positive and negative aspects of his life, making it more reliable. This article mainly focuses on Barnum's life and the events that took place within it and it provides numbers for most facts about Barnum's enterprises, whether it be with the museum, the circus, or the tours with Joice Heth and Jenny Lind. This source will be useful in my paper to give readers numbers to realize what he came from with his family to what he ended his life with money wise and popularity wise.

Renoff, Gregory J. "Circuses and Spectacles." *American History Through Literature 1820-1870*, edited by Janet Gabler-Hover and Robert Sattelmeyer, vol. 1, Charles Scribner's Sons, 2006, pp. 228-232. Student Resources in Context. Accessed 1 Mar. 2018.

> This article focuses on how circuses changed the way society viewed people that were "different" and that they pushed the boundaries of American culture for the better, especially for people that lived in rural areas. They acknowledge how Barnum could

capitalize on this fact that Americans had an "insatiable appetite" for spectacles such as this. This source will be useful for how Barnum influenced American culture and the impact that he could create on the public.

Saxon, A. H. *P.T. Barnum: the Legend and the Man*. Columbia Univ. Pr., 1989.

This source is my most valid and reliable source where I got most of my information that I will use for my paper. I did not get to read through all the book, but from the 100 or so pages that I read I enjoyed the point of view- to me, it seemed like things that Barnum would say himself. The book was divided into different parts of Barnum's life, which will make sorting through my notes easier. It was in-depth and fascinating to read and went through each aspect and major event of Barnum's life. I think that this was a credible source and will be useful because of how intricate each event was described as and the man that wrote the book looked through a plethora of sources to write the book, including Barnum's autobiography itself.

Wallace, Irving. "P.T. Barnum." Encyclopædia Britannica , Encyclopædia Britannica, Inc., 9 Jan. 2018. Accessed 1 Mar. 2018.

This source is weak in terms of facts to use in my paper, but it gives a different viewpoint than other articles that is less biased. The article provides quotes that I will incorporate into my paper from Barnum himself. The source shows both viewpoints of Barnum, from how he got criticized for making the public vulnerable to his schemes, to how he was influential to creating a new form of entertainment for people's enjoyment. The author assures that the information is accurate because they cite other sources they used to make the article factual.

Washington, Harriet A. "Hugh Jackman's P.T. Barnum Erases the Showman's Violent Racism." *NBCNews.com, NBCUniversal News Group*, 22 Dec. 2017. Accessed 1 Mar. 2018.

This source could be slightly unreliable, considering it comes from a news studio that is known for being a little more biased than other news groups. The article takes a much harsher stance on Barnum and the film created about him, and say that he grew rich from exploiting the time period's culture of racism for his own personal gain. They discuss how in the film there is very little representation of black performers that he used in his circus and shows and the film relies on an actor of mixed ethnicity with a love story sub-plot to take away from this fact that Barnum was a racist. I will be able to use this in my paper to show more negative viewpoints of him and how some view his influence on society.

Turnitin.com Directions

In order to create a link to turnitin.com, students must access their Schoology accounts, and the teacher needs to create the assignment by following the directions below.

1. In, Schoology course, click the "Add" dropdown menu
2. Click "Add File/Link/External Tool"
3. Click "External Tool"
4. Click the dropdown menu and click "Turnitin"
5. Click "Submit"
6. Click on the assignment you just created. Then click "Settings"
7. Click on appropriate start and end dates
8. Then click "Optional Settings" at the bottom.
9. Click all boxes under "Compare Against"
10. Under "Similarity Report", click the dropdown menu and click "Generate reports immediately (student can resubmit until the due date)". This will allow students to submit their drafts and their final copies in order to edit any similarity issues.
11. Under "Similarity Report", click "Allow students to view"
12. Click "Submit" at the bottom of the screen to save settings.

Name: _____

Week # _____

S	**Make it** **SPECIFIC**	**What do you want to accomplish?** *By _____, I will...*
M	**Make it** **MEASURABLE**	**How will you know you accomplished your goal?** *I will know I accomplished this goal when...*
A	**Make it** **ATTAINABLE**	**How can the goal be accomplished?** a. b. c.
R	**Make it** **RELEVANT**	**Is this goal worth working hard to accomplish? Explain.** *This goal is worth working hard to accomplish because...*
T	**Make it** **TIMELY**	**By when will this goal be accomplished?**