

The Conestoga Christian School Graduation Project

Graduation Project Purpose Statement:

The Conestoga Christian School Graduation Project is intended to be a comprehensive learning activity with the highest quality both in scope and breadth. It is the goal of CCS to provide our students with a learning experience that proves both memorable and educational. We hope that the students will use this opportunity to develop yet-unexplored talents and skills in an area of interest. The purpose is to challenge the students to go beyond what is learned in the regular high school curriculum. While research skills are at the forefront of the project, social skills and life skills are learned in the process. Both the process and the product are important in the Graduation Project. We hope that the experience of developing the Graduation Project will help all students become lifelong learners. Completion of a Graduation Project will be a required element of graduation from CCS. The CCS Graduation Project will follow the guidelines set up by the Pennsylvania Department of Education's Chapter 4 Regulations (January 16, 1999) which state: "Each school district...shall specify requirements for graduation....Requirements shall include course completion and grades, completion of a culminating project....The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluation information and communicate significant knowledge and understanding."

Graduation Project Time Line:

Different elements of the Graduation Project are completed each year during high school. Starting with the class of 2005, ninth graders are required to take an elective called Oral Presentation Skills for one marking period. Tenth graders are required to take an elective called Research Skills for one marking period. Eleventh graders are required to start work on the actual Graduation Project and meet once a month with the graduation project director. Twelfth graders are required to hand in the completed written presentation and give an oral presentation of the project to a panel by the end of the first marking period of the senior year. There are five different areas of study available to the students. The categories are analytical research, career research, cultural experience, demonstration/exhibition/performance experience, and service experience. The basic requirements will be a 3-5 page research paper, a journal, a project, and an oral presentation. The difference between the categories usually occurs in the project portion. The details of each category are outlined in the Graduation Project Manual.

Requirements for New Students:

New students who enter school anytime during the high school years will be required to complete a Graduation Project or show proof of having completed one elsewhere in order to graduate from CCS. These students will be mentored on an individual basis by the graduation project director and may be required to take the Research Skills and Oral Presentation Skills Electives. These classes teach real "hands-on" type skills to the students with minimal requirements for completion. Lessons covered in these classes include: choosing a topic, writing a thesis statement, reading for understanding, taking notes, paraphrasing, revising, editing, using the MLA format, practicing library skills, and learning internet research skills. Time will be spent in the CCS library, computer lab and the Village Library.

Graduation Project Time Line

I. 9th Grade

All ninth graders will be required to take one elective entitled Oral Presentation Skills with the graduation project director. This course will be offered twice during the year. Students will be divided into two sections and assigned.

A. During this time the following will be taught:

1. Library skills – in the CCS library and at the Village Library, with presentations by the librarians on how to conduct research.
2. Internet search skills – in the CCS computer lab, online searching methods, and accessing the PA Power Library
3. Research paper format – *The MLA Handbook*, (5th ed.)
4. Elements of an effective presentation (informative, demonstration, and persuasive) will be taught using the *Listen, Speak and Present* textbook

B. The following will be required:

1. A formal oral presentation with documented notes on any topic
 - a. The student may choose from an informative presentation, demonstration presentation, or persuasive presentation.
 - b. The grading rubric from the presentation will be kept in the graduation project portfolio.

C. Additional information:

1. The oral presentation will be graded on a pass/fail basis.
2. A failing grade requires the student to take the course again until he or she passes.
3. Some time will be spent in discussing the upcoming graduation project requirements, brainstorming possible ideas, and thinking through the different choices.
4. Only students in attendance during the time that the class is offered will be required to complete this course.
5. The focus will be on oral presentation skills as well as research.

II. 10th Grade

All tenth graders will be required to take one elective entitled Research Skills with the graduation project director. This course will be offered twice during the year. Students will be divided into two sections and assigned.

A. During this time the following will be taught:

1. Elements of a formal researched written presentation.
2. Library skills – in the CCS library and at the Village Library, with presentations by the librarians on how to research will be reviewed.
3. Internet search skills – in the CCS computer lab, online searching methods, and accessing the PA Power Library will be reviewed.
4. Research paper format – *The MLA Handbook* (5th ed.) will be reviewed.

B. The following will be required:

1. A 3-5 page documented research paper on any topic (MLA format, 4 references) A copy of the research paper will be kept in the graduation project portfolio.
2. Initial project proposal (see form) – The proposal will be kept in the graduation project folder.

C. Additional information:

1. The Research Skills elective will be graded on a pass/fail basis.
2. A failing grade requires the student to take the course again until he or she passes.
3. Some time will be spent in discussing the upcoming graduation project requirements, brainstorming possible ideas, and thinking through the different choices.
4. Only students in attendance during the time that the class is offered will be required to complete this course.
5. The focus will be on written presentation skills as well as research.

III. 11th Grade

The 11th graders will be required to meet monthly with the graduation project director during an elective period. The purpose of these meetings is to check progress on the Graduation Project. The journal entries will be checked every month. The students will be pulled from their regular electives by the graduation project director on a schedule.

A. During the junior year the following will be required:

1. Final project proposal (see form).
2. Monthly meetings with the graduation project director to check progress in the journal.
3. Preliminary requirements of each category
4. Research for the written presentation

B. By the end of the junior year the following will be required:

1. The monthly journal entries will be completed.
2. The written presentation rough draft will be completed.
3. The shadowing experience or volunteer hours will be served if applicable.
4. The demonstration, exhibition, performance experience will be completed if applicable.
5. The cultural experience will be completed if applicable.

IV. 12th Grade

The final draft of the written presentation, journal, and oral presentation will be completed by the end of the first marking period.

A. The following will be required:

1. Each student will schedule a time to meet with the graduation project panel.
2. At least two weeks before the oral presentation all written work will be submitted to the panel for review. The oral presentation will not take place until the panel has read and reviewed the journal and written presentation.
3. The graduation project will be graded on a “distinguished honors”, “proficient”, and “not proficient” basis with corresponding rubrics for each element.
4. A grade of “not proficient” requires remediation with the graduation project director.

B. Additional information

1. The completion of a graduation project will be required for graduation from CCS.
2. Students entering CCS during the 12th grade year will be required to do a graduation project or show evidence of having completed one satisfactory in another school.

Journal

The rough draft will be completed by the end of the 11th grade year. The final draft will be completed at least two weeks prior to the oral presentation during the first marking period of the 12th grade year.

The purpose of the journal is for the student to keep track of thoughts and reflections during the progression of the project. Interviews will be documented as part of the journal.

- I. Requirements: A minimum of nine entries detailing activities of the Graduation Project is required. Daily entries need to include the following information:
 - A. Date, amount of time spent
 - B. Description of activities or work done related to the graduation project
 - C. Goal setting: a goal that reflects further steps needed to be taken or ideas for further research.
 - D. Personal reflection or reaction to the entry
 - E. Notes from interviews (if applicable)

- II. Assessment: The journal will be checked on a monthly basis during the 11th grade year. Once a month, on a predetermined schedule the students will be pulled from an elective for a brief meeting with the graduation project director. During these meetings, the progress on the project will be assessed and any problems discussed.

- III. Time line: The journal will be completed by the end of the 11th grade year along with the project and rough draft of the written presentation. It will be handed in with the final draft of the written presentation at least two weeks prior to the oral presentation during the first marking period of the 12th grade year.

Written Presentation Requirement

The rough draft is due by the end of the 11th grade year and the final draft is due at least two weeks prior to the oral presentation during the first marking period of the 12th grade year.

The written presentation will include:

I. Title Page

- A. The project title
- B. The student's name
- C. The date of completion

II. Body – (Final copy must be 3-5 pages typed (MLA format), size 12 font, double spaced, one inch margins)

- A. Introduction
 - 1. State the subject
 - 2. Imply the direction of the paper
 - 3. Interest the reader
- B. Development
 - 1. Presentation of research
 - 2. Evaluation of knowledge gained from the research
 - 3. Success or failure in achieving the goal or proving the hypothesis
- C. Conclusion
 - 1. Summary of research
 - 2. Acknowledgements
 - 3. Future changes or suggestions for further research

III. References (MLA format)

- A. At least 5 references
- B. Personal interview if required

IV. Self-Evaluation

- A. What skills and abilities do I now have that I can use in problem solving?
- B. What skills and abilities do I now have that I can use to prepare written communications?
- C. What skills and abilities do I now have that I can use to give oral presentations?
- D. If I were to do this project again, what two things would I do differently.

Oral Presentation Requirement

The presentation must be completed by the end of the first marking period of 12th grade.

The oral presentation will be scheduled two weeks after the written presentation and journal are received by the panel.

I. Requirements:

Each student will be required to present his or her research orally to a panel consisting of the graduation project director, a faculty member, and an administrator. The presentation must include a visual.

II. Visual Ideas: (Please don't be limited by this list)

- A. Video (clips may total no longer than 1 minute)
- B. Scrapbook with captioned pictures
- C. Slide show
- D. Power Point presentation (must be narrated live)
- E. Display board
- F. Model or exhibit
- G. Chart of graph
- H. Other preapproved idea

III. Delivery of an Organized Presentation

The oral presentation must be 8-10 minutes in length, followed by 3-5 minutes of questions from the panel.

The oral presentation must exhibit the following elements:

- A. Comprehensive presentation of the study's content – An overview of the research and the project should be prepared in an outline form for a formal oral presentation.
- B. Demonstration of effective speaking skills – The panel will assess elements of an effective oral presentation such as voice quality, confidence, and eye contact. It is also essential that sources be acknowledged orally as part of the presentation of the research.
- C. Utilization of visual media to enhance the presentation – The visual should not distract from the oral presentation but effectively supplement the research and project.
- D. Questions – The student should be prepared to answer the following questions orally as well as others posed by the panel. It should be expected that the panel will have specific questions relating to the project and the process.
 - 1. Have you grown spiritually through the process of completing this project? If so, how? If not, why not?
 - 2. What ideas for further research were created during the process of completing this project?

Analytical Research

Description: The analytical research project will provide students with the opportunity for investigation and experimentation of a problem/question.

Examples: Science Fair Project, Technology Project, Survey: collection and analysis of data in any area of study, Genealogical Research, Comparison Study, Research: any topic based on a thesis statement.

Basic Requirements:

- I. **Initial Project Proposal:** Due as early as the end of the 9th grade year but no later than the second week of the 11th grade year (see form)
- II. **Final Project Proposal:** Due by the second week of the 11th grade year (see form)
- III. **Written Research Paper:** A rough draft is due by the end of the 11th grade year; a final draft is due by the end of the first marking period of the 12th grade year (MLA format)
 - A. Title page
 - B. Body: 3-5 pages typed using a standard 12 point font, double-spaced, one inch margins, or a 9-10 page paper with no project.
 - C. References - at least 5 references
 - D. Self-evaluation (see form)
- IV. **An Original Project or Experiment:**
 - A. A physical representation of the study
 - B. An experiment, model or other approved display
- V. **Journal:** The journal will be checked monthly during the 11th grade year to monitor progress. A minimum of nine entries will be required. Entries should include:
 - A. Date, amount of time spent
 - B. Description of work done, materials used
 - C. Goal setting: a goal that reflects further steps needed to be taken or ideas for further research.
 - D. Personal reflection or reaction to the entry
- VI. **Oral Presentation:** Presentation to the panel with a visual (8-10 minutes) followed by response to questions posed by the panel (3-5 minutes)
 - A. **Visual ideas:** (Please don't be limited by this list)
 1. Video
 2. Scrapbook with captioned pictures
 3. Slides
 4. Power Point presentation (live)
 5. Display board
 6. Model or exhibit
 7. Charts or graphs
 8. Other preapproved idea
 - B. **Questions:** Be prepared to give oral response to the following questions and any others posed by the panel.
 1. Have you grown spiritually through the process of completing this project? If so, how? If not, why not?
 2. What ideas for further research were created during the process of completing this project?

Career Research

Description: The career research project will provide the opportunity for students to conduct an in-depth investigation of a career. Information such as what skills are needed for the career, postsecondary educational requirements, and average salary should be included in the research.

Basic Requirements:

- I. Initial Project Proposal: Due as early as the end of the 9th grade year but no later than the second week of the 11th grade year (see form)
- II. Final Project Proposal: Due by the second week of the 11th grade year (see form)
- III. Written Research Paper: A rough draft is due by the end of the 11th grade year; a final draft is due by the end of the first marking period of the 12th grade year (MLA format)
 - A. Title page
 - B. Body: 3-5 pages typed using a standard 12 point font, double-spaced, one inch margins, or a 9-10 page paper with no project.
 - C. References - at least 5 references
 - D. Self-evaluation (see form)
- IV. Career Experience:
 - A. Shadow at least one person in the chosen career for a time period equivalent to at least one work day (see form)
 - B. Interview at least one person in the chosen career.
 - C. Choose at least one of the following activities:
 1. Take an online career aptitude test (see form)
 2. Visit a college or technical school that offers a major in the field (see form)
 3. Prepare a resume.
- V. Journal: The journal will be checked monthly during the 11th grade year to monitor progress. A minimum of nine entries will be required. Entries should include:
 - A. Date, amount of time spent
 - B. Description of work done, materials used
 - C. Goal setting: a goal that reflects further steps needed to be taken or ideas for further research.
 - D. Personal reflection or reaction to the entry
- VI. Oral Presentation: Presentation to the panel with a visual (8-10 minutes) followed by response to questions posed by the panel (3-5 minutes)
 - A. Visual ideas: (Please don't be limited by this list)

1. Video	5. Display board
2. Scrapbook with captioned pictures	6. Model or exhibit
3. Slides	7. Charts or graphs
4. Power Point presentation (live)	8. Other preapproved idea
 - B. Questions: Be prepared to give oral response to the following questions and any others posed by the panel.
 1. Have you grown spiritually through the process of completing this project? If so, how? If not, why not?
 2. What ideas for further research were created during the process of completing this project?

Cultural Experience

Description: The cultural experience project will provide students with the opportunity to gain a deeper understanding and appreciation of another culture through a first-hand experience.

Basic Requirements:

- I. Initial Project Proposal: Due as early as the end of the 9th grade year but no later than the second week of the 11th grade year (see form)
- II. Final Project Proposal: Due by the second week of the 11th grade year (see form)
- III. Written Research Paper: A rough draft is due by the end of the 11th grade year; a final draft is due by the end of the first marking period of the 12th grade year (MLA format)
 - A. Title page
 - B. Body: 3-5 pages typed using a standard 12 point font, double-spaced, one inch margins, or a 9-10 page paper with no project.
 - C. References - at least 5 references
 - D. Self-evaluation (see form)
- IV. Cultural Experience: The student must spend at least 5 days in a different culture with prior approval of the graduation project director. The trip can be taken no earlier than the beginning of the 10th grade year and no later than the end of the 11th grade year.
- V. Journal: The journal will be checked monthly during the 11th grade year to monitor progress. A minimum of nine entries will be required. Entries should include:
 - A. Date, amount of time spent
 - B. Description of work done, materials used
 - C. Goal setting: a goal that reflects further steps needed to be taken or ideas for further research.
 - D. Personal reflection or reaction to the entry
- VI. Oral Presentation: Presentation to the panel with a visual (8-10 minutes) followed by response to questions posed by the panel (3-5 minutes)
 - A. Visual ideas: (Please don't be limited by this list)
 1. Video
 2. Scrapbook with captioned pictures
 3. Slides
 4. Power Point presentation (live)
 5. Display board
 6. Model or exhibit
 7. Charts or graphs
 8. Other preapproved idea
 - B. Questions: Be prepared to give oral response to the following questions and any others posed by the panel.
 1. Have you grown spiritually through the process of completing this project? If so, how? If not, why not?
 2. What ideas for further research were created during the process of completing this project?

Demonstration/Exhibition/Performance Experience

Description: The Demonstration/Exhibition/Performance project will provide students with an opportunity to create an original work of art, perform an original musical composition, demonstrate a skill or acquired talent, or perform some other approved activity in a public forum. The purpose of this category is for the student to exhibit growth according to the goals specified in a thesis statement, and most importantly to go beyond current levels of experience.

Examples: Exhibit a portfolio of photographs of art in architecture, choreograph an original dance routine for a local recital, write and perform a four movement musical piece, write original poetry and submit it for publication, perform a public demonstration of a talent at a local school fair, overhaul a car and display it in a car show, train a dog and enter a dog show.

Basic Requirements:

- I. Initial Project Proposal: Due as early as the end of the 9th grade year but no later than the second week of the 11th grade year (see form)
- II. Final Project Proposal: Due by the second week of the 11th grade year (see form)
- III. Written Research Paper: A rough draft is due by the end of the 11th grade year; a final draft is due by the end of the first marking period of the 12th grade year (MLA format)
 - A. Title page
 - B. Body: 3-5 pages typed using a standard 12 point font, double-spaced, one inch margins, or a 9-10 page paper with no project.
 - C. References - at least 5 references
 - D. Self-evaluation (see form)
- IV. Project Completion: Students must complete a preapproved project no earlier than the beginning of the 10th grade year and no later than the end of the 11th grade year. Artwork, poetry, and musical recitals must include at least 4 pieces and be displayed in public.
Examples: A public music recital, concert, art show, poetry contest, photography exhibit, car show, an assembly program, dog show, 4-H fair.
- V. Journal: The journal will be checked monthly during the 11th grade year to monitor progress. A minimum of nine entries will be required. Entries should include:
 - A. Date, amount of time spent
 - B. Description of work done, materials used
 - C. Goal setting: a goal that reflects further steps needed to be taken or ideas for further research.
 - D. Personal reflection or reaction to the entry
- VI. Oral Presentation: Presentation to the panel with a visual (8-10 minutes) followed by response to questions posed by the panel (3-5 minutes)
 - A. Visual ideas: (Please don't be limited by this list)
 1. Video
 2. Scrapbook with captioned pictures
 3. Slides
 4. Power Point presentation (live)
 5. Display board
 6. Model or exhibit
 7. Charts or graphs
 8. Other preapproved idea
 - B. Questions: Be prepared to give oral response to the following questions and any others posed by the panel.
 1. Have you grown spiritually through the process of completing this project? If so, how? If not, why not?
 2. What ideas for further research were created during the process of completing this project?

Service Experience

Description: The service project will provide students with the opportunity to explore ways to enhance community life.

Examples: Organize and conduct a clothing drive, tutor someone with special needs, design and build park benches for a local park, volunteer to work for an existing charity, plan and run an after-school program, sponsor and teach a soccer camp.

Basic Requirements:

- I. Initial Project Proposal: Due as early as the end of the 9th grade year but no later than the second week of the 11th grade year (see form)
- II. Final Project Proposal: Due by the second week of the 11th grade year (see form)
- III. Written Research Paper: A rough draft is due by the end of the 11th grade year; a final draft is due by the end of the first marking period of the 12th grade year (MLA format)
 - A. Title page
 - B. Body: 3-5 pages typed using a standard 12 point font, double-spaced, one inch margins, or a 9-10 page paper with no project.
 - C. References - at least 5 references
 - D. Self-evaluation (see form)
- IV. Service Experience: The service experience must occur no earlier than the beginning of the 10th grade year and no later than the end of the 11th grade year with prior approval of the graduation project director. The student must spend at least 8 unpaid hours performing community service. The purpose of this category is for the student to become involved in the community in some new way with a tangible product resulting.

Example: An acceptable service project is not just 8 hours volunteering at the library, but rather 8 hours spent conducting a new story time for children at the library.
- V. Journal: The journal will be checked monthly during the 11th grade year to monitor progress. A minimum of nine entries will be required. Entries should include:
 - A. Date, amount of time spent
 - B. Description of work done, materials used
 - C. Goal setting: a goal that reflects further steps needed to be taken or ideas for further research.
 - D. Personal reflection or reaction to the entry
- VI. Oral Presentation: Presentation to the panel with a visual (8-10 minutes) followed by response to questions posed by the panel (3-5 minutes)
 - A. Visual ideas: (Please don't be limited by this list)

1. Video	5. Display board
2. Scrapbook with captioned pictures	6. Model or exhibit
3. Slides	7. Charts or graphs
4. Power Point presentation (live)	8. Other preapproved idea
 - B. Questions: Be prepared to give oral response to the following questions and any others posed by the panel.
 1. Have you grown spiritually through the process of completing this project? If so, how? If not, why not?
 2. What ideas for further research were created during the process of completing this project?

Initial Project Proposal

Due as early as the end of the 9th grade year but no later than the second week of the 11th grade year.

Name _____ Date Submitted _____

Title of Project _____

Identification of project category: Circle one

- Analytical Research
- Career Research
- Cultural Experience
- Exhibition/Demonstration/Performance Experience
- Service Experience

Description of the project: _____

Statement of what you expect to learn: _____

Explanation of how you intend to undertake the project: _____

I understand that successful completion of the graduation project is a requirement for graduation at CCS. I agree with the above selection of a project and will give the necessary support to its completion.

Parent's signature _____

Student's signature _____

Graduation Project Director's signature _____

Final Project Proposal

Due by the second week of the 11th grade year

Name _____ Date Submitted _____

Project Category _____

Project Title _____

Detailed description of project: _____

Specific statement of what you expect to learn: _____

Project procedures (what you plan to do): _____

Proposed project time line (when you plan to do it): _____

Possible resources and materials (what you plan to use): _____

Product (what you will create or present): _____

I understand that successful completion of the graduation project is a requirement for graduation at CCS. I agree with the above selection of a project and will give the necessary support to its completion.

Parent's signature _____

Student's signature _____

Graduation Project Director's signature _____

Career Research Online

Go to: www.careerkey.org/english

Choose (you)

Take the career key measure

Fill in the required information

Answer the following questions:

1. What were your scores? List the name of the skill and the score (highest to lowest)

2. What are your top five career choices out of the list?

3. Investigate one of these careers in detail at the Occupational Outlook Website:
stats.bls.gov/oco/ocos069.htm

Name of the career _____

Educational requirements _____

Types of school(s) that offer degrees in that field:

Salary range _____

Job outlook _____

Related occupations _____

4. Sources of additional information

Choose one link and go to it to investigate more about your career. Write the website address here _____

5. Do you feel that the Career Key test accurately depicted your interest? Why or why not? _____

College or Technical School Visitation Sheet

Name of the school visited: _____

Date of the visitation: _____

Location of the school: _____

Possible Majors: _____

Tuition rates per credit: _____

Prerequisite course requirements: _____

After your visit answer the following questions:

1. What interested you most about the school during your visit?

2. Describe any positive impressions that you developed about the school during your visit.

3. Describe any negative impressions that you developed about the school during your visit.

4. What other schools offer a major in your area of interest?

5. What did you learn about your career area that you didn't know before?

Career Shadowing Approval Form

Name of Student _____

Career being researched _____

Date of shadowing experience _____

Number of hours served _____

Location of the shadowing experience _____

Signature of Graduation Project Director _____

Signature of Career person being shadowed _____

Notes from the interview:

Rubric - Oral Presentation
(80 points)

Content: (1 = low, 5 = high)

1. The content communicates supporting information to the project.

1 2 3 4 5

2. The content communicates conclusions, value or impact of the project.

1 2 3 4 5

3. The speaker use precise, accurate vocabulary appropriate for audience.

1 2 3 4 5

Organization: (1 = low, 5 = high)

1. Reflects an organizational structure appropriate to the presentation.

1 2 3 4 5

2. Uses an engaging beginning and thorough introduction.

1 2 3 4 5

3. Clearly focuses around a controlling idea or thesis.

1 2 3 4 5

4. Moves smoothly from one idea to the next.

1 2 3 4 5

5. Uses a thoughtful ending with a clear conclusion.

1 2 3 4 5

6. The presentation was 8 – 10 minutes in length.

1 2 3 4 5

Effective Speaking: (1 = low, 5 = high)

1. The speaker is dressed appropriately for a formal presentation.

1 2 3 4 5

2. The speaker uses appropriate body language and gestures that are not distracting.

1 2 3 4 5

3. The speaker maintains consistent eye contact with members of the audience.

1 2 3 4 5

4. The speaker enunciates clearly, correctly, and efficiently.

1 2 3 4 5

Visual Media: (1 = low, 5 = high)

1. The visual communicates significant information or data from the project.

1 2 3 4 5

2. The visual is presented neatly, utilizing effective elements of graphic design.

1 2 3 4 5

3. The speaker incorporates the visual smoothly in a way that supports the speech.

1 2 3 4 5

Rubric – Written Presentation
(100 points)

Content: (1 = low, 5 = high)

1. Provides specific, accurate, precise information of data.

1 2 3 4 5

2. Draws thoughtful conclusions supported by the information or data.

1 2 3 4 5

3. Uses precise and accurate vocabulary.

1 2 3 4 5

4. Reflects insightful consideration of the importance, value or impact of the study.

1 2 3 4 5

5. The self-evaluation provides an insightful, detailed evaluation of the research experience.

1 2 3 4 5

Organization: (1 = low, 5 = high)

1. Reflects an organizational structure appropriate to the study.

1 2 3 4 5

2. Uses an engaging beginning and thoughtful ending.

1 2 3 4 5

3. Clearly focuses around a controlling idea or thesis.

1 2 3 4 5

4. Moves smoothly from one idea to the next.

1 2 3 4 5

5. Rough draft and final draft are completed on time.

1 2 3 4 5

Research: (1 = low, 5 = high)

1. Utilizes a variety of sources appropriate to the study.

1 2 3 4 5

2. Uses precise, accurate vocabulary.

1 2 3 4 5

3. Body of paper adheres precisely to the MLA Handbook format.

1 2 3 4 5

4. Works cited page adheres precisely to the MLA Handbook format.

1 2 3 4 5

5. Body of the paper fulfills the length requirement as listed in the Graduation Project Manual.

1 2 3 4 5

Conventions of Language: (1 = low, 5 = high)

1. Uses varied and structurally correct sentences.

1 2 3 4 5

2. Uses correct mechanics and usage.

1 2 3 4 5

3. Use of quotations or paraphrasing was appropriate and relevant.

1 2 3 4 5

4. Appropriate wording was used to avoid bias or stereotyping.

1 2 3 4 5

5. Spelling was correct.

1 2 3 4 5

TOTAL: (100 points)

MLA Style Sheet
Created for Conestoga Christian School
2001-2002

The MLA Handbook requires a list of works cited. This is a list that includes all of the works cited in the paper. A bibliography is defined as a list of works for further reading and will not be necessary for most school research papers. This style sheet will give examples of the proper MLA format for citing works. All of these samples come from the MLA Handbook (5th ed.). The CCS Library has a copy of the MLA Handbook (5th ed.) for teachers and students to use for citing works that are not represented here.

Basic Rules:

1. Use the hanging indent. If the entry continues on a second line, double space the second line and indent one-half inch. Continue to double space between and within entries. (#4.2, p. 115)
2. Type the works cited list in alphabetical order on a separate page at the end of the paper with the centered heading Works Cited an inch from the top of the page. (#4.4, p. 117)
3. All resources on the works cited list must be cited somewhere in the text. (#4.3, p. 116)
4. In the list of works cited shorten the publisher's name. You need to give only enough information so that your reader can look up the publisher. (#6.5, p. 244)
5. Number all pages consecutively throughout the research paper in the upper right-hand corner, one-half inch from the top and flush with the right margin. Type your last name before the page number, as a precaution in case of misplaced pages. (#3.6, p. 106)
6. There is no need for a title page. Instead, beginning one inch from the top of the first page and flush with the left margin, type your name, your instructor's name, the course name, and the date on separate lines that are double-spaced. Double-space and center the title. (#3.5, p.105)
7. For all titles capitalize the first words, the last words, and all principal words. Do not capitalize articles, prepositions, and coordinating conjunctions that fall within the title. (#2.6, p.73)
8. In general, underline the titles of works published independently. Do not underline your research paper title. (#3.5, p. 105)
9. Use quotation marks for the titles of works published within larger works. Such titles include names of articles, essays, short stories, short poems and songs. (#2.6.3, p. 76)
10. Spell out the names of months in the text but abbreviate them in the list of works cited, except for May, June and July. (#6.2, p. 233)

Citing Sources in the Text:

Author's Name in Text (#5.3, p. 206)

Tannen has argued this point (178-85).

Author's Name in Reference (#5.3, p.206)

This point has already been argued (Tannen 178-85).

Multiple Citings of One Author in a Paragraph (#5.4, p. 208)

Tannen has argued this point. He has also concluded that there are many different ways to use fishing lures effectively (178-85).

Citing Books and Other Nonperiodical Publications:

A Book by a Single Author (#4.6, p. 119)

Last Name, First Name Middle Initial. Title of the Book. City of Publication: Publisher's Name, year of copyright.

Wilson, Frank R. The Hand: How Its Use Shapes the Brain, Language, and Human Culture. New York: Pantheon, 1998.

A Book by Two or More Authors (#4.6.4, p.124)

Last name, First Name, and Second Author's First and Last Name. Title of the Book. City of Publication: Publisher's Name, date of copyright.

Eggin, Suzanne, and Diane Slade. Analyzing Casual Conversation. London: Cassell, 1997.

A Book by a Corporate Author (#4.6.6, p. 126)

Name of Corporate Author. Title of the Book. City of Publication: Publisher's Name, date of copyright.

American Medical Association. The American Medical Association Encyclopedia of Medicine. New York: Random, 1989.

An Anonmouse Book (#4.6.11, p. 133)

Title of the Book. City of Publication: Publisher's Name, date of copyright.

Encyclopedia of Virginia. New York: Somerset, 1993.

A Book with an Editor (#4.2.12, p. 134)

Author's Last Name, First Name. Title of Book. Ed. Editor's name, City of Publication: Publisher's Name, date of copyright.

Shakespeare, William. Hamlet. Ed. Barbara A. Mowat. New York: Washington Square-Pocket, 1992.

A Book Published in a Second or Subsequent Edition (#4.6.14, p. 136)

Last Name, First Name. Title of the Book. # of edition. City of Publication: Publisher's Name, date of copyright.

Chaucer, Geoffrey. The Works of Geoffrey Chaucer. 2nd ed. Boston: Houghton, 1957.

An Article in a Reference Book (#4.6.8, p. 130)

Last Name, First Name. "Title of Article." Title of the Reference Book. # of edition. date of copyright.

Mohanty, Jitendra M. "Indian Philosophy." The New Encyclopedia Britannica. 5th ed. 1987.

Citing Articles and Other Publications in Periodicals:

An Article in a Weekly Magazine (#4.7.6, p. 155)

Last Name, First Name. "Title of Article." Name of Magazine date Month year: page numbers.

Armstrong, Larry. "The Learning Revolution." Business Week 28 Feb. 1994: 80-88.

An Article in a Monthly Magazine (#4.7.6, p. 156)

Last Name, First Name. "Title of Article." Name of Magazine Month year: page numbers.

Amelar, Sarah. "Restoration on 42nd Street." Architecture Mar. 1998: 146-50.

An Anonymous Article (#4.7.9, p. 159)

"Title of Article." Name of Magazine date Month year: page numbers.

"The Decade of the Spy." Newsweek 7 Mar. 1994: 26-27.

Citing Electronic Publications:

An Online Scholarly Project, Information Database, or Professional or Personal Site

(#4.9.2, p. 180)

Title of the project or database. Ed. Name of the editor. Version #, Month year. Name of any sponsoring institution. Date Month year of access <web address>.

Project Bartleby. Ed. Steven van Leeuwen. Bers. 98.2 May 1998. Columbia U. 5 May 1998
<<http://www.columbia.edu/acis/barleby/>>.

An Online Book Available Independently (#4.9.3, p. 183)

Last Name, First Name. Title of Book. Ed. First and Last Name. Date of copyright. date Month year of access <web address>.

Austen, Jane. Pride and Prejudice. Ed. Henry Churchyard. 1996. 10 Sept. 1998
<<http://www.pemberley.com/janeinfo/prideprej.html>>.

An Article in an Online Periodical (#4.9.4, p. 186)

Last Name, First Name. "Article Title." Magazine Title Vol. # (Date of Publication). date Month year of access <web address>.

Calabrese, Michael. "Marco Polo's Life." Exemplaria 9.1 (1997). 22 June 1998
<<http://web.english.ufl.edu/english/exemplaria/calax.htm>>.

An Anonymous Article (#4.9.4, p. 189)

"Article Title." Periodical Title date Month year. date Month year of access <web address>.

"Fleeting Thoughts." US News Online 9 May 1998. 1 Aug. 1998 <<http://www.usnews.com/>>.