

SGHS Research Paper Handbook

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- ✓ In order to receive a diploma of graduation from SGHS, a student must successfully complete this research paper project. Second, third, and fourth attempts require mandatory tutor time and mandatory process deadlines.
- ✓ Note: You must keep everything in a notebook designated solely for the Research Paper. All papers turned in and returned to you must be kept in this notebook.
- ✓ Topic Approval form, Parent/Student Contract, and Scoring Rubrics are in a separate packet
- ✓ Note: See process rubric in separate packet for all deadlines.

Research Paper Requirements

Fall 2010 version

1. Any person who should have written a passing research paper last semester and did not must write a paper this semester.
2. Use the Research Paper Handbook as a guide for the form. Punctuation, order of information, etc. is important for in-text citations and the Works Cited list. Use MLA format. MLA Handbooks are located in this room.
3. Use a minimum of 5 sources. Check rubrics for specifics.
4. At least one of these sources must be a periodical—Infotrac is a good source to find a periodical.
5. One source should be found on the Internet. Print out information including web address; if hyperlink, include home page.
6. One source should be a book. Turn in the book with your sources and with your final paper.
7. One source should be a primary source. Government documents, interviews, and surveys are included in this category.
8. **DO NOT USE AN ONLINE OR BOOK ENCYCLOPEDIA.** Use original sources. If finding material is a problem, see me for help. When using the Internet, be sure information is from a reliable source and print out information including web address. Turn in printout with your note cards.
9. Double space.
10. Margins are all 1 inch: top, bottom, left and right. Headers are ½ from top. Note: default margins on PCs are 1.25 so you will need to adjust the margins manually. If bottom is not printing at 1 inch, adjust to .75 inches. Go to File and then Page Set Up to adjust. Also remove Widows and Orphan Control. Go to Format, Paragraph and then line and page breaks.
11. Page numbering: The first page of the paper that includes the heading and title are numbered page 1. The page number is in the header which includes your last name a space and page number ½ inch from the top and one inch from the right margin.
12. Font: Times New Roman on a PC; Times in Claris on a Mac
13. Size: 12 point only
14. Justification: Left Justification only
15. Length Body of junior paper is minimum 5 pages, maximum 8 pages.
16. Works Cited page begins on next page after body numbered consecutively.
17. Subject of Paper: topics may be selected from subjects and related to any class the student is now taking, has taken, or will take before graduation. Non-English class topics must be approved by the teacher in that subject area as a topic relevant to that class. Turn in a signed approval by the other teacher.

18. Missed deadlines result in points deducted from the grade. Papers submitted after the deadline will have 5 points deducted every day that the paper is late! Earlier deadlines missed will also deduct points from the final grade. The research paper counts one fourth of your quarter grade.
19. Research papers are a requirement for students to graduate. Failure to complete a passing research paper may result in loss of credit and require the student to make up the English credit including writing the term paper. Papers are 25% of second quarter grade. **COME IN FOR HELP!**

TUESDAY HELP SESSIONS ARE A GREAT OPPORTUNITY!

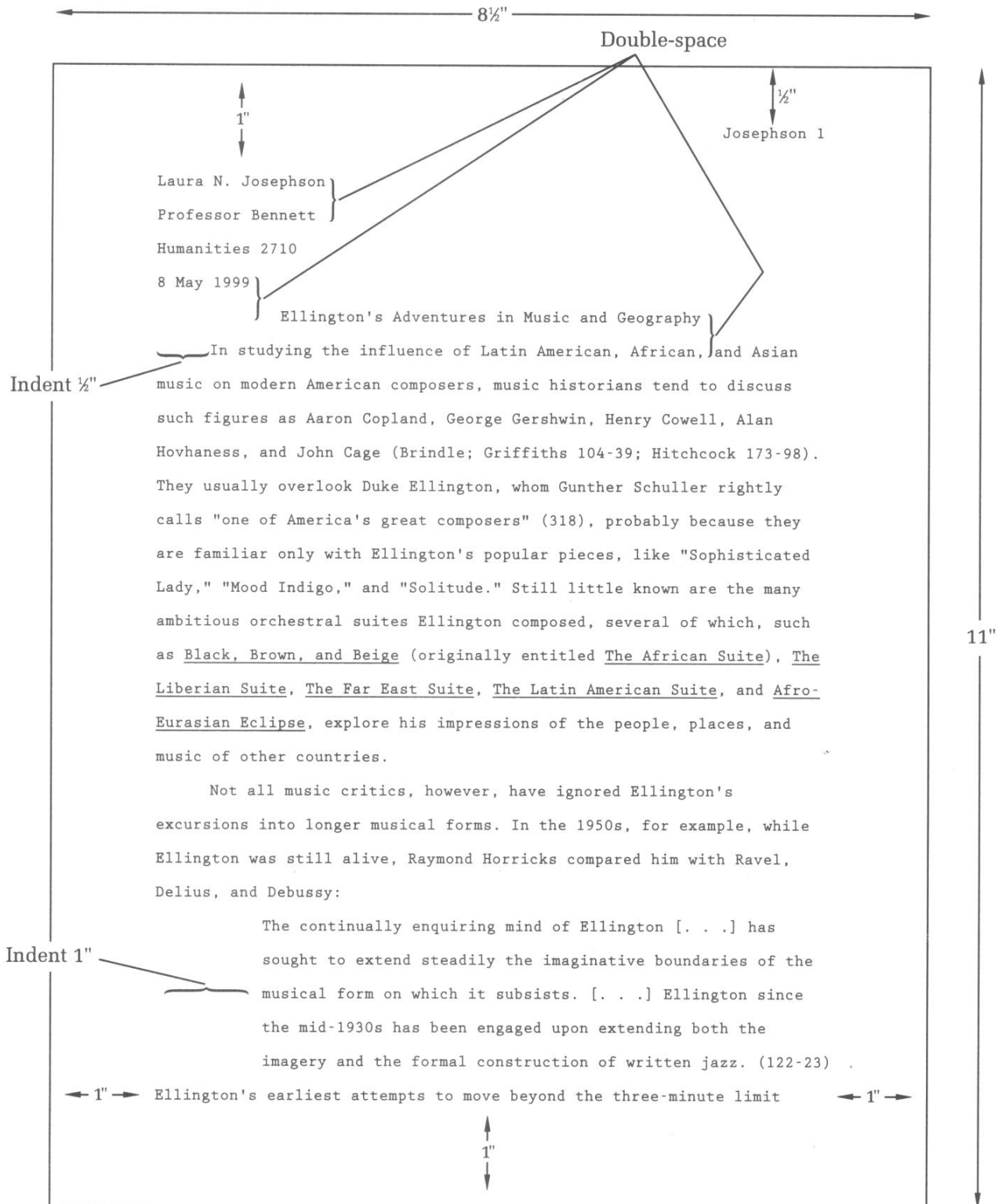
Report Format

1. Begin with a header that will show on each page.
2. Go to View, Select Header/Footer, Set format for flush right, Type in your last name and a space, Select the page # icon, Select Close
3. Set your computer for double spacing via Format, Paragraph, double space.
4. Type the Heading on the first page double-spaced and flush left. Type your full name. Type your teacher's name. Type the class name. Type the date (Day, Month, Year—i.e. 29 November 2010)
5. Center the title using initial caps.
6. The body of the report is double-spaced with a five-space (1/2") paragraph indention
7. The margins of the report should be 1", top, bottom and side. Note: default margins on PCs are 1.25, so you will need to adjust manually, and bottom may need to be set at .75" to make it an inch. Go to FILE Then PAGE SET UP Click on MARGINS TAB Set top and side margins for 1" and bottom to .75".
8. For long quotes of more than four typed lines, indent 1" (or 2 tabs) from the left margin, which will be 2" from the paper's edge. Continue to double space. (If the long quote requires a paragraph indent, then you will indent one more tab for each paragraph). Do not place quotation marks around long quotes and period or ellipsis precedes parenthesis.
9. If only part of a statement is quoted, use ellipses, three periods within brackets. "Presidential control [. . .] under Andrew Jackson" was growing. NOTE space between periods. (see MLA 3.7.5)
10. When you have finished the body of the report, insert a page break to type the Works Cited list.
11. Type Works Cited centered at the top of the page.
12. Double Space to begin typing the references which have been documented in the paper.
13. The first line will be at the left-hand margin.
14. If the reference is longer than one line, the proceeding lines should be indented 5 spaces.
15. Entries are alphabetized by the first word in the entry. [A, An, The are not considered for alphabetizing]
16. Caution: List all sources documented in the paper. Do not document or cite sources in the paper not listed.
17. Remember requirements [minimum 5 sources total, 1 periodical, 1 book, 1 primary, and 1 Internet source].
18. FYI: Do not write in first or second person. Use third person.
19. **Do not say:** You can see from this research....

- a. Or I conclude from my research that....
- b. **Rather do this:** One can easily conclude...
- c. OR Findings indicate...

20. **Do not** say in your thesis statement or topic paragraph "I will discuss/" etc.

First Page of a Research Paper



Works Cited (sample)

- Bolleens, John C. and George B. Geyer. *Yorty: Politics of a Constant Candidate*. Pacific Palisades: Palisades, 1973.
- Brindle, Reginald Smith. "The Search Outwards; The Orient, Jazz, Archaicisms." *The New Music: The Avant-Garde since 1945*. New York: Oxford UP, 1975. 133-45.
- Brown, Ruth, et al. *Agricultural Education in a Technical Society*. Chicago: American Library, 1973.
- Bryant, Peter J. "The Age of Mammals." *Bio-diversity and Conservation*. 28 Aug. 1999. 4 Oct. 1999. <<http://darwin.bio.uci.edu/~sustain/bio65/lec02/b65lec02.htm>>.
- Burnett, James. "Ellington's place as a Composer." New York: Gammond, 1999. 141-55. "The Decade of the Spy." *Newsweek*. 7 Mar. 1994: 26-27.
- Ellington, Duke. *Afro-European Eclipse*. 1971. Fantasy, 1991.
- . *Black, Brown, and Beige*. 1945. RCA Bluebird, 1988.
- . *The Far East Suite*. LP. Philips. 1947.
- Gammond, Peter, ed. *Duke Ellington: His Life and Music*. 1958. New York: Da Capo, 1977.
- Haase, John Edward. *Beyond Category: The Life and Genius of Duke Ellington*. Fwd. Wynton Marsalis. New York: Simon, 1993.
- Hansberry, Lorraine. "A Raisin in the Sun." *Black Theater: A Twentieth-Century Collection of the Work of Its Best Playwrights*. Ed. Lindsay Patterson. New York: Dodd, 1991. 221-276.
- Hitchcock, H. Wiley. *Music in the United States: An Introduction*. 2nd ed. Englewood

Cliffs: Prentice, 1974.

NAIC Online. 29 Sept. 1999. National Association of Investors Corporation. 1 Oct.

1999. <<http://www.betterinvesting.org>>.

Patterson, Lindsay, ed. *Black Theater: A Twentieth-Century Collection of the Works of*

Its Best Playwrights. New York: Dodd, 1971.

Tucker, Mark, ed. *The Duke Ellington Reader*. New York: Oxford UP. 1993.

Warren, Lt. Col. James C. "The Tuskegee Airmen Mutiny at Freeman Field." *The*

Tuskegee Airmen Story. n.d. Conyers. 10 Nov. 1999.

Documentation

Citation examples adapted from *Manhattan H.S. Research Handbook, 1998*

A. Introducing the authority

Introduce paraphrases of quotations by giving the authority's name. Use both the first name and the surname the first time the authority is used.

Robert M. Jordan suggests that Chaucer's tales are held together by seams that are similar to the exposed beams supporting a Gothic cathedral (237-38).

Subsequent citations will refer simply to the authority's surname:

B. Identifying the source

Whenever possible, identify what makes the source important:

Norm Flinker, lecturer in English at the Ben Gurion University, an authority on Biblical literature, repeatedly suggests...

C. Documenting without mention of authority

When the authority is not mentioned in the introduction to a paraphrase of quotation, place in parentheses the authority's name, followed by a page reference as seen in this paraphrase below:

Democracy is deemed preferable to monarchy because it protects the individual's rights rather than his property (Emerson 372).

D. Material by two authors

When referring to material written by two authors, mention the names of both authors:

Christine E. Wharton and James S. Leonard take the position that the mythical figure of Amphytrion represents a triumph of the spiritual over the physical (163).

Subsequent references would refer simply to Wharton and Leonard, or after information write (Wharton and Leonard 162).

E. Material by more than two authors

For a work with more than three authors or editors, use the first name followed by “et al.”

(without a comma following the name):

G.B.Harrison et al. (*Major British Writers*) provide an excellent overview of the best in English literature.

F. Material by more than two authors

For a work with more than three authors or editors, use the first name followed by “et al.”

(without a comma following the name):

G.B.Harrison et al. (*Major British Writers*) provide an excellent overview of the best in English literature.

G. Anonymous author

When a work is listed as anonymous, mention the fact that it is anonymous in the text and place the title of the work from which the piece was taken, or an abbreviated version if the title is very long, in parentheses:

Another anonymous poem, “Driftwood” (*Driftwood* 130-131), also damns the city for its thoughtless pollution of the environment.

H. No author

When a work has no author, cite the first two or three significant words from the title;

Spokane's *Spokesman Review* (“Faulkner Dies” 47B) gets at the heart of America's greatest fiction writer when it states that...

I. More than one work by the same author

When more than one work by the same author is referred to in the paper, provide a shortened version of the title in each citation. Citing only author and page may confuse the reader since the Works Cited will contain two references to the same author. The following passage is an example of how to handle two works by the same author:

Feodor Dostoevsky declares that the “underground” rebel is representative of our society (*Underground* 3). He seems to confirm this view in Raskolnikov’s superman speech (Dostoevsky, *Crime* 383-384), where it identifies...

J. Work in a collection—an anthology

When citing a work in a collection, state the name of the person who wrote the words to which you are referring:

Lionel Trilling’s “Reality in America” does not consider V.L. Parrington a great intellect.

The Works Cited would then contain the following entries (for the work and the anthology):

Stafford, William T. ed. *Twentieth Century American Writing*. New York: Odyssey, 1965.

Trilling, Lionel. “Reality in America.” *Twentieth Century American Writing*. Ed. William T. Stafford. New York: Odyssey, 1965: 564-577.

K. Multiple works

When referring to a specific passage in a multi-volume work, give the author, the volume number followed by a colon and a space, and the page reference:

Other historians disagree (Durant 2: 25)

When referring to an entire volume, give the name of the author, followed by a comma, and the abbreviation “vol.,” followed by the volume number: (Durant, vol.2)

L. Double reference—a quotation within a cited work

As Bernard Baruch points out, “Mankind has always thought to substitute energy for reason” (qtd. In Ringer 274).

The Works Cited would then contain the following entry:

Ringer, Robert J. *Restoring the American Dream*. New York: Harper, 1979.

Works Cited Entry Examples

A. Book by a single author

Brodie, Fawn M. *Thomas Jefferson: An Intimate History*. New York: Norton, 1974.

B. Book by two or more authors

Bolleens, John C., and Grand B. Geyer. *Yorty: Politics of a Constant Candidate*.

Pacific Palisades: Palisades, 1973.

Allport, Gordon W., Phillip E. Vernon, and Gardner Lindzey. *Study of Values*.

New York: Houghton, 1951.

Brown, Ruth, et al. *Agricultural Education in a Technical Society: An Annotated*

Bibliography of Resources. Chicago: American Library, 1973.

C. Book by a corporate author

American Institute of Physics. *Handbook*. 3rd ed. New York: McGraw, 1972.

Note: If the publisher is the same as the author, repeat the information, as shown here:

Defense Language Institute. *Academic Policy Standards*. Monterey: Defense

Language Institute, 1982.

D. Book by an anonymous or pseudonymous author

No author listed:

Current Biography. New York: Wilson, 1976.

If you are able to research the author's name, supply it in brackets:

[Stauffer, Adlai]. *Cloudburst*. Knoxville: Review and Courier, 1950.

The name of an author who writes under a pseudonym may be given in brackets;

Twain, Mark [Samuel Clemens]. *Adventures of Tom Sawyer*. New York: Morrow, 1988.

E. Work in several volumes or parts

When citing the whole multi-volume work:

Wallbank, T. Walter, and Alastair M. Taylor. *Civilization Past and Present*. 2 vols.

New York: Scott, 1949.

When citing a specific volume of a multi-volume work:

Wallbank, T. Walter, and Alastair M. Taylor. *Civilization Past and Present*. 2 vols.

New York: Scott, 1949. Vol. 2.

F. Article in a Reference Work

Dictionary:

“arnica.” *Webster's New Collegiate Dictionary*, 1981.

Encyclopedia:

Gibson, Janice T. “Educational psychology.” *Worldbook Encyclopedia*. 1997 ed.

Almanac:

“Favorite Prime-time Television Programs, 1995-96.” *World Almanac and Book of Facts*. 1997 ed.

G. Edited works

If the work of the editor(s) rather than of the author(s) is being discussed, place the name of the editor(s) first, followed by a comma, followed by “ed.” or “eds.”:

Craig, Hardin, and David Bevington, eds. *The Complete Works of Shakespeare*. Rev.

ed. Glenview: Scott, 1973.

H. More than one book, article, etc. by one author

Gilbert, Sandra M. *Acts of Attention: the Poems of D.H. Lawrence*. Ithaca: Cornell

UP, 1972.

---. *Emily's Bread: Poems*. New York: Norton, 1984.

I. Periodicals (Journals, Magazines, Newspapers)

Anonymous author:

“Elegance is Out.” *Fortune*. 13 Mar. 1978: 18.

Single author:

Sidey, Hugh “In Defense of the Martini.” *Time*. 24 Oct. 1977: 38.

More than one author:

Ferguson, Clyde, and William R. Cotter. “South Africa—What Is to Be Done.”

Foreign Affairs. Dec. 1998: 254-74.

Monthly magazine:

Miller, Mark Crispin. “The New Wave in Rock.” *Horizon*. Mar. 1978: 76-77.

Newspaper:

Tanner, James. “Disenchantment Grows in OPEC Group with Use of U.S. Dollar for

Oil Pricing.” *Wall Street Journal*. 9 Mar. 1978: 3.

J. Anthologies (collections of works)

The anthology:

Patterson, Lindsay. ed. *Black Theater: A Twentieth-Century Collection of the Work of Its Best Playwright*. New York: Dodd, 1971.

Also include the specific work(s) documented:

Hansberry, Lorraine. “A Raisin in the Sun.” *Black Theater: A Twentieth-Century*

Collection of the Work of Its Best Playwrights. Ed. Lindsay Patterson.

New York: Dodd, 1971. 221-76.

K. Internet Sources

Basic Format:

Author's Last Name, First Name. "Document Title." *Title of Complete Work*. Date of Internet publication. Date of access. <URL>.

Bryant, Peter J. "The Age of Mammals." *Bio-diversity and Conservation*. 28 Aug. 1999. 4 Oct. 1999. <<http://darwin.bio.uci.edu/sustain/bio65/lec02/b65lec02.htm>>.

Article in an electronic journal or magazine:

Adler, Jerry. "Ghost of Everest." *Newsweek*. 17 May 1999. 19 May 1999. <http://newsweek.com/nwsrv/issue/20_99a/printed/us/so/so0120_1.htm>.

Review:

Parfin, Michael. Rev. of *The Climb; Tragic Ambitions on Everest*, by Anatoli Boukreev and G. Weston DeWalt. *New York Times on the Web*. 7 Dec. 1997. 4 Oct. 1999. <<http://search.nytimes.com?books/97/12/07/reviews/971207.07parfitt.html>>.

Non-print material on line:

Author. Title of Site. *Institution or sponsoring organization*. <protocol and address>, Date of access.

Davis, John. *Danger: Transplant Scientist at Work*. Animal Rights Resource Site. <http://usr2?ns-hom/docs/arrs/danger_html>, 22 Sept. 1997.

E-mail message:

Author's name. "Subject line, in quotation marks." Description of message that includes recipient(e.g., email to the author). Date of sending.

Kleppinger, Eugene. "How to Cite Information from the Web." E-mail to Andrew Harnack. 10 Jan. 1999.

K. Internet Sources , cont.

Printout with several source levels:

Author's name. "Subject line in Quotes." *Title of database italicized.* Date of publication. Name of any organization or institution sponsoring web site.

Date of access. <URL>.

Warren, Lt. Col. James C. "The Tuskegee Airmen Mutiny at Freeman Field." *The Tuskegee Airman Story.* n.d. Conyers. 10 Nov. 1999.

Note: substitute the word Home page if site has no title.

- Download or print any online material you plan to use, in case it becomes inaccessible on line later.
- Don't introduce a hyphen at the break of a URL between two lines.
- If you must divide a URL between two lines, break it only after a slash.
- For each Internet source, you will use the first information in the in-text citation as you do for any source.

Adapted from Andrew Harnack and Eugene Kleppinger. *online!* Boston: Bedford, 2000.

L. Television and radio programs

“Agnes, the Indomitable deMille.” Narr. Agnes deMille. Prod. Judy Kinberg. Dir. Merrill Brockway. Dance in America. Great Performances. PBS. WSBH, Boston. 8 May 1987.

M. Films and videotapes

Film:

It's a Wonderful Life. Dir. Frank Capra. With James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKA, 1946.

Short film:

What Makes Rabbit Run? Dir. David Chesire and Eaton. Centre Productions, 1985.
16mm, 29 min.

Film based on book:

Jhabvala, Ruth Praver, screenwriter. *A Room with a View.* Dir. James Ivory. Prod. Ismail Merchant. Original score by Richard Robbins. With Maggie Smith, Denholm Elliott, and Helena Bonham-Carter. Cinecom Intl. Films, 1985.
Based on E.M. Forster's *A Room with a View.*

N. Interviews

Telephone interview:

Meacham, Peggy. Telephone interview. Dalton, GA 25 July 1990.

Personal interview:

Norfleet, Joe Eddie. Personal interview with the county historian. Dalton, GA 6 July 1990.

O. Publications without stated information or pagination

When a source does not indicate the publisher, the place or date of publication, or the pagination, supply as much of the missing information as you can, using brackets to show that it did not come from the source.

New York: U of Gotham P, [1983]

If the date can only be approximated, put it after a c., for *circa* which means ‘around’ [c.1983]. If you are uncertain about the accuracy of the information you are supplying, add a question mark [1983?].

If you cannot supply any information, use the following abbreviations:

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

Inserted before the colon, the abbreviation n.p. indicates no place; after the colon it indicates no publisher. N. Pag. Explains the absence of page references in citations of the work.

P. Bible

The Bible is considered an anonymous book. Documentation should read exactly as it is printed in the title page

The Jerusalem Bible, Garden City, NY: Doubleday, 1966.

Guidelines for Developing a Thesis Statement

- ◆ The thesis is a statement
 - not a simple statement of fact which needs no support
 - not a personal observation—do not use “I,” or “you”
 - not a statement of truth so self-evident that there is no reason to say it
- ◆ The thesis is NOT a question
- ◆ The thesis is narrow enough
 - is cut down to size to fit scope of the assignment
 - enables detailed development
- ◆ The thesis is broad enough
- ◆ The thesis is arguable
- ◆ The thesis reflects the author's point of view, it is opinion-based, no feelings
 - the author takes a stand in relationship to the subject rather than just planning to write about it in general
- ◆ The thesis avoids common opinions
- ◆ The thesis is precise
 - it introduces one and only one idea
- ◆ The thesis is unified—one idea
- ◆ The thesis avoids value statements

Do not say: “In this paper I will”

“This paper will...”

Outline Format

I. Introduction

A. General

B. Specific

C. Thesis statement

II. First main idea

A. Supporting detail paragraph(s)

B. Supporting detail paragraph(s)

i. detail

ii. detail

II. Second main idea

A.

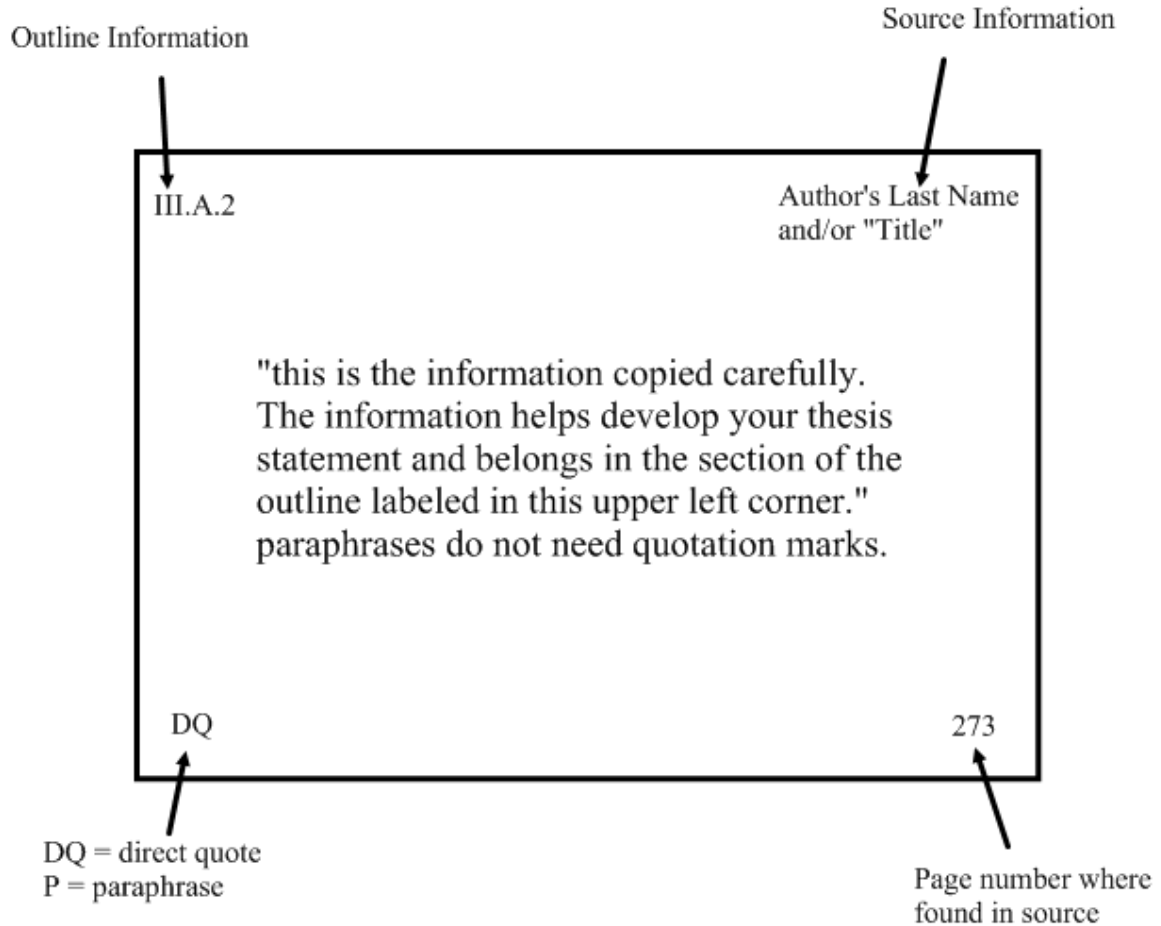
B.

IV. Third main idea

V. Conclusion

Note: any part of the outline broken into subheadings must have more than one part. No a. without b.

Note Card Example



Option A Written Personal Response Reflection

1. Reflection must be four typed pages with 1" margins, Times New Roman font, and size 12, double spaced format. The paper must also have a header, just as the research paper.
2. Reflection will begin with a heading on page 1 that includes student name, teacher name, English class title, and due date.
3. Personal reflection must show organization with an introduction, thesis statement, transitions, body, and conclusion.
4. Reflection should cover the following topics:
 - a. Explain choice of research topic
 - b. Reflect on expectations at beginning of process
 - c. Reflect on the research process itself
 - d. Reflect on the outcome and what was learned
 - e. Project into the future with many of the following
 - i. Concerns
 - ii. Interests
 - iii. Questions
 - iv. Research
 - v. Generation of new questions
 - vi. Ideas
 - vii. Solutions
 - viii. Suggestions

Option B Public Speaking

Students will be graded using the Public Speaking Rubric in the separate rubrics packet. Use the following information to plan your speech. Speakers are scored on a scale of 5 to 1. The rubric uses whole numbers only. Scores of 4 and 2 are in the middle.

Content

1. States the purpose.

Points	Criteria
5	The purpose is clear and captures the listeners' attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content.

Points	Criteria
5	The content is organized logically with fluid transitions to capture and hold the listeners' attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting

3. Supports ideas.

Points	Criteria
5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

Points	Criteria
5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s).

Points	Criteria
5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

Delivery

6. Demonstrates awareness of listeners' needs.

Points	Criteria
5	The choices of language, attire, examples, and aids work together to heighten the listeners' interest and connection to the topic.
3	The speaker's attire, word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	The presentation is uninteresting.

7. Speaks clearly with appropriate vocabulary and information.

Points	Criteria
5	The vocabulary is descriptive and accurate, engaging the listener through imagery.
3	The vocabulary provides clarity and avoids confusion.
1	The vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed, and volume as tools.

Points	Criteria
5	The speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listeners' attention.
3	The speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation.
1	Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.

9. Demonstrates complexity of thought and vocabulary.

Points	Criteria
5	Variation of sentence structure and word choice works to keep the listener interested and provides multiple examples and descriptions.
3	Sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

Points	Criteria
5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. The speaker depends heavily on the written speech or notes.

Speech Etiquette

- ✓ Introduce yourself to your audience.
- ✓ Stand tall with your hands relaxed at your sides.
- ✓ Use your hands to make a point. Gestures should be natural and spontaneous.
- ✓ Plan and practice using the props you will need. Visual aids should serve as a support for your presentation and complement the information being presented.
- ✓ Speak clearly, audibly, and enthusiastically.
- ✓ Do not read your presentation; rather, use note cards, an outline, or Power Point so that you can speak naturally but still remain organized.
- ✓ Eye contact is extremely important for it allows you to connect with the audience. Practice often enough that you rarely need to look at your notes.
- ✓ Breathe deeply and don't lock your knees. Even though you may be nervous, try to relax and enjoy yourself! Your audience will be supportive and will show its appreciation for all you have accomplished.
- ✓ Wear clothing appropriate for an interview. Depending on your topic, a costume or special apparel might also be appropriate.

Recommended Speech Outline

- I. Introduction
 - a. Grab audience attention by using quotations, readings, dramatics, surveys, a story, an interesting observation, an enduring or special memory that stood out, etc.
 - b. State your purpose of the speech
 - c. Recognize any help you had in accomplishing your project
- II. Body
 - a. explain choice of topic
 - b. reflect on expectations at beginning of process
 - c. reflect on the process itself
 - d. reflect on the outcome and what was learned
 - e. projection of future concerns/interests/questions/research / generation of new questions/ideas/solutions/suggestions
- III. Conclusion
 - a. Summarize your speech, following the same organization as your speech's
 - b. Verbally thank your scorers and audience.
 - c. Ask for and respond to any questions.

Option C Action

1. Student must complete four Action Log forms and have them signed by the adult that supervised the activity.
2. Supervisor must be an adult over the age of 21, not a parent of the student, have expertise in the subject area, and have the time to devote selflessly to the student's project.
3. Actions must relate to the research paper topic.
4. Actions include the following (see your English teacher and topic approving teacher for approval of a different action):
 - a. Scientific experiment
 - b. Nature observation
 - c. Build something
 - d. Volunteer service
 - e. Job shadowing
 - f. Working
 - g. Start a new organization
 - h. Cause a good change
 - i. Design a new product
 - j. Perform
 - k. Invent something
 - l. Personal research
 - m. Teach others
5. Action Log forms must be completed thoroughly and signed by an appropriate supervisor.