

LISBON REGIONAL SCHOOL
SOPHOMORE PROJECT TIMELINE 2021-2022
For Students in First Semester Speech & Research Class

OCTOBER 7	Draft of letter of intent due to Mrs. Locke and advisor.
OCTOBER 19	Final copy of Letter of Intent (signed by parent and advisor) and Annotated Bibliography due to Mrs. Locke.
Week of OCTOBER 25	Meet with the Project Committee to discuss project proposal.
NOVEMBER 5	Deadline for project changes.
DECEMBER 10	Completed first draft (with sources cited and including works cited page) submitted to Mrs. Locke by this date.
Week of JANUARY 10	Revised paper due for Speech & Research class.
Week of JANUARY 17	Project presentation for Speech & Research class.
FEBRUARY 7	Revised copy of research paper due to advisor for final proofreading by the end of school day.
Week of FEBRUARY 14	Final copy of research paper due and project presentations to the panel will be held this week. (dates to be announced)

For more information, (note-taking forms, checklists, rubrics, etc...), please look under the Academics tab on the school website.

What is the Sophomore Project and where do I begin?

The Sophomore Project is designed to be a practice for the Senior Portfolio Defense, which is the culmination of your academic experience at Lisbon Regional School. Both projects should highlight the skills you have learned thus far and your ability to be an independent learner. Along with your actual portfolio, your successful completion of the Senior Portfolio Defense demonstrates your ability to meet the following Exit Outcomes for graduation:

- ✓ has a broad base of essential knowledge
- ✓ is committed to lifelong learning
- ✓ has an internal model of quality work
- ✓ has a collaborative work ethic
- ✓ possesses a healthy sense of mind and body
- ✓ communicates effectively
- ✓ makes wise, informed decisions
- ✓ understands and appreciates diversity
- ✓ participates as a responsible citizen
- ✓ possesses competencies and skills to master various bodies of knowledge in order to reason at complex levels and be an effective problem solver

The **competencies** for the Sophomore Project are:

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (written and oral)
- Present information, findings, and supporting evidence clearly such that listeners or readers can follow the line of reasoning and the organization, development, and style are appropriate to task, purposes, and audience. (written and oral)
- Make strategic use of digital media and visual displays to express information and enhance understanding of presentations and to add interest. (oral)

Your project begins with selecting a topic to research. Choose something that is of interest to you, and generate research questions to focus your research. Your goal, in both the research paper and the oral presentation, is to clearly and thoroughly take a unique stance on your subject and support it with evidence from a variety of sources (both primary and secondary). You should not merely report on what others have said about the topic, but rather draw on what others have said in order to offer your own perspective on the topic or issue. You may choose to do an argument or an informative/explanatory project.

Letter of Intent

The letter of intent serves as the outline of your Sophomore Project. It is a very important preparatory element of the process. It should include information about the topic you have chosen and your motivation for choosing that topic, as well as the methods of acquiring information. If you devote more time, effort, and careful research to the preparation for this letter, your entire program will flow much more smoothly.

The letter of intent will be viewed by the Project Committee before your appointment with the committee.

The Annotated Bibliography

Before presenting your letter of intent to the panel for approval, you must do some research to focus and clearly define your topic. The annotated bibliography will be evidence that shows you have done so. As you are doing background research and formulating your thesis to write your letter of intent, compile your findings in your annotated bibliography.

A bibliography is a list of sources used to research a topic. When using MLA format, it is referred to as a “Works Cited” page. Usually, the bibliography, or Works Cited, only includes the bibliographic information for each source (i.e., the author, title, publisher, etc.).

An annotated bibliography differs in that it includes an annotation (a summary and evaluation) for each source. Developing an annotated bibliography is a useful way to prepare for your project as it forces you to look at each potential source with a critical eye.

Format for your annotated bibliography

List your sources in MLA format, but for each source, include an annotation (a paragraph) in which you do the following:

- **Summarize** the source in your own words. What is the point of this book or article? What are the main arguments made by the writer?
- **Evaluate** the source. Is it useful for your purpose? Is the source biased? Who is the writer? What are his/her credentials? Is the source reliable?
- **Reflect.** How does this source fit into your research? How does it help you shape your argument? How do you think you might use it in your project?

Project Committee

Each student presents the letter of intent to the Project Committee. This committee approves, dismisses, and/or makes recommendations to ensure that students have realistic expectations and that they will be successful in meeting their goals. Students should be prepared to discuss their thesis statements and the research they have done (annotated bibliography), and take notes on the suggestions presented to them. Any change in topic after meeting with the committee requires the submission of a “Change of Topic Request Form.” Topics may NOT be changed after the date set in the project timeline.

Sophomore Project Components

Written

- MLA format
- Minimum of five sources
- 1000 - 1500 words (12-point Courier or Times New Roman font, double spaced, 1" margins)
- Few or no errors in spelling or grammar
- Discussion factually correct and germane to the topic
- Well-developed introduction, body, and conclusion
- Proper paragraphing and effective transitions
- Cohesion (making sure everything "hangs together")
- Clear evidence of proofreading
- One page statement of reflection (reflecting upon project/process). This will be done in your online portfolio after you have presented your project.

Oral

- Completes presentation in 8-10 minutes
- Refers to visuals/supporting materials
- Keeps discussion germane to the topic
- Follows logical sequence
- Keeps reading of material to audience at a minimum
- Uses appropriate vocal projection/diction
- Uses proper English
- Is familiar with material
- Dresses appropriately (conservative business attire or dress related to topic)
- Is prepared to answer questions

Visual

- Utilizes technology to create supporting materials
- Well-designed
- Enhances understanding of ideas
- Uses proper spelling and grammar
- Includes properly formatted citations for information and images

Sample Letter of Intent #1

October 15, 2018

Dear Project Committee:

As a student who is very interested in medicine, I have heard about the opioid epidemic and addiction in New Hampshire. I have noticed that we try to solve this problem in the same way. We look to imprison drug users and abusers. I began to think about this and wonder why. Is it because we think an addict will stop when they are released? Do we think about the results? I decided for my sophomore project, I would like to further explore this topic.

I intend to argue the best possible “solutions” for addiction and the opioid epidemic.

This topic is widely debated and I would like to narrow in on the best possible ways to “fix” this problem. I have begun searching for information from databases and online websites. I plan to use books and even contact professionals.

This research project will be challenging for me, and I am excited to get started. I look forward to meeting with you to discuss my project.

Sincerely,

Aiden Jesseman **don't forget to sign your name**

Aiden Jesseman

Parent Signature: _____ Advisor Signature: _____

Sample Letter of Intent #2

September 14, 2020

Dear Project Committee:

My topic is firearms. I am very interested in guns and I have started a collection of antique rifles. This topic interests me because firearms are an important part of history, and I also like to hunt.

I intend to argue against laws that limit gun ownership.

This is a topic that is controversial and widely debated. I expect that there is much information available from the National Rifle Association and the Fish and Game Department. There is also information from gun control groups.

I plan to contact groups on both sides of this issue and send for their literature. I will also study the history of firearms and the part of the Constitution that guarantees the right to bear arms.

I hope that you will approve of this topic. I look forward to speaking with you soon.

Sincerely,

Remington Flintlock **don't forget to sign your name**

Remington Flintlock

Parent Signature _____ Advisor Signature _____

Ima Student

Mrs. Locke

Sample Annotated Bibliography

16 September 2020

Annotated Bibliography

Denisoff, R. Serge. *Inside MTV*. New Brunswick, NJ, USA: Transaction, 1988. Print.

In his book, Denisoff discusses MTV and its role in resurrecting the music industry. He provides plenty of background as to how the music video evolved and was marketed, which is an integral part of my argument, especially since I'm treating music videos as advertisements. Denisoff is a credible source, as he is a renowned sociologist who taught at Bowling Green State University and has an entire collection dedicated to his popular culture writings. He was also the editor of the journal, *Popular Music and Society*, furthering his credibility.

Mundy, John. "I Want My MTV...and My Movies with Music." *Popular Music on Screen: From the Hollywood Musical to Music Video*. New York: Manchester UP, 1999. 221-45. Print.

John Mundy chronicles the emergence of popular music in the late eighteenth century, to its evolution to the big screen in Hollywood musicals, then the smaller screens with the advent of MTV. In the specific chapter on MTV, he discusses the beginnings of music videos and looks in depth at the idea of music videos as another form of marketing. Mundy is a highly credible source, as he is a university lecturer on popular music and has had several books published by Manchester UP on such topics.

Tiggemann, Marika. "The Role of Media Exposure in Adolescent Girls' Body Dissatisfaction and Drive for Thinness: Prospective Results." *Journal of Social and Clinical Psychology* 25.5 (2006): 523-41. Web.

In this study, Marika Tiggemann researches the overall role that television has on the adolescent girl's body image. Her survey population had a median age of 14, which is within the range that I will be addressing in my paper. Her study interestingly found that it is not the amount of time spent watching television that is the determining factor in the effect on body image, but the types of media that are watched. This is very important to my thesis because it helps prove that inundation of music videos in society will affect adolescents, even if they only see clips. This is a reliable source since it was published in a

well-known journal and the author is also very well-published on the subject of body image.

PLEASE NOTE :

- ❑ **No extensions will be granted. You have several months to prepare your project and write your paper.**
- ❑ **In order to pass, a student must meet the expectations of the project standards in both the oral and written presentations.**
- ❑ **A student who fails to meet the standard on either the written or oral presentation will have 10 school days to re-do it and meet the standard.**
- ❑ **Students will be awarded $\frac{1}{4}$ credit for successful completion of the project.**
- ❑ **Failure to comply with the project requirements and timeline will result in not being promoted to Junior standing.**

Last revised: September 2016