LISBON REGIONAL SCHOOL

**SOPHOMORE PROJECT TIMELINE**

**2017-2018**

OCTOBER 2 Draft of Letter of Intent due to your advisor. Discuss project with your advisor.

OCTOBER 18 Submit Letter of Intent and Annotated Bibliography to project coordinator (Mrs. Locke) by this date. Make sure letter is signed by a parent and your advisor.

Week of OCTOBER 23 Meet with Project Committee to discuss project proposal.

NOVEMBER 9 Deadline for project change.

DECEMBER 11 Evidence of organization and progress

(outline and note-taking system).

FEBRUARY 12 Completed rough draft (typed with sources cited and including works cited page) submitted to your advisor.

FEBRUARY 23 Make sure you have your proofread draft back from your advisor before February vacation.

MARCH 12 Evidence of progress on visuals/supporting materials due to your advisor.

Week of APRIL 9 \*Project Exhibition Night will be held this week (Tentative date: April 10 5:30-7PM).

MAY 1 Research paper due. Email to Mrs. Locke and hand in a hard copy.

Week of MAY 7 Project presentations will be held this week (dates to be announced).

\*Participation in Project Exhibition Night is required.

**What is the Sophomore Project and where do I begin?**

The Sophomore Project is designed to be a practice for the Senior Project, 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 portfolio, your successful completion of the Senior Project 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)

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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 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 Brainstorming Worksheet included in this packet will help in organizing your thoughts for this process.

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
* 1700-2000 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 eight to ten 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 costume related to topic)
* Is prepared to answer questions

# Visual

* Utilizes technology to create supporting materials
* Germane to the topic
* Neatly formatted
* Incorporated into the oral presentation
* Easily visible from ten feet
* Uses proper spelling and grammar

# Brainstorming Work Sheet

##### Start with the end in mind!

Hopes of what your project will look like for the Evaluation Committee

Materials you may need

References/Sources to use

Related topics

People to contact

First major step

Obstacles

**Sample Letter of Intent #1**

September 16, 2017

Dear Project Committee:

As an avid baseball fan, I recently read an article online that stated that attendance at Major League Baseball games is down and that the popularity of baseball, the sport known as  America’s national pastime, is on the decline. I began to question why. Is it due to the increased ticket prices? Is it due to recent scandals involving popular players? I decided that for my sophomore project, I would like to investigate this topic further.

I have given some thought to the ways that would be appropriate for me to study this topic.  I have found several recent articles online and I expect that I will also use books from the library.

This research project will present a considerable challenge to me, and I am eager to get started.  I look forward to meeting with you to discuss my project.

Sincerely,

Joe Smith   🡨 **don’t forget to sign your name**

Joe Smith

Parent Signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Advisor Signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sample Letter of Intent #2

September 14, 2017

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 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

6 June 2017

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 eighteen hundreds, 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 ¼ 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