

# **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 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 is a required element of graduation from CCS.** The CCS Graduation Project follows 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 evaluate information and communicate significant knowledge and understanding."

## **Graduation Project Time Line:**

Different elements of the Graduation Project are completed each year during high school. Ninth and tenth graders are required to take Electives. Eleventh graders are required to start work on the actual Graduation Project and meet once a quarter 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 are 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 this Graduation Project Manual.

## **Requirements for New Students:**

New students who enter school anytime during the high school years are required to complete a Graduation Project or show proof of having completed one elsewhere in order to graduate from CCS. These students are mentored on an individual basis by the graduation project director and may be required to take the Graduation Project Electives. This two part elective teaches real "hands-on" skills to 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.

## **Graduation Project Time Line**

### I. 9<sup>th</sup> and 10<sup>th</sup> Grades

All ninth and tenth graders will be required to take the Graduation Project Electives. This elective will be offered in two parts, part 1 to be taken in the 9<sup>th</sup> grade year and part 2 in the 10<sup>th</sup> grade year. Each elective will be offered twice during the year. Students will be divided into two sections and assigned.

A. The following skills will be taught in the Graduation Project Elective 1 and 2:

1. Library skills – in the CCS library and at the Village Library on how to conduct research
2. Internet search skills – in the CCS computer lab, online searching methods, and accessing the PA Power Library
3. Elements of an effective presentation (informative, demonstration, and persuasive)

B. The following will be required:

1. A 3-5 page documented research paper on any topic (MLA format, at least 4 references). A copy of the research paper will be kept in the Graduation Project portfolio.
2. A formal oral presentation with documented notes. The grading rubric from the presentation will be kept in the Graduation Project portfolio.
3. Initial Graduation Project proposal (see pg. 10) due in the 10<sup>th</sup> grade year at the end of the Graduation Project 2 Elective. The proposal will be kept in the Graduation Project portfolio.

C. Additional information:

1. The oral presentation will be graded on a pass/fail basis.
2. Failure to complete the elective requirements, including submission of the Graduation Project proposal, will result in a failing grade for the elective.
3. A failing grade will require the student to take the course again until he/she passes.
4. Time will be spent in discussing the upcoming Graduation Project requirements, brainstorming possible ideas, and thinking through the different choices.
5. The focus will be on research and oral presentation skills.

### II. 11<sup>th</sup> Grade

The 11<sup>th</sup> graders will be required to meet at least quarterly with the Graduation Project director. The purpose of these meetings is to check progress on journal entries, research, writing, oral presentation preparation, and other project requirements.

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

1. Final project proposal (see pg. 11) due by the second week of the 11<sup>th</sup> grade year. If not submitted, a topic will be selected for the student.

2. Regular meetings with the Graduation Project director to check project progress
  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. Journal entries will be completed and submitted. Journal entries must be legible.
  2. Rough draft of the written presentation will be completed and submitted.
  3. Shadowing experience or volunteer hours will be served if applicable.
  4. Demonstration/exhibition/performance experience will be completed if applicable.
  5. Cultural experience will be completed if applicable.
- C. If all project requirements are met before the end of the junior year, a student may request to make his/her presentation in the junior year.
- D. The summer before the 11<sup>th</sup> grade year, deadlines for the various requirements of the project will be sent to each student's parents. Students will also be reminded of these deadlines at the beginning of that school year. Each marking period students will receive a pass/fail grade based on having met the deadlines for the project of each corresponding quarter. At the end of the 11<sup>th</sup> grade year, students will receive .1 credit for a passing grade. In order to receive a passing grade, students must pass at least three of the four quarters. Administration reserves the right to make exceptions for extenuating circumstances.

### III. 12<sup>th</sup> 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 designated panel members have read and reviewed the journal and written presentation.
- B. Grading of the project is as follows:
1. The project earns .15 credit.
  2. The project grade is not included in GPA calculation.
  3. A failing grade, based on project scores, requires remediation with the Graduation Project director.

## **Journal**

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. A copy of the journal is to be submitted by the end of the 11<sup>th</sup> grade year.

- I. **Requirements:** Entries should be a reflection of the activities of the project and 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 quarterly basis during the 11<sup>th</sup> grade year. Students will be scheduled for brief meetings with the Graduation Project director. During these meetings, progress on the project will be assessed and any problems discussed.
- III. **Time Line:** A copy of the journal will be completed and submitted by the end of the 11<sup>th</sup> grade year.

## **Written Presentation Requirement**

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

The written presentation will include:

- I. **Heading** – Upper left corner of first page only should display the following:
  - A. Name of student
  - B. Name of instructor
  - C. "Graduation Project"
  - D. Date of completion
- II. **Title** – Centered on first page under heading
- III. **Body** – Final copy must be 3-5 pages typed (MLA format), size 12 font, Times New Roman font, double spaced, one inch margins
  - A. Introductory paragraph to introduce topic
  - B. Clearly stated thesis
  - C. Points of body that support thesis
  - D. Strong conclusion
- IV. **References** (MLA format)
  - A. At least 4 references
  - B. Personal interview if required
- V. **Self-Evaluation** (see pg. 15)
  - 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 12<sup>th</sup> grade. Presentations may be scheduled during the day or after school as necessary.

The written presentation must be submitted at least 2 weeks before the oral presentation.

#### I. Requirements:

Each student will be required to present his/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. PowerPoint presentation (must be narrated live)
- E. Display board
- F. Model or exhibit
- G. Chart or graph
- H. Other pre-approved 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 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 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. Has your relationship with Jesus Christ been impacted/grown through 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 an 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

### Requirements:

I. Initial Project Proposal

II. Final Project Proposal

III. Written Research Paper

IV. An Original Project or Experiment:

- A. A physical representation of the study
- B. An experiment, model, or other approved display

V. Journal – Journal entries must be completed on each of the following activities:

- A. The selection of a topic/hypothesis for research
- B. The development of a strategy for conducting research
- C. A detailed log of how and when information is being gathered
- D. An analysis of the progress of the project
- E. Continual evaluation of the accuracy of the hypothesis and consideration of other theses

VI. Oral Presentation

#### Questions:

- A. How does the information gathered impact my Christian faith?
- B. How can I use the information gathered to further God's kingdom?
- C. How can this research be used by the church or what would be a related study that would be valuable to the church?

## **Career Research**

Description: The career research project will provide an 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.

### Requirements:

#### I. Initial Project Proposal

#### II. Final Project Proposal

#### III. Written Research Paper

#### 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 pg. 13)
- 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 pg. 12)
  2. Visit a college or technical school that offers a major in the field (see form)

#### V. Journal – Journal entries must be completed on each of the following activities:

- A. The selection of a career to research
- B. Contacting a person to shadow in that career.
- C. The shadowing and interview experience. This should be a detailed account of the day(s) spent shadowing and will most likely be significantly longer than other entries.
- D. The college or technical school visitation and/or online research
- E. The research process

#### VI. Oral Presentation

##### Questions:

- A. How does who I am in Christ interface with this career?
- B. What would my impact be as a Christian in this career?
- C. What would the challenges to my faith in Christ be in this career?

## **Cultural Experience**

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

### Requirements:

- I. Initial Project Proposal
- II. Final Project Proposal
- III. Written Research Paper
- 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 10<sup>th</sup> grade year and no later than the 3<sup>rd</sup> quarter of the 11<sup>th</sup> grade year.
- V. Journal – Journal entries must be completed on each of the following activities:
  - A. The selection of a culture to research and be immersed in for at least five days
  - B. The process of planning the trip to and traveling to the other culture
  - C. A detailed account of the time spent in the other culture
  - D. Thoughts upon returning home
  - E. The process of gathering research on a related topic
- VI. Oral Presentation

Questions:

  - A. How has this experience affected my attitude toward missions? How would you describe your attitude before this experience? Has it changed? If so, how?
  - B. What are the greatest obstacles to sharing the message of Jesus Christ with the people from this culture?

## **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, overhaul a car and display it in a car show, train a dog and enter a dog show

### Requirements:

- I. Initial Project Proposal
- II. Final Project Proposal
- III. Written Research Paper
- IV. Project Completion: Students must complete a pre-approved project no earlier than the beginning of the 10<sup>th</sup> grade year and no later than the 3<sup>rd</sup> quarter of the 11<sup>th</sup> 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 – Journal entries must be completed on each of the following activities:
  - A. The selection of a project to complete in demonstration or performance
  - B. The detailed process of preparing for the exhibition, including the times, dates, duration, and reflection upon practice, composition, etc. that is involved in preparation
  - C. The process of finding an appropriate venue for the exhibition
  - D. The actual demonstration/exhibition/performance and consequent results
  - E. The process of gathering research on a related topic
- VI. Oral Presentation

Questions:

  - A. How does my unique talent interface with my faith in Christ?
  - B. What does the Bible say about using our gifts/talents?
  - C. In what way do I see myself using this talent in the body of Christ for the edification of others in the church?

## **Service Experience**

**Description:** The service project will provide students with an 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

**Requirements:**

I. Initial Project Proposal

II. Final Project Proposal

III. Written Research Paper

IV. **Service Experience:** The service experience must occur no earlier than the beginning of the 10<sup>th</sup> grade year and no later than the 3<sup>rd</sup> quarter of the 11<sup>th</sup> 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** – Journal entries must be completed on each of the following activities:

- A. The selection of a service project to complete
- B. The process of setting up the project (making contacts, determining time line, gathering materials, etc.)
- C. A detailed account of the hours spent completing the service and reflection on its impact
- D. The process of researching a topic related to the service – i.e. examining the need in the community that the service project addresses
- E. Consideration of the future needs in this area of service

VI. **Oral Presentation**

Questions:

- A. What is God's perspective on service?
- B. How does my service to others impact my ability to share the love of Jesus Christ with others and create a forum for sharing my faith?

## **Initial Graduation Project Proposal**

Due at the conclusion of the Graduation Project Elective 2 in the 10<sup>th</sup> 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 Graduation Project Proposal**

Due by the second week of the 11<sup>th</sup> 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 proposal 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](http://www.careerkey.org/english) (a fee is charged for online career research)

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](http://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?

**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:



## **Graduation Project Self-Evaluation**

1. What skills and abilities do I now have that I can use to conduct a study?
2. What skills and abilities do I now have that I can use to prepare a written presentation?
3. What skills and abilities do I now have that I can use to give an oral presentation?
4. If I were to do this study again, what would I do differently?
5. Has your relationship with Jesus Christ been impacted/grown through this project? If so, how?  
If not, why not?

## **Rubric – Oral Presentation (80 points)**

### **Content**

The content thoroughly and clearly communicates supporting information to the project. Points will be deducted for lack of information to back up statements made by the speaker.

5      4.5      4      3.5      3      2.5      2      1.5      1

The content communicates the conclusion, value, or impact of the project. Points will be deducted if the conclusion does not logically follow or if the conclusion is vague or too general.

5      4.5      4      3.5      3      2.5      2      1.5      1

The speaker uses precise, accurate vocabulary. Points will be deducted for inaccurate use of vocabulary, excessive use of filler words and phrases (i.e. "like," "um," "kinda"), and/or imprecise language (i.e. "stuff," "things").

5      4.5      4      3.5      3      2.5      2      1.5      1

The speaker's vocabulary is appropriate for the audience. Points will be deducted if jargon is not clearly defined.

5      4.5      4      3.5      3      2.5      2      1.5      1

### **Organization**

The presentation is well-organized, moving smoothly from one point to the next. Points will be deducted for confusing or non-existent transitions.

5      4.5      4      3.5      3      2.5      2      1.5      1

The introduction engages the audience's attention (i.e. beginning with a question or a greeting, telling an anecdote) and clearly introduces the subject matter. Points will be deducted for an introduction that is not engaging (i.e. "My presentation is about...").

5      4.5      4      3.5      3      2.5      2      1.5      1

The presentation is clearly focused around a controlling idea or thesis and omits unrelated details. Points will be deducted if the thesis is vague or unclear, information seems only loosely related, or random unconnected details are included.

5      4.5      4      3.5      3      2.5      2      1.5      1

The conclusion is thoughtful and logically follows the content of the presentation. Points will be deducted if the conclusion does not connect to the presentation or lacks insight.

5      4.5      4      3.5      3      2.5      2      1.5      1

The presentation is 8-10 minutes in length. Points will be deducted if the presentation is longer or shorter.

5      4.5      4      3.5      3      2.5      2      1.5      1

**Effective Speaking**

The speaker is dressed appropriately for a formal presentation (i.e. khakis or dress slacks, collared shirts for boys, – dress pants, skirts or dresses for girls – hair out of the eyes, dress shoes for both). Points will be deducted for inappropriate dress/appearance.

5      4.5      4      3.5      3      2.5      2      1.5      1

The speaker’s body language and gestures are appropriate and not distracting. Points will be deducted for fidgeting, playing with hair, or lack of gestures, such as those to refer to the visual aid.

5      4.5      4      3.5      3      2.5      2      1.5      1

The speaker maintains eye contact with members of the audience. Points will be deducted if eye contact is unsustained, the speaker only makes eye contact with one member of the audience, or eye contact is avoided altogether.

5      4.5      4      3.5      3      2.5      2      1.5      1

The speaker enunciates clearly, correctly, and efficiently. Points will be deducted for speaking too quickly, quietly, or loudly.

5      4.5      4      3.5      3      2.5      2      1.5      1

**Visual Media**

The visual aid communicates significant data and information from the project. Points will be deducted if the visual aid does not add to the audience’s understanding of the project.

5      4.5      4      3.5      3      2.5      2      1.5      1

The visual is presented neatly, utilizing effective elements of graphic design. Points will be deducted if print or pictures are too small or if the visual aid is not neatly done.

5      4.5      4      3.5      3      2.5      2      1.5      1

The speaker incorporates the visual smoothly in a way that supports the speech. Points will be deducted if the visual aid is referred to separately from the rest of the presentation, if the panel has to ask questions to prompt the speaker to explain the visual aid, or if the visual aid is not referenced at the appropriate time.

5      4.5      4      3.5      3      2.5      2      1.5      1

**Rubric – Written Presentation**  
**(100 points)**

**Content: (1 = low, 5 = high)**

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

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

3. Uses precise and accurate vocabulary.

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

**Organization: (1 = low, 5 = high)**

1. Reflects an organizational structure appropriate to the study.

5      4.5      4      3.5      3      2.5      2      1.5      1

2. Uses an engaging beginning and thoughtful ending.

5      4.5      4      3.5      3      2.5      2      1.5      1

3. Clearly focuses around a controlling idea or thesis.

5      4.5      4      3.5      3      2.5      2      1.5      1

4. Moves smoothly from one idea to the next.

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

**Research: (1 = low, 5 = high)**

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

5      4.5      4      3.5      3      2.5      2      1.5      1

2. Uses precise, accurate vocabulary.

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

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

1. Uses varied and structurally correct sentences.

5      4.5      4      3.5      3      2.5      2      1.5      1

2. Uses correct mechanics and usage.

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

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

5      4.5      4      3.5      3      2.5      2      1.5      1

5. Spelling is correct.

5      4.5      4      3.5      3      2.5      2      1.5      1

**TOTAL: (100 points)**

\_\_\_\_\_

## **Works Cited**

The Purdue OWL Family of Sites. 26 Aug. 2005. The Writing Lab and OWL at Purdue and Purdue University. 23 April 2006 <<http://owl.english.purdue.edu>>.

Check out the above website for information on how to correctly cite sources in your paper. OWL provides links for the Works Cited page and using in-text citations.

### **A few tips to follow when developing a Works Cited page:**

1. List your citations alphabetically by the first word in the citation, unless the first word is an article (*a, an or the*).
2. Use hanging indents, not tabs or spaces, to format the citations.
3. Double space everything in MLA format. No extra spaces should be between citations or paragraphs.
4. Use continuous pagination from the paper.
5. Do **NOT** number your citations.
6. Only list sources cited in the text of your paper.

### **A few tips for in-text citations:**

1. Always cite the first word from the Works Cited entry.
2. Use lead-ins to introduce quotes (i.e. According to The Purdue OWL Family of Sites, "MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities" (summary).)
3. In parentheses, cite the page number of paginated sources and paragraph or section number or section title of non-paginated sources.
4. **NEVER** cite a URL (web address) in text.