

MERIDIAN HIGH SCHOOL: SENIOR PROJECT OVERVIEW

Name_____

This packet is your survival guide to the senior project. It provides your library dates and due dates for major portions of the project. Your English or government teacher may also give you worksheets or class assignments designed to help you. However, your teachers are all working from this set of “How to” guidelines. Just remember to do the work on time. Missing deadlines or falling behind is deadly. Now take a deep breath, and here we go.

**** REMEMBER THIS IS A DISTRICT REQUIREMENT FOR GRADUATION****

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MHS Senior Project Timeline 2008-09

December

1-19 Topic selection and library research (Government)

January

8-9 draft copies of Proposal (Government and English)

20-21 final copies of Proposal (Government and English) and for topic approval (Government)
draft of Policy Identification section of paper (Government and English)
4 note cards, 2 of which must be on Policy Identification (English)
2 annotated bibliographies, including Policy Identification material (Government)

26-27 Parent/Guardian Authorization and Release Form (English)
draft of History section of paper (English)
4 note cards, 2 of which must be on History (English)
2 annotated bibliographies, including History material (Government)

29-30 draft of Current Situation section of paper (English)
4 note cards, 2 of which must be on Current Situation (English)
2 annotated bibliographies, including Current Situation material (Government)

February

5-6 draft of Differing Views section of paper (English)
4 note cards, 2 of which must be on Differing Views (English)
2 annotated bibliographies, including Differing Views material (Government)

11-12 draft of Policy Analysis section of paper (English)
4 note cards, 2 of which must be on Policy Analysis (English)
2 annotated bibliographies, including Policy Analysis material (Government)

17-18 draft of References page (English)

19-20 Revised Proposal due (Government)

March

2-3 complete draft, including Abstract, at conference with teacher (English)

9-10 final draft of paper (English)

12-17 papers scored at district level

19-20 draft of PowerPoint due (Government)
papers returned to students

30-31 teacher support for non-proficient papers, before and after school

April

| | |
|-------|---|
| 1-3 | teacher support for non-proficient papers, before and after school |
| 2-3 | final PowerPoint due (Government) |
| 3 | Non-proficient papers resubmitted (Round 2 papers) |
| 7-9 | Round 2 papers scored at district level |
| 13 | Senior Project Presentation Day (thumb drive and abstract copies) |
| 20-24 | teacher support for non-proficient presentations, before and after school |
| 28 | Round 2 Senior Project Presentation, at district level |

Senior Project Prompt

“The Public Policies of a government are, in short, all of those things a government decides to do” (Magruder’s American Government, 2008, p. 4).

Prompt:

Identify a relevant researchable, contemporary governmental policy that is domestic or foreign in scope. Domestic policy may address local, state or federal policy. International issues should connect to U.S. foreign policy.

Research, analyze, and synthesize data related to the issue.

Process:

- Write a technical research paper to present the following:

Policy Identification - explain the key points of a government policy.

History/Background - explain the purpose of the original policy and how it was implemented. Include the influence major political parties, elected officials, interest groups, and/or specific individuals had on the creation of the policy. Current Situation - explain the current situation regarding the policy, including the effects/outcomes resulting from the policy based on valid research. Identify and analyze changing factors which may impact the policy. Include graphical support.

Current Situation – explain the current situation regarding the policy, including the effects/outcomes resulting from the policy based on valid research. Identify and analyze changing factors which may impact the policy. Include graphical support.

Differing Viewpoints - examine and analyze two or more differing points of view, comparing and contrasting each. Graphical support may be included.

Policy Recommendation - recommend changes to the current policy that are politically and economically feasible and based on valid research, or explain the need for the policy to remain in effect.

Orally present the results of research in a formal presentation, supported by PowerPoint, in which the main points are summarized and explained to a trained panel.

Why the Senior Project?

The answer to the question, “What is the Senior Project?” has many valid answers. One of these is that the Meridian School District and the State of Idaho have certain standards that all students must meet in order to graduate. You undoubtedly know about standards from your ISAT tests and understand that ISAT does not test everything you are asked to learn. The senior project is another way you show that you have mastered the information that you are expected to know. Some of the standards that the Senior Project measures are from social studies and some are from language arts and counts for 25% of your second semester grade in each class. Additionally, the senior project is a graduation requirement. Any student who scores less than “Proficient” has the chance to revise that work, but anyone who does not pass any or all of the senior project will not graduate from any Meridian School District high school.

Another question that arises is “Why does this matter?” Think of this as one of several rites of passage that you have as a senior. In addition, the business community sees this as a measure of your desirability as an employee. You and only you have a chance to succeed here. That is what real-world life is and what you have been preparing to do.

So, then if the district and state require the standards to be met before you graduate, and businesses think such a project shows your ability to succeed in the working world, and your teachers have the resources to help you, only your lack of commitment or planning can limit your success.

What Are the Parts of the Project?

The project has three main components: researching, writing, presenting. Your topic is generated in government. The research is conducted through both English and government classes. You then write a summary of at least ten sources and hand in to your government teacher. Now that you have collected information, your English teacher will have you write a technical format paper that will break down what you have learned into several sections. Finally, you will prepare a PowerPoint presentation to deliver before a panel of teachers and community people to discuss what you have learned. You will dress and speak in a professional manner.

How Is this Graded?

Each teacher will grade certain parts, but in general, if you do not do this project, you will not have the points to pass one or both of the required classes. Even if you pass the classes, unless you satisfactorily complete the senior project, you will not graduate. The Meridian District requires that your senior project count:

- 25% of your government grade for the semester, which involves PowerPoint, proposal and revised proposal, research, notes, and annotated bibliography
- 25% of your English grade for the semester, which involves research and the technical paper in equal weight
- a score of proficient on each aspect of the project

What If I Do Not Have Two Classes?

The project is not changed because of the number of classes or teachers. You are responsible for the project and presentation regardless. You will be assigned to two teachers who will mentor you.

How Do I Choose a Topic?

You will research a topic of your choice, but this topic has certain requirements:

- a public policy—local, regional, national, foreign/international
- that is purposeful, uses public resources, and specifies consequences
- that you can research for data (not to express an opinion on a moral issue)
- identify differing viewpoints
- make recommendations based on your research

Your government teacher must approve your topic, but if you can complete this template, you should be ready to begin researching:

I want to research (the policy/code) _____

to identify the demand agents A. _____ B. _____

and the reason(s) for (a specific part of the policy) _____

and the conflict/consequences/outcome of the policy on (group/individual) views of

A. _____ and B. _____

How Do I Research?

You will have several library days to research. These are valid sources:

- online articles with an .edu or .gov address
- an article in a reputable newspaper, magazine or journal
- published material that has a works cited that you can verify
- a book that was published less than five years ago
- an interview with an expert in the field
- government reports

Some other material may be valid, but in general, you should avoid:

- homepages
- publications with a clear bias or agenda
- published material that does not provide a works cited
- editorials
- company claims

You may want to use these sites:

<http://www3.state.id.us/legislat/idstat.html>
<http://uscode.house.gov/search/criteria.shtml>
<http://policyalmanac.org>

Your library time is valuable and limited. Please follow these guidelines:

- Use a database instead of surfing the net. Material found in databases is valid and authentic. Many of these databases can be accessed from your home through the school's library link. Go to www.meridianschools.org, click on student, click on library resources, then on Meridian. Find Destiny and select a database. Current databases and passwords are posted in the library.
- Use the SIRS binders to find specific articles.
- **Do not use information that is more than five years old without instructor approval.**
- **Write the bibliography/ reference before exiting the site or returning material.**
See below.

Taking notes is the best way to gather information. Although it is tempting to copy articles, you will find that you still need to organize the information after you have copied it. Furthermore, note taking helps to eliminate inadvertent plagiarism caused by using an author's wording instead of your own. A minimum of **20 note cards** is required. These will be on 1) policy identification 2) history 3) current situation 4) differing views, and 5) policy analysis

| | |
|------------------|---|
| Steiner | current situation |
| 35 | study shows connection between clean air and asthma |
| 36 | number of employees affected |
| 39 | "when employees protested, they were fired for unrelated reasons such as productivity." |
| SAMPLE NOTE CARD | |

| |
|---|
| Steiner, C. (2007, December 1). Employee health. <i>Time</i> , 35-39. |
| SAMPLE APA SOURCE CARD |

How Do I Write a Proposal?

A proposal is both a statement of intention and a request for approval. Your teachers are checking to see that you have a valid topic and plan for research. However, we know that until you have completed some of your research you may not know enough to write a good proposal. For now, you are being asked to write a “working proposal” in a memorandum format. The proposal is the document that your government teacher will use to approve your topic. Fill in the following before you start to write your proposal

I will research (policy and code) _____

to learn who, when, where, why, how this policy came into being and

to examine viewpoint “A” _____

and viewpoint “B” _____

to analyze and make recommendations about _____

Now put the above information in a memo format and hand in a copy to both teachers. You will revise this as you research and final version will be in the paper.. Note what is in all capital letters, what is in bold type, and what is single and double spaced.

| | |
|-----------------------|--|
| PROPOSAL MEMORANDUM | |
| TO: | MS. REDINK, ENGLISH 8 MS. CITIZON, GOVERNMENT 2 |
| FROM: | AMY STUDENTSON |
| SUBJECT: | PROPOSED SENIOR PROJECT ON IDAHO’S INDOOR CLEAN-AIR ACT |
| DATE: | FEBRUARY 3, 2009 |
| PURPOSE | The purpose of this paper is to research Idaho’s Indoor Clean Air Act and examine the impact on the public. |
| NEED (PROBLEM) | Idaho is a state where indoor air quality is a concern. Currently only bars and bowling alleys allow smoking indoors. Additional limits, such as the ban of all smoking on Boise State’s campus come as a response to public health concerns. Idaho’s citizens need to review the statutes involved and the impact on employees, business owners, and the public to determine actions in the future. |
| PROCEDURE | My research will examine: <ul style="list-style-type: none"> • Idaho statutes that address indoor smoking • Data on the impact of indoor smoking on public health • Economic impact to business owners |

Also see the district example in the rubric section.

How Do I Write an Annotated Bibliography?

Below are the two required parts of an annotated bibliography entry and directions on how to format this part of your project. You will have a minimum of ten entries and hand in your annotated bibliographies to your government teacher.

1. The first part is the reference (bibliography) entry. This should be in APA format with all spelling, capitalization and punctuation correct.

2. The second part is the summary that you write after reading the source. Some sources, such as SIRS, may have the abstract or summary written. **However, you are to write your own summary and not copy one.** Your own summary should be about one half-page in length and double spaced. The annotations (the paragraph summary) may consist of all or some of the following:

- identify which portion of the project the article addresses (history, views, etc.)
- give a general summary of the content the source covers
- comment on the source's bias, point of view, or clarity
- describe the article's usefulness or targeted audience
- evaluate the reliability of the information
- discuss the conclusions the article reaches

Each article should be typed on a separate page. All of this will be double spaced. Your short title and page number appear on the right-hand side, .5 inch from the top of the page. You use the header function to establish this. Use one-inch margins on left, right, and bottom of the page. The heading material on the left-hand side of the page will only appear on page one of the document. Put your pages in alphabetical order by the first word in the reference entry. Number your pages accordingly. Make sure to undo the hyperlink function so any internet address or URL appears in regular type and not underlined in blue.

Amy Studentson

Clean air act

Annotated Bibliography

Mr. Citizon, Government 2

February 3, 2009

Idaho Clean Indoor Air Act, retrieved December 5, 2008, from www.senatorhill.com/articles/cleanindoorfaq.htm

This is a short article that provides history. The article is a questions and answer session with Senator Brent Hill, the author of the Idaho Clean Indoor Air Act. Senator Hill explains the legislative intent of the law and gives his interpretation of how the law will impact various public places once the bill takes effect. The article explains the legal definition of a "public place" and the exceptions to the law. The article concludes with a reminder to read the bill carefully if you are a business owner so you follow the intent of the law. This is a reliable source because it was written by the bill's author, but does show bias against smoking in public places

What Are the Parts of a Technical Paper?

A technical paper is not the same as an essay. An essay asks you to write in defense of a thesis. A technical paper has no thesis and is divided into separately labeled sections. Your English teacher will show you samples in more detail. What follows is the general design of the major sections.

Proposal

You are now at the point at which you revise your working proposal. You need to have the revision say exactly what you did. For example, if your draft proposal said you would interview a government official, but you did not do this, correct the purpose, need, and procedure.

Policy Identification

Identify the policy/code and explain how it is purposeful, what public resources it uses, and the consequences involved. Where are these policies published?

History or Review of the Policy

Now, report how the policy developed. Who were the demand agents? What were the views of the political parties? Why was the policy considered non-partisan? Are these factors different now?

Current Situation

This section involves three tasks. One, explain the current policy. Two, report on the outcomes of the current policies. Three, analyze and explain the data used to support the current policy. Cite all statistics, quotations, paraphrases, and opinions.

Differing Viewpoints

Explain and analyze two or more differing viewpoints. For example, environmentalists and ranchers have differing ideas about wolf re-introduction. In some cases, different groups have conflicting data. You compare and contrast the attitudes, the data, the claims of success and failure. Cite all statistics, quotations, and opinions. Consider how graphic representations of the data could be used.

Policy Recommendation

Keep in mind that the only recommendations that you can make have to be based on the research you report. If the correct data is there, then you suggest a viable option. Is the recommendation politically and economically feasible? Use logic and reasoning not emotional appeals.

Executive Summary (Abstract)

This is a summary of the paper you have written. Its purpose is to give an overview to a person who needs a general idea of your paper but who is not going to read your entire paper at this time. This is the last piece you write. You may want to re-write it to match the presentation. Regardless, you need four error-free copies to give to the panel when you present as well as the one you put in your paper.

Citations within the paper

You must give credit to the author or source from which you take information. If you do not give credit, you have plagiarized. A plagiarized paper will not be graded. If you try to claim someone else's work as yours, you will receive a grade of zero. Therefore you will cite:

- all quotations
- all statistics
- all opinions given by experts
- all paraphrases and summaries, including those for the annotated bibliographies
- all graphs and charts that you have re-created or copied
- any information that is likely to be challenged

Use correct APA format for internal citation. Generally you put the author's last name and the date inside parenthesis at the end of a sentence. Use a page number when citing a direct quotation. More specific guidelines are in the handout APA FORMAT AND CITATION GUIDELINES. This is also accessible from the MHS library homepage.

References

The Reference list is what you may have previously called "Works Cited." You are to list in alphabetical order those sources you cited in your paper. This is double spaced. The lines, after the first line, are indented five spaces. Technical papers use APA format because the emphasis is on current data. Only APA is acceptable.

The following pages divide the type of sources. The boxes on the right-hand side of the page list the elements (citation fields) for each kind of citation. Include each element in order, if applicable, in each citation. (You may find some sources that do not include every element of the citation fields. For example, you may find that a magazine lists both the volume and issue (or number), or it may just list a volume number.)

For more complex citations, refer to an APA style guide or the most recent edition of *Publication Manual of the American Psychological Association*. Use <http://www.apastyle.org/eleceref.html> for up-to-date advice on documenting electronic sources.

- Your References page should start on a new page at the end of your paper.
- Margins are 1” all around.
- Double space between and within entries, with a 1/2” hanging indent.
- Make sure every entry is referenced somewhere in your paper.
- List each entry in alphabetical order, by the author’s last name.
- If an entry does not specify an author, place the title of the entry in the author position.
- Do not number the entries.
- Follow the specific APA punctuation rules (commas, colons and periods; capitalizations; brackets, parenthesis and italics).
- For newspapers and books, use the abbreviation p. for one page; use pp. for multiple pages. Periodicals do not use these abbreviations.
- Use n.d. (n. d.) if no date is available.

Books

Single Author

Diamond, J. (1998). *Guns, germs, and steel: The fates of human societies*.
New York: W. W. Norton.

Editor

Hill, L. (Ed.). (1990). *Poems and songs of the civil war*. New York: Fairfax Press.

Editor when no author is given

Two to six authors or editors

Mather, G. A., & Nichols, L. A. (1993). *Dictionary of cults, sects, religions and the occult*.
Grand Rapids: Zondervan Publishing House.

Cayton, M. K., Gorn, E. J. & Williams, P. W. (Eds.). (1993) *Encyclopedia of American social history*. New York: Charles Scribner’s Sons.

Citation Fields

Author/editor(s)
Year published
Title
Place published
Publisher

More than six authors or editors

Fincher, G., Grantham, E., Hohman, R., Johnson, Y., Lawrence, B., Meltzer, G., et al. (1995).

Killer Windows 95. Indianapolis: Que.

Two or more books by the same author (ordered by year of publication)

Ackerman, D. (1991). *A natural history of the senses*. Cleveland: Vintage Books.

Ackerman, D. (1997). *Bats: Shadows in the night*. New York: Crown Publishers.

Article, poem, essay or short story within a book

Kosinski, J., Giamo, B., Grunberg, J. (1996). Homelessness cannot

be prevented. In T.L. Roleff (Ed.), *The homeless: Opposing viewpoints* (pp. 201-207). San Diego: Greenhaven Press.

Citation Fields

Author/editor(s) of specific work
Year published
Title of specific work
Author/editor(s) of entire book
Title of entire book
Page numbers of specific work
Place published
Publisher

Electronic (web-based) book

Franklin, B. (1909). *The autobiography of Benjamin Franklin*. Retrieved

April 29, 2002, from <http://eserver.org/books/franklin>

Citation Fields

Author/editor(s)
Year published
Title of book
Retrieval date
URL

Reference book (encyclopedia, dictionary, etc.)

Coxford, A. F. (2000). Hexagon. In *World book*. (Vol. 9, p. 220).

Chicago: World Book, Inc.

De Moivre's theorem. (1999). In J. Danith & J. O. Clarke, (Eds.), *The*

Facts on File dictionary of mathematics (3rd ed.). (p. 53). New

York: Facts on File, Inc.

Citation Fields

Author of specific article
Year published
Title of article
Author/editor(s) of entire book
Title of book
Volume
Page(s)
Place published
Publisher

Ensminger, P.A. (1996). Taxonomy. In B. Travers (Ed.), *The Gale encyclopedia of science*.

(Vol. 6, pp. 3599-3604). Detroit: Gale Research.

Electronic (not web-based) CD Database/Reference Source

Leo Nikolaevich Tolstoy. (1996). Retrieved May 2, 2002, from Discovering Authors (Ver. 2) database.

Roughing it. (1997). Retrieved May 2, 2002, from Masterplots database.

Young, P. (1997). Ernest Hemingway. Retrieved May 2, 2002, from The Scribner Writers Series (Comprehensive Edition) database.

| |
|-----------------------------|
| Citation Fields |
| Author/editor(s) of article |
| Year published |
| Title of article/work |
| Retrieval date |
| Name of database |

Electronic (web-based) Database/Reference Source

Physical Therapists. (2002). Retrieved September 9, 2002, from Idaho Career Information System: <http://www.idahocis.org>

Parkinson, R. & McLeish, K. (2002). Medical illustrator. Retrieved September 9, 2002, from CXOnline: <http://cx.bridges.com/>

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| Citation Fields |
| Author/creator(s) of article or database |
| Date developed |
| Title of work |
| Organization or agency |
| Retrieval date |
| URL |

Newspapers

Article from a printed newspaper

Tyler, P. E. (2002, April 29). The hurdles and the goal. *New York Times*, p. 1.

Zimowsky, P. (2006, January 11). Parks could boost tourism. *The Idaho Statesman*, pp. 1, 4.

| |
|------------------------|
| Citation Fields |
| Author(s) |
| Date of publication |
| Title of article |
| Title of newspaper |
| Page(s) |

Article from an online newspaper

Mashal, L. & Prusher, I. (2002, May 1). US scrutinizes Pakistan's backyard. *The Christian Science Monitor*. Retrieved May 2, 2002, from <http://www.csmonitor.com/2002/0501/p06s02-wosc.html>

| |
|------------------------|
| Citation Fields |
| Author(s) |
| Date of publication |
| Title of article |
| Title of newspaper |
| Retrieval date |
| URL |

Full-text newspaper article from a database

Wright, S. (2001, November 8). Arafat's familiar balancing act gets trickier. *The Christian Science Monitor*, 93, p. 7. Retrieved January 11, 2006, from MASUltra - School Edition database.

| |
|------------------------|
| Citation Fields |
| Author(s) |
| Date of publication |
| Title of article |
| Title of newspaper |
| Volume |
| Page(s) |
| Retrieval date |
| Name of database |

Periodicals: Magazines & Journals

Article from a printed periodical

Duncan, D. E. (2006) Pollution within. *National Geographic*, 210(4), 116-143.

Kerry, J. (2004). The promise of opportunity. *Phi Delta Kappan*, 86, 115-118.

Kulman, L. (2002, April 29). Who owns history? *U.S. News and World Report*, 132, 51-52.

Seppa, N. (2005, December 24). Stem cell controversy. *Science News*, 168, 406.

Citation Fields

Author(s)
Date of publication
Title of article
Title of periodical
Volume
Issue
Page(s)

Article from an online periodical

Kerry, J. (2004). The promise of opportunity. *Phi Delta Kappan*, 86, 115-118.

Retrieved January 10, 2006, from http://www.pdkintl.org/kappank_v86/k0410ker.htm

Seppa, N. (2005, December 24). Stem cell controversy. *Science News*, 168, 406.

Retrieved January 11, 2006, from <http://www.sciencenews.org/articles/20051224/fob7.asp>

Citation Fields

Author(s)
Date of publication
Title of article
Title of periodical
Volume
Issue
Page(s)
Retrieval date

Full-text periodical articles from an online database

Kerry, J. (2004). The promise of opportunity. *Phi Delta Kappan*, 86, 115-118.

Retrieved January 10, 2006, from Academic Search Premier database.

Kulman, L. (2002, April 29). Who owns history? *U.S. News and World*

Report, 132, 51-52. Retrieved January 11, 2006, from MAS - Ultra School Edition database.

Seppa, N. (2005, December 24). Stem cell controversy. *Science News*, 168, 406. Retrieved

January 11, 2006, from MAS Ultra - School Edition database.

Citation Fields

Author(s)
Date of publication
Title of article
Title of periodical
Volume
Issue
Page(s)
Retrieval date
Name of database

Statutes

Statute in a state code

Mental Care and Treatment Act, 4 Kan. Stat. Ann. §§ 59-2901-2941

(1983 & Supp. 1992).

Statute in a federal code

Americans With Disabilities Act of 1990, 42 U.S.C.A. § 12101

et seq. (West 1993).

Court case

Lessard v. Schmidt, 349 F. Supp. 1078 (E.D. Wis. 1972)

Citation Fields (statutes)

Name of Act
Volume
Name of state or federal volume
Chapter (Insert, Symbol)
Sections
(Publisher Year)

Citation Fields (court case)

Name v. Name
Volume
Source
Page
(Court Date)

ALSO SEE WEBSITE FOR HELP CITING GOVERNMENT DOCUMENTS:

http://unk.edu/acad/library/gov_doc/about/index.php?id=8936

Web Page

Beginnings of Cubism. (n.d.) Retrieved Jan 12, 2006, from Mark Harden's

Artchive: http://www.artchive.com/artchive/P/picasso_protocubism.html

Blythe, R.W., Carroll, M., Moffson, S., Coffey, B. (2001). The importance of Abraham

Lincoln and his birthplace. Retrieved January 10, 2006, from National Park

Service Abraham Lincoln Birthplace National Historic Site, Historic Resource Study

website: <http://www.nps.gov/abli/hrs/hrs1.htm>

Copyright in an electronic environment. (1997). Retrieved January 10, 2006, from North

Carolina Department of Public Instruction: <http://www.dpi.state.nc.us/copyright1.html>

Dickens chronology. (n.d.) Retrieved Jan 12, 2006, from University of California, The

Dickens Project website: <http://humwww.ucsc.edu/dickens/chronology/chronology.html>

Citation Fields

Author/editor(s)
Date of publication
Title of web page
Retrieval date
Host organization
URL

Graphic from Web Page

Countdown and launch of Apollo 13 [Sound File]. Retrieved April 30, 2002, from EarthStation1: http://www.earthstation1.com/pgs/space?desal-3_001.wav.html

| Citation Fields |
|---------------------|
| Author/artist(s) |
| Year created |
| Title of work |
| Description of work |
| Retrieval date |
| Host organization |
| URL |

Hicks, E. (Painter). (n.d.). Peaceable Kingdom [Image of oil painting], Retrieved Jan 12, 2006, from Metropolitan Museum of Art: http://www.metmuseum.org/Works_of_Art/viewOne.asp?dep=2&viewmode=1&item=1970.283.1

Woodward, S.L. Tundra [photograph]. Retrieved May 2, 2002, from Radford University Department of Geography, The Virtual Geography Department Project: <http://www.runet.edu/~swoodwar/CLASSES/GEOG235/biomes/tundra/tundra.html>

Television or Radio Broadcast

Zwerdling, D. (Narr). (2002, April 30). *McDonald's New Farm*. [Radio broadcast]. Philadelphia: National Public Radio.

| Citation Fields |
|----------------------------|
| Originator or contributors |
| Date of broadcast |
| Title of broadcast |
| Media format |
| Location of broadcast |
| Name of network |

Motion Picture (Videotape, DVD or laserdisc)

Jhally, S. (Director) & Katz, J. (Performer). (1999) *Tough Guise* [Videocassette]. United States: Media Education Foundation.

| Citation Fields |
|----------------------|
| Primary contributors |
| Date of copyright |
| Title |
| Media format |
| Place of publication |
| Distributor |

Sound Recording

Horton, J. (1989). The Battle of New Orleans. On *Radio Classics of the 50's*. [CD]. New York: Columbia. (1959, January 27).

| Citation Fields |
|--|
| Writer/composer |
| Date of copyright |
| Title of song/track |
| Recording artist if different from writer/composer |
| Title of album |
| Medium type |
| Location |
| Label |
| Recording date if different from copyright |

Interview

As with other types of personal communication, interviews are cited parenthetically within the text, but they are not listed in the References.

However, for the purposes of Senior Project, you may cite an interview in your annotated bibliography as follows:

Smithers, M. (President, Key Bank). (2009, January 11). [Personal Interview]. Boise, Idaho.

| Citation Fields |
|-------------------------------------|
| Name |
| Job title, professional affiliation |
| Date |
| [Personal Interview] |
| Location |

PowerPoint and Presentation

Your government teacher will provide you a packet for constructing the PowerPoint. Check the rubric section for how this is graded. Your English teacher will discuss the elements of the presentation and provide you with a time slot and room number. Your panel will be high school teachers from the other district high schools and district personnel. In general:

- approximately 15 minutes to present
- 5 minutes for questions
- 5 minutes to log in and out
- have four copies of your abstract, one for each panel member
- dress professionally
- arrive at least 30 minutes early so that the panel can stay on time

Sample Pages

Also see the district templates.

Clean air 1

Clean Air Act

Policy Changes in Idaho's Clean Air Act

Student Name

Name of High School

Date

Clean air 2

Abstract

For many years no one questioned the individual's right to smoke in public places. The first shifts in attitudes followed the addition of the Surgeon General's warning on tobacco products and the elimination of tobacco advertising on television. Effective July 1, 2005, Idaho State law restricts smoking in public places with two exceptions: bowling allies and bars. This project examines the need for such a law, the effectiveness of the ban, the enforcement of the ban, and proposed legislation to further restrict smoking in public places.

Clean air 3

Policy Changes in Idaho's Clean Air Act:

Policy Identification

Idaho's Clean Indoor Air Act, prohibiting smoking in public places became a law on July 1, 2005. This law "set standards to protect the public health, comfort, environment, the health of employees who work in public places, and the rights of citizens to breathe clean air" (Idaho SSB1283). The law defines those public places where smoking will be prohibited and establishes exceptions to the law.

History of the Policy

Idaho joined the trend among states to restrict smoking in public with the enactment a statute restricting smoking in public places. Idaho State Senate bill 1283 states that Section 39-5501 be amended because :Public health officials have concluded that secondhand tobacco smoke causes disease including lung cancer and heart disease, in nonsmoking adults, as well as causes serious conditions in children such as asthma, respiratory infections, middle ear infections, and sudden infant death syndrome." 2003).

Furthermore, the bill provides exemptions for:

- Bars
- Bowling alleys
- Guest rooms in hotels

Clean air 17

References

Clean air. (2003). Retrieved February 8, 2006 from ProQuest: <http://www.stanford.edu/-dement/adolescent.html>

Carskadon, M.A. (2005). *Clean air patterns: biological, social, and psychological influences*. New York: Cambridge University Press.

Complaints about smoking. (2007). *Kids Health*. Retrieved February 8, 2008 from http://www.kidshealth.org/teen/your_body/take_care/sleep.html

Fredriksen, K., Rhodes, J., Reddy, R., & Way, N. (2005). Smokeless in Seattle: ban on smoking in public. *New York Times*. Retrieved January 31, 2006 from Academic Search Premier database.

Graham, M. (Ed.), (2005). Sleep needs, patterns, and difficulties of adolescents: summary of a workshop. Retrieved January 31, 2006 from ERIC database.

Health in the home. (2005). *Kids Health*. Retrieved February 8, 2006 from: http://www.kidshealth.org/teen/your_body/take_care/how_much_smoke.html

Idaho State Senate bill 1283. (2003). Retrieved December 1, 2008 from: <http3.state.id.us/oasis/2003/S1283.html>.

Personality Traits 6

Table 1

Hartman's Key Personality Traits

| Trait Category | Color | | |
|----------------|----------|----------------|----------|
| | Red | Blue | White |
| Motive | Power | Intimacy | Peace |
| Strengths | Loyal | Tolerant | Positive |
| Limitations | Arrogant | Self-Righteous | Timid |

Note. Table is adapted from "The Hartman Personality Profile," by N. Hayden. Retrieved February 24, 2004, from <http://students.cs.byu.edu/~nhayden/Code/index.php>

A table consists of words and/or numbers, not drawings or pictures.

Tables should be numbered consecutively throughout the paper.

Tables can be left-aligned or centered, but should be balanced on the page to make full use of the white space.

The source of the table should be given as a note below the table. The note should be double spaced and run within the regular one-inch margins. Titles are capitalized and inside quotation marks.

Endangered Species 7

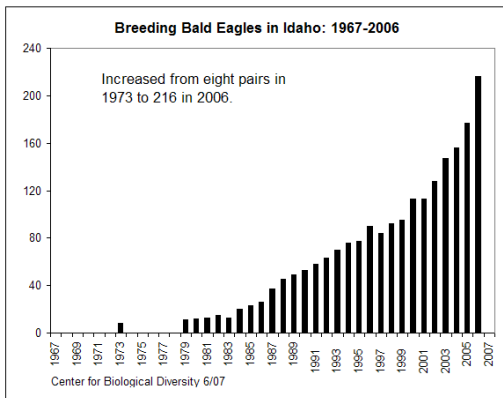


Figure 4. From "Bald Eagle." (2007)Center for biological diversity. Retrieved December 13, 2007, from <http://www.biologicaldiversity.org/swcbd/species/eagle/>

A figure consists of a drawing, graph, or picture.

Figures should be numbered consecutively throughout the paper.

Figures can be left-aligned or centered, but should be balanced on the page to make full use of the white space.

The source of the figure should be given below the table. The source information should be double spaced and run within the regular one-inch margins. Titles are capitalized and inside quotation marks.