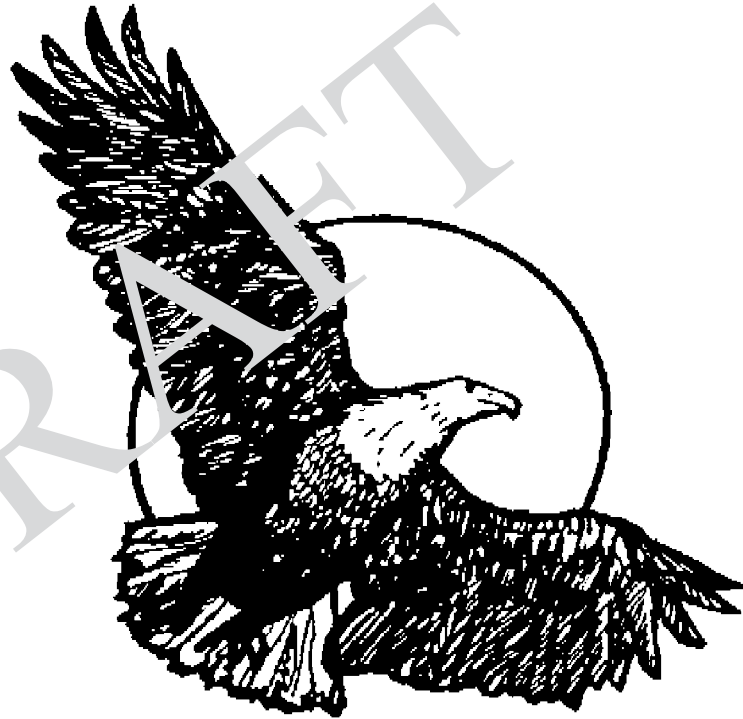# William H. Turner Technical Arts High School

"Come Soar With Us"

2017-2018
Capstone Research Paper Manual
(A Problem/Solution Paper)

for

New Millennium High School Endorsement

In order to earn the New Millennium High School Endorsement, students must:

- Earn at least one occupational completion point earning a "C" or higher in the Career Technical courses.
- Participated in at least one work-based learning experience related to their Career Technical program. These may include On-the-Job training, internship, job shadowing, or an in-school enterprise.
- Meet all requirements for graduation with a high school diploma including passing the FCAT/EOCs.
- Show evidence of participation in a four-year career planning process through their completed career portfolio.
- Students must successfully complete a senior capstone project that includes a career-related research paper, which includes inquiry with an outside industry expert, and participate in a final demonstration of their career portfolio and career research before a panel of outside industry professionals.

Students who have earned the New Millennium High School Endorsement receive a blue cord, which they may wear at their graduation.

CAPSTONE RESEARCH PROJECT
STUDENT MANUAL

William H. Turner
Technical Arts High School
10151 N. W. 19th Avenue
Miami, FL 33147
(305) 691-8324

Mr. Uwezo Frazier, Principal

Mr. Ramses Ancheta, Vice Principal
Mrs. Kenyetta Black, Assistant Principal
Mr. Patrick Curtis, Assistant Principal

Dr. Eugenie Anim, Academy Coordinator

Academy Leaders
Eugenie Anim, Academy of Business and Finance
Day Rawls, Academy of Criminal Justice
Pete Peterson, Academy of Entertainment Technology
Eugenie Anim, Academy of Information Technology
Marta Valdes, Academy of Medical Science
Rigoberto Mercado, Academy of Civil Engineering and Architectural Technology
Everal Miller, Veterinary Science and Agricultural Technology

Capstone Committee Members

Uwezo Frazier, Principal
Mr. Patrick Curtis, Assistant Principal
Violetha Alexis, Language Arts
Tangela Allen, Language Arts
Dr. Eugenie Anim, Academy Coordinator/CTE
Barbara Brayack, Language Arts
Velma Eason, CTE
Catherine Childress, Testing
Rebeca Hernandez, Science
Cynthia Major, Language Arts
Ileana Medina, Electives
Everal Miller, CTE
Walter Peterson, CTE
Day Rawls, CTE
Rosalind Shipman, Activities
Jose Ugarte, Social Studies
Marta Valdes, CTE
Dr. Treesey Weaver, Language Arts

TABLE OF CONTENTS

SCHOOL MISSION

The mission of William H. Turner Technical Arts High School is to work collaboratively with all stakeholders to provide a rigorous curriculum that leads to high school graduation, college readiness, and industry certification for all students.

CAPSTONE OBJECTIVES

The Capstone is the culmination of four years of study at Turner Tech. All juniors and seniors will participate in the Capstone experience, which will include the production of a capstone research paper on your chosen career in your program of study, the opportunity to interview appropriate industry experts serving as mentors, the development of a career portfolio and an electronic portfolio, and demonstration of mastery of knowledge and skills learned in your program of study to industry experts.

All seniors will complete the Capstone research paper following the guidelines given here. As a result of your participation in this project, you are expected to meet the following objectives:

- ❖ develop the elements of good research skills
- ❖ produce a research paper in APA format
- ❖ focus on a high interest career
- ❖ conduct intensive research on a problem in a specific career cluster.
- ❖ recognize the importance of remaining marketable in a diverse and changing labor market
- ❖ participate in a professional mentoring experience
- ❖ develop their career portfolios and/or a CD-ROM/electronic portfolio
- ❖ apply knowledge and skills learned in their program of study
- ❖ develop effective written and oral communication skills
- ❖ develop life-long skills such as goal setting, decision making, and time management
- ❖ apply critical thinking and problem solving skills
- ❖ demonstrate knowledge and skills before industry experts
- ❖ increase communication skills
- ❖ increase workplace skills
- ❖ develop networking skills

SECTION ONE: THE RESEARCH PAPER

The research paper can appear daunting without careful preparation and planning.
Before you can start writing, you have to explore the subject to find a topic,
locate relevant information, analyze the issues and organize your arguments.
These activities take more time and require different skills than the final step--
writing the paper. The following information will serve as a guide in preparing your research
paper. Please make good use of all available resources. Your teachers are available to help
you with any questions.

Steps in the Research Process

1. Choosing a topic that specifies a problem within the profession of your technical strand.
2. Researching the topic (Record bibliographical information on 3 x 5 source cards)
3. Develop your Research Question based on your preliminary research
4. Develop a Working Outline and Thesis Statement
5. Notetaking: (Use 4 x 6 or 5 x 8 note cards. Find information that support your thesis; paraphrase, use quotations, do not plagiarize)
6. Contact your mentor for further research, and to conduct a primary source interview concerning the problem and possible solutions.
7. Complete a final outline
8. Write your first draft (include parenthetical notations)
9. Complete your Reference Page
10. Complete your final draft (**Minimum - Five complete pages**.)
11. Complete an abstract

Selection of a Career Strand

Students must select a career strand for their research that is in their program of study. The programs of study in the academy of _____ include:

Programs of study:

_____

_____

_____

_____

The career strand within my program of study for which I would like to conduct research is:
_____.

CAPSTONE Outline for Career Description

Intro = creative writing to gain the reader's attention for your topic followed by a:

Simple Thesis on Career Description
To define the work of a _____, this paper will discuss the job itself and its working conditions, the skills and schooling needed for success, a salary range and pathways to advance in the field, and the future job opportunities predicted for the career area.

Body Paragraph 1:   Job Description & Conditions

Body Paragraph 2:   Skills & Schooling

Body Paragraph 3:   Remuneration, Benefits & Advancement

Body Paragraph 4:   Employment (Outlook and Employers: Local, State, National)

Conclusion
Restate your thesis using synonyms followed by:

Why understanding the aspects of the career mentioned above is important for the person building a resume for success in this field. (5-8 sentences)

Career Description 2 to 3-page Report

This assignment should have the following:

1. Original 2-4 sentence **intro paragraph** ending with the thesis listed on page 3.
2. At least **four body paragraphs** *following the content listed* on page 3, using the structure taught: generalized sentence, cited detail sentences, generalized original sentence.
You may cite **large chunks** of information like this:

> *{original topic sentence}* The work of a film editor is complex and its working conditions vary. *" blah blah blah four, five, six sentences describing the job and its work environment" ("bls"). {original clincher}* With these tasks, deadlines and stress, this job is complicated.
> *{original, generalized sentence on skills and schooling} "big chunk of facts from the Occupational Outlook site" (citation). {original clincher on competencies and places to go to college in this field}*

3. A **Reference** page for the Career Description.

CAREER DESCRIPTION RUBRIC

Graded only if Minimum - Two complete pages

	weak		proficient		mastered	
FORMAT GRADE	1	2	3	4	5	6
Running Header						
Double-spaced						
12-point font						
1" margins						
Citation Form						
Reference Page						
ORIGINAL CONTENT GRADE	1	2	3	4	5	6
Attention-grabber						
Topic and clincher sentences						
Conclusion						
SOURCE CONTENT GRADE	1	2	3	4	5	6
Thesis from manual						
Job Description & Conditions						
Skills and Schooling						
Salary, Healthcare, Pension, Advancement						
Employment Outlook, Local and State Employers						

6=A	5=B+	4=B	3=C	2=D	1=F

Development of the Research Question

A very important component of the Capstone Research Project is the student's study of a problem associated with the career strand he/she has selected to study. You must select and research a problem facing the industry and make recommendations of solutions. In selecting the problem to study, be sure to choose a problem of sufficient magnitude to find enough sources for your research. You must also avoid topics that are too broad or complex to be suitable for a six to seven-page research paper.

Once you have selected a problem, form the problem into a research question or and develop your thesis. Before beginning to write the paper, write the thesis statement. Boil down the main point of your paper to a single statement. A well-written thesis statement is the most important sentence in your entire paper. It should both summarize the position you will be arguing and set up the pattern of organization you will use in your discussion. Your thesis should reflect the full scope of your argument--no more and no less. (**Problem** + Solutions = **T**hesis)

Examples of Overarching Questions

What environmental damage is being done by this industry?

What technological changes have impacted the industry in a negative way?
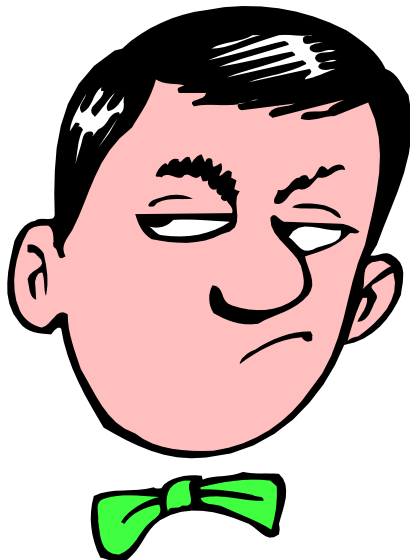
Has access been equitable?

Are there scientific concerns in this industry?

Can regulations be enforced?

Are laws needed in this industry?

Are children's lives being negatively impacted?

Thinking of cutting corners? Thinking of copying parts of your CAPSTONE paper? What will it feel like to get caught?

The Thesis Statement

What Is a Thesis Statement?

Almost all of us--even if we don't do it consciously--look early in an essay for a one- or two-sentence condensation of the argument or analysis that is to follow. We refer to that condensation as a thesis statement.

Why Should Your Essay Contain a Thesis Statement?

- to better organize and develop your argument

- to provide your reader with a "guide" to your argument

How to Generate a Thesis Statement If the Topic Is Assigned

Almost all assignments, no matter how complicated, can be reduced to a single question. Your first step, then, is to distill the assignment into a specific question. For example, if your assignment is "Write a report to the local school board explaining the potential benefits of using computers in a fourth-grade class," turn the request into a question like "What are the potential benefits of using computers in a fourth-grade class?" After you've chosen the question your essay will answer, compose one or two complete sentences answering that question.

Q: "What are the potential benefits of using computers in a fourth-grade class?"

A: "The potential benefits of using computers in a fourth-grade class are . . . ."
<div align="center">OR</div>

A: "Using computers in a fourth-grade class promises to improve . . . ."

How to Generate a Thesis Statement If the Topic Is Not Assigned

Even if your assignment doesn't ask a specific question, your thesis statement still needs to answer a question about the issue you'd like to explore. In this situation, your job is to figure out what question you'd like to write about.

A good thesis statement will usually include the following four attributes:

- take on a subject upon which reasonable people could disagree
- deal with a subject that can be adequately treated given the nature of the assignment
- express one main idea
- assert your conclusions about a subject

Let's see how to generate a thesis statement for a social policy paper.

Brainstorm the topic.
Let's say that your class focuses upon the problems posed by drug addiction. You find that you are interested in the problems of crack babies, babies born to mothers addicted to crack cocaine.

You start out with a thesis statement like this:

Crack babies.

This fragment isn't a thesis statement. Instead, it simply indicates a general subject or a topic. Furthermore, your reader doesn't know what you want to say about crack kids.

Narrow the topic
Your readings about the topic, however, have led you to the conclusion that not only do these babies have a difficult time surviving premature births and withdrawal symptoms, but their lives will be even harder as they grow up because they are likely to be raised in an environment of poverty and neglect. You think that there should be programs to help these children.

You change your thesis to look like this:

Programs for crack kids.

While you have narrowed your focus on an area or topic, you still have not identified a problem or possible solution. This fragment not only announces your subject, but it focuses on one main idea: programs. Furthermore, it raises a subject upon which reasonable people could disagree, because while most people might agree that something needs to be done for these children, not everyone would agree on what should be done or who should do it. You should note that this fragment is not a thesis statement because your reader doesn't know your conclusions on the topic.

Take a position on the topic.
After reflecting on the topic a little while longer, you decide that what you really want to say about this topic is that in addition to programs for crack babies, the government should develop programs to help crack children cope and compete.

You revise your thesis to look like this:

More attention should be paid to the environment crack kids grow up in.

This statement asserts your position, but the terms more attention and the environment are vague. Now you are thinking as you conduct your research, but you still are far too general or vague.

Use specific language.
You decide to explain what you mean about "the environment," so you write:

Experts estimate that half of crack babies will grow up in home environments lacking rich cognitive and emotional stimulation.

This statement is specific, but it isn't a thesis. It merely reports a statistic instead of making an assertion.

Make an assertion based on clearly stated support.
You finally revise your thesis statement one more time to look like this:

> **Because half of all crack babies are likely to grow up in homes lacking good cognitive and emotional stimulation, the federal government should finance programs to supplement parental care for crack kids.**

Notice how the thesis answers the question, "Why should anything be done for crack kids, and who should do it?" When you started thinking about the paper, you may not have had a specific question in mind, but as you became more involved in the topic, your ideas became more specific. Your thesis changed to reflect your new insights.

An easy way to formulate a thesis statement involves the "if…then" formula. Example:

Step one:

> **If one analyzes educational trends in Dade County High Schools, *then* one sees that students who focus on reading books during their leisure time will increase their ability to communicate effectively.**

Step Two: Eliminate the "if…then" clause: modify (shorten) it:

> **Dade County (or High school) students who engage in leisure reading will increase their communication skills.**

Step Three: Conduct research and continue to modify your thesis. Example:

> **English and history teachers who encourage and reward students who engage in leisure reading will see positive results within and outside the classroom.**

How to Tell a Strong Thesis Sentence from a Weak One

1. A strong thesis takes some sort of stand.

Remember that your thesis needs to show your conclusions about a subject. For example, if you are writing a paper for a class on fitness, you might be asked to choose a popular weight-loss product to evaluate. Here are two thesis statements:

> **There are some negative and positive aspects to the Banana Herb Tea Supplement.**

This is a weak thesis. First, it fails to take a stand. Second, the phrase "negative and positive" aspects" are vague.

> **Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.**

This is a strong thesis because it takes a stand.

2. A strong thesis justifies discussion.

Your thesis should indicate the point of the discussion. If your assignment is to write a paper on kinship systems, using your own family as an example, you might come up with either of these two thesis statements:

> **My family is an extended family.**

This is a weak thesis because it states an observation. Your reader won't be able to tell the point of the statement, and will probably stop reading.

> **While most American families would view blood marriage as a threat to the central family structure, many Iranian families believe that these marriages help reinforce kinship ties in an extended family.**

This is a strong thesis because it shows how your experience contradicts a widely-accepted view. A good strategy for creating a strong thesis is to show that the topic is controversial. Readers will be interested in reading the rest of the essay to see how you support your point.

3. A strong thesis expresses one main idea.

Readers need to be able to see that your paper has one main point. If your thesis expresses more than one idea, then you might confuse your readers about the subject of your paper. For example:

> **Companies need to exploit the marketing potential of the Internet, and web pages can provide both advertising and customer support.**

This is a weak thesis statement because the reader can't decide whether the paper is about marketing on the Internet or web pages. To revise the thesis, the relationship between the two ideas needs to become more clear. One way to revise the thesis would be to write:

> **Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using web pages that offer both advertising and customer support.**

This is a strong thesis because it shows that the two ideas are related. Hint: a great many clear and engaging thesis statements contain words like "because," "since," "so," "although," "unless," and "however."

4. A strong thesis statement is specific.

A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic. For example, if you write a paper on hunger, you might say:

> **World hunger has many causes and effects.**

This is a weak thesis statement for two major reasons. First, "world hunger" can't be discussed thoroughly in five or ten pages. Second, "many causes and effects" is vague. You should be able to identify specific causes and effects. A revised thesis might look like this:

9

> **Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.**

This is a strong thesis because it narrows the subject to a more specific and manageable topic and it also identifies the specific causes for the existence of hunger.

CAPSTONE papers with weak research earn weak grades, like D's and F's. You can't afford those grades. Your research must include articles from magazines in your Career Technical field. Don't delay—get to a library today.

Language Arts – works cited/reference grades

RATE the THESIS

A = outstanding; clearly-stated problem and good solution(s)

C = must revise; problem is stated, but solutions are weak

F = not a thesis; problem is stated, but no solution is offered; or, solution is offered without a problem; or the problem is implied

_____ Turf grass management is a growing field that includes training in ornamental horticulture, mechanics, and water resources.

_____ Over two-thousand juveniles received adult sentences in 2002.

_____ A public awareness campaign with incentives for hospitals, clinics, and doctor offices can reduce the amount of radioactive waste generated by the health care industry.

_____ Environmentally-friendly building practices should be used by the construction industry.

_____ The components of a successful optical company include credentialed employees, accurate records and insurance claims, and fashionable eye wear choices.

_____ To rebuild the public's failing trust in the law enforcement profession, new guidelines and requirements to address the industry's creditability must be explored.

_____ To increase the chance of entrepreneurial success with a small film production company, the business owner must focus on family productions, networking, and public relations.

_____ Network security is more important than access to technology.

PRACTICE EXERCISE

Now you try it. Use the formula to create (generate) a preliminary thesis statement.

1. If _____

_____

_____ **then,** _____

_____

_____

_____

_____

_____ •

Tighten it up (eliminate the extra words).

2. _____

_____

_____

_____

_____

_____

_____ •

Make it even less verbose (wordy).

3. _____

_____

_____

_____

_____

_____

_____ •

PRACTICE EXERCISE

THESIS STATEMENT PRACTICE

Remember, a thesis statement is a declarative sentence that focuses the content of a piece of writing. As is stated on pages 6-7, a strong thesis statement takes a stand, justifies further discussion, expresses ideas clearly, and states the writer's specific conclusions. One formula for construction of this sentence includes:

paper's overall topic + sub-topic 1 and sub-topic 2

This sentence has many options. Here's one:

(infinitive verb) (problem/topic), (solutions: sub-topic 1, sub-topic 2, **and** sub-topic 3) must be enacted. [NOTE: This sentence can be inverted: Solutions must be enacted to address Problem.]

Infinitive verbs that are effective in problem-solution papers include: To solve, To remedy, To analyze, To address.

DIRECTIONS: Write a thesis statement for at least one of the CAPSTONE-style research questions below. Then write two additional prompts (questions) and a thesis that grows from your **research question**. See the sample at the end.

REMEMBER: Your thesis must state the industry PROBLEM in your chosen field, and then mention the solution or solutions your research reveals should be pursued. This summative formula thesis can be followed by a short, defensible statement.

1) How can one overcome great odds to be accepted into a local program for training physical therapists?

2) Why should consumers switch to High Definition televisions?

3) Why should (or shouldn't) all software be compatible between operating systems ?

4) School should (or shouldn't) start at age three for kids from low-income homes as part of anti-crime legislation.

5) Why does Fannie Mae focus on mortgages to immigrant and low-income families? START OF THESIS Continuing to increase home ownership is the best way to help communities improve.

6) How can engineering be used to address South Florida's water shortages?

7) Investment banking is for the rich. How can individuals of a non-rich background earn the trust of the wealthy clients with money to invest?

8) Explain why (or why not) commercials should be reduced on television.

9) Describe why animal-borne diseases must be researched extensively to protect public health.

10) How can the construction industry address its need for skilled workers and professionals?

11) Why should (or shouldn't) xeriscaping be tax-deductible as a method of managing South Florida's water supply?

12) How can the "Three Strikes" law be amended as our nation pursues some decriminalization of drugs?

13) What can be done to keep the cost of housing affordable?

14) How can law firms recruit and retain translators on the behalf of their clients?

15) How can one break into the Screen Actors Guild or other union for the entertainment industry?

16) How can architecture and engineering help to protect against terrorist attacks?

SAMPLE RESEARCH QUESTIONS
Transformed into THESIS STATEMENTS

How can educators help elementary students meet the requirements for the national "No Child Left Behind" Act and Florida's "A+ Plan" ?

To meet the A+ plan requirement for all third graders to be reading and working on grade level, schools must have state and district support to hire extra teachers, establish rigorous tutorial programs, increase parent involvement, and guarantee early reading programs.

In what ways are women exploited in the music industry?

To understand the ways female performers have been exploited in the recording industry, this essay will discuss inequity of pay and sexual image and the improvement of women in these roles. Currently, women within the industry are the best offense to tackling this issue.

Now, write TWO potential Capstone Research Questions in your field of interest, and transform one question into a preliminary thesis.

Thesis Development Career Technical Approval Sheet

Name: _____ ID#: _____

English Teacher_____ Career Technical Teacher_____

Career Strand: (from pg.2) _____

Typical/Atypical Problem in the Career Field:

_____
_____
_____
_____
_____
_____

Possible Solutions to the Problem:

_____
_____
_____
_____
_____
_____

Comments:

_____
_____
_____
_____

_____
Career Technical Teacher's Signature
(Indicates approval of problem and possible
solutions)

Tentative Thesis (one sentence):

_____
_____
_____
_____
_____.

_____
Language Arts Teacher's Signature

Question: How many grades is the CAPSTONE worth?

Answer: Lots
Language Arts – works cited/reference, source cards, some final revision grades

Technical: career description paper, parent signature, career strand, problem and solution, mentor information, and more.

Location of Resources

Students are to use a variety of resources for information including but not limited to industry experts, electronic resources, web sites, professional organization, professional journals, and texts. You must have a minimum of ten resources, five different types.

Important Resources:

1) Your Information Center Specialist

2) E-guidance and "Choices" in the SAIL Lab

3) The Occupational Outlook Handbook (online) http://www.bls.gov/oco

4) Web Site list (included in this packet)

5) How to Evaluate Information Checklist (included in this packet)

6) Other Resources for Information

- Encyclopedias
- Dictionaries
- Atlases and Globes
- Almanacs and Yearbooks
- Fiction Sections

- Biographies
- Catalogs
- Magazines
- Electronic Resources
- Technical Journals

- Professional Organizations
- Trade Associations
- Web Sites
- Industry Expert

The QUALITY of your sources matters. Some of the best sources are authored articles from industry periodicals (magazines) that address the problem discussed in your thesis.
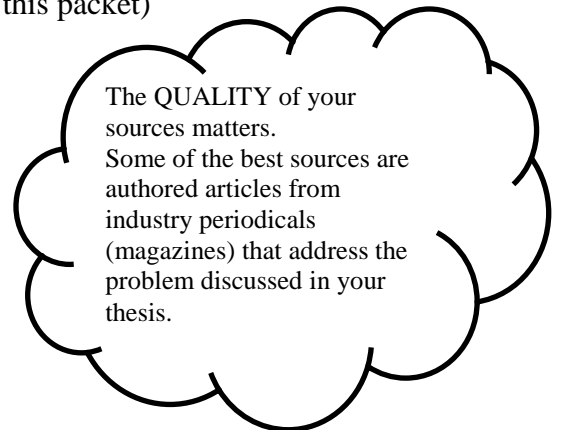
Note: These steps are not necessarily performed in the following exact order but "interactively," as you revise your strategies and adapt them to your search results. You may need to go back to some questions several times.

1. **Identify the problem**
   a. Can I state my search problem in a clear questions?
   b. What type of information do I need? (overview, scholarly, news, point of view, documents)
   c. How much information do I need? (term paper, essay, speech, definition)

2. **Select appropriate databases**
   a. Does it cover my subject?
   b. Does it contain the formats I need to answer my questions? (Newspapers, magazines, primary sources, encyclopedia.
   c. Are there abstracts that help me decide if the text will be useful?
   d. Does it cover the time period I am interested in?
   e. Can I understand the information contained in it? (If I can't understand the abstracts, the full text may be even tougher!)
   f. Is it full text? If not, can I access the materials it indexes through interlibrary loans, other libraries, or fax.

3. **Brainstorm keywords**
   a) What are my major concepts?
   b) What synonyms, broader or narrower terms, or related ideas could I use?
   c) How will I link the keywords with Boolean operators (and, or, not)?
   d) Should I be concerned about plurals or other forms of words?
   e) Are there any proper names (people or places) that would focus my search?

Most teachers recommend that you PHOTOCOPY the articles for your Capstone research paper. This allows you to read them multiple times, so that the information you gather for use in your writing is clearly understood by you. You can only write well about that which you understand.
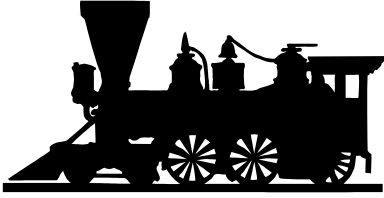
Search Engines

It's great fun to "surf the Web," but to seriously search the Web, you need certain skills. Imagine yourself in a gigantic library where there is no card catalog, the books have no covers nor title pages, and they aren't shelved in any particular order. You need to find one special bit of information. How could you hope to find it in such an unorganized library? The Internet is much like that. It is a hodge-podge of information thrown together with very little planning or structure and no quality control.

Two basic ways to search the Web are with search engines and subject directories. When you are using one, you are not using the Internet "live," as it exists at this moment. You are actually searching a database that was compiled some time earlier--sometimes several weeks or months earlier--so don't assume you always will find up-to-date information. The *search engine* gets its information from a software robot (called a spider or crawler) that automatically visits and revisits Web sites and catalogues their contents. The *Directory-based search engine* gets its information from submissions.

Listed below are some samples of the many search engines available on the World Wide Web.

Directory-Based Search Engine	Spider-Based Search Engine	
www.excite.com	**www.mamma.com**	
www.hotbot.com	**www.webcrawler.com**	
www.yahoo.com	**www.metacrawler.com**	
www.lycos.com	**www.dogpile.com**	
www.goto.com	**www.web-search.com**	
www.zensearch.com	**Search.com**	
www.looksmart.com	**www.metasearch.com**	
www.google.com	**www.isleuth.com**	
www.bing.com		

Career Websites

Name of Website	URL Address	Annotation/ Comment
Interests, Games, and Self Assessments		
Career Builder	**www.careerbuilder.com**	Self assessment/ career planning
College Board	**http://www.collegeboard.com/**	College board career questionnaire
Keirsey and Advisor Team	**www.keirsey.com/cgi-bin**	Keirsey temperament sorter
Career Key	**http://www.ncsu.edu/careerkey**	Interest Inventory
Occupational Research		
Occupational Outlook Handbook	**http://www.bls.gov/oco**	Research on occupational titles
Univ. of Manitoba Counseling Center	**http://www.umanitoba.ca/student/counselling/careers.html**	Exploring occupations
Job Smart Career Journal	**www.jobsmart.org/tools/career/spec-car.htm**	Job smart career guides
Inside Careers	**http://www.insidecareers.co.uk/**	Exploring occupations, career guides
WetFeet.com	**http://www.wetfeet.com**	Research careers
State Occupational Projections	**https://www.projectionscentral.com/**	Projected employment growth by state
Career Planning		
Monster.com	**www.monster.com**	Career planning/job search
Career Resource Center	**http://www.careers.org/**	Extensive index of career related web sites
CareerMag.com	**http://www.careermag.com**	Articles on job opportunities and links
Quintessential Careers	**http://www.quintcareers.com/articles.html**	Career and job related articles
Headhunter.net	**http://www.headhunter.net/JobSeeker/CRC/Index.htm**	Salary, interviews, resumes, job search
Florida School to Work	**www.miamisci.org/training/school2work/job_portfolio_contents.html**	Job Portfolio/Job Skills Index

Journals and Periodicals by Academy Interest

Business and Finance
Black Enterprise
Business Week
Entrepreneur
Florida Trend
Florida Trend Economic
Hispanic Business
Kiplinger's Personal Finance
Latin Trade
Money
Smart Money
South Fla. Business Journal
Techniques
US News and World Reports

Criminal Justice
Consumer Reports
Criminal Justice and Behavior
Journal of Criminal Justice
Journal of Research in Crime and Delinquency
Journal of Quantitative Criminology
Justice Quarterly
Psychology Today
Reference Books Bulletin

Entertainment Technology
Broadcasting and Cable
Computer Videomaker
Digital Video Magazine
Entertainment Weekly
Networked Controls
Outdoor Photography
Popular Photography
Shutterbug
Techniques

Information Technology
Black Enterprise
Broadcasting and Cable
Business Week
Computer Videomaker
Consumer Reports
Curriculum/Technology Quarterly
Digital Video Magazine
Entrepreneur

ESPN Magazine
Florida Scholarship
INC
Macworld
Media and Methods
Print
Smart Computing
Technology Review
Technology Teacher
Techniques

Medical Science
Health
Journal of Adolescent & Adult Literacy
Prevention
Psychology Today
RN: National Magazine for Nursing
Techniques
Top Rank Florida Book of Lists

Urban Construction Management Technology and Urban Planning
Air Conditioning Heating/Refrigeration News
American Woodworkers
Better Homes and Gardens/Creative Home
Better Homes and Gardens Wood
Family Handyman
Florida Scholarship
HPAC Engineering
Information Week
Journal of Light Construction
Techniques
This Old House
Top Rank Florida Book of Lists

Veterinary Science Agricultural Technology
Agricultural Education
Better Homes and Gardens/Creative Home
Environmental Magazine
Florida Scholarship
National Geographic
National Geographic Adventure

Career Planning

Career Development Quarterly
Career World
Careers and Colleges
College Planning and Management
Florida Scholarship
Top Rank Florida Book of Lists

Special Interest

Black Beat
Black Collegian
BMX Plus
Conde Naste Traveler
Current History C-W Online
Current Science
Discover
Ebony
English Journal
ESPN Magazine
Essence
Focus On Africa
Football Digest
Games Magazine
Glamour
Glamour En Espanol
Hispanic
Ideals

Jet
Ladies Home Journal
Latina Style
MS Magazine
Marie Claire Maison
Mathematics Magazine
News Week
People
Popular Science
Readers Digest
Redbook
Right On Magazine
Savoy
Selecciones Del Readers Digest (Spanish Ed.)
Selections Du Readers Digest (French ed)
Seventeen
Shape Magazine
Smithsonian
Southern Living
Sporting News
Sports Illustrated
Teen People
The Week
Time
US News and World Report
Vanidades Continental (Spanish)
World Press Review
YM: Young and Modern

HOW TO EVALUATE INFORMATION

Step One: Identify Your Information Needs

❑ What information do you need?
❑ What do you already know about the subject?
❑ Do you have any preconceived ideas or biases on the topic?
❑ Do you want general or specialized information?
❑ How much information do you want to gather?
❑ What types of information do you want?
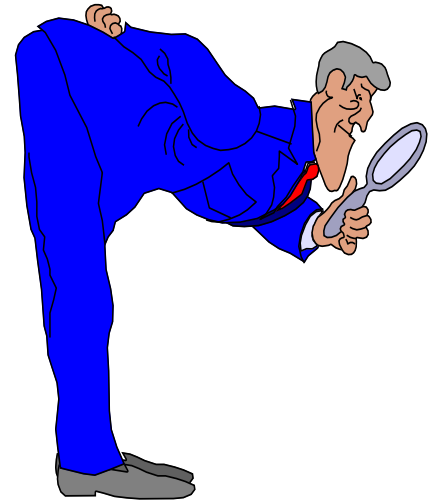
Step Two: Evaluate Sources of Information

❑ How did you find the source of information? Did you use an index, a review or references from other works?
❑ What type of source is it? (scholarly, popular, government, private)
❑ What qualifications does the author or publisher have regarding this topic? (education, experience, occupation, position, affiliation, publications)
❑ When was the information published?
❑ Where was this information published?
❑ What is the reputation of the publisher? (university, alternative press, or private/political organization)
❑ Was the material reviewed or edited for publication?
❑ Does the source show political or cultural biases?
❑ Is the bibliography or other forms of documentation included?
❑ What is the best format for accessing the information, considering cost, time, ease of use?
❑ Is the information organized so you can easily access the information you require?

Step Three: Determine If the Information is Suitable

❑ What is the scope (extent, range) and purpose of the work?
❑ For what audience is the information intended: general public, students, professionals?
❑ Is the information in the most appropriate format for your topic: print, slide, film audio, electronic?
❑ Can the data be transferred or manipulated electronically?
❑ Is the information presented clearly and objectively?
❑ Is the information suitable for your level of understanding of the subject, or is it too simple or too difficult?
❑ Are you able to retrieve the information needed through tables of contents, indexes, or other locators?
❑ Does the information have the feature you need: graphs, charts, tables, glossaries, maps, illustrations?
❑ Does the source contain the information you need?
❑ Is the information current enough for your topic or do you need historical information?
❑ What is the geographic coverage or orientation of the information?

Step Four: Evaluate the Information

- ❑ What is the author's purpose?
- ❑ What are the main points or concepts?
- ❑ What facts and opinions are presented?
- ❑ Are various points of view represented?
- ❑ Is this a report of primary research: surveys, experiments, observation?
- ❑ Is the information a compilation of information gathered from other sources?
- ❑ What are the major findings?
- ❑ Are the conclusions justified by the information presented?
- ❑ Is there adequate documentation: bibliography, footnotes, credits, quotations?
- ❑ Does this work update, substantiate or add to the knowledge on the subject?
- ❑ Is this information verified in other sources in the discipline?
- ❑ Do experts in the field agree on the findings?
- ❑ Do the findings support or refute your original ideas on the topic?

CAPSTONE SOURCE GRID

Name: _____   **Period:** _____

Capstone TYPES of RESEARCH SOURCES

(Record QUANTITY.)
Primary Sources (at least one)

      ____ INTERVIEWS (audio- or videotaped)

      ____ E-MAIL

Secondary Sources (at least five)

      ____ INTERVIEW (by someone else)

      ___ INDUSTRY PERIODICALS

      ___ NEWSPAPER ARTICLES

      ___ GENERAL MAGAZINES

      ___ BOOKS

> A variety of sources is required. Online recognized industry journals and periodicals are allowed. **<u>However, students should have a minimum of two secondary sources from a printed publication.</u>** (Students should visit the school and local library.)

Tertiary Sources (unlimited quantity)

      ____ UNAUTHORED ARTICLES

      ___ DATABASES

      ___ ENCYLCOPEDIAS

CAPSTONE Sources
(Note: Complete bibliography info must be on your 3x5 source/bibliography cards to be submitted to your Language Arts teacher.)

Photocopies / Disk Displayed on (date)_____ pd. ___

#	Source Title & Date	Article Title	Author	Length	Teacher Use Only
Ex.	Electronic Musician Feb. 1994	"Working Musician: Hiring an Engineer"	Michael Molenda	3 pp.	

#	Source Title & Date	Article Title	Author	Length	Teacher Use Only

TRADITIONAL SOURCE (BIBLIOGRAPHY) CARDS

A working bibliography lists the books and other **source** materials that you will consult while **researching your topic.** This is referred to as a Reference List.

List each source in your working bibliography on a bibliography card, a *3 x 5 (lined) index card.* Number each card in the upper left corner. This numbering system will help you identify the source when you take notes later on the back of the card, include information about where you found the source (the name of the library, for instance, and the call number of a book) to help you locate the source again if necessary.

BIBLIOGRAPHY Card for a Book

Bibliography Source #
Author
Title
Publication

Place Published
  and Publisher Name
Copyright Date
(optional) Section Pages
Call Number/Library

1.
Last name of author, First name. "Title of article." Name of publication. Place of publication: Publisher. Copyright.
or
full web address
London: Edward Arnold
1967
11-28
PS 351 . AS University

Writing Your Paper

Terms to Know

➢ **Quoting** - is simply using someone else's words in your paper.

➢ **Paraphrasing** - is writing someone else's *ideas* in your own words.

➢ **Citing** - is indicating where you found the quotation.

➢ **Documenting -** strictly speaking, refers to keeping records of your sources and citing them in your paper.

➢ **Summarizing –** is briefly stating the main idea of a passage in your own words

How to use quotations, paraphrases, and summaries

A good way to start is to read the entire text, noting the key points and main ideas. Then, summarize in your own words what the single main idea of the essay is. Next, paraphrase important supporting points that come up in the essay. Also consider any words, phrases, or brief passages that you believe should be quoted directly. There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone. Remember that quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation when you decide to do so.

A paraphrase is...

- your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.
- you must give the source credit for your paraphrased ideas, or you will be plagiarizing. In other words, even if you obtain general information and put these concepts into your own words, it is **imperative** that you identify the source for your ideas in order to avoid accusations of plagiarism.

Paraphrasing is a valuable skill because...

- it is better than quoting information from an undistinguished passage.
- it helps you control the temptation to quote too much.
- the mental process required for successful paraphrasing helps you to grasp the full meaning of the original text.

Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside; write your paraphrase on a note card.

3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper **even if you have changed some of the words.** Remember: all ideas must reflect (give credit to) the person or source of your information. Play it safe.

Some examples to compare

The original passage:
> Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

A legitimate paraphrase:
> In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim.

An acceptable summary:
> Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper. Students should, however, even in a summary, attribute credit to the source of the information.

A plagiarized version:
> Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

A coding system to assist you: Assign each source (bibliography) card a number:
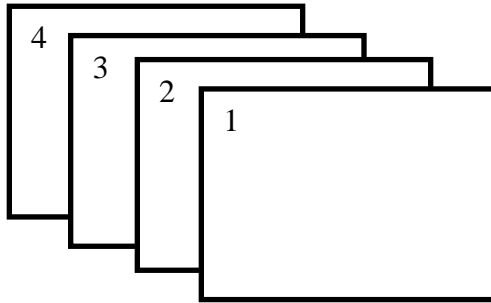
Ultimately, if you fail to use some of these cards, you will submit them in the final manila envelope, but you will **not** list the information on these unused cards on your final Reference (bibliography) page.

Write the information to locate your SOURCE material on 3x5 index cards. These cards are called "works cited/references, source or bibliography cards," and the information that must be on them is listed on page 27 of your Capstone Manual. Your Language Arts teacher will assign your grade for the bibliography cards.
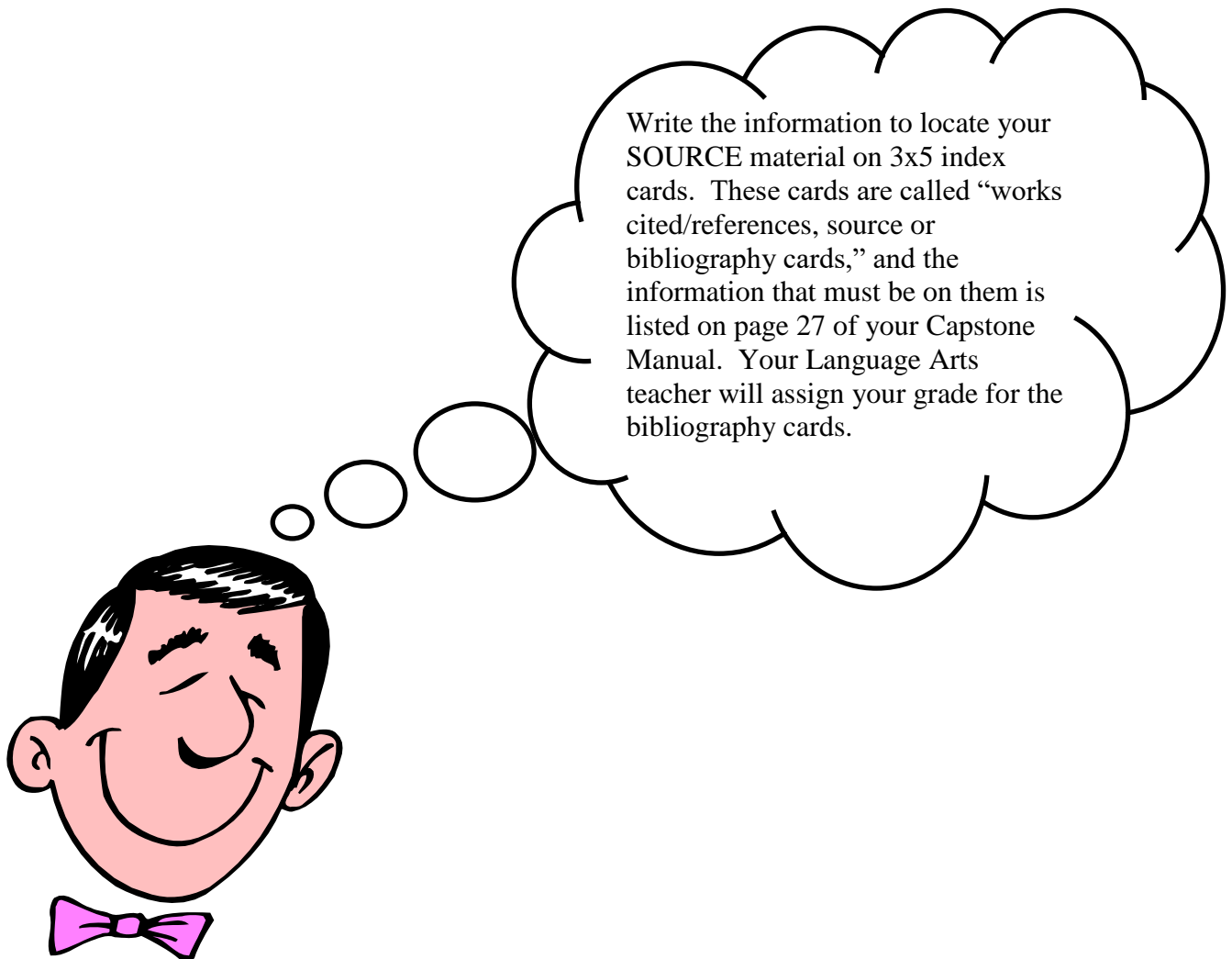
Notecard

Below is an example of how a note card should look. Pay close attention to the format and remember that there should be only one quote, paraphrase, or summary on each card. For more information, read the text in the sample note card below.

Source or outline code.

Sample Notecard

Notecard Topic Title

Pretend this is a paraphrase taken from page 10 of a book called The Perfect Capstone by Jane Ann Summers. At the bottom right you make your parenthetical notation and at the bottom left you state that this is a paraphrase. If this was a quote then in the bottom left instead of paraphrase it should say quote. The Note Card can be as long or short as necessary. There should only be one quote or paraphrase per Note Card. Remember that you must have at least 10-paraphrased note cards, 8 quote note cards, and two interview note cards. The line at the top right hand corner of the card is the space where you will later fill in, using your outline, what part of the paper this paraphrase will work or sound best in. The 'Note Card Topic Title' is two or three words that briefly describe what the quote or paraphrase is about.

Paraphrase   (Author Page)

What Are Parenthetical Citations?

A parenthetical citation is where you give credit to the source where information was found. Parenthetical citations usually appear in a paper directly after a quote or paraphrase. If you fail to cite a source, making someone else's words appear as your own, that is known as plagiarism. Plagiarism is a crime, and if you are caught you can be prosecuted.

What is parenthetical documentation, and what is its purpose? Parenthetical documentation is a series of citations found within your paper. The purpose of parenthetical references is to lead your reader to the source of your quotations, paraphrases, and summaries. The references direct the reader to the full citation list called the 'Reference" page, which is located at the end of your paper. There, the reader can locate all of the information needed to find the sources.

When do you use a parenthetical citation? You should document anything that you used from an outside source; however, if the information is considered common knowledge (for example, if at least four of your sources give the same information), you do not need to use a citation.

How do you decide what to include in a parenthetical citation? In order to decide what to include in a parenthetical citation, you must first consider what pieces of information about the source already exist in previous sentences or in the immediate context. For example, if you have already

mentioned the author's name or the name of the source in the single sentence, you do not need to mention those again in the citation unless you are concerned that your reader will think you are plagiarizing. Use common sense.

What information is needed within a parenthetical citation? In most cases, the author's last name and specific information pertaining to the location of the source, such as the page number(s), are enough.

What information should not be included within a parenthetical citation? Unnecessary information, such as editor or translator, should not be included within a parenthetical citation.

© 1999, 2000 The Write Place

Basic Citation Rules

1. Authors' names are inverted (last name first); if a work has more than one author, invert only the first author's name, follow it with a comma, and then continue listing the rest of the authors. If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first. When an author appears both as the sole author of a text and as the first author of a group, list solo-author entries first.

2. If no author is given for a particular work, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.

3. The first line of each entry in your list should start at the left margin. Subsequent lines should be indented one-half inch. This is known as a hanging indent.

4. Italicize titles of books, journals, magazines, newspapers, and films.

5. All references should be double-spaced.

Access Purdue's Online Writing Lab for guidance on formatting APA citations.

https://owl.english.purdue.edu/owl/section/2/10/

REMINDERS

- Make parenthetical citations brief and accurate.

- To avoid long parenthetical citations, place reference information, such as the author's name, in your sentence.

- Place a citation as close to the relevant material as possible without disrupting the sentence.

- Use one citation at the end of a long section of material that comes from one source and the same pages(s)--do not cite at the end of each sentence in this case.

- Parenthetical citations always go **outside** of a quotation and always **before** a punctuation mark, such as a period.

- Place the parenthetical citations in your essay as your write. Do not wait until the essay is finished.

Did you know…..

A "C" or higher is required on all sections of the Capstone Rubric to pass your Capstone Research Paper?

Formatting the Research Paper

Features of a Good Research Paper

- Clarity – The main point is clear and the evidence leads to the conclusion

- Completeness – The writer has examined both supporting and contrary evidence

- Relevance – The author sticks to the topic

- Reasonableness – The argument is rational, reasonable, convincing, and backed by evidence

Who Is Your Audience?

- Assume your audience (the people who will read your paper) are intelligent people who know the research process and expect a high level of academic English

- Assume your audience does not have a sophisticated knowledge of your subject, so make sure to define all technical terms and concepts.

- Refrain from using pronouns in the research paper (I, me, we you)

Requirements

You must complete all steps of the research paper in the order in which they are listed on

your check off sheet. **You will not get credit for steps out of order**. When turning in the research

paper, you must submit all your work in your portfolio, including your notecards, to get credit. If

you lose a portion of the project, for example your notecards, you must redo them.

Format

- Use white, 8 1/2 X 11 paper.
- Paper must be completed using a word processor
- Times New Roman, Size 12 point, black font on white paper
- Black ink only
- Use only one side of the paper.
- Double spaced (**do not quadruple space between paragraphs**) (**Check the paragraph space settings in your word processing application**).
- Leave margins of at least one inch on the top, bottom and sides of the page.
- Five to seven pages, American Psychological Association (APA) style
- Title Page according to APA
- Do not underline or put quotes around the title.

- List the title of your paper, your name, each teacher's name, name of each class, and the date on the title page
- Non-justified right margin
- Paragraphs indented one tab (5 spaces)
- Pages numbered in the header located in top right corner (do not number the title page)
- Quotes of <u>forty words or more</u> indented and blocked, double spaced
- Parenthetical notation for references, no footnotes or end notes
- Every source must be cited correctly within your document and on the "Reference" page.
- Proofread to Perfection

Your Finished Paper must be submitted in a manila envelope to your <u>Language Arts</u> teacher in the following order:

- Cover Page
- Abstract
- Outline
- Research Paper (**Minimum - Five <u>COMPLETE</u> pages)**
- Reference Page
- Appendix
  - Career Description Paper
  - Transcript of Mentor Interview

Write your name, academy, Academy Leader's name, and Language Arts/Career Technical teachers' name in the upper right corner. <u>Staple a photocopy of your Capstone assignment sheet (pages iii-iv) outside the envelope.</u>

The envelope must contain:

- Final paper (original, assembled as outlined above) and all corrected rough drafts.
- Abstract
- Final outline and rough (working) outline.
- Reference page
- Note cards (rubber banded together) used.*
- Note cards (rubber banded together) not used.*
- Source (References/bibliography) cards, used, rubber banded together.*
- Source (References/bibliography) cards, not used, rubber banded together.*
- Typed notes or Expanded Source Grid*
- Photocopied pages of any information you have used from sources. Highlight the portions of the pages you have used. (**You absolutely must have these photocopies in order to earn credit for this paper.**)

<u>A second copy of your Finished Paper ONLY is submitted to your Career Technical Teacher.</u>

PRELIMINARY (Skeletal) CAPSTONE OUTLINE*

(Remember, an outline is to organize the details of a body, in other words, your body paragraphs. Don't include your introduction or conclusion paragraphs in an outline.

Appealing Title of Paper

I. Introduction

    A. Parameters of the Problem

        1. Definitions

        2. Who It Impacts

    B. Impact of the Problem

        1. Why this Problem Won't Go Away on its Own

        2. Causes of Persistence

    C. Additional Factors

    D. Thesis Statement

II. Solutions

    A. First Solution

    B. Second Aspect to Solving Problem

    C. Third Partial Solution

III. Operationalizing the Solutions

    A. Steps

    B. Public Awareness

    C. Political Action

> Student's outline may not necessarily have this exact numbering.

*See Sample Detailed Outline on Page 65.

What is an Abstract?

An abstract is a succinct summary of the aims, discovery, conclusions, and significance of your research. An excellent abstract is difficult to write and it takes practice. Before you write the abstract for your Capstone research paper, read a number of abstracts in the career technical journals that are available to you through the academies. By doing so you will come to recognize the qualities of a good abstract and learn what to avoid. Science teachers may also provide abstracts in their subject area as examples. The abstract should tell the reader exactly what he/she can expect to discover in your paper.
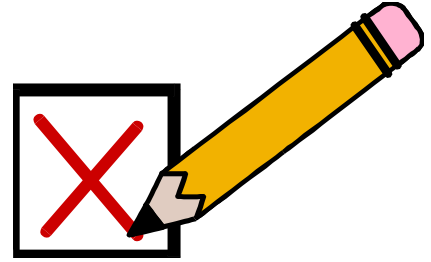
To construct an abstract:

1. Carefully map out your essay by outlining and detailing what you want your essay to accomplish in the main body section.

2. Condense the information from the main body section into single sentence statements. You should not elaborate or go into any detail or explanation; that's what your essay is for.

3. Keep in mind that your abstract just gives the reader an overview, a bird's eye view of the landscape of your essay.

The abstract should include the following 5 elements in paragraph form:

1. State the controversial issue or problem that your essay will discuss

2. Indicate your position on the controversial issue or problem. This should be basically the same thing as your thesis.

3. Summarize the multiple arguments/reasons that you will use to advance your thesis. You should have about 4-6 of these arguments/reasons in your essay. Devote 1-2 sentences to state each of these 4-6 arguments/reasons.

4. Acknowledge the 2-3 main/substantial counter-arguments and briefly refute them.

5. Write a concluding sentence for the abstract. Try to capture the essence of your concluding paragraph in your controversial essay.

6. The abstract should be no more than one page typed.

Question: How many grades is the CAPSTONE worth?

Answer: Lots
Technical--written abstract grades

37
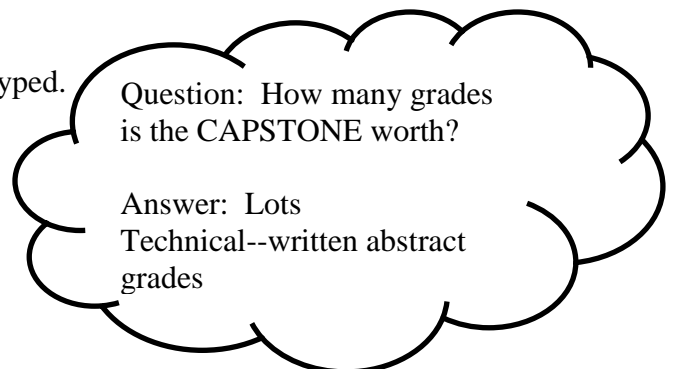
A Few Extra Notes

1. The research paper should be numbered with a running head. The running head is usually found in the upper right hand corner of each page of the research paper, with the exception of the cover page. The running head should be your last name, a single space and then the page number.

    How To Create a Running Head in Microsoft Word:

    Step 1: Pull down the **VIEW** menu and select **HEADER AND FOOTER**

    Step 2: Using 12 font, Times New Roman, type your last name and then click on the insert page number icon. Make sure the header is right justified.

1. Below are examples of how the cover page and the first page of your paper should be formatted.

Running Head: TITLE OF YOUR PAPER 1	Running Head: TITLE OF YOUR PAPER 2
Title of Paper Capstone Research Paper Name (First and then Last) Technical Teacher: Mr./Ms. Career Technical LA Teacher: Mr./Ms. Language Arts Monday Day, Year William H. Turner Technical Arts High School	Abstract Your abstract should be about 120 words describing your selection of your research topic, research methodology, and a summary of your research findings. The Abstract is followed by your outline and the 5-7 pages of your research paper. The paper is then followed by the Reference pages and the Appendix.

- Use Times New Roman, 12, Bold, and Center.
- Type the title of the paper on line 12 (2 inch mark)

- Paper must be 12 font, Times New Roman, double space
- Running head starts on title page
- Repeat heading and title

SECTION TWO: THE MENTOR

Working with Your Mentor

You must select a mentor working in and knowledgeable in your field. Your interaction with the mentor will provide you with an opportunity to gather information by speaking with a professional in that particular career field. Through informational interviews with mentors you can develop contacts with key people who either do the hiring or know those who do. In addition, these interviews enhance your confidence by allowing you to speak to a variety of professionals in a non-threatening, open-ended situation.

When contacting your mentor, be clear about the purpose for the interview. An introductory letter has been provided for you in this manual. Introduce yourself and clearly state the purpose of your visit. Be prepared to take the lead of the conversation. Remember you are interviewing him/her. Respect the person's time. These are busy professionals who have generously agreed to donate their time. Do not wear out your welcome. Remember, you are asking for a favor from these people, so be courteous and professional. Dress in professional attire as if this were a "real" interview.

Some mentors may agree to contact you through e-mail. You must set up a "professional" e-mail address through Yahoo or Hotmail. Use your name with an underscore between your first and last name as your e-mail address. Be sure to use appropriate grammar and proofread your correspondence. At least one contact with your mentor should be by phone or in person.
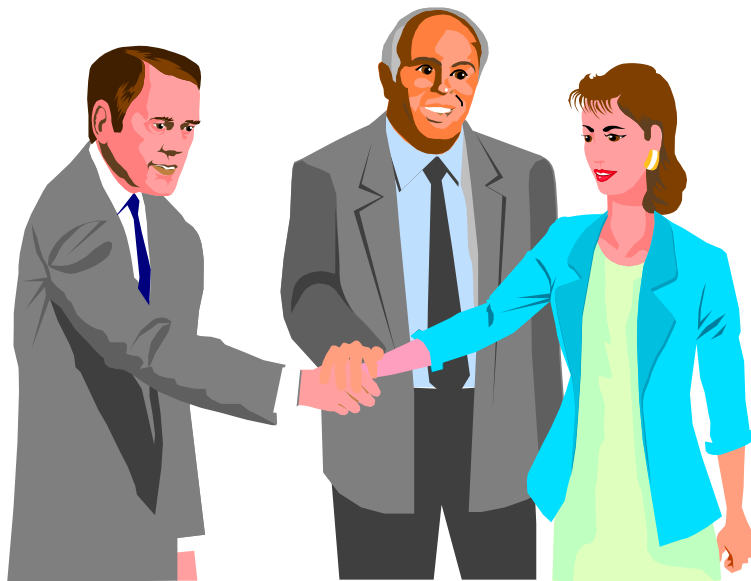
Student Name: _____   **Period:** _____

CAPSTONE Interview Role Play

Potential Places to Call:

What will you say to get to the person that may be able to give you credible information?
Receptionist / Gatekeeper
1. (First Statement & First Question)

2. (Follow Up to First Statement & First Question)

3. (Seems unable to help—what's your second attempt?)

4. (How will you leave your info? Tell person how you will follow up on reaching the person.)

What will you say to the person that may be able to give you credible information?
Real Person/Source
1. (Brief Intro: I am … and I am hoping that)

2. (Follow up & Schedule Time for Interview or Get e-mail)

3. (Seems unable to help; redirect request or ask for referral)

4. (Exit thanks)

Remember, laziness shows. It reflects on you.
Successful people are not lazy. Get to a
comprehensive library. There are over thirty in
Miami-Dade County. Complete REAL
research by searching for outstanding articles
on your problem-solution. **Read them.**
Re-read them. Highlight important passages.
THINK.

William H. Turner
Technical Arts High School

Mentor Information Sheet
(To be submitted by student upon selection of mentor)

Student Name _____

Student's Professional E-mail Address _____

Mentor's Name _____

Mentor's Title _____

Company Name _____

Company Address _____

_____

Company Phone _____

Mentor's e-mail address _____

Method(s) of inquiry _____

_____

_____

Expected Dates of inquiry _____

_____

_____

Summary of topics to be covered: _____

_____

_____

_____

_____

_____

Interviewing Your Mentor

The key to a successful interview is planning. Have your questions prepared. Make sure you arrive on time for your interview. Be dressed neatly and appropriately. Introduce yourself and offer a handshake. Always collect the full name and title of your mentor, spelled correctly. Make sure your mentor feels comfortable. Advise him or her of the purpose of the interview. If you plan to tape your interview (most will), be sure to ask permission first. Be sure to verify any information you may not fully understand. Ask clarifying questions. Be sure to thank your mentor at the end of the interview.

Problem-Solution Mentor Interview Directions: Using your initial research about your industry problem and solution(s), modify the following questions using language specific to your field. Your social studies teacher will assess your questions.

Research Related Questions:

- I am researching the problem_____. Could you share some insight about it?
- In your field, what issues do you think need to be reformed?
- How would you describe the problem?
- How many years ago did you realize this was a problem?
- Where there any conditions or factors that created this problem?
- Who do you believe this problem effects, and to what extent?
- What do you feel is the SCOPE of the problem for your field?
- Do you have any personal stories about how this problem has impacted your career or your industry?
- If you could change one thing about your profession or job, what would it be?

Now, I'd like to talk about solutions to begin to address this problem.

- First of all, do you know the regulatory body that oversees this industry?
- Are there current regulations or laws that were designed to address this problem?
- Why aren't current regulations working?
- What regulations are needed?
- What incentives can be offered to get those involved following the industry standards?
- Are there any solutions based on technology?
- Would a public awareness campaign improve the situation?
- Who would be involved in any public awareness campaign?
- What's the first step? What are other steps?

Sample Mentor Interview

Your interview needs to focus on solutions to the problem you have identified in your industry. The problem in the sample below was the difficulty of sustaining a career as a freelancer in the film industry. One solution to this problem is having strong "networking skills.

Name: **Victoria Arias Fraasa**
Title: **Producer/Production Manager**

1. At what point in your commitment to this field, did you switch from working for a company to working as a freelancer?
I started in my career as a freelancer working as a stringer photojournalist for United Press International. I held a full time job at one point, thinking I needed the stability of a constant pay check. But, the repetitive nature of being employed by one company became too monotonous and I decided I would go back to the uncertain, but exciting world of freelancing so that I could have the opportunity to work with several different companies and people.

2. What are some of the deciding factors in moving from steady work to moving to the "free" job market?
The biggest factor from moving to freelance is making sure you have
1) Money saved up to last three-six months. Do this by cutting back ALL expenses, saving a portion of wages every week and right before going freelance, try to pay your bills off in advance. I actually paid three months rent in advance one time when I had the money so I wouldn't have to worry about that expense. It takes the pressure off.
2) Gather contacts prior to leaving and put "feelers" out in the job market with companies to get the feel of what's going on. Timing is important.
3) A back up plan for a part time job working nights at a place that will understand if you need to take off.

3. How do you define "networking"?

Everyone I meet I network with no matter where they are on the food chain. You never know when that lowly Production Assistant will one day be a powerful producer. Cold calling is one of the most important and difficult types of networking to do. Here is my game plan, which I have shared with MANY, MANY other production managers who have credited their success to this plan. I am successful because of it.
1 - Know your job inside and out. Be the best at it and never stop learning. Do this before going on to step two.
2 - Look in trade magazines from your industry. Cold call those companies that are running the BIGGEST ads first! They are usually out of New York or Los Angeles. I call between 10 - 15 companies a day or until I get a job.
3 - Ask to speak with the head of production or someone who accepts calls from freelancers. Identify yourself immediately and what you are doing. "Hi, I'm Victoria Arias and I am a freelance production manager located in Miami. May I speak with the head of production or someone who hires freelancers?" You will usually get a positive response. If not, ask if you can send a resume and who can you address it to. (Side note: I send resumes AFTER business hours - 9:00PM - 7:00AM. This shows you are considerate of their resources and time.)
4 - Once you get the Head of Production or who ever, make your pitch with your offer within the first 15 seconds. "Hi, I'm Victoria Arias. I'm a production manager in Florida and if you are in need of bidding in this region I would be happy to help you out with any questions." Or, fill in

what services you can offer them. Know this BEFORE you call. The attitude of your voice and demeanor is that you are here to help. But, you have to be able to back up your claims with real action and that is from knowledge. Don't offer what you can't provide.

Once I've made my initial statement, I somehow work it into the conversation AS QUICKLY AS POSSIBLE,"....if you hire me I can assure you that in three years when the IRS audits your company there will be no questions asked about any job that I manage and wrap for you. All problems and questions will be cleared up before I submit the job wrap folder to you."

I know this may not make sense to you, but it does make sense to the person I am talking to. The point is, know what is going to make their job easier, better and then promise to deliver on that. BUT, you have to make sure that statement is true. If not, FIND a statement that you can deliver on. If you are a Production Assistant, your line can be,"...by hiring me you will get a PA who knows the city inside and out and can aid in getting you and your staff around South Florida quickly and safely."

VERY IMPORTANT: When you call, your attitude needs to be "Here is what I can do for you. I am here to help you." NOT: "What can you do for me. I need a job!" With the first statement you are helping the producer to solve their problem, the second statement is you have a problem.

General networking at events is important. When meeting face to face with someone, let them do the talking about themselves. If they don't talk, ask questions without appearing to pry. This gives you the opportunity to find out what they need and then you can let them know you can fill that need. I met a young girl at a networking event who really turned me off because she only talked about herself and how great she was as a producer. When I pressed her for what she had produced, she could only giggle and say "not much." I can't even look at this person today without thinking how little she knows about the business. If she had been interested in me, I could have hired, taught her and helped her become a great producer she claims to have been. I have mentored many people in the industry, but I can't mentor someone who thinks they already know everything. Even when I work with a new producer, I try to show them that I am willing to learn from them and want to know about them. It puts everyone at ease and I usually pick up some new ideas.

4. What have been your most valuable contacts in the field?
My mentors were generally producers that I worked with on a one time basis and then they would recommend me to other producers. I would call and ask them to recommend me.

Position yourself that you admire them and want to learn from them. Not to take their job, but to do a good job for them. I will answer the rest of this in the next question.

One more thing about resumes, because it will be your most valuable tool to make contacts. Below is my resume. Please note that I put the people's names on the resumes of whom I've worked with. This is important for two reasons.

First, I can't stand it when someone writes "References upon request." Why should you make someone request information from you that will benefit you. Why leave that most benefical information up to someone else to request it

from you. Why not give it to them right away so that can know your references immediately.

Second, people like to see if you know the same people they know. Many times the names on my resume were "talking points" and turned into the reason why people would hire me. My resume stuck out because we had something/someone to talk about. On that note, only say GREAT things about each other in the industry. Even if you have to stretch to find the one thing you liked about that person you are talking about, it might be the very person who's in the room with the person you are talking with on the phone. Believe me, it happened to me. I made a sincerely sweet comment about the person we were talking about, the head of production handed the phone to her, she laughed, said hello, gave the phone back to him and I worked for over two years for that company on that one phone call having never meet the head of production because I said something nice about the other woman.

5. How does Florida treat its freelancers in the movie making industry?
Florida does not understand how important freelancers are. I say this because through my own efforts of cold calling and offering to help bid South Florida to production companies in New York, Los Angeles and Europe, I have generated MILLIONS, yes MILLIONS of dollars to the state of Florida over the pass 12 years. I don't advertise, I don't have a staff of sixteen, I don't even have a marketing team, I just get in and do the work without any acknowledgment or kick backs from anyone including the state of Florida.

Very few freelancers working in Florida respect or support one another. I hope that I am someone that has helped changed that attitude. I was president of WOMPI and an active member for several years. I always speak to people who call and ask for advice. I try to hire new people coming into the field. Several years ago I made it a personal mission to hire and train people of color because there was (and is) a huge deficit of young black filmmakers in Florida.

I expect nothing from Florida and therefore am not disappointed when things don't happen via our own state. I purposely only spend my time and money contacting large companies outside the state of Florida. In the 12 years I have worked in South Florida I have been hired twice by local companies. I believe that their jobs are just not big enough to hire a lot of people and they usually hire the same people over and over. Once I stopped feeling resentful about that, it cleared me up enough to know I had to find a different source of clients and I was able to create a plan (see above) and go after companies that actually turned out to be much more lucrative than any company in Florida.

6. What is your advice about earning money between jobs or about budgeting between jobs?
It's a tough one. I gave some advice above and cannot offer more. It has been a very difficult three years in our industry due to the Screen Actors Strike, the election of Bush, 9-11 and the economy chasing business to other countries (run-away production.)

Between jobs I recommend everyone, (men, women, coordinators, grips) to contact the different equipment rental houses. Introduce yourself and ask if you can come by to tour their facility. Don't ask for a job, you're not there to get a job, you're there to show the rental house that you have an interest in their business and want to know more about the services they

offer so that when you have a job, you'll know what they have.

Sometimes, they might just get someone asking them for a PA or coordinator and they might remember you. It is a great way to make contacts, but it is even a better way to know more about the film industry and who and what is out there. You never know when someone is looking for a piece of equipment and you just might know WHAT it is and WHERE to get it! So go out there and get the knowledge first hand.

Victoria Arias Fraasa

Dear Mentor:

The students at William H. Turner Technical Arts High School are required to participate in a series of experiences and tasks called The Capstone. The Capstone is a culmination of three or more years of study at Turner Tech. The Capstone experience includes a research paper on a career within the student's program of study, inquiry of industry experts serving as mentors, the development of a career portfolio and an electronic portfolio, and a presentation before a panel of community leaders. The purpose of this project is to help facilitate a smooth transition for our students from high school to the student's career and/or post secondary education.

A significant step in the capstone experience is the career research paper, which details the student's career pathway and addresses a problem that exists within the chosen career field. The students will be required to contact industry experts serving as mentors for interviews and inquiry on this problem. They will then include a summary of this interview in the career research paper.

The student will also be required to fill out a standardized form that will include:

1. The mentor's name
2. Mentor's title or position
3. Company name, address, telephone number, and e-mail address
4. Method(s) of inquiry
5. Dates of inquiry
6. A summary of topics covered

Please complete the attached Mentor Form and return it in the self-addressed stamped envelope provided by the student. You also may fax this form to my attention at (305) 693-9463. Your input will provide constructive information in evaluating the student's completion of this important step in the Capstone experience.

Thank you for your participation in such a valuable learning experience for our students. Should you have any questions, please contact me at (305) 691-8324.

Sincerely,

Mr. Uwezo Frazier, Principal

Mentor Feedback Form
(To be submitted at end of mentoring process)

**William H. Turner
Technical Arts High School**

Thank you for agreeing to participate as a mentor for
_____, a student in the Academy of
_____ at William H. Turner Technical
Arts High School. The mentoring experience provides students with a valuable
connection to the expertise of adults in the world of work. There is no classroom
substitute for the participation of local entrepreneurs and business people.

Please complete the form below, which provides us with the information necessary to evaluate the above
student's completion of this important step in the capstone experience.

Mentor's Name   _____

Mentor's Title   _____

Company Name   _____

Company Address   _____

_____

Company Phone   _____

Mentor's E-mail Address   _____

Method(s) of Inquiry   _____
_____

Dates of Inquiry   _____
_____

Summary of topics covered   _____
_____
_____

Please comment on student's preparedness for interviews: _____
_____
_____
_____
_____

_____
Mentor's Signature

Please mail to: _____, Academy Leader, William H. Turner Technical
Arts High School, Academy of _____,
10151 N.W. 19th Avenue, Miami, FL 33147; or fax at (305) 693-9463.

William H. Turner
Technical Arts High School

Capstone Career Project – Interview Information Sheet

Name: _____ **ID#:** _____

English Teacher: _____ **Career Technical Teacher:** _____

Career Strand: _____

Name of Person Interviewed: _____

Profession: _____

Phone Number: _____

Email Address: _____

Date Interviewed: _____

Was the interview recorded with permission? (circle one):   yes   no

Format: ___ DVD   ___Mini-DV   ___VHS   ___Audiotape   ___Email

If no, explain how the interview was documented for accuracy:
_____
_____
_____
_____
_____
_____

I understand this interview is strictly for school related purposes. I further understand that I may be noted and viewed as a professional in the field within the student's research paper.

Signature of Person Interviewed: _____ **Date:** _____

Comments:
_____

* Before submitting please attach a typed copy of the interview, both questions and answers.

APPENDIX

Sample Final Outline

<u>Thesis Statement</u>: This is presented as a single sentence and must match the thesis statement found in the papers introduction. This is a statement of your plan for your paper. It will include the research topic and your assertion-- your focus. Remember $S + O = T$

<u>OUTLINE</u> (Please type in Double-spaced)

Title of Capstone

I.   Introduction
    A.   Attention grabber
    B.   Point of attention grabber
    C.   Details and Information to connect the attention grabber to the thesis
    D.   Thesis: (Insert thesis here)
II. Problem
    A.
       1.
         a.
         b.
       2.
         a.
         b.
    B.
       1.
         a.
         b.
       2.
         a.
         b.
    C.
    D.
III. Solution
    A.
       1.
         a.
         b.
       2.
         a.
         b.
    B.
       1.
         a.
         b.
       2.
         a.
         b.
    C.
IV. Conclusion
    A.   Restated Thesis
    B.   Why is it important to address this problem with the suggested solutions?
    C.   What consequences are there for inaction?
    D.   What further information needs to be found / researched?
    E.   How can the community help or get involved?

Boxes connected by arrows: **Topic**, **General Support**, **Specific Examples**, **Add as many points as necessary**

NOTES

An outline breaks down the parts of your thesis in a clear, hierarchical manner.

The basic format for an outline uses an alternating series of numbers and letters, indented accordingly, to indicate levels of importance. The FORMAL OUTLINE format must be adhered to: Roman numerals, capital letters, Arabic numbers, lower-case letters. To subordinate an idea, there must be at least two sub-topics. In other words, if there's an A, there must be a B. If there's a 1, there must be a 2.

The **body** follows the introduction, and breaks down the points the author wishes to make.

Note that some sections have subdivisions, others do not, depending on the demands of the paper.

In this outline, II, III, & IV all have similar structure, but this will not necessarily be true for all papers. Some may only have three major sections, others more than the five given here.

Your **conclusion** should *restate* your thesis, and *never* introduce new material.

APPENDIX

(Copy of Career Description Paper and Mentor Interview)

This information courtesy of the owl.purdue.edu Online Writing Lab resources website

Single Author

Last name first, followed by author initials.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in*

Psychological Science, 11, 7-10.

Two Authors

List by their last names and initials. Use the ampersand instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic

contingency hypothesis. *Journal of Personality & Social Psychology, 66*, 1034-1048.

Three to Seven Authors

List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's

more to self-esteem than whether it is high or low: The importance of stability of self-

esteem. *Journal of Personality and Social Psychology, 65*, 1190-1204.

More Than Seven Authors

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . . Rubin,

L. H. (2009). Web site usability for the blind and low-vision user. *Technical*

Communication, 57, 323-335.

NOTE: Name the first six authors as normal, replace the ampersand (&) with an ellipse (…) and add the last author's name.

NOTE also that in-text citations in the body of the paper for any resource with **six** or more authors should only contain the first author's last name, then the term et al., as if you had already named all of the other authors previously (Miller et al., 2009).

Organization as Author

American Psychological Association. (2013). *Diagnostic and statistical manual of mental*

　　　disorders (5th ed.). Washington, DC: Author.

NOTE: When the publisher is also the corporate author, APA requires you to use the word "Author", see second-to-last bullet on page 187 of your APA Manual.

Unknown Author

Merriam-Webster's collegiate dictionary (10th ed.).(1993). Springfield, MA: Merriam-Webster.

NOTE: When your essay includes parenthetical citations of sources with no author named, use a shortened version of the source's title instead of an author's name. Use quotation marks and italics as appropriate. For example, parenthetical citations of the source above would appear as follows: (*Merriam-Webster's*, 1993).

Two or More Works by the Same Author

Use the author's name for all entries and list the entries by the year (earliest comes first).

Berndt, T. J. (1981). Age changes and changes over time in prosocial intentions and behavior

　　　between friends. *Developmental Psychology, 17*, 408-416.

Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational*

　　　Psychologist, 34, 15-28.

When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first.

Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational*

　　　Psychologist, 34, 15-28.

Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *Child*

　　　Development, 66, 1312-1329.

References that have the same first author and different second and/or third authors are arranged alphabetically by the last name of the second author, or the last name of the third if the first and second authors are the same.

Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections of juror

　　　judgments: Implications for jury instructions. *Psychology, Public Policy, & Law, 6*, 629-

654.

Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude

>change: The mediating role of likelihood judgments. *European Journal of Social*

>*Psychology, 24*, 25-43.

Two or More Works by the Same Author in the Same Year

If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year. Refer to these sources in your essay as they appear in your reference list, e.g.: "Berdnt (1981a) makes similar claims..."

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior

>between friends. *Developmental Psychology, 17*, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child*

>*Development, 52*, 636-643.

Introductions, Prefaces, Forewords, and Afterwords

Cite the publishing information about a book as usual, but cite Introduction, Preface, Foreword, or Afterword (whatever title is applicable) as the chapter of the book.

Funk, R. & Kolln, M. (1998). Introduction. In E.W. Ludlow (Ed.), *Understanding English*

>*Grammar* (pp. 1-2). Needham, MA: Allyn and Bacon.

The information for this section come from: http://owl.english.purdue.owl/resource/560/6/

Basic Format for Books

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location:

Publisher.

NOTE: For "Location," you should always list the city and the state using the two letter postal abbreviation without periods (New York, NY).

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal*

publication. Washington, DC: American Psychological Association.

Edited Book, No Author

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New

York, NY: Russell Sage Foundation.

Edited Book with an Author or Authors

Plath, S. (2000). *The unabridged journals.* K. V. Kukil (Ed.). New York, NY: Anchor.

A Translation

Laplace, P. S. (1951). *A philosophical essay on probabilities*. (F. W. Truscott & F. L. Emory,

Trans.). New York, NY: Dover. (Original work published 1814)

NOTE: When you cite a republished work, like the one above, in your text, it should appear with both dates: Laplace (1814/1951).

Edition Other Than the First

Helfer, M. E., Kempe, R. S., & Krugman, R. D. (1997). *The battered child* (5th ed.).

Chicago, IL: University of Chicago Press.

Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B.

B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Note: When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for

healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across*

the life cycle (pp. 107-123). New York, NY: Springer.

Multivolume Work

Wiener, P. (Ed.). (1973). *Dictionary of the history of ideas* (Vols. 1-4). New York, NY:

Scribner's.

The information for this section comes from:
https://owl.english.purdue.edu/owl/resource/560/08/

An Entry in an Encyclopedia

Bergmann, P. G. (1993). Relativity. In *The New Encyclopedia Britannica.* (Vol. 26, pp. 501-

508). Chicago, IL: Encyclopedia Britannica.

Work Discussed in a Secondary Source

List the source the work was discussed in:

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-

route and parallel-distributed-processing approaches. *Psychological Review, 100*,

589-608.

NOTE: Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in the References but not Seidenberg and McClelland. In the text, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993),

...

Dissertation Abstract

Yoshida, Y. (2001). Essays in urban transportation. *Dissertation Abstracts International, 62*,

7741A.

Dissertation, Published

Lastname, F. N. (Year). *Title of dissertation* (Doctoral dissertation). Retrieved from Name of

database. (Accession or Order Number)

Dissertation, Unpublished

Lastname, F. N. (Year). *Title of dissertation* (Unpublished doctoral dissertation). Name of

Institution, Location.

Government Document

National Institute of Mental Health. (1990). *Clinical training in serious mental*

illness (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government

Printing Office.

For information about citing legal sources in your reference list, see the [University of Nebraska, Kearney page on Citing Legal Materials in APA Style.](#)

Report From a Private Organization

American Psychiatric Association. (2000). *Practice guidelines for the treatment of patients*

with eating disorders (2nd ed.). Washington, DC: Author.

Conference Proceedings

Schnase, J. L., & Cunnius, E. L. (Eds.). (1995). Proceedings from CSCL '95: *The First*

International Conference on Computer Support for Collaborative Learning. Mahwah,

NJ: Erlbaum.

The information for this section comes from
https://owl.english.purdue.edu/owl/resource/560/09/

Article From an Online Periodical

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online*

Periodical, volume number(issue number if available). Retrieved from

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make*

Websites, 149. Retrieved from http://www.alistapart.com/articles/writeliving

Online Scholarly Journal Article: Citing DOIs

Please note: In August of 2011 the formatting recommendations for DOIs changed. DOIs are now rendered as an alpha-numeric string which acts as an active link. According to *The APA Style Guide to Electronic References, 6th edition*, you should use the DOI format which the article appears with. So, if it is using the older numeric string, use that as the DOI. If, however, it is presented as the newer alpha-numeric string, use that as the DOI. The Purdue OWL maintains examples of citations using both DOI styles.

Because online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are an attempt to provide stable, long-lasting links for online articles. They are unique to their documents and consist of a long alphanumeric code. Many-but not all-publishers will provide an article's DOI on the first page of the document.

Note that some online bibliographies provide an article's DOI but may "hide" the code under a button which may read "Article" or may be an abbreviation of a vendor's name like "CrossRef" or "PubMed." This button will usually lead the user to the full article which will include the DOI. Find DOI's from print publications or ones that go to dead links with CrossRef.org's "DOI Resolver," which is displayed in a central location on their home page.

Article From an Online Periodical with DOI Assigned

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume*

number, page range. doi:0000000/000000000000 or http://dx.doi.org/10.0000/0000

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography.

European Journal of Marketing, 41, 1245-1283. doi:10.1108/03090560710821161

Wooldridge, M.B., & Shapka, J. (2012). Playing with technology: Mother-toddler interaction

scores lower during play with electronic toys. *Journal of Applied Developmental*

Psychology, 33(5), 211-218. http://dx.doi.org/10.1016/j.appdev.2012.05.005

Article From an Online Periodical with no DOI Assigned

Online scholarly journal articles without a DOI require the URL of the journal home page. Remember that one goal of citations is to provide your readers with enough information to find the article; providing the journal home page aids readers in this process.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume*

number. Retrieved from http://www.journalhomepage.com/full/url/

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of*

Buddhist Ethics, 8. Retrieved from http://www.cac.psu.edu/jbe/twocont.html

Article From a Database

Please note: APA states that including database information in citations is not necessary because databases change over time (p. 192). However, the OWL still includes information about databases for those users who need database information.

When referencing a print article obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). By providing this information, you allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number or database URL at the end, but the APA manual says that this is not required.

If you are citing an article from a database that is available in other places, such as a journal or magazine, include the homepage's URL. You may have to do a web search of the article's title, author, etc. to find the URL.

For articles that are easily located, do not provide database information. If the article is difficult to locate, then you can provide database information. Only use retrieval dates if the source could change, such as Wikis. For more about citing articles retrieved from electronic databases, see pages 187-192 of the Publication Manual.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume*

number, page range. Retrieved from http://www.someaddress.com/full/url/

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of*

Abnormal Eating, 8(3), 120-125. Retrieved from

http://www.articlehomepage.com/full/url/

Abstract

If you only cite an abstract but the full text of the article is also available, cite the online abstract as any other online citations, adding "[Abstract]" after the article or source name. However, if the full text is not available, you may use an abstract that is available through an abstracts database as a secondary source.

Paterson, P. (2008). How well do young offenders with Asperger Syndrome cope in

custody?: Two prison case studies [Abstract]. *British Journal of Learning*

Disabilities, 36(1), 54-58.

Hendricks, J., Applebaum, R., & Kunkel, S. (2010). A world apart? Bridging the gap

between theory and applied social gerontology. *Gerontologist, 50*(3), 284-293.

Abstract retrieved from Abstracts in Social Gerontology database. (Accession No.

50360869)

Newspaper Article

Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved from

http://www.someaddress.com/full/url/

Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York*

Times. Retrieved from http://well.blogs.nytimes.com

Electronic Books

Electronic books may include books found on personal websites, databases, or even in audio form. Use the following format if the book you are using is *only* provided in a digital format or is difficult to find in print. If the work is not directly available online or must be purchased, use "Available from," rather than "Retrieved from," and point readers to where they can find it. For books available in print form and electronic form, include the publish date in parentheses after the author's name. For references to e-book editions, be sure to include the type and version of e-book you are references (e.g., "[Kindle DX version]"). If DOIs are available, provide them at the end of the reference.

De Huff, E. W. (n.d.). *Taytay's tales: Traditional Pueblo Indian tales*. Retrieved from

    http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html

Davis, J. (n.d.). *Familiar birdsongs of the Northwest*. Available from

    http://www.powells.com/cgi-bin/biblio?inkey=1-9780931686108-0

Chapter/Section of a Web Document or Online Book Chapter

Author, A. A., & Author, B. B. (Date of publication). Title of article. In *Title of book or*

    larger document (chapter or section number). Retrieved from

    http://www.someaddress.com/full/url/

Engelshcall, R. S. (1997). Module mod_rewrite: URL Rewriting Engine. In *Apache HTTP*

    Server Version 1.3 Documentation (Apache modules). Retrieved from

    http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html

Peckinpaugh, J. (2003). Change in the Nineties. In J. S. Bough and G. B. DuBois (Eds.), *A*

    century of growth in America. Retrieved from GoldStar database.

NOTE: Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.

Online Book Reviews

Cite the information as you normally would for the work you are quoting. (The first example below is from a newspaper article; the second is from a scholarly journal.) In brackets, write "Review of the book" and give the title of the reviewed work. Provide the web address after the words "Retrieved from," if the review is freely available to anyone. If the review comes from a subscription service or database, write "Available from" and provide the information where the review can be purchased.

Zacharek, S. (2008, April 27). Natural women [Review of the book *Girls like us*]. *The New*

    York Times. Retrieved from

    http://www.nytimes.com/2008/04/27/books/review/Zachareck

    -t.html?pagewanted=2

Castle, G. (2007). New millennial Joyce [Review of the books *Twenty-first Joyce, Joyce's*

    critics: Transitions in reading and culture, and Joyce's messianism: Dante, negative

existence, and the messianic self]. Modern Fiction Studies, 50(1), 163-173. Available

from Project MUSE Web site:

http://muse.jhu.edu/journals/modern_fiction_studies/toc/mfs52.1.html

Dissertation/Thesis from a Database

Biswas, S. (2008). *Dopamine D3 receptor: A neuroprotective treatment target in Parkinson's*

disease. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

Online Encyclopedias and Dictionaries

Often encyclopedias and dictionaries do not provide bylines (authors' names). When no byline is present, move the entry name to the front of the citation. Provide publication dates if present or specify (n.d.) if no date is present in the entry.

Feminism. (n.d.). In *Encyclopædia Britannica online*. Retrieved from http://www.britannica.

com/EBchecked/topic/724633/feminism

Online Bibliographies and Annotated Bibliographies

Jürgens, R. (2005). *HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography*.

Retrieved from http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-

vih-aids-sida-prison-carceral_e.pdf

Data Sets

Point readers to raw data by providing a Web address (use "Retrieved from") or a general place that houses data sets on the site (use "Available from").

United States Department of Housing and Urban Development. (2008). *Indiana income*

limits [Data file]. Retrieved from

http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf

Graphic Data (e.g. Interactive Maps and Other Graphic Representations of Data)

Give the name of the researching organization followed by the date. In brackets, provide a brief explanation of what type of data is there and in what form it appears. Finally, provide the project name and retrieval information.

Solar Radiation and Climate Experiment. (2007). [Graph illustration the SORCE Spectral

Plot May 8, 2008]. *Solar Spectral Data Access from the SIM, SOLSTICE, and XPS*

Instruments. Retrieved from http://lasp.colorado.edu/cgi-bin/ion-

p?page=input_data_for_ spectra.ion

Qualitative Data and Online Interviews

If an interview is not retrievable in audio or print form, cite the interview only in the text (not in the reference list) and provide the month, day, and year in the text. If an audio file or transcript is available online, use the following model, specifying the medium in brackets (e.g. [Interview transcript, Interview audio file]):

Butler, C. (Interviewer) & Stevenson, R. (Interviewee). (1999). *Oral History 2* [Interview

transcript]. Retrieved from Johnson Space Center Oral Histories Project Web site:

http:// www11.jsc.nasa.gov/history/oral_histories/oral_histories.htm

Online Lecture Notes and Presentation Slides

When citing online lecture notes, be sure to provide the file format in brackets after the lecture title (e.g. PowerPoint slides, Word document).

Hallam, A. (n.d.) *Duality in consumer theory* [PDF document]. Retrieved from Lecture

Notes Online Web site: http://www.econ.iastate.edu/classes/econ501/Hallam/

index.html

Roberts, K. F. (1998). *Federal regulations of chemicals in the environment* [PowerPoint

slides]. Retrieved from http://siri.uvm.edu/ppt/40hrenv/index.html

Nonperiodical Web Document, Web Page, or Report

List as much of the following information as possible (you sometimes have to hunt around to find the information; don't be lazy. If there is a page like http://www.somesite.com/somepage.htm, and somepage.htm doesn't have the information you're looking for, move up the URL to http://www.somesite.com/):

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from

http://Web address

 Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A.

(2010, May 5). General format. Retrieved from

http://owl.english.purdue.edu/owl/resource/560/01/

NOTE: When an Internet document is more than one webpage, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

Computer Software/Downloaded Software

Do not cite standard office software (e.g. Word, Excel) or programming languages. Provide references only for specialized software.

Ludwig, T. (2002). PsychInquiry [computer software]. New York: Worth.

Software that is downloaded from a Web site should provide the software's version and year when available.

Hayes, B., Tesar, B., & Zuraw, K. (2003). OTSoft: Optimality Theory Software (Version

2.1) [Software]. Available from http://www.linguistics.ucla.edu/people/hayes/otsoft/

E-mail or other personal communication

E-mails and other personal communication (such as interviews) are <u>not included</u> in the list of references, though you parenthetically cite them in your main text, including the individual's first initial and the complete date: (E. Robbins, personal communication, January 4, 2001).

Online Forum or Discussion Board Posting

Include the title of the message, and the URL of the newsgroup or discussion board. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name. Place identifiers like post or message numbers, if available, in brackets. If available, provide the URL where the message is archived (e.g. "Message posted to..., archived at...").

Frook, B. D. (1999, July 23). New inventions in the cyberworld of toylandia [Msg 25].

Message posted to http://groups.earthlink.com/forum/messages/00025.html

Blog (Weblog) and Video Blog Post

Include the title of the message and the URL. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name.

J Dean. (2008, May 7). When the self emerges: Is that me in the mirror? [Web log comment].

Retrieved from http://www.spring.org.uk/the1sttransport

Psychology Video Blog #3 [Video file]. Retrieved from

http://www.youtube.com/watch?v=lqM90eQi5-M

Wikis

Please note that the *APA Style Guide to Electronic References* warns writers that wikis (like Wikipedia, for example) are collaborative projects that cannot guarantee the verifiability or expertise of their entries.

OLPC Peru/Arahuay. (n.d.). Retrieved April 29, 2011 from the OLPC Wiki:

> http://wiki.laptop. org/go/OLPC_Peru/Arahuay

Audio Podcast

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Bell, T., & Phillips, T. (2008, May 6). A solar flare. *Science @ NASA Podcast*. Podcast

> retrieved from http://science.nasa.gov/podcast.htm

Video Podcasts

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Scott, D. (Producer). (2007, January 5). The community college classroom [Episode 7].

> *Adventures in Education*. Podcast retrieved from http://www.adveeducation.com

The information for this section comes from
https://owl.english.purdue.edu/owl/resource/560/10/

Interviews, Email, and Other Personal Communication

No personal communication is included in your reference list; instead, parenthetically cite the communicator's name, the phrase "personal communication," and the date of the communication in your main text only.

(E. Robbins, personal communication, January 4, 2001).

A. P. Smith also claimed that many of her students had difficulties with APA style (personal

communication, November 3, 2002).

Motion Picture

Basic reference list format:

Producer, P. P. (Producer), & Director, D. D. (Director). (Date of publication). *Title of*

motion picture [Motion picture]. Country of origin: Studio or distributor.

NOTE: If a movie or video tape is not available in wide distribution, add the following to your citation after the country of origin: (Available from Distributor name, full address and zip code).

A Motion Picture or Video Tape with International or National Availability

Smith, J. D. (Producer), & Smithee, A. F. (Director). (2001). *Really big disaster*

movie [Motion picture]. United States: Paramount Pictures.

A Motion Picture or Video Tape with Limited Availability

Harris, M. (Producer), & Turley, M. J. (Director). (2002). *Writing labs: A history* [Motion

picture]. (Available from Purdue University Pictures, 500 Oval Drive, West

Lafayette, IN 47907)

Television Broadcast or Series Episode

Writer, W. W. (Writer), & Director, D. D. (Director). (Date of broadcast or copyright). Title

of broadcast [*Television broadcast or Television series*]. In P. Producer (Producer).

City, state of origin: Studio or distributor.

Single Episode of a Television Series

Writer, W. W. (Writer), & Director, D. D. (Director). (Date of publication). Title of episode

[Television series episode]. In P. Producer (Producer), *Series title*. City, state of

origin: Studio or distributor.

Wendy, S. W. (Writer), & Martian, I. R. (Director). (1986). The rising angel and the falling

ape [Television series episode]. In D. Dude (Producer), *Creatures and monsters*. Los

Angeles, CA: Belarus Studios.

Television Broadcast

Important, I. M. (Producer). (1990, November 1). *The nightly news hour*[Television

broadcast]. New York, NY: Central Broadcasting Service.

A Television Series

Bellisario, D. L. (Producer). (1992). *Exciting action show* [Television series]. Hollywood,

CA: American Broadcasting Company.

Music Recording

Songwriter, W. W. (Date of copyright). Title of song [Recorded by artist if different from

song writer]. On *Title of album* [Medium of recording]. Location: Label. (Recording

date if different from copyright date).

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On *Captain

fantastic and the brown dirt cowboy* [CD]. London, England: Big Pig Music Limited.

The information for this section comes from
https://owl.english.purdue.edu/owl/resource/560/11/

Your Language Arts teacher will provide appropriate instruction in APA
Formatting. Some additional helpful resources on APA formatting are included
below.

Additional Resources on APA Formatting

Purdue Online Writing Lab: https://owl.english.purdue.edu/owl/section/2/10/

APA 6th Edition Corrected Quick-View Sample Pages
Source: http://www.academia.edu/5910541/APA_6_th_Edition_Corrected_Quick-View_Sample_Pages

How to Do that Annoying APA Format Stuff: A Brief Overview of the 6th Edition
Scott W. PlunkettCalifornia State University, Northridge
Source: home.cc.umanitoba.ca/~cameron2/PlunkettAPA2011.pdf

Liberty University's APA Formatting Quick Guide:
http://www.liberty.edu/academics/graduate/writing/?PID=11960

Research and Writing Video/PowerPoint Tutorials including APA and MLA Formatting:
http://www.liberty.edu/index.cfm?PID=29067

Capstone Work Log

Name: _____ **ID Number:** _____

Language Arts Teacher: _____ **Career Technical Teacher:** _____

Directions: This log is for you to keep track of the time you spend working on your Capstone research paper. It will help you to stay organized and it will help your teachers to keep track of your effort and progress.

Date	Start Time	End Time	Tasks Worked On and/or Accomplished

Date	Start Time	End Time	Tasks Worked On and/or Accomplished

Capstone Violation

Noted by: _____ (Teacher)

Date: _____   **Academy:** _____

Student Name: _____ **ID Number:** _____

Capstone Assignment: _____

The above-mentioned student has failed to turn in a major aspect of the Turner Tech Capstone research paper on the assigned date. The assignment date will be extended to _____, and the student is aware of the penalty points for turning in an assignment late. If this extension is missed, the student will receive failing grades by both Career Technical and Language Arts teachers.

You must see _____ and _____
                                (Student Services)   (Administrator)

Administrative Recommendation: _____

_____

_____   _____
                        (Signature)   (Date)

....

Capstone Violation

Noted by: _____ (Teacher)

Date: _____   **Academy:** _____

Student Name: _____ **ID Number:** _____

Capstone Assignment: _____

The above-mentioned student has failed to turn in a major aspect of the Turner Tech Capstone research paper on the assigned date. The assignment date will be extended to _____, and the student is aware of the penalty points for turning in an assignment late. If this extension is missed, the student will receive failing grades by both Career Technicall and Language Arts teachers.

You must see _____ and _____
                                (Student Services)   (Administrator)

Administrative Recommendation: _____

_____

_____   _____
                        (Signature)   (Date)

Dear Parent:

Your child will be required to participate in a series of experiences and tasks called The Capstone. The Capstone is the culmination of three or more years of study at Turner Tech. The Capstone experience includes a research paper on a career within the student's program of study, inquiry of industry experts serving as mentors, the development of a career portfolio and/or an electronic portfolio, and a presentation before a panel of community leaders. The purpose of this project is to help facilitate a smooth transition for our students from high school to the student's career and/or post secondary education.

The Capstone Project is a large part of the student's Language Arts and Career Technical class grade. If your child does not participate in this experience, he or she may be in jeopardy of failing these classes. The requirements of the Capstone have been reviewed with your child in Language Arts and Career Technical classes. All academy teachers are available to provide students with the help needed to have a successful Capstone experience. A variety of resources will also be made available to the students. However, the final responsibility in completing this project rests with the student. Please take the time to review this packet with your child. Be aware of all deadlines and provide as much assistance at home as possible.

Should you have any questions, please contact your child's teachers or academy counselor at (305) 691-8324. Please sign and return the bottom of this page as verification that you have reviewed this packet with your child. We appreciate your working together with us to ensure a successful Capstone Experience for your student.

Sincerely,

Mr. Uwezo Frazier, Principal

- -

I have reviewed the Capstone Manual and the list of assignment due dates with my child. I understand that my child is responsible for becoming familiar with all of the contents of this manual and meeting all deadlines. Failure to submit assignments in academic and career technical classes may seriously affect student progress. A "C" or higher is required on all sections of the capstone rubric to pass the capstone research paper.

Student Name: _____ I. D. # _____

Parent Signature: _____ Date: _____

Some Tips for Parents

This is a critical time for your support and understanding. Your help in working cooperatively with the school to assist your student through this process is essential for a successful capstone experience.

How you can help:

- Support your child in his exploration of his program of study.

- Tell your child you understand and support him in gaining knowledge and exposure in his career interests.

- Urge your child to seek assistance when necessary.

- Steer your child towards appropriate sources of information.

- Sit with your child as he conducts on-line research at home or research at local libraries.

- Periodically discuss the progress of the Capstone Project with your child.

- Assist your child in locating an appropriate mentor in his field of study.

- Provide transportation for your child's scheduled appointment with mentors.

- Provide networking opportunities for your child.

- Offer to help proofread your child's letters, resume, and research paper.

- Emphasize the importance of time management skills.

Teach your child the importance of being responsible and self-directed during this process.

REFERENCE PAGES EVALUATION

Student Name _____Pd. _____ Circle academy ABF   AET   AMS
AOIT   CJ   UCAT
VSAT

CAPSTONE SOURCE REQUIREMENT
(circle one grade)

A   In alphabetical order. **Six** or more secondary and primary sources (indicated by an author's name).

B   Six or more secondary and primary sources not correctly alphabetized.

C   Only five authored texts used.

D   Only four authored texts used.

F   Three or fewer secondary and primary sources.

CAPSTONE FORMAT REQUIREMENT
(circle one grade)

From *second* secondary source and *last* non-authored source (both circled):

Each of the following counts as *one* error; do not count repeats:
_____ failure to indent second line
_____ failure to double space within and between items; failure to triple space after   heading.
_____ Left margin other than 1 inch; top margin other than 2 inches.
_____ improper heading (should be "References" same font, same size, no bold, centered).
_____ days late. Late = 1 letter grade deduction per day.

A   No errors

B   1 - 2 error

C   3 - 4 errors

D   5 - 6 errors

F   7 or more errors.

<table>
<tr><td>

A "C" or higher is required on all sections to pass the Capstone Research Paper.

</td></tr>
</table>

Paper meets 5 complete pages minimum requirement.

_____ Yes, Proceed with grading

_____ No, Discontinue grading

Student Name _____

Title of Paper _____

Section One – Industry Content

Identification & Explanation of Problem   Section Grade - F   D   C   B   A

Circle Section Grade Above

F	D	C	B	A	Assessment Areas
0	1	2	3	4	Problem Is Clearly Identified & Not Too Broad
0	1	2	3	4	Student Has a Clear Grasp of Topic
0	2	4	6	8	Problem Is Well-supported
0	1	2	3	4	Sources Are Reputable & Varied (Circle # Used)

Non-cited facts and/or suspected plagiarism = F

Total Possible Points = 20   Total Points Earned _____
Grade Scale: (7 & below)=F (8-9) = D   (10-12) = C   (13-15) = B   (16-20)=A

Solution(s) and How to Enact Solution(s)   Section Grade - F   D   C   B   A

Circle Section Grade Above

F	D	C	B	A	Assessment Areas
0	1	2	3	4	Reported Facts Are Critically Assessed
0	1	2	3	4	Industry Incentives Are Clearly Stated
0	1	2	3	4	Primary Sources(s) Used (Mentor Interview Cited)
0	1	2	3	4	Sources Are Reputable & Varied (Circle # Used)

Failure to cite and/or suspected plagiarism = F

Total Possible Points = 16   Total Points Earned _____
Grade Scale: (5 & below)=F (6-7) = D   (8-9) = C   (10-12) = B   (13-16)=A

Analytical Conclusion   Section Grade - F   D   C   B   A

Circle Section Grade Above

F	D	C	B	A	Assessment Areas
0	2	4	6	8	Offers Application, Analysis & Synthesis
0	2	4	6	8	Offers Suggestions for Additional Research

P

Plagiarized Sentences= F

Total Possible Points = 16   Total Points Earned _____
Grade Scale: (5 & below)=F (6-7) = D   (8-9) = C   (10-12) = B   (13-16)=A

Introduction   Section Grade - F   D   C   B   A

Circle Section Grade
Above

F	D	C	B	A	Assessment Areas
0	1	2	3	4	Intro Is Original & Captures Interest
0	1	2	3	4	Thesis Is Clear & Narrow in Scope
0	2	4	6	8	Problem Is Defined w/Relevant Data

Non-cited facts and/or suspected plagiarism = F

Total Possible Points = 16   Total Points Earned _____
Grade Scale: (5 & below)=F (6-7) = D (8-9) = C (10-12) = B (13-16)=A

Body   Section Grade - F   D   C   B   A

Circle Section Grade
Above

F	D	C	B	A	Assessment Areas
0	1	2	3	4	Paragraphs Are Organized & Address One Sub-Topic at a Time
0	1	2	3	4	Paper Offers More than Advice & Reported Facts
0	1	2	3	4	Industry Benefits Are Clearly Identified
0	1	2	3	4	Primary Sources(s) Used (Mentor Interview Cited)
0	1	2	3	4	Use of Quality & Varied Sources (Circle # Used)

Failure to cite and/or suspected plagiarism = F

Total Possible Points = 20   Total Points Earned _____
Grade Scale: (7 & below)=F (8-9) = D (10-12) = C (13-15) = B (16-20)=A

Conclusion   Section Grade - F   D   C   B   A

Circle Section Grade
Above

F	D	C	B	A	Assessment Areas
0	1	2	3	4	Student Summarizes through Reworded Thesis
0	2	4	6	8	Student Analyzes and Evaluates Main Points
0	1	2	3	4	Paper Proposes a Course of Action

P

Plagiarized Sentences= F

Total Possible Points = 16   Total Points Earned _____
Grade Scale: (5 & below)=F (6-7) = D (8-9) = C (10-12) = B (13-16)=A

Grammar & Proofreading   Section Grade - F   D   C   B   A

Use the bulleted guidelines to assess this section.
Use standard grading scale for judgment (i.e. A=Excellent; B=Good; C=Average; D=Poor; F=Failure)

▪ Uses correct capitalization
▪ Appropriate subject-verb agreement
▪ Writes in complete sentences
▪ Proper usage: their/there; it's/its, etc.
▪ All typos corrected

▪ Proper punctuation
▪ Proper pronoun agreement (singular - he/she; plural they, their)
▪ Avoids run-ons/sentence fragments
▪ Avoids purpose announcements (i.e. This paper will be about…)

Use of 2nd person pronouns = F

Section Three – Research Documentation & Format

Abstract for Industry Interview   Section Grade - F   D   C   B   A

Circle Section Grade
Above

F	D	C	B	A	Assessment Areas
0	2	4	6	8	Clear Grasp of Topic
0	2	4	6	8	Solutions flow from problem
0	1	2	3	4	Clincher Sentence to Conclude
0	1	2	3	4	Sentence Structure Variety, Sophistication
0	1	2	3	4	Error-free

Suspected Plagiarism = F

Total Possible Points = 28   Total Points Earned _____
Grade Scale: (11 & below)=F (12-13) = D   (14-17) = C   (18-21) = B   (22-28)=A

Outline   Section Grade - F   D   C   B   A

Circle Section Grade
Above

F	D	C	B	A	Assessment Areas
0	1	2	3	4	Follows Proper Alphanumerical Sequence
0	1	2	3	4	Subtopics Are Indented and Aligned Properly
0	1	2	3	4	Ideas Are Expressed in words, phrases or clauses **(NO questions)**
0	1	2	3	4	Each Main Topic Contains More Than One Subdivision
0	2	4	6	8	Order of Topics & Sub-Topics Is Logical
0	2	4	6	8	Content Is Meaningful and Shows Clear Direction

Total Possible Points = 32   Total Points Earned _____
Grade Scale: (8 & below)=D/F   (9-11) = C   (12-18) = C   (19-25) = B   (26-32)=A

Appendix   Section Grade - F   D   C   B   A

Circle Section Grade
Above

F	D	C	B	A	Assessment Areas
0	1	2	3	4	APA Formatted Reference Page
0	2	4	6	8	Cited Career Description Paper
0	1	2	3	4	Transcription of Mentor Interview

Total Possible Points = 16   Total Points Earned _____
Grade Scale: (5 & below)=F (6-7) = D   (8-9) = C   (10-12) = B   (13-16)=A

Mechanics/Format   Section Grade - F   D   C-   C   B-   B   A-   A

For each missing component listed below, the student will receive either a half grade or full grade penalty. Circle the final section grade above.

Letter Grade Penalties	Assessment Areas
.5 letter grade penalty	**Font** is Times New Roman, Size 12
.5 letter grade penalty	Double-spaced; paragraphs **indented** 5 spaces
.5 letter grade penalty	1-inch margins all sides; **Non-justified** right margins
.5 letter grade penalty	Heading **Complete**
.5 letter grade penalty	**Header** with page #'s in top, right corner
.5 letter grade penalty	**Cover Page**: Title; Student Name; Language Arts/ Career Technical Teacher(s) names; Course
1 letter grade penalty	Meets **Source** Requirement – **5 authored sources**
1 letter grade penalty	APA Citation Form w/ punctuation after parentheses

Notes