In developing this handbook, we would like to acknowledge the following:

Annapolis Area Christian School

Theodore Wilson, Sr.

Woodstream Christian Academy Administration
# TABLE OF CONTENTS

Acknowledgements ........................................................................................................... 3

Thesis Due Dates ............................................................................................................. 5

Grades 7 – 11 Themes....................................................................................................... 6
  Grade 7 Theme .............................................................................................................. 6
  Grade 8 Theme ............................................................................................................ 7
  Grade 9 Theme ............................................................................................................ 8
  Grade 10 Theme ......................................................................................................... 9
  Grade 11 Theme ......................................................................................................... 10

Grade 12: Senior Practicum, Capstone, and Thesis Theme ......................................... 11

Grades 7 – 12 Thesis Paper Guidelines ................................................................. 13

Project Schedule ........................................................................................................... 14

The Thesis Overview .................................................................................................... 15

Evaluating Sources ....................................................................................................... 18

Annotated Bibliographies .............................................................................................. 18

The Thesis Statement .................................................................................................... 23

Writing Your Thesis Paper ........................................................................................... 24

Oral Presentation ............................................................................................................ 26

Visual Presentation ......................................................................................................... 28

Evaluation Standards .................................................................................................... 29

Thesis Presentation Rubric ............................................................................................. 31
# Thesis Due Dates

2015-2016

## PREWRITING PROCESS

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 19 - Thursday, January 21</td>
<td>Thesis Paper Kickoff Workshop (In Class)</td>
</tr>
<tr>
<td>Tuesday, January 18 – Sunday, January 31</td>
<td>Exploring and Choosing a Thesis Topic</td>
</tr>
<tr>
<td>Monday, February 1</td>
<td>Thesis Topic Selection Due</td>
</tr>
<tr>
<td></td>
<td>Begin Research Process</td>
</tr>
<tr>
<td>Monday, February 1 – Sunday, February 28</td>
<td>Plagiarism Workshop/Do Research/Evaluate Sources/Take Notes</td>
</tr>
<tr>
<td>Monday, March 7</td>
<td>Thesis Statement and Outline Due</td>
</tr>
</tbody>
</table>

## DRAFTING PROCESS

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, March 7 – Sunday, March 20</td>
<td>Writing the Draft</td>
</tr>
<tr>
<td>Monday, March 21</td>
<td>Thesis Draft Due</td>
</tr>
<tr>
<td>Monday, April 4 – Sunday, April 10</td>
<td>Revise and Edit Draft</td>
</tr>
</tbody>
</table>

## FINAL MANUSCRIPT AND PRESENTATIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, April 11</td>
<td>Senior Practicum/Capstone Paper Due</td>
</tr>
<tr>
<td>Monday, April 18</td>
<td>Thesis Paper Due</td>
</tr>
<tr>
<td>Tuesday, April 19</td>
<td>Senior Practicum/Capstone Formal Hall</td>
</tr>
<tr>
<td>Wednesday, May 11</td>
<td>Grades 7-11 Thesis Presentations at West Campus</td>
</tr>
</tbody>
</table>
Grade 7: Global Theme

7th Grade students must select a global crisis or concern as a topic. The thesis needs to reflect a current international social, political, environmental, or governmental issue. A good place to begin looking is in current magazines, newspapers, and non-fiction television. Some possible topics are:

- Arms Control
- Geopolitics
- Arms Trade
- Biodiversity
- Causes of Poverty
- Climate Change and Global Warming
- Conflicts in African Countries
- Consumption and Consumerism
- Corporations
- Environmental Issues
- Fair Trade
- Food and Agriculture
- Foreign Policy
- Economics and Trade
- Human Population
- Human Rights Issues
- International Criminal Court
- Iraq Crisis
- Afghanistan Crisis
- Mainstream Media
- Natural Disasters
- Nuclear Weapons
- Palestine/Israel
- Sustainable Development
- The Middle east
- Debt to Other Countries
- War on Terror
- World Hunger and Poverty
Grade 8: American Popular (Pop) Culture

8th Grade students must select a current “hot topic.” The thesis needs to reflect current American trends in politics, government, entertainment, fashion, sports, or general lifestyle. Students may use one of the categories below to choose a topic. A good place to begin looking is in current magazines, newspapers, and non-fiction television.

- Advertising
- Athletic Performance Enhancing Drugs
- American Role Models
- Automobile Industry
- Clothing Style Trends
- Consumerism
- Computer Technology Businesses
- Emerging Political Parties
- Fashion Modeling
- Governmental Official Scandals
- Housing Market
- Intellectual Piracy
- Journalism
- Mass Communication
- Medical Ethics
- Mobile Entertainment
- Music (pop)
- NCAA Clearinghouse Rules
- Reality Television
- Social Class
- Social Networking
- Television Technology
Grade 9: American Social Concerns
9th Grade students must select an American Social Concern. The thesis needs to reflect a current American social issue that impacts America as a whole or a specific group of Americans. A good place to begin looking for a topic is in current magazines, newspapers, and non-fiction television. Some possible topics are:

- Abortion and Planned Parenthood
- Affirmative Action
- Aids
- Alcohol Abuse
- Animal Rights
- Capital Punishment
- Censorship and Intellectual Freedom
- Children’s Rights
- Civil Rights
- Cyber Terrorism
- Disaster Response
- Divorce Rates
- Drug Trade
- Educational Standards
- Environmental Protection
- Flag Burning
- Foreign Business Competition
- Gangs
- Genetic Engineering
- Global Warming
- Gun Control
- Homelessness
- Immigration
- Invasion of Privacy
- Medical Concerns
- National Fiscal Budget
- Organ and Body Donation
- Religious Faith in Schools
- Racial Tensions
- Teenage Pregnancy Rates
- Youth Suicide
Grade 10: Philosophical or Religious Issue

$10^{th}$ Grade students must select a philosophical or religious issue. A good place to begin looking for a topic is in philosophy and religious magazines, speaking with a pastor, or listening for these types of debates on non-fiction television or radio broadcasts. Some possible are:

- Evolution: Fact or Fantasy?
- Is Psychology Biblical?
- Aren’t All Religions Basically the Same?
- Has Christianity had a Bad Influence on World History?
- Do Miracles Exist?
- Does the Bible Support a Just War?
- Is Beauty in the Eye of the Beholder?
- How does Christianity Relate to Hinduism?
- How does Christianity Relate to Islam?
- Does the Bible Contain Errors?
- Is There Evidence of Life After Death?
- Is the New Testament Trustworthy?
- Why So Many Denominations?
- Did Jesus Really Rise from the Dead?
- How is Jihad Understood in Islam?
- Does the Bible Teach Reincarnation?
- What is Natural Law?
- How Can We Know Anything at All?
- Is Christian Science (the religion) Compatible with the Bible?
- What Does the Bible Teach About Homosexuality?
- How Can the Bible Affirm Both Divine Sovereignty and Human Freedom?
- How Should a Christian Understand the Role of Government?
- Are the Teachings of Jehovah’s Witnesses Compatible with the Bible?
Grade 11: Political Headlines

11th Grade students must select a political headline. The thesis needs to reflect a current national or international political issue. A good place to begin looking for a topic is in current magazines, newspapers, and non-fiction television.

- Abortion and Planned Parenthood
- African Politics
- Afghanistan government
- Affirmative Action
- American Allies in Middle East
- Aquaculture
- Alternative Energy
- Bankrupt States
- Capitalism
- Chinese Politics
- Classified leaks
- Cyber Terrorism
- American Troops stationed overseas
- European Bankruptcy
- Homeland Security
- Health Care
- Internet Neutrality
- Oil supply and demand
- Eco-friendly initiatives
- Housing Market
- Inflation
- Korean Policies
- Social Security
- Same-Sex Marriage
- Political scandals
- Israeli and Palestinian Peace
- National High Speed Internet Access
- Emerging Political Parties
- Post-Cold War relationship with Russia
- Stem Cell Research
- Religion and government
- Sunni and Shiite relations
- Political Parties both national and international
GRADE 12: THE SENIOR PRACTICUM & CAPSTONE PROJECT

The Senior Practicum & Capstone Research Paper is an important element of the Senior Practicum & Capstone Project since it provides the foundation for the Senior Practicum & Capstone Design Project. The focus of the research paper will be based upon either your Life Assessment career goals or another area of interest that requires you to create a solution to a problem or need. The three-fold goal for the research paper is as follows:

1) Provide background information on your career interest or area of interest. Be sure to explain why you want to pursue this particular career and why you are attracted to this career field. Your background information should assume that your audience is not familiar with your career field. Make sure you research your career field instead of assuming you know all aspect of your career field or area of interest.

2) Identify an issue, problem, need, or concern with your career field or area of interest. You should not only research the issue, problem, need, or concern within your career field, but you should give detailed information. Identifying the issue will serve as the basis for your Senior Practicum & Capstone Project Design.

3) Make recommendations or provide solutions for change. This portion of your paper should be original and thought through thoroughly. Your recommendations will be essential to your Senior Practicum & Capstone Project Design.

The School of Rhetoric Senior Practicum & Capstone Project is an individual research project that requires each Senior Class student to research their proposed career field or area of interest, identify an issue, problem, or concern within their field, and then design a program that not only provides a solution, but also integrates a biblical worldview while drawing upon knowledge gained in and through their classes during their high school years.

Through the Senior Practicum & Capstone Project course design, students can gain internship experience as well as strengthen their skills in research, problem solving, and project design. The course design also provides students with an opportunity to solidify their written and oral presentation skills while understanding the realities of their proposed career and gaining insight into their God-given gifts and abilities. The Grade 12 School of Rhetoric Senior Practicum & Capstone Project is the culmination of the Grade 1-11 Thesis Presentation experience.
COMPONENTS OF THE SENIOR PRACTICUM & CAPSTONE PROJECT


THE LIFE ASSESSMENT
- Future Goals
- Obstacles to Achieving Goals
- Plans of Action to Overcome Potential Obstacles
- What You Want to Do vs. What You Want to Be

THE RESEARCH PAPER
- Introduction to Career Field or Area of Interest
- Background Information
- Issue, Problem or Concern in Career Field or Area of Interest
- Recommendations for Change
- Conclusion

THE PROJECT DESIGN
- Introduction
- Project Design
- Conclusions

THE PRESENTATION
- Introduction
- Background Information
- Issue, Problem, or Concern
- Project Design
- Conclusion

Each component has a series of grading rubrics that determines to what extent students have met or exceeded the requirements.

ALTERNATIVES TO THE SENIOR PRACTICUM AND CAPSTONE PROJECT
Students have the option of choosing a traditional thesis project. They must consult with their English instruction for permission PRIOR to selecting the thesis topic.
THESIS PAPER GUIDELINES

Formatting Criteria

Length:
- 7th Grade: Minimum of 7 pages (excludes cover sheet, dedication page, table of contents, abstract, and reference page)
- 8th Grade: Minimum of 8 pages (excludes cover sheet, dedication page, table of contents, abstract, and reference page)
- 9th Grade: Minimum of 9 pages (excludes cover sheet, dedication page, table of contents, abstract, and reference page)
- 10th Grade: Minimum of 10 pages (excludes cover sheet, dedication page, table of contents, abstract, and reference page)
- 11th Grade: Minimum of 11 pages (excludes cover sheet, dedication page, table of contents, abstract, and reference page)
- 12th Grade: Minimum of 12 pages (excludes cover sheet, dedication page, table of contents, abstract, and reference page)

Format (includes page layout)
- Grades 7 – 8: MLA Formatting and Style Guide
- Grades 9 – 12: APA Formatting and Style Guide

Rhetorical Style:
- Written with third person pronouns only - he, she, it, they
- Written using correct grammar, punctuation and style
- Written using formal language (no slang)
- Written without the use of contractions since this is a formal paper
# Project Schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Due Date</th>
<th>Task Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Thesis Overview

1. **Select a topic from your grade-level theme that interests you.**

2. **Make sure your specific thesis topic is not too broad or too narrow.**

3. **Turn your thesis topic into a question.**
The thesis is more than just a book report; it is a unique position on a selected topic that should lead into some new thoughts and ideas that may not have been considered previously. According to the *Reading and Writing Handbook for High School Students* (1999), you want to have a probing question. Even if you start with a general question such as “What is poverty?,” you may be interested in how poverty effects academic achievement during the high school years. Creating the question “How does poverty effect academic success during the high school years?” allows you to choose a position on your issue and to present your information from a unique perspective.

4. **Identify the audience for your thesis paper.**
Your audience determines how you will present your information. If your audience is unfamiliar with your topic you may have to define terms and provide background information so that they can see your thesis research from your perspective.

5. **Locate sources for your thesis.**
There are two types of sources: primary and secondary. Primary sources are original documents, texts interviews, speeches, letters, legislative bills, research reports, and eyewitness accounts. Secondary sources usually provide a comment or an analysis on a primary or original source. Sources for your thesis can be found through the library and reliable online sources.

Use the libraries online database to locate books and online resources. Use reference sources such as encyclopedias, biographical information, atlases, almanacs, dictionaries, newspapers, journals, and magazines. Visit your public library system and allow the librarians to assist you in your thesis process. Many librarians are eager to lead you to sources that will help you in your research process.
If you choose to use the Internet for research sources, make sure you evaluate the sources carefully and use guidelines for credible and reliable Internet sources. Please do not forget that there may be people within your community that you can assist you with your thesis research.

6. **Use a note-taking system for writing notes and for creating a bibliography.**
   School of Logic students will use index cards to take notes and to create bibliography cards. Students will follow the guidelines according to the *MLA Handbook for Writers of Research Papers.*

   School of Rhetoric students will create electronic summary-only and evaluative annotated bibliographies as well as follow the guidelines for APA style as set forth in the *Publication Manual of the American Psychological Association, Sixth Edition.*

7. **Research, read, and take notes for your thesis research project.**
   Create headings for your notes so that you can organize your information prior to creating your outline.

8. **Organize notes, create a working thesis statement, and create a working outline.**

9. **Revise thesis statement and write a final outline.**

10. **Write your first draft.**
    Compose your first draft as if it were your final copy. Include your introductory paragraph, your support paragraphs, and your concluding paragraph. Remember you must write in the objective, third person voice; do not use *I, me, you,* or *we.*

11. **Document sources to avoid plagiarism and to give credit where credit is due by using in-text or parenthetical citations.**
    Grade 7 and Grade 8 students will use the MLA style as outlined in the *MLA Handbook for Writers of Research Papers.* Grade 9 – 12 students will use the
APA style as outlined in the Publication Manual of the American Psychological Association, Sixth Edition. Documenting sources include a Works Cited, Works Referenced, or a Reference page. More details will be given in English class.

12. Revise and edit the thesis draft.

13. Proofread your final thesis copy before submitting it to your English teacher.

14. Make a copy of your thesis paper before submitting it to your English teacher.

15. Create a PowerPoint presentation of your thesis.
   Guidelines for PowerPoint presentations will be given in class, including the total number of slides and how much information to include on each slide.

   Remember that your formal thesis presentation will be presented before a panel of judges who will not only listen to your presentation but will also present you with questions about your thesis topic. Practice makes perfect!
EVALUATING SOURCES

Evaluating sources is a critical feature of the research paper process. You are looking for information from credible sources and credible authors, but how do you determine which sources from periodicals, newspapers, websites, and books to use. How do you whether the information is essential to your research project. Below are some questions that should aid you in the process of evaluating sources.

QUESTIONS TO ASK WHEN EVALUATING SOURCES

- Does the information come from a trustworthy and reliable source?
- Who is the author of the source?
- What are the author’s credentials?
- What is the author’s purpose for writing?
- Who is the author’s intended audience?
- What is the author’s perspective or bias on the subject matter for which he/she is writing?
- What is the author’s worldview based upon the information presented?

THE ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHIES

The information on annotated bibliographies is used with permission for OWL at Purdue. For a sample annotated bibliography, go to:
http://owl.english.purdue.edu/owl/resource/614/02/

Summary

This handout provides information about annotated bibliographies in MLA, APA, and CMS.

Contributors

Dana Bisignani, Allen Brizee

Last Edited: 2010-04-17 05:45:01
Definitions

A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation of each of the research sources. Depending on your project or the assignment, your annotations may do one or more of the following:

• **Summarize:**
  Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
  For more help, see our handout on paraphrasing sources.

• **Assess:**
  After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
  For more help, see our handouts on evaluating resources.

• **Reflect:**
  Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?
  Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor.

Why should I write an annotated bibliography?

To learn about your topic: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit.
To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

To help other researchers: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

Format
The format of an annotated bibliography can vary, so if you're doing one for a class, it's important to ask for specific guidelines. The bibliographic information: Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in either MLA or APA format.

The Annotations:
The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need more space. You can focus your annotations for your own needs. A few sentences of general summary followed by several sentences of how you can fit the work into your larger paper or project can serve you well when you go to draft.
Annotated Bibliography Example: The Process

The information on annotated bibliographies is used with permission for OWL at Purdue. For a sample annotated bibliography, go to:

http://owl.english.purdue.edu/owl/resource/614/02/

Summary
This handout provides information about annotated bibliographies in MLA, APA, and CMS.

Contributors
Dana Bisignani, Allen Brizee

Annotated Bibliography Sample

Below you will find a sample annotation from an annotated bibliography. Remember that the annotations you include in your own bibliography should reflect your research project and/or the guidelines of your assignment.

As mentioned elsewhere in this resource, depending on the purpose of your bibliography, some annotations may summarize, some may assess or evaluate a source, and some may reflect on the source’s possible uses for the project at hand. Some annotations may address all three of these steps. Consider the purpose of your annotated bibliography and/or your instructor’s directions when deciding how much information to include in your annotations.

Please keep in mind that all your text, including the write up beneath the citation, must be indented so that the author's last name is the only text that is flush left.

Sample APA Annotation


Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun.

Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing,
publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

In the sample annotation above, the writer includes three paragraphs: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research, respectively.

For information on formatting APA citations, see Purdue Online Writing Lab APA Formatting and Style Guide.
THE THESIS STATEMENT

Throughout your middle school and high school career, you have learned that the thesis statement is a complete sentence that gives your paper focus and direction. In addition to having a strong thesis statement that challenges your readers to think differently about your subject, your thesis statement also create tension. According to Ramage, Bean, & Johnson, creating tension in a thesis statement is best done by using “although” (43).

The following sentences show how a thesis statement can be created with and without tension.

**Question**
What effect has the cell phone had on our culture?

**Thesis without tension**
The invention of the cell phone has brought many advantages to our culture.

**Thesis with tension**
Although the cell phone has brought many advantages to our culture, it may also have contributed to an increase in risky behavior among boaters and hikers.

**Question**
Do reservations serve a useful role in contemporary Native American culture?

**Thesis without tension**
Reservations have good points and bad points.

**Thesis with tension**
Although Wilson Read Bird believes that reservations are necessary for Native Americans to preserve their heritage, the continuation of reservations actually degrades Native American culture. (Ramage, Bean, & Johnson 43)

Remember that a strong thesis statement will be crucial in helping your readers follow your argument.
WRITING YOUR PAPER

I. Abstract
The abstract is a brief summary of the paper.

II. Introduction
The introduction should answer the question “what is my paper about?’
Must include the following:
   a. A thesis statement for your topic
   b. General background information
   c. A capturing sentence to get the attention of the audience

III. Main Body
The body of the paper follows the map given in the introductory paragraph. The categories should be discussed thoroughly, using ideas, facts, and references from research to prove the thesis. Each paragraph in the body of the paper should contain the following elements.
   a. Topic sentence- this sentence states what you will discuss in the paragraph. After the first paragraph of the body of the paper, it should also contain a word or phrase of transition.
   b. The ideas written as statements
   c. Facts, statistics, and opinions taken form research to support and prove each idea. These are stated as paraphrases or quotations.
   d. Discussions of how these ideas and facts prove the thesis.
   e. Concluding statement for each paragraph that states what has been proven in that paragraph.
   f. Often a writer can combine step d and e or even step d throughout the paragraph, then conclude.

IV. Conclusion
A paper's conclusion does NOT repeat the introduction. It summarizes all that has been proven about the thesis and makes a final, significant, lasting statement about the importance of the topic-as seen through the eyes of a person with a Christian worldview.
   Your conclusion must include:
   a. What were the results of your research?
   b. How will your research benefit society?
   c. If you had a fallacy, how did you come to that conclusion?
   d. If you had an error, what do you think caused the error? What would you do next time to correct it.
V. Reference Page(s)
   a. Sources used for information or quoted in the body of the paper should be listed in a Reference page section immediately following the paper content.
   b. Cite works according to APA format.
   c. Cite any source in which the idea has impacted your paper.

VI. Plagiarism
   According to the APA Handbook, “To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize.” (Gibaldi 30)

   Your paper should:
   a. Reflect your thinking.
   b. Be presented in your own style.
   c. Use your own unique writing “voice”.

   When tempted to plagiarize consider the following:
   a. Citing sources gives your paper added ethos (credibility). It proves to the reader that you have researched your topic and that your thesis is trustworthy.
   b. Educators have a keen eye for spotting plagiarism. What may seem to you as a subtle, inconspicuous addition will be easily spotted by your teacher.
   c. Plagiarism will jeopardize the successful completion of your thesis, and result in the proper discipline from the academy.

   *Remember the reader wants to know your ideas.*

VII. Tables, Charts, Graphs, Illustrations
   Use charts, tables, graphs, or illustrations if they add to the content of your paper, support or clarify your ideas, or make your paper more interesting. Do not use charts, tables, graphs, or illustrations just to take up space. They will not be counted towards your page count.
"If you have an important point to make, don't try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time, a tremendous whack."

---Winston Churchill

**First Impressions**
Interesting subject matter is not enough to guarantee the success of a presentation. On the other hand, you know from listening to speakers yourself that some speakers are so good that they can hold your attention no matter what topic they are covering. The speaker’s appearance, posture/gestures, eye contact, and voice all contribute to the success or failure of a presentation.

**Appearance**
This is the first thing your audience will notice. Therefore, it is important to dress appropriately. Think of thesis presentation day as a job interview and dress accordingly. (Chapel Uniform Required). Dress comfortably so that you look and feel good without being flamboyant.

**Posture**
If possible, rest your notes on a desk or podium, so that if you are nervous, your notes do not quiver. Do not grab or lean on the desk or podium in order to give yourself a sense of security. Try not to pace, shift your weight from one foot to another, or jingle coins or keys. Any movements you make should be directly related to your topic. You do not want your audience to pay so much attention to unrelated movement that they lose track of what you are saying.

**Eye Contact**
Of course you look at your friends when you talk to them. When you give a speech, you should think of the audience as your friends and look directly at them. A person in the audience likes to think that the speaker is speaking directly to him or her; eye contact establishes this connection. Scan the room, looking right, left, and center. Remember, your audience wants you to succeed, and they can convey a feeling of encouragement to you through their eye contact.

**Voice**
Your voice conveys emotions and meaning in addition to the topic-related content. Use your voice to get and hold your audience’s attention. As you practice, think about:

- **Pitch**: vary pitch to convey meaning. People with continually high-pitched, low-pitched, or monotonous voices are hard to listen to. Record yourself while you speak and listen to the pitch of your own voice to see if it is pleasant and engaging.
- **Volume**: your audience must be able to hear you. Vary your volume so that everyone in the room can hear you at all times.
- **Pronunciation**: make sure you can pronounce all the words in your presentation accurately. If you are unsure, or constantly stumble over certain words, write them phonetically on your note cards.
• Enunciation: this refers to the clarity of your speech. Do not run words together or drop the ends of words. Watch for continuous use of words that do not add to your presentation; for instance, as you practice, count the number of times you say "like" during your speech and try to eliminate that habit.

• Rate: are you too fast, or too slow? Give your audience "think" time as you speak.

• Pauses: do not be afraid of brief pauses, and try not to fill them with "uh," "okay," or "ummm."

• Tone: convey your enthusiasm for your topic with your tone of voice. Your tone will make your audience enthusiastic about your topic too.

**Practice Your Presentation**

Having good note cards and knowing your subject are still not enough preparation for an oral presentation. The more you practice, the more comfortable you will be when you are standing in front of your audience. Use these methods to practice:

- Work out the kinks in a practice presentation with your advisor. You also will have opportunities to present to your mentor group.
- Deliver your speech in front of a mirror; notice whether or not you are using gestures appropriately.
- Use a tape recorder to analyze the effectiveness of your voice.
- Use a video camera to get a picture of what you look and sound like during your presentation.
- Do a dress rehearsal in the actual presentation room. Time yourself. Use your visual aids. Have a friend be your audience and give you feedback.

**But I'm Nervous Giving a Speech...**

Giving a speech can be a nerve-wracking experience, even for people who are used to doing it. Here are some tips to control anxiety:

- Practice, practice, practice. The best relief from feelings of anxiety is to feel prepared. This is not the time to wing it.
- Remind yourself that you are the expert on this topic. You have done the research, you have completed your project, and you are prepared.
- Remind yourself that your audience wants you to succeed. They want to hear you.
- They want to know what you have to say about this experience.
- Use relaxation techniques before your presentation. Take a few deep breaths before you begin speaking.
- Make eye contact with your mentor, advisor, friends, or parents at the beginning of your presentation, to get support and encouragement.
VISUAL PRESENTATION

Visuals allow your audience to more deeply connect with your thesis. School of Logic and School of Rhetoric students must create and present a Power Point presentation along with their oral presentation.

Consider these tips when creating your slide presentation:

a. Font size should be readable to your audience. In many cases 36pt font is the smallest font size you should use.

b. Slide backgrounds should not prevent your audience from reading your slide. If a prominent slide background is used be sure to put all text in a contrasting colored translucent textbox.

c. Contrast your font color and your background. Avoid using similar color font and background.

d. Do not rewrite your oral presentation on your slides. Use the slides to further develop your presentation’s main points. Attempt to keep your slides to thought provoking statements, pictures, and graphs.

e. Try to avoid excessive transitions. Remember the more elaborate the slides transitions the more that can go wrong during your presentation.

f. Practice your speech and power point. You must practice giving your speech in correlation with your slides. This will expose any flaws in your slides and allow you to present with utter confidence.

Your presentation must include (but is not limited to) these slides:

- Title Page
- Dedication Page
- Introductory Slide
- Supporting Slides
- Each of these slides needs to correlate with your presentation’s main points.
- Use these slides to support your speech with visuals, and thought provoking facts.
- Conclusion Slide

Specific guidelines for creating an effective PowerPoint presentation will be discussed in English class.
EVALUATION STANDARDS

Paper Evaluation Standards

Introduction

5 - Direction is clearly established and the reader has been effectively hooked.
4 - Direction is clearly established.
3 - Topic is mentioned, but focus is not clearly established.
0 - Topic is not clearly established.

Thoroughness of Research

5 - An obvious attempt has been made to go well beyond the minimum, reflected in the number of sources examined and depth of coverage in paper and presentation.
4 - Content meets or exceeds minimum requirements; however, additional research and development would have improved the quality.
3 - Coverage of topic meets minimum requirements, but opportunities to examine topic more thoroughly was missed.
2 - Several holes in coverage are apparent.

Christian perspective discussed

5 - Student clearly synthesized a Christian perspective of topic throughout the paper.
4 - Student discussed a Christian perspective of topic.
3 - Student mentioned a Christian perspective, but did not clearly discuss.
0 - Student did not mention a Christian perspective.

Clarity

5 - Topics easy to follow. It is purposefully organized with the pieces fitting together smoothly, and the content is clearly conveyed.
4 - Minor problems with sequence and/or clarity, but ideas come through effectively.
3 - Paper presents essential ideas relatively clearly, but transitions, sequence, and/or clarity may be weak.
2 - Serious problems following the writer's idea.

Support of Primary Idea

5 - Content is thorough and convincing from start to finish.
4 - Occasional holes in evidence/coverage, but paper is very thorough.
3 - Adequate support, but little attempt to go beyond that.
2 - Poor job of examining topic.
0 - The topic was not examined at all

Writer Used Quotes and Paraphrased Sources

5 - Writer's command of topic comes through. Experts are quoted. The material is paraphrased in a way that reflects comprehension.
3 - Occasional lapses in paraphrasing or too few quotes from experts, but writer's understanding comes through well.
1 - Writer has not convincingly proven command of the material by translating source information into his/her own words.
Writing Sophistication
5 - Excellent command of word choice, sentence variety, transitions, voice.
4 - Good overall command of sound.
3 - Inconsistencies: words may be used out of context; transitions may be missing, sentence structures may show too little variety, but sound is adequate.
2 - Shows very poor command of sound. Little indication that the paper was revised, edited, and proofread.

Conclusion
3 - Provides purposeful/meaningful conclusion.
2 - Ties things together adequately.
1 - Things are not wrapped up.
0 - "Just ends." No conclusion.

Spelling
3 - Virtually no spelling errors.
2 - Occasional problems (perhaps homonyms), but none as a result of failure to run spell-check.
1 - Sporadic errors are somewhat distracting.
0 - Unacceptable. Obviously no competent proofreaders have checked paper.

Capitalization/Punctuation
3 - Virtually no errors.
2 - Occasional errors (i.e., apostrophes in possessives, colons, semi-colons).
1 - Sporadic problems are somewhat distracting.
0 - Multiple problems.

Grammar/Sentence Structure
3 - Virtually no errors.
2 - Occasional errors.
1 - Sporadic problems are somewhat distracting
0 - Multiple problems.
THESIS PRESENTATION RUBRIC

*Please score the student using the following scale:*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1 = needs improvement</th>
<th>2 = below average</th>
<th>3 = good</th>
<th>4 = very good</th>
<th>5 = excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Physical Presentation</td>
<td>SCORE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student displays excellent posture by standing straight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student holds head up so that the face (especially eyes) may be seen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student stands with weight equally distributed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student has notes on podium or at chest level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student is dressed in the required attire and surpasses expectation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eye Contact</td>
<td>SCORE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student makes excellent eye contact with the panelist and audience members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student follows this procedure for eye contact: (1) looks at notes/passage (2) absorbs several words (3) looks up at one person and engage their eyes (4) looks down at notes (5) absorb several more words (6) look at another person and engage their eyes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate Gestures and Presentation Style</td>
<td>SCORE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student has great enunciation and pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student projects a pleasant pitch (not monotone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student uses silence &amp; pauses appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student draws the audience into his/her presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student keeps the audience’s attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student uses clear diction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student effectively uses non-verbal modes of communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbal Overview and Presentation Content</td>
<td>SCORE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student explains the main idea/purpose of presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student presents the material in a very clear, coherent, and organized manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student demonstrates excellent knowledge of the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student demonstrates great depth of understanding beyond the paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student demonstrates excellent critical thinking skills by providing exceptional responses to the questions posed by judges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student provides an excellent visual presentation that enhances the understanding of the content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student is very well prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**