

Author Studies: Lives, Works and Influence



On-Site Handbook
MSB Capstone Project
2018-2019

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MSB Capstone Project: A Core Curriculum Performance Event

Missouri School for the Blind is pleased to offer the MSB Capstone Project: A Core Curriculum Performance Event. MSB's Capstone Project is a year-long experiential project designed to help students develop the skills to manage and complete a multi-step, long-term project designed to transfer complex, abstract core concepts taught in the classroom to the world beyond school. During the MSB Capstone Project each student or group of students will research a topic, then design a project to be completed over the course of the school term. The MSB Capstone Project provides students with the opportunity to conduct an in-depth exploration into a topic of personal interest within a theme and apply grade-level core curriculum objectives as well as the Expanded Core Curriculum for the Blind and Visually Impaired objectives beyond the academic classroom. Each year the MSB Capstone Project focuses on grades 6-12 educational content and showcases the skills and abilities that will be expected of a successful post-secondary MSB student, employee and citizen. The Capstone Project addresses proficiency in core content knowledge, applied learning skills and support systems for all students. MSB staff will annually review assessment data and the Missouri Learning Standards to identify, target, challenge and specific goals and objectives for each year's Capstone Projects. Staff identify regular checkpoints throughout the year to help students evaluate their learning/progress, facilitate formative evaluation and provide feedback as well as re-teaching, re-direction, direct instruction, work samples etc. as needed. The implementation of the MSB Capstone Project recognizes the need to insure that all MSB students successfully complete a rigorous high school diploma program that gives them access to college or post-secondary training, whether immediately following high school or when and if they choose.

MSB Capstone Project Protocol

MSB Capstone Project: Each year MSB faculty and staff select a broad topic to serve as the umbrella for all student projects. All individual projects fall under the broad topic. MSB Capstone Projects have three major components:

- **Research ~ the Preparatory Phase:** Beginning in August of each year students are introduced to the broad topic and given an opportunity to discuss and brainstorm/select potential topics for their year-long project. Students will complete projects in small or whole group(s) first, then complete individual or small group projects as approved by the MSB Capstone Coordinator. All projects must be approved by the MSB Capstone Project Coordinator and MSB Administration.

Proposed Year 4 Broad Topic: *Author Studies: Lives, Works and Influence*

- **Scope of Student Projects:** The 2018-2019 Capstone topic, *Author Studies: Lives, Works and Influence*, is designed to introduce students to a variety of authors from the early 19th century through the mid-20th century and give students an opportunity to delve into the author's lives and works with a view of gaining a greater understanding of the impact time, place and current events (now historic events) had on their writings as well as the influence their writing had and continue to have on society. All Capstone participants will:
 - ✓ Read a minimum of two (2) books/works by the author from the approved list (mandatory titles are noted with an asterisk);
 - ✓ Write a 3-5 page Author's Portrait highlighting the author's life, works, influence and the impact history had on his/her writings (see Rubric for details);
 - ✓ Use and site at least two (2) sources to research the author and his/her work;
 - ✓ Complete and present a polished, cumulative, multi-media presentation using the HoverCam Pilot 3 Digital Podium HCP3 system to introduce their author (see Rubric for details).

Timeline

August:

- Staff will be given assignments for Phase I (Reading & Research) and Phase III (Writing & Presentation);
- Students will be introduced to the concept of Author's Study and be given an overview of the Capstone content for this year;
- Students will begin researching their authors;
- Students will begin reading mandatory selections.

September – December

*By September 15, 2018, all signed Parent Permission Forms and Code of Ethics/MSB Capstone Policies Acknowledgements must be turned into the Capstone Coordinator.

Reading:

- Students will continue to read mandatory selections;
- Students will begin reading optional selections from their author;
 - **NOTE:** Throughout the year students should be continually reading selections by their author. As a group you may choose to read another book, or you may choose to read a portion of another writing. If you need assistance please let us know. **Make sure you have planned well in advance so you can secure the items you need in the appropriate media for your students.**

Writing:

- Students will continue to research their author's;
- Students will complete a rough draft of their Author's Portrait (see Rubric for details).

Minimum Requirement: By Winter Break students should have completed all mandatory reading assignments and have written a rough draft and Works-Cited page for their Author's Portrait.

January – February

Reading:

- Students continue reading optional selections from their author;
 - **NOTE:** Throughout the year students should be continually reading selections by their author. As a group you may choose to read another book, or you may choose to read a portion of another writing. If you need assistance please let us know.
Make sure you have planned well in advance so you can secure the items you need in the appropriate media for your students.

Writing:

- Students will continue to research their author's;
- Students will complete a final draft of their Author's Portrait (see Rubric for details).

Minimum Requirement: By March 15, 2019, students should have read a minimum of two selections by their selected author and have completed their Author's Portrait. (Author's Portrait's should be submitted electronically to Mrs. Morris by end of business on March 15, 2019).

February – March

Reading:

- Students continue reading optional selections from their author as needed.

Oral Presentations:

- Complete a polished, cumulative, multi-media presentation using the HoverCam Pilot 3 Digital Podium HCP3 system to introduce their author (see Rubric for details).

April 1 – 19 and (only if needed) April 29-May 3, 2019

Oral Presentations:

- Students groups will present polished cumulative, multi-media presentation using the HoverCam Pilot 3 Digital Podium HCP3 system to introduce their author (see Rubric for Details).

*By April 19, 2019, all Capstone Notebooks should be completed and turned into Capstone Coordinator.

May 17- 23, 2019

- **Capstone On-Site Trip ~ Experiential Education Component:** MSB students and staff will travel to Massachusetts where students will be immersed in the world of the 19th and

20th century authors they have studied. For example, MSB's 2018-2019 Capstone participants will follow the footsteps of Thoreau as they traverse Walden Pond and explore the natural habitat that inspired *Walden*. Students will walk the Freedom Trail and the very path that Paul Reeve rode the night of his famous ride as detailed in Longfellow's poem *Paul Reeve's Ride*. Learners will visit the famous Plymouth Colony, home on Miles Standish, immortalized in yet another Longfellow Poem, *The Courtship of Miles Standish*, and an example of colony very similar to the Massachusetts Bay Colony described in Hawthorne's *The Scarlet Letter* and more.

While On-Site, MSB Capstone participants will be challenged to follow in the footsteps of the authors they have studied and begin following some of the same practices Thoreau, Hawthorne, Alcott, Longfellow and Miller practiced as they write their own stories.

MSB Capstone Project Definitions

Capstone Notebook: A written record/collection of the documents and other data that represents the student's Capstone Project journey.

Central Question: A question confirming the student's learning stretch and channeling the research to discover specific details about the Capstone topic.

Deadlines: Students/groups of students must meet all MSB Capstone Project deadlines and plan accordingly in order to assure their progress toward completion of the MSB Capstone Project. Failure to complete the preparatory phases of the MSB Capstone Project may result in the student losing the privilege to participate in the on-site portion of the Capstone.

Permission Forms: Securing permission to participate in the MSB Capstone Project is the responsibility of each student participant. Failure to have current signed permission from a parent or legal guardian may result in the student not being able to participate in all aspects of the MSB Capstone Project.

Plagiarism: The unlawful claiming of another person's work as the student's own. Any incidents of plagiarism are a violation of MSB Capstone Project Ethics Code and may result in expulsion from the MSB Capstone Project.

Thesis Statement: A statement that defines a research paper's focus and content. A well-written and engaging thesis is like a map; it will give the paper direction and help guide the writer's thoughts, focus his/her selection of sources, and direct the pertinent issues to address within the paper.

Topic: Subject of all phases of the student's work for the MSB Capstone Project.

Topic Approval: Each student/group of students will submit a Topic, Central Question and Project to be approved by the MSB Capstone Project Coordinator and the MSB Assistant Superintendent or her designee.

MSB Capstone Project Requirements for Successful Completion

Rough Draft

- 1) Research sources identified and approved by Capstone Coordinator;
- 3) Rough Draft or Detailed Outline.

Works Cited Page: All proof of research is documented on the Works Cited Page of the report.

Research Paper/Author's Portrait

- Two copies of final paper in Capstone Notebook;
- Electronic copy of final paper to Capstone Coordinator;
- Two sources minimum;
- MLA format;
- Between 3-5 pages, typed, double-spaced in 14 point font.

MSB Capstone Project

- Final Projects must be approved by the MSB Capstone Project Coordinator. Capstone Projects may be, but are not limited to, a *physical product, written product, performance event, teaching or leadership experience, physical experiment, or career-related project*;
- Project must show a learning stretch**, taking the student beyond what (s) he has ever done before;
- Project must be directly related to the research paper;
- Project must be fully completed by student, NOT by the teacher, mentor, parent, peer etc.

Capstone Notebook

- Signed MSB Capstone Project Approval Form;
- Signed Parent/Guardian Permission Form;
- Signed Code of Ethics/MSB Capstone Project Policies Acknowledgment;
- Long-Term Planning Checklist;
- Formative Self-Evaluation and Feedback;
- Rough Draft;
- Works Cited Page;
- Research/Author's Portrait;
- Research/Author's Portrait Rubric;
- Supporting Documentation: Outlines, interviews, etc.;
- Final Project ~ electronic copy;
- Final Project Evaluation Rubric.

Presentation/Final Project

- Between 10-15 minutes (total);

- Evaluated on content and delivery using a rubric;
- Appropriate Experiment/Projects/Presentation/Materials.

Phase 1: Research

~ The Preparatory Phase

Long-Term Project Checklist

Name: _____

Instructor(s): _____

Date Submitted: _____

Date Approved: _____

Step 1: Title of Project: _____

Targeted Date for Completion: September 15

Date Completed: _____

Approved (Instructor): _____

Step 2: Read the requirements for all components of the Capstone Project and reviewed the rubrics.

Targeted Date for Completion: September 15

Date Completed: _____

Approved (Instructor): _____

Step 3: Finalize and get specific research topic approved.

Targeted Date for Completion: September 30

Date Completed: _____

Approved (Instructor): _____

Approved (Capstone Coordinator): _____

Step 4: Develop ideas or guiding questions to guide research:

1. _____
2. _____
3. _____
4. _____
5. _____

Step 5: Identify potential sources of information (List types of resources, books, interviews, experts, internet sources, etc. ~ Be as specific as possible, this is just a starting point, you can change your sources as you learn more).

1. _____
2. _____

3. _____
4. _____
5. _____

Step 6: Describe your plan for taking notes and organizing your information.

Step 7: Provide an outline/ overview of what your final project will look like (Make sure you meet all of the requirements detailed in the Project Evaluation Rubric):

Step 8: List the creative ideas you plan to add to make this project your own.

Step 9: Check the timeline and due dates, as well as project requirements again to make sure you have adequate plans to complete all the parts of the project.

You are off to a great start ~ Good Luck!

Topic Selection Guidelines

When selecting a topic for any long-term project like the MSB Capstone Project, it is natural to feel overwhelmed by the number of possible research topics as well as the amount of information available to research. You may find yourself interested in a number of different topics or you may find that you don't know enough about a topic yet to decide what you want to research. This is perfectly normal. Even though the process is often overwhelming most students find that starting is exciting as well. One of the most critical keys to your long-term success is identifying a good topic. By following the simple Three-Step process below, you will be able to find a specific topic to guide your MSB Capstone.

Three-Step Process for Choosing a Topic

Step 1: Choose any topic or topics related to the umbrella topic. - "e.g. The Founding Fathers of America"

Step 2: Be a little more specific about your topic. - "e.g. Thomas Jefferson"

Step 3: Be a lot more specific about your topic - "e.g. Thomas Jefferson, author of the Declaration of Independence"

Generate at least 3 topic ideas. When you have a few topic ideas, choose the topic that you are most interested in and meet the requirements of the MSB Capstone. (See the Annual Capstone Proposal for starter ideas).

Creating a Thesis for a Research Paper

A strong research paper involves a process of establishing a claim and then proving it with logical reasoning, examples, and research. **The thesis statement is a guideline, a unifying element, for every research paper.**

Tips for Creating a Thesis:

1. Start simply. Write your thesis statement in a single sentence.
2. Answer a question. A simple guide to an effective thesis statement is an answer to a question: What am I trying to prove?
3. Narrow your topic. Focus your thesis statement on a limited aspect. For example, narrow a topic from “films” to “action films” to “Avatar” to “merits and flaws of Avatar.”
4. Be flexible. If your research indicates other, stronger possibilities, it is acceptable to change your thesis statement.
5. Verify your thesis statement. Obtain your instructor’s approval for your thesis statement before starting extensive research.
6. Do not “telegraph” a thesis. Avoid using a first-person phrase such as “I am going to prove” or “I hope to show.” An instructor knows this is your paper, and your point should be apparent through a strong thesis “statement” followed by supporting evidence.

Hints for an Effective Thesis Statement:

A strong thesis statement usually answers two questions:

- 1.) How?
- 2.) Why?

Consider the following examples:

Example 1

The process for a college student working on a research paper in the 1960s was very different from the process used by most of today’s college students.

This is a weak thesis statement. It does not tell us HOW the research processes are different.

Example 2

Because of advances in technology, today’s college student has many more resources for research papers than students had in the 1960s.

This statement is an improvement over Example 1 because it at least provides a reason for the differences: “advances in technology.”

Example 3

Because of the advent of the Internet and other electronic sources, the research process utilized by today’s college students for papers differs greatly from that of students in the 1960s.

This thesis statement provides more detail than the other examples and presents an argument that can be supported with specific supporting arguments: "the Internet and other electronic sources."

Sample Introductions and Thesis Statements:

Example 1

Hollywood has a long history of producing adventure films, including everything from King Solomon's Mines to Jurassic Park. Just as society has evolved, action films also have evolved, becoming more focused on visual effects than dialogue and emphasizing technology over storylines. The recent film Avatar is an excellent example of what is good and bad about modern adventure films. While Avatar has some obvious merits, there are also some significant flaws.

Example 2

King Arthur established the Knights of the Round Table. Alfred the Great provided us with a clear history during the Dark Ages. Richard the Lion-Hearted led the Crusades. The infamous Henry VIII established a new religion, uniting church and state. James I gave us a version of the Bible nearly 400 years ago, and it is still widely used today. Victoria ruled for sixty-three years at the height of British power. Monarchs have ruled and influenced England for centuries; however, perhaps none was as singularly responsible for the country's development as Queen Elizabeth I.

Example 3

The term "sports" evokes many images: tennis, golf, basketball, baseball, football, and bowling, to name a few. During any of these friendly challenges of skill, one can witness players bouncing, hitting, passing, dribbling, throwing, or rolling a ball in order to score points. One sport exists, however, where the object is to deliver blows to the body of another in order to score points. This sport is boxing, a brutal exchange of hooks, swings, and jabs that may eventually knock one athlete unconscious. Because of injuries, short- and long-term neurological damage, and ring deaths, the rules of professional boxing should be changed.

Example 4

We all get them. You may have one or many right now. Their name comes from Latin, and it means poison. They are not even truly alive, but they can certainly cause death. Viruses cause nearly one hundred diseases, yet most people do not understand exactly how they work in the human body.

Example 5

His name is John. In his senior year of high school, he was an honorable-mention All-American in basketball with a 3.2 grade-point average. Naturally, he was heavily recruited by colleges and universities, and his future seemed bright indeed. Within a few years, his brightness had blackened for one reason: drugs.

Format Guide for a MSB Capstone Research Paper

The MSB Capstone Research Paper is written in MLA format.

General Format Specifications (all pages)

- Double-spaced;
- One-inch margins;
- Last name and page number in upper right hand corner of all pages.

Title Page

- The title of the paper appears centered above the text;
- Author's name;
- Capstone Instructor's name;
- The name of the course (in this case: MSB Capstone);
- The current submission date; NOTE: The submission date will change with each draft you hand in..

MLA Citations

- Every source cited in the text must be documented in a Works Cited page at the end of the paper;.
- Author's name (or a key word from the title) is located in a parenthetical citation or in an introduction to the borrowed material;
- Page number(s) (if applicable) are always placed in the parenthetical citation;
- Parenthetical citations at the end of the sentence are followed by the appropriate punctuation mark (comma or period) [Unless you indent the entire quotation].

Punctuation

- Quotations of four or fewer lines are placed within double quotation marks.
- Quotations of more than four lines are indented ten spaces [1 inch] from the left margin. The text is double spaced. Use a comma or a colon after the last word in the text to mark the beginning of the quotation. The parenthetical citation for longer quotations follows the punctuation at the end of the last sentence of the quoted materials;
- Periods and commas are ALWAYS placed inside quotation marks;
- Question marks and exclamation marks not originally in the quotation go outside the quotation marks;
- If a parenthetical reference ends a line, place the period after the reference;
- Use single quotation marks to set off a quotation within a quotation;
- An ellipsis is used when omitting words, phrases or sentences from quoted material. Be sure that the omission of content does not substantially change the meaning.

General Format Specifications

- Spell numbers of one or two words [three, five million];
- Use numerals for numbers of more than two words [3.56 2,456 1,489 602].

Works Cited Page

- “Works Cited” [without the quotation marks] is centered at the top of the page;
- The Works Cited page is a separate page at the end of the paper;
- The Works Cited page double-spaced;
- The first line of the first entry is typed flush with the left-hand margin;
- The second and all following lines of the entry are indented one-half inch;
- The Works Cited page contains entries that are listed in alphabetical order by the first word in each entry.

Specifications for Content

- Paper has a strong thesis statement that is easily identifiable and well developed;
- Topic is clearly stated in the introduction to the paper;
- Topic sentences and supporting details are evident in each paragraph of the paper;
- The focus of the paper is research of a topic. Remember, the Capstone Paper is a Research Paper not an Essay or Opinion Paper;
- Minimum number of sources (3-5) is included on the “Works Cited” page;
- ALL borrowed material is cited.

Additional resources for writing a Research paper in the MLA format can be found at: <http://www.ccc.comnet.edu/library/mla/index.shtml>

Phase 2: On-Site

MSB Capstone Project:
A Core Curriculum Performance Event

Phase 2: Sample Itinerary

Date		Group Activity
May 18, 2018 ~ Friday	Travel Day	
May 19, 2018 ~ Saturday	AM: PM: Dinner: Evening:	
May 20, 2018 ~ Sunday	AM: PM: Dinner: Evening:	
May 21, 2018 ~ Monday	AM: PM: Dinner: Evening:	
May 22, 2018 ~ Tuesday	AM: 11th Grade PM: Dinner: Evening:	
May 23, 2018 ~ Wednesday	AM: PM: Dinner: Evening:	
May 24, 2018 ~ Thursday	Travel Day	

**A final itinerary will be distributed prior to the On-Site visit.

Presentation Guidelines

Final Project ~ The Summative Phase: In May/June of each year, participants will submit their completed final project designed to showcase their learning. Final products will include group activities, a research paper and presentation of the students' research as well as the work they completed on-site and throughout the Capstone Process. Final projects will be displayed in the appropriate format and available for the public to see.

Appendix

2018-2019 MSB Capstone Phase I & III Instructional Staff and Student Assignments

Author	Book(s)	Theme	Instructor	Students
Nathaniel Hawthorne	<i>*The Scarlet Letter</i> <i>The House of Seven Gables</i>	Transcendentalism, conflict, morality and ethics, pride, alienation from society, fate, family, justice and judgement, religion.	Goodsite & Albers	
Louisa May Alcott	<i>*Little Women</i> <i>Little Men</i> <i>Jo's Boys</i>	Transcendentalism, duty, self-sacrifice, charity, self-reliance and patience. She also touched on the themes of jealousy, fear and frivolity	Popp & Oestricker	
Henry David Thoreau	<i>*Walden</i> <i>Civil Disobedience</i>	Transcendentalism, naturalism, environmentalism, civil disobedience, conscientious objection, self-reliance, simplicity in living, independence.	Arnold & Haley	
Henry Wadsworth Longfellow	<i>*Paul Revere's Ride</i> <i>*The Song of Hiawatha</i> <i>*The Courtship of Miles Standish</i> <i>*I Heard the Bells on Christmas Day</i> <i>The Best Loved Poems of Longfellow</i> <i>Evangeline</i> <i>Tales of a Wayside Inn</i> <i>The Village Blacksmith</i>	Optimism, faith in the goodness of life, American life, history and culture.	Doyel & Cusumano	
Arthur Miller	<i>*The Crucible</i>	Intolerance, hysteria, reputation, group-think, and the power of lies and deceit. Good vs. evil, jealousy, religion, puritanical thinking, irony.	Murller & McKeown	

NOTE: On-Site Staff will be assigned at a later date.

Parent/Guardian Permission Form

In signing this Parent Permission Form, I hereby recognize that I, the parent(s) or guardian(s) of _____, have reviewed the contents of the Missouri School for the Blind Capstone Project and give my permission for my student to participate.

I understand that my student will be expected to complete all three phases of the MSB Capstone Project. I understand that failure to complete all or part of the Preparatory Phase may result in my student not being able to participate in the On-Site Phase of the Capstone.

Parent Signature: _____ Date: _____

MSB Capstone Project Code of Ethics

As a member of the Missouri School for the Blind school community, I understand that I am solely responsible for completing a MSB Capstone Project.

I recognize that **all** work related to this project must be originated by me/my team and me/my team alone. Honor and integrity exemplifies my responsibility for completing this project. Therefore, I pledge to the following:

- ✓ *I will take the MSB Capstone Project seriously and fully engage in all aspects of the project to the best of my ability.*
- ✓ *I will honestly reflect on my past educational experiences, skills and knowledge and select a Capstone Project that will represent a learning stretch, challenging myself beyond what I have accomplished before.*
- ✓ *I will hold myself accountable and take responsibility for completing my work in a timely manner.*
- ✓ *I will meet all MSB Capstone Project deadlines.*
- ✓ *I will learn research techniques and MLA (Modern Language Association) format as a component of the MSB Capstone Project curriculum and will prepare my paper in MLA format.*
- ✓ *I will write my own research paper. I will not use a paper or any information collected and/or organized by any other student or adult.*
- ✓ *I will complete all components of my project/product with potential guidance from my advisors.*
- ✓ *I will collect all required parent/guardian forms with authentic signatures for my MSB Capstone Project binder.*
- ✓ *I understand that plagiarism is the unlawful claiming of another person's work as my own. Furthermore, I understand that any incidents of plagiarism or a violation of MSB Capstone Project may result in expulsion from the MSB Capstone Project.*
- ✓ *I will conduct myself in a mature and respectful manner during all phases of the MSB Capstone Project.*

Student's Name (printed) _____

Student's Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

Formative Self-Evaluation

Student(s): _____

Self-Evaluation Date: _____ **Conference Date:** _____ **Advisor:** _____

Directions: Each MSB Capstone participant or groups will participate in a rigorous evaluation process designed to help them continuously evaluate their progress and monitor their learning throughout the Capstone Project. At least four times throughout the Capstone Project each participant should self-evaluate their progress and schedule a meeting with their advisor to review their progress and learning. Please complete the evaluation by placing a checkmark next to the appropriate below.

KEY: 1 = I'm Excellent ~ I have no concerns

2 = I'm Fair ~ I have had some struggles, but I am back on track and monitoring myself more closely.

3 = I'm in Trouble ~ I need to get it together and I need help doing so.

Criteria	Self-Evaluation			Advisor's Input
	1	2	3	
				* Add detailed notes including a plan to help students progress
1. I consistently display a positive attitude toward my Capstone Project, peers and Advisor.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. I understand the scope of the Capstone and have created short-term goals to help me and my team pace my work.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. I consistently think deeply about my MSB Capstone Project and reflect on my progress, learning and next steps.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. I work well independently and tap into my prior learning before asking others for help.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. I use collaborative skills when working with my peers and contribute to the project without taking over or checking out.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. I consistently adhere to timeline and complete steps in a timely manner.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

Components of an Author's Portrait

Notes: The 19th and 20th century authors you have been studying lived interesting lives that were influenced by the time and place in history they lived and the people they knew. Likewise, authors, writers and thinkers influence us, their audience, in our opinions, our thinking and ideas. Your research paper, for this year's Capstone, is coined an Author's Portrait because we want you to use language and research to paint a picture of the author you have been reading and studying this year. Below you will find a suggested outline of the type of information you may want to include in you Author's Portrait. Note that not every point is applicable to every author, but every point should be considered and included if applicable. Good luck ~ we are looking forward to learning more about your authors with you!

~ Mrs. Waddell & Mrs. Morris

- I. Introduction
 - A. Include a quote about or from your author
 - B. Explain the quote or its significance to the author
 - C. Relate the quote to your thesis
 - D. Thesis "_____ was an important and influential literary figure that had a positive/negative impact on...because..."

- II. Early life/Childhood
 - A. Birth
 1. When
 2. Where
 3. Parents
 - B. Early Education
 - C. Advanced Education
 1. Secondary School/College
 2. Significant friendships, mentors or tutors that influenced their ideas
 3. Travel
 - D. Significant events that impacted the person and/or author they would become

- III. Beginning of career/impact on the world
 - A. Who influenced the person to become who they were?
 - B. What started their career?
 1. Detail when and how they first entered the literary field; was this their primary career or secondary to something else?
 2. Explain any lessons they may have learned from that first event
 - C. What did they have to overcome to become who they were?

CONTINUE ON NEXT PAGE

- IV. Significant accomplishments
 - A. What did the person do to become famous/influential?
 - B. Detail several events or accomplishments
 - 1. Describe what they did or created
 - 2. The majority of the paper
 - C. Highlight any pitfalls or problems they encountered in their career

- V. What was the author's impact or influence on the world/America (positive or negative)
 - A. What aspects of American life are different because they lived?
 - B. Detail how our thinking and the way we live may have been changed, at least in part, because of your author's life and work

- VI. Lessons learned from their life (conclusion)
 - A. What personality traits did the author possess that made them great?
 - B. How can you apply those lessons to your life?
 - C. What makes this person someone to look up to?

*Please follow the outline above for your paper. Fill in the sub-details (1s and 2s) as you compile your information.

Author's Portrait/Research Paper Rubric

Student(s): _____

Submission Date: _____ **Advisor:** _____ **Capstone Coordinator:** _____

KEY: 1 = I'm Excellent ~ I have no concerns ~ I really went the extra mile!
 2 = I'm Fair ~ I worked on this criteria but did not do as much as I could have
 3 = I'm in Trouble ~ I did not adequately meet this criteria

Criteria	Self-Evaluation			Advisor's Input	Capstone Coordinator's Input
	1	2	3		
				* Add detailed notes including a plan to help students progress	
1. Paper adheres firmly to the MLA format.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. Paper reveals near-perfect conventions in grammar, punctuation and capitalization.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. Paper has a natural flow that maintains a clear focus.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. Paragraphs have a clear topic and supporting details that develop the main idea.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. Sentences and word choices are sophisticated, varied and precise.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. Has a thesis statement that states the paper's purpose in one sentence that is engaging and thought provoking.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
7. Has an introductory paragraph that is engaging, states the topic and previews the content of the paper.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
8. Demonstrates a logical, subtle sequencing of ideas throughout the paper. Transitions enhance the reader's understanding.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
9. Has a conclusion that is engaging, brings the research to a natural end, and restates the thesis.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
10. Research topic is a challenging stretch in learning that reveals new skills/knowledge.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

Final Project Rubric

KEY: 1 = I'm Excellent ~ I have no concerns ~ I really went the extra mile!
 2 = I'm Fair ~ I worked on this criteria but did not do as much as I could have
 3 = I'm in Trouble ~ I did not adequately meet this criteria

Criteria	Self Evaluation			Advisor's Input	Capstone Coordinator's Input
	1	2	3		
				* Add detailed notes including a plan to help students progress	
1. Student is well-prepared and took charge of the final presentation.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. Dress and personal appearance are appropriate.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. Introduction stimulates interest and adequately describes the Capstone topic.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. Presentation is well-paced and designed to maintain the viewers' interest throughout.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. The presentation is well-organized, developed and supported by the associated research paper.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. Presentation progresses logically with a clear beginning, middle and supported conclusion or end.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
7. Presentation Skills: Student uses appropriate eye contact, gestures, movement and posture.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
8. Speaking Skills: Student uses proper grammar, diction, rate of speech and vocabulary.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
9. Presentation is between 10-15 minutes in length.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
10. Final Project is a challenging stretch in learning that reveals new skills/knowledge.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

Capstone Notebook Checklist

- Signed MSB Capstone Project Approval Form;
- Signed Parent/Guardian Permission Form;
- Signed Code of Ethics/MSB Capstone Project Policies Acknowledgment;
- Long-Term Planning Checklist;
- Formative Self-Evaluation (monthly);
- Rough Draft of Author's Portrait (Research Paper);
- Title Page and Works Cited Page;
- Final Copy of Author's Portrait x2;
- Author's Portrait/Research Paper Rubric;
- Supporting Documentation: Outlines, interviews, etc.;
- Multi-media Presentation/Final Project ~ electronic copy;
- Multi-media Presentation/Final Project Evaluation Rubric.

Date Submitted: _____

Student: _____

Advisor: _____

Date Submitted: _____

MSB Capstone Project Coordinator: _____

Date Approved: _____

Additional Resources