

Humanities and Arts Signature Program



Senior Independent Project
Class of 2012

**Humanities & Arts Signature Program
Senior Independent Project Deadlines
For all Certificate Candidates: Class of 2012**

All deadline materials should be turned in to your Senior Seminar instructor unless otherwise indicated. Each of the following items has a corresponding cover sheet in your SIP Notebook which must be signed by your advisor BEFORE you submit the material to your SIP instructor. Material that has not been reviewed by an advisor will not be accepted for submission unless prior arrangements are made with your instructor.

Please note that it is the responsibility of the student to contact the SIP Advisor to schedule meetings for research and writing discussions. You *must* allow your advisor enough time to review the material and discuss it with you.

First Quarter Deadlines

- 9/2/11** Student Contract/Parent Acknowledgment Form (Appendix A)
- 9/16/11** Updated Bibliography (Appendix B)
- 9/23/11** Updated Proposal Form (Appendix C)
- 10/19/11** Creative Project Submission #1 (Appendix D)
- 10/27/11** Outline (Appendix E)

Second Quarter Deadlines

- 11/18/11** First Developed Section Form (Appendix F)
- Rolling Deadline:** SIP Interview Form (Appendix G)
- 12/9/11** Second Developed Section Form (Appendix H)
- 12/9/11** Creative Submission #2 (Appendix I)
- 12/22/11** Draft due, with footnotes and works cited (two copies due) (Appendix J)
- 1/17/12** Final Copy due, with footnotes, works cited, abstract, cover sheet (three copies of your final SIP essay will be submitted) (Appendix K)
Creative Project Submission #3 (Appendix L)
Turnitin.com Report

Faculty Panel information will be given to SIP students on the first day of the new semester in Room 130A; panels will begin during the week of January 30, 2012 and continue to the middle of March. Once assigned, panels may not be changed unless weather or emergencies interfere.

Senior Independent Project Overview

Project Description

The Senior Independent Project (SIP) is the culmination of four years of study at Wootton High School and the springboard to your future. It is your opportunity to research in-depth a topic of importance to you and to present the results of that research in an essay or creative form to a panel of faculty members. The project may grow from a smaller project completed in one of your humanities or arts courses or from an outside interest, ***but it must represent a substantial extension of your expertise and knowledge of that area.*** Whatever the original source of your project, it must focus on a humanities or arts topic that can be thoroughly and skillfully completed by the end of the first semester of your senior year.

The final project will consist of one of the two following choices:

- A 18-20 page research paper complete with abstract, cover sheet, works cited sheet, and appropriate appendices (as needed).
- A 8-10 page research paper complete with abstract, cover sheet, works cited sheet, and appropriate appendices (as needed) **AND** a connected creative project *of substantial scope*. The creative project must be original and represent a *substantial extension of expertise and knowledge in a particular area*. All creative projects must be approved by the Program Coordinator before the student begins the project.

The SIP represents the culmination of your high school education because it prepares you for the independent research, writing, and oral presentation skills expected by universities. You should expect to spend 120 hours of private time researching, writing, and creating your presentation over the course of the year that you complete your SIP. Your **senior seminar instructor** will guide you in general research skills, collect and grade the required submissions, and evaluate the final copy of your research essay. Your **senior project advisor** – a Wootton humanities or arts teacher – will guide you in the research, writing, and oral presentation of your project. However, your advisor **may not** write, edit, proofread, or create any part of your project. He/she will function only as a guide. The project is **your** work and should demonstrate your college-level thinking, writing, and presentation skills that **you** have developed during your high school education in the H&A Signature Program. To ensure that you visit your advisor regularly, we require that your advisor sign off on various stages of your project as noted on the attached forms. This senior project also gives you a chance to explore a topic that may become the focus of your university education and to use college research facilities under the guidance of your senior humanities seminar instructor. Your SIP (research essay and creative project) is due in its entirety at the conclusion of the first semester of your senior year; **failure to complete the SIP at this time OR to pass the senior seminar will result in your withdrawal from the H&A Signature Program.**

The SIP is an intrinsic part of the Humanities & Arts Signature Program. The purpose of the requirements and procedures presented in this packet is to ensure that:

- All students and advisors fully understand the challenge presented by the SIP
- The degree of challenge is equivalent for all students
- The SIP makes appropriate demands on students
- There is equality in the assessment of SIPs within a subject
- Projects of similar quality in different subjects receive the same reward
- The reward is appropriate to the quality of the SIP¹

Project Defense

Your final project – both the written/research component and the oral/creative component – will be evaluated early in the spring semester of your senior year by a panel consisting of three faculty members: the H&A Program Coordinator, a faculty person within your project discipline, and a faculty person outside of your project discipline. Your project may earn one of four designations (which are delineated later in this packet): Meritorious, Distinguished, Satisfactory, or Unsatisfactory. A student who completes an unsatisfactory project will have one opportunity to revise the project; specific directions and due dates will be given at the panel review for the student to revise the project. If the student fails to complete the revision of the SIP by the designated date and/or to the designated specifications, he/she will not receive the Humanities & Arts Signature Program certificate. Colleges and universities to which a student has applied or been accepted will be notified that the student has not met the certificate requirements for the Signature Program. Meritorious projects may be showcased at the H&A graduation ceremony in May.

When you complete the project, you should have a sense of achievement because of the skills you have developed, the insights you have gained about your topic, the understanding you have developed about yourself as a scholar, and the self-confidence you have developed in oral presentation.

¹ This project packet is, in part, taken and/or adapted from the RMHS International Baccalaureate Program Extended Essay student booklet. While parts of the description and procedures are wholly original to the TWHS H&A Signature Program, many of the procedures have been adapted from the IB model as provided by RMHS.

Requirements and Regulations of the SIP

- 1) **Project.** Every Humanities and Arts Signature Program student must submit a Senior Independent Project as outlined above. Failure to do so by the designated date at the conclusion of the student's first semester of the senior year will result in a student's withdrawal from the program.
- 2) **Supervision.** It is the school's responsibility to ensure that each candidate submitting an SIP is supervised by a faculty member with appropriate qualifications and/or experience in the subject chosen by the student. The teacher providing this supervision is referred to as the candidate's SIP advisor and must not be related to the student.
- 3) **Plagiarism.** Plagiarism is defined as the submission for assessment of the unacknowledged work, thoughts or ideas of another person as the student's own. In order to avoid charges of plagiarism, students must always ensure that they acknowledge fully and in detail the words and/or ideas of another person. At the conclusion of the Senior Seminar, *all students will submit their work to Turnitin.com* to help ensure that no plagiarism exists.
 - *If your SIP has a substantial amount of plagiarism that is verifiable, you will fail the project and be withdrawn from the H&A Program.*
- 4) **Choice of Topic.** The SIP topic will be chosen by the student during the latter part of the junior year with the guidance of the junior seminar instructor. The topic must be submitted in writing to the H&A office and must be approved by the H&A Program Coordinator. Any changes made to the topic must also be submitted in writing to the H&A Office. **Topics MAY NOT be changed after September 15th of the senior year.**
- 5) **Creative Project.** The creative project must be directly or tangentially connected to the research essay. The student is encouraged to choose a project that will showcase skills or expertise that he/she already has by the beginning of the SIP project. Choosing a project in which the student has only nascent skills is not suitable for the SIP.
- 6) **Panel Defense.** The student must present an oral defense of his/her work to a faculty panel and earn at least a "Satisfactory" designation from this panel; if a designation of "Unsatisfactory" is earned, the student has one opportunity to revise and resubmit his/her work by a designated date and/or to the designated specifications to the H&A Office in order to earn a "Satisfactory" designation. **If a student fails to earn a "Satisfactory" designation, he/she will be withdrawn from the program. In that case, colleges/universities to which the student has applied/been accepted will be notified that the student has not finished the H&A Signature Program and thus the institution should not use the H&A experience as part of admission consideration.**

Supervision

The SIP Advisor has five principal responsibilities:

- To encourage and support the candidate throughout the research and writing of the extended essay
- To provide the candidate with advice and guidance in the skills of undertaking research
- To oversee the creative project, giving guidance as to the scope and quality of the project
- To ensure that the SIP is the student's own work
- To complete the supervisor's reports

The supervisor should help the candidates understand the relative importance of the SIP in the overall context of the H&A Signature Program. It is recommended that the students spend about 120 hours in total on the SIP over the course of the year he/she completes it. Since students will be faced with many other commitments during this year, the demands of the SIP may appear daunting at times. **An important role of the advisor is to offer encouragement, support and reassurance** during the preparation, writing, creating, and defense of the SIP.

The amount of time spent by the advisor with each candidate will vary depending on the circumstances, but will usually be between three and five hours in total. To help students organize the time they spend on the SIP, the H&A office has set internal deadlines for important stages in the creation of the SIP. This schedule of stages will permit advisors to maintain close contact with the candidates and includes assisting the student in the following areas:

- selecting the narrowed topic
- formulating the research question
- gaining access to appropriate resources
- completing the research
- drafting
- documenting all sources used in the research
- submitting the final version of the research essay
- providing guidance about the creation and completion of the creative project.

While the advisor is encouraged to discuss the topic and research question with the student, the student must be allowed to decide on the topic and research question and develop his/her own ideas.

The advisor is encouraged to read and comment on the drafts of the essay, but should not edit drafts for the student. *It is the student's responsibility to correct mistakes and verify the accuracy of the contents of the SIP.*

The advisor should meet regularly with the student, but *it is the student's responsibility to set up these meetings*. It is also the student's responsibility to ensure that the materials are given to the advisor with ample time for the advisor to read/comment/meet/discuss the material with the student.

The advisor should sign the submission cover sheets at each stage of the SIP preparation (copies of these submission cover sheets are attached to this document). Students may not submit the various portions of their project to the Senior Seminar instructors without the advisor's review of material and signature on these cover sheets.

The advisor is responsible for ensuring that the extended essay is the student's own work, by monitoring the progress of the essay and/or the creative project. In addition, the advisor should read the final version of the essay and review to final version of the creative project. If the advisor suspects that malpractice, such as plagiarism, has occurred, he/she must contact the Program Coordinator and provide the reasons for the suspected malpractice. The Program Coordinator will then take appropriate steps to deal with the malpractice. (This topic will be discussed further in a later portion of this packet.)

It may be necessary for the student to consult an external resource person during the preparation of the SIP. This is permissible but it is the responsibility of the candidate's SIP advisor to complete all the formalities described above.

Appropriate Topics for SIPs

Extended Essays

Change from Within: A Study of the Women's Movement in Afghanistan
and its Relationship with the West

Cholera: The Assailant of Victorian London

One Step Closer to Ionian Enchantment: Swarm Intelligence and its Applications in Human Society

Breaking News: *A Modest Proposal's* Emanating Presence in *The Daily Show's*
Satire of Journalism

From "Gilligan's Island" to "Lost": The Evolution of Violent Television and its Effect on Children

Tiling vs. Geometry: A Comparison of Ottoman and Mughal Islamic Architecture

Creative Projects with Short Research Papers

The Fruits of Frida: An Examination of the Artistic Influence of Frida Kahlo (with painting
exhibition)

America's First Prima Donna: Beverly Sill's Impact on Opera in America (with opera performance)

"Adventure Out There": The Archetypal Journey in Pixar Animation (with Tommy's Troupes
theatre camp)

Engagement: Using Theatre in the English Classroom (with Tommy's Troupes theatre camp)

The Significance of Improvisations in North Indian Classical Music (with vocal performance)

General Guidelines

The Nature of the SIP

The SIP is defined as an in-depth study of a limited topic within a subject. Its purpose is to provide students with an opportunity to engage in independent research and to explore an arts discipline creatively. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, on the exploration of the creative aspects of an artistic production, and on the overall presentation of the SIP. In the case of an extended research essay, 100% of the project designation will be derived from the essay; in the case of a shorter research essay with a connected creative piece, 49% of the final project designation will be derived from the essay, and 51% will be derived from the creative piece.

The Choice of Subject

It is advisable to choose the subject for the SIP before deciding what the topic or research question of the project will be. The subject chosen should be one of deep interest to the student, and one in which the student has sufficient knowledge and skills before he/she begins, especially in the case of the creative project.

Preparing the SIP

Choice of Topic

Students should choose a topic that is both interesting and challenging to them. The topic chosen should be limited in scope and sufficiently narrow to allow students to examine an issue or problem in depth. It should present the student with the opportunity to collect or generate information for analysis and evaluation. Students are NOT expected to make an original contribution to knowledge within a subject.

A broad topic is unlikely to result in a successful essay or creative project. A topic which requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an extended essay. Similarly, although a reliance on secondary sources is necessary, an essay which *only* provides a summary of such sources will not be successful. Writing a précis of a well-documented topic is unlikely to result in a successful essay.

The creative project should be in some way connected with the essay topic, either directly or tangentially. The scope and quality of this project should be of sufficient nature to allow the defense panel to evaluate the student's expertise and knowledge of his/her chosen field.

The Research Question

When an appropriate topic has been chosen, candidates should narrow the focus of the investigation and formulate a specific research question. By frequently

referring to this research question, students should be able to maintain the purpose and orientation of the investigation. Students are encouraged to formulate a challenging research question but to ensure that it can be explored within the constraints of essay length, time and resources available to them.

The Research Process

Owing to the diversity of subjects and the different approaches to research, this guide does not offer detailed advice on the methods and skills of research. However, a systematic process, shaped by the nature of the subject, is essential to generate and gather information and ideas that can be used to develop a convincing answer to the specified research question. *Minimum requirements for research are as follows:*

- 1) Students must use at least **two** primary sources for the extended essay and **one** primary source for the shorter research essay. Discuss possible primary sources with your seminar instructor OR your advisor.
- 2) Students must make at least one research trip to a university during the research process (in addition to MC).
- 3) Students must interview ONE professional in their SIP area as part of the research.

The Creative Process

Again, owing to the diversity of subjects possible for the creative projects, this guide does not offer detailed advice on the methods and skills necessary for the projects. However, students should understand that the process should be overseen by their faculty advisors to help ensure the quality and scope of their projects. The creative projects should be finished, depending on the nature of the project, by the end of the first semester of the senior year. In some cases, as with performances, the projects should be planned and practiced by this time, but may not be fully prepared until the oral defense is scheduled.

Please note: Each part of the SIP, both research paper and creative project, must be submitted to the senior seminar instructor with the appropriate cover sheet found in the appendix of this guide. Each cover sheet must be signed by the student's faculty advisor ***after*** the advisor reviews and discusses the material with the student. ***Material will not be accepted for submission unless accompanied by the signed cover sheet.***

The SIP Process Timeline

Research

**Junior Year:
Jan-June**

Topic
(consult with junior seminar leader)

Search for Sources

- Annotated Bibliography (using NoodleTools)
- Formal Proposal (includes research question)

**Senior Year:
June-Sept**

Conduct Research
(must include visiting a college/university library)

Reading/Notetaking
(use NoodleTools notecards OR highlight/caption method)

September-October

Reading/Notetaking
(use NoodleTools notecards OR highlight/caption method)

Outline w/ supporting details
(consult with advisor/senior seminar instructor)

Outline is due at end of the first quarter of senior year

Writing

**Senior Year:
November –
December**

Draft
Due in stages to your senior seminar instructor

FULL Draft Due in mid-December
Title Page
Abstract
Introduction
Body
Conclusion
Illustrations
Appendix
Documentation
(consult with advisor/senior seminar instructor)

December-January

Revising/Editing
(consult with advisor/senior seminar instructor)

Proofreading
(consult with Writing Center/teacher)

January

*Final Copy:
Panel Ready*
(submitted on review day of first semester Senior year)

Creative Project

**Junior Year:
Jan-June**

Topic
(consult with junior seminar leader)

Focus
(consult with advisor)

**Senior Year:
June-Sept**

Gather resources (experts, materials, supplies, models, line up helpers, etc.)

September-January

Creation of Project
(consult with advisor/senior seminar leader)

Evidence of progress on project will be due periodically throughout the semester; project **MUST** comprise part of the oral presentation in senior seminar

Project Completion
Evidence of completion presented at end of semester; unless a performance is being given

February

SIP Performance Evening
Panels for performers will occur shortly after the performance evening

Organizing the Essay

After careful outlining and drafting, the research essay should follow the structure described below:

Introduction

- some background information and an attempt to place the topic in an appropriate context
- a clearly and precisely stated research question
- a clear concluding statement of the thesis and argument

Body

- The essential feature of the body of the essay is the systematic development of a convincing answer to the research question.
- The length and subject of the essay will determine the number of body paragraphs.
- Sub-headings should be used to separate the major sections of the body.

Conclusion

- The conclusion must be clearly stated;
- Indicate issues, unresolved questions, and new questions that have emerged from the research;
- And attempt to connect the research to the world at large

Formal Presentation

The essay should be written in a clear, correct and formal style appropriate to a humanities or arts topic. The use of a word processor is required. Please note these specifications:

- **Cover sheet** (refer to models from class) with title, name, and the words “Senior Independent Project” and “Spring 2012”. Do NOT bold the title.
- **First page:**
 - skip 1/3 of way down from top (leave blank)
 - do not include a title
 - include a header with your last name and page number (e.g., Hanson 1)
 - Every page thereafter should include the header with name/page number
- **Justify** the text throughout
- **Use 12 pt. type, Times New Roman** font

Title

The title should be precise and scholarly in nature. Usually such a title would include a “catchy” sub-title, followed by a colon, followed by the main title. An example: *All That Glitters is not Gold: A Study of Color in **The Great Gatsby***.

Abstract

An abstract not exceeding one page (12 pt. type, double-spaced) must be included. It does not serve as an introduction but presents a synopsis of the extended essay, and **therefore should be written last**. It is designed to allow readers to understand quickly the contents of the essay.

The minimum requirements for the abstract are to state clearly the following:

- The reason for choosing this particular topic (one ¶)
- Where/how research was conducted; types of sources used (one ¶)
- The central idea(s) of the paper and the method of development (one ¶)

The abstract should be placed immediately after the title page and given the title “Abstract.”

Length of the Extended Essay

The upper limit is 22 pages for all extended essays. The upper limit includes the introduction, the body, and the conclusion, but does NOT include the following:

- The abstract
- Maps, charts, diagrams, annotated illustrations and tables
- Works cited sheet
- Appendices

Evaluators are not required to read material in excess of the upper limit.

Length of the Shorter Essay with Creative Project

The upper limit of the shorter research essay is 11 pages. The upper limit includes the introduction, the body, and the conclusion, but does not include the following:

- The abstract
- Maps, charts, diagrams, annotated illustrations and tables
- Works cited sheet
- Appendices

Evaluators are not required to read material in excess of the upper limit.

Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is labeled clearly and used effectively. Graphs, diagrams, tables and maps are effective only if they can be read and understood easily. All such material which is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and postcards is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point.

Illustrations may be used in the body of the text or after the text. Each illustration should be labeled Figure 1, Figure 2, etc., and referred to as such in the text.

Works Cited

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately as must visual material in the essay, derived from another source. A student's failure to comply with this requirement will be viewed as plagiarism and will therefore be treated as a case of malpractice.

The works cited sheet should include only those works, such as book and journals, which have been used in the text. Students are required to use Noodletools to create their works cited sheets.

Appendices

Appendices are not an essential section of the research essay; care should be taken to include all information of direct relevance to the analysis and argument in the main part of the essay. An essay should not constantly refer to material presented in an appendix as this disrupts its continuity. Appendices may be used at the student's discretion to include ancillary materials for the reader's benefit.

Use of other Media and Materials

The use of CDs or DVDs is acceptable; when submitting such media, students should include **three copies** for each of the faculty members on the defense panel.

**H&A Signature Program
Student Contract/Parent Acknowledgement Form**

Please return this signed form to the H&A Office by September 2, 2011.

Student: _____
Last name (please print) **First name**

I have read the guidelines for the SIP Research Project (and Creative Project, where applicable), and fully understand the nature and expectations of the Humanities & Arts Signature Program and Thomas S. Wootton High School for completion of this independent project. I will abide by the guidelines and timetable contained in this document. I will fulfill my responsibilities for meeting with my assigned SIP advisor(s). I will complete the SIP Research/Creative Project to the best of my abilities.

I understand that I must work independently to complete the requirements for the SIP Project. I must schedule time to meet with my SIP advisors on a regular basis. I will also adhere to the SIP calendar or make specific arrangements with the H&A Coordinator prior to published deadlines.

I know that if I withdraw from the H&A Signature Program *after* I have applied to colleges, the Program Coordinator must send a letter to said colleges stating that the student has withdrawn from the H&A Signature Program.

I understand that in order to graduate from the Humanities and Arts Signature Program I must complete the SIP Research/Creative Project and successfully defend it to a panel of faculty members.

Student's Signature **Date**

Parent/Guardian Acknowledgment

I have reviewed the guidelines of the SIP Research/Creative Project contained in this document with my student. I understand the importance of this assignment and the level of commitment required to successfully complete this project and will endeavor to support the efforts of my student to ensure the successful completion of the project.

I know that if my student withdraws from the H&A Signature Program *after* he/she has applied to colleges, the Program Coordinator must send a letter to said colleges stating that the student has withdrawn from the H&A Signature Program.

I understand that in order for my student to graduate from the Humanities & Arts Signature Program, he/she must complete the SIP Research/Creative Project and successfully defend it to a panel of faculty members.

Parent/Guardian's Signature **Date**

Parent/Guardian's name (please print)

**H&A Signature Program
Updated Proposal Form**

Name: _____

SIP Topic: _____ Advisor: _____

Extended Essay _____ Short Essay _____

Due Date: September 23, 2011

Responsibilities of the Student:

It is your responsibility to meet with your advisor prior to September 23, 2011 to discuss this updated proposal. *Your update must be typed in 12 pt. font and signed and dated by your SIP Advisor.* It is your responsibility to hand-deliver this completed form and all required materials to your SIP instructor during your scheduled class by the above-indicated due date.

To the SIP Advisor:

Please review the attached updated proposal. Feel free to write any comments or suggestions on this form. Please sign and date this form and please answer the questions below. Thank you for your time and effort!

1. Does the student have a “hook” at the beginning to engage the reader?
Yes No
2. Does the paragraph have a statement of why this study is important?
Yes No
3. Does the student effectively focus the study (appropriate to a 10/20 page paper)?
Yes No
4. Does the paragraph include the research question (may be put in statement form)?
Yes No
5. Does the student answer the research question?
Yes No
6. Is the method of development clear for the paper?
Yes No
7. Is the writing clear and effective?
Yes No
8. Comments:

SIP Advisor’s Signature

Date

**Humanities and Arts Signature Program
Creative Submission Form #1**

Please return this form to the H&A Office by October 19, 2011

Student: _____
Last name (please print)
First name

SIP Advisor: _____ SIP Topic: _____
Please print
please print

Responsibilities of the Student:

At this time, it is important to make sure that you have begun to complete your SIP Creative Project. Please write up a one-page description of the following:

- What your creative project will be when it is completed
- The materials you will need to complete the project (include people, music, lumber, nails, paint, film, etc.)
- What you have done thus far (be as specific as possible)
- Your plan for finishing the project by January. Set goals.

Please attach this one page description to the cover sheet and give a separate copy to your advisor for discussion.

To the SIP Advisor:

It is important to help the student make and set realistic goals to complete the creative project on time. Please read the description of the creative project and discuss his/her project timeline with the student. *At this time, if you think that the student should change the project OR does not have the necessary skills/time/access to resources to complete the project, please let the student know how to adjust the project so that he/she will be successful. Please also contact the Program Coordinator.* It is the responsibility of the student to return this form and all materials to the H&A Office by the indicated due date. Please answer the following questions:

- | | | |
|--|-----|----|
| 1. The student contacted you prior to October 19, 2011 to arrange a meeting to discuss the creative project? | Yes | No |
| 2. Is the creative project idea of sufficient scope and appropriate level of expertise expected for the SIP Project? | Yes | No |
| 3. Student has set realistic goals and a workable timeline to finish the creative project? | Yes | No |
| 4. Student has made a realistic list of materials needed (including people)? | Yes | No |
| 5. Student has necessary time/access to resources to complete the project? | Yes | No |
| 7. Is the student effectively showcasing his/her talents with this creative project? | Yes | No |

Comments and suggestions:

SIP Advisor's Signature

Date

**H&A Signature Program
Outline Form**

Name: _____

SIP Topic: _____ Advisor: _____

Extended Essay _____ Short Essay _____

Due Date: October 27, 2011

Responsibilities of the Student:

It is your responsibility to meet with your SIP Advisor prior to October 27, 2011 to discuss your working outline. After you meet with your advisor, you must revise your outline according to the discussion. It is your responsibility to hand-deliver this completed form and your finalized outline to your SIP instructor during your scheduled class by the above-indicated due date.

To the SIP Advisor:

Please review the attached SIP Research Outline and respond to the questions below. Feel free to write any comments or suggestions on this form. Please sign and date this form and return it to your advisee. Thank you for your time and effort!

1. The student contacted you prior to October 27, 2011 to discuss the outline.

Yes	No
-----	----

2. The outline includes the following:

<i>Thesis paragraph</i>	Yes_____	No_____
<i>Quotations/paraphrases from research</i>	Yes_____	No_____
<i>Identified sources/page numbers</i>	Yes_____	No_____

3. The outline demonstrates an adequate treatment of the indicated topic?

Yes	No
-----	----

4. Does the student use scholarly sources appropriate to the topic?

Yes	No
-----	----

5. Does the student have at least TWO primary sources (for extended essay) or ONE primary source (for shorter essay)?

Yes	No
-----	----

6. Does the student show evidence of contact with a professional in the SIP topic field?

Yes	No
-----	----

7. Does the student use a logical organization for the paper?

Yes	No
-----	----

8. The outline demonstrates a thorough and thoughtful investigation of the topic?

Yes	No
-----	----

9. Comments:

SIP Advisor's Signature

Date

SIP Interview Form
(No SIP Advisor Signature necessary)

Name _____

Project _____

Interviewee _____

Date of Interview _____

Time of Interview _____

Place of Interview _____

Reasons why this person is a professional in your SIP area:

Was this interview helpful for your project? Why or why not? Please be as specific as possible.

Please attach copies of your notes, e-mails, or transcripts of your interview to this sheet.

Student Name _____

Student Signature _____

Date Submitted _____

**H&A Signature Program
SIP Draft Cover Sheet**

Name: _____

SIP Topic: _____ Advisor: _____

Due Date: December 22, 2011

Copy 1 _____ Copy 2 _____

Extended Essay _____ Short Essay _____

Responsibilities of the Student:

It is your responsibility to meet with your SIP Advisor prior to December 22, 2011 to discuss your draft. After you meet with your advisor, you must revise your draft according to the discussion. It is your responsibility to hand deliver this completed form and your finalized outline to your SIP instructor during your scheduled class by the above-indicated due date.

To the SIP Advisor:

Please review the attached SIP draft and respond to the questions below. Feel free to write any comments or suggestions on this form. Please sign and date this form and return it to your advisee. Thank you for your time and effort!

1. The student contacted you prior to December 22, 2011 to discuss the draft?

Yes	No
-----	----
2. Is the draft complete (introduction, fully developed sections, notes, works cited)?

Yes	No
-----	----
3. Is the draft logical in organization?

Yes	No
-----	----
4. Are the facts/ideas correct in the paper?

Yes	No
-----	----
5. Are the sources appropriate for the topic?

Yes	No
-----	----
6. Is the paper well written?

Yes	No
-----	----
7. What can the student do to improve the essay? Please be as specific as possible.
(if it is more convenient, write the comments directly on the essay)

SIP Advisor's Signature

Date

**H&A Signature Program
SIP Cover Sheet**

Appendix K

Extended Essay _____ **Short Essay** _____

Copy 1 _____
Copy 2 _____
Copy 3 _____

Due Date: January 17, 2012

Name: _____

Advisor: _____

SIP Title: _____

Creative Project (if applicable): _____

**H&A Signature Program
SIP Cover Sheet**

Appendix K

Extended Essay _____ **Short Essay** _____

Copy 1 _____
Copy 2 _____
Copy 3 _____

Due Date: January 17, 2012

Name: _____

Advisor: _____

SIP Title: _____

Creative Project (if applicable): _____

**H&A Signature Program
SIP Cover Sheet**

Appendix K

Extended Essay _____ **Short Essay** _____

Copy 1 _____
Copy 2 _____
Copy 3 _____

Due Date: January 17, 2012

Name: _____

Advisor: _____

SIP Title: _____

Creative Project (if applicable): _____

**Humanities and Arts Signature Program
Creative Submission Form #3**

Student: _____
Last name (please print) First name

SIP Advisor: _____ SIP Topic: _____
Please print please print

Extended Essay _____ **Short Essay** _____

Due Date: January 17, 2012

Responsibilities of the Student:

At this point, you should be nearly finished with your creative project. Please write up a one-page description of the following:

- What you have done on your project since the last time you discussed it with your advisor.
- What changes you have made to the project (if any).
- What problems or challenges you have had; what has gone well.
- What you still need to complete before the panel presentation.

Please attach this one page description to the cover sheet and give a separate copy to your advisor for discussion. In addition, you must bring tangible evidence of your creative project (pictures, videos, audiotapes, or whatever else you can bring to show your advisor).

To the SIP Advisor:

At this point the student should have nearly completed the creative project. ***PLEASE MAKE SURE THAT YOU SEE THE CREATIVE PROJECT IN PERSON. IF IT IS NOT ACCEPTABLE FOR THE PANEL DEFENSE, PLEASE LET THE PROGRAM COORDINATOR KNOW IMMEDIATELY!*** Please read the description of what has been done and what he/she has left to do, and discuss it with your student. It is the responsibility of the student to return this form and all materials to the H&A Office by the indicated due date. Please also answer the following questions:

1. Has the student made progress on his/her creative project since the last time you met?
Yes No
2. Are you satisfied with the progress?
Yes No
3. Is the project of high quality?
Yes No
4. Do you think that the student will be able to complete the project by the panel presentation?
Yes No
5. Comments and suggestions:

SIP Advisor's Signature

Date

SIP Evaluation Rubric Extended Essay

In order for a paper to be deemed *at least* Satisfactory, it **MUST** include the following:

- title page, abstract, essay, MLA citation style, and works cited sheet (may also include appendices)
- no evidence of plagiarism
- nine or more appropriate sources of information
- at least 18 pages of content* (not including appendices/works cited)
*a student may have a *slightly* shorter paper (16.5+ pages) if the content is excellent. In that case, the appropriate designation is up to the discretion of the panel.
- in no case may a purely expository paper OR a poorly written essay with many distracting errors in grammar and mechanics be scored higher than Satisfactory.

More weight is given to the project descriptions printed below in **BOLD**; *italicized* words suggest the differences between levels.

Meritorious

- _____ creates a ***complex and intellectually rigorous*** argument
- _____ ***fully*** proves the thesis
- _____ demonstrates ***fully developed, cogent*** analysis
- _____ displays a ***strong*** understanding of the topic
- _____ contains ***serious, thorough, scholarly*** research
- _____ synthesizes material with ***confidence and skill***
- _____ maintains a ***clear*** distinction between borrowed words/ideas and own words/ideas
- _____ is organized in a way that ***enhances*** the argument
- _____ is stylistically *impressive*
 - _____ word choice is *elegantly* varied
 - _____ sentences *vary* in length and form
- _____ has *few* mechanical errors in either the paragraphs or the notes (need not be flawless)
- _____ is of appropriate length (18-20 pages) and has an appropriate number of sources (15+)

Distinguished

- _____ creates a ***solid, effective*** argument; takes on a less challenging task than a Meritorious paper
- _____ ***proves*** the thesis
- _____ demonstrates ***sound, sufficient*** analysis; may be less developed/cogent than a Meritorious paper
- _____ displays a ***clear*** understanding of the topic
- _____ contains ***mostly*** academic research; some sources may not be the best available for this study
- _____ synthesizes material ***capably***
- _____ maintains a ***clear*** distinction between borrowed words/ideas and own words/ideas
- _____ is organized in a ***logical, coherent*** manner; may not be the most effective organization for the argument
- _____ is stylistically *mature*, but may have some lapses in diction or syntax
- _____ has *some* mechanical errors in either the paragraphs or the notes
- _____ is of appropriate length (18-20 pgs.) and has an acceptable number of sources (12-14)

Satisfactory*

- _____ creates a *simplistic* or *somewhat obvious* argument OR is *expository* in nature
- _____ *attempts* to prove the thesis; may not fully prove it
- _____ demonstrates *uneven, inconsistent, or superficial* analysis
- _____ displays *some* understanding of the topic; knowledge and understanding may *occasionally falter*
- _____ contains *some* scholarly research; some sources may be merely adequate for task
- _____ synthesizes material *acceptably*
- _____ *mostly* maintains distinction between borrowed words/ideas and own words/ideas; student has a willingness to correct any citation lapses
- _____ is organized *adequately* but organization does not enhance the argument
- _____ displays *immature* stylistic control; contains lapses in diction or syntax
- _____ has mechanical errors in either the paragraphs or the notes
- _____ may be *slightly* shorter than the required length of 18-20 pages (but no fewer than 16.5 pages) and have a satisfactory number of sources (9-11)

**In no case may an expository essay OR a poorly written essay with many distracting errors in grammar and mechanics be scored higher than Satisfactory.*

Unsatisfactory

- _____ creates a *simplistic, basic* argument OR is *expository* in nature
- _____ thesis is *unclear* and/or *unproven*
- _____ demonstrates *superficial* or *inadequate* analysis
- _____ displays *shallow* understanding of the topic
- _____ contains *little* scholarly research
- _____ has *difficulty* synthesizing sources
- _____ maintains *some* distinction between borrowed words/ideas and own words/ideas; student has a willingness to correct any citation lapses
- _____ is *disorganized*
- _____ displays *immature* stylistic control; contains serious lapses in diction or syntax
- _____ has *numerous* mechanical errors in either the paragraphs or the notes
- _____ is *significantly* shorter than the required length of 18-20 pages (fewer than 16 full pages); unacceptable number of sources (8 or less)

SIP Evaluation Rubric Shorter Research Essay with Creative Project

In order for a paper to be designated *at least* Satisfactory, it **MUST** include the following:

- title page, abstract, essay, MLA citation style, and works cited sheet (may also include appendices)
- no evidence of plagiarism
- five or more appropriate sources of information
- at least 8 pages of content*
*a student may have a *slightly* shorter paper (7 pages) if the content is excellent. In that case, the appropriate designation is up to the discretion of the panel.
- in no case may a poorly written essay with many distracting errors in grammar and mechanics be scored higher than Satisfactory.

More weight is given to the project descriptions printed below in **BOLD**; *italicized* words suggest the differences between levels.

Meritorious

- _____ creates a ***complex and intellectually rigorous*** argument or discussion
- _____ ***fully*** proves/develops the thesis
- _____ demonstrates ***fully-developed, cogent analysis or insightful commentary***
- _____ displays a ***strong understanding*** of the topic
- _____ contains ***serious, thorough, scholarly*** research
- _____ synthesizes material with ***confidence and skill***
- _____ maintains a ***clear distinction*** between borrowed words/ideas and own words/ideas
- _____ is organized in a way that ***enhances*** the argument/discussion
- _____ is stylistically ***impressive***
 - _____ word choice is ***elegantly*** varied
 - _____ sentences ***vary*** in length and form
- _____ has ***few*** mechanical errors in either the paragraphs or the notes (need not be flawless)
- _____ is of appropriate length (8-10 pages) and has an appropriate number of sources (8-10)

Distinguished

- _____ creates a ***solid, effective*** argument/discussion; takes on a less challenging task than a Meritorious paper
- _____ ***proves*** the thesis
- _____ demonstrates ***sound, sufficient*** analysis or commentary; may be less developed than a Meritorious paper
- _____ displays a ***clear*** understanding of the topic
- _____ contains ***mostly academic*** research; some sources may not be the best available for this study
- _____ synthesizes material ***capably***
- _____ maintains a ***clear distinction*** between borrowed words/ideas and own words/ideas
- _____ is organized in a ***logical, coherent*** manner; may not be the most effective organization for the argument/discussion
- _____ is stylistically ***mature***, but may have some lapses in diction or syntax
- _____ has ***some*** mechanical errors in either the paragraphs or the notes
- _____ is of appropriate length (8-10 pgs.) and has an acceptable number of sources (6-7)

Satisfactory*

- _____ creates a *simplistic* or *somewhat obvious* argument or discussion
- _____ *attempts to prove or develop* the thesis; may not fully do so
- _____ demonstrates *uneven, inconsistent, or superficial* analysis/commentary
- _____ displays *some understanding* of the topic; knowledge and understanding may occasionally *falter*
- _____ contains *some* scholarly research; some sources may be merely adequate for task
- _____ synthesizes material *acceptably*
- _____ *mostly* maintains distinction between borrowed words/ideas and own words/ideas; student has a willingness to correct any citation lapses
- _____ is organized *adequately* but organization does not enhance the argument/discussion
- _____ displays *immature* stylistic control; contains lapses in diction or syntax
- _____ has mechanical errors in either the paragraphs or the notes
- _____ may be *slightly* shorter than the required length of 8-10 pages and have a satisfactory number of sources (5)

**In no case may a poorly written essay with many distracting errors in grammar and mechanics be scored higher than Satisfactory.*

Unsatisfactory

- _____ creates a *simplistic, basic* argument/discussion
- _____ thesis is *unclear and/or unproven*
- _____ demonstrates *superficial or inadequate* analysis/commentary
- _____ displays *shallow* understanding of the topic
- _____ contains *little* scholarly research
- _____ has *difficulty* synthesizing sources
- _____ maintains *some* distinction between borrowed words/ideas and own words/ideas; student has a willingness to correct any citation lapses
- _____ is *disorganized*
- _____ displays *immature* stylistic control; contains serious lapses in diction or syntax
- _____ has *numerous* mechanical errors in either the paragraphs or the notes
- _____ is shorter than the required length of 8-10 pages; unacceptable number of sources (4 or less)

SIP Evaluation Creative Project

Meritorious

- _____ displays **excellent** use and control of the conventions of the particular form of expression
- _____ represents serious, original work and/or a **highly skilled** performance that has **significantly extended** the student's skill in a particular creative area
- _____ demonstrates a **high** level of expertise
- _____ demonstrates evidence of **excellent** preparation and effort

Distinguished

- _____ displays **solid** use and control of the conventions of the particular form of expression, but **skills may be less developed** than those for the meritorious projects
- _____ represents **serious**, original work and/or a **skilled** performance that has **extended** the student's skill in a particular creative area
- _____ demonstrates a **solid** level of expertise
- _____ demonstrates evidence of **solid** preparation and effort

Satisfactory

- _____ displays **inconsistent** use and control of the conventions of the particular form of expression
- _____ represents some original work and/or an **adequate** performance that has **somewhat extended** the student's skill in a particular creative area
- _____ demonstrates **some** expertise
- _____ demonstrates evidence of **some** preparation and effort

Unsatisfactory

- _____ displays **inconsistent** and **ineffective** use and control of the conventions of the particular form of expression; may feature **under-developed** skills for a project of this significance
- _____ represents little to no original work and/or a **sub-standard** performance that has **not extended** the student's skill in a particular creative area
- _____ demonstrates **very little** expertise
- _____ demonstrates evidence of **little** preparation or effort

Final Evaluation of SIP Creative Projects and Shorter Research Papers

The faculty panel will use the grid below as a guideline to determine the overall level of performance for an SIP creative project/short research paper. The panel will then determine if that level is holistically appropriate for the project.

Creative Project = 51% of grade

(more weight given to CP to determine a trend designation)

Research Paper = 49% of grade

Key: CP = Creative Project

M = Meritorious

S = Satisfactory

RP = Research Paper

D = Distinguished

U = Unsatisfactory

CP	RP	Final
M	M	M
M	D	M
M	S	D
M	U	S/D (with re-do)*
D	M	D
D	D	D
D	S	D
D	U	S (with re-do)
S	M	D
S	D	S
S	S	S
S	U	S (with re-do)

*At discretion of panel

If a student earns an Unsatisfactory level for the paper part of the project, he/she must re-do the paper and resubmit it for evaluation. Dates and requirements for resubmission will be given at the time of panel discussion.

An evaluation of Unsatisfactory on the Creative Project will result in automatic failure for the SIP, which means that the student will be unable to complete the Humanities & Arts Program.