Q.U.E.S.T.



**A Career Exploration Research Project**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Dear Future Graduate,

j0359597This is it! You are about to graduate. You will go out into the world: vote, earn a degree, work, join the military, or travel wherever life takes you. All you have to do is finish Q.U.E.S.T. It is my sincerest hope that every opportunity that life has to offer is available to you. Doing Q.U.E.S.T. is part of being prepared for life. You need to be able to write a research paper. You should be able to find answers to a question, and communicate your findings clearly and effectively. Being able to speak in front of people is important. Q.U.E.S.T. is the culmination of everything you have ever learned. I have found that in life you can never be sure where your journey will take you, so it is best to be prepared for anything. To make this process more meaningful, you will research a career path of your choice. Most of you will choose your intended college major. By completing this project, you will learn what your intended major entails. You will also have the opportunity to experience this career first hand. You may find that you love what you have chosen, if you do, you are one of the lucky ones. Others may find that this is not the career for them. Either way, by completing Q.U.E.S.T., you will leave high school with the essential skills needed to be successful in life.

This Q.U.E.S.T packet is like your child. Don’t lose it, or leave it lying around unattended. You will not get another one. This paper is a prerequisite to your diploma and to your future success, so treat it as such. Think about it. It is time to look deep inside yourself and see what you are made of. If the view isn’t very promising give yourself a pep talk, pull yourself together, and do well anyway. The whole school is rooting for you. We have a cap and gown with your name on it. Your family is waiting to celebrate, the teachers are waiting to congratulate you, and your classmates want to look around and see you walk across the stage. Good Luck!

**What Is Q.U.E.S.T.?**

**Q.U.E.S.T. is an acronym for Question, Understand, Explore, Service, and Technology**

Q.U.E.S.T. is the title of your senior project. Q.U.E.S.T. consists of a question that you develop, and through research -*answer*. Q.U.E.S.T. parts include: Development, Research, Writing, Service, Reflection, and Presentation.

**“What are the different parts of Q.U.E.S.T.?”**

* Question
  + Brainstorming
  + Deciding on potential topics
  + Asking Questions
* Understand
  + Narrow and choose topic
  + Creating a thesis
  + Concept Mapping
* Explore
  + You must read books, magazines, articles, newspapers in search of information that supports your thesis
  + You will collect data and organize that data, so that it can become part of your paper
  + Writing8-10 perfect pages of typed research
  + Thesis
  + Introductory paragraph
  + Body paragraphs with topic sentences, supporting details, concluding sentences, transition words
  + j0411866Quotes/Citations
  + Concluding paragraph
  + Works Cited page
* Service
  + Internship of 10 hours
  + Reflection 2-3 pages
  + Resume
* Technology
  + **Presentation** 5-7 minutes
  + You present the findings of your research
  + Multimedia presentation utilizing PowerPoint
  + Practice and learn public speaking skills and techniques

**“Why do we have to do Q.U.E.S.T.?”**

Q.U.E.S.T. is directly associated with many of the benchmarks for senior English. It is also a very valuable learning opportunity in which you gain hands-on experience as well as learn aspects of research and presentation. You will need to manage your time, be organized, and responsible to complete Q.U.E.S.T. The skills you learn through Q.U.E.S.T. will help you in college, your career, and in life.

**“When is Quest Due?”**

Each part of Quest is due at a different time. Please refer to your schedule for deadlines and due dates. We will set the due dates and schedule as a class creating a self-paced project format. Each student will draw a number to select the date of his/her presentation. If any part of your Quest paper is late it will only be counted for half credit. Late materials are just not acceptable. If you are not prepared for your one-on-one conference you can meet with the materials that you have, or your appointment will be cancelled.

**“What if I need assistance between conferences?”**

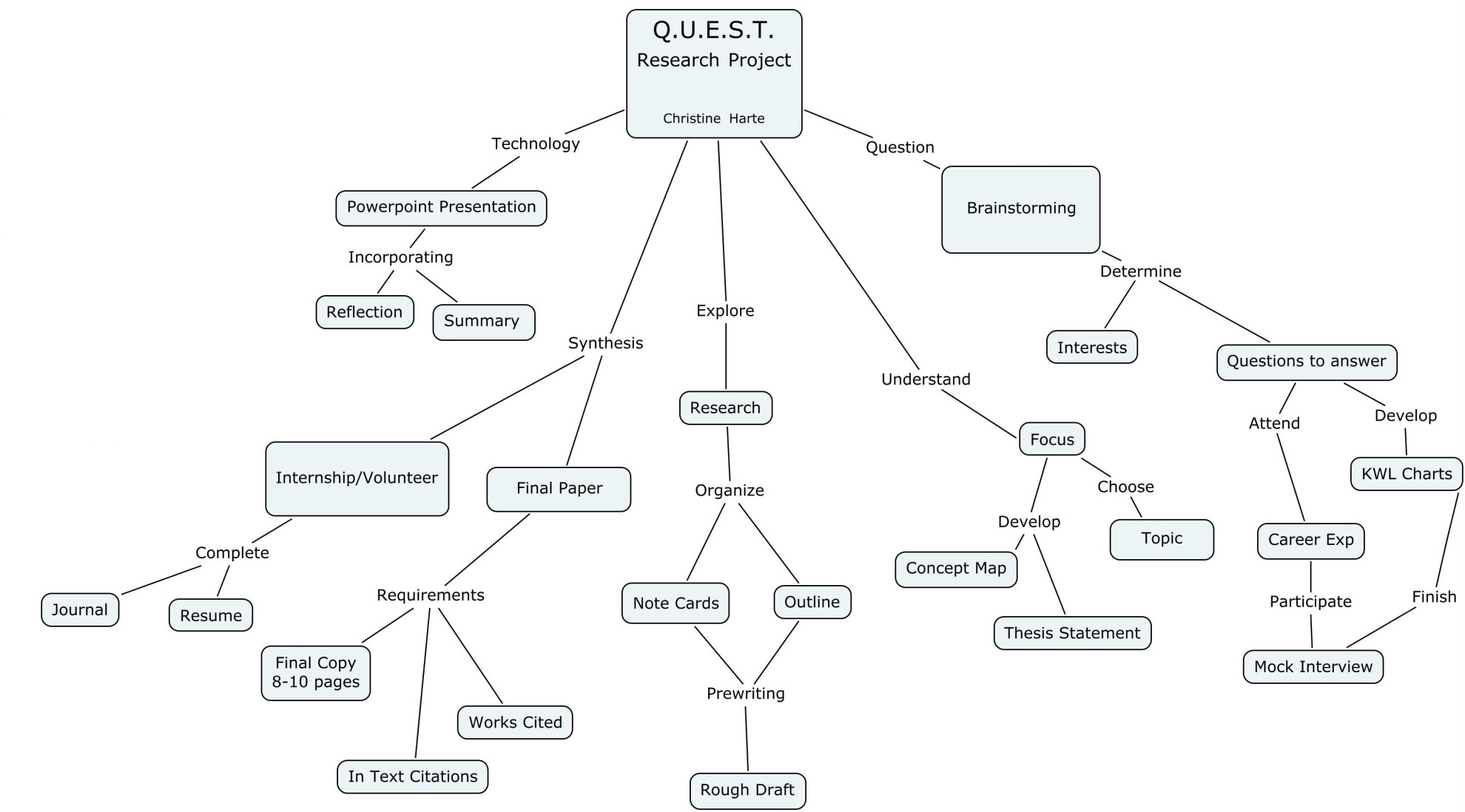
You should use Criterion Writing. You can get help from another teacher, or classmate. I have fifty seniors, and will see each eight-page paper three times. You do the math! I can help you with specific aspects of your paper, but I will not be reading each students paper more than three times. You may make an appointment with me during planning period hours, before school, and after school. You must sign up for an appointment at least three days in advance or risk hearing the word no.

**“How do I decide what to write about?”**

You choose a topic and ask a question. Whatever you choose, choose wisely, because your life will revolve around this topic for the next ten weeks. Students have been spotted skipping lunch to work on Q.U.E.S.T., they have dreams about Q.U.E.S.T., they stay up all night typing Q.U.E.S.T., and some have even shed a tear or two over Q.U.E.S.T. But on the bright side you are in charge of choosing your topic for Quest. There will be no boring topics, unless you pick them, so there should be no complaining.

**“I’m scared to present my project in front of the class.”**

Don’t worry, you’re not alone. The ability to speak in front of an audience is an acquired skill. Practice makes perfect. We will engage in various public speaking activities later in the process.



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date Assigned** | **Assignment**  **My Organizer** | **Due Date** | **Points possible** | **Points Earned** |
|  | Work Interest Survey |  | 10 points |  |
|  | 5 Topics |  | 5 points |  |
|  | KWL Charts (15 points each) |  | 75 points |  |
|  | Initial Reflection |  | 15 points |  |
|  | 2 Thesis Statements |  | 10 points |  |
|  | Concept Map |  | 15 points |  |
|  | Research Note cards (at least five per source x 3 sources) 1 book, 1 periodical, 1 website |  | 15 points |  |
|  | Outline |  | 25 points |  |
|  | Typed part 1: Paragraphs 1-5 |  | 25 points  5/ paragraph |  |
|  | Part 2 typed: Paragraphs 6-12 |  | 35 points  5/ paragraph |  |
|  | Part 3 typed: Paragraphs 13-16 |  | 20 points  5/ paragraph |  |
|  | Final typed Quest |  | 100 points |  |
|  | Intern Journal |  | 30 points |  |
|  | Reflection |  | 40 points |  |
|  | Resume |  | 20 points |  |
|  | Power Point |  | 50 points |  |
|  | Presentation |  | 40 points |  |
|  | **Total** |  | **530** |  |

**Quest Requirements**

Basically you must develop a question, do research to answer it, put your research into a typed paper, and present your finds.

* **Career Expo**
  + - Attendance is mandatory
    - KWL chart completed for at least five careers
* **Research Paper**
  + - 2000-2500 words typed, revised, and edited
    - 12 font, times new roman
    - double spaced
    - 1” margins
    - your last name, and page number as header on each page
    - works cited page
    - MLA Format
* **Internship**
  + - 10-15 hours
    - Internship Journal containing entries for each hour worked: totaling five entries
    - 2-3 page reflection of experience
    - Resume
* **Presentation**
  + - 5-7 minutes
    - 2 Printed outlines
    - Power Point (15-20 slides)
    - Pictures limited to seven
    - 3-5 bullets of information on each slide

j0297139**The Potential Topics**

You will need to choose a career that interests you. Do not choose what you think would impress the teacher or the audience. This is your project and your future. Therefore personalize it to meet your interests and needs. Reflect on your unique skills and talents. Think about what you could contribute to society. Make sure that you can find a book and periodical about your topic. To choose a topic start by saying to yourself: “I wonder …” the things that you wonder about are often good Q.U.E.S.T. topics.

**Work Interest Quiz**

1. Complete Work Interest Quiz at [www.myfuture.com](http://www.myfuture.com). You will find the link on the right hand side of the page.
2. Click the boxes that contain activities that interest you. This needs to be an honest assessment of your interests or it will not prove beneficial for you. No one will see your answers so caring about your rep is not necessary here.
3. Spend some time getting acquainted with the results. Do some research on those that interest you or that you have never heard of, maybe the perfect career is one you just now learn about.

**Reflection:** Your results will show various career options based on the answers you gave. Choose three career paths you are interested in. Below, narrow the options down to five potential career pathways. Write the name of the career and one sentence describing why this career appeals to you. Use complete sentences. Think carefully about your choices, these will be the careers to explore at the career expo.

1. :
2. :
3. :
4. :
5. :

**KWL Chart**

What you **KNOW –** What you **WANT to know –** What you **Learned**

**Directions:** Use the chart below to gather information about each of your five narrowed topics. There are five forms here, one for each career topic. Remember the number ten. Write down ten things you know about the profession whether you knew them all along or you found them on day two of research in the far left column (What you know). In the middle section (What you want to know), write down ten questions to ask the career representative at the career expo. Then, during the career expo, ask the representatives your ten questions. Place the answers to the questions in the far right column (What your learned).

|  |  |  |
| --- | --- | --- |
| **Topic:** | | |
| **K**  **What you KNOW** | **W**  **What you WANT to know** | **L**  **What you LEARNED** |
|  |  |  |

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| --- | --- | --- |
| **Topic:** | | |
| **K**  **What you KNOW** | **W**  **What you WANT to know** | **L**  **What you LEARNED** |
|  |  |  |

**The Career Expo**

You are required to attend the career expo. To make this possible, the career expo will occur during the school day. The career expo will begin after lunch and continue until the end of the school day. You must speak to all five of the career representatives for your career choices. You may, and are encouraged, to speak to as many people as you would like. You may find a career at the expo that you didn’t think about. Now is the time to explore the career fields. Next class, you will be required to declare a topic.

Below are the expectations for meeting and interviewing potential employers:

1. **Dress for success.** Shirts need to be tucked in. Gentlemen should be wearing a collared shirt and dress pants. Dress shoes are preferred. You should be able to lift up your arms without showing your belly button. Ladies, you should be in a skirt (preferred) or in dress pants. You must be in a sweater or collared shirt, no spaghetti straps or low cut blouses. No flip flops, sandals with socks, or colored tennis shoes (black, navy, and white are acceptable). Clothing should not look like you picked it up off the floor before getting dressed.
2. **First impressions matter.** Introduce yourself politely. “Good afternoon. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Offer a firm handshake. Do not chew gum. Explain why you are there.
3. **Be polite.** The goal here is for you to make a networking connection. Refer to the employer as sir or ma’am. You want this employer to answer your questions and invite you to intern with them.
4. **Be articulate.** Ask your questions slowly. Make eye contact when you speak to them. Write down the important information that you receive from the potential employer. Elaborate on their answers. You are encouraged to ask more questions as the discussion continues on. Think of this as an interview. Politely answer all their questions to you.
5. **Relaxed and Respectful.** Remember that this person is here to help you. They are aware that you have most likely never experienced a situation like this. They will be receptive to your questions and your position. But, remember, you are speaking to an adult. They need to be treated respectfully. The employer will be taking notes on the interviewing.This is for their benefit. They will see a lot of people today and will use this method to keep people straight.
6. **Thankfulness.** When you are finished with your questioning, ask them if they have any more questions for you. If and when they do not, thank them for their time and shake hands again.

**The Topic: an initial reflection**

At this point, you should have narrowed down your topic and wrote in on an index card to be displayed on the career bulletin board.

**My Chosen Topic is**

You have done a sampling of research and have met someone who is actually employed in this chosen profession. Judging by what you know already, answer the questions below reflecting on this chosen topic.

1. List three reasons why this profession is the most appealing to you.

1. What skills do you think are essential for one employed in this profession?
2. What skills, traits, or abilities do you possess that make you a perfect candidate for this career pathway?
3. What kind of success do you hope to have while employed in this career field?
4. What was the most important thing you learned about this career from the representative at the career expo?

**Writing a Thesis Statement**

What is a thesis statement? It tells what your paper is going to be about. It should include your topic and what you are going to say about the topic. The tone is often conveyed through the thesis statement. Remember it is a statement. A statement is a sentence ending in a period, not a question. Think about what your topic is and why you think this career choice is beneficial for you. Do not use the word “I” in your thesis, not should you use “My essay is about,” “I am writing about” etc.

Remember to:

1. Write clearly.
2. Write with authority.
3. Write with interest.

Use the questions below to focus your thesis statement.

1. What is your topic? Be specific. Narrow this down to the exact career goal, not just the area of interest.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why did you choose this topic?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you find the most interesting about this topic?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sample thesis:

|  |
| --- |
| *Michael Jordan’s career is an inspiration to many people.* |

C:\Users\Chrissy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ONNA03GD\MCj04413100000[1].png List your 2 thesis statements here:



1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Creating a Concept Map**

At this point, you have chosen a topic and created a thesis statement. You officially know the focus. You know that you must write 16 paragraphs about your topic. If you consider that you will be writing a conclusion and an introduction, you are really writing fourteen paragraphs of content.

Your concept map will be considered a work in progress. What this means is that you can revise the concept map to fit new research you find or information that you realize along the way is not as essential as you originally thought.

On page 8 of this packet, you will find an example of a concept map for your entire Q.U.E.S.T. packet. You will not be as detailed as this, unless of course, you would like to be. What I am asking you to do is to create a simplified version of that concept map depicting your main focus and the smaller focuses of the fourteen paragraphs of research. Essentially, this is a visual outline.

**How to Create the Concept Map:**

1. You will be working in a Microsoft Word document to create your concept map. First, change the layout of your document to landscape. You can do this by clicking on the Page Layout Tab. Click on Orientation and change to Landscape.
2. Now, click on the Insert tab. You will be working with text boxes. Click text box. You will use the draw text box option at the bottom of the box. This will allow you to draw the textbox in the center of your page.
3. Draw the textbox in the center of the document, typing your topic in the center.
4. You will repeat the process by creating fourteen more textbox with the concept you will talk about. Make one textbox for each paragraph. Use a line to connect each paragraph to the center focus.
5. For example, you may talk about conception of the career, benefits of working in that career, salary, education, advancement, etc.
6. When completing the concept map, you will work in a group of 3-4 students. You will work with students that have similar career fields as yourself. This will allow you to bounce ideas off of one another.

Salary

Education

Teaching

Impact on Society

Benefits

 **Doing Research**

You will do more reading than you have ever done before. You are going to look through books for information that will help you prove your thesis. You will look for quotes, statistics, definitions, facts, stories, etc… You may even create your own information by doing interviews or taking surveys. Use everything at your disposal: dictionaries, encyclopedias, periodicals, people, and the internet. When you are doing research, be sure to use at least three sources. 1 printed book, 1 periodical, and one additional source of your choice. **You need at least 3 sources.**

**Evaluating your sources**

You must decide if each source that you use is a good source. Check the quality of the source. Does this person had creditable to speak on this subject, were they there as a witness, is the source up to date, is the publisher reputable? Is the source appropriate? Does it include information that you need, and vocabulary that you and the reader can understand? If you choose to use an internet source it must be a credible source. It must include the author’s name and be published or revised within the last ten years.

**Taking Notes**

When you do research you must be sure to write down all of your sources. Title, author, publisher, copyright date, etc... This information will be put on your work cited page.

You are going to use index cards to take notes of the information that you find and feel will be helpful in proving your thesis statement. You all received colored index cards: pink, blue, yellow, green, purple, white. Use one color per source. That way you do not have to keep writing down the citation information. You will know that everything in pink came from Wikipedia, blue from a certain book, etc.

You are going to write down quotes, facts, and summaries that you want to include in your paper. You are not an expert, so you will use quotes to prove your thesis.

There is no need to write complete sentences unless they are direct quotations that you will cite in your paper. These note cards are not meant to be your research paper, but the pieces you will organize to write your research paper. So abbreviate, do not write this paper more than you have to.

Sample note card: Front Back

|  |
| --- |
| 87% of people who become teachers have |
| Wanted to be a teacher |
| For at least 4 years |
|  |
| Most teacher enjoy summers off |

|  |
| --- |
| Hudson, Sharon. The Life of a teacher. Dayton, Ohio: Johnson Publishing. 1994. |

**The Outline**

The outline is going to be your first official guide to your research paper. You need to organize your note cards. Analyze what you have learned during your research. Refer to your concept map, and begin arranging your subtopics. Based on your thesis how should you arrange your paper? In chronological order, cause and effect, spatial order, order of importance, etc...

Sample Outline:

|  |
| --- |
| 1. Introduction    1. Teachers prepare tomorrows leaders.    2. A person should consider the many aspects of education before becoming a teacher.    3. Education requirements, salary, work conditions    4. I think teaching is one of the most rewarding careers a person can undertake. 2. 1st Body    1. Teachers must be undergoing several years of education, in order to become a teacher and continue to teach.    2. Teachers have to complete at least an undergraduate degree. |

Use the following Outline as a guide

1. Introduction (At least 6 sentences)
   1. Capture the reader’s attention- joke, anecdote, quote, fact, etc...
   2. State your thesis
   3. Preview your main points
   4. Tell why you chose this topic
2. 2nd- 15th paragraph (At least 7 sentences)
   1. topic sentence
   2. supporting detail 1
   3. supporting detail 2
   4. supporting detail 3
   5. supporting detail 4
   6. supporting detail 5
   7. concluding sentence
3. Conclusion (At least 6 sentences)
   1. Tell the reader why your paper was important
   2. Restate your thesis statement
   3. Review your main points
   4. Tell the reader one thing you want them to remember about your paper

**Writing your paper**

Remember that this is a research paper. You are going to use the facts and information from experts to support your own original ideas. You are not simply putting together information from lots of different authors. What you’re doing is writing a paragraph and inserting facts or quotes to support your ideas. If you use someone’s idea as a quote, summary, paraphrase, etc… you must cite it, and give credit to the author. What I have found to be the easiest way to write a research paper is to create your topic sentence. Write down everything you know about it, and then when your paragraph is completed go back and find a quote to support it.

Remember:

* At least sixteen paragraphs (introduction, 14 body paragraphs, and conclusion)
* MLA Format
* 1” margins all around
* Whole document double-spaced
* Header: Last Name Page Number (Example: Harte 1)
* Title for the paper

Harte 1

Joseph Dray

Mrs. C. Harte

English IV

19 May 2007

The Art of Teaching

The teaching profession is the cornerstone of all professions.

Every skill that a person learns has been taught to them by a teacher, whether a formally trained teacher or an experienced person. A teacher exists in all of us each time we show someone how to do something or offer insight into a topic. Classroom teachers are the foundation of all career training teaching everything from basic skill in core areas to career technical skills. Teachers prepare students for future successes be it in higher education or career training. Without teachers, we would not have the knowledge and expertise to thrive in future endeavors.

Teaching can be traced back to the earliest knowledge of man sharing a skill with another person. Parents are a great example of the

Header:

Last Name Pg #

Student name

Teacher name

Course Name

Date

Center title

Double space the entire document

**Using Citations Correctly**

**Why do we cite sources?**

When you document papers correctly, you provide others with a way to find the sources you have used. If you do not cite your sources carefully, you run the risk of plagiarism.

**What needs to be cited?**

When you write a research paper, you often use and build on the work other people have researched and compiled. If you incorporate or refer to other people's work in your paper, you must give credit to those authors using parenthetical citation and a Works Cited list. In addition to facts and statistics, you must also acknowledge other people's ideas or theories.

**You need to document:**

1. Direct quotes, both entire sentences and phrases
2. Paraphrases (rephrased or summarized material)
3. Words specific or unique to the author's research, theories, or ideas
4. Use of an author's argument or line of thinking
5. Historical, statistical, or scientific facts
6. Articles or studies you refer to within your text

**You do not need to document:**

1. Well-known quotations ("The personal is political.")
2. Common knowledge (Thomas Edison invented the phonograph, or oxygen has an atomic number of 8, or "The Starry Night" was painted by Vincent Van Gogh.)

A good rule of thumb is to ask yourself if a knowledgeable reader would be familiar with the information. You may, in fact, need to consult with a reader within the discipline. If she'd have to look it up, you usually should document it. If you aren't sure if something counts as common knowledge, document it to be safe.

**How to Use Parenthetical Citation**

**Book Citation**

MLA documentation uses parenthetical citation to reference sources within the text of your research paper, noting the author's last name and page number where the information used in your paper can be found (Gibaldi 238). (—Like that!)

**No Author**

If you are given no author at all, choose a word from the title of the source to use in the parentheses and underline or punctuate it appropriately: ("Toward" 170

**Web Source**

If you use electronic sources, you must work with whatever information is provided at the online site. When possible, use this format: (Author page#) or (Title page#).

\*Information adapted from University of Purdue: Online Writing Lab (OWL)

**Works Cited Page**

The works cited page is where you will include all of the sources that you have used to write your paper. We will use MLA style citation.

**The Basics**

* Begin your Works Cited page on a separate page at the end of your research paper.
* Label the page Works Cited (do not underline the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
* Double space all citations, but do not skip spaces between entries.
* Indent the second and subsequent lines of citations five spaces.
* Capitalize each word in the titles of articles, books, etc, but do not capitalize articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle: Gone with the Wind, The Art of War, There Is Nothing Left to Lose
* Use italics or underlining for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)
* Alphabetize authors. If a work does not have an author, alphabetize it by the first word of the title.

**The basic citation looks like this:**

**Book**

Author’s last name, first name. Book Title. Place of publication: Publisher’s name, Date of publication.

**Periodical**

Author’s last name, first name. “Title of the article.” *Name of the magazine*. Month and year of the publication. Page number.

**On-line**

Author’s last name, first name. “Title of the source.” Publication date. *Database*. Publication medium. Name of the computer service. Date of access.

If there is no author, start citation with the title of the article, website, etc.

*Example:*

|  |
| --- |
| Works Cited Page  Johnson, Terry. “Making Money.” *People.* September 1998. 327.  Thomas, Robert. “Getting a good job.” 12 March 2007. Wikepedia. On-Line. Prodigy. 28  November 2008.  Williams, Tonya. *Working*. Cincinnati, Ohio: Educational Press. April 2003 |

**Internship and Reflection**

By this time, you have all received your internship assignments. You will be working side by side with a person experienced in your career field. As part of this project, you are required to complete a service experience, the S in Q.U.E.S.T.

**My Career Mentor:** **Phone #:**

You will be spending five work days with your career mentor. You will spend at least two hours per day with this person, totaling 10 service hours. Because everyone is different, you can choose to break up your 10 hours of service however you like. You have for weeks to complete your service hours. I recommend completing this over spring break so that the other aspects of this assignment do not become overwhelming.

For each hour of service, you must keep a journal of your experience. This journal will assist you in creating your final career reflection as part of your PowerPoint presentation. Because you can break up the hours how you wish, I am asking that you journal per hour. Below are the templates for each hour of service. You must complete both parts of the journal and have it signed by your career mentor.

**Hour One: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Two: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Three: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Four: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Five: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Six: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Seven: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Eight: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Nine: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Hour Ten: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize the tasks you completed and/or what you observed.**

**What did these tasks/observations teach you about this career field?**

**Writing the Final Reflection**

As part of your overall project, you will write a 2-3 page reflection discussing the experience. This must be in MLA format depicting both a summary of your experience AND what you learned from it.

The goal here is reflect on what you really experienced and how this has impacted your view of the career. You may also touch on how you will be successful in this career. I want you to really look deep into yourself and consider this career now more than ever having truly had a day’s work.

This paper is due the day of your PowerPoint presentation. The conclusion of your PowerPoint presentation will be devoted to your reflection, so take it seriously and learn from it.

**Resume**

As an additional component, we will create resumes prior to your PowerPoint experience. Your resumes will be limited but they have one thing that will set you apart, the internship. Follow the resume format on the following page. Resume will be graded for information and completion.

\*Resume adapted from Microsoft Resume Templates

|  |
| --- |
| Name  Address  Phone  Email |
|  |

|  |  |
| --- | --- |
| Objective | |
|  | To obtain a position as an full time employee in the field of education where I can create an environment of high expectations and rigor |
| Education | |
|  | August 1998 – May 2002 John Carroll University University Heights, OH  **Bachelors of Science in Business Administration** |
| experience | |
|  | Libbey High School Toledo, OH  **English Teacher,** 2004-present   * Planned and implemented lessons intellectually appropriate for a classroom of 15-26 students in a small learning communities focusing on specific career concentrations * Created and taught units on the following topics: composition, literature, creative writing, drama, short stories, non-fiction, and poetry * Constructed and taught author studies focusing on literature while giving historical background and analyzing literary influence. * Incorporated technology by utilizing the criterion writing program and creating electronic portfolios as well as a creation of classroom wikis * Maintained good rapport with students, faculty, staff, and parents. Worked collaboratively with other teachers to create cross curricular unit plans |

|  |  |
| --- | --- |
| Accomplishments | |
|  | * National Honor Society * Graduate with Honors |
| References | |
|  | Mike Thomas (419) 725-5555 High School English Teacher  Kathleen Franklin (216) 555-4312 Career Mentor |

**j0404279 Presentation**

You will share your findings in a presentation that must be between 5-7 minutes long.

You will create a Power Point Presentation. You must have 10-15 slides. Slides must contain text. A picture on a slide with no information WILL NOT count towards your 10-15 slides. It is easiest to devote one slide to each body paragraph and one to reflection.

You are responsible for creating your Power Point Presentation. This will be done during our class time and in conjunction with the Business Department. Those of you NOT in the Visual Communications class will need to utilize your free time, study hall, and fellow classmates.

You may be as creative as you would like but it is not expected. What is expected is a well ordered, timely presentation free of errors. You are expected to act professionally and present yourself accordingly.

Yes, you must present your Q.U.E.S.T. Don’t worry we will practice and you are not the only one afraid. The presentation is really the time to touch on the highlights of your project. You will not be simply reading your paper. You may use notes to refer to, but after several weeks with your topic you should be able to talk about it without your paper.

After each presentation, there will be a question and answer period on your topic.

You will draw a number to decide what day and time you present. There are **no exceptions** to your presentation date and time.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** |  |  |  |  |
| **Introduction** | The introduction is inviting, states the main topic and previews the structure of the paper. **10 points** | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.  **7 points** | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. **5 points** | There is no clear introduction of the main topic or structure of the paper. **3 points** |
| **Focus on Topic** | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. **20 points** | Main idea is clear but the supporting information is general.  **15 points** | Main idea is somewhat clear but there is a need for more supporting information. **10 points** | The main idea is not clear. There is a seemingly random collection of information. **5 points** |
| **Support for Topic** | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. **40 points** | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. **30 points** | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. **20 points** | Supporting details and information are typically unclear or not related to the topic. **10 points** |
| **Sources** | All sources used for quotes and facts are credible and cited correctly. **10 points** | All sources used for quotes and facts are credible and most are cited correctly. **7points** | Most sources used for quotes and facts are credible and cited correctly. **5 points** | Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. **3 points** |
| **Grammar & Spelling** | Writer makes no errors in grammar or spelling that distract the reader from the content. **10 points** | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. **7 points** | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. **5 points** | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. **3 points** |
| **Conclusion** | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." **10 points** | The conclusion is recognizable and ties up almost all the loose ends. **7 points** | The conclusion is recognizable, but does not tie up several loose ends. **5 points** | There is no clear conclusion, the paper just ends. **3 points** |

**Student Name: Topic:**

**Final Paper Rubric**

**PowerPoint Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **10** | **7** | **5** | **3** |
| **Background** | Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic. | Background does not detract from text or other graphics. Choice of background is consistent from card to card. | Background does not detract from text or other graphics. | Background makes it difficult to see text or competes with other graphics on the page. |
| **Spelling and Grammar** | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings, but no grammatical errors. | Presentation has 1-2 grammatical errors but no misspellings. | Presentation has more than 2 grammatical and/or spelling errors. |
| **Content - Accuracy** | All content throughout the presentation is accurate. There are no factual errors. | Most of the content is accurate but there is one piece of information that might be inaccurate. | The content is generally accurate, but one piece of information is clearly flawed or inaccurate. | Content is typically confusing or contains more than one factual error. |
| **Sequencing of Information** | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card. | Most information is organized in a clear, logical way. One card or item of information seems out of place. | Some information is logically sequenced. An occassional card or item of information seems out of place. | There is no clear plan for the organization of information. |
| **Use of Graphics** | All graphics are attractive (size and colors) and support the theme/content of the presentation. | A few graphics are not attractive but all support the theme/content of the presentation. | All graphics are attractive but a few do not seem to support the theme/content of the presentation. | Several graphics are unattractive AND detract from the content of the presentation |

**Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **8** | **6** | **4** | **2** |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Time-Limit** | Presentation is 5-7 minutes long. | Presentation is 4 minutes long. | Presentation is 3 minutes long. | Presentation is less than 3 minutes OR more than 6 minutes. |
| **Stays on Topic** | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| **Posture and Eye Contact** | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |