

# **AIR FORCE JROTC HONORS PROJECT MANUAL**



**AFJROTC NC-20067  
August 2019**

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## The AFJROTC Honors Project

The research project is a requirement of the Honors option in AFJROTC. The purpose of the project is to provide cadets with the opportunity to do interesting and meaningful work using the skills and maturity gained through the high school experience.

Each participant will select a topic of personal or professional interest connected in some way to the military or AFJROTC and approved by the Senior Aerospace Science Instructor (SASI). It will be the basis for the three components of the project:

- 1) **Research Paper (33.3%)** – a documented paper on some aspect of the topic. The research must include a variety of primary sources (personal interviews with experts, surveys) and secondary sources (articles/books/Internet/CD).

**Or Physical Project (33.3%)** - a product or a learning experience that relates to the topic. The physical project can take many forms such as:

- The production of a project connected in some way to the AFJROTC curriculum (example: design, conduct, and document a science experiment)
- A work of art or memorial connected in some way to the AFJROTC curriculum.

Students must document his or her activities in some way. **Students will include a brief 2-4-page paper on the project, the steps taken to complete the project, and what they learned from the project.** Students should plan a minimum of fifteen hours to complete the physical project. Many students spend significantly more time.

- 2) **Portfolio (33.3%)** – a notebook that contains documentation of the project process throughout the semester.
- 3) **Presentation (33.3%)** – an eight to ten minute slide presentation to the class.

We intend the AFJROTC Honors Project to be a challenge that requires each student's very best effort. Fortunately, students have the support of several key people: an **English teacher** who will guide the student; **media coordinators** who will assist students in gathering the necessary sources for the research paper; and finally, the **AFJROTC instructors** who will provide a receptive audience for the project and give an evaluation that will count toward the student's final grade.

## **Deadline Overview**

The student's overall performance on the Honors Project will be evaluated at the end of the first and second six-week period. A final performance evaluation will be given after the Honors Project presentation.

<b><u>Due Dates</u></b>	<b><u>Assignment</u></b>
• <b>6 Sep 2019 / 31 Jan 2020</b>	• Parental consent forms due to SASI.
• <b>13 Sep 2019 / 7 Feb 2020</b>	• Topic idea forms due to SASI.
• <b>20 Sep 2019 / 21 Feb 2020</b>	• Project proposal due to SASI.
• <b>18 Oct 2019 / 13 Mar 2020</b>	• Formal outline and bibliography due to SASI (research paper only)
• <b>19 Nov 2019 / 8 Apr 2020</b>	• 6-8 page rough draft of research paper or 2-4 page physical project progress report due to SASI for revision and grade. (Research paper length requirement is for the <u>body only</u> and does not include title page, bibliography, etc. Text should be double-spaced with 12 point Times New Roman font). Research paper must include proper documentation (MLA research paper format) and bibliography. Counts 25% of paper component or 12.5% of physical project component.
• <b>4 Dec 2019 / 12 May 2020</b>	• 6-8 page final draft of research paper or 2-4 page final physical project progress report due to SASI. Counts 75% of the paper component or 37.5% of physical project component.
• <b>16 Dec 2019 / 26 May 2020</b>	• PowerPoint presentation to instructors and class. Portfolios (for all Honors cadets) and physical projects (if applicable) due to SASI.

## **Project Deadline Policy**

One key responsibility for completing the Honors Project is meeting deadlines. Deadlines for major components of the Honors Project will be 11:59 p.m. on days indicated by the Deadline Overview or the instructor. Students who fail to meet deadlines lose 10 points for each day that assignment is late.

**Students who meet all deadlines will receive a bonus of five points added to their final Honors Project grade.**

## Step One: Honors Project Parent/Guardian Consent Form

Dear Parent or Guardian:

Please read all of the following statements and sign your name on the line below indicating that you understand that your child will be held accountable for all assignments.

- ✓ I am aware that my son/daughter/ward must complete all three parts of the Honors Project, which counts 20% of the course grade.
- ✓ I understand that there are three major components of the Honors Project: (1) the research paper OR the physical project, (2) the portfolio, and (3) the slide presentation.
- ✓ I realize that the time to complete some components of the project will be fulfilled after school and that there will be no school-related absences allowed for completing Honors Project work.
- ✓ I understand that all due dates must be met. Not meeting the due dates will result in a penalty of 10 points per day for the missing/late work.
- ✓ I indemnify and hold harmless Union County Public Schools and its employees for any accident or injury that may result from participation in the Honors Project.

Student's Name: \_\_\_\_\_

Parent/Guardian Printed Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**You WILL BE contacted if your child misses deadlines. Please provide the following information.**

Home telephone number: \_\_\_\_\_ Work telephone number: \_\_\_\_\_

Email Address: \_\_\_\_\_.

## Step Two: Topic Selection

Topic selection is the most important step toward a successful Honors Project. **The topic should be one in which the student is interested, but not one on which the student is already an expert.**

Because of the amount of time required reading about that topic and undertaking a project related to the topic, it is critical that the student select a topic that interests him or her. A student's lack of interest in the topic will reflect in the quality of the Honors Project he or she produces. At the same time, it is a requirement of the Honors Project that the topic represent a learning STRETCH for the student. For example, a topic covered in depth already the Science of Flight or History of Aviation will not be accepted unless it pursues a different angle or topic for the project.

### Research Paper:

A research paper can be on a wide variety of military or AFJROTC related topics. The paper can be on a history, current event, or scientific topic. The topic, whatever it is, should be one for which the cadet can find the appropriate amount of research material. **The paper should be between 6-8 pages long (excluding, title page, table of contents, works cited list, etc.).**

A number of strategies can be used for topic selection:

- ✓ **Brainstorm** ideas with friends, family, and teachers. Make a list of all ideas, no matter how silly, and then review the list later. A strategy of crossing out ideas that will not work or are not as interesting as others might help.
- ✓ **Use the list on the following page for topic ideas or do an Internet search.**
- ✓ **Read about potential topics.** Once the student has narrowed the list to three or four potential topics, he or she should visit the library to do some preliminary research in the topic area. He or she should consider which of the topics is the most interesting to read about. Is there enough information available? If not, can you broaden the topic? Is there too much information? If so, can you narrow the topic?

### The Physical Project:

The effort can be oriented around the creation of a product, such as memorial or piece of art, or, it can be oriented around a scientific experiment. **Whatever the project, the student will be required to document it in some way.** Take photographs of the project at various stages of completion. When the student presents the written results of the project to the instructors, they will review the documentation. Document all research; it should be included in the final Power Point presentation.

## **Topic Ideas for Brainstorming**

### **Science Experiments:**

- Does hydroponics produce better plants than regular soil gardening for use in space?
- How does centrifugal force affect the body of a living organism?
- Attempt to build a better computer.
- Design a wind tunnel to test several wings for the most aerodynamic design.
- Design a hovercraft (a miniature model), and explain how your model works.

### **Art and Memorial Projects:**

- Design a memorial to the students who died in the Vietnam Conflict from (your school).
- Create paintings of several famous battle scenes in which the Air Force has been involved in and explain the significance of those battles to American history.
- Create a recruiting video of AFJROTC activities.
- Make a documentary of the stories of veterans living in the Charlotte area

### **Research Papers:**

- How has the Air Force influenced overall US military strength in the twentieth century?
- How does the United Nations affect the policy of the Air Force?
- What was the effect of airpower during World War 1?
- How does the United States military affect US foreign Policy?
- What changes in the Air Force will occur in the next century?
- How does the U.S. Air Force affect UN policy?

**List your ideas below:**

### **Step Three: Honors Project Proposal**

Write the AFJROTC Honors Project proposal in the form of a block business letter to the SASI. You must give this letter to the SASI for approval. He will return it to the student for inclusion in the Honors Project portfolio. The letter must be word processed in the following format:

- Paragraph 1:        Should describe the general area of the topic of the research paper or physical project. It should also state why the student wishes to study this topic for the year or the semester.
- Paragraph 2:        Should describe the specific aspects of the topic the student will explore in the research paper. If the cadet plans to do a physical project, he or she should discuss the resources necessary to complete the project and how the student will document progress through out the year or semester. This paragraph should also discuss the anticipated costs of the project in terms of time, money, people involved and resources needed. Now is the time to realistically assess the costs of the project.
- Paragraph 3:        The closing paragraph should explain your understanding of plagiarism and why it is important to avoid plagiarizing. Identify the consequences of plagiarism and the impact it will have on the Honors Project.



***Sample Honors Project Proposal (follow this format)***

23 September 2019

Joey Brown  
56 Anywhere Drive  
Monroe, NC 28112

Lt Col Eric D. Kelly (USAF, Ret)  
Parkwood High School  
3220 Parkwood School Road  
Monroe, NC 28112

Dear Lt Col Kelly:

I would like to investigate role the U.S. military has played in the conflict between Israel and Palestine in the Middle East. This conflict has been in the media for so long that I would like to discover the origins of the conflict and the role the US military may have played in it. After 11 September 2001, many of the terrorists claimed that American involvement in this conflict led to that tragedy. I would like to determine whether this claim is fallacy or fact.

In my research paper, I will discuss the causes of the conflict between Israel and Palestine, the U.S. military's involvement in it, and how that involvement may or may not have contributed to the tragedy of 11 September 2001. The research will come primarily from current periodicals and some historical texts.

Plagiarism is the same as stealing someone else's thoughts or ideas. If I do not give credit to my sources, I understand that I will fail the Honors Project. That would be a foolish decision. I plan on doing original work and citing all sources used.

Sincerely,

*Joey Brown* (put your signature here)

Attachments: Blank Honors Project Evaluation Form

## Honors Project Proposal Evaluation Form

To be completed by the SASI to evaluate the Honors Project Proposal

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Honors Project: \_\_\_\_\_ Approved \_\_\_\_\_ Approved with Recommendations \_\_\_\_\_ Not Approved

The purpose of this evaluation is to communicate between faculty and the cadet to give feedback on the AFJROTC Honors Project Proposal. This evaluation has three goals:

- 1) To clarify the scope of the student's Honors Project.
- 2) To refine or amend the Honors Project Proposal.
- 3) To reach an agreement about what the final Honors Project will contain.

**Research Paper – (for cadets writing a research paper only)** Please check those that apply:

**Scope:**

\_\_\_\_\_ Scope is manageable

\_\_\_\_\_ Scope is too broad

\_\_\_\_\_ Scope is too narrow

**Topic:**

\_\_\_\_\_ Topic related to project

\_\_\_\_\_ Topic is a s-t-r-e-t-c-h

\_\_\_\_\_ Topic unrelated to project

\_\_\_\_\_ Topic is "How to."

\_\_\_\_\_ Topic is not an s-t-r-e-t-c-h

**Resources:**

\_\_\_\_\_ Resources seem adequate

\_\_\_\_\_ Resources are inadequate

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Project** - Please check those that apply.

**Project:**

\_\_\_\_\_ Project is clearly defined

\_\_\_\_\_ Project is not clearly defined

**Time Commitment:**

\_\_\_\_\_ Time commitment is realistic

\_\_\_\_\_ Time commitment exceeds a reasonable number of hours

\_\_\_\_\_ Time commitment is inadequate

**Growth**

\_\_\_\_\_ Opportunity for growth exists

\_\_\_\_\_ No opportunity for growth exists.

**Cost**

\_\_\_\_\_ Student can pay the cost

\_\_\_\_\_ Cost is very high.

**Parental Consent:**

\_\_\_\_\_ Parental consent should be required

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Step Four: Researching the Research Paper

### Develop a Research Strategy Using this Research Template

The first step in a research paper is to devise a research strategy by: 1) Doing some background reading about the topic and 2) Identifying search terms to use in the search for information. Please complete all steps during your preliminary research before topic proposal.

- 1) **What is the research paper topic?** \_\_\_\_\_ .
- 2) **Questions:** What are three questions related to the topic will be answered in the research paper?

*Example:*

Topic: The Air Force of Tomorrow

Questions:

How will the Air Force Change in the Twenty First Century?

What will cause these changes? How will these changes affect the rest of the United States Military?

List the questions below:

- a) \_\_\_\_\_ ?
- b) \_\_\_\_\_ ?
- c) \_\_\_\_\_ ?

- 3) **Keywords:** Identify keywords found in the research questions. Keywords or keyword phrases are the words that best represent the information being sought.

*Examples:*

*How will the Air Force Change in the Twenty First Century?*

**Keywords: Air Force, Future, Changes**

*What will cause these changes?*

**Keywords: Current events, Projected Changes**

*How will these changes affect the rest of the United States Military?*

**Keywords: Army, Navy, Marine Corps, Coast Guard, Department of Defense**

List keywords and synonyms for the topic below. Using a variety of search terms will make the research easier and more effective. If there are more than four keywords, use a separate sheet of paper. List at least two keywords:

## Research and Documentation

The best research papers include a variety of print and non-print sources. Students should check the following types of sources for information related to the topic: 1) Nonfiction Books; 2) Magazine and Journal Articles; 3) Internet Sources; and 4) Live Interview Sources. Citation examples are provided for each type of source. For more information about how to cite sources, ask an English teacher, a librarian, or consult *MLA Handbook for Writers of Research Papers*.

Next, you will find and cite examples of sources you could actually use in your research paper. The purpose of this activity is to help focus your source search and to make sure you are searching a variety of sources for information. Follow the instructions of your teacher and the librarians to find sources in your assigned zone. You can accomplish these items in any order.

1. Find at least one **reference book** with background information about the topic. General encyclopedias, subject encyclopedias or other reference sources are excellent. Read the article(s) for basic, factual, background information about the topic.

Cite the article from the reference source:

*Sample Format (double check correct form in MLA book):*

Author of article. "Title of Article." Title of Book. Name of Editor. Place of Publication:

Publisher, Date of Publication.

**\*\*Your Citation: \*\***

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2. Find at least one **book** about the topic in the school Media Center or Union County Public Library, if available. To locate a book, use the previously identified keywords to search the online catalog. Does the library have a book on the topic? ☐ Yes ☐ No

If so, cite the book below following the example provided:

*Format:*

Author(s). Title of Book. Name of Editor. Place of Publication: Publisher, Date of

Publication.

*Example:*

Okuda, Michael, and Denice Okuda. Star Trek Chronology: The History of the Future. New York: Pocket Books, 1983.

**\*\* Your Citation: \*\***

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Subject Heading(s) used in the library catalog for this book \_\_\_\_\_

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### Magazines and Newspapers:

3. Use at least one magazine or newspaper index to **find an article from a magazine or newspaper**. Choose from databases available to Parkwood and Cuthbertson High School students or from the Union County Public Library. Use any of the NCWISEOWL databases or other magazine and newspaper indexes. Consult with the Media Center about database passwords for home access.

*Following is the format for articles from an electronic database. Articles located with a print index only need to include the information about the original publication, so ignore everything after "Pages" in the example below:*

Author(s). "Title of Article." Name of Magazine Date: Pages. Name of database. Name of library, City, State. Access Date. <URL>.

\*Magazine articles in print formats do not have to include database information in the citation. Information about the database is necessary only when accessing an article in full text from a computer database.

**\*\*Your Citation: \*\***

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### Internet Sources:

Locate a **promising web site** for the topic. Wikipedia is **not** acceptable. Try any of the recommended search tools that appear on the opening page when accessing the Internet from one of the library Internet workstations, or use a search tool of choice. A good subject directory to try is the *Britannica Internet Guide* at <http://www.britannica.com/>.

Be sure to explore the features of various search engines. To find out what a search engine can do, look for a "help" or "search help" button. Also, look for opportunities to try an "Advanced Search."

Cite the website following the example provided:

*Format:*

Author(s). "Title of Article." Name of Web site. Date created or updated. Sponsoring

organization. Date accessed. <URL>.

*Example:*

Lynch, Tim. "DSN Trials and Tribble-ations Review." Psi Phi: Bradley's Science

Fiction Club. 1996. Bradley University. 8 Oct. 1997.

<<http://www.bradley.edu/campusorg/psiphi/DS0/ep503r.html>>

**\*\*Your Citation: \*\***

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**Interview (It is not necessary for students to use this research source; however, they might find it useful, insightful, and interesting):**

The student may already have someone in mind to interview. If not, the best resource may be someone in the community that the student knows through family, church, school or social connections. Another possibility would be to check with the public library about obtaining oral histories from veterans living in the area. Internet technology provides the opportunity to contact people from other geographical areas. Ask teachers or librarians for help. **Caution:** Use common-sense safety precautions when arranging interviews. Do not agree to meet in strange places with strangers.

Cite the interview following the example provided:

*Format:*

Name of Interview Subject. Kind of interview. Date.

*Example:*

Smith, John. Personal interview. 22 January 2015.

*Your Sample Citation:*

--

## **Conducting a Personal Interview**

Information gained from personal interviews can greatly enhance the quality of the research paper. In addition to gathering information from written sources (secondary sources), speaking with an expert on the topic may provide valuable insight and the most current information available (primary source). To conduct a successful interview, follow the guidelines below:

### **Prior to the Interview:**

- 1) Learn about the person to be interviewed in terms of his or her education, background and any significant skills and experiences he or she might have.
- 2) Set the specific purpose for the interview. What information will be gained from the interview? Will the interview support specific points?
- 3) Write out clear questions that get to the heart of the information that is being sought. Organize the questions logically. These questions should include the questions approved by your instructor.
- 4) Gather the interview materials, i.e., pen, pencil, paper, and a recording device, if desired. Make sure the device is functioning properly.

### **During the Interview:**

- 1) Dress appropriately.
- 2) Arrive on time (or even a bit early).
- 3) Introduce yourself professionally – shake hands, smile, make eye contact. State the purpose for the interview and thank the interviewee in advance for his or her time.
- 4) Ask the interviewee's permission to use a recording device if one is to be used.
- 5) Stay on task, clarify when necessary, and listen for opportunities to ask follow up questions.
- 6) Take careful, accurate notes.
- 7) Respect any requests the interviewee makes for "off the record" status.

### **After the Interview:**

- 1) Thank the interviewee.
- 2) Review the interview notes as soon as possible. Weed out information that is not useful.
- 3) Copy the useful information onto note cards. Be sure to record direct quotes accurately. Write the interviewee's name and the interview date on the card.
- 4) If any of the information is unclear, contact the interviewee again to clarify.
- 5) **Send a thank you note.**



## **Composing Questions for the AFJROTC Honors Project Interview**

Use this information for guidance as you compose your questions for the interview.

- Your questions should result in answers that require some thought or insight.
- Yes/No questions are unacceptable unless you ask the interviewee to explain the answer.

Example: Would you recommend this job to a young person like me? What are some of your reasons for your answer?

- Most questions that ask about an individual's background are okay as long as the answers include explanations instead of one-word answers.

Example: What are some of the reasons you entered this profession? (Not, "Do you like your job?")

Now, brainstorm at least ten questions which reflect the ideas listed above. This list will be evaluated by your instructor and returned to you.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## Interview Verification Form

(This form should be attached to the work cited page in the research paper only if an interview is used as research for the paper)

The interviewee should complete the form and give it to the student, who will return it to the instructor.

**Name:** \_\_\_\_\_

**Place of Business:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Was the student on time?**    \_\_\_\_\_ Yes    \_\_\_\_\_ No

**Was the student dressed appropriately?**    \_\_\_\_\_ Yes    \_\_\_\_\_ No

**Were the questions appropriate?**    \_\_\_\_\_ Yes    \_\_\_\_\_ No

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**\*\*If available, please attach a business card to this form. \*\***

## Step Five: Writing the Research Paper

### Requirements

- 1) The paper must include:
  - a. An outline that corresponds to the content of the paper
  - b. A text of six to eight pages, double spaced (not including bibliography page or outline) with 12 point Times New Roman font.
  - c. A correctly-formatted Works Cited list that includes sources cited in the text of the paper
- 2) The paper must demonstrate the use of **at least five** reference sources **within the text of the paper**. No Wikipedia citations!

### Drafts of the Research Paper

The student should complete at least two drafts of the paper as follows:

- 1) The SASI will review the **first draft** by for integration of information, adequate sources, and relevance to AFJROTC. The student's English teacher should also review the draft for grammar, style, appropriate length, depth of information, incorporation of changes from previous drafts, and proper citations.
- 2) The **second/final draft** will be included in the student's portfolio.

### Plagiarism

*What is plagiarism?*

Plagiarism is the use of another's ideas, words, or expressions without acknowledging the source. In college it is a serious offense that violates the institutional code of ethics and can result in course failure, suspension or expulsion. Omitting parenthetical documentation of sources used or fabricating sources in Honors AFJROTC may result in a score of zero.

*What does documenting or citing a source mean?*

Citing a source means to list the author's name or article title and page number of the work in parentheses following the borrowed information.

*Why do I need to cite a source?*

- ✓ To do otherwise is a form of cheating.
- ✓ Citations serve as guides to readers who want more information.
- ✓ Citations reveal the source of the information used in preparing the paper.
- ✓ You may fail if you do not give proper credit to an author whose information you have borrowed.

*What do I have to cite?*

You must cite anything you "borrow" from another's work.

- ✓ If you quote directly, you must cite.

- ✓ If you paraphrase, you must cite.
- ✓ If you summarize a passage, chapter, etc., you must cite.

**Do not cite general knowledge.**

You are safe in not citing such statements as:

The sun rises in the east.

Dogs are carnivores.

George Washington was the first President of the United States.

**Documentation**

A research paper requires the use of borrowed material. Borrowed material is material found in primary sources (i.e. interviews) and secondary sources (i.e. books, magazine articles, Internet sites) that is not common knowledge. Material is considered borrowed even when a student puts it in his or her own words, or has read the material in several sources. All borrowed material must be documented (cited) -- direct quotations, paraphrased material and even borrowed ideas. If a source used is not credited, it is considered plagiarism.

There are two basic ways to handle borrowed material in a research paper:

- 1) **Paraphrasing:** Paraphrasing is to put into your own words what you have read in a primary or secondary source. Document (cite) paraphrasing.
- 2) **Quotations:** Quotations are an important part of the research paper. Use them carefully, selectively, and in the proper format. Quotes should be used only when they are important and special and there is no better way to say it. Avoid quotations that stand-alone. Instead, be sure to introduce a quote with a sentence or part of a sentence that references the quote or names the source. Try to blend the quote into your own writing. Quotes may come at the beginning, the middle or at the end of a sentence.

**READ THE NEXT SECTION CAREFULLY – VERY IMPORTANT- STUDENTS OFTEN MISS IT AND LOSE BIG POINTS.....**

**Parenthetical documentation:** Cite sources in parentheses. Parenthetical documentation is very easy because it provides a brief source of information in parentheses within the body of the research paper. The documentation is a brief amount of information about the source and it directly follows the quoted or paraphrased material. For complete information, the reader will then consult the Works Cited page at the back of the paper.

When the source has an author and that **author's name is not part of the sentence**, the citation is simply the author's last name and page number. **Do not** use any punctuation in the citation such as commas or periods.

*Example:*

Chinese and American cultures are skillfully interwoven as the immigrant mother teaches her daughter "the art of invisible strength" (Tan 89).

When the source has an author and that **author's name is part of the sentence**, the citation is simply the page number.

*Example:*

Amy Tan has skillfully interwoven the Chinese and American cultures when her characters teach their daughters “the art of invisible strength” (89).

**When the source has no author**, such as a newspaper editorial or TV show, use the first words of the entry as they appear in the Works Cited page.

*Example:*

A New York Times editorial called Ralph Ellison “a writer of universal reach” (Death”).

**When the source has no author but has an editor**, such as an anthology or textbook, use the editor’s name as if he/she were the author.

*Example:*

Most contemporary readers understand that “escape literature is that written purely for entertainment .. .“ (Perrine 4).

**\*\*Beginning the Research Paper in Microsoft Word: \*\***

Format from the Modern Language Association’s *MLA Handbook for Writers of Research Papers*, Fifth edition.

1. Open Microsoft Word

**SAVE, SAVE, SAVE:** Save the document often. Be sure to save it in a network folder or on a flash drive. IT WOULD BE WISE TO MAKE A BACK-UP OF THIS DOCUMENT ELSEWHERE.

2. **Margins:** Click on File and select Page Set-up. Make sure TOP, BOTTOM, LEFT and RIGHT margins are set to 1 inch and click OK.

3. **Line Spacing:** All items included in the research paper should be DOUBLE-SPACED (Ctrl 2).

4. **Heading:** The research paper should have a separate cover or title page. The top left of the first page should include a heading with the student’s name, the teacher’s name, class period, and the date. Press ENTER/RETURN at the end of each line.

*Example:*

Joey Brown

Lt Col Kelly

Honors AFJROTC (3<sup>rd</sup>)

9 December 2019

5. **Font, style and size:** The font style and size is pre-set (default) on the computer. 12 point Times New Roman is the standard font and size. The FONT STYLE should be the same for the entire project; i.e.: project title, body, works cited and header. Times New Roman

is appropriate.

6. **Header:** Click on VIEW. Click on HEADER AND FOOTER. Click on the ALIGN RIGHT icon at the top center of the screen. Type LAST NAME and hit a space. Click once on the pound sign (INSERT PAGE NUMBER) on the HEADER/FOOTER BAR showing on the screen. Click on CLOSE. HEADER/FOOTER FEATURE:
7. **Title:** Using the icons at the top of the screen, click once on the CENTER icon and type the title of the paper. Make it a good one. Press ENTER/RETURN at the end of this line, and begin typing your paper.

### Notes of Interest:

**Direct Quotations** are placed in quotation marks and included in the text. The citation comes directly after the closing quote marks and before the final period of the sentence.

**Direct quotes of more than four lines:** Indent direct quotes that are longer than four lines. Before typing the quote press ENTER/RETURN. Notice on the LEFT that the margin marker consists of two parts. The top piece will move independently of the other. The bottom piece of the margin marker will move the entire marker as one unit. Click on the bottom piece of the margin marker and drag it to 1 inch on the ruler. Type the complete quote and hit ENTER/RETURN. At the new return, click on the bottom piece of the margin marker and drag it back to the left; release it at the edge of the white ruler area to resume typing the body of the paper.

**Works Cited Page:** The Works Cited list appears on a separate numbered page immediately following the last page of the paper. To start a new page for Works Cited following the body of the paper, hold down the CTRL key and press ENTER.

**Works Cited Title:** Using Icons at the top of the screen, click once on the CENTER icon and type Works Cited in the center of this new page. Press RETURN/ENTER.

**Works Cited Format:** The Works Cited format requires a HANGING INDENT. Look at the RULER across the top of the screen. Notice on the LEFT that the margin marker consists of two parts. The top piece will move independently of the other. The bottom piece of the margin marker will move the entire marker as one unit. To create a HANGING INDENTATION, Place the tip of the mouse arrow on the bottom piece of the margin marker. Click and Drag that piece to the one half inch mark on the ruler. Next, Click and Drag the top piece back to the left margin position.

**Do not number the Works Cited entries.** Each source should be listed in alphabetical order by the first letter of the entry.

**The Works Cited List:** The Works Cited is a list of all the information sources (books, films, computer programs, magazines, TV shows, and interviews that were read, seen or consulted within the process of the research) that are actually quoted or paraphrased in the paper. Remember, this list should be in alphabetical order by the first word of the citation.

## MLA Citation Formats by Type of Source

### Book by one author:

Kaku, Michio. Hyperspace: A Scientific Odyssey through Parallel Universes, Time Warps, and the Tenth Dimension. New York: Oxford UP, 1994.

### Books by two authors:

Jakobson, Roman, and Linda R. Waugh. The Sound Shape of Language. Bloomington: Indiana UP, 1979.

### Books by three or more authors:

Rabkin, Eric S., et al. Exercises to Free the Mind, Body, and Spirit. New York: St. Martin's Press, 1999.

### Two or more books by the same author:

Durant, Will, and Ariel Durant. The Age of Voltaire. New York: Simon, 1965.

---. A Dual Autobiography. New York: Simon, 1963.

(The --- indicates that the work is by the same author as the preceding entry.)

### Book with an editor only:

Toffler, Alvin, ed. Learning for Tomorrow. New York: Random House, 1974.

### Work in an Anthology (a collection or compilation):

Crane, Stephen. "The Bride Comes to Yellow Sky." Literature: Structure, Sound, and Sense. Ed. Laurence Perrine. New York: Harcourt, 1978. 425-434.

### Magazine or journal article with an author:

Fricke, David. "New Age, Old Hat." Rolling Stone. 18 Dec. 1987: 95-100.

**Magazine or journal article with no author given**, simply omit the name of the author and begin with the article title.

### Encyclopedia:

Mohanty, Jitendra M. "Indian Philosophy." The New Encyclopedia Britannica: Macropaedia. 15<sup>th</sup> ed. 1987.

**Encyclopedia article with no author given**, simply omit the author's name and begin the entry with the title of the article.

### Newspaper article:

Feder, Barnaby J. "For Job Seekers, a Toll-Free Gift of Expert Advice." New York Times. 30 Dec. 1993: D1+.

**Newspaper article with no author given**, simply omit the author's name and begin the entry with the article title.

**Newspaper editorial:**

“Death of a Writer.” Editorial. New York Times 20 Apr. 1994: A18.

**Pamphlet or brochure:**

Treat a pamphlet or brochure as a book would be treated.

**Pamphlet or brochure with no author given**, simply omit the author’s name and begin the entry with the title.

**Interview:**

Knechhtel, Susan. Personal interview. 28 Nov. 2000.

**Government document:**

United States. Cong. Joint Committee on the Investigation of the Pearl Harbor Attack.  
Hearings. 79<sup>th</sup> Cong., 1<sup>st</sup> and 2<sup>nd</sup> sess. 32 vols. Washington: GPO, 1946.

**Film or video:**

It’s a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, RKO  
1946.

**Television or radio show:**

“Yes . . . but Is It Art?” Narr. Morely Safer. Sixty Minutes. CBS. WCBS. New York.  
19 Sept. 1993.

**CD-ROM:**

Bodnar, Melica. “How to Manage a High School Busy Zone and Stay Sane.” Office  
News 28 Nov. 1995: 20-22. Facts on File. CD-ROM. Ebsco. 1995  
Jakobson, Jodi. “Holding Back the Sea.” Futurist Sept.-Oct. 1990: 20-27. SIRS.  
CD-ROM. SIRS. 1993.

**Internet posting:**

Silverman, Cynthia. “Plagiarism and the Internet: Teachers Face a New Challenge”  
April 1996. Online posting: ed. Issues. Internet. Usenet. 10 April 1996

**Internet Web site:**

Gordon, Kathleen. “Edith S. Sampson: First African American Delegate to the United  
Nations, First Black Woman Elected Judge in the U. S.” American Women’s  
Legal history. Stanford University. 13 May 1997. <[http:// www-1eland.Stanford  
Edu/group/WLHP/papers/edith.html](http://www-1eland.StanfordEdu/group/WLHP/papers/edith.html) (10 Sept. 2000)>.

**\*\*To cite files available on the Internet, give the following items if known:** author, full title of article, title of the complete work, the publisher, the posting date, the full URL, and the access date. (Simply omit items not available.)



## AFJROTC Honors Research Paper Rubric and Descriptor

Rubrics are evaluation tools used to score/grade an assignment or task. The paper component of the Honors Project will be scored using the rubric included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the Honors Project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. **It is extremely important that all stakeholders be familiar with the rubrics, especially, parents and students.**

**EXEMPLARY** – Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model Honors Project worthy of showcasing and emulating.

**SATISFACTORY** – Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Honors Project.

**DEVELOPING/EMERGING** – Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Honors Project.

**RESUBMISSION NECESSARY** – Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Honors Project. Resubmission implies that the student has considerable work to do to complete the Honors Project and is in need of coaching in order to do so.

**NOT SUBMITTED** – Student did not submit evidence of any effort completed for the designated task.

## AFJROTC Honors Research Paper Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Focus (15 pts)</b>	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.	Fails to submit paper.
	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas.	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.	Fails to submit paper.
<b>Organization (25 pts)</b>	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.	Fails to submit paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.	Fails to submit paper.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately-documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.	Fails to submit paper.

## Paper Rubric, continued

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Support/ Elaboration (20 pts)</b>	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.	Fails to submit paper.
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.	Fails to submit paper.
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.	Fails to submit paper.
	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.	Fails to submit paper.
	Skillfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content.	Effectively integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Includes student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Shows no use of student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Fails to submit paper.
<b>Style (15 pts)</b>	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.	Fails to submit paper.
	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Fails to submit paper.

## Paper Rubric, continued

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Conventions (15 pts)</b>	Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Fails to submit paper.
	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Fails to submit a paper.
<b>Information Literacy (10 pts)</b>	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.	Fails to submit paper.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.	Fails to submit paper.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.	Fails to submit paper.

## Step Six: The Physical Project

If a student chooses to do a physical project rather than a research paper, the project might be creating a tangible product (a painting, memorial, or a video) or creating a science experiment. The project should require a minimum of fifteen hours of your time after school. The project will include a brief 2-4-page paper on the project, the steps taken to complete the project, and what they learned from the project (Item #1, Honors Physical Project Description and Evaluation).

**Please note: A PowerPoint presentation is not a project. You will use the media for the oral presentation to your class.**

Because a physical project can take so many forms, a “one size fits all” grading rubric is neither practical nor applicable. In general, however, a physical project – in whatever form - should be creative, visually engaging and appealing, suitable for classroom display/viewing, and demonstrate student knowledge of the subject. These criteria will comprise half (50%) of the physical project grade; draft and final progress reports will determine the other half (12.5% and 37.5%, respectively). Progress reports should contain the following information: physical project description, why you chose it, materials required, completion timeline, completion percentage, challenges or obstacles and how you overcame them, and photographs at different stages of completion. The draft progress report does not count as the final progress report. Both must titled as such and submitted by the appropriate due dates. Progress report rubric is on pages 30-31.

### Honors Project Log

Students must keep a record of the time spent working on the project, along with comments about the project. This log (or journal) will help the student stay on task and track the hours spent. It serves as a tool for personal reflection and, more importantly, provides proof of the student’s accomplishments. The SASI will check and grade the log regularly throughout the semester. The log will be included in the portfolio that provided to the committee at the time of the Power Point presentation.

**Each log entry must include the following:**

- 1) **A description** of the project tasks and accomplishments such as planning, designing, constructing, reading, researching, or purchasing materials.
- 2) **A record** of the time spent on the project.

The completed project log and verification form will be the documented proof of the student’s accomplishments.

**Experiments-** Photos can be used to document progress on the project or experiment. These photos should be used as a visual aid during the Power Point presentation of the project.

*Example:*

*Project: Experiment*

*a) Photos of the experiment at different stages.*

b) *Photos of the finished experiment*

- 2) **Video-** Cadets can create a video as their project. For example, a video can be of JROTC activities throughout the year and be used as a recruiting video. A video biography of veterans in the local area, or some other video relating to AFJROTC or the military that takes at least 15 hours to create, could also be produced for a video project. A log must be kept of all shooting and editing time spent on the video.
- 3) **Art Work** - Cadets can create a work of art (sculpture, painting, etc.) that has to do with the military or AFJROTC. This can be documented by photographing the project in each stage of completion and keeping a log of time spent working on the project.

*\*\*Additional documentation is a requirement for the Physical Project of an Honors JROTC Project.*

*\*\**

### AFJROTC Honors Physical Project - Progress Report Rubric

<b>Organization (24 pts)</b>	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.	Fails to submit paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.	Fails to submit paper.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately-documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.	Fails to submit paper.

## Progress Report Rubric, continued

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Support/ Elaboration (4 pts)</b>	Skillfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content.	Effectively integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Includes student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Shows no use of student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Fails to submit paper.
<b>Style (16 pts)</b>	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.	Fails to submit paper.
	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Fails to submit paper.
<b>Conventions (16 pts)</b>	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Fails to submit a paper.

## ***Step Seven: The Portfolio***

Once the research paper or project is completed, assemble a portfolio to document and present your work. The portfolio should be neatly organized in a folder or thin binder and include the elements below. Pages should be numbered in accordance with the Table of Contents.

Use this checklist to verify completion of the components of the portfolio. Include the following items when typing your Table of Contents:

### **RESEARCH PAPER PORTFOLIO**

- \_\_\_\_\_ Title Page
- \_\_\_\_\_ Table of Contents
- (Table of Contents items from here down)
- \_\_\_\_\_ Resume
- \_\_\_\_\_ Proposal Letter
- \_\_\_\_\_ Deadline Overview
- \_\_\_\_\_ Outline of Research Paper
- \_\_\_\_\_ Research Paper
- \_\_\_\_\_ Works Cited
- \_\_\_\_\_ Additional Documentation
- \_\_\_\_\_ Self Evaluation (pages 36-37)

### **PHYSICAL PROJECT PORTFOLIO**

- \_\_\_\_\_ Title Page
- \_\_\_\_\_ Table of Contents
- (Table of Contents items from here down)
- \_\_\_\_\_ Resume
- \_\_\_\_\_ Proposal Letter
- \_\_\_\_\_ Deadline Overview
- \_\_\_\_\_ Work Log and Documentation
- \_\_\_\_\_ Physical Project Paper / Final Progress Report
- \_\_\_\_\_ Self Evaluation (pages 36-37)



## Portfolio Grading Rubric

Student Name \_\_\_\_\_

_____	General Appearance
_____	Title Page
_____	Resume
_____	Proposal Letter
_____	Deadline Overview
_____	Outline of Research Paper ( <b><u>Research Paper Only</u></b> )
_____	Research Paper ( <b><u>Research Paper Only</u></b> )
_____	Works Cited ( <b><u>Research Paper Only</u></b> )
_____	Honors Project Log ( <b><u>Physical Project Only</u></b> )
_____	Physical Project Paper / Final Progress Report ( <b><u>Physical project Only</u></b> )
_____	Self Evaluation
_____	Total Portfolio Grade

Address Here

Phone & Email Address Here

*Sample Resume:*

# Ezekiel Heffleburg

## Objective

To attend UNC-Charlotte for four years and obtain a degree in Special Needs Education.

## Experience

2013-Present Eliada Homes for Children Monroe, NC

### **After-School Teacher/ Summer Camp Counselor**

- Provided care for 15 children.
- Developed lesson plans.
- Maintained clean and safe environment for children.
- Involved children in new learning experiences.
- Planned educating field trips.

2014-Present Covenant Community Church Monroe, NC

### **Child Care Provider**

- Kept clean and safe environment for children.
- Provided care for children.

2013-2015 YMCA Monroe, NC

### **Lifeguard/ Swim Instructor**

- Observed swimmers in pool area.
- Fixed hazardous problems in pool area.
- Instructed youth and adults in swimming.

## Education

2013-2016 Parkwood High School Monroe, NC

- Child Care Lab.
- Child Care I, Psychology Honors

2016 South Piedmont Community College Monroe, NC

- Child Care II

## Interest

Outdoor Activities, Camping, Whitewater Rafting, Chrysalis Board.

**Achievements**

Member of S.A.D.D. and S.A.V.E. Clubs, Peer Mediator, AB Honor Roll Junior and Honors Years, Internship at Waxhaw Elementary, Cadet Leadership School at Converse College, AFJROTC Cadet Group Commander 2016

**References**

Available Upon Request

## Honors Project Self-Evaluation

This evaluation will help you think about the processes of planning, researching, revision, and documentation, and how you might better utilize them in the future. The evaluation also helps your teacher see the amount of work you put into your Honors Project as a whole. You may choose to answer the questions directly on this form or to word-process the questions and answers on your own disk. In either case, **use complete sentences.**

- 1) Upon reflection, did you choose the right AFJROTC Honors Project *topic and type of project*? If so, why? If not, why not?
  
  
  
  
  
  
  
  
  
  
- 2) Did you conduct enough *research* for the research paper, and did you do so early enough in the process? (**Research Paper Only**)
  
  
  
  
  
  
  
  
  
  
- 3) Were you willing to *revise* the research paper each time? (Remember *revise* and *edit* are two different terms. *Revise* means to make global changes in subtopics or organization, or re-writing certain portions or paragraphs). Did you begin the writing process early enough to allow time for revision? If you did revise, exactly how did you go about it? (Describe revision process). (**Research Paper Only**)
  
  
  
  
  
  
  
  
  
  
- 4) Did you ask for *teacher help* when you did not understand a particular assignment or aspect of the project? (Did you come before or after school, or during homeroom? Did you ask questions in class, as part either of a group discussion or privately)? If yes, how did you go about asking for help?

5) Explain what your physical project was. How much time did you spend on it? Could you have put forth more effort? (**Physical Project Only**)

6) Did you put significant time and effort into your *portfolio*? Is it professional in appearance? Is it complete?

7) Do you feel proud of this project? Does it represent *the very best work of which you are capable*? Why do you feel this way?

8) What could *you have done differently* that would make you feel better about your AFJROTC Honors Project?

9) What is the most significant fact/skill you have learned by completing the AFJROTC Honors Project?

**I believe I deserve a (an) \_\_\_\_\_ on my entire Honors Project.**  
(Fill in letter grade)

***Justify the grade you have assigned yourself:***

## **Step Eight: The Presentation**

### **SPEECH CONTENT**

The contents of the speech should describe what you have learned from doing the research, writing a paper, or completing a physical project. Discuss what worked and what did not work, and what you did to solve problems.

- Explain your “learning stretch” (physical, emotional, reflective, intellectual, etc.). How did your project take you beyond what you could already do?
- Discuss your personal growth. What did you learn about yourself? Let your personal qualities come through.
- Use correct/formal speech: try to sound intelligent. Show insight and depth of thought.
- What did you learn from the total Honors Project experience? Be personal. Say, “I learned....” “I made these mistakes....” “If I had this to do over again, I would...” etc.

### **SPEECH DELIVERY**

- You MUST rehearse! Practice in front of an audience (family, friends, etc)
- Talk to the committee, not to your slides.
- Use 3 x 5 index cards to prompt you, rather than a sheet of paper that will make noise; but do not read your speech. (Be sure not to tap the cards nervously if you are standing in front of a podium.)
- Make eye contact. Be aware of distracting gestures and mannerisms. Do not say, “uh,” “ummm,” “you know,” “like,” or other fillers.
- Be aware of the rate of your speech and volume of your voice. If you can have your practice videotaped, that would be most helpful.
- DO NOT put gum in your mouth.
- Dress to impress! Consider this a dignified, important occasion, (as you would a wedding, church, or a job interview) and wear appropriate clothing. Jeans, T-shirts, sandals, and/or hats are not appropriate.

### **Power Point Slides- a requirement**

- Make sure your slides are appealing, legible, appropriate, correct, and colorful.
- Make sure the screen is large enough for your audience to see well and to read your slides.
- Make sure you interact with your slides and other visual aides throughout the speech, rather than simply “showing” them as a separate component. For example, you can comment on videotape as it is playing, but you should not simply show the videotape in the background while speaking. An audio/visual aide should never “compete” with the speech; it should enhance it.

- Make sure your slides and visual aid have a significant purpose. DO NOT simply type your speech outline as your visual aid.
- Make sure your technical needs can be met. Be sure AFJROTC has the same version of Power Point as you used to make you presentation.
- Make sure your presentation uses a power point presentation.

### **SPEECH EVALUATIONS**

- You will be evaluated on preparedness, ability to communicate clearly and to think on your feet, and the overall content and delivery of your speech.
- You will be judged on the ability to utilize acceptable speaking skills and to respond to the judges' questions in an acceptable, fluent, and appropriate manner that shows your knowledge of the research paper and the physical project.
- You will also be evaluated on the work evident in your portfolio, i.e. the time you spent on your physical project or research paper.
- When responding to a question, you should rephrase the question in your response.
- Check over the presentation rubric that will be used by the judges. Compose and practice your speech with the judging rubric in mind.

### CONTENT

1. Structure (introduction; distinct main points supported with specific details; conclusion):

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

2. Evidence of new knowledge:

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

3. Organization (logical flow of ideas; use of transitions from topic to topic):

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

4. Language Usage (appropriate word choice):

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

### DELIVERY

1. Vocal Clarity/Volume/Varied Inflection:

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

2. Poise/Posture exhibited during speech and Q & A:

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

3. Professional Appearance (costume acceptable if appropriate to topic)

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

### PRODUCTION

1. Evidence of time and effort invested in the portfolio:

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

2. Evidence of time and effort invested in the physical project:

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

3. Quality of audio/visual component:

Exemplary	Strong	Sufficient	Needs More	Not Evident
10	9	8	7	6

Total Score: \_\_\_\_\_ Committee Member's Comments: (use back if necessary)