



Junior Project Research Paper and Presentation Packet

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Student Name _____

English 11, Period _____

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Possible Topics for Junior Projects

Whatever topic you pick, you must answer the following questions in your paper and presentation.

- How has this idea, method, object, time, and/or person changed the world?
- What important lessons can be learned from my topic/person?
- How can we or do we apply these lessons?
- Why is it important to apply these lessons today and in the future?
- What can you take away and apply to your daily life?

Ideas that Changed History (Dark Ages to Modern Times)

- "I Think, Therefore I Am"
- "The best of all possible worlds"
- Afterlife
- Animism
- Aristotelian Logic
- Behaviorism
- Biochemical warfare
- Chaos Theory
- Christianity
- Classicism
- Codified law
- Computers
- Deism
- Democracy
- Edmund Burke's Conservatism
- Electricity
- Equality
- Existentialism
- Flight
- Free Will
- Freudianism
- Geometry
- Gunpowder
- Habeas Corpus
- Human Rights
- Iconoclasm
- Immanuel Kant
- Infinity
- John Locke's *Two Treatises*
- Keynesian Economics
- Marxism
- Mobile Devices
- Modernism
- Monotheism
- Movable Type/Printing Press
- Mysticism
- Nationalism
- Newtonian Physics
- Nicolaus Copernicus
- Nonviolence
- Nuclear warfare
- Penicillin

- Platonic Ideal
- Pragmatism
- Relativity Theory
- Skepticism
- Social media platforms
- Socratic Method
- St. Augustine's *The City of God*
- St. Thomas Aquinas
- Structuralism
- Surrealism
- Television
- Terrorism
- The Alphabet
- The Assembly Line
- The Collective Unconscious
- The Cyclical Theory of History
- The Divine Right of Monarchs
- The Free Market
- The Germ Theory of Disease
- The Magna Carta
- The problem of evil
- The Scientific Method
- The Separation of Powers
- The Seven Day Week
- Thomas Hobbes' *Leviathan*
- Trial by Jury
- United Nations
- Utilitarianism
- Utopia
- Vaccinations
- Women's Rights
- World Wide Web/Wi-Fi
- Zero

Ethical Dilemmas

- Abuse legislation
- Alternative Energy Resources
- Animal Rights
- Animal testing for medical purposes
- Artificial insemination
- Capital Punishment
- Cloning
- Ethics in business
- Fracking

- Global Warming
- GMOs vs. Non-GMO products
- Hate Crime legislation
- Immigration
- Modern medicine technology and the "god"-like mentality
- Morals vs. Ethics (This can be religiously centered or socially)
- Organ cloning
- Pardon and Forgiveness/Justice postwar
- Performance Enhancing Drugs
- Place of good and evil (ethical terms) during law enforcement training
- RMT (Recovered Memory Therapy)
- Stem Cell Research
- Welfare programs (Food stamps, medical aid/insurance, etc.)

Most Significant Figures in History

Key focus on picking individual is not to write a biography, but to analyze their choices and the impact these choices had on history, people, etc.

1. Abraham Lincoln
2. Adam Smith
3. Adolf Hitler
4. Albert Einstein
5. Alexander Hamilton
6. Alexander the Great
7. Ali, founder of Sufism
8. Andrew Jackson
9. Aristotle
10. Augustine of Hippo
11. Augustus
12. Barrack Obama
13. Benazir Bhutto
14. Benjamin Franklin
15. Bill Gates
16. Carl Linnaeus
17. Charlemagne
18. Charles Darwin
19. Charles Dickens
20. Charles I of England
21. Charles II of England
22. Charles V, Holy Roman Emperor

23. Constantine the Great	58. John Adams	93. Plato
24. Dante Alighieri	59. John Calvin	94. Pop Benedict XVI
25. David, King of Israel	60. John F. Kennedy	95. Pope John Paul II
26. Dorothy Hodgkin	61. John Lennon	96. Pope Francis
27. Edgar Allan Poe	62. John Locke	97. Princess Diana of England
28. Eleanor Roosevelt	63. Joseph Smith, Jr.	98. Queen Victoria
29. Elizabeth I of England	64. Joseph Stalin	99. René Descartes
30. Elon Musk	65. Julius Caesar	100. Richard Nixon
31. Florence Nightingale	66. Karl Marx	101. Richard Wagner
32. Francis Bacon	67. King Arthur	102. Robert E. Lee
33. Franklin D. Roosevelt	68. Leonardo da Vinci	103. Ronald Reagan
34. Friedrich Nietzsche	69. Louis XIV of France	104. Rosa Parks
35. Galileo Galilei	70. Louis XVI of France	105. Saint Peter
36. Gautama Buddha	71. Ludwig van Beethoven	106. Sigmund Freud
37. Genghis Khan	72. Malala Yousafzai	107. Socrates
38. George III of England	73. Margaret Thatcher	108. Sojourner Truth
39. George W. Bush	74. Marie Curie	109. Steve Jobs
40. George Washington	75. Mark Twain	110. St. Mother Theresa
41. Grover Cleveland	76. Martin Luther	111. Susan B. Anthony
42. Harriet Beecher Stowe	77. Mary Wollstonecraft	112. Theodore Roosevelt
43. Harry S. Truman	78. Maya Angelou	113. Thomas Aquinas
44. Henry VIII of England	79. Michelangelo	114. Thomas Edison
45. Immanuel Kant	80. Mohandas Karamchand Gandhi	115. Thomas Jefferson
46. Isaac Newton	81. Muhammad	116. Tony Blair
47. J.K. Rowling	82. Napoleon	117. Ulysses S. Grant
48. Jacqueline Kennedy Onassis	83. Nelson Mandela	118. Vincent van Gogh
49. James Cook	84. Nicolaus Copernicus	119. Vladimir Lenin
50. James I of England	85. Nikola Tesla	120. Voltaire
51. James Madison	86. Noam Chomsky	121. William Shakespeare
52. Jane Austen	87. Oliver Cromwell	122. William the Conqueror
53. Jean-Jacques Rousseau	88. Oprah Winfrey	123. Winston Churchill
54. Jesus	89. Oscar Wilde	124. Wolfgang Amadeus Mozart
55. Joan of Arc	90. Otto von Bismarck	125. Woodrow Wilson
56. Johann Sebastian Bach	91. Paul the Apostle	
57. Johann Wolfgang von Goethe	92. Philip II of Spain	

Materials Needed for Project

- Minimum 50 Index cards (preferably 5x7, even better if in the spiral binding)
- Highlighter (multiple colors are ideal)
- Pen/pencils
- Rubber bands/binder clips
- 2 pocket folder or Expand folder or large manila envelope
- Calendar
- Google Classroom
- Computer for research and typing

Basic Requirements

Every junior, according to the mandates of the Archdiocese of Omaha and Archbishop Bergan Catholic High School, must complete and pass a research paper in English 11 in order to graduate. The research paper in English 11 must be completed by the end of the 6th week in the 3rd quarter and the presentation by the 2nd week of the 4th quarter.

The following guidelines must be adhered to when writing and grading the research paper:

- The length of the final research paper must be 6-8 pages in-length
 - It must also include (but does not count towards paper length):
 - MLA Cover Page
 - MLA Research Paper Outline
 - MLA Annotated Bibliography/Work Cited page
 - Must use a minimum of 5 credible sources (One must be a database source.)
 - Must address the following questions:
 - How has this idea, method, object, time, and/or person changed the world?
 - What important lessons can be learned from my topic/person?
 - How can we or do we apply these lessons?
 - Why is it important to apply these lessons today and in the future?
 - What can you take away and apply to your daily life?
- In addition to the research paper, students are required to develop and present a 10-12 minute oral presentation of their research.
 - Visual presentation (Prezi or Google Slides) and it must also include the following:
 - 15-20 slides
 - Title slide
 - Slides equivalent to main points found within research paper
 - Images appropriate to mode and purpose of presentation (images enhance understanding, do not detract from presentation's main points)
 - Conclusion slide
 - Sources and images are cited in MLA format
 - Sources must be verbally addressed, not just on the slides themselves.
- The research paper must follow the current MLA format and guidelines to pass.
 - 12 point font
 - Times New Roman font
 - Double-spaced
 - MLA In-textual citations
 - Properly formatted Work Cited page
- The research paper may be literary or non-literary based upon the decision of the instructor. The research paper must, however, address a significant impact on the human race, a single person's impact on the world, and address the lessons we can apply from these moments in history or from these individuals.

Grading Policy

- Each component of the research paper, as seen in the suggested timeline, will be assigned a grade and each component will then become part of the project's culminating final grade. ***Keep in mind that the components being graded and the grades assigned to those components must be above a 86%***
- Students are required to earn at least an 86% on both their research paper and presentation. If students do not reach proficiency on the first deadline of their final paper submission, they will receive a 0% in the grade book and will receive 30-minute rooms until paper is turned in and passed with the minimum 86%. The same procedure will be used for the presentation. However, they will need to schedule these presentations with their instructor in advance and if not completed, students will also receive 30-minute rooms until completion and a minimum score of 86% is achieved.
- Papers submitted after the official due date will have five (5) points deducted from the grade received each day the paper is late. ***In fairness to all students, no exceptions will be made to this rule unless there are unforeseen emergencies that require a doctor's note or some type of valid documentation which warrants such an event or situation.*** Printers running out of ink, oversleeping when the research paper is due, or computers crashing DOES NOT count as unforeseen emergencies, especially as you will be submitting via *Google Classroom*. Always prepare for the unexpected: frequently back up your paper as you type

Grading Evaluation

- Papers and oral presentations will be evaluated on a four-point scale using the rubrics included in this packet.
- Papers will be evaluated by the English faculty here at Bergen using the 4 criterion traits of writing used by the state of Nebraska.
- Oral presentations will be given before the student's English instructor
- Papers and presentations will receive one of the following ratings:
 - Exceeding (all 4s on rubric criterion)
 - Proficient (no score under a 3 on rubric criterion)
 - Emerging (one or more scores below a 3 on rubric criterion)
 - Developing (all or most scores below a 2 on rubric criterion)
- Students who receive below an 86% or lower on either or both of their papers and presentations will be required to revise, edit, and resubmit/represent until they achieve an 86% on either both or one of their project components.

Research Paper	1 (Developing)	2 (Emerging)	3 (Proficient)	4 (Exceeds)
Ideas/Content	<ul style="list-style-type: none"> Writer conveys little opinion or position about the topic. Content has many digressions Reasoning is unclear Supporting examples or reasons are lacking. 	<ul style="list-style-type: none"> Writer conveys a limited opinion or position about the topic. Content has some digressions from the topic. Reasoning is somewhat logical and convincing. Supporting examples or reasons are limited. 	<ul style="list-style-type: none"> Writer conveys a general opinion or position about the topic. Content is generally focused on the topic. Reasoning is usually logical and convincing. Supporting examples or reasons are adequate and relevant. 	<ul style="list-style-type: none"> Writer conveys a clear opinion or position about the topic. Content is focused on the topic. Reasoning is logical and compelling. Supporting examples or reasons are numerous and relevant.
Organization	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is lacking. Pacing is awkward. Transitions are missing or connections are unclear. Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is limited Pacing is somewhat inconsistent. Transitions are repetitious or weak. Paragraphing is irregular. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is functional Pacing is generally controlled. Transitions are functional Paragraphing is generally successful. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is effective. Pacing is well-controlled. Transitions effectively show how ideas connect. Paragraphing is sound.
Voice/ Word Choice	<ul style="list-style-type: none"> Writer demonstrates little commitment to the topic. Voice is inappropriate for the purpose and audience. Language is neither specific, precise, varied, nor engaging. Writer fails to anticipate the reader's questions. 	<ul style="list-style-type: none"> Writer demonstrates a limited commitment to the topic. Voice is sometimes inappropriate for the purpose and audience. Language is occasionally specific, precise, varied, and engaging. Writer anticipates few of the reader's questions. 	<ul style="list-style-type: none"> Writer demonstrates a general commitment to the topic. Voice is generally appropriate for the purpose and audience. Language is generally specific, precise, varied, and engaging. Writer generally anticipates the reader's questions. 	<ul style="list-style-type: none"> Writer demonstrates a strong commitment to the topic. Voice is well-suited for the purpose and audience. Language is specific, precise, varied, and engaging. Writer consistently anticipates the reader's questions.
Sentence Fluency/ Conventions	<ul style="list-style-type: none"> Sentences seldom vary in length or structure. Phrasing sounds awkward and unnatural. Fragments or run-ons confuse the reader. Grammar, usage, punctuation, and spelling errors throughout distract the reader. 	<ul style="list-style-type: none"> Sentences occasionally vary in length or structure. Phrasing occasionally sounds natural. Fragments or run-ons sometimes confuse the reader. Grammar, usage, punctuation, and spelling errors may distract the reader. 	<ul style="list-style-type: none"> Sentences generally vary in length or structure. Phrasing generally sounds natural. Fragments or run-ons, if present, do not confuse the reader. Grammar, usage, punctuation, and spelling errors do not distract the reader. 	<ul style="list-style-type: none"> Sentences vary in length or structure. Phrasing consistently sounds natural. Fragments or run-ons, if present, are intended for stylistic effect. Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.

Oral Presentation	1 (Developing)	2 (Emerging)	3 (Proficient)	4 (Exceeding)
Explanation of Ideas & Information	<ul style="list-style-type: none"> does not present information, arguments, ideas, or findings clearly or logically; argument lacks supporting evidence; audience cannot follow the line of reasoning selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) does not attempt to provide complete and vital background of subject 	<ul style="list-style-type: none"> presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed attempts to provide complete and vital background of subject 	<ul style="list-style-type: none"> presents information, findings, arguments and supporting evidence clearly with logic; audience can follow the line of reasoning selects information, develops ideas and uses a style appropriate to the purpose, task, and audience provides almost complete and vital background of subject; may miss one piece of information 	<ul style="list-style-type: none"> succinctly and logically presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience easily follows the line of reasoning successfully selects information, develops ideas and uses a style appropriate to the purpose, task, and audience provides complete and vital background of subject
Organization	<ul style="list-style-type: none"> does not meet requirements for what should be included in the presentation does not have an introduction and/or conclusion uses time poorly; the whole presentation, or a part of it, is too short or too long 	<ul style="list-style-type: none"> meets most requirements for what should be included in the presentation has a workable introduction and conclusion generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea 	<ul style="list-style-type: none"> meets all requirements for what should be included in the presentation has a clear and almost inventive introduction and conclusion organizes time well; no part of the presentation is too short or too long 	<ul style="list-style-type: none"> exceeds all requirements for what should be included in the presentation has an attention-getting and interesting introduction and conclusion organizes time well; no part of the presentation is too short or too long
Eyes & Body	<ul style="list-style-type: none"> does not look at audience; reads notes or slides uses more than five 4x6 note cards or the wrong size (front/back) does not use or uses too many gestures or movements lacks poise and confidence (fidgets, slouches, appears nervous, sways from side to side) 	<ul style="list-style-type: none"> makes infrequent eye contact; reads notes or slides most of the time Uses five or six 4x6 note cards (front/back) uses a few gestures or movements but they do not look natural shows some poise and confidence, (a little fidgeting or nervous movement) 	<ul style="list-style-type: none"> keeps eye contact with audience most of the time; only glances at notes a handful of times only uses five 4x6 note card (front/back) uses natural gestures and movements looks mostly poised and confident; acts only a little nervous 	<ul style="list-style-type: none"> keeps eye contact with audience most of the time; only glances at notes a few times only uses five 4x6 note card (front) uses natural gestures and movements looks poised and confident; acts natural and comfortable in front of audience
Voice	<ul style="list-style-type: none"> mumbles or speaks too quickly or slowly speaks too softly to be understood frequently uses "filler" words ("uh, um, so, and, like, etc.") does not adapt presentation for the context and task 	<ul style="list-style-type: none"> speaks somewhat clearly most of the time speaks loudly enough for the audience to hear most of the time, but may speak in a monotone occasionally uses filler words attempts to adapt presentation for the context and task but is unsuccessful or inconsistent 	<ul style="list-style-type: none"> speaks mostly clear; not too quickly or slowly speaks loudly enough for everyone to hear; somewhat changes tone and pace to maintain interest uses only a few filler words adapts presentation for the context and task, demonstrates command of formal English when appropriate 	<ul style="list-style-type: none"> speaks clearly; not too quickly or slowly speaks loudly enough for everyone to hear; changes tone and pace to maintain interest rarely uses filler words adapts presentation for context and task, demonstrates a strong command of formal English when appropriate
Visual Aid Presentation	<ul style="list-style-type: none"> does not use audio/visual aids or media attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation 	<ul style="list-style-type: none"> uses audio/visual aids or media, but they may sometimes distract from or not add any new component to the presentation sometimes has trouble bringing audio/visual aids or media smoothly into the presentation 	<ul style="list-style-type: none"> uses appropriate audio/visual aids or media smoothly brings audio/visual aids or media into the presentation 	<ul style="list-style-type: none"> uses well-produced audio/visual aids or media naturally brings audio/visual aids or media into the presentation
Content	<ul style="list-style-type: none"> Aids do not support the communication of ideas or purpose. 	<ul style="list-style-type: none"> Aids somewhat support the communication of ideas and purposes 	<ul style="list-style-type: none"> Aids generally support the communication of purposes and ideas 	<ul style="list-style-type: none"> Aids effectively support the communication of purposes and ideas

	<ul style="list-style-type: none"> • Aids lack credibility or purpose to understanding the message's content. 	<ul style="list-style-type: none"> • Aids are insufficient to elevate understanding of the message's content 	<ul style="list-style-type: none"> • Aids effectively amplify and integrate understanding of the message's content 	<ul style="list-style-type: none"> • Aids are integrated to foster understanding of the message's content.
Creativity, Layout, and Format	<ul style="list-style-type: none"> • Demonstrates little creativity in the depiction of required elements . • Overall organization, design, used space fail to make presentation interesting and fail to communicate information effectively. • Chosen format is not followed, numerous mistakes 	<ul style="list-style-type: none"> • Demonstrates creativity in the depiction of some required elements. • Overall organization, design, and use or space make presentation interesting and somewhat communicate information effectively. • Chosen format is somewhat followed, several mistakes. 	<ul style="list-style-type: none"> • Demonstrates creativity in the depiction of required elements. • Overall organization, design, and use of space make presentation interesting and mostly communicates information effectively. • Follows the chosen format correctly, only one or two mistakes. 	<ul style="list-style-type: none"> • Demonstrates exceptional creativity in the depiction of required elements. • Overall organization, design, and use of space make presentation intriguing and communicates information effectively. • Completely follows the chosen format correctly.
Organization, Neatness, and Mechanics	<ul style="list-style-type: none"> • Information presented in a disorganized manner in outline. • Information presented in a disorganized manner in visual aid. • There are numerous errors in spelling, capitalization, punctuation, and/or grammar mechanics and usage. 	<ul style="list-style-type: none"> • Some information is assembled in a neat, organized manner in outline. • Some information is assembled in a neat, organized manner in visual aid. • There are several errors in spelling, capitalization, punctuation, and/or grammar mechanics and usage. 	<ul style="list-style-type: none"> • Most information is assembled in a neat, organized manner in outline. • Most information is assembled in a neat, organized manner in visual aid. • There are a few errors in spelling, capitalization, punctuation, and/or grammar mechanics and usage. 	<ul style="list-style-type: none"> • All information is assembled in a neat, organized manner in outline. • All information is assembled in a neat, organized manner in visual aid. • There are no errors in spelling, capitalization, punctuation, and/or grammar mechanics and usage.
MLA Format	<ul style="list-style-type: none"> • There are seven or more errors in MLA formatting on the presentation slides and Work Cited page. • None of the images are correctly cited. • Only a source or two is either visually or verbally cited. 	<ul style="list-style-type: none"> • There are only five or six errors in MLA formatting on the presentation slides and Work Cited page. • All but a few images are correctly cited. • Only a source or two is neither visually nor verbally cited. 	<ul style="list-style-type: none"> • There are only three or four errors in MLA formatting on the presentation slides and Work Cited page. • All but one or two images are correctly cited. • All but one or two sources are both visually and verbally cited. 	<ul style="list-style-type: none"> • There are only one or two errors in MLA formatting on the presentation slides and Work Cited page. • All images are correctly cited. • All sources are both visually and verbally cited.

Product/Assignment Due	Due Date	Requirements	Point Value
Topic Proposal		Proposal worksheet	15
Depths of Complexity Organizer		3 Typed or <i>NEATLY</i> written graphic organizers with a separate depth of complexity about your topic	20
Research Source check #1		3 credible sources for topic	30
Thesis Statement (Rough Draft)		Typed or <i>NEATLY</i> written thesis statement	15
Research cards Check #1		20 notecards properly formatted with research from sources	60
Bibliography cards Check #1		3 notecards properly formatted with annotated bibliography & citation	15
Individual Conference #1		Questions/concerns/areas to address prepared prior to conference	15
Research cards & Bibliography cards Check #2		An additional 20 notecards properly formatted with research from sources, 2-4 additional notecards formatted with annotated bibliography & citation	75
Individual Conference #2		Questions/concerns/areas to address prepared prior to conference	15
Annotated Bibliography		Annotated bibliography for all sources typed up and organized in proper MLA format (Submitted on classroom)	30
Research Paper Outline		Source cards organized according to main points, typed outline in proper MLA format (outline template will be provided, submitted on classroom)	75
Individual Conference #3		Questions/concerns/areas to address prepared prior to conference	15
Rough Draft w/ Bibliography		Complete rough draft of research paper with annotated bibliography (Submitted on classroom)	100
Self Edit after Peer Edit		Revised draft of essay (Submitted on classroom) with peer edit worksheets and self-edit worksheet (handed in during class)	25
Individual Conference #4		Questions/concerns/areas to address prepared prior to conference	15
Final Research Paper		Final draft of paper with cover page, annotated bibliography (Submitted on classroom)	150
Individual Conference #5		Questions/concerns/areas to address prepared prior to conference	15
Rough Draft Visual Aid		Google Slides or Prezi presentation with at least ½ of slides completed and a rough draft MLA Work Cited page (Submitted on classroom)	30
Oral Presentation		Manuscript for presentation (template will be provided in class) and final draft of Visual Aid with Work Cited page (All documents turned in on classroom)	100
JUNIOR PROJECT TOTAL POINTS			775

JP Project Total Points Percentages

100-93% → 775-717
 92-86% → 716-663
 85-78% → 662-604
 77-70% → 603-543
 69% or below → 542 or below

Research Paper Total Point Percentages

100-93% → 150-139
 92-86% → 138-129
 85-78% → 128-117
 77-70% → 116-105
 69% or below → 104 or below

Oral Presentation Percentages

100-93% → 100-93
 92-86% → 92-86
 85-78% → 85-78
 77-70% → 77-70
 69% or below → 69 or below

Research Terms

The following terms are used throughout this guide to refer to specific writing and research concepts. Please refer to this sheet if there are any questions throughout the research process.

- **Annotated Bibliography:** a Work Cited page with explanation for what research they provided, how they were found, and why they are relevant to writer's paper.
- **Bibliographic Information:** the address for your source. Author, title, publisher, date, etc. This information needs to be organized according to MLA style in the student's works cited page.
- **Bibliography Cards (also known as source cards):** contain the bibliographic information for one source. Students will complete a bibliography card for each of the sources they use. These cards should be placed in alphabetical order and number.
- **Categorizing:** the process for sorting through and organizing the research note cards. For example, research papers can be categorized by cause/effect relationships, comparisons, persuasive appeals, problem/solution, qualities of an object, etc.
- **Commentary:** specific opinions expressed by the student about each concrete detail. Commentary must be directly related to the concrete detail, must be specific, and must be focused upon the overall topic of the paragraph in which it appears.
- **Conclusion:** record of what has been discovered through the writing of the paper. A student's conclusion should almost entirely consist of commentary and it should not repeat phrases and sentences found elsewhere in the paper.
- **Concrete Detail:** a specific example used to support the topic sentence. It can be a quote, fact, statement, summary, paraphrase, or other illustration.
- **Controlling idea/questions:** the specific idea that the project is shaped around. In the final draft of the paper, the controlling idea changes into a thesis statement.
- **Drafting:** the process of taking the research that has been done and writing it out in expository form.
- **Editing:** the process of checking spelling, grammatical usage, and punctuation.
- **Format:** the physical parameters of the report. Spacing, punctuation, font size, and style are issues of format. The format for this paper must follow MLA guidelines. Format requirements are outlined later on in this packet.
- **MLA Style:** MLA Handbook for Writers of Research Papers specifically defines procedures and requirements for scholarly research. Most colleges and universities use MLA style in some capacity. MLA stands for Modern Language Association.
- **Paraphrase:** recording the ideas found from a source in one's own words. Paraphrases still must be documented in the works cited page and parenthetical citation. To do otherwise is to commit plagiarism.
- **Plagiarism:** use of another person's ideas, words, or opinions as if they were your own. Any undocumented information from a source is considered plagiarism. Plagiarism can be intentional or unintentional. Students caught plagiarizing will fail the assignment and be subject to the progression of consequences outlined in the student handbook.
- **Quotation:** recording ideas found in a source and writing them with the original text. Quotations must be surrounded by quotation marks.
- **Research Cards:** notecards with singular information written down from the research gathered for the author's paper to help isolate information and to visualize information and its connection to topic.

- Revising: the process of changing the structure and ideas in a paper.
- Thesis: the articulated point of your essay. The thesis expresses your opinion about the topic and states what your essay is seeking to prove.
- Topic Sentence: a sentence that clearly defines the point of a specific paragraph. Each body paragraph needs to begin with a topic sentence. The topic sentence relates directly to and supports the thesis statement.
- Transitional expressions: words that are used to provide organizational structure to an essay. They connect ideas and topics in as smooth a manner as possible.
- Works Cited page: a typed document that contains the bibliographical information for every source used by the student. The entries in a works cited page need to be formatted according to MLA style

How Do I Find Credible Sources?

Resources to Use

- Purdue University's Online Writing Lab (aka Purdue OWL) → owl.english.purdue.edu
- Nebraska Access for Database & Research → <http://nebraskaccess.nebraska.gov/resources.asp>
(Password: 1867Hocus56)

Source Quality Check

Every book, periodical article, or other resource should be evaluated to determine its quality and its relevance to your topic and the nature of your assignment. Use the criteria below to help you evaluate resources.

1. What are the author's education and experience? Look for information about the author in the publication itself.
2. Who is the audience for the publication (scholarly or general)?
3. Is the publication primary or secondary in nature?
4. Does it provide general background information or in-depth information on a specific topic? Which do you need?
5. How extensive is the bibliography? Can you use these references to find more information?
6. What is the publication date? (Nothing older than 2007 is acceptable for this project.)
7. How up-to-date are the citations in the bibliography?
8. How current do you need for your topic?
9. Determine whether the information is fact, opinion or propaganda.
10. Are there footnotes to show the source of the facts or quotes?
11. Does the publisher have a particular bias?
12. Are opinions or propaganda easy to recognize?
13. Do the words and phrases play to your emotions or bias the content?

Depths of Complexity Brainstorming

Depths of Complexity: to examine an issue or question critically and thoroughly, it must be done from many different perspectives. The following are 19 possible perspectives.

- | | | |
|--|------------------------------|--|
| 1. Ethical concerns | 7. Medical benefits/concerns | 14. Mankind's responsibility for a better future |
| 2. Societal, Global implications | 8. Humane/Inhumane | 15. Scientific concerns |
| 3. Individual concerns: psychological, physical, emotional | 9. Race relations | 16. Education |
| 4. Family concerns | 10. Safety | 17. Legal |
| 5. Economics | 11. Environmental concerns | 18. Political implications(media politics) |
| 6. Religious | 12. Pretext (false reasons) | 19. Military concerns |
| | 13. Cultural impact | |

Peel the Onion:

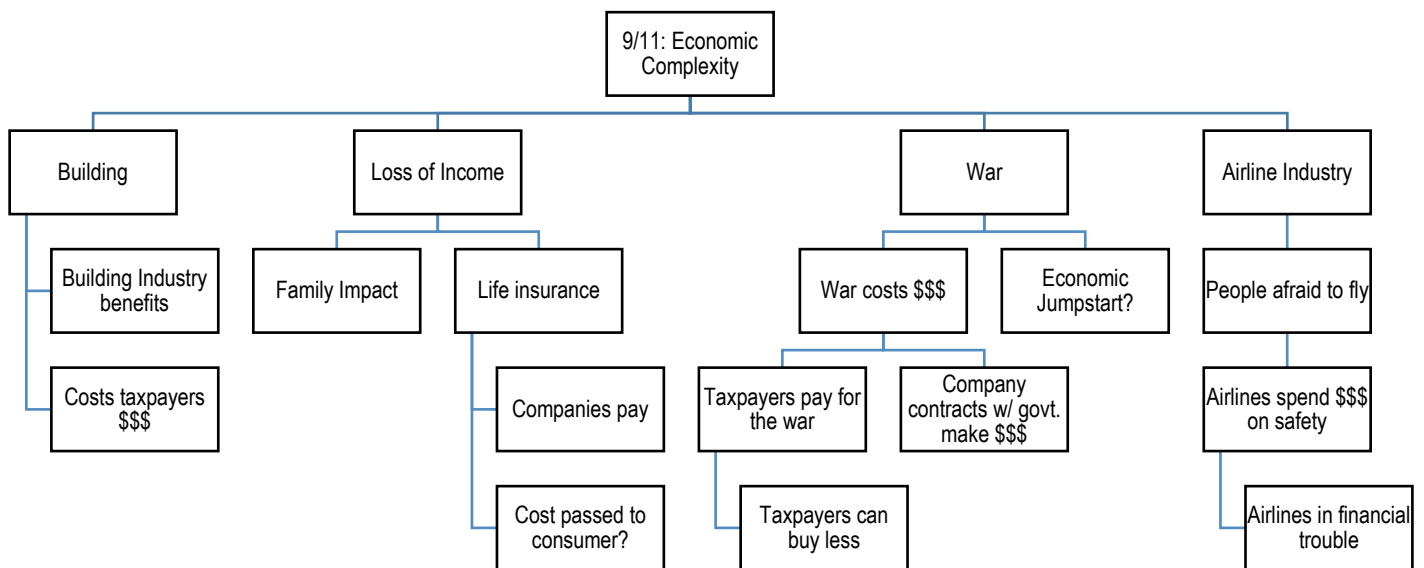
1. Choose a “depth of complexity” item that is affected by your topic
2. Create a chain reaction graphic organizer for each depth of complexity you chose
 - a. Think of as many starting points for each depth of complexity as possible
 - b. Go as far as possible from each starting point.
3. Repeat for each new depth of complexity.

Thesis: the Point of View or opinion you have about your topic. It is an argument. You must take a side. Make a defensible statement. We will look at this later.

Topic Sentences: the topic of each body paragraph. This is the first sentence in each body paragraph.

1. Simply state what the paragraph will be about and how it helps prove your thesis
2. Simple and clear is okay.

Example Depth of Complexity Brainstorming Graphic Organizer



Research Cards

Research cards are where we begin to isolate and breakdown all the information you acquire throughout the research process. It gets overwhelming to process the information in bulk, so we simplify it. Research cards create flexibility in organizing information, isolate key and relevant information to main points/subtopics, and help you visualize where your research may need more development.

STEP 1: Print out the article or photocopy the source.

STEP 2: Give the source a letter, for instances A. Write this boldly at the top of the source.

STEP 3: Create the BIBLIOGRAPHY card (see following page). Staple it to the source.

STEP 4: Read through the source and highlight information you find relevant and important to topic research. (This is where your depth of complexity graphic organizers help guide your information collection.)

STEP 5: Once you have read through the source, go back and number each chunk of information.

STEP 6: Reread each chunk and decide if it fits into your depth of complexity organizer and where. Annotate (mark numerical, starting at 1) which chunks you plan to use in your writing. *More information if better at this process.*

STEP 7: Write out notecards for each chunk you plan to use. Make sure you write the following information on your card:

Source Letter-Chunk Number

Expert opinions or findings
"Quoted material" (in quotations)
Paraphrased information
Facts/Statistics (Author's last name, page number)

*ONLY ONE BIT OF INFORMATION PER CARD

** IF NOT PAGE, WRITE n.p.

Here are a few examples of what a source will look like after this process and the research cards.

Source A:

Whelan, Ian. Debra. "The Bully in the Backpack." School Library Journal. 01 October 2011: 29. eLibrary. Web. 04 March 2014.

(A)

Madie W. knows what it's like to be hounded by death threats, nasty phone calls, and racist jokes. Four years ago, kids from her middle school in suburban Maryland started attacking her by cellphone, text messages, and on social media sites.

Then last fall, the assaults followed her to high school. Someone sent a text calling her the N-word and attached an image of a stick figure getting whipped. Over Thanksgiving break, a bunch of girls left a string of cruel phone messages and texts, calling her a "half-nican" and a "whore" and telling her to kill herself. In January, a former friend accused her of spreading rumors—and vowed all over her Facebook wall that she'd beat up Madie.

"Kids have always been jerks to each other since the beginning of time, and technology does embolden them," says Sameer Hinduja, an assistant professor at Florida Atlantic University (FAU) who helps run the Cyberbullying Research Center (www.cyberbullying.us).

Whether it's through instant messaging, gaming devices, virtual worlds, chat rooms, or blogs, between 25 and 85 percent of today's kids say they've been harassed online by their peers. Their tormentors' top three methods of choice? Social networking sites, emails, and texts.

It's not surprising, considering that kids' use of technology amounts to a full-time job. Teens spend on average more than 53 hours a week—or seven hours and 38 minutes a day—on their computers, cellphones, iPods, and video games, says a recent Kaiser Family Foundation study of 8- to 18-year-olds.

When it comes to social networking, a whopping 73 percent of 12- to 17-year-olds use Facebook and Myspace, says another study by the Pew Research Center's Internet & American Life Project. Meanwhile, a 2010 Nielsen report finds that teens on average swap 3,339 texts a month—that's more than six messages per waking hour. Combine these stats with the ease with which kids can hide behind a computer screen and hurl insults and you have the ideal breeding ground for some serious digital damage.

"We're seeing it younger and younger, and we're also seeing it older and older," says WiredSafety.org founder and cybercrime expert Parry Aftab about the widespread digital abuse being committed by young people. "Without question, it has reached epidemic proportions, and it's growing fast."

While no one can deny the emotional and physical scars schoolyard bullies leave behind, many agree the constant pounding that takes place in cyberspace can be even more damaging to children, especially the collective bullying experience that digital mobs often create on social networking sites. "Technology makes it easy to harass or isolate an individual many quickly and to have them experience a kind of pile-on effect that isn't possible beyond the actual confines of their community," says Stacy Bantz, executive director of the Gay, Lesbian, and Straight Education Network (GLSEN), an organization that seeks to end discrimination and

(4)

them," says Sameer Hinduja, an assistant professor at the Cyberbullying Research Center (www.cyberbullying.us).

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A-1

"between 25 and 85 percent of today's kids say they've been harassed online by their peers." (Whelan, n.p.)

Bibliography Cards

A bibliography is a list of works used in the creation of a non-fiction or analytical research writing. For **EACH source** you look at, a **BIBLIOGRAPHY CARD** must be completed. These cards list all the information needed to create the annotated Work Cited/Bibliography page for your research paper. Below are three examples:

Front Side	Backside
BOOK: Shakespeare, William. <i>The Tragedies</i> . Boston, MA: Twanye Publishers, 1985. Print. 25 October 2010.	BOOK annotation: Used index to search: <i>Romeo & Juliet, performances</i> Resource provides thorough background of play's script and original performance. Best uses would be for play script analysis and exploring various directing choices compared to original performance.

Front Side	
Internet Source: Williamson, Marilyn L. "Romeo and Death." <i>Shakespeare Studies: An Annual Gathering of Research, Criticism, and Reviews</i> : Vol. XIV. 1981:129-137. rpt. <u>EXPLORING Shakespeare</u> . Farmington Hills, Michigan: Gale Research, 1997. Gale Group. December 2009. Web. 25 October 2010. < http://www.galenet.com/servlet/SRC/ >.	INTERNET SOURCE annotation: Used key terms in search engine: <i>Romeo & Juliet, criticisms, reviews</i> Resource provides information about various productions of Shakespeare's plays done within the past year. Critic reviews are collected and one review stood out to give significant detail about directing choices.

Front Side	
Database Source: Avi, Mary. "Romeo and Juliet Together (and Alive) at Last." <i>English Journal</i> (January 1989): 75-87. <i>ProQuest Diversity Databases</i> . Web. 25 October 2010.	Database annotation: Used database search engine, key terms: Romeo and Juliet, directing changes Reading through this article, I found information helpful in further explaining new takes on the classic play that deepen character development and make storyline more relevant to current audiences.

Thesis Statements/Introductions

Thesis Statement:

1. States what you are proving.
2. Is typically only a sentence in length (That doesn't mean it will be a short sentence.)
3. Is the second to last or last sentences of introduction
4. DOES NOT use personal pronouns (I, me, my, we, us, our, etc.)
5. Contains a transitional word or phrase, such as "due to" or "because"
6. Will contain preview of main points used to support what you are proving.

For example: Topic → Soccer, physically demanding compared to other sports

Example thesis:

Soccer is a sport that is more physically demanding than many other sports because it requires quicker reaction time, constant movement towards the ball and/or the goal, and action takes place all over a field larger than most sports.

Introduction Parts	Practical Advice	Movie Example
1. Attention Getter/Hook	Catches readers/audience's attention. DON'T mention the topic here.	The establishing shot at beginning of the film.
2. Bridge/Link	Connects AG to Thesis statement. Mentions the topic, but not your view point. Gives background information.	Zooming in to a point of interest, typically a character.
3. Thesis Statement	Tells reader what the paper is about/Tells audience what presentation is about. Mention topic and point of view.	Focusing in on the first scene (usually begins with dialogue or specific action).
4. Preview of main points	Gives readers/audience a roadmap to paper/presentation.	The next couple of shots that further establish setting, characters, etc.

Annotated Bibliography (MLA Style)

List the items alphabetically by author, using MLA style bibliographic format. Each item must be followed by:

- an annotation or descriptive and critical evaluation of the resource demonstrating clearly how this item related to your topic (see sample annotations)
- a brief explanation of the process through which you found the item – catalog search, database search, works cited of another article or book, referred by instructor, etc, as well as the search terms used. (see sample annotations)

The purpose of this component for your project is for each student to demonstrate an understanding of the research skills covered for this project. Sources may include: books, scholarly articles, reputable magazines and newspapers. You will need to include **at least 1 database article, but are strongly encouraged to use all database sources.**

The final research papers must be typed. Papers are due **TUESDAY, FEBRUARY 14th, 2017.**

What you need to turn in

1. Citations for all of your sources in correct MLA bibliographic format
2. Annotations with both description and critical evaluations of each source
3. Short explanation of how the resource was located – e.g. Academic Search Premier, Bergan School Card Catalog, recommended by instructor, etc., as well as the search used to retrieve relevant materials.

Suggestions for Writing Annotations

Content – What is the resource about? Is it relevant to your research?

Purpose – What is it for? Why was the book or article written?

Usefulness – What does it do for your research?

Reliability – Is the information accurate? Do other sources support the conclusions?

Authority – Is it written by someone who has the expertise to author the information? What are the author's credentials?

Currency – Is it new? Is it up-to-date for the topic?

Ease of use – Can a “real person” use this resource? What is the reading level of the resource?

Sample Citations and Annotations

“How We Learn” *MemoryLifter*. 11 October 2005. Web. 25 October 2005.

<<http://www.memorylifter.com/learning/learning-tools.html>>

While this website has some interesting information about memory and learning, it is a commercial site with the goal of promoting its product, the MemoryLifter. Despite a couple of good diagrams and some useful information, the majority of the site is dedicated to the products they provide. There is a link for contacting the site creators but it doesn't have any information other than a phone number and email address. There is no page with “About Us” information and no references are provided for the information on memory and learning. I would not use this site in my research paper unless I could corroborate the information with another more trustworthy source. I accessed this resource through Google.com. The search terms I used were *memory* and *learning tools*.

Levin, Daniel T.; Simons, Daniel J.; and Bonnie L. Angelone. “Memory for centrally attended changing objects in an incidental real-world change detection paradigm.” *British Journal of Psychology*. 93.3 (2002), 289-302. *Social Sciences FullText*. W. H. Wilson. Dominican University, Rebecca Crown Lib., River Forest, IL. 25 October 2005.

<<http://ezproxy.dom.edu/login?url=http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?prod=OMNI>>

This article discusses three experiments that were conducted by the authors exploring the role of change blindness as it occurs with attended objects – that is, the object they were paying attention to. The article includes discussion of the roles of memory and visual perception on detecting change in a scene, photographic lineup, and even with a conversation partner. Written for a scholarly audience, the article presents some difficulty but, overall, is manageable for the general educated person. The authors, affiliated with Kent State University and Harvard University, present the research in terms of each experiment conducted, their methodology, findings, discussion and results. A literature review is provided, as well as an extensive bibliography. The summary and general discussion provided a useful overview of the conclusions drawn by the authors and could be used in the research paper to support a conclusion. I found this article through the Social Science Fulltext database. I searched using the keywords *visual perception* and *memory*.

Squire, Larry R. and Eric R. Kandel. *Memory: From Mind to Molecules*. New York: Scientific American Library, 1999. Print. 25 October 2005.

Geared for a broad audience with an interest in science but nonscientific backgrounds, this book provides a “rudimentary background” for the biology and cognitive psychology involved in studies of memory. The authors intended this book to be an overview of what is currently happening in the scholarship and research in psychology and neuroscience. The text is peppered with illustrations, graphs, charts and models to illustrate the authors' points and contains an extensive bibliography as well as a comprehensive index. The authors' credentials include a PhD. for Larry R. Squire, a professor of Psychiatry, Neurosciences, and Psychology and an M.D. for Eric R. Kandel, founder of the Center for Neurobiology and Behavior at Columbia University in New York. Topics include: “molecules for short-term memory” and “priming, perceptual learning, and emotional learning.”

Chapters of this book may be helpful in writing my research paper for providing background information on perception and scientific explanations of how memory works.

I found this book in the Dominican University online catalog. I searched for the term *memory* in the Title field and sorted the results by most recently published. I found a couple of books that looked good in the catalog but this one was the most useful once I got to the shelf.

COVER PAGE

1" Margins

Cell Phones in the Hands of Drivers:
A Risk or a Benefit?

Title is centered
about one-third
down the page.

Press ENTER
9-11 times

Paul Levi

Writer's name is
centered around
the middle of the
page.

Press ENTER
6-7 times

English 101
Professor Baldwin
2 April XXXX

Course name,
professor's name,
and date are
centered near the
bottom of the page.

Press ENTER
10-12 times

Marginal annotations indicate **MLA-style formatting** and **effective writing**.

RESEARCH PAPER OUTLINE/SPEECH MANUSCRIPT OUTLINE

Your Name

Course Instructor

Course, Period

xx February 2017

Title: Blue Zones

I. Introduction

- A. (Attention Getter/Hook) In 1513, Juan Ponce de Leon set out to find the Fountain of Youth, a magical spring that was said to restore life to anyone who drank from its waters.
 - 1. However, Juan never found the fountain of youth, like many other old people, he found Florida instead. Five centuries later, the idea of a magical source of immortality still exists today.
 - 2. Most recently, Dan Buettner, world renowned explorer and National Geographic writer is credited for the discovery of a new age Fountain of Youth, called Blue Zones.
 - 3. Blue Zones are longevity hotspots that contain the world's highest amount of centenarians, or one-hundred-year-olds, and have the highest life expectancies than anywhere else in the world.
- B. (Bridge/Link) According to the U.S. Census Bureau June 2009 the world's rate of centenarians is 1 in 20000 while in Blue Zones the rate is 1 in 2500 people, or 8 times that of the world average.
- C. Thesis: Blue Zones have become a world-wide phenomenon, but what's most intriguing is that this new way of living could reawaken our understanding of the human potential for living longer and better.
- D. (Preview of Main Points) Therefore, it is imperative that we go on a voyage to the framework of a Blue Zone by
 - 1. unraveling the map and finding out what Blue Zones are,
 - 2. then continue the quest on foot and observe the Blue Zone theory in action
 - 3. before finally, considering how the mythical Fountain of Youth is becoming a reality for all of humankind.

II. Body

- A. (1st Main Point) *Over the course of the last two decades (transition)*, Dan Buettner has traveled across the globe, studying longevity bringing him to the term Blue Zones, and the science that fosters them.
 - 1. According to the official Blue Zones website, updated daily, Blue Zones are defined as a culture where the proportion of healthy 90 to 100-year-olds to the overall population is unusually high.
 - a) These spots include Sardinia, Italy; Okinawa, Japan; Loma Linda California; The Nicoya Peninsula, Costa Rica; and Ikaria, Greece (n.p.)
 - b) Within these hotspots, individuals are not only living the longest lives but the healthiest lives in the world. Buettner's in-depth analysis of these qualities lead to the development of a de facto formula for longevity called the Power9.
 - 2. According to his 2008 book, "The Blue Zones," Buettner defines the Power9 as the nine characteristics that unite individuals with greater longevity and have been organized into four levels: move, outlook, eat, and belong.

Considered a verbal citation, which is appropriate for both an essay and a speech manuscript. Primarily essay citations require an end citation, i.e. (Author's last name, n.p.)

Speech manuscripts just require that you verbally cite information while presenting.

- a) The first level, move, promotes natural movement, or being active without having to think about it.
 - i. The Stanford Center of longevity, explains 40 minutes of daily low intensity exercise such as walking can add 1.3 healthy years to our lives.
 - b) The second level, outlook, involves having a strong mental attitude about life. Buettner indicates the importance of ikigai, or the reason you wake up in the morning.
 - i. ➔ The 2009 book, "Pursuits of Happiness," correlates a strong relationship between people who know their ikigai and living to 100.
 - ii. Additionally, Buettner describes the idea of down shifting, or simply taking an hour a day to relax via meditation or napping.
 - c) The third level focuses on eating. The first characteristic here is the phrase hara hachi bu, which means eat until you are 80 percent full.
 - i. The American Journal of Public Health of March 2009, shows most people stop eating when they feel full.
 - ii. However, Okinawans stop eating as soon as they no longer feel hungry.
 - iii. Additionally, they have a primarily vegetarian diet full of green vegetables and whole grain breads. The people also have two servings of red wine daily to lower their probability of heart disease and stress levels.
 - d) The last level, belong, encompasses three distinctive features; Blue Zone centenarians create a healthy social network within their community. They surround themselves with people who encompass Blue Zone values. Next, they constantly advance themselves in their religion.
 - i. As described in the 2004, "Journal of Health and Social Behavior," people who attended religious services monthly reduced their risk of chronic diseases by a third.
3. Finally, they make family their top priority. Their homes are filled with household duty, rituals, and a certain emphasis on togetherness.

TRANSITION: With this understanding of Buettner's Blue Zones and the nine characteristics that foster them.

B. (2nd Main Point), we can apply it to a statistically average town in the U.S., Albert Lea, Minnesota, and seeing how the power9 Lifestyle characteristics are changing their lives.

1. The Vitality project is an ongoing program leading Albert Lea, Minnesota into the Blue Zones lifestyle.
 - a) Albert Lea is your typical Midwestern small town. It has a population of 18,000. The AARP, Blue Zones, and The United Health Foundation chose Albert Lea to participate in the Longevity Project over many other Midwestern small towns because Albert Lea was the most statistically average town out of all the other candidates.
 - b) The Project hopes to "over hall" the way Albert Lea residents eat, work, exercise, and play.
 - i. The Austin Daily Herald of February 25, 2010 reports the longevity makeover has been changing everything from sidewalks to lifestyle characteristics.
 - c) As a result, Albert Lea is adopting the Power9 lifestyle characteristics.
 - i. The Albert Lea Tribune of February 26, 2010 demonstrates that Albert Lea is "moving" naturally by creating what they call Walking School Buses.
 - ii. Instead of being driven, students are walking together with adult supervision from the community. Secondly, people in the community are also starting to know their "ikigai."
 - d) The AARP of September 16, 2009, says the vitality project offers free purpose workshops that allow people to delve into their talents and goals in life, and hopefully out of this will come their purpose. More and more adults and senior citizens of the community will be able to articulate their "ikigai," or purpose in life, as the project continues.
 - e) Additionally, the community is already starting to eat healthier.

- i. Good Morning America of July 22, 2009, shows many families have planted private gardens providing fresh vegetables.
 - ii. Additionally, Albert Leans are finding their right tribe by creating walking groups and increasing opportunities for community service.
2. Over the course of the Vitality Project, the community hopes to add 10,000 years of life to Albert Lea, Minnesota.
- a) The United Health Foundation of May 14, 2009, contends the project will measure its progress by having participants use the “Vitality Compass,” a tool designed to project your life expectancy based on your health characteristics.
 - b) AARP and Blue Zones will measure the results by looking at the first vitality compass and comparing it to others as the project continues.

Transition: Clearly Blue Zones have a lot to offer both individuals and communities as a whole.

- C. (3rd Main Point) We must recognize that if a statistically average town like Albert Lea, Minnesota can adopt a Blue Zone lifestyle what is to stop the rest of us? Therefore, it is imperative we look at how the Blue Zone theory can impact all of us.

- 1. The ultimate goal of Blue Zones is to provide every individual the tools to reshape their lives. The applicability of Blue Zones in our own lives was the direct intent of Dan Buettner and his team.
 - a) Newsweek of February 15, 2010 reports The Power9 concept was created as a framework on how to live longer. However, you can pick and choose which characteristics you wish to adopt. If you don’t believe in organized religion, you can choose not to take on that characteristic.
 - i. However, before anyone takes on the Blue Zones lifestyle, they should take the Vitality Compass.
 - ii. AARP of September, 2009 says the Vitality Compass is a life estimator, developed by the University of Minnesota that predicts your biological age, overall life expectancy, healthy life expectancy, and “Blue Zones” years, or years free of any major diseases. If you would like to take the Vitality Compass, please go to Bluezones.com
- 2. With all of this information, Blue Zones is bound to have some flaws.
 - a) Blue Zones has grown bigger than anyone could have predicted. Buettner couldn’t believe that his article in the National Geographic would go viral.
 - b) With such potential for profit, National Geographic has made everything available from Blue Zone DVD’s, chocolate, journals, water bottles, and nut baskets. Yes... nut baskets.
 - c) With all this commercialization, Blue Zones has grown into something like a fad diet.

Transition: However, the research still holds its validity and will continue to be further studied long after its popularity is gone. While we all may not be lucky enough to live in Greece or Italy, we can create our

own personal Blue Zone

III. Conclusion

- A. Review of Main Points: The Blue Zone Phenomenon has reawakened our understanding of human potential.
 - 1. Today, we discovered what a Blue Zone is and the Power9 characteristics that make up longevity.
 - 2. Next, we applied the Blue Zone concept to Albert Lea, Minnesota and the impact Blue Zones are making there.
 - 3. Finally, we looked at the individual Blue Zone and considered if it’s just a fad of our times.
- B. Unlike Juan, we now have a way to drink from the Fountain of Youth and extend our lives. But the water isn’t clear... it’s blue.

In academic essays, 1st person pronouns are not considered appropriate.

However, in your speech manuscript you may use personal pronouns to help your audience feel included.

Transitional Words/Phrases

Example Openers: Here are *some* openers to use to start your Concrete Details:

For example,
For instance,
Most noticeably,

In the
story/poem/book/chapter,
As seen in the story,

In fact,
In addition,
Another example/instance,

To begin with,
As presented by the
author,

Support Transitions: Here are some transitional openers for your Commentaries:

In other words,
Clearly,
Furthermore,

However,
Nonetheless,
In regards to

One can see
This shows that (use this
sparingly)

Consequently,
Thus,
Hence,

Concluding sentence Openers: Here are some ways to open your concluding sentences:

Thus,
Hence,

So,
Finally,

Overall,
Lastly,

In the end,
Clearly,

Words Used to indicate examples or application of thought

because	for example	specifically	for instance	provided	like, as
---------	-------------	--------------	--------------	----------	----------

Words used to transition to conclusions

Therefore	thus	hence	then	in brief
consequently	in conclusion	at last	finally	

Comparison/Contrast Transition Words

Also	in the same manner	in addition	similarly	just as...so	share the same	yet/but
although/though	while	either...or	instead of	even so	some may say	of course
as well as	moreover	each of	not only...but also	have common	unlike	on the contrary
on the other hand	whereas	for all that	in contrast/in spite of	conversely	nevertheless	
Too	furthermore	both	like	again	however	

Structure words pointing to relationships among and between ideas.

A) Time relationships

After
At last
At length
At the same time

Before
Finally
Following
Hereafter

Immediately
In retrospect
In the first place
Last

Later
Meanwhile
Now
Previously

Thereafter

B) Space relationships

Above
Across
Away
Beneath

By
Close
Everywhere
Far

Further on
Here
Near
There

To the east
Under
Westward
Yonder

C) Related to degree

Above all
All
Best

Fewer
Fewest
Greater

Greatest
Least
Less

Little
Many
More

Most
Some
Worst

D) Points to specific interest

These
Those

This
That

One
Few

Some
Several

State Standards being Addressed:

The objective of the Junior Presentation is that students will demonstrate proficiency in written and oral communication, research, and technology usage.

The presentation's requirements meet the following Nebraska State Language Arts Standards:

Reading

- 12.1.6l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- 12.1.6o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

Writing

- 12.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
- 12.2.2d Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- 12.2.3. Students will demonstrate improvement in organization, word choice, voice, sentence fluency, and Standard English conventions after revising/editing their compositions.

Speaking

- **12.3.1b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- **12.3.1c** Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
- 12.3.1d Convey a perspective with clear reasoning and valid evidence.

Information Fluency

- 12.4.1b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).