

## Requirements for Research Paper:

- **Fifth and Sixth** year students' research papers will be 6-9 pages long, if handwritten. If typed, they will be 4-7 pages long.
- **Fourth** year students' research papers will be 5-8 pages long, if handwritten. If typed, they will be 3-6 pages long.
- **All reports:**
  - 1) Will include a title page.
  - 2) Will be double-spaced and will use a font size of 12.
  - 3) Will include a bibliography with at least four sources; no more than one of these four may be an Internet source.

**Participation in the judging of Interest Fair is encouraged, but optional. If the student participates, the following are required:**

- 3-Dimensional Project
- 2-3 free standing posters (Tri-fold board counts as 3 posters)

My mentor is: \_\_\_\_\_

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**You are expected to follow this schedule of when to turn in your progress.**

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|-----------------------|---|
| December 1 – Dec. 7   | Choose your topic. Make sure there are at least 3-5 books on your topic, as well as other sources. Be sure that you can read and understand them.   |
| December 9            | Inform your mentor of your topic and turn in your initial bibliography.   |
| December 9 - 16       | Begin reading and taking notes. Ask or write questions as you read. Develop a simple outline. Have at least one idea for what your 3D project might be.   |
| December 16           | Turn in your simple outline, notes and 3D project ideas.  |
| December 16 – Jan. 20 | Continue:<br>-Reading (add any new sources to your bibliography)<br>-Taking notes<br>-Asking/writing questions<br>-Revising outline<br>Begin:<br>-writing your first draft of your paper  |
| January 20            | Show all work (so far) to mentor.   |
| January 22            | Submit sketch and description for poster and 3-D project. Continue working on paper.  |
| February 2            | Turn in notes, outline, and completed draft.  |
| February 2-20         | Finish poster and 3-D project.  |
| February 22           | Turn in final paper. Prepare for your oral presentation   |
| February 25           | Dress appropriately<br>Bring posters, 3-D project, and note cards (if needed) to school<br>Leave extra copies of research paper at home<br>Enjoy the evening<br>Congratulate participants<br>Thank adults who helped with Interest Fair<br>Celebrate! |

## Bibliographies

The bibliography at the end of a report lists all sources of the information you used. List each source separately as you write the report. List the author's name; the title of the article; the name of the book, magazine, or reference book; and the publishing information.

Study the following sample bibliographic entries. Notice that the entries are alphabetized by author's last name. If there is no author named, alphabetize by the title of the work.

Sources for this bibliography guide:

World of Language, Grade 7. Moristown, NJ: Silver Burdett Ginn, 1999.

Writer's Desk Reference. New York, NY: Scholastic Inc, 2000.

[www.easybib.com](http://www.easybib.com) will help you place your resource information into correct bibliographic form.

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Use the following guidelines and examples as models for creating your bibliography. Follow the models exactly for punctuation, spacing, and indentation.

- Encyclopedia: Baker, Jerry. "Gardening." The World Book Encyclopedia. 1988 ed.
- Magazine: Issacs, F. "How to Grow Vegetables." Reader's Digest. Apr. 1988: 121-124.
- Book: Kelly, John. The All Seasons Garden. New York, NY: Viking Penguin, 1987.
- Website: "Opening New Worlds of Growing Experiences." National Gardening Association. <<http://www.kidsgardening.com/greenhouseguide/1.asp>> Dec. 10, 2003.
- Personal Interview: Nash, Patricia. Personal Interview. December 10, 2003.

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For an **encyclopedia** article, list the author's name if given (last name first), the title (in quotation marks), the name of the encyclopedia (underlined), and the year of publication.

For a **magazine** article, list the author's name if given (last name first), the title of the article (in quotation marks), the name of the magazine (underlined), the date and the pages of publication.

For a **book**, list the author's name if given (last name first), the title (underlined), the name of the publisher, and the year of publication.

For a **newspaper** article, list the author's name if given (last name first), the title of the article (in quotation marks), the name of the newspaper (underlined), the date, section, and page number.

For a **website**, list the author's name if given (last name first), the title of the webpage (underlined) or article (in quotation marks), the name of any institution or organization associated with the website, the URL (in angle brackets), and the date you checked the information.

For a **personal interview**, list the name of the person interviewed (last name first), the words "Personal Interview" (in quotation marks), and the date of the interview.

**Judging Rubric\***

Student Name: \_\_\_\_\_ Location: \_\_\_\_\_

Grade: \_\_\_\_\_ Topic: \_\_\_\_\_

Category	4	3	2	1	Score
<b>Content</b>	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic well	
<b>Preparation</b>	Student is completely prepared and has obviously rehearsed	Student seems mostly prepared, but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	
<b>Knowledge</b>	Student is able to accurately answer almost all questions posed.	Student is able to accurately answer most questions posed.	Student is able to accurately answer a few questions.	Student is unable to accurately answer questions posed.	
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time (100-95%)	Speaks clearly and distinctly most of the time (94-85%)	Speaks clearly and distinctly some of the time (84 – 75%)	Speaks clearly and distinctly most of the time (less than 75%)	
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact.	Stands up straight and establishes eye contact.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not make eye contact.	
<b>Tri-fold Board</b>	Is creative, neat, and well organized. It has information that supplements the topic.	Is neat and well organized. It has information that supplements the topic.	Is somewhat neat and organized. Some information supplements the topic.	Is not neat or organized. Little of the information supplements the topic.	
<b>3-D Project</b>	The project / collection is creative and well displayed. It clearly illustrates time and effort spent in its production. The project enhances the topic.	The project / collection is neat and shows some time and effort spent. It is appropriate for the topic.	Some time has been spent to produce the project, but it conveys little effort. It does not fit the topic.	Little time or effort has been used to produce this project. It does not fit the topic.	

Total: \_\_\_\_\_

# Suggestions for Interest Fair

1. Establish a schedule – for the duration or by month or by week – that fits your child’s working style and your family. (30 min. each evening, one hour M-W-F)
2. Have a box, bag, or binder for Interest Fair work. At home designate a particular desk, table, shelf, or corner.
3. Keep bibliography up to date. Check before returning those library books.
4. Use a difference color of highlighter or colored pencil to mark notes dealing with the same topic.
5. Parents, it’s sometimes hard to find a delicate balance between doing too much and doing too little. It depends on the age and experience of each particular child. We appreciate your efforts in finding this balance.

Middle School Teachers



# Helpful Hints!

## Create a Successful Display Board for Interest Fair.

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

- **Plan your space.** Sketch your ideas on a piece of paper before drawing and gluing on your board.
- **Measure twice, cut once.** Use a ruler and measure your space. This will help you center your text and cut your materials.
- **Tools.** Use tools like rulers, protractors, and compasses to draw accurate shapes and letters.
- **Add text wisely.** Make your project title the largest then work down in size.
- **Add color.** By adding color, you grab the attention of your viewers.
- **3D.** Create 3 dimensional objects or add to your graphics so they appear to be 3D.
- **Cover your board.** Use wallpaper, fabric, or shelf paper as a background to your board.
- **Add graphics.** Hang maps and graphs to add interest to your display.
- **Do not crowd the board.** Arrange your display in an interesting format.
- **Do not write or attach your paper to the board.**
- **Do not hand write any text.** Use the computer for any typing.

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