Course Description:
An advanced level communications course with an agricultural emphasis designed to instruct in research, composition, and public speaking in the areas of informational, demonstration, persuasive, and motivational papers and speeches, understanding of MLA and APA citations, overview and review of basic English/language arts components (grammar, spelling, sentence structure, punctuation), weekly debate and journaling on current agricultural issues, development of job application materials including resumes and cover letters, mock interviews (face to face and phone), career and college searches, leadership and team building development and activities, agricultural sales research and presentations, development of newsletters, press releases (written and radio) and news articles, research and development of a paper and presentation on current agricultural issues, reading comprehension and written response of motivational, team building, and leadership books, and development of a comprehensive final portfolio/capstone project including research, group discussion, presentation, and use of visual aids.

Course Expectations:
Will follow all rules set forth by BTEC and the Boonville School District and any other rules specific to this class.
1. Be Prepared-Make sure to have pencil, paper, & notebook before you sit down and be ready for class to start.
2. Be an Adult-Turn in your work on time. If work is turned in late, it will be assessed a 10% reduction in your score for everyday it is late. Late work will only be accepted for a period of 3 days. If you miss a day, your work is due a day following your return. It is your responsibility to find out what you missed. If you know you will be gone prior, please ask me for your work. Also, do not cheat, it will get you sent to the office, and you will receive a zero.
3. Be on Time-Make sure you get from the high school to the tech school promptly. Three tardies result in a detention, and every tardy after that results in a detention.
4. Be Respectful-Do not mess with others possessions. When the teacher is speaking, make sure you are listening and/or taking notes. Do not sleep in class, it will get you sent to the office. Also, class is not finished until the teacher says so, and you are not allowed to leave until you are dismissed.
5. Be Clean-Make sure to keep your notebook organized. Also, no food or drink in the classroom, unless on specified days. When you leave, all chairs must be pushed in and notebooks, papers, etc. put where they belong.
6. Be Ready to Learn-This class has a mixture of hands-on activities with lecture and worksheets. Make sure you interact in class, take notes, and participate in activities.
7. Be Safe-When working in the shop or on activities, follow all directions and safety measures given.
8. **Be Involved** - Get involved in the activities in class and the class itself. Also, take advantage of being an FFA member. Up to 75 points bonus, is added to your grade at the end of each semester based upon your FFA participation points.

9. **Be Ready to Have Fun** - This class gives you the opportunity to learn about things that you may or may not be familiar with and learn valuable life lessons that will stick with you forever.

**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
<td>A--Distinctly Superior</td>
</tr>
<tr>
<td>90 – 94</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
<td>B--Very Commendable</td>
</tr>
<tr>
<td>80 - 82</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77 - 79</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
<td>C--Average</td>
</tr>
<tr>
<td>70 - 72</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>67 - 69</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>63 - 66</td>
<td>D</td>
<td>D--Passing, in need of improvement</td>
</tr>
<tr>
<td>60 - 62</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
<td>F--Failing</td>
</tr>
</tbody>
</table>

Is considered failing.

**Course Outline:**

- **Read & Response**
  - Reading of Leadership & Team Building Materials & Response in Journals
- **FFA**
  - Development of Food for America Materials
  - Recruitment Materials & Activities
  - FFA Quarterly Newsletter
  - Development of News Articles
  - Parliamentary Procedure
- **Public Speaking**
  - Persuasive
  - Informational
  - How to/Demonstration
  - Motivational
- **Advertising/Multimedia**
  - Print Advertising
  - Radio Advertising
  - TV Advertising
  - Public Relations
- **Agricultural Issues**
  - Research, Debate, and Presentation of Current Agricultural Topics and Issues
➢ Agricultural Sales
  o Identification of Products
  o Development of Sales Presentations
➢ Job Skills
  o Interviews-Face to Face and Phone
  o Development of Resume & Cover Letter
  o Performance
  o Preparation
  o Matching a Job with your Skills
  o Career and College Searches
  o Scholarship Applications

Other Activities:
➢ Current Events Journals
➢ Maintain Notebooks
➢ Record Book Checks
➢ FFA Activities
➢ Speaking Contests
➢ SAE Visits
➢ Proficiency Awards & State Degree

Current Events/Ag Issues:
Each student will be assigned several weeks throughout the entire school year to find and develop an agricultural issues idea which can be shared on social media and with the class. By the end your assigned week, you will need to find and obtain (outside of class time), a current events or agricultural issues topic from a magazine, newspaper, or some other type of written work that you can include a copy of the article when you turn in your assignment. You will need to make sure you obtain an agricultural issues evaluation form each week, tag the text by highlighting/underlining main ideas and circling key vocabulary words, include the web link, and answer the three questions. Make sure to attach a copy of your article following the ag issues form, and then a copy of the syllabus following your article. In documenting your bibliographical information, make sure to put it into MLA format. (Refer to your handout if you have questions)

The current event/ag issues article needs to have a relation to agriculture or natural resources or make sure the topic could affect one of those areas. When completing your form, make sure to identify three topics or entities highlighted in the article along with the advantages and disadvantages of each. All agricultural issues will be read and discussed at the end of each week and turned in for grading. Facebook & Twitter statues along with a copy of the article will be posted online to share with the public. When getting you graded forms back, make sure to put them into your notebook for future reference.

Notebooks & Assignments:
Because this course also counts as an embedded credit course for an English credit, you are responsible to maintain both your current events/ag issues notebook and your classroom notebook with all your assignments. Periodically, your assignments will be given to an English teacher to look over to make sure you are on task and meeting all requirements needed for an English credit towards graduation.
Record books & Committee Work
All students will be required to maintain a financial record book. Students will update their record book at least one time per month and will be given the 1st Thursday of every month to update their record book. During the 1st Friday of every month, the class will hold a committee meeting for their assigned POA committee. The committee will allow students to plan and conduct activities related to student, chapter, or community development.

Grading:
There is usually a series of worksheets, quizzes, activities, and a test that accompanies each unit. On written work students are graded at 70%. Students are also given 50 points per week for their Work Place Readiness (attendance, participation, and behavior) that makes up their final 30% of their grade. See the attached Work Place Readiness Chart for the scoring guidelines.

All homework needs to be turned in on time. Work that is not turned in when collected will be assessed 10% reduction in the final score for everyday it is late, and will only be listed as an exempted grade for a period of 3 days before a zero is applied.

Textbook:

Computers & Cell Phones:
Each member of the class will be assigned a number. The number will correspond to your computer and assigned slot in the cell phone holder. It is your responsibility to report any problems with that computer. When the computers are used, no food or drinks are allowed around them and you are to only use your assigned computer. At the end of class, all computers must be put into their proper slots, plugged in, and the power cord pushed in behind the computer so the computer is not sitting on it or hanging out the front. The mouse must have the cord wrapped around it and placed into the container.

When using the computers, you are not allowed to play games. If you are caught playing games, your privileges will be revoked. If you inflict willful damage upon the computers, you will be sent to
the office. Your cell phone must be turned in at the beginning of each class. If it is not turned in, you will not receive your daily points.

**Information:**
Information regarding specific classes, the Ag Ed program, and the Boonville FFA can be found on [www.mycaert.com](http://www.mycaert.com) or on the FFA website: [http://www.boonville.k12.mo.us/schools/btec/programs/ffa/Pages/default.aspx](http://www.boonville.k12.mo.us/schools/btec/programs/ffa/Pages/default.aspx). My Caert will be used for electronic tests, quizzes, and worksheets. Information and pictures can also be found on the FFA Facebook or Twitter page and through the My FFA. My FFA Dashboard can be accessed through [www.ffa.org](http://www.ffa.org). Make sure to also sign up for Eventlink for FFA alerts.

**FFA:**

a. FFA involvement is required for above Ag Science I.
b. FFA Participation Chart (Up to 75 points bonus/semester based upon your participation points).
c. FFA dues $15.00, for one year, Seniors are eligible 3+1 dues for $50
d. FFA jackets cost $70. Jackets, scarf/tie, and other FFA merchandise should be paid for before ordering. Make checks payable to BTEC.
Written Communications/Ag Leadership & Communications Calendar

Week 1 – Introduction into Ag Communication (1) – Weekly Current Events & Journals
  - Leadership Activities & Record Book Update (3)
Week 2 – Pout- Pout Fish Reading & Response (1)
  --Dog Poop Initiative Reading & Response (1)
  --Fish: A Remarkable Way to Boost Morale and Improve Results Reading & Response (3)
Week 3 – Fish: A Remarkable Way to Boost Morale and Improve Results Reading & Response (3)
  --Leadership/Motivational Planning Workshops and Activities (2)
Week 4 – Leadership/Motivational Planning Workshops and Activities (3)
  - Grammar & APA/MLA/Annotated Citation (2)
Week 5 – Grammar & APA/MLA/Annotated Citation (5)
Week 6 – Informative Research Outlines & Speeches (5)
Week 7 – Informative Research Outlines & Speech Presentations (3)
  --How Full is Your Bucket? – Reading & Response (2)
    - Clifton Strengths Finder
    - Positive Impact Questions
    - Bucket Filling Interview Sheet
Week 8 – How Full is Your Bucket? – Reading & Response (5)
  - Clifton Strengths Finder
  - Positive Impact Questions
  - Bucket Filling Interview Sheet
Week 9 – Fall Speaking Research (Pork, Sheep, Cattlemen’s, Soil & Water, Cooperatives, Farm Bureau, Young Farmers) (5)
Week 10 – Informative (Fall Speaking) Research Papers (3)
  -- Informative (Fall Speaking) Research Paper Presentations (2)
Week 11 – Informative (Fall Speaking) Research Papers Presentations (2) & Agriculture Promotional Video (3)
Week 12 – Agriculture Promotional Video Development (5)
Week 13 – Agriculture Promotional Video Development (5)
Week 14 – Promotional Recruitment Materials Development (5)
Week 15 – Who Moved My Cheese? Reading & Response (5)
Week 16 – Who Moved My Cheese? Reading & Response (2)
  --Resumes & Cover Letters (3)
Week 17 – Resumes & Cover Letters (3)
  --The Five Dysfunctions of a Team Reading & Response (2)
Week 18 – The Five Dysfunctions of a Team (5)
Week 19 – Finals (3)

Week 20 – Development of Award & Scholarship Applications (3.5)
Week 21 – Development of Award & Scholarship Applications (5)
Week 22 – Advocacy: Debate Rules & Parliamentary Procedure (3)
  Trip to Capitol to watch bill debate or committee (1)
Week 24 – Ag Promotion: Development of Radio Spots, Small Group Programs (5)
Week 25 – Ag Issues Research & Presentation Preparation (5)
Week 26 – Ag Issues Research & Presentation Preparation (5)
Week 27 – Ag Issues Research & Presentation Preparation (5)
Week 28 – Demonstration Speeches Research (3)
Week 29 – Demonstration Speeches Research and Presentation (5)
Week 30 – Mentor – The Kid & The CEO – Reading & Response (5)
Week 31 – Mentor – The Kid & The CEO – Reading & Response (3.5)
Week 32 – Job Applications & Mock Interviews (4.5)
Week 33 – Ag Sales and Marketing (4)
Week 34 – Ag Sales and Marketing (5)
Week 35 – Topics in Agriculture Research Paper (3.5)
Week 36 – Topics in Agriculture Research Paper (5)
Week 37 – Portfolio Assembly (5)
Week 38 – Final Presentations (5)
Week 39 – Final Presentations (1.5)
Agricultural Issues Evaluation (30 points)

Directions: On your scheduled week, you must select an article, but while reading “tag the text.” When tagging:
1. Highlight/underline the main ideas.
2. Circle key vocabulary words.

After reading and tagging the text, you will teach your classmates about your article. Make sure to complete questions 1 and 2 in order to reference while you are teaching. Also identify 2 key terms you need to learn about. Please include a copy of your article with your “tags”, write Facebook & Twitter status updates, and provide a link to your article or a similar article so information can be posted so we can advocate to our entire chapter and the community.

Web Link: ____________________________________________________________________________________________

Bibliographical Citation (in MLA format):
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Question 1: After reading your article, you will need to select 3 groups or entities involved in the issue. Complete the chart to show at least 2 advantages and 2 disadvantages for each of the 3 groups you selected. Cite specific evidence and use specific details and examples to support your ideas.

<table>
<thead>
<tr>
<th>Topic/Entity</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 2: In your opinion, why is your issue important to agriculture? Explain why or why not using specific evidence as to support your answer.

Facebook Status: (keep less than 200 characters or 40 words)

Twitter Status: (cannot exceed 140 characters)

Question 3: Identify 2 key terms from the article you want to learn more about.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1 Item 1</td>
<td>The response is complete, logical and shows a proficient understanding of the content and/or concepts addressed.</td>
<td>The response is not complete or is not logical or shows partial understanding of the content and/or concepts addressed.</td>
<td>4, 2, or 0</td>
</tr>
<tr>
<td>Question 1 Item 1</td>
<td>The response is complete, logical and shows a proficient understanding of the content and/or concepts addressed.</td>
<td>The response is not complete or is not logical or shows partial understanding of the content and/or concepts addressed.</td>
<td>4, 2, or 0</td>
</tr>
<tr>
<td>Question 1 Item 2</td>
<td>The response is complete, logical and shows a proficient understanding of the content and/or concepts addressed.</td>
<td>The response is not complete or is not logical or shows partial understanding of the content and/or concepts addressed.</td>
<td>4, 2, or 0</td>
</tr>
<tr>
<td>Question 1 Item 2</td>
<td>The response is complete, logical and shows a proficient understanding of the content and/or concepts addressed.</td>
<td>The response is not complete or is not logical or shows partial understanding of the content and/or concepts addressed.</td>
<td>4, 2, or 0</td>
</tr>
<tr>
<td>Question 1 Item 3</td>
<td>The response is complete, logical and shows a proficient understanding of the content and/or concepts addressed.</td>
<td>The response is not complete or is not logical or shows partial understanding of the content and/or concepts addressed.</td>
<td>4, 2, or 0</td>
</tr>
<tr>
<td>Question 1 Item 3</td>
<td>The response is complete, logical and shows a proficient understanding of the content and/or concepts addressed.</td>
<td>The response is not complete or is not logical or shows partial understanding of the content and/or concepts addressed.</td>
<td>4, 2, or 0</td>
</tr>
<tr>
<td>Question 2</td>
<td>The response includes a choice and a complete, logical and accurate explanation of reasoning for the choice.</td>
<td>The response includes a choice and an explanation that is minimal or slightly flawed.</td>
<td>4, 2, or 0</td>
</tr>
<tr>
<td>Question 3</td>
<td>Two key terms are identified.</td>
<td>One key term is identified</td>
<td>2, 1, or 0</td>
</tr>
</tbody>
</table>

**Converting scoring Guide Point values to achievement levels**

- Proficient
- Close to Proficient
- Far from Proficient but Likely
- Far from Proficient but not Likely

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-25 Points</td>
<td>(30)</td>
</tr>
<tr>
<td>24-20 Points</td>
<td></td>
</tr>
<tr>
<td>19-15 Points</td>
<td></td>
</tr>
<tr>
<td>Less than 15 Points</td>
<td></td>
</tr>
</tbody>
</table>
# MLA Citation Style Checklist

**COMMON ELEMENTS AND FORMATTING FOR MLA 7TH EDITION**

Use this checklist to ensure you have included all the required elements and formatted your paper correctly.

## Basic Format

<table>
<thead>
<tr>
<th></th>
<th>The entire document, including block quotations and Works Cited page, is double-spaced and has 1 inch margins.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The entire document is in an easily-readable typeface (e.g. 12-point, Times New Roman font).</td>
</tr>
<tr>
<td></td>
<td>The entire document is left-justified.</td>
</tr>
<tr>
<td></td>
<td>The first line of all paragraphs is indented ½ inch from the left margin.</td>
</tr>
<tr>
<td></td>
<td>Unless requested by your instructor, the document does not have a title page. The title is centered at the top of the first page, in title case, and is in plain text (not bold, underlined, or italicized).</td>
</tr>
<tr>
<td></td>
<td>Your name, your instructor’s name, the course number, and the date appear on separate lines in the upper left corner of the first page, double-spaced, above the title.</td>
</tr>
<tr>
<td></td>
<td>The document is consecutively page numbered. Page numbers appear in the upper right-hand corner of the page, ½ inch from the top, flush with the right margin, with your last name in front of the number.</td>
</tr>
<tr>
<td></td>
<td>All abbreviations used are consistent with those listed in the 7th edition of the MLA manual.</td>
</tr>
<tr>
<td></td>
<td>When asked to create a title page. The title page is on a separate page at (does not include a header). The title page has the title of your paper, your name, Boonville FFA Chapter, and date of speaking event double spaced centered in the top one-third of the paper. The font size is consistent/same as the rest of your paper (e.g. 12-point, Times New Roman font).</td>
</tr>
</tbody>
</table>

## Parenthetical Citations

<table>
<thead>
<tr>
<th></th>
<th>All sources cited in the paper are included in the Works Cited section at the end of the document.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All parenthetical citations are formatted correctly and include a page number.</td>
</tr>
<tr>
<td></td>
<td>All quotations are formatted correctly.</td>
</tr>
<tr>
<td></td>
<td>All prose quotations 4 lines or less are within quotation marks. All verse quotations 3 lines or less are within quotation marks.</td>
</tr>
<tr>
<td></td>
<td>All prose quotations greater than 4 lines, and verse quotations greater than 3 lines, are formatted as block quotes.</td>
</tr>
<tr>
<td></td>
<td>All quotations of dialogue between two or more characters in a play are formatted as block quotes.</td>
</tr>
</tbody>
</table>

## Works Cited

<table>
<thead>
<tr>
<th></th>
<th>All sources that are included in the Works Cited section are also cited in the paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Works Cited section starts on a separate page.</td>
</tr>
<tr>
<td></td>
<td>The works cited are listed in alphabetical order by the author’s last name.</td>
</tr>
<tr>
<td></td>
<td>Works cited are formatted with a hanging indent.</td>
</tr>
<tr>
<td></td>
<td>Works cited are double-spaced both within and between.</td>
</tr>
</tbody>
</table>
Creating a Works Cited list using the 8th Edition

MLA is a style of documentation based on a general methodology that may be applied to many different types of writing. Since texts have become increasingly mobile, and the same document may often be found in several different sources, following a set of rigid rules no longer suffices.

Thus, the current system is based on a few guiding principles, rather than an extensive list of specific rules. While the handbook still describes how to cite sources, it is organized according to the process of documentation, rather than by the sources themselves. This gives writers a flexible method that is near-universally applicable. Once you are familiar with the method, you can use it to document any type of source, for any type of paper, in any field.

Here is an overview of the process:

When deciding how to cite your source, start by consulting the list of core elements. These are the general pieces of information that MLA suggests including in each Works Cited entry. In your citation, the elements should be listed in the following order:

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

Each element should be followed by the punctuation mark shown here. Earlier editions of the handbook included the place of publication and required different punctuation (such as journal editions in
parentheses and colons after issue numbers). In the current version, punctuation is simpler (only commas and periods separate the elements), and information about the source is kept to the basics.

1. **Author**

Begin the entry with the author’s last name, followed by a comma and the rest of the name, as presented in the work. End this element with a period.


2. **Title of source**

The title of the source should follow the author’s name. Depending upon the type of source, it should be listed in italics or quotation marks.

- **A book should be in italics:**


- **A website should be in italics:**


- **A periodical (journal, magazine, newspaper) article should be in quotation marks:**


- **A song or piece of music on an album should be in quotation marks:**


*The eighth edition handbook recommends including URLs when citing online sources. For more information, see the “Optional Elements” section below.

3. **Title of Container**
Unlike earlier versions, the eighth edition refers to "containers," which are the larger wholes in which the source is located. For example, if you want to cite a poem that is listed in a collection of poems, the individual poem is the source, while the larger collection is the container.

- The title of the container is usually italicized and followed by a comma, since the information that follows next describes the container.


- The container may also be a television series, which is made up of episodes.


- The container may also be a website, which contains articles, postings, and other works.


- In some cases, a container might be within a larger container. You might have read a book of short stories on Google Books, or watched a television series on Netflix. You might have found the electronic version of a journal on JSTOR. It is important to cite these containers within containers so that your readers can find the exact source that you used.


4. **Other Contributors**

In addition to the author, there may be other contributors to the source who should be credited, such as editors, illustrators, translators, etc. If their contributions are relevant to your research, or necessary to identify the source, include their names in your documentation.

*Note:* In the eighth edition, terms like editor, illustrator, translator, etc., are no longer abbreviated.


5. **Version**

If a source is listed as an edition or version of a work, include it in your citation.


6. **Number**

If a source is part of a numbered sequence, such as a multi-volume book, or journal with both volume and issue numbers, those numbers must be listed in your citation.


7. **Publisher**

The publisher produces or distributes the source to the public. If there is more than one publisher, and they are all are relevant to your research, list them in your citation, separated by a forward slash (/).


*Note*: the publisher’s name need not be included in the following sources: periodicals, works published by their author or editor, websites whose titles are the same name as their publisher, websites that make works available but do not actually publish them (such as *YouTube, WordPress*, or *JSTOR)*.

8. **Publication Date**

The same source may have been published on more than one date, such as an online version of an original source. For example, a television series might have aired on a broadcast network on one
date, but released on Netflix on a different date. When the source has more than one date, it is sufficient to use the date that is most relevant to your use of it. If you’re unsure about which date to use, go with the date of the source’s original publication.

- **This is the way to create a general citation for a television episode.**


However, if you are discussing, for example, the historical context in which the episode originally aired, you should cite the full date. Because you are specifying the date of airing, you would then use WB Television Network (rather than Mutant Enemy), because it was the network (rather than the production company) that aired the episode on the date you’re citing.


9. **Location**

You should be as specific as possible in identifying a work’s location.

- **An essay in a book, or an article in journal should include page numbers.**


- **The location of an online work should include a URL. Remove any "http://" or "https://" tag from the beginning of the URL.**


- **A physical object that you experienced firsthand should identify the place of location.**

10. **Optional elements**

The eighth edition is designed to be as streamlined as possible. The author should include any information that helps readers easily identify the source, without including unnecessary information that may be distracting. The following is a list of select optional elements that should be part of a documented source at the writer’s discretion.

11. **Date of original publication:**

If a source has been published on more than one date, the writer may want to include both dates if it will provide the reader with necessary or helpful information.


12. **City of publication:**

The seventh edition handbook required the city in which a publisher is located, but the eighth edition states that this is only necessary in particular instances, such as in a work published before 1900. Since pre-1900 works were usually associated with the city in which they were published, your documentation may substitute the city name for the publisher’s name.


13. **Date of access:**

When you cite an online source, the *MLA Handbook* recommends including a date of access on which you accessed the material, since an online work may change or move at any time.


14. **URLs:**
As mentioned above, while the eighth edition recommends including URLs when you cite online sources, you should always check with your instructor or editor and include URLs at their discretion.

15. DOIs:

A DOI, or digital object identifier, is a series of digits and letters that leads to the location of an online source. Articles in journals are often assigned DOIs to ensure that the source is locatable, even if the URL changes. If your source is listed with a DOI, use that instead of a URL.


Creating In-text Citations using the 8th Edition

The in-text citation is a brief reference within your text that indicates the source you consulted. It should properly attribute any ideas, paraphrases, or direct quotations to your source, and should direct readers to the entry in the list of works cited. For the most part, an in-text citation is the author’s name and the page number (or just the page number, if the author is named in the sentence) in parentheses:

Imperialism is “the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory” (Said 9).

or

According to Edward W. Said, imperialism is defined by “the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory” (9).

Work Cited

Again, your goal is to attribute your source and provide your reader with a reference without interrupting your text. Your readers should be able to follow the flow of your argument without becoming distracted by extra information.
MLA - In-text Citation Examples

1. Database article - No author – Signal phrase used
In a study, Relapse Prevention Program for Anorexia Nervosa Patients, researchers discovered that implementing a relapse prevention plan at the end of treatment has a positive impact on patients suffering from anorexia with only 11% of study patients suffering a full relapse (1).

2. eBook with author
Another proposed cause of anorexia, Mimetic Theory is the need to mimic or imitate an admired individual. Environment or social pressure is the basis of this theory, which places much of the blame on the media and the depiction of the perfect woman as being thin (Girard 5).

3. Database article - Two authors
Anorexia has often been associated with low self-esteem. As one sufferer described, “Well, I feel I have nothing to give right now. And being thin is acceptable. If I’m fat, I’m just taking up space” (Dolhanty and Greenberg 371).

4. Website - No page number
The belief that anorexia is caused by psychological issues is widely held. According to Mayo Clinic Staff, food is not the main issue in the disorder, but a way for the individual to gain control in an untenable situation (“Anorexia Nervosa: Overview”).

5. Two works by same author
Other theorists conclude that anorexia is an innate way for some to deal with a prehistoric response to famine. As Guisinger states, “…individuals with abilities to ignore hunger, move energetically, and deny starvation could flee local depletion…” (“Competing Paradigms” 199). As further support, proponents of this concept indicate that theories based on psychopathology cannot explain the incidence of anorexia in other animals (Guisinger, “Adapted” 757).

6. Video from Films on Demand - long quote
Some anorexics see the disorder as an entity that is trying to conquer them: It feels like this demonic torturous thing that is out to make you miserable and it’s really tiring feeling anxious all the time and arguing with your head and not being able to do the thing that everybody else can do, like this one basic thing, which is to eat, really. But I want it more than anything in the whole world. (“Anorexia Nervosa” 00:11:22-49)

7. YouTube video
Although many anorexics may recognize that they have a problem, they often remain in denial. In one case study, a patient claimed to “see food as an enemy,” but felt that her condition was “a lifestyle and not a disease” (“Anorexia Nervosa: Being” 00:06-07).

**Final Thoughts about the 8th Edition**

The current MLA guidelines teach a widely applicable skill. Once you become familiar with the core elements that should be included in each entry in the Works Cited list, you will be able to create documentation for almost any type of source. While the handbook still includes helpful examples that you may use as guidelines, you will not need to consult it every time you need to figure out how to cite a source you have never used before. If you include the core elements, in the proper order, using consistent punctuation, you will be fully equipped to create a list of works cited on your own.
Capstone Project

The project will allow you to apply knowledge learned through this course and other courses, into a fun and exciting project that will also serve as your final. The project will consist of several pieces that, together, will allow you to apply what you have learned in a creative manner.

I will give you basic guidelines that you must follow, but the designing and development of your project is up to you. We will use limited class time to work on the project.

You will need to choose a subject that is interesting or important to you. You will choose from five different pathways: career exploration & research, creative, research/investigative, skill-building, or community service.

**Career Exploration & Research:** Exploring possible careers through job-shadowing, professional interviews, field research, or specialized skills such as drafting for landscape architects or performing surgeries for veterinarians.

**Creative:** The opportunity to dig deeply into your existing creative passions and explore how far your talents can take them. Challenge yourself to do something original, to create something that did not exist before, and the possibilities here are almost endless.

**Research/Investigative:** Pursue genuine research in an academic area of interest. Examples include Agriscience experiments, historical research on aspects of agriculture, or data collection.

**Skill-Building:** Learn an entirely new skill or to gain more proficiency with a current skill. Like the Creative Path, the Skill-Building Path requires a great deal of independence and enthusiasm, and the possibilities are almost endless.

**Community Service:** For those who feel they can fill a need in the community and who are passionate about helping others. You should opt either to try service work which is entirely new to you, or take on additional responsibilities within a service organization with which you have a well-developed relationship.
Essay Requirements:

1. Proposal Letter (10 points): Due __________________________
2. Develop a 4 page research essay (150 points): Due _______________________
3. Your essay needs to include:
   a. An interview with professional/expert in the area (can be from email, phone, or face-to-face contact)
   b. Three research sources for support (all must be cited in-text and placed onto a works cited page in the correct format-MLA)
   c. A focused thesis statement
   d. Must be carefully edited for grammar, spelling, punctuation, sentence structure, etc.

Presentation Requirements:

1. A visual aid/demonstration incorporated into a timed 15-20 minute oral presentation to classmates (250 points)
   a. Presentation should include
      i. Introduction/motivation for choosing the topic
      ii. Project description
      iii. Reference to sources
      iv. Visual aid/Demonstration (must include 3 of the following)
         1. Power Point
         2. Video
         3. Visual Aid (Poster, Item, Example, etc.)
         4. Demonstration
         5. Class Involvement
      v. Reflection of Growth (What problems did you encounter? What knowledge did you learn?)
      vi. Conclusion
2. A self-evaluation due the day after your presentation (10 points)
<table>
<thead>
<tr>
<th>CAPSTONE RESEARCH PAPER/PRESENTATION SCORING RUBRIC &amp; SELF-EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT OF MANUSCRIPT (Maximum Points 80):</strong></td>
</tr>
<tr>
<td>Importance and appropriateness of the subject</td>
</tr>
<tr>
<td>Suitability of the material used</td>
</tr>
<tr>
<td>Accuracy of the statements</td>
</tr>
<tr>
<td>Evidence of purpose</td>
</tr>
<tr>
<td><strong>COMPOSITION OF MANUSCRIPT (Maximum Points 50):</strong></td>
</tr>
<tr>
<td>Organization of contents</td>
</tr>
<tr>
<td>Unity of thought</td>
</tr>
<tr>
<td>Logical development</td>
</tr>
<tr>
<td>Language used</td>
</tr>
<tr>
<td>Sentence structure, spelling and grammar</td>
</tr>
<tr>
<td>Accomplishment of purpose-conclusion</td>
</tr>
<tr>
<td><strong>DOCUMENTATION OF SOURCES (Maximum Points 20):</strong></td>
</tr>
<tr>
<td>Completeness and accuracy of bibliography &amp; in-text citations</td>
</tr>
<tr>
<td><strong>VOICE (Maximum Points 50):</strong></td>
</tr>
<tr>
<td>Quality, pitch</td>
</tr>
<tr>
<td>Articulation</td>
</tr>
<tr>
<td>Pronunciation</td>
</tr>
<tr>
<td>Force</td>
</tr>
<tr>
<td><strong>STAGE PRESENCE (Maximum Points 50):</strong></td>
</tr>
<tr>
<td>Personal appearance</td>
</tr>
<tr>
<td>Poise and body posture</td>
</tr>
<tr>
<td>Attitude, confidence and personality</td>
</tr>
<tr>
<td>Ease before an audience</td>
</tr>
<tr>
<td><strong>POWER OF EXPRESSION (Maximum Points 50):</strong></td>
</tr>
<tr>
<td>Communicative ability including: fluency, emphasis, directness, sincerity</td>
</tr>
<tr>
<td>Conveyance of thought and meaning</td>
</tr>
<tr>
<td><em><em>RESPONSE TO QUESTIONS</em> (Maximum Points 50):</em>*</td>
</tr>
<tr>
<td>Ability to answer the questions on the presentation, which are asked by the teacher and classmates, indicating originality, familiarity with subject and ability to think quickly</td>
</tr>
<tr>
<td><strong>GENERAL EFFECT (Maximum Points 50)</strong></td>
</tr>
<tr>
<td>Extent to which the presentation was interesting, pleasing, understandable, convincing, and held attention</td>
</tr>
<tr>
<td>Proposal Letter</td>
</tr>
<tr>
<td>Completion of self-evaluation</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
</tr>
</tbody>
</table>
Letter Proposal Format

Johnny Farmer
1694 West Ashley Road  (Your name & address)
Boonville, Missouri 65233

Date

Deanna Thies
Boonslick Technical Education Center  (Teacher’s name & school address)
1694 West Ashley Road
Boonville, Missouri 65233

Dear Miss Thies:

The purpose of this letter is to inform you that I intend to research and present a project on ___________. I will focus on ______ describe what your project will focus on ______. I am especially interested in this topic because I ____________________________________.

I will begin by finding my material in books and magazines relating to my topic and on the Internet. I will also use information from my professional, ___ name of professional including any title designations, who will allow me to _______ tell how you contacted your professional or if you visited them, what you were allowed to do.

I understand that plagiarism is the unlawful claiming of another person’s work as my own. I also understand that any incidents of plagiarism will result in an automatic failing grade and a referral to Ms. Risner and notification to your home school principal. I will come up with original thoughts and cite others’ work correctly when I use their ideas.

Sincerely,

(sign your name)

Johnny Farmer  (your name)