

TABLE OF CONTENTS

Checklist of assignments	2
RESEARCH PAPER	
Steps in Writing a Research Paper	3
Guidelines for Research, Note cards and Citings	4-5
Works Cited Guidelines	6-8
Other Important Paper Guidelines	9-10
Research Days Information	11
Research Day Plan	12
Interview Information	13
Interview Form	14
Sample Thank You Letter	15
Interview Evaluation Form	16
Rough Draft Requirements	17
Rough Draft Evaluation Form	18
Final Paper Evaluation Form	19
Sample Research Paper, Works Cited & Plagiarism Form	20-29
POSTER	
Poster Information	30
PROJECT	
Project Evaluation Criteria/Rubric	32
Project Proposal	33
Project Day Plan	34
Project Log Sheet	35
Project Self-Evaluation	37
RELATED LITERERATURE	
Related Literature Assignment	38
PORTFOLIO	
List of Requirement Portfolio Documents	39-40
Portfolio Evaluation Form	41
ABSTRACT	
Abstract Form	42
ORAL PRESENTATION	
Suggested Topics for Oral Presentation	43
Practice Speech Verification Form	44
Sample Oral Evaluation Form	45

CHECKLIST OF ASSIGNMENTS

As you complete each component of the Pirate Voyage, check it off here.

Due Date	Date Completed	Assignment
_____	_____	Temporary thesis and outline
_____	_____	Interview form
_____	_____	Note cards: to be submitted in 3 groups, after research days.
_____	_____	
_____	_____	
_____	_____	Final outline
_____	_____	Research paper rough draft
_____	_____	Interview thank you letter
_____	_____	Project oral proposal
_____	_____	Project written proposal
_____	_____	Advertisement
_____	_____	Final draft of paper with all documentation
_____	_____	Project documentation and self- evaluation
_____	_____	Abstract
_____	_____	Related literature evaluation
_____	_____	Portfolio
_____	_____	Oral practice verification forms

STEPS IN WRITING A RESEARCH PAPER

- _____ 1. Find a subject; you have already done this. This is your overall topic.
- _____ 2. Read a general article or take a look at some general sources. An encyclopedia is a good place to start.
- _____ 3. Develop a temporary thesis and a temporary outline. This gives you a general idea of where you are going and what you are going to research.
- _____ 4. Begin your research. Read extensively and take notes on note cards. Keep track of sources on Works Cited cards. You can begin in our library.

*The Internet is a rich source of information, but this information must be from a site with an address ending in .gov, .edu, or that has a peer review journal. No .coms or .orgs unless you are using a recognized online database (ProQuest or EBSCO at public libraries) or other source that also exists in published form, i.e., *The New York Times* site. All internet sources must have an author. (Check out wiki.answers.com's "How Do You Know If a Website Is Reliable?")

*You must have at least six published sources, one of which may be an encyclopedia.

*You must also include information from your interview in your paper. This is your seventh source. Don't forget to make note cards and a Works Cited card for your interview!

- _____ 5. Sort, organize, and label note cards.
- _____ 6. Prepare working outline. Revise thesis and take notes on weak areas if necessary.
- _____ 7. Write the first draft with parenthetical references and works cited.
- _____ 8. Revise and write the final draft. Pay particular attention to introduction, support of thesis, and conclusion at this point.
- _____ 9. Put the paper in final form.

When you do research, you must give credit to the author for borrowing her or his ideas. If you do not, you are plagiarizing. Plagiarism means to pass on ideas or words from another source as your own. Plagiarism is not only considered cheating; it is also prohibited by law.

a. give credit to the source
b. enable the reader to check such things as statistics
c. enable the reader to find additional material on the subject
d. give authority to the paper

- WRITING NOTE CARDS

1. Skim your material, keeping your thesis in mind. Is this information relevant to your topic? If it is,
2. Make a **works cited** card, including all information that you'll need for your works cited. (Sample note card for a book is shown below.) See following section for more specific information about your works cited cards/list.

4

3. Prepare your note card, following the guide below.

The last name of the author from your works cited card goes in the upper left corner.

The page number of the information goes in the upper middle of the card.

Livingston p. 148

Herd

herd animals need to be in groups if they are going to be in zoos — no single ones

Snow

The heading or summary of the note card goes in the upper right hand corner. What is this information about?

Your last name goes in the right bottom corner in case, heaven forbid, you misplace your cards!

4. If your source has information about more than one area of your topic, use **more note cards**. Organizing your paper will be much easier if you can sort your note cards according to subject.

• **CITINGS IN YOUR PAPER:** These must clearly point to a specific item in your works cited. In most cases, the author's name and a page number will work; for example, (Presley 48). Note: no commas are involved. In general, you want to keep these citing as brief as possible.

- more than one author with same name, use first initial: (E. Presley 48) and (R. Presley 122-23).
- a source with two authors (Presley and Brooks 23)
- a source with three authors (Presley, Brooks and Cash 23)
- a source with more than three authors (Presley et al. 47)
- if a source doesn't have an author and is alphabetized by title, use the full title if it is short, or a shortened version if the title is long, such as ("Death" 28) to refer to an article titled "Death of a Writer."
- give the appropriate page number or numbers after the author's name or title **UNLESS** you are citing information from a source that is arranged alphabetically, such as an encyclopedia. You do not need to use page numbers for encyclopedia citings; for example ("Picasso").
- two or more works by the same author, put a comma after the author's last name and add the title, if short, or a shortened version of the title (Shakespeare, *Macbeth* 76).

Works Cited Guidelines

Generally speaking you need the same five types of information for all the sources you will use in your paper. This information is:

(1) Author (2) Title (3) Publication info (4) Page number (5) Medium of publication

Each division is followed by a period and a space.

It is **extremely important** that you record this information while you are doing your research. It isn't that difficult, and you will find it much easier to put your paper together if you have all the information you need. Following are some examples of how to document particular sources.

•BOOKS•

A book by a single author:

Novik, Naomi. *His Majesty's Dragon*. New York: Ballantine, 2006. Print.

Notice that the author's last name is first, and the name is followed by a period; there is also a period after the title of the book. The place of publication is separated from the publisher by a colon, and there is a comma between the publisher and the date of publication. This information is also followed by a period and then medium of publication and a final period.

A book by two or more authors:

Libby, Dan and Jared Spyhalski. *How to Have Fun in Honolulu*

on Less than \$100 a Day. Honolulu: Beach Blanket Press, 1995. Print.

•Notice that the entry is double-spaced, and that the second line is indented 5 spaces.

An article in an anthology, or collection:

If you are citing a work from an anthology, such as a short story or article in a collection, you must give the name of the author, the title of the article you are citing, the title of the collection and the name of the editor, as well as publication information. You must also include page numbers for the piece you are citing.

Snow, Pamela Rose. "High School Students I Have Known and Loved."

Memoirs of High School Teachers of the Northwest. Ed. John Green.

Seattle: Saga Press, 2003. 87-92. Print.

• AN ARTICLE IN AN ENCYCLOPEDIA/WIKIPEDIA •

If the article is signed, give the author first. If the article is unsigned, give the title first, enclosed in quotation marks. If the encyclopedia arranges articles alphabetically—most of them do—you do not need to give volume and page numbers.

Wikipedia is an on-line encyclopedia. Use the example below as a guideline for your Works Cited entry.

"Logging Roads." *The Encyclopedia Americana*. 1994 ed. Print.

Humphrey, Bryon. "Complaining." *Encyclopedia Britannica*. 14th ed. 1991. Print.

"Iain Banks." *Wikipedia*. N. p, 11 Jan. 2010. Web. 7 May 2010.

• AN ARTICLE IN A MAGAZINE OR NEWSPAPER •

For a magazine article, give the author, title of the article, the name of the magazine, the date of publication, followed by a colon, and the inclusive page numbers of the article.

Johnson, Magic. "My Return to the NBA." *Sports Illustrated*. 16 Feb. 1996: 80-88. Print.

A newspaper article is very similar to a magazine, except a + is used to indicate that the article continues on other pages.

Nicolay, Kevin. "A Heavenly Garden." *The Seattle Times*. 17 Mar. 1991: C1+. Print.

• AN INTERVIEW •

Give name of person you interviewed, his or her title or job, type, and date of interview. Your Works Cited entry for your interview should look similar to this:

Sawtelle, Deanna, staff member at Metro Washington Park Zoo. Personal interview. 17 Mar. 1997.

An interview conducted via e-mail should include the name of the writer, his or her title, the title of the message (from the subject line) enclosed in quotation marks, a description of the message including recipient, the date of the message and the medium of delivery.

Slominski, Clayton. Kirkland Police Officer. "Reasons for Arrest." Message to author. 23 Nov. 2010. E-mail.

• A SOURCE ACCESSED VIA THE INTERNET •

• • All internet information must be from a site with an address ending in .gov, .edu or .org. No .coms unless you are using a recognized online database (ProQuest or EBSCO) or other source that also exists in published form, i.e., *The New York Times* site. All internet sources must have an author. • •

Author's name. "Title of Work." *Title of the overall Web site*. Publisher or sponsor of the site; if not available, use N. p., Date of publication. Medium of publication (Web). Date of access.

For example:

Pocklington, Bruce. "Surviving Shop." *High School First Person*. Washington State Dept. of Education, 13 Feb. 2004. Web. 15 Feb. 2009.

• • Online databases such as ProQuest and EBSCO use the standard magazine format, with the addition of the name of the database used, medium of publication (Web) and date of access.

Epperson, Doyle. "American Legion Memories." *Time*. 14 June 1999: 84. *ProQuest*. Web. 9 Feb. 2006.

• NO PUBLISHER, PLACE, DATE, ETC. •

When a source does not give a place of publication, publisher, page numbers, etc., use the following abbreviations:

No place: N.p.: Univ of Oregon, 1993.

No publisher: Rome: n.p., 1997.

No date: London: Chiswick Press, n.d.

No page numbers: Pe Ell: Lumber Press, 1995. N. pag.

Other Important Paper Guidelines

- **CENTURIES** are written out in lowercase letters, such as "twentieth century."
- **CONTRACTIONS:** Do not use them! This is a formal paper; for example, use "do not," not "don't," and "can not" rather than "can't."
- **DATES:** Be consistent when writing dates. Dates in your works cited must be in the day-month-year style (22 July 1995). Dates in your paper may be in day-month-year, or in month-day-year (July 22, 1995) but be consistent. Pick one and stick to it! Spell out the names of months in the text but abbreviate them in the list of works cited, except May, June, and July.
- **DECADES** are usually written out without capitalization (the nineties), but it is also acceptable to write them in figures: 1990s or the '60s. You may use either form, but, as always, be consistent.
- **DEFINITION OF TERMS:** When you use specific, unusual terms such as "transient," or "substrata," define them the first time you use them in your paper.
- **FINAL DRAFTS:** When you turn these in on April 17, you must also turn in:
 1. 35 note cards, minimum. These note cards must be numbered and in order so they correspond with your paper. It also needs to be clear to which source they relate.
 2. Works cited cards. You must have at least 7 of these.
 3. Your rough draft, and evaluation sheet.
 4. 2 copies of your final draft, one with plagiarism form attached
 5. An electronic copy of your paper and a copy of your works cited. These **MUST** be separate documents.
- **FONT AND TYPE SIZE:** Your paper must be in 12 point Palatino or Times New Roman.
- **FOR EXAMPLE** is punctuated with a semicolon and a comma. "There are several types of homes in the area; for example, log cabins, A-frames, ranch styles and converted barns."
- **NAMES:** When you mention a name for the first time, use the entire name; for example, "Henry Ford" or "Vladimir Nabakov." After that first mention, use the LAST name only; for example "Ford" or "Nabakov." This applies to men, women, children, old people, tall people, whatever!
- **NUMBERS:** Spell out numbers ten and below. If you are writing about literature or a subject that uses few numbers, spell out numbers written in one or two words and use numbers for the others: one hundred, two thousand, etc.

If you are using frequent numbers in your paper, use numbers for all amounts that precede a unit of measure: 100 miles, 4 milliliters.
- **PAGE NUMBERS:** These should follow your name and be one-half inch from the top margin. (See example on this page). Each software program has its own way of accomplishing this, usually using the "Header" feature. Take the time to figure it out!

- PARAGRAPHS should be at least five typed lines.
- PERCENTAGES AND AMOUNTS OF MONEY: Use numerals with appropriate symbols: \$535, 67%, \$5.99.
- PERSONAL PRONOUNS: Again, the rules for formal papers are more strict than they are for other types of writing. DO NOT use personal pronouns such as "I" or "you" or "we" in your paper. The only exception might be in your introduction, and in your conclusion, but these are the ONLY exceptions.
- PRONOUN ANTECEDENTS: Teachers get pickier than usual when it comes to pronoun antecedents in formal papers. When you use pronouns such as "it" or "this" or "they" you must be sure that the antecedent (whatever or whomever the pronouns refer to) is VERY clear. Check through your paper at least once and just watch for correct use of these pronouns.
- PUNCTUATION: Don't use quotation marks when you are quoting a passage over four lines and indenting.
When you put a citing at the end of a sentence, the period goes after the parentheses (Hesch 48).
Underline all titles in your paper and in your Works Cited. This goes for titles of books, magazines, newspapers, encyclopedias, etc.
- ROUGH DRAFTS: Must be turned in with your final draft; evaluation paper, also. Don't lose them!
- Correct SPELLING is crucial. If you have more than five errors, your paper will be returned to you. You have one chance to fix the errors with no grade penalty. If you don't correct all your errors, the paper will be returned again for editing. This time, your final grade will go down 10%. There will be an additional 10% deducted from your grade each time you turn in a paper with more than five errors. The bottom line is, you **must turn in a final paper with no more than five spelling errors.**
- WORKS CITED FORMAT: Needs to be JUST like the one following Jamie's paper. Check every detail to be sure it matches the example. Note that the list should be **alphabetized** by the last name of the author or first word of title, whichever comes first.
- The WORLD WARS are written "World War I" and "World War II."

RESEARCH DAYS

Three Research Days provide an opportunity for you to plan your own schedules. The purpose of these days is to give you time to do your research in some of the larger libraries in the area, and also conduct your interview. Before you leave on each day, you must turn in a schedule of your planned activities. This schedule must be signed by your parent/guardian. In addition, you are expected to have already turned in an approved Pre-Arranged Absence form with an attached Pirate Voyage Ticket.

These are regular school days, so you must check in with Mrs. Galaviz before 8:25 each day, and give her your schedule for the day. You are accountable for your time until 3:00, or your regular dismissal time. **If your plans change** during the day, you are expected to notify Mrs. Galaviz at school, 748-8552.

Your first priority should be **research** for your paper. Some of the libraries you might consider visiting are as follows:

Centralia and Chehalis Timberland Regional Libraries
Centralia College Library Evergreen College Library
Longview Public Library Lower Columbia College Library

You should plan on visiting at least two of these libraries. You can also arrange for and conduct your **interview, conference** with Mrs. Galaviz or another teacher, search for information on the **Internet, help** another student, work in the Adna Library, or use some of this time to complete work from another class.

- If one of your other teachers feels that you should not miss his or her class, you must arrange your schedule around that class.

PLEASE NOTE!!!

These days provide time for you to complete your outside research. This is not free time or recreational time. Wise use of the research days will make writing a successful research paper **MUCH** easier and less stressful.

PIRATE VOYAGE

RESEARCH DAY PLAN

Name: _____

[illegible]

PARENT PERMISSION

My son/daughter has my permission to leave school on _____
(date)

for the purpose of doing research and/or conducting an interview for the Pirate

Voyage research paper, as shown above. He/She has my permission to drive his/her car, or ride with _____, who is a licensed driver.

It is understood that the school district does not carry liability insurance on cars driven by students or on students who ride in cars driven by students.

Signature of parent or guardian: _____

THE INTERVIEW

As part of your research, you need to make arrangements for an interview. Up until this point you have been using secondary sources of information (magazines, books, newspapers). Now you will use a primary source of information to add to your resources/knowledge. You may interview anyone who is a paid professional in your area, but you may **not** interview an Adna school employee, family member, or a student.

The interview is very important and **MUST** be referred to in your paper or the paper will not meet minimum standard (and will fail!); therefore, you will need to give careful thought to your interview questions, so you will get information you can use in your paper. The information can be quoted or paraphrased or summarized, but it must be in your paper, with a parenthetical reference and in your works cited.

Once again, plan ahead. Think about **WHOM** you might interview, **HOW** you will contact this person, **WHEN** you can schedule your time together and **WHAT** questions you will ask. Decide what to do if you leave several messages and your calls are not returned. Make sure you have everything you need. It's a very good idea to ask permission and **TAPE** your interview. It can be difficult to listen, ask questions and take notes at the same time. Record the interview as a backup for your notes, and then take additional notes as you review the tape at home.

You may also interview someone by mail or e-mail, but keep in mind that this type of interview means planning ahead! You will need to send questions, and then allow time for the person to reply.

When your interview has been completed, you are required to send a thank you letter to the person you interviewed, along with a request for an evaluation of your performance and a self-addressed, stamped envelope (SASE) for its return. A thank you letter for a service performed is a standard of the business world as well as a courteous thing to do. It also helps maintain an important contact that you have begun.

The evaluation form will provide valuable feedback to you, in addition to providing a basis for your grade in this part of your Voyage. The SASE is another courtesy and a common practice in business. It will also help ensure the speedy return of your evaluation.

INTERVIEW FORM

This form must be completed and approved **before** you do your interview, and is due before the third research day.

Person to be interviewed: _____

Address: _____

Phone #: _____

Place of interview (specific address if not same as above):

Date and time of interview:

Why did you choose this person to interview? What experience or expertise does the person have that qualifies him or her to provide you with an expert opinion?

Attach a separate sheet that lists at least **six** questions you plan to ask during your interview. Be thorough. Remember, your purpose is to get information you can use in your research paper.

Approved: _____

123 Your Street
Chehalis, WA 98532
March 18, 2007

Donna Lively
Washington Park Zoo
898 Sunset Highway
Portland, OR 97660

Dear Ms. Lively:

Thank you so much for answering my questions during our interview last Wednesday. I hadn't realized that zoo keepers were responsible for so many different aspects of caring for the animals. The information you gave me will be very useful in my research paper; I plan to use several of the examples you gave me.

I appreciate you taking the time to discuss the daily activities of the zoo with me, and I hope to see you again during my next visit to the zoo.

Sincerely,


Sally Kelly

Dear _____:

My teacher has requested that I ask you to complete the following interview evaluation; please return it in the enclosed envelope. Not all questions apply to all interviews, so please feel free to answer only those that apply to our interview. Your participation is a valuable portion of my research as well as part of my grade. I appreciate your feedback on the effectiveness of my interviewing skills.

Thank you again.

Student's signature

1. Did I arrive punctually for the interview? Yes _____ No _____
2. Was I prepared with appropriate questions about your area of expertise?
Yes _____ No _____
3. Did I take notes without distracting from my questioning? Yes _____ No _____
4. What was the total time of the interview, approximately?
5. Did I explain the topic of my research paper?
6. Do you think this interview will be a useful addition to my research? Why or why not?

Comments:

Your signature

Date

PIRATE VOYAGE

- **Minimum requirements for rough draft:**

Word processed in 12 point Palatino or Times New Roman

2100-2500 words

Interview information included in paper

20 citings (each source used at least once)

Works cited page showing at least 7 sources (6 different books, magazines, etc., plus interview)

Introduction, thesis sentence, and conclusion

42 note cards (7 works cited cards, plus 35 information cards) minimum

- **Elements of rough draft that will be evaluated:**

Format: Pagination, margins, type size and font

Writing: Introduction is effective. Paper is organized, with clear thesis. Information supports thesis. Demonstrates knowledge of topic. Paraphrasing/quotations are used correctly. Effective transitions and conclusion.

Documentation: Adequate citings, using correct format. Works cited page is correctly presented.

Mechanics: Spelling, punctuation, capitalization, grammar, pronoun and verb agreement, no run-ons or fragments, correct formal English, written in correct person.

•• **Note:** Printer problems are NOT a justification for late rough drafts, or any other Pirate Voyage documents. Avoid the evils of procrastination. Get your work printed with time to spare so you'll have time to deal with any problems that arise.

Name: _____

ROUGH DRAFT EVALUATION

•TO BE COMPLETED BY STUDENT:

	Yes	No
Thesis, introduction, and conclusion?	_____	_____
Minimum of 20 citings?	_____	_____
Minimum of 7 sources used?	_____	_____
Interview information included?	_____	_____
Between 2100 and 2500 words?	_____	_____
Works cited page?	_____	_____
Flash drive or?? with copy of paper and w.c.?	_____	_____

•TO BE COMPLETED BY TEACHER: (one "No" fails the paper)

	Yes	No	
Thesis, introduction, and conclusion?	_____	_____	
Minimum of 20 citings?	_____	_____	
Minimum of 7 approved sources used?	_____	_____	
Interview information included?	_____	_____	
Between 2100 and 2500 words?	_____	_____	
Works cited page?	_____	_____	
Flash drive or?? with copy of paper and w.c.?	_____	_____	
			*If these minimums are not met, the paper will not receive credit.

I. FORMAT/MECHANICS:

	4	3	2	1	0
Proper works cited page:					
Proper pagination, margin, font and size:					
Correct use of citations:					
Spelling:					
Mechanics/ formal language:					

II. CONTENT/ORGANIZATION:

	4	3	2	1	0
Engaging, relevant introduction:					
Strong thesis containing opinion:					
Organization is clear and logical:					
Information supports thesis:					
Conclusion effectively closes paper:					
Demonstrates knowledge of topic:					
Correct paraphrasing and/or quotations:					
Effective paragraph topic sentences:					
Effective use of transitions:					
Balanced use of sources:					

Name: _____

FINAL RESEARCH PAPER EVALUATION

I. MINIMUM REQUIREMENTS: 10% deducted/paper returned if "no"

	Yes	No
Between 2100 and 2500 word-processed words?	_____	_____
Minimum 7 sources used, including interview?	_____	_____
Minimum of 20 citings?	_____	_____
Works cited page and supporting note cards?	_____	_____
At least 35 note cards documenting paper?	_____	_____
Two copies of paper?	_____	_____
Flash drive or ?? with copy of paper & works cited?	_____	_____
Signed plagiarism form attached to one copy of paper?	_____	_____

II. FORMAT/MECHANICS: 10% deducted/paper returned for "0s"

	4	3	2	1	0
Proper works cited page:					
Proper pagination, margin, font and size:					
Correct use of citations:					
Spelling:					
Mechanics/formal language:					

SCORE: _____

III. CONTENT/ORGANIZATION: 10% deducted/paper returned for "0s"

	4	3	2	1	0
Engaging, relevant introduction:					
Strong thesis containing opinion:					
Organization is clear and logical:					
Information supports thesis:					
Conclusion effectively closes paper:					
Demonstrates knowledge of topic:					
Correct paraphrasing and/or quotations:					
Effective paragraph topic sentences:					
Effective use of transitions:					
Balanced use of sources:					

SCORE: _____ X2= _____

TOTAL SCORE _____ X 2 = _____ (200)
FINAL SCORE

Jamie Brown

Ms. Snow

English 12

5 March 2003

Barbie: An American Icon

For some reason, lots of people have a real problem with the Barbie doll. Sure, she's tall, blonde, blue-eyed and busty. But you cannot hold that against her. She is only a doll. Some people think that Barbie epitomizes the American ideal of beauty, but others have grown to hate Barbie and everything associated with her. Because of this difference of opinion, since the time of her creation, Barbie has been an extremely controversial subject.

Barbie's inventor, Ruth Handler, co-founded Mattel with her husband Elliott and their friend, Harold Matson, in 1945. Elliott and Harold combined their names to create the name "Mattel." Although Ruth did most of the business work, she was left out of the naming of the company (Rand 30). Amazingly enough, Barbie was Handler's only invention. She got the idea for a 3-dimensional doll during a trip to Germany, where she and her daughter, Barbara, saw Lilli, a doll modeled on a cartoon. Handler thought girls would like to play with "grownup" dolls that had real clothes with buttons and zippers because she had seen her daughter and her friends playing with paper dolls. The girls got the most enjoyment out of dressing up the dolls and pretending they were fashion models. Eventually, the rights to Lilli were purchased by Mattel and the doll went into production (Rand 23).

After adjustments to the face and body of Lilli, the doll was ready. Renamed "Barbie" after Handler's daughter, Barbara, she made her debut in 1959.

at the American Toy Fair (Rand 24). She wore a black and white bathing suit, gold hoop earrings, black mules sunglasses and a ponytail and was available as a blonde or a brunette. She was designed to be a fashion model (Gallinat). Originally, "The face was deliberately designed to be blank, without a personality, so that the projection of a child's dream could be on Barbie's face" (Rand 40). Although the idea was for kids to use their imaginations and create an identity for the doll, they wanted to know the story behind Barbie. Due to the demand for Barbie's life story, Mattel published children's books about her. She was a teen from a town called Willows, Wisconsin. The exact location of Willows was never determined. Her parents were George, a Navy engineer, and Margaret, a housewife. Barbie's interests included fashion, dances, friends, and dating (Withey and Price).

When Barbie first came out, she had heavy eye makeup with black eyeliner and blue shadow on the lids. Her cheeks had a rosy tint, and her lips were red. She had almond shaped eyes which she looked out of the corners of and high arched eyebrows that gave her an "Audrey Hepburnesque" look (Dubin 19). Barbie also did not smile (Westenhouser 31). Her face was designed to be expressionless so the children could imagine whatever expressions they wanted (Dubin 20). The first smiling Barbie was introduced in 1975 with an "Olympic Gold Medal Winner Barbie." The smiling doll was so popular that by 1977 every Barbie doll was smiling. Ruth Handler's idea for the expressionless face was gone and a new era had begun (Westenhouser 33).

Barbie's hairstyles have also undergone many changes. The first style was a ponytail, but to keep up with the times, Mattel has periodically changed the style of her hair. She graduated from the 1950s ponytail to the bubblecut of the

1960s, then came the long hair era. Mattel designers realized that little girls liked Barbie better when they could change the hairstyles themselves (Westenhouser 30). Because of all the positive feedback about Barbie's long hair, in 1992 Mattel introduced "Totally Hair Barbie," which had hair down to her ankles. She was one of the most popular Barbies of all time (Westenhouser 63).

Along with different hair styles, Barbie also underwent facial and body changes. There were many facial molds used, such as the "superstar," which is the most popular to date (Gallinat), but it is Barbie's figure that has always been a subject of controversy. According to Susan Burton's article in the *New York Times Magazine*:

One of the most common criticisms of Barbie is that she promotes an unrealistic idea of body image for young women, leading to a risk that girls who attempt to emulate her will become anorexic. A standard Barbie is 11.5 inches tall, giving a height of 5 feet 9 inches at 1/6 scale. Barbie's measurements have been estimated at 36-18-33, and at this scale her legs would be too long for her body. (22)

When she was first introduced, Barbie's legs were unbendable and she had a stiff, straight body. Little girls did not know how to play with Barbie because they could not pose her (Westenhouser 30). The unposable legs made her less appealing; her legs became bendable in the 1970s when Mattel put "two disks in the knee with cog teeth and a metal gripper spring that locked the leg in different poses" (Westenhouser 113). Barbie got even more bendable when "New Living Barbie" was introduced. She came with a "rotating neck, bendable arms, posable wrists, bendable legs, and posable ankles." The posable ankles enabled Barbie to have a flat foot for once, instead of an arch (Burton 22).

The next step in making Barbie seem more life-like was to give her friends and a family that she could socialize and do activities with, such as go to football games or drive her car. The first thing Mattel did was create a boyfriend; Handler named the doll "Ken" after her son Kenneth (Gallinat). At first, there was a big debate about the Ken doll. The makers of Ken at Mattel were not sure whether or not to include a penis. They thought that mothers would think a penis was grotesque and that it might encourage early sexual development in children. On the other hand, some moms might think that the people at Mattel were "putting their heads in the sand" by not giving Ken a penis. The result was that Mattel put a lump inside a pair of molded shorts so that Ken would look "anatomically correct" without having a visible penis. During manufacturing in Japan, however, producers decided to take out the lump and remove the shorts in order to make the costs of production lower. Mattel thought kids would wonder what was wrong with the doll if he did not have anything below the waist, but it was not a problem (Rand 44).

Another key ingredient in Barbie's social life was her best friend, Midge. Midge was created in 1963. She became popular when first introduced and continues her popularity today. Mattel wanted to show that Barbie could survive without a boyfriend in her life, and Midge was a way to prove it (Rand 42). Mattel decided to give Midge a boyfriend of her own in 1964 and his name was Allan. Eventually Allan was taken off the market, but he was reintroduced in 1991 as Alan (Westenhouser 103).

Mattel made a new friend for Barbie almost every year for almost a decade after Midge was created. Among the most popular were: Casey, Twiggy, Christie (the first black doll), PJ, Steven (Christie's boyfriend), Steffie, Curtis, Cara and

Whitney. Whitney was produced in 1986 and named after Whitney Houston. Cara and Whitney were both African American dolls. They were not the most popular dolls, but they both sold well. The most popular dolls from this era were probably PJ and Steffie. They sold the fastest and collectors find that Steffie and PJ are very valuable today ("Barbie").

While Mattel was producing all of Barbie's friends, they were also at work on her family. Although Barbie never had doll parents, she did have five siblings and a cousin. The first sibling was Skipper. She was created in 1964 and was named by the Mattel staff. She was instantly a hit (Westenhouser 90). The next two siblings were twins named Tutti and Todd; they came out in 1966. Handler named Todd after her grandson, but Mattel named Tutti. In the 1970s, Mattel stopped producing Tutti and Todd because the company was afraid that kids would poke themselves with the wires inside of the dolls' bodies that enabled them to bend (Westenhouser 100). Later that year, Barbie's cousin Francie came along. Eventually, Barbie got two more younger sisters. Stacie was the third sister and came out in 1991. Kelly is the youngest and was introduced in 1994 ("Barbie").

One of the most controversial dolls was not actually a Barbie; it was a Skipper. It was called "Growing Up Skipper" and it made its debut in 1975. When the arm of the doll was cranked around, Skipper grew breasts and grew in "stature" (Dubin 37). The doll was taken off the market not long after it was introduced, and is considered a rare find today ("Barbie").

Although Barbie is white, Mattel has created many dolls with ethnic and cultural diversity. This is so that the child who plays with them can be from "any form of culture, nationality, or lifestyle" (Gallinat). Mattel has also tried to make

Barbie educational. In 1981, the company started a line of dolls from around the world. Each doll came dressed in an authentic outfit representing her country. Over the course of eleven years, Mattel created dolls from Scotland, India, Spain, Sweden, Ireland, Switzerland, Japan, Greece, Peru, Germany, Iceland, Korea, Canada, Russia, Mexico, Nigeria, Brazil, Malaysia, Czechoslovakia, Jamaica, Australia, Holland, Kenya, China, and Polynesia as well as Eskimo and Oriental dolls. They also created a Native American series (Westenhouser 154-155).

Barbie has had many accessories over the years. Her pets have included cats, dogs, horses, a panda, a lion cub and a zebra. She has also owned a pink Corvette convertible, Jeeps and trailers. There is a Barbie "Dream House," camping equipment and a camper, a snowboard, a pink cruise ship, and a riding stable, not to mention hundreds of fashion accessories ("Barbie").

Over the years, Barbie has been almost everything, from a dress designer to a diplomat. She has had more than 80 careers, some of which are: veterinarian, astronaut, rock star, doctor, UNICEF ambassador, dancer, chef and businesswoman. There was also a military series which included an Army officer, Air Force pilot, Navy petty officer and Marine Corps sergeant. Barbie has even run for president twice. Mattel has tried to show that girls can do anything by giving Barbie various careers and aspirations (Rand 67).

One controversy concerning Barbie is her effect on the gay and lesbian community. Girls who liked boys' toys, such trucks, more than they liked girls' toys such as Barbie sometimes grew up to be lesbians. Some people believe that "girls who hated Barbie or cross-dressed her as a child were destined to be lesbians" (Rand 105-106). They wonder if women's "stances" on Barbie when they were young can predict their sexuality when they are older (Rand 108).

Not only women were affected by Barbie when they were children, though; some men were also affected. The results of a scientific study called "The Sissy Boy Syndrome and Development of Homosexuality" on the "extent of boys' interest in Barbie" were that all the "feminine" boys played with Barbie when they were young, and that for 20% of them she was their favorite toy. Half of the boys studied had never played with Barbie, but four out of ten of the "masculine" boys played with Barbie sometimes. The findings in the end were that most of the boys in the "sissy" group grew up to be homosexuals (Dubin 32).

Many men who collect Barbies are, in fact, gay. A man in San Diego had his "\$1 million Barbie collection stolen by the kingpin of a drug and gay pornography ring." The victim stated that, "They meant everything to me. I could do without eating. I don't know if I can live without them." The man owned several extremely valuable one-of-a-kind prototypes. Eventually, though, all five thousand dolls were returned to him after the thief overdosed on drugs (Dubin 31).

There are many people who do not think that Barbie is good for anything, but Jane Bahor, an anaplastologist, has found a very good use for Barbie. Bahor uses Barbie's knee joints to make prosthetics for people with amputated fingers. She uses the knee joint as the knuckle, which allows the finger to click into different spots. The joint is then put into a mold that is filled with skin-colored rubber. When Mattel heard of Bahor's creative use of their product, the company started sending her the insides of Barbie's legs so she would not have to take them apart. The leg joints are the best finger prosthetic so far (Guynup 6-7).

On the other hand, there have been some nasty things said about Barbie. In 1997, a critical song was written about her. It was entitled "Barbie Girl," and

when Mattel heard the song, the company sued the group Aqua, which claimed that the song was a parody and thus protected by the First Amendment. Mattel ended up losing the case ("Briefcase"). *The Simpsons* used the character of "Malibu Stacy" to parody Barbie; Jay Leno once displayed a "Barbie Crystal Meth Lab;" Utah artist Tom Furling "produced a series of photographs called *Food Chain Barbie* which included a photograph of a Barbie doll in a blender;" and *Saturday Night Live* developed commercials featuring "Gangsta Barbie" and "Tupac Ken" ("Barbie").

Regardless of whether you love her or hate her, you have to admit that Barbie has played a significant role in the toy industry. Mattel would not be what it is today without her. She is still a topic of controversy and probably always will be, but I think that despite her chest, she is a fine role model. She can inspire girls to be anything, whether it is a rock star or President of the United States. I think we have to give her a little credit for encouraging girls to go for their dreams. How many dolls can do that?

This paper has 2,478 words

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I certify that this paper is my own original idea and work. I understand the meaning of plagiarism, and I further understand that students found guilty of deliberate plagiarism in a research paper will be ineligible to graduate from Adna High School.

Student signature

Date

Parent signature

POSTER INFORMATION

The "poster" advertises your chosen topic and encourages you to think of your project in a visual way. The poster **must include your name, research topic, and project (30 pts)**, but you may present this information in any way you would like. This is an opportunity for you to use your CREATIVITY and IMAGINATION. Your poster will be graded based on the following criteria:

- creative use of materials (10 pts)
- composition and design (10 pts)
- neatness (10 pts)
- overall visual appeal (10 pts)

You may use any material for the poster itself, but in all cases the finished product should be a **maximum of 14" by 22" (10 pts)**. **This poster project is worth 80 points total and will be evaluated by the Steering Committee. The top projects receive ribbons at the Scholarship Awards Night.**

The posters will be placed in the display case as a way of informing the rest of the students, and visitors to the school, of your choices. The student body may vote on their favorites if desired.

Things to avoid: crooked items, misspellings, too much detail (it looks "busy"), unfinished edges or obviously incomplete parts, a weak base (it cannot stand on its own), and poor placement of items (viewers cannot see basic information).

POSTER RUBRIC FOR STEERING COMMITTEE

Name of Student: _____

Objective Portion:

_____ Name (10 points)

_____ Project (10 points)

_____ Paper (10 points)

_____ Size Maximum 14"X22" (10 points)

Total Objective: _____/40

Subjective Portion:

_____ Creative Use of Materials (10 points)

_____ Good Composition and Design (10 points)

_____ Neatness (10 points)

_____ Overall Visual Appeal (10 points)

Total Subjective: _____/40

TOTAL OVERALL: _____/80

Letter Grade:

Project Evaluation Criteria

The members of the Steering Committee will use the following criteria to evaluate your projects, which are worth 150 points. It is impossible to be completely objective when grading the projects, but the rubric below provides a clear breakdown of the points, and how they will be awarded.

Project Documentation

This includes your Project Proposal, Self-Evaluation and Log, plus any other relevant documents such as pictures, letters, etc. The project documentation that you turn in should, at the minimum, be **very neat and carefully presented**. This means, among other things: an appropriately sized notebook or folder, word processing, sheet protectors, and pictures arranged in chronological order with **word-processed captions** (log may be hand-written). You must also use a 3-ring notebook or folder with a front sleeve or clear cover that allows you to display a customized cover page.

If your documentation isn't satisfactory, it will be returned to you for improvement. The best thing about this standard is that, because we won't accept below average work, you can't receive less than a "C" on your project.

Project Evaluation Rubric

<i>Category:</i>	<i>Average</i>	<i>Above average</i>	<i>Excellent</i>
TIME:	15-20 hours (10-11 points)	20-30 hours (12-13 points)	30+ hours (14-15 points)
CHALLENGE & LEARNING:	Some learning stretch, but also relies on previous knowledge. Challenge average (32-36 points)	Most work based on new learning. Challenging in more than one way (37-40 points)	Project a new area for student. Lots of learning in several areas (41-45 points)
QUALITY OF PROJECT:	Finished (42-48 points)	Some attention to details (49-54 points)	Professional, approaches perfection (55-60 points)
DOCUMENTATION:	Complete (21-23 points)	Some extra work in binder, captions & overall presentation (24-27 points)	. Each element is extremely neat and visually impressive (28-30 points)

PIRATE VOYAGE: Project Proposal

NAME:

DATE:

OVERALL TOPIC:

TITLE OF PAPER:

PROJECT:

1. Describe or explain your proposed project in some detail. What exactly are you going to do? Be sure to explain the steps in any process you are completing.
2. Why did you select this project?
3. Will you be working with a mentor/resource person? If so, who will it be and what help will that person or persons give you?
4. What do you expect to learn from this project? How will the project require you to stretch your abilities or experience? What chances will you be taking?
5. Will your project serve or benefit the community? If so, how?
6. You must spend 15 hours, minimum, on your project. How many hours, total, do you expect to spend?
7. How much will your project cost? How do you plan to pay for these expenses?
8. What, exactly, will you turn in for your grade and to prove that you have spent at least 15 hours on your project between the end of March and May 10th?

Approved: _____
Steering Committee member Date

PIRATE VOYAGE

PROJECT DAY PLAN

Name: _____

TIME	PLACE	ACTIVITY: what exactly will you be doing?

PARENT PERMISSION

My son/daughter has my permission to leave school on _____ (date)
for the purpose of working on his or her Pirate Voyage project.

He/She has my permission to drive his/her car, or ride with

_____, who is a licensed driver.

It is understood that the school district does not carry liability insurance on cars
driven by students or on students who ride in cars driven by students.

Signature of parent or guardian

PIRATE VOYAGE

This log sheet is your record of when and how you completed the out-of-class hours for your project. Specifically record what activities you worked on and how much time each one took. Remember that project hours may include, but are not limited to, hands-on activities, travel time, phone calls, and research time (for your project, not the paper).

[illegible]

I hereby approve the above Log Sheet and the information contained in it.

Supervisor Signature: _____

Student Signature: _____

PIRATE VOYAGE

PROJECT SELF-EVALUATION

Name: _____

1. Using at least 25 words, describe your project and your experience.
2. How many hours did you spend on your project? _____
3. What documentation are you submitting to verify the number of hours spent?
4. What are the most important things you learned from your project?
5. If you were starting over on your project, what would you do differently?
6. What grade do you think you deserve for the **Challenge and Learning** involved in your project? Why?
7. What grade do you think you deserve for the **Quality** of your project? Why?

I understand the importance of the project as a required component of the Pirate Voyage and certify that this self-evaluation and related documentation are a true and accurate account of my project.

Student signature: _____

PIRATE VOYAGE

Related Literature Assignment
Due on or before Friday, May 16th

•Your assignment is to write a **two-page minimum, word-processed, double-spaced, MLA-heading** discussion of the book you've read. Include the following in your paper:

1. Title of book, author, and number of pages.
2. What the book is about.
3. How the book is related to your Pirate Voyage.
4. What you learned about your topic.
5. What new things you learned in general.
6. How the book agrees with or challenges your previous beliefs.

•You must say something about all six topics. You may have little to say about some, and much more about others, but please, give this some thought and see if you can come up with a unique and thoughtful response to these questions.

PIRATE VOYAGE

Portfolio Required Documents

1. Cover or title page: introduces your topic (picture may be included on this page)
2. Picture of yourself
3. Acknowledgement page
4. Table of contents
5. Autobiography
6. Pirate Voyage abstract
7. Letter of intent
8. Interview form
9. Interview evaluation
10. Research paper (final copy with grader's marks)
11. Written project proposal
12. Project self-evaluation form
13. Project artifacts
14. Resume
15. Plan for next year: 50 words, minimum, explaining what you plan to do next!
16. Document verifying plan discussed in #15.
17. Two letters of recommendation (one from school - one from outside school)
18. Miscellaneous documents

Acknowledgement page is a chance to thank everyone who helped you with your Voyage.

Abstract is a summary of your research paper and project. It gives anyone examining your portfolio a quick overview of your Voyage. See page 41.

Resume is done in Consumer Education.

Plan for next year should explain what comes next. This can be a plan to attend CC or other college, enlist in the military, attend beauty school, or ?? If you plan to work, please explain where or for whom.

Verifying document can be acceptance to any community college, college, university, technical school, or other type of recognized school. It can also be military enlistment verification, a letter from an employer stating that you will be working full time for him or her, or any other form that verifies that you DO have a plan for next year.

Two letters of recommendation; one each from someone at school and someone outside school (an employer? minister? coach?). These give you a chance to hear some good things about yourself. Plan ahead on these! Those you ask to write a letter may be busy. Be sure to give them enough time. ASK FOR THESE ASAP!!

Project artifacts are items showing what you did for your project. You must include your time log as well as other project documentation items such as: journal, photographs, drawings, letters, etc. In other words, anything related to your project that will fit in your portfolio.

Miscellaneous items might include the following: samples of writing from other classes, award certificates for athletics, academics, activities, or?, a copy of your SAT results, a copy of your transcript, or any other miscellaneous items you consider important or relevant.

PIRATE VOYAGE

PORTFOLIO EVALUATION

- All required documents present: (70) _____
 - Cover or title page
 - Picture of yourself
 - Acknowledgement page
 - Table of contents
 - Autobiography
 - Pirate Voyage abstract
 - Letter of intent
 - Interview form
 - Interview evaluation
 - Research paper (final copy with grader's marks)
 - Project proposal
 - Project self-evaluation form
 - Project documentation/artifacts
 - Resume
 - Plan for next year
 - Document verifying plan
 - Two letters of recommendation
- Spelling/punctuation on abstract, acknowledgement, and plan (10) _____
- Overall neatness and presentation (20) _____
 - To receive 100%, you need dividers, coordination overall, and strong visual appeal
- TOTAL (100) _____

PIRATE VOYAGE

ABSTRACT

Name: _____

Overall topic:

Summary of research paper:

Description of project:

Relationship between project and paper:

Portfolio Items of Special Note:

PIRATE VOYAGE

Topics to cover in your oral presentation

You don't have to cover all of these, and certainly not in this order; these are just some suggestions to get you started.

- Interesting introduction: a requirement!
- Why did you choose this topic?
- Discuss your research paper: where did you get the most information? Problems? What interesting things did you learn?
- What about your interview? Who did you interview? How did it go? What did you learn?
- Discuss your project
- How much did you know about your research topic/project before you started?
- Relationship between paper and project?
- Problems? How did you solve them?
- If you were to start over again, what would you do differently?
- What did you learn that you might use in the future? Think big here, not just about your topic. What about people skills? Organization? Computer use? Time management? Dealing with stress? The evils of procrastination? Meeting deadlines? Doing your best?
- Conclusion: also a requirement! Think back on the whole Pirate Voyage – comment on your feelings overall?

PIRATE VOYAGE

Practice speech verification/evaluation

Thank you for helping_____

prepare for his/her Pirate Voyage oral presentation.

The basic requirements for the speech are:

Minimum of 8 minutes long, maximum of 10 minutes

Interesting introduction

Overall sense of organization

Effective conclusion

Will you please complete the following?

1. Speech was about_____minutes long.

2. Student had note cards and seemed prepared.	Yes	No
--	-----	----

3. Introduction was interesting?	Yes	No
----------------------------------	-----	----

4. Speech seemed organized?	Yes	No
-----------------------------	-----	----

5. Conclusion was effective?	Yes	No
------------------------------	-----	----

6. Good delivery, voice and eye contact?	Yes	No
--	-----	----

Comments?

Signature

Phone #

PIRATE VOYAGE

ORAL EVALUATION

Student name: _____

•**HEAD JUDGES ONLY** • Please verify time: _____ minutes _____ seconds

	Excellent		Average		Poor
1. Well-prepared and organized in terms of introduction, body and conclusion?	5	4	3	2	1
2. Appears to have a good working knowledge of subject material.?	5	4	3	2	1
3. Demonstrates relationship between research and project?	5	4	3	2	1
4. Offers quality answers to questions posed after presentation?	5	4	3	2	1
5. Interesting and enthusiastic?	5	4	3	2	1
6. Good delivery, voice & eye contact?	5	4	3	2	1
7. Appropriate dress and appearance?	5	4	3	2	1

•**ALL EVALUATORS:**

Overall, did this student stay on topic and make sense? Yes _____ No _____

If not, do you recommend that he or she repeat the oral presentation? Yes _____ No _____

The students welcome your comments; please feel free to write them below:

Thank you!

Acknowledgement page is a chance to thank everyone who helped you with your Voyage.

Abstract is a summary of your research paper and project. It gives anyone examining your portfolio a quick overview of your Voyage. See page 41.

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Plan for next year should explain what comes next. This can be a plan to attend CC or other college, enlist in the military, attend beauty school, or ?? If you plan to work, please explain where or for whom.

Verifying document can be acceptance to any community college, college, university, technical school, or other type of recognized school. It can also be military enlistment verification, a letter from an employer stating that you will be working full time for him or her, or any other form that verifies that you DO have a plan for next year.

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Miscellaneous items might include the following: samples of writing from other classes, award certificates for athletics, academics, activities, or?, a copy of your SAT results, a copy of your transcript, or any other miscellaneous items you consider important or relevant.

PIRATE VOYAGE

PORTFOLIO EVALUATION

- All required documents present:

(70) _____

Cover or title page
Picture of yourself
Acknowledgement page
Table of contents
Autobiography
Pirate Voyage abstract
Letter of intent
Interview form
Interview evaluation
Research paper (final copy with grader's marks)
Project proposal
Project self-evaluation form
Project documentation/artifacts
Resume
Plan for next year
Document verifying plan
Two letters of recommendation

- Spelling/punctuation on abstract, acknowledgement, and plan

(10) _____

- Overall neatness and presentation

(20) _____

To receive 100%, you need dividers, coordination
overall, and strong visual appeal

TOTAL

(100) _____

PIRATE VOYAGE

ABSTRACT

Name: _____

Overall topic:

Summary of research paper:

Description of project:

Relationship between project and paper:

Portfolio Items of Special Note:

PIRATE VOYAGE

Topics to cover in your oral presentation

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- Why did you choose this topic?
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- What about your interview? Who did you interview? How did it go? What did you learn?
- Discuss your project
- How much did you know about your research topic/project before you started?
- Relationship between paper and project?
- Problems? How did you solve them?
- If you were to start over again, what would you do differently?
- What did you learn that you might use in the future? Think big here, not just about your topic. What about people skills? Organization? Computer use? Time management? Dealing with stress? The evils of procrastination? Meeting deadlines? Doing your best?
- Conclusion: also a requirement! Think back on the whole Pirate Voyage – comment on your feelings overall?

PIRATE VOYAGE

Practice speech verification/evaluation

Thank you for helping_____

prepare for his/her Pirate Voyage oral presentation.

The basic requirements for the speech are:

Minimum of 8 minutes long, maximum of 10 minutes

Interesting introduction

Overall sense of organization

Effective conclusion

Will you please complete the following?

1. Speech was about_____minutes long.

2. Student had note cards and seemed prepared.	Yes	No
--	-----	----

3. Introduction was interesting?	Yes	No
----------------------------------	-----	----

4. Speech seemed organized?	Yes	No
-----------------------------	-----	----

5. Conclusion was effective?	Yes	No
------------------------------	-----	----

6. Good delivery, voice and eye contact?	Yes	No
--	-----	----

Comments?

Signature

Phone #

PIRATE VOYAGE

ORAL EVALUATION

Student name: _____

•**HEAD JUDGES ONLY** • Please verify time: _____ minutes _____ seconds

	Excellent		Average		Poor
1. Well-prepared and organized in terms of introduction, body and conclusion?	5	4	3	2	1
2. Appears to have a good working knowledge of subject material.?	5	4	3	2	1
3. Demonstrates relationship between research and project?	5	4	3	2	1
4. Offers quality answers to questions posed after presentation?	5	4	3	2	1
5. Interesting and enthusiastic?	5	4	3	2	1
6. Good delivery, voice & eye contact?	5	4	3	2	1
7. Appropriate dress and appearance?	5	4	3	2	1

•**ALL EVALUATORS:**

Overall, did this student stay on topic and make sense? Yes _____ No _____

If not, do you recommend that he or she repeat the oral presentation? Yes _____ No _____

The students welcome your comments; please feel free to write them below:

Thank you!