

Date	Daily Objectives	Supplementary (Homework)
Monday, 03/30	<p>Focus: Evaluate “Elements,” Read Exemplar, Begin Outline</p> <p>DUE: Many of you missed Thursday and/or Friday. You must revisit the blog for those days - check Powerschool to ensure that you have turned in the following:</p> <ol style="list-style-type: none"> 1. Source Evaluations (sources 6-10) 2. Bibliography (MLA, 8-10 sources). 3. Art Piece (from Friday, see last Friday's blog for details) 4. SPAM 2 form must be completed this week! Due Friday, 3:30 pm. <p>Beginning the Outline Phase – A Step-by-step guide</p> <p>Step 1. Master your "Elements" - Return to the "Elements" handout - remember the important one? Read it again (this is important stuff - be clear about our objectives).</p> <p>Step 2: Now, read at least one Senior Project Exemplar from past years from start to finish. As you read, note how the author approaches each element. How will you approach it when you write?</p> <p>Recommended: Tucker L: Water Arc Explosions (Science/Physics) Molly B - Education and Standardized Testing (Educational Philosophy) Shannon E: Art and Education (Educational Philosophy) Tony W: Music and the Brain (Neuroscience and Music Theory) Cori G: Conceptualizing Beauty (Psychology)</p> <p>Step 2: Consider as you read:</p> <ol style="list-style-type: none"> 1. How does the author approach each Element? 2. Given the differences between this topic and yours, how will YOU approach each element? 	<p>Although your outline is formally due on Wednesday, EOC, you may begin writing as soon as it has been approved (pass/fail) by me. The sooner you show me your outline, the sooner you may begin the writing process.</p> <p>Benchmark: You should have Parts I and II fully outlined by the end of class today. You should be working on Part III.</p>

	<p>Step 3: After you look at the Elements handout and Tucker's paper exemplar, download this annotated outline. It shows you Tucker's original outline for the paper (with all pieces done correctly for a scientific paper), and includes my annotations. Read it, then call me over and I'll give you the greatest hits so that you can start your own outline! (We'll go over the annotated outline as a class after break)</p> <p>Step 4: work on your own outline! Use the rest of class time today to get started on building your own outline. Sign up on the help board so that I can come check and see if you're on track!</p>	
Tuesday, 03/31	<p>Focus: Continue working on your outline. Use all of the resources put forward yesterday, including a consultation with me, to help you work towards completing your outline today.</p> <p>You should be able to finish Part III, and be moving to finish both parts IV and V today.</p> <p>If you are able to finish your outline today, show me to begin the writing process (outline assessed pass/fail)</p>	You will need to submit a completed outline by tomorrow, EOC
Wed 04/02/14	<p>Focus: From Outline To Writing</p> <p>Starter: Thesis Statement Workshop. Some of you may have developed a thesis as part of the outlining process. Others may need the outlining process to help sculpt the thesis. Regardless of your approach, you will probably benefit from our thesis statement workshop today.</p> <p>DUE: Your full outline, parts I-V, are due to me today, EOC. You may finish earlier. If you would like to begin the writing process early please show me your outline. (Pass/Fail)</p>	<p>HW: 30 minutes of focused writing.</p> <p>Spend 30 minutes crafting your introduction. Be ready to use your writing from the homework for tomorrow's starter.</p> <p>Due: Introduction and Thesis statement, Thursday, BOC</p>

<p>Thursday 04/03/14</p>	<p>Focus: Writing parts II and III – Historical Context and Summary of Past Research</p> <p>Starter: We will do a group exercise to evaluate your thesis statement and introduction.</p> <p>“Elements.” We'll return to the elements handout and read together the specifications for “Part II, Summary of Past Research.”</p> <p>Writing benchmarks:</p> <ol style="list-style-type: none"> 1. Have finished part I (introduction) and part II (historical context) 2. Use your outline and Elements handout to begin working on part III. 	<p>HW: 30 minutes of focused writing, Part III: Summary of Past Research</p> <p>Can you finish Part III tonight?</p>
<p>Friday, 04/04/14</p>	<p>DUE: SPAM 2 form due today, at 3:30. Place it in the class inbox</p> <p>Focus: Writing.</p> <p><i>Choose your own adventure. You can...</i></p> <ol style="list-style-type: none"> 1. Continue writing (you should focus on finishing part III if you haven't already) 2. Informal edit: Switch papers with a partner and give/get feedback. 3. Formal edit: form a group, and see me for a peer review protocol. 4. Elements: Reread the “Elements” handout for “Part IV: Analysis” 5. Use your outline and Elements to begin writing Part IV. 	<p>TBD</p>