

Eugene IHS Junior Seminar 2020-2021 Second Trimester



Foundation of the IHS Senior Paper and the IB Extended Essay

This packet and additional information are available online at www.ihs.4j.lane.edu and also under the "Resources" module in Canvas.

11th Grade Seminar Term 2 Scoring Guide

To use this scoring guide, choose the highest grade for each row that completely describes the student’s work in the trimester. Assign an overall trimester grade that is the “**best fit**” for the quality of work the student has submitted. Grades for individual assignments may be higher or lower than the overall “best fit” grade. However, if any assignment earns an “F” grade, the student’s overall term grade will be an “Incomplete.” An “Incomplete” grades will eventually convert to an “F” if work is not completed.

<p style="text-align: center;">I</p> <p style="text-align: center;">Student is not completing CAS Hours and/or developing basic research skills.</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">Student is completing CAS Hours and is developing basic research skills.</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">Student is showing independent learning ability, is fully engaged in CAS work, is self-reflective, and is beginning IB/College level research.</p>	<p style="text-align: center;">A</p> <p style="text-align: center;">Student excels at CAS work and at self-reflection, and is beginning IB/College level research.</p>
<p>Student is <u>neither on track to meet this term’s Seminar requirements for the Eugene IHS diploma, nor on track to receive the IB full diploma</u> (even if registered as an IB diploma candidate).</p>	<p>Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, but is <u>not on track to receive the IB full diploma</u> (whether or not registered as an IB diploma candidate).</p>	<p>Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, and is minimally on track to receive the IB full diploma (whether or not registered as an IB diploma candidate).</p>	<p>Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, and to meet CAS requirements for the IB full diploma (whether or not registered as an IB diploma candidate).</p>
<ul style="list-style-type: none"> ▪ Student has not completed a meaningful reflection on 15 hours of CAS experiences. 	<ul style="list-style-type: none"> ▪ Student has completed a superficial reflection on 15 hours of CAS experiences, this term and on time. 	<ul style="list-style-type: none"> ▪ Student has completed a somewhat meaningful reflection on 15 hours of CAS experiences, this term and on time. 	<ul style="list-style-type: none"> ▪ Student has completed a meaningful reflection on 15 hours of CAS experiences, this term and on time.
<p>Student has not completed the Sample Essay Exploratory Assignment and/or the Topic Discovery and Exploratory Questions Assignment.</p>	<ul style="list-style-type: none"> ▪ Student has completed the Sample Essay Exploratory Assignment and the Topic Discovery and Exploratory Questions Assignment. 	<ul style="list-style-type: none"> ▪ Student has completed the Sample Essay Exploratory Assignment and the Topic Discovery and Exploratory Questions Assignment and has generally met the standards for both. 	<ul style="list-style-type: none"> ▪ Student has completed the Sample Essay Exploratory Assignment and the Topic Discovery and Exploratory Questions Assignment and has thoroughly met the standards for both.

This scoring guide continues on the next page.

<p style="text-align: center;">I</p> <p style="text-align: center;">Student is not completing CAS Hours and/or developing basic research skills.</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">Student is completing CAS Hours and is developing basic research skills.</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">Student is showing independent learning ability, is fully engaged in CAS work, is self-reflective, and is beginning IB/College level research.</p>	<p style="text-align: center;">A</p> <p style="text-align: center;">Student excels at CAS work and at self-reflection, and is beginning IB/College level research.</p>
<ul style="list-style-type: none"> ▪ Student has not met with seminar teacher. 	<ul style="list-style-type: none"> ▪ Student has met with their seminar teacher about their research topic. 		<ul style="list-style-type: none"> ▪ Student has met with their seminar teacher about their research topic on time.
<ul style="list-style-type: none"> ▪ Student has not completed the Preliminary Research Assignment. 	<ul style="list-style-type: none"> ▪ Student has completed the Preliminary Research Assignment. 	<ul style="list-style-type: none"> ▪ Student has thoroughly completed the Preliminary Research Assignment, and shown some understanding of what constitutes scholarly research. 	<ul style="list-style-type: none"> ▪ Student has thoroughly completed the Preliminary Research Assignment and shown understanding of what constitutes scholarly research.

Students may choose to be graded on a “Pass/No Pass” grade scale instead of an “A/B/C/F” scale. Students selecting this option should follow the “Pass/No Pass” Grade Option instructions on page 6 of this packet and communicate their choice to their Seminar teacher by Sunday, January 24th. Teachers will still honor requests for P/NP grades after that date, but communicating the decision by the 24th will help students and teachers plan ahead. Overall trimester grades of “A,” “B,” or “C” will convert to a “Pass” and “F” grades will convert to a “No Pass.”

Late Work Policy: Students should not submit any work late, except in the cases of extenuating circumstances that both student and teacher have agreed warrant the turning in/acceptance of late work. All requests for work to be accepted late should be made to the teacher ahead-of-time, except in the highly unusual case that a student takes ill on the due date of the assignment. In that case, the student should contact the teacher about the illness, and set a new due date with the teacher, on the day that the student is able to return to school.

Recording Grades: Teachers will distribute this scoring guide for each term as part of each term’s seminar packet. Teachers will also update the Canvas grade book for the course with student work that has been completed for each term. The grade book will also reflect the grade level of the work, where applicable. Teachers will post predicted grades at midterm, and final grades at the end of the term. Students should also keep track of which assignments they have done and at what level, on their own scoring guides.

Introduction to the Junior Seminar, Second Trimester

For the next two trimesters you will begin the exciting adventure of researching and writing the Eugene IHS IB senior paper. This is an independent research project on a topic of your choosing, which will end with you writing a 3500-4000-word essay. Every Eugene IHS student will need to complete a senior paper to earn the honorary IHS diploma. In addition, the senior paper fulfills the “Extended Essay” requirement for students who will complete the IB diploma.

You will work on the senior paper for three trimesters over junior and senior year. During your junior year, you will review the fundamentals of writing a research paper, locate and learn to use a variety of research materials and sources, choose an advisor, decide upon a topic and a research question, begin preliminary research, and compose a blueprint for your final essay. During your senior year, you will complete your research and write the final paper.

The senior paper is an in-depth scholarly study of a specific topic within a broader IB subject area. Its purpose is to provide you with an opportunity to pursue independent, personally-engaging research and to write an essay that communicates ideas and information in a logical, coherent, and original manner. The project also requires first hand involvement with the subject, research that extends beyond the library and beyond any single source to supplement the scholarly sources found in the library and in academic databases.

The senior paper is a scholarly inquiry rather than a narrative report. Therefore, it must be organized around a research question and rely heavily, if not exclusively, on scholarly sources. Your project will start with a general subject area of your choosing, then proceed to a more specific topic, and finally result in a particular question that intrigues you. This question will evolve over time, but your genuine interest in the topic and in finding an answer to your research question should drive the paper.

In order to keep track of your hard work on the steps of your senior paper research process, and also to keep track of your Seminar teacher’s feedback, we will ask you to upload your senior paper assignments to Canvas. We suggest you keep hard copies of your notes and research organized in a three-ring binder for quick reference as well.

We hope you find the senior paper to be one of the most challenging and rewarding experiences in Eugene IHS. Indeed, many of our IHS graduates tell us that the senior paper was the single most valuable experience in preparing them for success in college.

JUNIOR SEMINAR DATES TO REMEMBER

Meeting/Due Dates	Junior Seminar Components and Directions
<p>Friday, December 18th: Sample Essay Exploratory Assignment Due.</p>	<ul style="list-style-type: none"> ▪ Complete the Sample Essay Exploratory Assignment and submit it to Canvas.
<p>Tuesday, January 12th: Parent Verification Email Due</p>	<ul style="list-style-type: none"> ▪ Students will complete their Parent/Student Packet Review Verification by having their parent send their teacher an email confirmation.
<p>Wednesday, January 13th: Required Seminar Meeting.</p>	<ul style="list-style-type: none"> ▪ We will review successes of first trimester and provide an overview of second trimester. ▪ We will discuss your completed Sample Essay Exploratory Assignment as well as have a short lesson exploring how the same subject can be explored through different academic lenses. ▪ You will receive instruction on how to complete the Topic Discovery and Exploratory Questions Assignment.
<p>Sunday, January 24th: Topic Discovery and Exploratory Questions Assignment Due.</p> <p>Proposal for 15 CAS Hours for Trimester.</p>	<ul style="list-style-type: none"> ▪ Turn in your Topic Discovery and Exploratory Questions Assignment to Canvas by the end of the day. ▪ Submit your plan for completing 15 CAS hours to Canvas by the end of the day. ▪ Communicate your choice of a “Pass/No Pass” grade to your Seminar teacher by the end of the day if you would like a “Pass/No Pass” grade. See page 6 for details.
<p>Wednesday, February 3rd: Required Seminar Meeting.</p>	<ul style="list-style-type: none"> ▪ In Seminar, we will complete a Theory of Knowledge question-asking lesson, which will help you develop the research question for your extended essay. ▪ We will review the CAS Group Project so that you chip away at it until it is due at the end of Trimester 2 of your senior year. ▪ Before you leave today, sign up for an individual conference with your seminar teacher in February.

Junior Seminar Dates to Remember continue on the next page.

<p>From February 4th - March 2nd: Required Conference with Seminar Teacher.</p>	<p>Conference with your Seminar Teacher</p> <ul style="list-style-type: none"> ▪ You will have a one-on-one meeting with your Seminar advisor to discuss your interests, possible directions for your extended essay and next steps toward completion of your Preliminary Research Assignment. ▪ This is a requirement. Please make sure that you show up for your conference on time.
<p>Wednesday, March 3rd: Required Seminar Meeting.</p>	<ul style="list-style-type: none"> ▪ The Preliminary Research Assignment, due Friday, March 12, is extensive and difficult. Please attend seminar for further help with this assignment today.
<p>Friday, March 12th: Assignments Due.</p>	<ul style="list-style-type: none"> ▪ Submit a written reflection or other evidence about your CAS activities this term. This assignment demonstrates how you have grown through your CAS experiences in terms of the IB CAS learning outcomes. ▪ Submit your Preliminary Research Assignment on Canvas.

Please see Canvas modules for a detailed explanation of the assignments listed above.

Parent/Student Packet Review Verification

Due date: Tuesday, January 12th

Purpose

This assignment is to ensure that both students and parents/guardians understand the expectations of the Junior Seminar course.

Instructions

Please complete the following tasks in order:

- Read the Junior Seminar Trimester 2 packet and have your parent/guardian read it as well
- Review this form with your parent/guardian
- Ask your parent/guardian to email your Seminar teacher confirming that you have completed the tasks above

By emailing your Seminar teacher, your parent/guardian confirms that you understand and agree to the following:

- I have reviewed all of the Seminar assignments outlined in this packet.
- I understand the scope and nature of the work, expectations, deadlines, and criteria for evaluation.
- I understand that the seminar class work for this term must be completed with a passing grade in order to earn the honorary Eugene IHS diploma.

“Pass/No Pass” Grade Option

Eugene IHS Seminar classes award a letter grade of “A,” “B,” “C,” “F” or “I” by default. However, students and their parents/guardians may opt for a “Pass/No Pass” grade for this particular course if they wish.

“Pass/No Pass” grades do not affect a student’s grade point average (GPA), but a “No Pass” grade in any term of Junior Seminar will make a student ineligible to receive the honorary Eugene IHS diploma.

You (the student) and your parent should communicate your choice of a P/NP grade to your Seminar teacher by Sunday, January 24th if you would like to receive a “Pass/No Pass” grade instead of an “A,” “B,” “C,” “F” or “I” grade for Trimester 2 of Senior Seminar (“IB Extended Essay”). Your teacher will still honor requests for P/NP grades will after that date, but communicating your decision by the 24th will help you and your teacher plan ahead.