

Capstone Review

Journal Entries
and
Annotated Bibliography

Homeroom teachers will notify students about Capstone Project approvals. Students **should not** begin fieldwork hours until projects have been approved.

Remember to fill out fieldwork time log with your mentor as you complete your hours (page 17 in handbook).

All materials for Capstone can be found on the SHS website in the **Capstone Quick Link**.

http://sheltonhigh.sheltonpublicschools.org/home_page

Journal Entries (pp. 20-23 in handbook)

- You will complete three journal entries at different points in your fieldwork experience. They each must be at least one page, typed, double-spaced, and 12 point font.
- Journal entries reflect on fieldwork and are a personal account of the Capstone experience. They also will include references to Habits of Mind.
- These entries are an opportunity for you to share your impressions of the Capstone process. They specifically should focus on thoughts and observations about the fieldwork experiences.
- A sample journal entry is located on pages 22 and 23 in handbook.
- DUE OCTOBER 16th, JANUARY 7th, and MARCH 3rd

The first entry should discuss the beginning of your Capstone fieldwork and may include some information about your topic and mentor selection. Also, discuss 2 of the following Habits of Mind that you utilized during this part of the project:

thinking flexibly, thinking interdependently, persisting, questioning and problem posing, and responding with wonderment and awe.

Due by Wednesday, October 16, 2019

Capstone Project Fieldwork Journal Entry Rubric (p. 24 in handbook)

*The Shelton High School student reads and writes effectively.
The Shelton High School student thinks critically to solve problems.*

Using the rubric as a guide, assign the score that best describes the journal.

A “Meets Expectations” must be achieved in each category to pass.

	Exceeds Expectations	Meets Expectations	Working Toward Expectations	Below Expectations
PURPOSE/ FOCUS	<ul style="list-style-type: none"> Entry clearly and effectively focuses on: <ul style="list-style-type: none"> fieldwork experience 2 Habits of Mind. 	<ul style="list-style-type: none"> Entry focuses on: <ul style="list-style-type: none"> fieldwork. 2 Habits of Mind. 	<ul style="list-style-type: none"> Entry somewhat focuses on fieldwork experience and/or Habits of Mind. 	<ul style="list-style-type: none"> Entry lacks a clear focus on fieldwork experience and Habits of Mind..
SUPPORT	<ul style="list-style-type: none"> Entry exhibits exceptional connections between personal experience and fieldwork. 	<ul style="list-style-type: none"> Entry exhibits effective connections between personal experience and fieldwork. 	<ul style="list-style-type: none"> Entry lacks adequate connections between personal experience and fieldwork. 	<ul style="list-style-type: none"> Entry lacks sufficient information regarding fieldwork experiences.
DEVELOPMENT	<ul style="list-style-type: none"> Entry shows a detailed progression of thoughts and/or ideas that are expressed in a thoughtful and reflective manner. 	<ul style="list-style-type: none"> Entry shows a logical progression of thoughts and/or ideas. 	<ul style="list-style-type: none"> Entry has an underdeveloped progression of thoughts/ideas. 	<ul style="list-style-type: none"> Entry is incomplete and lacks connection to purpose.
MECHANICS	<ul style="list-style-type: none"> Entry is free of errors in grammar, usage, and the conventions of written language. 	<ul style="list-style-type: none"> Entry is generally free of errors in grammar, usage, and the conventions of written language. 	<ul style="list-style-type: none"> Entry contains errors in grammar, usage, and the conventions of written language. 	<ul style="list-style-type: none"> Entry contains a variety of repeated errors in grammar, usage, and the conventions of written language.
FORMAT	<ul style="list-style-type: none"> Entry is typed, double-spaced, and exceeds length requirement. 	<ul style="list-style-type: none"> Entry is typed, double-spaced, and meets length requirement. 	<ul style="list-style-type: none"> Entry is typed, double-spaced, and nearly meets length requirements. 	<ul style="list-style-type: none"> Entry is not typed or clearly does not meet length requirement.

Annotated Bibliography

(pages 18 & 19 in handbook)

DUE TUESDAY, NOVEMBER 12, 2019

- With your mentor's assistance, find two credible and relevant sources to assist you in the completion of your Capstone project.
- Think of resources that might provide you with good information on your topic--books, articles, websites, videos, etc. You must choose two different source types (ex. an article and a website).
- The bibliography portion of the annotated bibliography is a list of sources using proper MLA format. You also may have heard of this list referred to as the Work Cited Page.

**Author(s) last name, first. *Title*. City of Publication:
Publisher, Year. Print (if source was not electronic).**

Whitehead, Simon. *The Complete Book of Coaching Youth Soccer*. Chicago: Contemporary Books, 1991. Print.

Note: EasyBib is a free citation generator. Use the correct format for the type of source (e.g. website, magazine article, book).

- The difference between an annotated and a non-annotated bibliography is that in an annotated bibliography the publication information about your source is followed with a summary and evaluation of the material.

The Annotation

To add the annotation:

- Double space after the bibliographic information.
- Paragraph form, Times New Roman size 12 font
- You can have more than one paragraph. If only one, it should be at least five sentences.

What to Include: Summary and Evaluation

Summary

- What topics are covered?
- What information is contained in the source?



Evaluation

- How might you use this source to help you complete your Capstone project?
- Is the information relevant?
- How credible and accurate is the information?

Sample

Whitehead, Simon. *The Complete Book of Coaching Youth Soccer*. Chicago: Contemporary Books, 1991. Print.

- This book has everything a beginning coach needs to help kids learn soccer basics. There are over 75 drills to use in practices, and many skills are addressed throughout this 130 page book. The illustrations also help to emphasize what is important to teach young soccer players. There is a good review of all the rules of soccer in the book as well. The step by step points were helpful as I began to work with my group of kids. While I have played soccer for more than 10 years, I had never really tried to teach 5 and 6 year olds to play. This book was a great resource to consult throughout my creation of and instruction in my volunteer soccer camp.

Remember to Use Formal Writing Rules

- No slang or texting abbreviations.
- Proper capitalization, punctuation, and spelling
- No contractions:

Incorrect: The author didn't prove his theory.

Correct: The author did not prove his theory.

SHELTON HIGH SCHOOL

Capstone Project Annotated Bibliography Rubric (p. 19 in handbook)

The Shelton High School student researches effectively to investigate topics.

Using the rubric as a guide, assign the score that best describes the journal.

A “Meets Expectations” must be achieved in each category to pass.

	Exceeds Expectations	Meets Expectations	Working Toward Expectations	Below Expectations
ANNOTATIONS	<ul style="list-style-type: none"> • All annotations include effective summaries and evaluations in paragraph form. • Usefulness of source to understanding of the topic is effectively explained. • All information is logically and clearly written and understandable. 	<ul style="list-style-type: none"> • All annotations include summaries and evaluations in paragraph form. • Usefulness of source to understanding of the topic is explained. • Information is clearly written and understandable. 	<ul style="list-style-type: none"> • Annotations include incomplete summaries and evaluations. • Usefulness of source to understanding of the topic is not sufficiently explained. • Some information is not clearly written and/or understandable. 	<ul style="list-style-type: none"> • Most/all annotations lack summaries and evaluations. • Usefulness of source to understanding of the topic is not apparent. • Most/all information is not clearly written and/or understandable.
BIBLIOGRAPHY	<ul style="list-style-type: none"> • All resources are correctly cited in MLA format. 	<ul style="list-style-type: none"> • All resources follow MLA format but contain minor errors. 	<ul style="list-style-type: none"> • Some resources are not correctly cited in MLA format. 	<ul style="list-style-type: none"> • Most of the resources are not correctly cited in MLA format.
MECHANICS	<ul style="list-style-type: none"> • Entry is free of errors in grammar, usage, and the conventions of written language. 	<ul style="list-style-type: none"> • Entry is generally free of errors in grammar, usage, and the conventions of written language. 	<ul style="list-style-type: none"> • Entry contains errors in grammar, usage, and the conventions of written language. 	<ul style="list-style-type: none"> • Entry contains a variety of repeated errors in grammar, usage, and the conventions of written language.
FORMAT	<ul style="list-style-type: none"> • Is typed and exceeds length requirement (2 entries, paragraphs are at least 5 sentences). 	<ul style="list-style-type: none"> • Is typed and meets length requirement (2 entries, paragraphs are 5 sentences). 	<ul style="list-style-type: none"> • Is typed and nearly meets length requirement (2 entries, paragraphs are fewer than 5 sentences). 	<ul style="list-style-type: none"> • Is not typed or clearly does not meet length requirement (fewer than 2 entries, paragraphs are fewer than 5 sentences).