

*TUSCOLA HIGH SCHOOL*  
*Air Force Junior ROTC—NC-075th*  
*HONORS PROJECT*  
*HANDBOOK*



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*Established in 1972—Unit Motto: “Never Say Die!”*

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**AIR FORCE JROTC UNIT AWARDS**

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- DISTINGUISHED UNIT (2019-2020)**
- DISTINGUISHED UNIT *with* MERIT (2018-2019)**
- OUTSTANDING ORGANIZATION AWARD (2011-2012)**
- DISTINGUISHED UNIT *with* MERIT (2010-2011)**
- DISTINGUISHED UNIT *with* MERIT (2005-2006)**
- DISTINGUISHED UNIT (2006-2007)**
- DISTINGUISHED UNIT (2007-2008)**
- DISTINGUISHED UNIT (2008-2009)**
- DISTINGUISHED UNIT (2009-2010)**
- MERITORIOUS UNIT (1984-1985)**
- MERITORIOUS UNIT (1983-1984)**
- MERITORIOUS UNIT (1977-1978)**
- MERITORIOUS UNIT (1976-1977)**

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Congratulations! Your choice in becoming a cadet in the Tuscola High School AFJROTC Cadet Corps was one of the best you could have made. Moreover, your selection in entering our Honors program concludes your hard work and commitment to the NC-075th Cadet Corps. The NC-075th has established a strong presence on the Tuscola campus and beyond “the hill” for nearly 50 years.

The provisions of this handbook were not established arbitrarily. They come from a number of sources: United States Public Law authorizing and establishing the Air Force Junior Reserve Officers Training Corps (AFJROTC) Program, the agreement signed between Tuscola High School and the United States Air Force, directives published by the Air Force JROTC Headquarters of the Air Education and Training Command, and from experience gained from the operation of other Air Force Junior ROTC units.

As a member of the NC-075th Cadet Corps, please understand YOU will be held accountable in complying with numerous standards and requirements. The NC-075th Cadet Corps Guide will be your primary reference in becoming a successful cadet. For example, all cadets are issued (*free of charge*) Air Force Junior ROTC uniforms. You must wear your uniform on the scheduled date; typically, one day each week. In addition, you will be required to comply with AFJROTC hairstyles and personal grooming. With this in mind, please know that we will thoroughly go over these guidelines and expectations prior to a scheduled graded event. The provisions discussed in the NC-075th Cadet Corps Guide form the foundation for the operation of the Tuscola High School AFJROTC program. Each provision of this handbook was written in consideration of other academic and developmental objectives of Tuscola High School.

Your mastery of the knowledge of aerospace science, your development as a leader, and your contribution to the reputation of Tuscola High School will depend upon you and the spirit in which you abide by the provisions of this handbook.

In closing, I strongly encourage you to strive to do your best and follow these guidelines in order to stay enrolled in the *AFJROTC-NC-07<sup>th</sup> Honors Program*.

***Aim-High Cadets!***

***BELIEVE – BELONG – BECOME...***

***NC-07<sup>th</sup> Corps of Cadets***

## **The AFJROTC Honors Project**

The research or physical project is a requirement of the honors option in AFJROTC. The purpose of the project is to provide cadets with the opportunity to do interesting and meaningful work using the skills and maturity gained through the high school experience.

Each participant will select a topic of personal or professional interest connected in some way to national security and/or AFJROTC and approved by the Senior Aerospace Science Instructor (SASI). It will be the basis for the three components of the project:

- 1) **Research Paper** – a documented paper on the topic. The research should include a variety of primary sources (personal interviews with experts, surveys) and secondary sources (e.g., articles, books, internet).

**or**

**Physical Project** - a product or a learning experience that relates to the topic. The physical project can take many forms such as:

- The production of a project connected in some way to the AFJROTC curriculum (example: design, conduct, and document a science experiment)
- A work of art or memorial connected in some way to the AFJROTC curriculum.

Students must document his or her activities in some way. **Students will include a brief 2-4-page paper on the project to document the steps taken to complete the project and what they learned.** Students should plan a minimum of 15 hours to complete the physical project. Many students spend significantly more time.

- 2) **Portfolio** – a notebook that contains documentation of the project process throughout the semester.
- 3) **Oral Presentation** – an 8-10-minute presentation to the SASI and ASI.

We intend the AFJROTC honors project to be a challenge that requires each student's very best effort. Students are encouraged to seek the support of others in the school and community including their English teacher and librarians.

**Students who do not complete every phase of the honors project may fail the course.**

**Research Due Dates**

<b>Due Date</b>	<b>Assignment</b>
9/14/21	Topic approval form
9/14/21	Parental awareness form
9/22/21	Letter of intent
10/9/21	Working bibliography and note cards
10/16/21	Outline
10/23/21	Final bibliography and note cards
10/30/21	Final outline
11/13/21	Rough draft
12/4/21	Final paper
12/8/21	Portfolio
To be scheduled for mid-December 2021	Oral presentation

**Physical Project Due Dates**

<b>Due Date</b>	<b>Assignment</b>
9/14/21	Topic approval form
9/14/21	Parental awareness form
9/22/21	Letter of intent
12/4/21	Physical Project
12/8/21	Portfolio
To be scheduled for mid-December 2021	Oral presentation
<b><u>Work log and documentation:</u> Cadet will present to teacher for review a minimum of once per week.</b>	

## **Due Dates Policy**

One key responsibility for completing the honors project is turning in items on time. Deadlines for major components of the honors project is 4:00 p.m. on the dates indicated above. Students who fail to meet deadlines will face the following consequences:

1. **First Strike:** Student will lose one letter grade from component's original grade.
2. **Second Strike:** Student will earn no better than a 70 for the component.
3. **Third Strike:** Student will receive a "0" for component; instructor will **not** be responsible for providing feedback for that component.

**No item will be accepted if it is more than one day late (without permission of SASI). Students who meet all deadlines will receive a bonus of five points added to their final honors project grade. Failure to complete one or more of the parts of the honors project may result in a failing grade.**

## **Step One: Topic Selection & Approval**

Topic selection is the most important step in a successful honors project. **The topic should be one in which the student is interested, but not one in which the student is already an expert.** Because of the amount of time required reading about that topic and undertaking a project related to the topic, it is critical that the student select a topic that interests him or her. A student's lack of interest in the topic will reflect in the quality of the honors project he or she produces. At the same time, it is a requirement of the honors project that the topic represent a learning stretch for the student. For example, a topic covered in depth already in a JROTC textbook will not be accepted, unless it is explored from a different angle.

### **Research Paper:**

A research paper can be on a wide variety of national security and/or AFJROTC related topics. The paper can be on a current event, history or scientific topic. The topic, whatever it is, should be one about which the cadet can find the necessary amount of information. **The paper will be 6-8 pages long (double spaced, 1-inch margins, excluding, title page, table of contents, bibliography, etc.).**

A number of strategies can be used for topic selection:

- ✓ **Brainstorm** ideas with friends, family and teachers. Make a list of all ideas, no matter how silly, and then review the list later. A strategy of crossing out ideas that will not work or are not as interesting as others might help.
- ✓ **Read about potential topics.** Once the student has narrowed the list to three or four potential topics, he or she should visit the library and internet to do some preliminary research in the topic area. Is there enough information available? If not, can you broaden the topic? Is there too much information? If so, can you narrow the topic?
- ✓ **Use the list on the following page for topic ideas.**

### **The Physical Project:**

The effort can be oriented around the creation of a product, such as memorial or piece of art, or it can be oriented around a scientific experiment. **Whatever the project, the student will be required to document it in some way.** Take photographs at various stages of completion. Document all research. It should be included in the written report and final presentation.



## **Topic Suggestions for Brainstorming**

### **Science Experiments:**

- Do hydroponics produce better plants than regular soil gardening for use in space?
- How does centrifugal force affect the body of a living organism?
- Attempt to build a better computer.
- Design a wind tunnel to test several wings for the most aerodynamic design.
- Design a hovercraft (a miniature model) and explain how your model works.

### **Art and Memorial Projects:**

- Design a memorial to the students who died in the Vietnam Conflict from Tuscola High.
- Create a painting of a famous battle scene in which the Air Force was involved and explain the significance of that battle to American history.
- Create a documentary video of the Tuscola AFJROTC activities.
- Make a documentary of the stories of veterans living in the Western North Carolina area

### **Research Papers:**

- How has airpower influenced overall US military strength in the twentieth century?
- How does the UN affect the policy of the United States Air Force?
- What was the effect of airpower during World War 1?
- How does the United States military affect U.S. foreign policy?
- What changes in the Air Force will occur in the next century?
- How does the U.S. Air Force affect UN policy?

**List YOUR ideas below:**

### Topic Approval Form

Cadet Name: \_\_\_\_\_ Date \_\_\_\_\_

Proposed Topic: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

#### Checklist for Research Paper

Yes

I can find and use at least five separate sources.	
I can write at least a six to eight-page paper.	
I can turn in my paper on time.	

#### Checklist for Physical Project

Yes

I can afford this financially.	
I have time to complete this project.	

Student's signature: \_\_\_\_\_

This topic is:      Approved: \_\_\_\_\_      Not Approved: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Comments:

## **Step Two: JROTC Honors Project Parent/Guardian Awareness Form**

Dear Parent or Guardian:

Please read all of the following statements and sign your name on the line below indicating that you understand that your child will be held accountable for all assignments.

- ✓ I am aware that my son/daughter/ward must complete all three parts of the Honors Project in order to pass AFJROTC Honors.
- ✓ I understand that there are three major components of the honors project: (1) the research paper OR physical project, (2) portfolio, and (3) presentation.
- ✓ I realize that the time to complete some components of the project will be fulfilled after school and that there will be no school-related absences allowed for completing the work.
- ✓ I understand that all due dates must be met. Not meeting the due dates will result in a zero or a penalty for the missing/late work.
- ✓ I indemnify and hold harmless Haywood County Public Schools and its employees for any accident or injury that may result from participation in the honors project.

Cadet's Name: \_\_\_\_\_

Print your name: \_\_\_\_\_

Sign your name: \_\_\_\_\_ Date: \_\_\_\_\_

**You will be contacted if your cadet misses a deadline. Please provide the following information.**

Telephone number: \_\_\_\_\_

Email Address: \_\_\_\_\_

### **Step Three: Honors Project Letter of Intent**

Write the AFJROTC Honors project proposal in the form of a block business letter to the SASI. The SASI must approve your proposal. He will return it to the student for inclusion in the honors project portfolio. The letter must be word-processed in the following format:

- Paragraph 1: Describe the general area of the topic of the research paper or physical project.
- Paragraph 2: Describe the specific aspects of the topic the student will explore in the research paper. If the cadet plans to do a physical project, he or she should discuss the resources necessary to complete the project and how the student will document progress through out the year or semester. This paragraph should also discuss the anticipated costs of the project in terms of time, money, people involved and resources needed. Now is the time to realistically assess the costs of the project.
- Paragraph 3: The closing paragraph should explain your understanding of plagiarism and why it is important to avoid plagiarizing. Identify the consequences of plagiarism and the impact it will have on the honors project.

*Sample Honors Project Letter of Intent*

11 September 2021

Cadet Name  
56 Croft Drive  
City, State 28803

Major David Clontz  
Air Force JROTC  
Tuscola High School  
Waynesville, NC 28786

Dear Major Clontz:

I would like to investigate role the US military has played in the conflict between Israel and Palestine in the Middle East. This conflict has been in the media for so long that I would like to discover the origins of the conflict and the role the US military may have played in it. After 11 September 2001, many of the terrorists claimed that American involvement in this conflict led to that tragedy. I would like to determine whether this claim is fallacy or fact. As a consequence of the complexity of this issue, my project will be a two-semester project.

In my research paper, I will discuss the causes of the conflict between Israel and Palestine, the US military's involvement in it, and how that involvement may or may not have contributed to the tragedy of 11 September 2001. The research will come primarily from current periodicals, Internet sources, and some historical texts.

Plagiarism is the same as stealing someone else's thoughts or ideas. If I do not give credit to my sources, I understand that I will fail the Honors Project. That would be a foolish decision. I plan on doing original work and citing all sources used.

Sincerely,

(Sign here)  
JOHN Q. PUBLIC  
Cadet First Lieutenant, AFJROTC

### Honors Project Proposal Evaluation Form (Research Paper)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Honors Project: \_\_\_\_ Approved \_\_\_\_ Approved with Recommendations \_\_\_\_ Not Approved

The purpose of this evaluation is to communicate between faculty and the cadet and to provide feedback on the AFJROTC honors project proposal. This evaluation has three purposes:

- 1) To clarify the scope of the student’s honors project.
- 2) To refine or amend the honors project proposal.
- 3) To reach a mutual understanding as to the contents of the final honors project.

**Scope:**

\_\_\_\_ Scope is manageable

\_\_\_\_ Scope is too broad

\_\_\_\_ Scope is too narrow

**Topic:**

\_\_\_\_ Topic is clearly defined

\_\_\_\_ Topic is a **S-T-R-E-T-C-H...needs work**

**Resources:**

\_\_\_\_ Resources seem adequate

\_\_\_\_ Resources are inadequate

**Comments:**

## **Honors Project Proposal Evaluation Form (Physical Project)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Honors Project: \_\_\_\_ Approved \_\_\_\_ Approved with Recommendations \_\_\_\_ Not Approved

The purpose of this evaluation is to communicate between faculty and the cadet and to provide feedback on the AFJROTC honors project proposal. This evaluation has three purposes:

- 1) To clarify the scope of the student’s honors project.
- 2) To refine or amend the honors project proposal.
- 3) To reach a mutual understanding as to the contents of the final honors project.

### **Project:**

\_\_\_\_\_ Project is clearly defined

\_\_\_\_\_ Project is not clearly defined

### **Time Commitment:**

\_\_\_\_\_ Time commitment is realistic

\_\_\_\_\_ Time commitment exceeds a reasonable number of hours

\_\_\_\_\_ Time commitment is inadequate

### **Cost:**

\_\_\_\_\_ Cost seems reasonable

\_\_\_\_\_ Cost is very high

### **Comments:**

### Step Four: Researching the Paper or Project

#### Develop a Research Strategy Using this Research Template

The first step in a research paper is to devise a research strategy by:

- Doing some background reading about the topic
- Identifying search terms to use in the search for information

1) **What is the research paper topic?** \_\_\_\_\_

2) **Questions:** What are three questions related to the topic will be answered in the research paper?

*Example topic:* The Air Force of Tomorrow

*Questions:*

- How will the Air Force change in the 21st century?
- What will cause these changes?
- How will these changes affect the rest of the United States military?

List **your** questions below:

- a) \_\_\_\_\_?
- b) \_\_\_\_\_?
- c) \_\_\_\_\_?

3) **Keywords:** Identify keywords found in the research questions. Keywords or keyword phrases are the words that best represent the information being sought.

*Example: How will the Air Force change in the 21st century?*

Keywords: Air Force, future, changes, 21st century,

*What will cause these changes?*

Keywords: Current events, projected changes

*How will these changes affect the rest of the United States Military?*

Keywords: Army, Navy, Marine Corps, Coast Guard, Department of Defense, military-industrial complex



List keywords and synonyms for the topic below. Using a variety of search terms will make the research easier and more effective. If there are more than four keywords, use a separate sheet of paper. List at least two keywords:

### **Research and Documentation**

The best research papers include a variety of print and non-print sources. Students should check the following types of sources for information related to the topic:

1) nonfiction books; 2) magazine and journal articles; 3) internet sources; and 4) live interviews.

To ensure you are searching a variety of sources for information follow the instructions below:

- 1) **Use at least one reference book with background information about the topic.**  
General encyclopedias, subject encyclopedias or other reference sources are excellent. Read the article(s) for basic, factual, background information about the topic.
- 2) **Use at least one book about the topic in the school’s media center or a public library.**  
To locate a book, use the previously identified keywords to search the online catalog. Cite the book below following the example provided:
- 3) **Use at least one article from a magazine or newspaper.** Search periodical indexes available at Tuscola High or from a public or college library.
- 4) **Use at least two internet sources .**
- 5) **Interviews are optional, but recommended.** You might find one a useful, insightful, and interesting source.

The student may already have someone in mind to interview. If not, the best resource may be someone in the community that the student knows through family, church, school or social connections. You could also check with the public library or Chamber of Commerce. The internet provides the opportunity to interview people from other areas using things like Skype or Facetime. Ask teachers or librarians for help. **Caution:** Use common-sense safety precautions when arranging interviews. Do not agree to meet alone with strangers. It is usually best to meet in a public place such as the school or a library.

## Conducting a Personal Interview

Information gained from personal interviews can greatly enhance the quality of research. In addition to gathering information from written sources (*secondary sources*), speaking with an expert on the topic may provide valuable insight and the most current information available (*primary source*). To conduct a successful interview, follow the guidelines below:

### Prior to the interview:

- 1) Learn about the person to be interviewed in terms of his or her education, background and any significant skills and experiences he or she might have.
- 2) Set the specific purpose for the interview. *What information will be gained from the interview? Will the interview support specific points?*
- 3) Write out clear questions that get to the heart of the information that is being sought. Organize the questions logically. These questions should include the questions approved by your instructor.
- 4) Gather the interview materials (*i.e., pen, pencil, paper and a tape recorder, if desired*).

### During the interview:

- 1) Dress appropriately.
- 2) Arrive on time (*or even a bit early*).
- 3) Introduce yourself professionally – shake hands, smile, make eye contact. State the purpose for the interview and thank the interviewee in advance for his or her time.
- 4) Ask the interviewee’s permission to use a tape recorder if one is to be used.
- 5) Stay on task, clarify when necessary, and listen for opportunities to ask follow up questions.
- 6) Take careful, accurate notes.
- 7) Respect any requests the interviewee makes for “off the record” remarks.

### After the interview:

- 1) Thank the interviewee.
- 2) Review the interview notes as soon as possible. Weed out information that is not useful.
- 3) Copy the useful information onto note cards. Be sure to record direct quotes accurately. Write the interviewee’s name and the interview date on the card.
- 4) If any of the information is unclear, contact the interviewee again to clarify.
- 5) Always send a thank you note after the interview

### **Composing questions for the interview**

Use this information for guidance as you compose your questions for the interview.

- Your questions should result in answers that require some thought or insight.
- Yes and no questions are unacceptable unless you ask the interviewee to explain the answer.

Example: *Would you recommend this job to a young person like me?*

*What are some of your reasons for your answer?*

- Most questions that ask about an individual's background are okay as long as the answers include explanations instead of one-word answers.

Example: What are some of the reasons you entered this profession?

*(Not, "Do you like your job?")*

Now, brainstorm at least ten questions which reflect the ideas listed above.

### **Interview Verification Form**

- This form will be attached to the work cited page in the research paper if an interview is used as research for the paper
- The interviewee should complete the form and give it to the student, who will include it in the portfolio.

**Name:** \_\_\_\_\_

**Place of business or occupation:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Was the student on time?**     Yes     No

**Was the student dressed appropriately?**     Yes     No

**Were the questions appropriate?**     Yes     No

**Comments:**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Step Five (A): Writing the Research Paper

**IMPORTANT:** Cadets will follow the “*MLA Handbook for Writers of Research Papers*” and/or guidance provided by the English teachers (*for writing the English III research paper*) when formatting their AFJROTC Honors Project research paper. Pay particular attention to the proper format for citing sources.

### Requirements

- 1) Begin with a **working bibliography**. It may change as you write your paper and you realize you may need different or additional sources.
- 2) Next, produce **note cards** that contain all of your source information. Each card should contain a separate fact, figure, quote, piece of information, etc.
- 3) Then produce an **outline** that corresponds to the content of the research paper
- 4) Finally, write your **paper**.
  - a. A text of **six to eight pages** is required (*double spaced, 1- inch margins, excluding, title page, bibliography, etc.*).
  - b. Include a title page and a correctly-formatted bibliography that includes sources cited in the text of the paper. The paper must use of at least five reference sources within the text of the paper.

### Plagiarism

*What is plagiarism?*

Plagiarism is the use of another’s ideas, words, or expressions without acknowledging the source. Omitting parenthetical documentation of sources used or fabricating sources will result in a score of zero.

*What does documenting or citing a source mean?*

Citing a source means to list the author’s name, article title, page number of the work, etc., in your paper (*either in parentheses following the borrowed information or a footnote*).

*Why do I need to cite a source?*

- ✓ To do otherwise is a form of cheating.
- ✓ Citations serve as guides to readers who want more information.
- ✓ Citations reveal the source of the information used in preparing the paper.
- ✓ You will **fail** if you do not give proper credit to an author whose information you have borrowed.

*What do I have to cite?*

You must cite anything you “borrow” from another’s work.

- ✓ If you quote directly, you must cite.
- ✓ If you paraphrase, you must cite.
- ✓ If you summarize a passage, chapter, etc., you must cite.

**Do not cite general knowledge.**

You are safe in not citing such statements as:

- The sun rises in the east.
- Dogs are carnivores.
- George Washington was the first President of the United States.

**Documentation**

A research paper requires the use of borrowed material. Borrowed material is material found in primary sources (*i.e., interviews*) and secondary sources (*i.e., books, magazine articles, internet sites*) that is not common knowledge. Material is considered borrowed even when a student puts it in his or her own words, or has read the material in several sources. All borrowed material must be documented (*cited*) -- direct quotations, paraphrased material and even borrowed ideas. If a source used is not credited, it is considered plagiarism. At Tuscola High School, plagiarism is grounds for failure.

There are two basic ways to handle borrowed material in a research paper:

- 1) **Paraphrasing:** Paraphrasing is to put into your own words what you have read in a primary or secondary source. You must document (*cite*) paraphrasing.
- 2) **Quotations:** Quotations are an important part of the research paper. Use them carefully, selectively, and in the proper format. Quotes should be used only when they are important, special, and there is no better way to say it. Avoid quotations that stand-alone. Instead introduce a quote with a sentence or part of a sentence that references the quote or names the source. Try to blend the quote into your own writing. Quotes may come at the beginning, middle, or end of a sentence.

**Research Paper Self-Evaluation**

- **Type and include in your portfolio.**
- **Use complete sentences, correct grammar and spelling.**

1. How many total hours did you spend writing your research paper?
2. What date did you start?
3. What date did you finish?
4. Are you satisfied with your research paper? Explain your answer.
5. What would you do differently if you could start all over?
6. What advice would you give to future JROTC Honor cadets about choosing to do a research paper rather than a physical project?
7. Assign yourself a grade for your physical project.
8. Justify your grade in 50- 100 words.

## Step Five (B): The Physical Project

If a student chooses to do a physical project rather than a research paper, she or he might create a tangible product (*a painting, memorial, or video*) or conduct a science experiment. The project should require a minimum of 15 hours of your time after school. The project will include a brief two to four-page paper on the project, the steps taken to complete the project, and what was learned from the project. **Please note: A briefing or presentation is not a project.**

### Honors Project Log

Students must keep a record of the time spent working on the project, along with comments about the project. This log (*or journal*) will help the student stay on task and track the hours spent. It serves as a tool for personal reflection and, more importantly, provides proof of the student's accomplishments. The SASI will check and grade the log regularly throughout the semester. The log will be included in the portfolio.

#### Each log entry will include the following:

- 1) **A description** of the project tasks and accomplishments such as planning, designing, constructing, reading, researching, or purchasing materials.
- 2) **A record** of the time spent on the project. The completed project log and verification form will be the documented proof of the student's accomplishments.

**Experiments-** Photos can be used to document progress on the project or experiment. These photos should be used as a visual aide during the oral presentation.

*Example:*

*Project: Wind Tunnel Experiment*

- a) *Photos of the experiment at different stages.*
  - b) *Photos of the finished experiment*
- 2) **Videotape-** The cadet could create a videotape as his or her project. This video can be of JROTC activities throughout the year and be used as the recruiting video. A video biography of veterans in the WNC area, or some other video relating to AFJROTC or the military that takes at least 15 hours to create, could also be produced for a video project. A log must be kept of all shooting and editing time spent on the video.
  - 3) **Art Work -** Cadets can create a work of art (*sculpture, painting, etc.*) that has to do with the military or AFJROTC. This can be documented by photographing the project in each stage of completion and keeping a log of time spent working on the project.



**Physical Project Self-Evaluation**

- **Type and include in your portfolio.**
  - **Use complete sentences, correct grammar and spelling.**
1. Describe your physical project in 150 to 200 words on a separate sheet of paper. Include enough detail so that those unfamiliar with your efforts will easily understand the project you completed.
  2. How many total hours did you spend on your physical project?
  3. What date did you start?
  4. What date did you finish?
  5. Are you satisfied with the way your physical project turned out? Explain your answer.
  6. What would you do differently if you could start all over?
  7. What advice would you give to future Honor JROTC cadets about choosing to do a physical project rather than a research paper?
  8. Assign yourself a grade for your physical project.
  9. Justify your grade in 50 to 100 words.

## **Step Six: The Portfolio**

Once the research paper or project is completed, assemble a portfolio to document and present the work. Use this checklist to verify completion of the components of the portfolio.

### RESEARCH PAPER PORTFOLIO:

\_\_\_\_\_ Title page

\_\_\_\_\_ Table of contents

Include the following items when typing your Table of Contents:

\_\_\_\_\_ Letter of intent

\_\_\_\_\_ Due dates

\_\_\_\_\_ Research paper outline

\_\_\_\_\_ Research paper

\_\_\_\_\_ Interview verification forms (optional)

\_\_\_\_\_ Additional documentation

\_\_\_\_\_ Self-evaluation

### PHYSICAL PROJECT PORTFOLIO:

\_\_\_\_\_ Title page

\_\_\_\_\_ Table of contents

Include the following items when typing your Table of Contents:

\_\_\_\_\_ Letter of intent

\_\_\_\_\_ Due dates

\_\_\_\_\_ Description of physical project

\_\_\_\_\_ Work log and documentation

\_\_\_\_\_ Interview verification forms (optional)

\_\_\_\_\_ Self-evaluation

## Step Seven: Oral Presentation

### CONTENT

The presentation should describe what you have learned from doing the research, writing a paper, or completing a physical project.

Discuss what worked and what did not work, and what you did to solve problems.

- Explain your “learning stretch” (*physical, emotional, reflective, intellectual, etc.*). How did your project take you beyond what you could already do?
- Discuss your personal growth. What did you learn about yourself? Let your personal qualities come through.
- What did you learn from the total honors project experience? Be personal. Say, “*I learned....*” “*I made these mistakes....*” *If I had this to do over again, I would...*” *etc.*

### DELIVERY

- You **MUST** rehearse! Practice in front of an audience (family, friends, etc)
- Talk to the teachers, not to your slides.
- Consider using 3 x 5 index cards to prompt you, rather than a sheet of paper that will make noise; but do not read your speech.  
(*Be sure not to tap the cards nervously if you are standing in front of a podium.*)
- Make eye contact. Be aware of distracting gestures and mannerisms. Do not say, “*uh,*” “*ummm,*” “*you know,*” “*like,*” or other fillers.
- Be aware of the rate of your speech and volume of your voice. If you can have your practice videotaped, that would be most helpful.
- Dress to impress! Wear your uniform.

### VISUAL AID (REQUIRED)

- Slides and/or other visual aids should be appealing, legible, appropriate, correct, and colorful.
- Interact with your slides and other visual aides throughout the speech, rather than simply showing them as a separate component. For example, you can comment on videotape as it is playing, but you should not simply show the videotape in the background while speaking. An audio/visual aid should never compete with the speech; it should enhance it.
- Make sure your slides and visual aides have a significant purpose. Do not simply type your speech outline as your visual aide.
- Make sure your technical needs can be met. Be sure your presentation will work on the computer in the AFJROTC classroom.

**EVALUATION**

- You will be evaluated on preparedness, ability to communicate clearly and think on your feet, as well as the overall content and delivery of your speech.
- You will be judged on the ability to utilize acceptable speaking skills and to respond to the judges' questions in an acceptable, fluent, and appropriate manner that shows your knowledge of the research paper and the physical project.
- You will also be evaluated on the work evident in your portfolio (*i.e., the time you spent on your physical project or research paper*).
- When responding to a question, you should rephrase the question in your response.
- Check over the presentation rubric that will be used by the judges. Compose and practice your speech with the judging rubric in mind.

### Oral Presentation Grading Rubric

<i>Exemplary</i>	<i>Strong</i>	<i>Sufficient</i>	<i>Needs More</i>	<i>Not Evident</i>
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**CONTENT**

**1. Structure (introduction; distinct main points supported with specific details; conclusion):**

5	4	3	2	1
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**2. Evidence of new knowledge**

5	4	3	2	1
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**3. Organization (logical flow of ideas; use of transitions from topic to topic):**

5	4	3	2	1
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**4. Language Usage (appropriate word choice):**

5	4	3	2	1
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**DELIVERY**

**1. Vocal Clarity/Volume/Varied Inflection:**

5	4	3	2	1
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**2. Poise/Posture exhibited during speech and Q & A:**

5	4	3	2	1
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**3. Professional Appearance (costume acceptable if appropriate to topic)**

5	4	3	2	1
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**PRODUCTION**

**1. Evidence of time and effort invested in the portfolio:**

5	4	3	2	1
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**2. Evidence of time and effort invested in the physical project:**

5	4	3	2	1
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**3. Quality of audio/visual component:**

5	4	3	2	1
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Total Score: \_\_\_\_\_ (Comments on back if necessary.)