

**G/T Research Course Timeline  
2009-2010  
Reservoir High School**

**Dr. Melissa Kiehl**

**Resource Teacher, G/T Research Program (Independent Research and Intern/Mentor Program)**

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**410-888-8850**

**Every quarter, *mentor* students will:**

- Submit monthly calendars documenting regular attendance at the mentor site and at least five hours (ten hours for two credits) of research and project-related activity. Both parents and mentors must sign calendars to corroborate that they knew where the student was and what the student was doing during the hours recorded.
- Obtain and deliver to Dr. Kiehl, before the end of the marking period, the mentor's quarterly grade (50% of quarter average; see grading policy for exceptions)

**The first quarter, all students**

- Discuss with the G/T Resource Teacher pursuable research questions and worthwhile end products
- Focus an area of research
- Conduct a literature search using electronic and other indexes to locate ample, current, high-quality, reputable print, internet, and human resources relevant to the student's interest
- Locate a primary advisor or establish a scholarly relationship with a mentor
- Present the results of the literature search in a preliminary annotated bibliography in proper bibliographic form
- Demonstrate an understanding of the function of professional organizations, mastery of business letter block format, and the ability to locate organizations to contact for increased information
- Determine which skills will be necessary to acquire in order to complete the proposed product successfully (desktop publishing, video production skills, survey design, Web page design, etc.) and begin to acquire them
- Develop a written plan and a timeline for proceeding based on extensive conversations with the mentor/advisor and the G/T Research teacher.
- Keep a journal
- Articulate and accomplish periodic personal objectives
- Participate in formal conferences with the G/T Resource Teacher to assess student progress
- Present the plan and timeline to peers using PowerPoint slides

**The second quarter, all students**

- Complete a written "abstract," a one page document clarifying the proposed end product of the research, the intended audience, and how the student will contribute to generating new knowledge or meeting a genuine need
- Continue research and prepare an outline for a research paper, including the layout of the first draft
- Make a formal presentation of the results of extensive research
- Finalize the written plan and annotated source list
- Acquire necessary skills to complete the proposed product
- Keep a journal
- Articulate and accomplish periodic personal objectives
- Participate in formal conferences with the G/T Resource Teacher to assess student progress

**The third quarter, all students**

- Compose and complete research papers and revise them on the basis of feedback from the mentor/advisor/G/T Resource Teacher/peers

- Conduct original/primary research and continue building a knowledge base by reading diverse sources.
- Locate additional expert advisors
- Create the proposed final product or artifact of the year's work
- Keep a journal
- Design a display board to communicate the scope of the research project
- Articulate and accomplish periodic personal objectives
- Participate in periodic formal conferences to assess student progress
- Teach a class on the student's field of interest at school or during some other school-related activity
- Articulate and accomplish periodic personal objectives

**Optional:** Participate in a large academic conference by and for students at the Johns Hopkins Applied Physics Laboratory Conference Center in Laurel.

**The fourth quarter, all students**

- Create a display board to communicate the scope of the research project
- Present (publish, teach, assemble, analyze and present data, screen a video, perform, display, etc.) a final product to the proposed audience
- Collect and respond to audience evaluation of the final product (revising as necessary)
- Articulate and accomplish periodic personal objectives
- Complete a portfolio which documents their overall accomplishment and constitutes the final examination for the course

**I have read, reviewed, and understand these objectives. (By signing this document the student commits to complete these objectives). Additionally, I understand that a "Grades and Assignments" sheet will be provided to me each quarter, indicating all assignments, point values, and due dates for that quarter. I agree to read, and adhere to the dates in these handouts.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Student's Printed Name: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Parent's Printed Name: \_\_\_\_\_

**(Sign both this copy and the signature sheet; keep this one for personal reference; return green signature sheet to Dr. Kiehl.)**