

2020 Winterim Catalog



Winterim Catalog

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Winterim Overview

Winterim is a distinctive program and feature of Karl G. Maeser Preparatory Academy. Winterim enhances student learning by providing an intensive, focused educational experience and is a great opportunity for students and teachers to explore together subjects that wouldn't fit into a normal school routine. Exploration, hands-on learning, in-depth study, and fun combine to give students a unique opportunity to explore new interests.

Winterfest

Winterfest is an opportunity for students to showcase their learning to their fellow students, parents, and the broader community. Winterfest is always the last Saturday during the Winterim period. At Winterfest students wear their full-dress uniform and present the final product of their learning to the community, which may be a short reading from the novel they've been writing, a demonstration of a new skill they've developed, or showing off something they created.

Winterfest is part of the Winterim experience, and so attendance is required. Parents and siblings are encouraged to attend.

Winterim Policies and Guidelines

Academic Expectations

Although the topics and approaches may be different, Winterim is still school, and the same academic expectations apply during Winterim as during the regular school year. Students should come prepared to participate and learn. Teachers, depending on the objectives of the particular Winterim offerings, may assign projects, papers, and homework. Students receive a letter grade for Winterim, just like any other class. Students and parents should not expect an "easy A" in Winterim, just because "it's only Winterim." Teachers will make the academic expectations clear to their students.

Attendance

During Winterim, attendance is taken both during the morning and afternoon sessions. Because of the shortened school day and abbreviated Winterim term, attendance is crucial. Missing one day of Winterim is equal to missing an entire week of school during the regular term. Because of the intensely time-sensitive nature of learning during Winterim, it is extremely important that students

who miss class communicate with their teacher to learn what they need to do in order to not fall behind. The normal attendance policy and procedure applies during Winterim.

Daily Schedule

School during Winterim is from 9:00-2:00. Lunch is from 11:15-11:45. All Winterim offerings that are on-campus abide by the same schedule to minimize disruptions and distractions. Individual Winterims doing special activities (e.g., traveling, field trips, etc.) may have slightly different schedules.

Uniforms

Regular uniforms must be worn during Winterim. Full-dress uniforms should be worn on all field trips, except when wearing the full-dress uniform would be impractical (e.g., a hiking field trip). If students will be spending part of their day doing an activity that requires different clothes (e.g., karate or strenuous physical activity), then they should wear their Maeser uniform and change into more appropriate clothes only for the specified activity. The Maeser uniform policy will be enforced as normal during Winterim.

Winterim Registration Procedure

- a. Important dates:
 - i. Independent Winterim Applications are due Sept. 17
 - ii. Seniors: Monday, Sept. 23rd
 - iii. Juniors: Tuesday, Sept. 24th
 - iv. Sophomores: Wednesday, Sept. 25th
 - v. Freshman: Thursday, Sept. 26th
 - vi. Winterim Fees are due by Thursday, Oct. 3rd
 - 1. Non-payment may result in your student being assigned to a different Winterim course
- b. Process
 - i. Students may begin Winterim registration on a published schedule in September each year:
 - 1. Seniors: Monday
 - 2. Juniors: Tuesday
 - 3. Sophomores: Wednesday
 - 4. Freshman: Thursday
 - 5. Open enrollment: Friday
 - ii. In the event a student misses the priority registration dates, they may be placed on a waitlist.

- iii. If there are more registrations than seats available, a lottery may be held to determine priority selection.
- c. If a student is not on track for graduation, the student will automatically be enrolled in Credit Recovery.
 - i. After Term 1 of the school year, if a student fails a course, then they will be moved to Credit Recovery and their spot will be given to the next student on the waitlist if applicable.
 - ii. If a senior fails a course Term 2, they will automatically be moved to Credit Recovery and their spot will be given to the next student on the waitlist if applicable.
 - iii. If taking outside courses for graduation, transcripts must be received by December 10th by the data manager and counselor in order to be enrolled in a Winterim and not automatically enrolled in Credit Recovery.
- d. If a student wishes to enroll in an Independent Study winterim, the student must follow the Independent Study Application Protocol for approval.

2019-2020 Winterim Offerings

Agriculture

Teachers: Mrs. Slade, Ms. Ure, & Mr. Urie

Capacity: 30

This winterim will include a week-long trip to Southern California's winter vegetable growing regions, visits with agricultural researchers, and an exploration of food production including local producers.

Food production is a topic that permeates everyone's life. Students will be introduced to various aspects of food production and will be allowed to further their own research on a specific topic that interests them personally.

Students will acquire a breadth of knowledge concerning food production. Students will acquire a depth in knowledge about one aspect of food production. Students will gain an understanding of the economic, scientific, and social aspects that revolve around agricultural production. Students will display this understanding in some way, poster, movie, ad campaign, letters to industry or government leaders.

Animals

Teacher: Ms. Steinhorst & Mrs. A. Smith

Capacity: 30

This Winterim covers all things animals. Students will learn about the emotional, economical, and environmental impact of animals through service, experiences, and studying. Students should expect to spend 5 days in Kanab volunteering at the Best Friends Animal Sanctuary, as well as visiting other local businesses and nonprofits that work with animals. This winterim requires people that are ready to work hard, whether that is by cleaning stables outside in January, painting a wall, doing trail maintenance, or walking dogs.

Students will learn about and experience possible careers that work with animals. They will be able to choose if they want to read literature related to Animal Neuroscience or animals as human companions. Based on this decision, students will be having book discussions in groups about how these readings affect our experiences we have over Winterim. Students will also be expected to write a Reflection paper on each experience/field trip we participate in. As a culminating project, students will create and present a research project based on an animal topic they have been curious about during winterim. This project will allow students to explore more deeply a specific aspect of animals that they are interested in.

Astronomy

Teacher: Mrs. Plott

Capacity: 20

This Astronomy Winterim will have two major components. First, we will be learning the history of Astronomy from the early Greeks through the Copernican Revolution. Each student is expected to research and report on one of the great astronomers. We will also learn the Greek myths behind many of the Northern-Hemisphere constellations. Students will make posters about these constellations and their role in these Greek myths. The second major component of this Winterim is researching different astronomical phenomena, including star classification, planet evolution, galaxy formations, and similar topics. Quizzes and tests will be given to assess the student's understanding of this material.

Students will build star wheels to locate and identify constellations. They will also build small Galilean Telescopes and use these to make observations of celestial objects. An observation journal is required in this course and will be graded on completion and accuracy.

There will be multiple field trips during this Winterim. We will be traveling to the University of Utah Observatory, BYU Derrick Planetarium, and Clark Planetary. Some of these field trips will take place at night. We will also be watching some documentaries during class time. Being in class, every day, is imperative. Missed field trips and documentaries are very difficult to duplicate the learning experience. Participation in these events, as well as group discussions about the content learned, will be included in the student's grade.

Criminals, Cops, & Courts

Teacher: Mr. Geary

Capacity: 20

This is an effort to take Maeser students through an intense experience dealing with Law Enforcement in Utah at both local and state levels. Students will understand what they need to do in order to apply for admission into the Utah Peace Officer Standards and Training Academy (POST). They will explore different career opportunities related to Law Enforcement including: Police Officer/Deputy, Corrections Officer, State Police Officer and Conservation Officer/Park Ranger.

1. The Utah State Board of Education has adopted a Law Enforcement and Criminal Justice **student manual** (2016) as part of the Career and Technical Education program (CTE). This manual will be used as the Winterim curriculum guide. It includes seventeen chapters ranging from criminal law and the courts, to evidence handling, to patrol tactics. Students will receive this manual once they are allocated to this Winterim and will be expected to read it prior to the beginning of class. Time will not allow us to cover every chapter, but selected chapters will include written practical exercises which will be graded as part of course completion.
2. **Guest speakers/teachers** will be invited to class on a regular basis to give students a “real-life look” at what life in Law Enforcement is like. Officers from Lindon City, the Utah County Sheriff and the Utah Highway Patrol will provide valuable insights for students considering a Law Enforcement career.

3. **Field trips** to local police, court and corrections facilities will be scheduled as appropriate to allow students to see in practice the principles and methods they are learning in class.
4. Students will take a practice version of the **National Police Officer Selection Test (NPOST)** at the beginning of Winterim. This test is administered to and must be passed by all applicants to the Utah POST Academy. It includes four timed test sections: Mathematics, Reading Comprehension, Grammar, and Incident Report Writing. The actual test will be administered again as a final exam at the end of Winterim.
5. Utah POST Academy has adopted a **physical fitness standard** for all applicants. Students will be tested against this standard at the beginning and at the end of Winterim to assess their fitness status. All students must provide a physician's certification/waiver as to their health status before Winterim begins.

For those interested in a career in law enforcement, this Winterim will PUMP YOU UP with the knowledge of what it takes to enter the Utah POST Academy where your new adventure begins. Come see if you have what it takes to meet the demands of this exciting career opportunity!

Entrepreneurship

Teachers: Mr. Gilbert & Mr. Vernon

Capacity: 25

Students in *Shark Tank 2020* will learn the basics of successfully starting and running their own business. They will learn this through study, by interviewing and meeting with professionals, by attending lectures on entrepreneurship, and by creating their own businesses.

A major focus of this Winterim is for students to learn and build the character traits needed to be a positive change agent in the world. Wealth is a magnifier and students will study the positive traits that will allow them to build a business, accumulate wealth, and benefit mankind in the process. They will learn these traits through reading, annotating, and discussing seminal entrepreneurial books. They will also see these traits in action as they interview and are mentored by successful entrepreneurs who are engaged in philanthropic work. They will practice enacting these traits as they participate in classroom activities and build their own business.

Students will be creating business plans. The top 4-5 plans will be enacted by the class. Students will be assessed on their preparation, participation, and the degree to which they enacted their business plans. The funds earned through their business ventures will either go toward the Maeser Auditorium Fund or toward college scholarships for their peers at Maeser. Students who wish to get a head start on their business ideas will have the option of meeting during Friday mentoring in November and December.

Exploring Hispanic Culture through Food

Teacher: Ms. Fuhrman

Capacity: 20

This Winterim, as the title implies, will expose students to hispanic food and food-related culture. We will do this by first considering the food that we eat in the United States and in our own homes and how that relates to students' individual cultures and customs. We will then explore how food historically and presently affects customs and traditions in various Spanish-speaking countries, including Mexico, Guatemala, El Salvador, Argentina, Spain, and Peru. We will sample and sometimes cook some traditional foods from those countries. As such, students will also complete the tests necessary to obtain a Food Handler's Permit online. We will also read about and discuss how food has affected those cultures and cultures in general. Class periods will vary day-to-day, but will include a combination of reading and discussion, guest lecturers, cooking, working on presentations, research, and eating.

Upon completing this Winterim course, students will create a presentation that demonstrates an increased understanding of how culture, traditions, and food are connected and draw connections between their own and other cultures. Students will be held responsible for attending and participating in class discussions, completing any necessary reading before class as homework, completing and presenting two different presentations (one of which will be on display during Winterfest), and obtaining their Food Handler's Permits.

Family Sciences & Service through the Classics: A Retreat

Teacher: Mrs. Cannon

Capacity: 25

This Winterim is designed to study and practice principles of family science such as how to create healthy marriages, effective principled parenting, home economy and management, and the role of individuals in families. We will spend part of the time away from school in a retreat setting, where we will read deeply and discuss these principles in the classics, and practice elements of home management such as cooking, shopping, budgeting, relationships, basic care of home, organization, and distribution of roles and responsibilities.

Through reading deeply and discussing the classics, we will look at ideals and discuss obstacles modern families face in meeting these ideals. For the remaining time, we will serve families in need in our community and explore ways governments, organizations, and individuals can support those who are struggling to create an effective fundamental unit.

Students will be expected to reread *Little Britches* before Winterim begins and will also be expected to read, annotate, and be prepared to discuss excerpts from several other classics. Students enrolled in this Winterim must be approved by the teacher, since we will be practicing principles of family life in a retreat setting. Students will be assessed on their preparation for discussions, and analysis and synthesis of the readings, as measured by journaling, annotations, and

participation. Assessments will also be based on participation in activities and service opportunities.

Finding Ansel: The Making of the American West

Teachers: Ms. Gerber & Mr. Kreitzer

Capacity: 25

Ansel Adams is best known for his landscape photography: stunning landscapes of the National Parks and other locations. What many don't realize is that Ansel Adams believed in conservation and preservation of our national parks and politically advocated for his beliefs. His art and photography were key tools used in the early 20th century fight for more National parks and public lands. And he wasn't alone. He followed in the footsteps of John Muir and Theodore Roosevelt to help preserve their legacy.

Yet these amazing parks and public lands came at a price. Ranchers, herders, and farmers lost their homes and grazing lands. Every year, millions of visitors deface and litter the parks increasing operating costs. Traffic and emissions cause yearly damage to the fragile landscapes.

We will examine the goals, dreams, and vision of Ansel Adams, John Muir and Theodore Roosevelt in creating, protecting and preserving the National Parks. We'll look at how anyone, even a photographer, can make a difference. We'll also discuss current issues in our own state regarding the cost/ benefit of conservation and the effects of government.

We'll travel to Eastern Utah and visit as many national and state parks as we can. We'll also meet with government official and lobbyist for private land rights.

This Winterim asks three main questions:

- 1- How do the National Parks benefit America? What are the down sides?
- 2- How can we balance privatization and conservation?
- 3- What is the role of the individual in shaping American Laws and histories?

Geology

Teacher: Mrs. Hansen

Capacity: 25

This winterim is designed to teach curious students the basics of geology and geological history of the Colorado Plateau. Utah is the best place in the world to see amazing rock layers and geological history carved out in spectacular canyons for anyone to view. The plateau is one of the greatest geological wonders on Earth. We plan to visit four parks in four days: Capitol Reef National Park, Bryce Canyon National Park, Zion National Park and Snow Canyon State Park.

Students will explore these parks in the High Colorado Plateau to be able to explain the geological history, recreate correlation in rock layers, describe weathering and erosion, and explore unique

features at each canyon we explore. We hope to also enjoy the amazing spectacle that is the night sky on the plateau. We plan to attend at least one of the astronomy seminars at one of the National Parks. Students interested in nature photography would also enjoy these field experiences.

Students should be prepared to do fairly strenuous hiking for a consecutive four days. Keeping in mind that this will be January, there may be some weather issues and students should be prepared for cold outdoor experiences. Students will be required to take copious notes and photos of what they experience in each of four parks.

When students return to school they will write field reports on their observations. Also, they will assemble, categorize and label pictures taken. The final project will be creating a full model of the Colorado Plateau as a 3D map.

Students that show interest in Geology, Earth or Environmental Science will really enjoy this experience. Just as the re-reading of a beloved book in a different sequence or speed leads to new insights in the literature; this field experience of exploring each of four parks in Utah in quick tandem will be a novel and insightful learning experience. The Colorado Plateau will never look quite the same again.

Harry Potter: Philosophy & the Magic of Advertising

Teacher: Mr. Dowdle & Mrs. MacDuff

Capacity:

This Winterim is designed to explore the literary and cultural phenomenon of the Harry Potter world. With ten movies (and more on the way), a dozen books of different types, and a long-lasting influence on the twenty-first century, the world of Harry Potter is unique in two significant ways: Its status as literature and its power as a franchise. To study that, we will be looking closely not just at the fictional world that Rowling made, but the businesses that have sprung from it and the four P's utilized in marketing Rowling's literary works. Students will have an opportunity to create a marketing campaign related to a Harry Potter character displayed during Winterfest.

Students taking this Winterim should walk away with a handful of skills, including the ability to better interpret, understand, and analyse literature; to recognize advertising techniques and what is actually being purchased; and to become more aware of the ways in which they participate and support this cultural phenomena. We also hope that they enjoy themselves and learn how to apply the school's motto of truth, honor, and virtue to the modern classics.

The students will be graded on their completion of a final project, as well as short writing assignments that will be given throughout the experience. They are expected to comport themselves with dignity and act in a manner befitting the school during our extended field trip to California, where we will enjoy the Universal Studios Hollywood theme park and its Wizarding World of Harry Potter section. Students will be expected to be in uniform whenever they are on campus.

Before the Winterim starts, students need to have read the 7 Harry Potter books (or seen the 8 Harry Potter movies). They should also plan on having access to the books for in-class discussions--a personal copy would be preferable, but library or borrowed copies are also acceptable. We will not be providing the texts in class, so please make sure that you have access to all of them when requested.

Independent Study

Teacher: Mr. Harmor

Capacity: 50

An approved application is required to participate in Independent Study. See the "Independent Study Application Protocol" (below) for details. Independent Winterim Applications are due Sept. 17.

JaNoWriMo

Teacher: Mrs. Frampton

Capacity: 25

This Winterim promotes writing fluency, creative education, and the sheer joy of novel-writing. It is designed for students interested in cultivating craft, mastering storytelling principles, and producing a large volume of prose.

Students can expect this Winterim to provide the structure, community and encouragement to achieve their writing goals. Additionally, they can expect to spend a considerable amount of time writing outside of class, as well as immersed in both reading and analyzing good writing. Guest speakers, masterclasses, critique groups and daily writing time will enable students to outline and plot, as well as to practice creating characters, setting, conflict, and voice.

This will be an intensive, classroom-based, rigorous writing Winterim. Students will be assessed on their commitment, focus, participation and determination.

Learning Greek with the New Testament

Teacher: Mr. Simmons

Capacity: 24

This Winterim is designed to teach interested students the basics of biblical Greek, mastering the basic forms and grammatical rules so that they can use the Greek text of the New Testament in their research and personal study, as well as begin to read the Gospel of John on their own. Additionally, students will be introduced to the rudiments of Biblical textual scholarship, the history of the New Testament textual criticism, and pertinent translation issues. This will be an intensive Winterim experience, and students will be expected to come to class each day prepared, having completed any necessary reading or study. There will be homework.

Before Winterim begins, students will be expected to read the Gospel of John in English to familiarize themselves with the text. This will make aspects of learning Greek simpler. Additionally, all students enrolled in this Winterim should have taken at least two years of Latin (n.b. This may include MS Latin), unless given explicit permission by the teacher. Because Greek shares many of the same grammatical and linguistic concepts as Latin, this will make learning Greek easier and allow the class to move more quickly.

This will be an intensive, classroom-based, rigorously intellectual winterim. There will be minimal, if any, field trips or cultural activities. Modern Greek is significantly different from Ancient Greek, and modern Greek culture and religion is drastically different from the Ancient Near Eastern and Mediterranean culture that produced the New Testament.

Martial Arts

Teacher: Ms. Kemper

Capacity: 25

The Martial Arts Winterim is designed to allow students the opportunity and ability to research the connection between Martial Arts (physical activity) and mental/emotional health. This will be done through studying a variety of disciplines including Shotokan karate, Shoalin Kenpo, Tae Kwon Do, Jui Jitzu, Tai Chi, and Capoeira as well as reading articles and books and having classroom discussions.

Research will include scholarly articles from Dr. Neil Farber about the positive psychology in martial arts and Dr. Brad Binder about the psychosocial benefits of martial arts as well as several other scholars. We will also be covering the book SPARK written by Dr. John Ratey which discusses the mind-body connection and reviews evidence that aerobic exercise physically remodels our brains and helps lift our mood, decreases memory loss, sharpens our intellect, and many gives us many more physical, mental, and emotional benefits.

Grades for this winterim will be determined as follows: the articles and book will be read and then discussed in depth during class. Reading the articles and contributing to the daily discussions will be the bulk of the grade for this winterim; creating a group martial arts routine and performing in front of the class, researching and writing a paper about a martial artist and his/her contribution to their own style of martial art as well as the world martial arts community; and attendance at and participation in winterfest.

Serigraphy

Teachers: Mrs. Fosse & Mrs. Houghton

Capacity: 24

Serigraphy is a form of printmaking in which an artist creates a stencil that blocks sections of the surface where their image will be transferred. Forms of this type of printmaking may include screen printing, cyanotype, bleach stenciling, stencil graffiti and the like.

During this winterim students will learn to analyze typography and other art styles used by professional graphic designers, investigate career and college opportunities related to 2D design and serigraphy, study and discuss master artists from the pop-art movement of the 1960s-present that have used similar processes and compositions, and create original designs and graphics for their own screen prints and t-shirts.

Students will be assessed on their mastery and understanding of serigraphy techniques, historical information they are taught throughout the winterim and on their individual projects. They will also teach what they've learned to a class of elementary school kids who have limited art resources. At the conclusion of the winterim one t-shirt design will be chosen and printed onto t-shirts that will be sold at winterfest in order to earn money for the auditorium fund.

World Cultures & Religions

Teacher: Ms. E. Smith

Capacity: 24

Societies and individuals are driven by their belief systems. Think about why you do what you do; it most likely has a tie to a belief you hold. Religion has affected culture through the ages, and culture has affected religions. Increase your cross-cultural awareness and sensitivity by studying Buddhism, Christianity, Hinduism, Islam, and Judaism. Explore the cultures of these through texts, tastes, and experiences. Come expand your horizons through time and culture!

From the beginning of history, religion has been a powerful force driving the culture of small communities and great societies alike. Students in this Winterim class will broaden their perspectives of the greatest religions that impact our modern world in order to better appreciate the individuals and groups shaped by these beliefs. In this course, students will explore the sacred texts of Hinduism and Buddhism. They will examine Judaism, Christianity, and Islam through selections from the Bible and Quran. Students will connect the ancient development of religions to the historical relationships and modern dynamics between cultures in their own era through classroom study and extramural cultural activities such as visits to cultural centers and dining experiences.

Additionally, students will gain a more focused understanding of how belief systems, both their own and of others, affect their own choices and identities by considering and comparing the great questions. Students will learn to examine religion through academic methods to gain respect for cultures different from their own. This Winterim will require significant amounts of reading in addition to field trips and short travel within the community, and students will be expected to come to class having read assigned texts that will be provided them.

Independent Study Application Protocol

Winterim is a distinctive program and feature of Karl G. Maeser Preparatory Academy (Maeser). Winterim enhances student learning by providing an intensive, focused educational experience. Independent Winterim offerings allow students to direct their own learning as they explore their own academic and/or career interests. All Winterim offerings, including the Independent Winterim option, must meet at least TWO of the following objectives:

1. Academically rigorous/expands students' academic knowledge
2. Serves as a humanitarian service opportunity
3. Provides extra-curricular opportunities that make a relevant application to classroom theory and life experiences (college/career)

Independent Winterim Application

Each Independent Winterim applicant must submit an application for approval, and approved applicants must create an Independent Winterim Portfolio as part of their Independent Winterim assessment and evaluation. Applicants must submit their application by the publicized deadline. Independent Winterim Applications are due Sept. 17

Applications will be reviewed, scored, and ranked according to the attached rubrics by the Winterim Committee. All approved applications must meet the minimum requirements as established by the Winterim Committee and approved by the Board. If there are more applications than spots available, the highest ranking applications will be approved. The maximum number of Independent Winterims will be determined by the Winterim Committee and approved by the Board. Applications may not be resubmitted and will not be reconsidered.

Independent Winterim Application Steps:

1. Identify topics of learning for your Independent Study.
2. Read at least one book or scholarly article and/or watch a documentary to help develop your research question/thesis.
 - a. Write and submit a one-page synopsis of the book, article, or documentary you chose and how it relates to your proposed Independent Study experience.
3. Develop and present to the IS Approval Committee a one-page **prospectus** (Addendum A) that identifies a **research question/thesis statement**, effectively capturing what you are seeking to learn from this independent experience.

- i. For humanitarian experiences, consider the following:
 1. Problems that are being or need to be addressed
 2. Causes of the stated problems
 3. Your suggested solutions and contributions to the alleviation of the stated problems
4. Develop and submit an **annotated bibliography** (Addendum B) with at least 3-5 sources you will be using to research your topic.
5. Develop and submit a **detailed schedule** outlining your Winterim proposal activities (see Addendum C). **Please note:** Travel can be part of your research, but it is not the core of your experience and research, and cannot be part of your annotated bibliography.
 - ii. Do not include travel time as part of your 60 hours.
 - iii. Hours spent in direct research and writing of topic should be included.

***Also note that family vacations do not qualify for Independent Winterim proposals. Additionally, Independent Winterim proposals that are similar to traditional Winterim offerings will not be approved.

Independent Winterim Portfolio

The Independent Winterim Portfolio, which will be submitted at the conclusion of your Winterim, must include the following:

1. Independent Winterim Application
2. Research Background Paper
3. Reflection Paper
4. Documentation
5. Winterfest Project

Descriptions of the Winterim Portfolio Components:

1. Independent Winterim Application
 - a. Include your complete approved application
2. Research Background Paper
 - a. In order to better understand your topic, research, write, and submit a 3-5 page paper that includes the following:
 - i. History of the topic
 - ii. Important figures or works connected to the topic
 - iii. Current value or importance of the topic
 - iv. How your Winterim will connect to the topic
 - b. You are highly encouraged to complete your research background paper *before* engaging in your project or any travel. Use this paper and the research you do to determine the direction your project will take.
3. Reflection Paper

- a. After you have completed your Winterim, write a 2-4 page paper reflecting on your experience, considering the following:
 - v. How did your Winterim experience answer your research question?
 - vi. Did your Winterim experience turn out the way you thought it would? If it was different, what changed and how did that affect your experience?
 - vii. How did your Winterim experience connect to the topic you initially chose?
 - viii. Reflect on your personal growth, development, and opportunities.
- 4. Documentation
 - a. Include your Mentor sign-off sheet (including hours)
- 5. Winterfest Project/Presentation

Your project and presentation are the culminating components in your Independent Winterim experience.

 - a. Design and complete a project consisting of practical application or experience that thoroughly explores your topic and your research question. You will most likely gain new insights and understanding as you complete your project.
 - b. Present your project at Winterfest. Your project and presentation should reflect the amount of time, depth of research, and breadth of knowledge you acquired through the design and completion of your project.

Independent Winterim Application Scoring Rubric

Category	Expectation	Points (out of 10)
Topics	Topics of learning are clearly stated and represent areas of interest that can be deeply researched and developed.	
Book/Article/Documentary	Paper clearly states how the book, article, or documentary relates to the proposed topics of learning.	
Prospectus, including research question/thesis (see Addendum A)	Prospectus includes the topic of research, the research question, and the thesis, while clearly outlining the roadmap to be used to answer the question and address the thesis. It also includes a preliminary works cited page.	
Annotated bibliography (see Addendum B)	Annotated bibliography includes the three requisite paragraphs: a) a summary, b) an evaluation of the text, and c) a reflection on the text's applicability to the research you will undertake. It adheres to the required format.	
Detailed schedule (see Addendum C):	Schedule includes detailed outline of days with proposed research, activities, and travel, if any. Total number of hours spent should be 60+, not including travel.	
		Total Points:

Independent Winterim Portfolio Rubric

Category	Expectation	Points (out of 20)
Application	Complete approved application is included.	
Research Background Paper	Your Research Paper of 3-5 pages is included. It delineates the following as they relate to your topic: a) history b) important figures or works c) current value or importance d) ways in which your Winterim connects	
Reflection Paper	Your Reflection Paper of 2-4 pages is included. It adequately addresses the following: a) How did your Winterim experience answer your research question? b) Did your Winterim experience turn out the way you thought it would? If different, what changed and how did that affect your experience? c) How did your Winterim experience connect to the topic you initially chose? d) Reflect on your personal growth, development, and opportunities.	
Documentation	Documentation, including your Mentor sign-off sheet, is included.	
Winterfest Presentation	Your presentation at Winterfest is an accurate portrayal of the amount of time, depth of research, and breadth of knowledge you acquired through the design and completion of your project.	
		Total Score:

Addendum A

Winterim Prospectus

What is a Prospectus?

In 500-750 words, describe the various elements of the project you are undertaking. A prospectus is part of your application to receive support from the Independent Study Winterim Approval Committee to enroll in an Independent Winterim. In writing an academic prospectus, summarize not only the topic of your final research paper, but also state your working thesis, what the arguments are, and how you will go about proving your argument.

Prospectus should include the following:

- **Topic:** The topic is the general area you want to explore and write about like “The Electoral College,” “Genocide in Cambodia,” etc.
- **Question:** Topics are not questions. Ask a question within your topic area. When you find a question, or a few possible questions that truly interest you, analyze them for vagueness, narrowness, or clarity. If your question can be answered with a yes/no, then reword it. Questions should be clear and produce a complex answer.
- **Working Thesis:** The working thesis should attempt to answer your question based on your preliminary research that you have started to analyze and synthesize. At least three good sources are necessary to develop a good working thesis. Look for sources that attempt to answer your question.
- **Roadmap:** How are you going to answer your question? Outline how you are going to use your time in research and project development.
- **Works Cited:** The prospectus needs to have a preliminary works cited page on which you will build your continuing research. These are scholarly, primary resources, not Wikipedia. MLA format is required (see Addendum D).

Audience:

Your prospectus, research paper, and project will be for an academic audience. Use the appropriate language and writing standards (see Addendum D).

Addendum B

Maeser Annotated Bibliography

Description and Sample

An annotated bibliography is a collection of sources studied and a brief summary, assessment, evaluation, and reflection for the source's possible use for the project at hand. The annotations you include in your bibliography should reflect your research question and proposed thesis statement in addition to the guidelines of your assignment.

The purpose of your annotated bibliography will be to provide preliminary study and analysis of sources intended to prepare you for your winterim experience. Follow the structure and format found below. Include three paragraphs: a summary, an evaluation of the text, and a reflection on its applicability to the research at hand, respectively.

Please keep in mind that all text, including the write-up beneath the citation, must be indented so that the author's last name is the only text that is flush left.

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995.

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic.

In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

Purdue Writing Lab. "Annotated Bibliography Samples // Purdue Writing Lab." *Purdue Writing Lab*, owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Addendum C

Sample Outline for Winterim Schedule

Day 1: 9-11 am Orem Library working on Annotated bibliography 12 pm - 3 pm Prospectus review and annotated bibliography research	Day 2: 9-11:30 am Reading and research on topic 12 pm - 2 pm Research at BYU library on topic	Day 3: 10 am -12 pm Interview content expert at BYU 1 -3 pm Research at UVU library on topic	Day 4: Travel day	Day 5: 8 -11 am Museum tour on topic 12-1 pm
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Addendum D

Karl G. Maeser Preparatory Academy Writing Style Guide

Paper format – unless otherwise specified, papers should be written in MLA format

- Papers should be typed on a computer and/or printed out on standard, white 8.5 x 11-inch paper per teacher's instructions.
- Double-space the text of your paper.
- Use a clear font in a standard size
 - Times New Roman, 12 pt. Font
 - Arial and other natively online (blogs)
- Standard 1-inch margins on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- No title page unless specifically requested by the teacher.
- Double-space the entire paper (using the Line Spacing feature of the word processor, rather than pressing enter twice).
- In the upper left-hand corner of the first page, list name, teacher's name, the class, and the date.
 - This should be double-spaced automatically, because the paper ought to be formatted as double-spaced throughout.
- Center the title. Do not underline, italicize, or place title in quotation marks.
- When citing sources, use MLA in-text citations. Author's last name and page number should be in the body of the text or in parentheses following the text.
 - Examples:
 - Wright calls this a "rich image" in the novel (12).
 - This is called a "rich image" in the novel (Wright 12).
 - In-Text Citations (6.1-3): Provide author's last name and page number (either in the body of the text or in the parenthetical citation).
- If the teacher so directs, papers should include a correctly-formatted Works Cited page in MLA style which includes the sources cited in the paper.
- Papers should be written in third-person, formal tone, unless otherwise specified by the teacher.
- Use standard spelling, punctuation, capitalization and grammar.

Note: Teachers reserve the right to refuse to grade papers until they follow the above specifications.

Sources:

Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York: Modern Language Association of America, 2008. Print.

OWL. Purdue U Writing Lab, 2010. Web. 20 Jul 2015.

MLA Formatting. BYU Writing Center, 2015, Web. 20 Jul 2015.

Credit Recovery Policy & Protocol

1. Winterim Credit Recovery Policy & Procedure

- a. Purpose: Credit Recovery is a time allotted during Winterim to allow students, who are not on track for graduation because of failed classes or have excessive absences that result in No Grades (NGs), to remediate.
- b. Procedure:
 - i. Student service team (SST) will review Term 1 final grade report each fall.
 1. Students who failed any courses Term 1 will be recommended for Winterim Credit Recovery (CR).
 2. Students with NGs that are not made up in attendance school before the published term 1 deadline will also be placed in CR.
 - ii. Counselors will meet with students for their College/Career Readiness meeting (CCR) during the school year to evaluate graduation progress.
 1. If a student is not on track for graduation, they will automatically be placed in Winterim Credit Recovery.
 - iii. Winterim Credit Recovery is a winterim option and has a related fee. Please see Winterim catalog for fee schedule.
 1. Students are responsible for any and all costs associated with making up classes.
 2. Student should meet with the counselor to determine best source for remediation
 - a. Maeser packet (if available and by term only)
 - b. BYU-IS (semester credit)
 - c. Northridge learning Center (term credits, student responsibility to purchase)
 - iv. Internet access will be available to Credit Recovery Winterim students.
 - v. Students are expected to be on campus daily from 9-2 pm during Winterim.
 1. Classroom space, computers, and a proctor for tests/quizzes are all provided.
 2. Regular uniforms are required

- vi. Because of Winterim’s shortened time frame, absences can have a significant impact on student success. The “Winterim” portion of the Attendance Policy applies.
- vii. If a senior fails a course Term 2 of their senior year and were previously enrolled in a different Winterim (including Independent Study and/or a travel option), they will be dropped from their Winterim and placed in Credit Recovery in order to get on track for graduation.
 - 1. Once a student has been moved to Credit Recovery, their spot in their original Winterim selection may be given to another student. Thus, if a student gets back on track for graduation before the published deadline, they may not be able to return to their initial Winterim selection.
- viii. Winterim is a Maeser graduation requirement and therefore earns a grade. Students who receive an F grade or NG may be ineligible for sports and other extra-curriculars (see the Academic Eligibility Policy).

c. Credit Recovery Grading Scale and Rubric

Grade Scale	Percentage	Requirements
A	90-100%	All coursework is remediated and student is back on track for graduation. No NGs.
B	80-89%	<p>Student had opportunity to remediate all credits during Winterim, but is still missing .25-1.0 credits toward graduation.</p> <p>Student completed at least 1.0 credit of work during CR and has made up all NGs.</p>
C	67-79%	<p>Student had opportunity to remediate all credits during Winterim, but is still missing 1.25-3 credits toward graduation.</p> <p>Student completed at least 0.5 credits during Credit Recovery and made up all NGs.</p>

F	<66%	<p>Student had opportunity to remediate all credits during Winterim, but student did not complete any remediation that resulted in course completion.</p> <p>Student is still not on track for graduation.</p> <p>Mandatory summer school will be recommended.</p>
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Updated February 12, 2019