

2023 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.

Special Considerations

MTech Option

Students who are currently enrolled in MTech must complete an MTech Independent Winterim Application. Their mentor will be their MTech instructor, and their Winterfest project needs to be connected with their course of study at MTech.

Winterfest

Winterfest is an opportunity for students to showcase their learning to their fellow students, parents, and the broader community. At Winterfest students wear their full-dress uniform and present the final product of their learning to the community. For example, they may perform a short reading from the novel they've been writing, demonstrate a new skill they've developed, or show off something they have created.

Winterfest is part of the Winterim experience, 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. Registration Schedule:

- i. Independent Winterim Applications: due Sept. 27th
- ii. Seniors: Monday, Oct. 3rd
- iii. Juniors: Tuesday, Oct. 4th
- iv. Sophomores: Wednesday, Oct. 5th
- v. Freshmen: Thursday, Oct. 6th
- vi. Winterim Fees: due by Wednesday, October 5th.
 1. The Winterim fee (including Credit Recovery) is \$100. If your student is approved for an Independent Winterim, the fee is only \$10. The Finance Office will arrange a refund if necessary.
 2. Late Winterim fee payments will receive a \$15 late fee and may result in your student losing their first Winterim selection.

b. Process

- i. Students register for Winterim according to the Registration Schedule (above).
 - ii. Students who submit an Independent Winterim Application should also request other Winterim options, in the event that their application is denied.
 - iii. In the event a student misses the priority registration dates, they may be placed on a waitlist.
 - iv. 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 Winterim 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.

2023 Winterim Offerings

Ace the ACT and Start Preparing for College

Teacher: Mrs. Plott

Capacity: 20

Discover your strengths and weaknesses in test taking and learn strategies to improve your college entrance exam (ACT and SAT) scores. Review concepts and strategies to ACE the ACT. Want to know how to pay for college and become an adult? You will learn how to find and apply for scholarships, as well as explore other types of financial aid, including FAFSA, work grants, and internships. Not a great essay writer? One day we will discuss and focus on college admissions writing, including writing essays that will make colleges beg you to accept admission and scholarships. Perfect your portfolio and resume that will help you market yourself to top colleges and career executives. Students will be touring local universities, learning what admission committees are looking for, and exploring different college programs and majors available.

Art of Movie Music

Teacher: Mr. Spindler & Miss Sadler

Capacity: 25

How do film soundtracks affect the way we consume movies, and how does it influence our culture? Come study the classical repertoire that influenced the great movie soundtracks, the classical music techniques that are used to make movie music tell its own story and the effects of music on that story. Students will have the opportunity to begin exploration of the movie music business, digital music, the recording industry, and recording practices.

Career Apprenticeship

Teachers: Mrs. Chapman & Mrs. Ellis

Capacity: 20

Explore interests and careers through an online course through BYU-online and then complete a 45 hour internship in a proposed area of your choice.

Credit Recovery

Teachers: Mr. Peck, Mr. McDaniel, & Mr. Wright

Capacity: 50

Credit Recovery is a time allotted during Winterim to allow students who are not on track for graduation because of failed classes or who have excessive absences that result in No Grades (NGs) to remediate. Students in Credit Recovery may not work for original credit (e.g., credit ahead). If a student fails a class term 1, they will be moved into Credit Recovery automatically to remediate the credit.

Family Science & Service through the Classics: A Retreat

Teacher: Mrs. Cannon & Ms. Moser

Capacity: 20

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 read and annotate *The Good Earth* and 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 on their 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.

Game Design Theory: Art & Strategy of Play

Teachers: Mr. Dowdle

Capacity: 30

Come study, design, enjoy, and learn about board games, as well as components of game design theory. Delve into the science of probability, design choices, ethics, critical thinking, problem solving, and critical anticipation. Explore fundamental tools in Adobe InDesign, as well as using creative commons or copyright-free intellectual property.

Healthy Eats

Teacher: Coach Call & Mrs. Wagner

Capacity: 25

The 2022 Foodie Winterim was a huge success. In order to provide a similar, but not duplicate, experience, the 2023 Foodie Winterim has been upgraded to a Healthy Eats Winterim. Students will continue the experience of daily cooking and the excitement of in-class competitions, integrated with a greater understanding of what they are putting in their mouth so that when they are living on their own students will have the knowledge to live a healthy lifestyle through healthy food choices.

Hispanic Culture through Art

Teacher: Mrs. Houghton & Mrs. Steiner

Capacity: 30

Students will gain an appreciation for contributions made by Hispanic artists as they learn about them and see examples of Hispanic artwork and architecture by visiting Spanish missions in California. Students will identify and demonstrate an understanding of Hispanic art forms as they see and experiment with various art mediums (2D art, handcrafted items, pottery, architecture, music and dance, etc.).

Independent Study

Teacher: Mr. Harmor

Capacity: 25

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. 27th. Even if they submit an Independent Winterim Application, students should still submit their Winterim requests online, just in case.

JaNoWriMo & Poetry OutLoud 2023

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.

Japanese Language & Culture

Teacher: Mr. Watabe

Capacity: 30

Japan is one of the most advanced countries in the world, mingled with rich traditions and a unique culture of old. Students will be given the opportunity to learn the language, culture, history, and technology of the country to increase their knowledge and understanding of Japan and the Japanese people. We will work on a service project that will directly support this country and its people.

The Art of Jewelry Making

Teacher: Mrs. Fosse & Mrs. MacDuff

Capacity: 24

Students will study the styles and symbolism found in jewelry or personal adornments from various cultures and time periods, develop critical thinking skills while designing their own jewelry and adornments, create coiled, braided, glass, wood, fabric, wire, enamel, metal, recycled material, and clay jewelry, and understand the visual language of the Elements and Principles of Art. In addition, students will discuss some of the science behind jewelry including Geology, Petrology, and/or Mineralogy (study of rocks, crystals, and gems). As part of the service element of this course, students will learn how to market and sell some of the jewelry online and donate the proceeds (TBD), as well as teach a studio art lesson about jewelry making to elementary age students.

Landscapes of Utah

Teachers: Gerber & Mr. Kreitzer

Capacity: 26

The state of Utah has a unique assortment of landscapes and geological formations. From thick coniferous forests to sweeping desert plains; from ancient lake beds to lush farmland, the landscape changes dramatically within a 30 minute drive. We'll learn about the science of Utah's geography and connect it with the art of photography. We'll use advanced photography techniques (such as HDR, panorama, astro, and long exposure using ND filters). The class will culminate in a tour of Utah road trips starting in St. George and making our way north along highway 89.

Mock Trial Intensive

Teacher: Mr. Geary

Capacity: 24

"The Utah Mock Trial Program is designed to give students an understanding of the law, the legal system, and their rights and responsibilities as engaged citizens. Our objectives include the following:

- To recognize the vital importance of our United States Constitution and the Utah State Constitution.
- To further an understanding of the law, court procedures, and our legal system.
- To encourage students to be engaged citizens endowed with the knowledge, skills, attitudes, and confidence to participate fully in democratic life.
- To increase students' proficiency in basic life skills, such as listening, speaking, reasoning, and responsive thinking.
- To heighten career consciousness of law-related professions.
- To promote increased communication, civility, and cooperation among legal professionals, educators, students, and community participants.
- To give teachers and student participants, as well as the many friends, parents, and community members who attend the mock trials, an increased understanding and appreciation of the dynamic nature of the law and the legal system."

Let the trial begin!!

Therapeutic Recreation

Teacher: Ms. Steinhorst & Mr. Couch

Capacity: 25 students

In this winterim students will increase and enhance their independence, awareness of mental health, social skills, leadership skills, stress management, and mindfulness by participating in recreational and outdoor activities such as hiking, camping, climbing, and other sports. We will be camping for a few days in St George at Snow Canyon State Park. Students will also have the chance to lead certain team-building activities and group discussions on their experiences and ideas from the readings. It will be an opportunity for students to unplug from technology– with a required no-phone policy– and develop skills to guide themselves through their own mental and emotional twists and turns by exercising physically, accomplishing hard things in a group setting, and experiencing true human connection. They will also talk about and build daily habits to help their mental health including exercise, service, daily journaling, and meditating.

Survivor: Maeser edition

Teacher: Coach Kemper

Capacity: 24

Students will understand what to do in a variety of emergency situations that may occur in Utah (earthquake, wildfire, being lost in the woods, pandemics, ice storms, avalanches, civil unrest, etc.) and explain the importance of being prepared for various emergency situations. Students will create their own personal bug-out-bag for use in an emergency while creating an emergency plan in the event Maeser suffers an earthquake during school hours. The emergency plan will include food, shelter, water, and reunification plans.

Water Conservation History & Appreciation

Teacher: Mrs. Martinez, Mrs. A. Smith, and Mrs. Bingham

Capacity: 20

Water is critical to life, to agriculture, and to the earth's beauty. About seventy-one percent of the Earth's surface is water-covered, and the oceans hold about ninety-six percent of all Earth's water. Fifty-five to sixty-five percent of the human body is water. We can live only three days without water. From the earliest civilizations, water has been the determinant of location and life, of survival and death. We are facing a water shortage in the 21st century and we seek to understand and find solutions, both collective and individual. Students will look at current critical issues in Utah and surrounding areas and explore resources and potential short- and long-term solutions to water shortages and conservation efforts. There may be some local travel and activities.

Who Dun It?

Teacher: Mrs. Slade & Mrs. Gittens

Capacity: 25

Come see first hand how STEM is a part of real life crime solving and other investigations. Students will learn and perform laboratory techniques used in real forensic labs to solve a variety of mysteries. Students will then use their deductive reasoning and critical thinking skills to solve our very own Maeser “Murder” Mystery. Students will become more familiar with the scientific method and its applications to real world careers, gain practical knowledge and skills in forensic and lab technology, and learn to solve problems using deductive reasoning, creativity, and critical thinking.

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. Applications can be turned in directly to the front office or emailed to Mr. Simmons (dustin.simmons@maeserprep.org). Independent Winterim Applications are due Sept. 27.

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 a 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:

Winterim: MTech Guidelines

Updated: 06.21.2022

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. MTech, like our Independent Winterim offerings, allows 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 student's 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)

MTech: Independent Winterim Application

Each MTech student must submit the MTech: Independent Winterim application for approval. Once programs are confirmed by MTech, approved applicants must create a Winterim Portfolio as part of their MTech Winterim assessment and evaluation. Applicants must submit their application by the publicized deadline.

Students enrolled in MTech are not eligible for a traditional, on-campus Winterim option.

MTech: Independent Winterim Application Steps:

1. Apply and be accepted into the MTech program for January enrollment.
2. Develop a research question/thesis to explore through course study.
3. 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 MTech experience.
4. 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 the MTech course experience.
5. Develop and submit an **annotated bibliography** (Addendum B) with at least 3-5 sources you will be using to research your topic.

6. 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.
 - i. Do not include travel time as part of your 60 hours.
 - ii. Hours spent in direct research and writing of topic should be included.

***Also note that family vacations do not qualify for Independent MTech Winterim proposals.

MTech: Independent Winterim Portfolio

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

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

Descriptions of the MTech: Independent Winterim Portfolio Components:

1. MTech: 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. 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 ongoing research or culminating components of your MTech 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.

MTech 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 a 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:

MTech 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 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 excessive absences that have resulted in No Grades (NGs) to remediate.
- b. Procedure:
 - i. Student Service Team (SST) will review the 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. Student should meet with their counselor to determine the 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 freshman, sophomore or junior fails a course in Term 1 of the current school year, and they were previously enrolled in a Winterim other than Credit Recovery, they will be dropped from their Winterim

selection and placed in the Credit Recovery Winterim instead. This will help them get on track for graduation.

- viii. If a senior fails a course in Term 1 or Term 2 of their senior year, and they were previously enrolled in a Winterim other than Credit Recovery, they will be dropped from their Winterim selection and placed in the Credit Recovery Winterim instead. This will help them get on track for graduation.

1. 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 extracurricular activities (see the Academic Eligibility Policy).

Credit Recovery Grading Scale and Rubric

Grade Scale	Percentage	Requirements
A	90-100%	All coursework is remediated and the student is back on track for graduation. No NGs remain.
B	80-89%	Student had opportunity to remediate all credits during Winterim, but is still missing .25-1.0 credits toward graduation. Students completed at least 1.0 credit of work during CR and has made up all NGs.
C	67-79%	Student had opportunity to remediate all credits during Winterim, but is still missing 1.25-3 credits toward graduation. Students completed at least 0.5 credits during Credit Recovery and made up all NGs.
F	<66%	Students had the opportunity to remediate all credits during Winterim, but students did not complete any remediation that resulted in course completion. Student is still not on track for graduation. Mandatory summer school will be recommended.

Updated September 7, 2021

