

# 2025 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 may complete an MTech Independent Winterim Application (see Independent Winterim Application below) *or* take a pause in their MTech program and attend an on-campus Winterim and the associated field trips. If a student wants to attend an on-campus Winterim, they will need to make necessary arrangements with their MTech instructor to miss MTech classes during the Winterim period. If a student is approved for the MTech Independent Winterim option their mentor will be their MTech instructor, and their Winterfest project needs to be connected with their course of study at MTech.

### *Credit Recovery*

Students who are not on track for graduation may be placed in the Credit Recovery Winterim to help them progress towards graduation. If a student fails a course that is required for graduation during the first term, they will be moved to Credit Recovery and their Winterim spot will be given to the next student on the waitlist.

Seniors who fail 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.

## 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*

During Winterim, school 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. 20th**
  - ii. **Seniors: Monday, Sept. 30th**
  - iii. **Juniors: Tuesday, Oct. 1st**
  - iv. **Sophomores: Wednesday, Oct. 2nd**
  - v. **Freshmen: Thursday, Oct. 3rd**
  - vi. Winterim Fees: due by Wednesday, October 2nd.
    1. The Winterim fee (including Credit Recovery) is \$150. 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 will be emailed the Winterim Registration form on the morning of their registration date.
  - ii. Students register for Winterim according to the Registration Schedule (above).
  - iii. Students who submit an Independent Winterim Application should also request other Winterim options, in the event that their application is denied.
  - iv. In the event a student misses the priority registration dates, they may be placed on a waitlist.
  - v. 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 8th 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.



## 2024-25 Winterim Offerings

### *Achilles, Anakin, & the Avengers: The Reception of Classical Mythology*

Teachers: Mr. Simmons

Capacity: 30

Superheroes and their stories have been around for millennia. Carefully reading and understanding the foundational stories of Classical mythology allows us to see how those stories continue to influence the way we understand the world around us. The Greek hero Achilles has lots in common with Anakin Skywalker and the Avengers. Let's explore those connections.

### *Credit Recovery*

Teachers: Mrs. Hong & Sra. Madrigal

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. Seniors will be moved to CR if they fail a class in term 2 or are not on track for graduation.

### *Dance*

Teacher: Mrs. Shields

Capacity: 20

Learning how dance can enhance individual creativity. Students will be in a dance studio learning technique and choreography every day. Classes will include guest choreographers, visiting local college dance programs and working with professors, and working in group settings to create individual choreography. This will be a fun, engaging, dance intensive program that focuses on developing dance skills for a lifetime. Different forms of dance will be explored and a performance during Winterfest is the required final for the class.

### *Family Sciences*

Teacher: Mrs. Cannon & Mrs. Houghton

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 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.

### *Foodie 2025*

Teacher: Coach Call

Capacity: 12

In this course students will learn how to plan a meal, make a shopping list, store food, prepare and use a food budget, create a nutrient dense and balanced meal, and artistically plate and present food to an audience or customer. It is common for people to feed themselves without properly fueling themselves. Students who choose Foodie 101 will explore and discuss the benefits of nutrient rich diets and learn how to make healthy food that tastes delicious. We will explore recipe modification to increase their nutrient density and decrease calories. We will discuss eating a variety of foods to create a balanced diet and how to increase fruit and vegetable intake. We will investigate the benefits of homemade foods over processed food. We will look at the cost differences between eating out, eating processed food, and eating homemade meals. And finally we will learn how to wisely choose high quality nutrient dense foods in any situation. "There's nothing to eat" is a common statement made after a trip to the grocery store. We will help students learn how to open the pantry and rather than seeing a bunch of "random food" they will recognize meals that can be made from the available ingredients.



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

### *Introduction to Korean Language & Culture*

Teacher: Mrs. Hong

Capacity: 30

This is an academically rigorous course that is meant to introduce students to the Korean language and lifestyle. The language aspects we will cover include; the alphabet, basic grammar, common phrases, and a whole bunch of vocabulary. We will be learning the language based on the 1000 word theory. We’re also going to explore the vibrant aspects of Korean culture, from delicious food and stylish clothing to stunning architecture and captivating entertainment. Get ready for a variety of conversation practice and fun cultural activities that will bring the essence of Korea to life!

### *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.

### *Learning to Write Children’s Literature*

Teacher: Ms. Sadler & Mrs. Halley

Capacity: 30

In our Winterim, we’ll delve into the art of crafting stories that captivate young imaginations and resonate with readers of all ages. You’ll learn how to create engaging

plots, memorable characters, and vivid worlds that not only entertain but also educate and inspire. Through interactive exercises, analysis of beloved books, and constructive feedback, we'll explore the nuances of tone, language, and illustration to help you develop your unique voice and bring your creative visions to life. Get ready to embark on a rewarding journey of storytelling where your words can make a lasting impact on the hearts and minds of young readers.

### *Lights, Camera, Action: Exploring Movie Magic*

Teacher: Mr. Glenn

Capacity: 25

Have you ever wondered what goes into making a film? Have you ever wanted to try your hand at making one yourself? If so, this Winterim is for you! Led by Mr. G, graduate of USC's renowned School of Cinematic Arts, this intensive will introduce students to the art of filmmaking. From screen writing and cinematography to film history and critical analysis, we will study how films both influence and are influenced by cultural contexts, creators, and aesthetic sensibilities. Students can expect to watch and discuss some of the greatest movies of all time, participate in Q&As with professionals working in Hollywood, and receive exclusive access to the Sundance Film Festival. But wait! There's more! You will also write, direct, film, and edit your own short films to premiere at Winterfest. Whether you're interested in discovering what it takes to work in the industry, are a self-proclaimed cinephile, or just enjoy watching movies, join us in keeping it "reel" this coming January.

### *Mock Trial Intensive: The Judicial System from Start to Finish*

Teacher: Mr. Geary & Mr. Wright

Capacity: 20 (Mock Trial team receives priority)

Come take a journey through the US Judicial system and learn how courts and law enforcement agencies interact. We will be visiting various courts here in Utah including the Utah Supreme Court, the US District Court for Utah, the 4th District Court in American Fork and the Lindon City Justice Court. We will also learn about the interaction between the courts and law enforcement with guest speakers from the Lindon City Police Department and the Utah County Sheriff. There will also be a tour of the Utah County Jail. Guest speakers from the U of U and BYU Law Schools are invited and we may even get to tour the BYU Law School. Students will role-play as attorneys, witnesses and court personnel in a practice trial. If you have ever wanted to know more about the courts without being there as a defendant, here's your chance! Mock Trial members are highly encouraged to participate.

## *Robotics*

Teacher: Mr. Summers

Capacity: 25

Running a robotics team includes lots of different skills. This Winterim will give students some exposure to several of these skills. We'll do some wiring, coding, and CADing, get some training on project management, and look at the marketing side of running a program that can run on anything from \$10,000 to \$40,000 a season.

## *Science of Baking*

Teacher: Mrs. Plott

Capacity: 20

Have you ever wondered "why" when baking? Why do some recipes use whole eggs, but others use egg whites only? How does yeast work? What is the difference between baking soda and baking powder? Why do different recipes have different baking temperatures? What is the difference between granulated sugar and powdered sugar and what difference does it make in a recipe? In this Winterim, we will be researching these (and many other) questions. During these three weeks, we will be testing various baking recipes for cakes, breads, frostings, candy, and cookies. We will be experimenting (including plenty of delicious taste-tests) with variations on recipes in an effort to find the "perfect" recipes.

## *STEM Discovery*

Teachers: Mrs. Slade & Ms. Wagner

Capacity: 27

Love to work with your hands, not sure what to study in college, or just hoping to have a good time? Come explore the World of Stem topics with us.

## *The Medieval Scribe: Exploring Calligraphy & Illuminated Manuscripts*

Teachers: Ms. Gerber & Mr. Harmon

Capacity: 20

Students will explore the art of medieval calligraphy and its historical significance. They will learn about the role of scribes in creating manuscripts during the Middle Ages, focusing on various writing styles and the materials used. Through hands-on activities using ancient practices, students will practice calligraphy, gaining insight into the techniques and materials required to produce beautifully crafted texts. By examining and producing

different manuscripts, they will appreciate how the work of scribes contributed to the preservation of knowledge and the spread of ideas across Europe leading up to the widespread use of the printing press. This course offers a unique opportunity to engage with medieval history through the written word.

### *The Science of Birding*

Teachers: Mr. Kreitzer & Mr. Kendall

Capacity: 30

Experience the science of birding and learn how amateur birders help the scientific community. Students in this class will learn to identify over 200 birds. Equipped with this knowledge, they will spend a week in warm Arizona identifying many of these birds and beginning a lifelong list of bird species that they have personally identified. Additionally, students will come away from this experience with a solid foundation to identify many of the local birds they encounter. Additionally, students will learn to use the tools that contribute to gathering data and contributing this data to the wider birding community.

### *Video Game Theory*

Teacher: Mr. Dowdle

Capacity: 28

From "Pong" to "Minecraft", video games have been with us for over half a century. Now, the video game industry as a whole makes more than \$180 billion annually. How did video games get to be a major player in the entertainment world, including having their own style of sports? What is going on beyond just the fun of a video game? This Winterim seeks to explore those questions--and many others--by giving students hands-on experiences with many different genres within the medium, as well as time to develop the skills necessary to create complicated projects as a team. We will be playing games, discussing games, and designing (though not programming) games, along with discussions of in-depth readings and documentaries.

### *Won't You Be My Neighbor*

Teachers: Ms. Moser & Ms. Smith

Capacity: 28

This Winterim will explore how to help others and build strong communities. You'll learn practical ways to make a difference, serve and connect in the community, and, naturally, discuss examples found in real-life, literature, and film. The goal is to understand how you

can create positive change and connect with people in meaningful ways. This will be a service-heavy Winterim, and (weather and transportation plans permitting) we expect to be out and about quite a lot.

# Independent Study Application Procedure

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 must be submitted online through the [Independent Winterim Application form](#).***

*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: <ul style="list-style-type: none"> <li>a) history</li> <li>b) important figures or works</li> <li>c) current value or importance</li> <li>d) ways in which your Winterim connects</li> </ul>	
Reflection Paper	Your Reflection Paper of 2-4 pages is included. It adequately addresses the following: <ul style="list-style-type: none"> <li>a) How did your Winterim experience answer your research question?</li> <li>b) Did your Winterim experience turn out the way you thought it would? If different, what changed and how did that affect your experience?</li> <li>c) How did your Winterim experience connect to the topic you initially chose?</li> <li>d) Reflect on your personal growth, development, and opportunities.</li> </ul>	
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.

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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.

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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*. 3<sup>rd</sup> 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. The 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. Maeser Online
  - c. BYU-IS (semester credit)
  - d. 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**

<b>Grade Scale</b>	<b>Percentage</b>	<b>Requirements</b>
A	90-100%	All coursework is remediated and the student is back on track for graduation. No NGs remain.
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>Students 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>Students completed at least 0.5 credits during Credit Recovery and made up all NGs.</p>
F	<66%	<p>Students had the opportunity to remediate all credits during Winterim, but students did not complete any remediation that resulted in course completion.</p> <p>Student is still not on track for graduation. Mandatory summer school will be recommended.</p>

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