

# 2026 Winterim & Middle School Intensive Catalog



## Winterim & MSI Catalog

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# Winterim & Middle School Intensive Overview

Winterim & Middle School Intensive take place during the first three weeks back to school after Christmas Break, and is a distinctive program and feature of Maeser Prep. 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.

Middle school students participate in Middle School Intensive (MSI) during the Winterim period. During MSI, middle school students learn about agriculture, different careers, social skills, and other valuable life skills.

## 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 & MSI Policies and Guidelines

### *Academic Expectations*

Although the topics and approaches may be different, Winterim & MSI 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.

**\*\*Students who are planning on missing more than a few days of school during the Winterim period must complete an [Independent Winterim Application](#) (for HS students) or an [Independent MSI Application](#) (for MS students). High school students who will be gone more than a few days may not take a school-sponsored Winterim. These applications can only be accessed and submitted using a student's email account.\*\***

## *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.

# Middle School Intensive (MSI)

## *MSI Registration Procedure*

Middle school students will be divided and assigned into cohorts, and they will move through the various classes and learning opportunities together. They will remain in these cohorts for the duration of MSI. While it's often nice to be in a cohort with a group of your friends, that isn't the purpose of MSI. It's an opportunity to grow, make new connections, and learn new things. Cohort assignments will be announced before leaving for Christmas Break.

## *Field Trips*

One of the best parts about MSI is the field trips. Students often have the opportunity to visit the Dinosaur Museum, go roller skating, or get hands-on experience on a farm. Permission slips are required to participate in the field trips.

## *Info Packets & Permission Slips*

Information packets, including field trip permission slips, will be sent home with students sometime before Christmas Break. Students are responsible for turning in their packet to Ms. Ure.

## *Credit Recovery*

Any middle school student who fails a Math, Science, or English class during term 1 or term 2 will be placed in Credit Recovery until they have successfully completed their remediation.

## *MSI: Independent Study Application Protocol*

Middle school students who will be missing significant amounts of MSI are required to submit an MSI Independent Study Application. Independent MSI offerings allow students to direct their own learning as they explore their own academic and/or career interests. Students who are approved to do an MSI Independent Study may not participate in on-campus MSI activities. All MSI offerings, including the Independent MSI 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 opportunities that expose students to different college or career opportunities.

### Independent MSI Application:

1. Identify a topic of interest to study, and create a research question
2. Explain why you want to study this particular topic and how it relates to at least two of the three objectives of MSI listed above
3. Compile a list of 4-7 books and articles that relate to your chosen course of study
4. Organize a schedule/calendar or your proposed independent intensive study

Independent MSI Applications are due Sept. 19.

Independent MSI Reflection Paper After you have completed your MSI, write a 2-4 page paper reflecting on your experience, considering the following:

- How did your MSI experience answer your research question?
- Did your MSI experience turn out how you thought it would?
- If it was different, what changed and how did that affect your experience?

- How did your MSI experience connect to the topic you initially chose?
- Reflect on your personal growth, development, and opportunities.

**Submit your reflection paper via email to Mz. by Friday, January 23rd.**

## Winterim Registration Procedure

- a. Registration Schedule:
  - i. **Independent Winterim Applications: due Sept. 19th**
  - ii. **Seniors: Monday, Sept. 29th**
  - iii. **Juniors: Tuesday, Sept. 30th**
  - iv. **Sophomores: Wednesday, Oct. 1st**
  - v. **Freshmen: Thursday, Oct. 2nd**
  - vi. Winterim Fees: due by Wednesday, October 1st.
    1. The Winterim fee (including Credit Recovery) is \$150. If your student is approved for an Independent Winterim, there is no fee. 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). Priority status ends at 8pm of the specified day.
  - 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.

## 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, will automatically be moved to Credit Recovery and their spot will be given to the next student on the waitlist if applicable.

## 2025-26 Winterim Offerings

### *A Celebration of Stained Glass*

Teacher: Mrs. Brossard

Capacity: 15

For centuries the Western World has been mesmerized by the intricate, meditative beauty of stained glass. In a time when most of the population was illiterate, these labor intensive masterpieces told the religious stories of the Christianity. Truly, a classical education would be remiss without a detailed study of this mysterious and reverential art form.

In this course, students will learn the story of stained glass from its development and production in the medieval world to its relationship to Modern architecture. Students will then participate in and learn the process of creating stained glass art by taking a course from Holdman Studios, Utah's premiere stained glass production studio. Finally, students will visit, reflect on, write about, and discuss local and national architectural structures and the stories they tell through the artistry of stained glass.

### *Board Game Design*

Teachers: Mr. Dowdle & Ms. Smith

Capacity: 26

The Board Game Winterim explores the history of board games, the many different genres and types within the medium, and the experience of developing and refining one's own board game. We will be playing games, discussing games, and practicing financial responsibility as we design the games. By the end of the Winterim, students should be able to more deeply appreciate the amount of *artistic, financial, and interpersonal skills* that is required to bring about a complex piece of art. Additionally, they should have a better understanding of *budgeting, improvising with available materials, and generating group consensus* when working as a team. They should also have more experience in teaching others in a way that ensures understanding and mutual enjoyment. They should also create positive memories and have a good time with the curriculum.

### *Breadmaking 101*

Teacher: Mrs. Brooksby



Capacity: 20

Students will explore the science and art of breadmaking through demonstration, guest speakers, lots of hands-on practice, and touring professional bakeries. We will learn the science behind quick breads, yeast breads, and sourdough, and develop skills for practical home baking as well as exploring potential career opportunities in the baking industry.

### *Credit Recovery*

Teachers:

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.

### *Dream, Design, Decorate: An Interior Design Intensive*

Teacher: Mrs. Halley

Capacity: 25

Step into the world of interior design with this hands-on, immersive course where creativity meets function. Over three weeks, students will explore the principles of design, color theory, space planning, and styling while working on real-world projects. Unlike traditional classroom learning, this course brings design to life through interactive workshops, digital modeling, and field trips to design studios, home showrooms, and architecturally stunning spaces. Students will create vision boards, sketch floor plans, experiment with materials, and present their own design projects. Whether you're considering a future in interior design or just love creating beautiful spaces, this course offers a unique, behind-the-scenes look at how designers shape the environments we live in.

### *Family Sciences through the Classics*

Teacher: Mrs. Cannon

Capacity: 38

Through reading and discussing the classics, we will collect principles of solid families such as how to create healthy marriages, effective principled parenting, home economy and

management, and the role of individuals in families. We will practice effective communication in relationships. We will practice elements of home management such as budgeting, basic care of home, shopping, cooking, organization, and distribution of roles and responsibilities. We will look at the ideal and discuss obstacles modern families face in meeting these ideals. Finally, we will spend time serving families in need in our community and exploring ways governments, organizations, and individuals can support those who are struggling to create an effective fundamental unit.

### *Foodie 2026*

Teacher: Coach Call

Capacity: 12

This course will give students the opportunity to complete a food handler's permit, will give them time to learn and practice culinary skills, and will encourage creativity in the kitchen. Students will learn basic first aid for cuts, burns, and choking, and will be required to practice safety in the kitchen as they prepare and cook a variety of meals.

### *History of Peace*

Teacher: Ms. Moser

Capacity: 22

This course will touch on different nonviolent movements that helped better the world throughout history. Students can expect to read, discuss, and explore these movements in order to analyze what creates effective change in a peaceful manner. Following the lead of great leaders like Jefferson, Paine, Wilberforce, Lincoln, King, Shuttlesworth, and Stevenson who used their words to inspire, uplift, and compromise through complicated situations, students will be able to identify, analyze, and potentially participate in peaceful endeavors to help continue to "form a *more perfect* union."

### *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.

### *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.

### *Landscapes of Utah: Photography & Place*

Teacher: Mr. Kreitzer

Capacity: 25

Come learn about the vision of people like Ansel Adams, John Muir and Theodore Roosevelt in creating, protecting and preserving the National Parks and other areas. We'll study landscape photography in depth and build a photo portfolio of various places in Southwestern Utah during our trip to St. George and Zion National Park to be showcased at Winterfest. Our hope is to encourage more intentional land stewardship.

### *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.

## *Olympics: Epic Impact on Athletes and Communities*

Teacher: Mrs. Nolan

Capacity: 30

In this Winterim, you will learn what it takes to be an Olympian by participating in sports, studying grit, and learning good goal setting habits. You will have the opportunity to meet Olympians, research athletes and events, and visit Olympic venues. We will also learn about the impact of the Olympics on individuals, communities, and nations.

## *Outdoor Recreation Careers and Climbing*

Teachers: Mr. & Mrs. Weintz

Capacity: 30

In this class students will have the opportunity to explore careers in outdoor recreation and learn how to rock climb. Students will hear from many experts in the field of outdoor recreation and be exposed to careers in ski resort management and patrol, canyon guiding, park ranger patrolling, river guiding and management, and equine therapy. They will have the chance to get hands-on experience in multiple of these fields. Students will have opportunities to go climbing throughout Winterim and see their progress as they learn more about technique, history of climbing, and how principles of climbing and resilience are lifelong skills.

## *Sewing*

Teacher: Mrs. Plott

Capacity: 16

During this course, students will learn basic sewing skills, including using a sewing machine, a serger, and an embroidery machine. While learning some basic sewing skills, students will sew projects that will be donated to local charities. Using the book “DIY Thrift Flip”, students will learn how to turn used clothing into fun new fashions.

## *Shark Tank*

Teachers: Mrs. Haring & Mr. Summers

Capacity: 27

This is a chance for students to experience organizing and implementing a small business that they can do now during Winterim. What goes into a successful business venture? How do you fund an idea? What are options for making your money work for you?

### *TED Talks: The Science and Art of Public Speaking*

Teachers: Ms. Davis

Capacity: 20

This course will explore various styles of communication and oration including; persuasive, poetic, motivational, and other formal debate styles. Students will explore the fundamentals of public speaking, examine these fundamentals through linguistic analysis of speech, and practise organizing and applying these elements in their own communication. This aligns with Maeser's objective to positively impact our communities through critical analysis, continual skill development, and effective communication.

### *Utah's Natural Beauty: Learning to Appreciate Nature Through a Scientific Lens*

Teachers: Mr. Broekhuijsen & Ms. Wagner

Capacity: 30

This course aims to offer students a chance to explore the natural world through a scientific perspective, incorporating geology, astronomy, anthropology, and ecology. Students will study the geology of Utah, which contains many unique formations and features. The course will also cover astronomy, highlighting the significance of dark sky areas and their role in understanding the stars. A look at anthropology and ecology will further deepen students' understanding of the natural environment and its preservation.

The course includes physically demanding activities such as strenuous hikes and extended time outdoors, often in cold conditions and remote areas with little shelter. Students should be prepared for physical exertion and exposure to the elements.

### *Yarn Over a New Loop: Building Crochet Mastery*

Teacher: Mr. Harmon & Ms. Sadler

Capacity: 25

This beginner-intermediate crochet class goes beyond the basics, offering a hands-on experience that combines discovery with creativity! You'll start with fundamental crochet techniques, like chaining and single and double stitches while exploring the deeply soothing, meditative rhythm of crochet that can help reduce stress and support mental

well-being. Then we'll make blankets and dive into the art of creating cute, stuffed creatures. Along the way, we'll take field trips to local yarn stores, meet talented yarn dyers, and visit farms where animals are raised for their fiber. It's the perfect blend of skill-building, creativity, and discovery—an unforgettable journey into the world of crochet and fiber arts!

# 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	<p>Your Research Paper of 3-5 pages is included. It delineates the following as they relate to your topic:</p> <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	<p>Your Reflection Paper of 2-4 pages is included. It adequately addresses the following:</p> <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

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%	<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>

Updated September 7, 2021