

2027 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, various 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
2. Create a research question
3. 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
4. Compile a list of 3-5 books and articles that relate to your chosen course of study
5. Organize a schedule/calendar for your proposed independent intensive study

Independent MSI Applications are due Sept. 18.

Independent MSI Reflection Paper

After you have completed your MSI, write a 2-4 page paper reflecting on your experience, considering the following five focus points:

- 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 22nd.

Winterim Registration Procedure

- a. Registration Schedule:
 - i. **Independent Winterim Applications: Due Sept. 18th**
 - ii. **Seniors: Monday, Sept. 28th**
 - iii. **Juniors: Tuesday, Sept. 29th**
 - iv. **Sophomores: Wednesday, Sept. 30th**
 - v. **Freshmen: Thursday, Oct. 1st**
 - vi. Winterim Fees: Due by 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 8:00 pm 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 the student's 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.

2027 Winterim Offerings

Building Communities: Architecture, Housing, and Urban Development in America

Teachers: Mr. Wilcox & Mr. Bradshaw

Capacity: 25

Have you ever wondered why some homes have charm and curb appeal while others feel cold and awkward? Or why some neighborhoods foster walkability and community while others just don't seem to work? In this Building Homes and Communities Winterim, we'll explore how houses are designed, built, and decorated, how architectural styles have evolved, and how neighborhoods and cities are planned and built. We'll get out of the classroom for fun architecture and neighborhood tours, visit construction sites and building trade education programs, hear from professionals in architecture, homebuilding, development, planning, and interior design, and tackle real questions about housing affordability, walkability, and what makes a community thrive. You'll also get hands-on experience reading house plans, thinking through floor plans and interior design, and working with a team to create and present your own vision for a great home and neighborhood.

Cosplay & Costuming

Teachers: Lord and Mrs. Dowdle

Capacity: 26

This Winterim is about cosplaying, which means that we'll be learning about historical costumes and modern outfits, building our own cosplays, and showing them off for Winterfest. We'll practice different cosplay-making skills, including how to build accessories, how to make a cool cosplay on a budget, and how to sew. We'll talk about the financial side of things, including how you can maybe even make some money as a cosplayer. This Winterim is for everyone, regardless of your previous knowledge in sewing or crafting. Learn how to make costumes from a multi-award winning cosplayer!

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.

Family Sciences through the Classics

Teacher: Mrs. Cannon

Capacity: 40

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 read deeply and discuss these principles in the classics, and practice elements of home management such as cooking, shopping, budgeting, relationships, basic care of the home, organization, and distribution of roles and responsibilities. Students will be expected to read and annotate *The Good Earth* and reread *Little Britches* before Winterim begins. 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 analysis and synthesis of the readings, as measured by journaling, and annotations. They will also be assessed on participation in activities and service opportunities.

First Responders

Teachers: Mrs. Nolan and Coach Riss

Capacity: 30

Learn about first responders and what they do from fire fighters, police officers, ski patrol, climbing professionals, military medics and by participating in outdoor activities that are the scenes of first responder work. Get your CPR certification and build your own first aid kit.

Fit & Thrive

Teacher: Mrs. Shields

Capacity: 30

If you love exercising and pushing your body to be the most fit it can be, this is your class! Everyday students will explore various workout styles such as biking, barre, swimming, yoga, and much more. This is the class that combines anatomy and healthy eating habits. Come break a sweat!

Food & Culture of the Francophony

Teacher: Ms. Smith

Capacity: 30

Salut! Come explore the French culture through food! We will be exploring different regions of France, as well as other countries' cuisine influenced by the French. You will learn proper French cooking techniques and recipes and be exposed to the culture that made food an art! You will learn how a professional kitchen is run, earn your food handler's permit, and cook and eat a French meal

most every day. Please note, this Winterim will be held at the UVU Culinary School in Orem (about 5 minutes from Maeser) so students will be dropped off and picked up there. So "Allez!" And "Bon Appetit!"

Foodie 2027

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.

From Script to Stage

Teacher: Ms. Hill

Capacity: 24

This one's for the theatre lovers! Ever wonder how a script is turned into something that can be viewed by an audience? In this Winterim, students will study the process of preparing a script for production from the perspective of actors, directors, and designers. Students will get to hear from prominent actors, directors, and designers in the theatre world and prepare for a theoretical production. In addition, students will enjoy attending several local theatre productions and the Utah Theatre Association Drama Conference.

History of Fencing

Teacher: Mr. Summers

Capacity: 18

We will study how technology and societal changes contributed to the evolution of swordplay to move from a battlefield tactic, to more formalized combat, to a sport. We'll read literature discussing the production and use of swords through history, and learn a little about foil, epee, and saber in modern times.

How Stories Survive

Teachers: Ms. Davis & Mrs. Beckstrand

Capacity: 30

Explore how stories can change while still retaining their essence. Students will learn critical media analysis and apply it to source texts and their adaptations: what is gained, lost, or changed and why.

Enhanced by field trips and guest lectures, come discover the enduring relevancy of storytelling and learn to evaluate the choices that sustain stories again and again.

How Sweet It Is! Candy Making

Teacher: Ms. Plott

Capacity: 20

Candy has been around for thousands of years with roots in Egypt (using honey to coat fruit), ancient Mesoamerica (with the sweetening of cacao beans), and India (where solid sugar was made from cane juice). Candy comes in so many shapes, sizes, and colors, and is a childhood (and adult) indulgence. During this Winterim, students will research the history of candy and candy making processes, make their own sweet treats, and tour some of the best candy making facilities in northern and central Utah.

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.

Living The Good, Better, Best Life

Teacher: Mrs. Slade

Capacity: 25

What if you could feel more energized, motivated, resilient, and excited about life? Join us for a fun, inspiring class focused on YOU—and creating a life you love! Explore practical and meaningful ways to boost your physical, mental, and emotional well-being while discovering what helps you thrive. Together, we'll explore: Moving your body and staying active, Nourishing yourself with healthy food and lifestyle choices, Keeping your mind engaged through continual learning, Managing stress and

building resilience, Developing a growth mindset, Strengthening your mental well-being, Finding purpose and fulfillment through serving others.

Marine Biology

Teacher: Ms. Huff

Capacity: 30

This Marine Biology course explores marine biodiversity, oceanographic research, and critical environmental threats like overfishing and ocean acidification. Centered on academic inquiry, students complete an independent research project on a chosen marine species, analyzing data from leading oceanographic institutions to evaluate habitats, life cycles, and conservation solutions. Through scientific journaling, university guest lectures, peer-critiqued presentations, and a final showcase at Winterfest, participants build essential skills in empirical analysis, scientific communication, and marine science career paths.

Metal Casting

Teacher: Ms. Fosse

Capacity: 25

In Metal Casting students will study the main processes and traditions used to create metal sculptures and jewelry. They will talk to professionals about their work, educational paths, and processes, go on field trips to see metal cast sculptures and jewelry, and create small, metal pendants using sand and investment casting methods.

Mosaic Madness

Teacher: Mrs. Brossard

Capacity: 15

The history of mosaics is a 4,000 year glimmering journey through Western civilization. What began as simple pebble designs in Ancient Mesopotamia evolved into mythological scenes in Classical Greece, and eventually spread throughout Europe as a symbol of wealth and status within the Roman Empire. This unique technique of “painting with stone and glass” is still vibrant today. In this course, students will learn the history of mosaics, their technical advancements over time, and their application in the modern world. In addition to visiting and viewing examples of mosaic art throughout Utah, students will learn and practice different mosaic techniques and create their own mosaic masterpieces. Together, students will also beautify a space at Maeser by designing and creating a sparkling team Magnum Opus.

Oops! I Did It Again!

Teacher: Ms. Moser

Capacity: 25

Students at Maeser often suffer from perfectionistic tendencies or expectations. This course will challenge students to leave their comfort zones until the fear of failure has no choice but to flee from their bodies and minds. Growth happens in discomfort and failure, and this Winterim will provide many opportunities in and out of the classroom to practice failing with grace.

Storytelling Bootcamp

Teachers: Mrs. Brooksby, Mrs. Frampton, Mr. Dowdle

Capacity: 30

This Winterim is designed for all levels of creative writers. We'll explore the various ways that creative writers make a career out of writing. Many published authors and people within the book making industry will be providing guest lectures, as well as instruction and feedback on writing. Best of all, we'll be taking a writing retreat away from the school where we can focus on just writing. If you've ever wanted time to work on a story idea (or complete another chapter or two of your work-in-progress), this Winterim is the one for you.

The Illusion of Life: Animation

Teacher: Mrs. Haring

Capacity: 24

Do you love to draw, create, and bring your ideas to life? In this hands-on Winterim, students will explore hand-drawn and stop-motion animation while learning the basic principles animators use to create movement, personality, and story. We'll experiment with animation techniques, learn from professionals working in the animation industry, and study what makes animation work. You don't need to be an expert artist, but you should be excited to spend a significant amount of time drawing, designing, revising, and working carefully on a creative project. Students will develop an original animation from concept to finished piece and leave with a greater understanding of the patience, craftsmanship, and creativity that go into making animation.

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 Study Winterim (IS) 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 Study 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 Study 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 the 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:

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 or Arial, 12 pt. Font
- 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. 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%	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