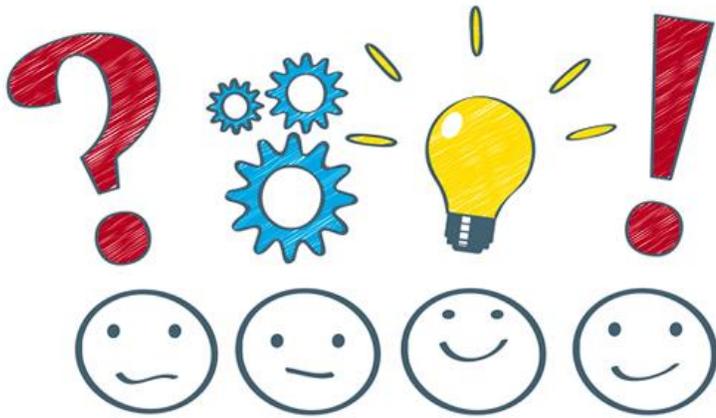


Independent Research Syllabus



About the class: This course is designed to introduce students to the foundations of research and design. Modeled after Google's "20% time," and developed with a focus on inquiry-based learning, Independent Research allows the self-motivated, independent student to explore a topic of personal interest under the close supervision of an instructor. This uniquely challenging course may include research foundations, directed readings, applied interdisciplinary work, carrying out an independent research project, integration of research into real-world application, or other activities deemed appropriate.

Course Objective: To allow students to explore their passions through the creation of a product to share with the world.

Emphasis will be placed on:

- Brainstorming and determining a way to explore your passions, while creating a final product to be shared with the world
- Learning research skills in order to comb through a litany of resources on a chosen topic
- Writing reflections and informational pieces on what you have learned
- Sharing and collaborating with fellow students on ideas
- Reaching out to experts around the world about your ideas and learning from the best
- Creating a product that demonstrates a true understanding of your work
- Reflecting on your work and that of your classmates
- Sharing your ideas and products with the world and your community

Required Course Materials: It is your responsibility to arrive to class each day prepared to learn. The following materials must be brought to class each day.

- **Textbook: The Obstacle is the Way by Ryan Holiday**
- A 3-ring binder (at least 2 inches) with labeled dividers and plenty of loose-leaf paper
- Pencils, pencil eraser, black and blue pens, highlighters
- Google Drive Folder—labeled with First and Last Name and Year, shared with Ms. Mendoza

Course Requirements: the following considerations will determine how you are evaluated (graded) in this course.

1. Weekly reflections
2. Periodic informational writing
3. GRIT improvement (see rubric)
4. Passion project and presentation (specifics to be discussed)
5. Google Drive Portfolio to track progress
6. Misc. formative and summative assessments

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Evaluation Scale:

Formative Assessment: 25%
Summative Assessment: 60%
Final Exam: 15%

Misc. Evaluation Information:

1. **Make-up Classwork:** When a student returns to class after an excused absence, they have two days to complete the work or to arrange an extension period before the work becomes late. Work due during the absence is due immediately upon return.
2. **Late Work:** Will adhere to PHHS's academic detention policy—refer to student handbook. Work becomes late when an absence is unexcused, for truancy or when a student turns in assignments after the equal number of days allowed for excused absences. Late work will be accepted up to **TWO DAYS AFTER THE DESIGNATED DUE DATE FOR THE WORK**. Extended time may be given due to extenuating circumstances such as major family illness, car accidents, etc. However, **NO LATE WORK** will be accepted one week prior to the end of the quarter.
3. **Make-up Assessments:** There will be a 10% deduction to all make-up assessments unless 1) the absence is excused, or 2) the arrangement for a make-up is made prior to the actual test date.
 - Make-ups must be taken within one week of returning to school, and the date must be agreed upon by the student and teacher upon return to school
 - Make-ups will not be allowed one week before the last day of class
 - ASD slips will not be assigned for make-up assessments, it is the student's responsibility to see teacher regarding an excused or unexcused assessment
4. When in doubt, **COMMUNICATE**. If an extenuating circumstance occurs, you should make every effort to contact me before the class period. You have my e-mail address and phone number. Be proactive, not reactive!

Tardies and Absences: What does it mean to be tardy? A student is considered tardy if they are not in the classroom, seated in their assigned seat, ready to work when the bell rings.

Excused Tardies: If a tardy is excused, students are expected to enter the classroom quietly, and drop the tardy slip off on Ms. Mendoza's desk, and take their seat.

Unexcused Tardies: If a student is tardy, they are required to have a tardy slip from the office in hand before entering the classroom. **Excused and Unexcused Absences:** Each student is expected to read and comply to PHHS's Attendance Policy.

Letter Grades:

A: 90 and up
B: 80-89
C: 70-79
F: 69 and below, no credit is earned

There are no pluses or minuses, and grades will not be curved or rounded up.

Miscellaneous Procedures:

Turning in assignments, corrections or makeup work: Homework is to be turned in at the beginning of the period. Place homework in the inbox assigned in class.

Hall Passes: Students should not leave class during instruction time. The pass to the restroom is to be used only with permission. You should request permission to use the restroom before class starts or after the lesson has been given.