



Senior Project Student Handbook 2009-2010

Contents

| | |
|--|----|
| District Information | 1 |
| Senior Project Time Line | 2 |
| Rationale for Senior Project | 3 |
| General Policies and Information..... | 3 |
| Overview of Research Process | 5 |
| Parent/Guardian Acknowledgement Form | 6 |
| District Academic Honor Code Form | 7 |
| Senior Project Adviser Selection Form..... | 8 |
| Advisement Log | 9 |
| Topic Selection | 10 |
| Topic Proposal Form | 11 |
| Executive Committee Review of Topic Proposal Form | 12 |
| Work-Based Consultant Role (PHS) | 13 |
| Thank You Postcards | 14 |
| Work-Based Consultant Consent Form (PHS) | 15 |
| Student Interview Questionnaire | 16 |
| Annotated Bibliography Rubric | 18 |
| Research Paper and Rubric | 19 |
| Shadowing (GHS, LHS & WKH) | 20 |
| Product (Topic in Action)..... | 21 |
| Product Proposal Form..... | 22 |
| Executive Committee Product Proposal Review Form | 23 |
| Product Log Sheet | 24 |
| Product Rubric | 25 |
| Portfolio..... | 26 |
| Resumé Rubric | 27 |
| Portfolio Rubric | 28 |
| Presentation..... | 29 |
| Time Scoring Rubric for Presentation | 30 |
| Dress Code for Senior Project Presentation | 31 |
| Presentation Rubric | 32 |
| Senior Project Checklist | 33 |
| AP Researched Argument: Presentation, Paper & Portfolio..... | 34 |
| AP Adapted Presentation Rubric | 36 |
| AP Adapted Paper Rubric | 37 |
| AP Annotated Bibliography | 38 |
| AP Adapted Portfolio Rubric | 39 |

District Information

Board of Trustees

G. Edwin Harmon Ph.D., Chair
Cynthia S. Smith, Vice Chair
Dr. Diane Summers, Secretary
Albert "Bert" J. Dooley Jr.
Hazel Porth Duell
Grady Harmon
D.F. "Frank" Shumpert III

District Office

100 Tarrar Springs Road
Lexington, SC 29072
Mail to: P.O. Box 1869
Lexington, SC 29071-1869
Telephone (803) 821-1000, Fax 821-1010
Information Line 821-1299
www.lexington1.net
Superintendent Karen C. Woodward, Ed.D.
Assistant Superintendent for Instructional
Services Joyce Carter
Director of Secondary Education
Anne H. Elam, Ph.D.

High Schools

Gilbert High School

840 Main Street, Gilbert, SC 29054
Telephone (803) 821-1900, Fax 821-1903
Ann O'Cain, Principal
Jennifer Gibbons, Project Coordinator

Lexington High School

2463 Augusta Highway, Lexington, SC 29072
Telephone (803) 821-3400, Fax 821-3403
B. Creig Tyler, Principal
Chris Rabon, Project Coordinator

Pelion High School

600 Lydia Drive, Pelion, SC 29123
Telephone (803) 821-2200, Fax 821-2203
Jean N. Haggard, Principal
Priscilla Kelly, Project Coordinator

White Knoll High School

5643 Platt Springs Road, Lexington, SC 29073
Telephone (803) 821-5200, Fax 821-5203
Jo Mayer, Principal
Denise Salters, Project Coordinator

Lexington One Mission

The mission of Lexington County School District One — where caring people academics, the arts and athletics connect — is to enable our students to be thinking, productive, responsible citizens in the global, competitive 21st century.

Therefore, we will work to create a high-performance learning culture that sets high expectations for every student and provides the environment, instruction and support necessary to ensure that our students are learning and meeting rigorous standards.

Lexington One Vision

Lexington County School District One graduates will be self-directed, collaborative, creative and caring learners who will flourish in the global, competitive 21st century.

Therefore, we will have a high-performance learning culture in which:

Our students are engaged in high-quality learning.

- All stakeholders accept collective responsibility for the learning of our students.
- Each student receives the personal support necessary to reach his or her goals.
- All staff members are advocates for students and work to eliminate any barriers to learning.

Nondiscrimination

Lexington County School District One does not discriminate on the basis of race, color, religion, national origin, sex, age or handicap in admission to, access to, treatment in or employment in its programs and activities.

Mary R. Walker and Joe H. Bedenbaugh have been designated to handle inquiries or complaints regarding any discrimination matter. Contact these people if you have questions regarding these issues at P.O. Box 1869, Lexington, SC 29071-1869 and telephone number (803) 821-1000.

Senior Project Time Line

| Event | Course/Date |
|--|-----------------------------------|
| Senior Project Coordinator meets with all English 3 classes | English 3 (early Sept./Feb.) |
| Parent/Guardian Acknowledgement Form | English 3 (coordinator hands out) |
| Plagiarism and Misrepresentation Form | English 3 (coordinator hands out) |
| Adviser Selection | English 3 (early Sept./Feb.) |
| Annotated Bibliography | English 3 (early Oct./March) |
| Topic Proposal Form | English 3 (early Oct./March) |
| Product Proposal Form | English 3 (early Nov./April) |
| Shadowing | English 3/Summer/English 4 |
| Annotated Bibliography (Final Revision) | English 4 |
| Research Paper | English 4 |
| Presentation Planning Sheet/Sign up for presentation time | English 4 |
| Dress Code Agreement Form | English 4 |
| Portfolio | Day of Presentation |
| Product Log, Work-Based Consultant Evaluation, Description of Product and Product Reflection | TBD yearly by each school |
| Presentations | TBD yearly by each school |
| Executive Committee Meeting Dates | TBD yearly by each school |

Rationale for Senior Project

High school seniors are nearing the completion of 12 years of education. They have taken a variety of courses and developed an assortment of skills during those years.

The senior year is a time for students to combine their knowledge and skills in a senior project to show what they have learned. A senior project provides an opportunity for students to choose an area of interest, conduct in-depth research, and demonstrate problem-solving, decision-making and independent learning skills. It contributes to a strong senior year of challenging courses and practical experiences that prepare students for the next step in work and further education.

A senior project involves several steps. First, students select a topic, gather information, write a research paper, and keep a portfolio of project activities. Second, students produce a product that applies some aspect of the research. Third, students make a formal presentation to a panel composed of teachers

and community leaders who know about and are interested in the topic. After the presentation, members of the panel ask questions about the research and the product, inquire what students learned during the process, and review the portfolios.

Students are not alone during the project. Each student meets periodically with a faculty member who has been designated a senior-project adviser. In addition, students may work with a member of the community who has expertise in the area.

Senior projects are challenging. They require considerable effort on the part of the student in showing what he or she has learned. A good senior project requires students to plan in order to meet deadlines and manage the project successfully. Students have opportunities to gather information, integrate academic and career/technical studies, develop verbal and nonverbal communication skills, and feel a sense of accomplishment for a job well done.

General Policies and Information

Organizational Framework

The Senior Project Coordinator

If special circumstances arise during the year, discuss the matter with your adviser. Your adviser may refer you to the Senior Project Coordinator who may be able to resolve the issue. The Senior Project Coordinator may decide to schedule an appointment with the Executive Committee for you to present information.

Executive Committee

The Executive Committee is a panel of teachers and administrators at each school who meet regularly to resolve Senior Project issues. Students who have a concern need to write a letter, typed in block format, describing the problem. Make sure to include your full name, the name of your adviser, your English teacher, and a detailed description of your request. You must submit your request to the Senior Project

Coordinator no later than one week before the date of the meeting. The Coordinator will inform you if you will need to appear before the Committee. You will receive a written response from the Coordinator regarding your request.

Adviser

An adviser is a certified faculty member with whom students meet monthly during the Senior Project process. It is the student's responsibility to locate and set up meetings with the adviser. Students should come to all meetings with a prepared list of questions or topics to discuss.

Work-Based Consultant (PHS)

Students also select a consultant from the community to work with throughout the project. This person should have work experience or other "expert" level qualifications in the chosen research field. A consultant **cannot** be a family member. Again, it is the student's responsibility to locate and schedule meetings with the consultant.

Major Project Components

Pelion High School

| | |
|----------------|-----|
| Portfolio | 20% |
| Research Paper | 25% |
| Product | 35% |
| Presentation | 20% |

Gilbert, Lexington & White Knoll High Schools

| | |
|----------------|-----|
| Portfolio | 20% |
| Research Paper | 20% |
| Product | 30% |
| Presentation | 20% |
| Shadowing | 10% |

Each student is graded according to the rubrics in the handbook. All students enrolled in English 4 are required to complete a Senior Project. The Senior Project has a computational weight of 20 percent in the final course average for English 4. There is no final exam for this course.

Presentations

All English 4 students are required to attend and present their project at a scheduled time. Any student failing to appear at the scheduled time will receive a zero for the presentation component. Any student who reschedules an appointment will automatically lose 20 percent of the presentation grade, which means the highest score possible on the presentation is an 80. Special circumstances may be presented to the Executive Committee.

Shadowing

During the course of the semester, students may need to miss some class time to job shadow. Students are allowed to be excused from school one (1) day in order to shadow during the semester. This absence will be excused if the appropriate documentation is provided within two days.

Remember, shadowing a relative is NOT acceptable and, therefore, will result in an unexcused absence for the day.

Follow the procedures below.

1. Obtain the appropriate shadowing paperwork.
2. Return completed paperwork by the deadline.
3. Submit documentation from your shadowing so that your absence will be excused.

SHADOWING MUST BE APPROVED BY CAREER SPECIALIST.

Late Policy for Missing Senior Project Deadlines

The late penalty for Senior Project work is five points per day for any late assignment. If students are absent or sign out from school, all work is **still** due on the assigned date.

Losing Handbook

At the beginning of the semester, each student receives his or her own personal copy of the current Senior Project Handbook. This handbook contains all the necessary information and forms for the project.

If you should lose your copy, you may download and print a new copy from the school or district Web pages.

Overview of Research Process

I. Topic Selection

Fill out the preliminary Senior Project Proposal. Make sure the topic is a learning stretch for you.

II. Working with an Adviser

Select a certified faculty member to be your adviser. You will meet with the adviser monthly during the Senior Project process. You will be responsible for locating and setting up appointments with your adviser.

III. Working with a Work-Based Consultant (PHS)

In selecting your consultant from the community, find a person who is not a family member and who has work experience or other “expert” level qualifications in your research field. Meet with this person at least two times during the Senior Project process. You are responsible for locating and setting up appointments with this person as well as conducting an interview with this person. The goal is to build a relationship with this person so he or she can advise you in planning your product and presentation.

IV. Annotated Bibliography

Complete a bibliography of five sources. Refer to the District Research Guide for examples.

V. Research Paper

Complete a research paper on an approved topic. Complete a three- to five-page paper (not including the Works Cited page or cover page). Refer to the District Research Guide for assistance.

VI. Job Shadowing

Choose a person from the community in your research field to job shadow for one workday. This person may not be a family member but could be your consultant. Shadowing must be coordinated by the Career Specialist. A two-week notice is required for processing requests for shadowing.

VII. The Product

Work on a product that reflects the application of your research. Document the process of your product. The product should reflect your hard work, creativity, and newly developed knowledge.

VIII. The Portfolio

Create a portfolio of your work. This portfolio documents all the work, time, and money that you put into your project through the course of the semester. The portfolio should reflect your “journey” through the process and document your work. **All returned work must be included in your portfolio.**

IX. The Presentation

Make a presentation at the conclusion of your senior project to a panel of community members and teachers who will grade your presentation. The presentation should encompass your experiences throughout the entire project.

Parent/Guardian Acknowledgement Form

As the parent or guardian of _____, I am aware that the Senior Project is a requirement for English 3 and 4 classes. I understand that the final grade from the Senior Project will count 20 percent of the final grade in English 4. I also understand that there is no final exam in English 4 classes. Senior Project consists of five major components:

1. Portfolio
2. Research paper
3. Product
4. Presentation
5. Shadowing (GHS, LHS and WKH)

Students, please initial the statements below after you read them:

_____ I have read the entire Senior Project Handbook.

_____ I understand that all consequences and cost of the product choice, production, or experience rest solely with the student and parent.

_____ I understand that each student is graded according to the rubrics in the handbook. All students enrolled in English 4 are required to complete a Senior Project. The Senior Project has a computational weight of 20 percent in the final course average for English 4. There is no final exam for this course.

_____ I understand that academic integrity and honesty is an important part of the process. I have read the District Academic Honor Code and understand that I must avoid plagiarism and misrepresentation.

_____ I understand all consequences of the product choice, production, or experience rest solely with the student and parent. I hold harmless the school and its employees for any accident or injury resulting from participation in the Senior Project Program.

Parent/Guardian Signature

Date

Parent Contact Information: _____

Phone

E-mail

District Academic Honor Code Form

High school students in Lexington One are encouraged to maintain high standards of academic integrity and honesty.

In an effort to clarify expectations, the following list provides examples of unacceptable acts of cheating:

- Looking on someone else's paper during a quiz, test or exam
- Revealing items to someone who has not taken a quiz, test or exam
- Copying from others on assignments designated as independent work (homework, worksheets, essays, research papers, test answers and lab reports)
- Referring to unauthorized notes and materials during a quiz, test or exam
- Positioning your paper into viewing range of another student during a quiz, test or exam

- Using unauthorized technological devices to complete or disseminate answers during quiz, test or exam
- Using technological devices to secure work from another student's project
- Obtaining an unauthorized copy of a quiz, test or exam
- Plagiarizing a paper or using a paper written by another person (citation errors are handled during the writing process by classroom teachers) and plagiarizing work from another student's project

Teachers and administrators treat cheating as a very serious matter. Teachers confer with the appropriate administrator to review the evidence of any misconduct. All substantiated infractions result in the grade being affected. Parents are notified. A zero is recorded for the assignment, and there is no opportunity for make-up work.

Print Name: _____

English Teacher: _____

I have read the District Academic Honor Code and understand it is my responsibility to strive for academic integrity and honesty. I understand that I am to avoid plagiarism and misrepresentation during this project and that the classroom teacher establishes penalties for citation errors and misrepresentation. I understand that if I violate the District Honor Code, my teacher will confer with the appropriate administrator to review the evidence of any misconduct. All substantiated infractions will result in my grade being affected. My parents will be notified. A zero will be recorded for the assignment, and there will be no opportunity for make-up work.

Student Signature

Date

Senior Project Adviser Selection Form

Every student works with a certified staff member. This person meets with the student at least once a month during the semester. The adviser should help the student organize time and meet deadlines. The student is responsible for maintaining all appointments and submitting a record of these meetings in the portfolio.

Guidelines:

1. The adviser should be a certified professional. No adviser should have more than three students assigned to him/her.
2. It is not essential for the adviser to be knowledgeable in the area that you are researching for the Senior Project.
3. Responsibilities

Student:

- Make and keep regular appointments with the adviser (minimum 4 times).
- Respect the adviser's time and efforts to help.
- Keep a meeting log with your adviser that will ultimately be included in the portfolio.

- Prepare comments and questions for advisement meetings.
- Keep current with project deadlines.
- Contact adviser and/or Senior Project Coordinator in the event of any absence that may affect meetings/deadlines

Adviser:

- Keep regular appointments with the student.
 - Keep current with student requirements as outlined in the handbook.
 - Keep a meeting log with student that will ultimately be included in the portfolio.
 - Provide other assistance as necessary throughout the semester.
4. Send the adviser a thank you note after you have completed the project. A copy of this note should be included in your portfolio.

Remember, it is the student's responsibility to make and keep any appointments made with the adviser. Failure to do so may result in a deduction of points in this section of the portfolio.

I, _____ (please print),
have asked Mr./Ms./Mrs. _____ (please print)
to be my senior project adviser.

I, _____ (please print),
accept this request and agree to act as the senior project adviser.

We both understand that it is the student's responsibility to visit the adviser at least four times during this process. The first visit will be held prior to the submission of the topic form. The topic form will not be accepted without an adviser log sheet signed stating that the student and adviser have talked about the topic. The advisement logs include benchmarks to be discussed at each meeting. Other items may be discussed as needed. I, the student, understand that whatever is due will not be accepted without the adviser log sheet indicating this has been discussed with the adviser.

Student Signature:

Adviser Signature:

Advisement Log

English Teacher: _____

Name: _____ Adviser: _____

Topic: _____

This log should be used to record information to be discussed during meetings with adviser.

Date: _____ Time: _____ Adviser Initials: _____ Student Initials: _____

Topics to be discussed: (1. Annotated Bibliography, 2. Choosing a topic, 3. Product Ideas/Suggestions, 4. Other)

Date: _____ Time: _____ Adviser Initials: _____ Student Initials: _____

Topics to be discussed: (1. Annotated Bibliography, 2. Choosing a topic, 3. Product Ideas/Suggestions, 4. Other)

Date: _____ Time: _____ Adviser Initials: _____ Student Initials: _____

Topics to be discussed: (1. Product Ideas, 2. Research Paper, 3. Presentation, 4. Other)

Date: _____ Time: _____ Adviser Initials: _____ Student Initials: _____

Topics to be discussed: (1. Presentation Rehearsal & Critique, 2. Portfolio, 3. Other)

Student Signature/Date

Adviser Signature/Date

Falsifying information or otherwise misrepresenting information is cheating.

Topic Selection

Selecting your topic is perhaps one of the most important steps in the Senior Project. There are several guidelines that you should follow in this process. Remember once you select a topic in order to make any changes you must resubmit a proposal to the Executive Committee, which will put you behind schedule.

Guidelines:

1. You should choose a topic in which you are interested, but not an expert. **The topic must lend itself to the support of an arguable thesis.** Your topic may be community service based or scientific experiment/research based.
2. Make sure the topic is a learning stretch. You should choose a topic that you have not researched in the past. If you wish to research something of which you have current knowledge, you must find a new angle.
3. Your topic should be specific enough to be unique, but broad enough to be reasonable. Do not cover too long a time period or too broad an area.
4. Your topic should be challenging both creatively and academically. Do not choose a topic that involves expenses that you are not equipped to handle. Do not choose a topic that would endanger yourself or others.
5. You should choose a topic that is research, product, and presentation friendly. You should incorporate primary research, when possible. You should interview a person who has a reputable and first-hand knowledge of your field.
6. You will have to present your work to a panel of judges at the conclusion of the project. Your topic must be appropriate for the school environment.
7. Once you have selected a topic you must complete the Topic Proposal Form and submit it to the Executive Committee. If your topic is rejected twice, you must meet with the Executive Committee.

Senior Project Shadowing, Community Service and Product Examples

| Topic Area | Shadowing | Community Service | Product |
|--------------------------|-----------------------------------|--|--|
| Education | Any school other than home school | Prepared a lesson for the teacher in an area of student's expertise; created supplementary materials for classroom use | Hours spent preparing lesson and presenting lesson; hours collecting supplementary materials |
| Art/Photography | Local photographers/artists | Create brochure or Web site and incorporate photos or original art | Brochure or Web site with documented hours |
| Fashion | Retail establishments | Collect prom dresses for nonprofit group; design a prom dress, make it and donate | Document collection process; the prom dress with time documentation |
| Horticulture/Landscaping | Any privately owned business | Prune school shrubbery or plant more; improve turf in front of school | Document services performed |

Topic Proposal Form

English Teacher: _____

Name: _____ Date: _____

Topic: _____

1. Discuss the specific elements you would like to research. Keep in mind the topic must lend itself to the support of an arguable thesis. What do you want to prove?

2. What attracts you to this topic, or why did you choose this topic?

3. How much do you already know about the topic?

4. What do you intend to do as a product? Make sure that the relationship between your paper and the product is clear.

Executive Committee Review of Topic Proposal Form

English Teacher: _____

Name: _____ Date: _____

Topic: _____

After careful review of your Preliminary Topic Proposal Form and the guidelines governing the Senior Project, this committee has made the following decision on your proposal.

_____ Accepted

Comments:

_____ Rejected

- Topic too broad/narrow
- Weak topic, description unclear
- Description is for product, not topic
- No apparent learning stretch
- Unacceptable content
- Incomplete form

Comments:

Signature of Executive Committee Member

Date

Work-Based Consultant Role (PHS)

Every senior will work with an adult Work-Based Consultant who has expertise on the student's topic. Consultants **cannot** be family members or faculty members. The consultant models and helps students develop employability skills, such as reliability, dependability, communication skills, teamwork, and knowledge of proper workplace attire and language. The consultant serves as a resource for the student's research. The student is responsible for maintaining all appointments with his/her consultant.

Guidelines:

1. Select a consultant from the community who has work experience or other "expert" level qualifications in your research field.
2. Remember your consultant cannot be a family member or faculty member.
3. Meet with your consultant at least two times during the Senior Project process.
4. Conduct an interview with your consultant as part of the research process.
5. Responsibilities

Student:

- Make and keep regular appointments with consultant.
- Record and document all meetings and discussion with consultant.
- Conduct a formal interview with consultant.
- Discuss ideas regarding research and the product with consultant.
- Meet all project deadlines.
- Present new and original products not derived from existing sources.

Consultant:

- Meet with the student a minimum of two times, discussing the possibilities for "hands on" experience in area of expertise.
- Guide the student through project by serving as a sounding board for the student's ideas.
- Serve as a research source for the student's paper.
- Verify that at least two meetings have occurred by signing the Work-Based Consultant Meeting Log.

6. Send your consultant a thank you note after you have completed your interview/project. A copy of this note is also to be included in the portfolio.

Interview with Work-Based Consultant

As part of your portfolio, and a possible source for your research paper, you will interview your consultant. This person is considered an expert in your topic area and can provide firsthand knowledge of your topic. You **may not** interview a member of your immediate family (father, mother, sister, brother, grandparent, aunt, uncle). You also may not interview a teenager.

Guidelines:

1. This part of your research counts towards your portfolio grade. Ideally you should include information from your interview in your research paper.
2. You are responsible for scheduling and keeping your appointment with your consultant.
3. You should ask at least 15 questions during your interview. Refer to the Interview Planning Sheet on Page 16 for sample questions. The questions included in this list may be reworded; others may be added.
4. Once the interview is complete, transcribe your consultant's responses according to the instructions on the next page. Include your interview transcription and Interview Planning Sheet in your portfolio.
5. Send your consultant a thank you note after you have completed the interview. The thank you note should be handwritten in blue or black ink. A copy of this note is also to be included in your portfolio.

Steps for Conducting the Interview:

1. Call and set up an appointment with your consultant. Allow your consultant to select a meeting time that is convenient. If you need to cancel your meeting be sure to do so within 24 hours of the scheduled appointment. Be sure to set up a new appointment as soon as possible.

2. Do some background work on your consultant before the meeting in order to converse with your consultant more easily. Find out what their interests are, sometimes talking about other things can help both of you to relax and feel more comfortable.
3. If possible, you should record your interview. This will help in your transcription of the interview. Be sure to ask your consultant's permission before bringing in a recorder or video camera. (This is not required, but is a strong suggestion.)
4. Make sure that you have prepared your 15 questions prior to the interview. You should not ask questions that are going to elicit a simple "yes" or "no" response. You want your consultant to give complete answers. You should plan for the interview to last at least 10-15 minutes.
5. Once you are finished with the interview, make sure that you thank the person for taking time with you.
6. Send your consultant a thank you note. The thank you note should be hand written. You will need to make a copy of this for your portfolio.

Transcribing the Interview:

1. The first step is to copy the material that you collected during the interview. This is where a recording of the interview will come in handy to listen for pauses, breaks in meaning, questions, or exclamations that might give you clues as to how to punctuate and space your sentences. Use brackets [] to add information that is necessary to convey meaning to the reader.
2. Use the MLA heading in upper-left corner.
3. Single space remarks made by an individual speaker. Double space when you change speakers.
4. Begin your transcription report with a paragraph to describe the interviewee. Make sure that you include the time, date, and location of the interview.
5. As you are completing the transcription report, use italics or underlining for the names of the people in the interview. You do not need to use quotations marks for the actual statements.
6. Finish your report with a paragraph that evaluates the interview. Did it help you with your research? Why or why not? Did you have any problems?
7. Refer to the example on Page 19 for sample transcription report.

Thank You Postcard

Your consultant and adviser have spent many hours helping you through your project, so it is important to express your thanks. Rather than purchasing a card-shop thank you note, take the time to write a personal note. The note must be handwritten using blue or black ink. Turn in a rough draft to your English teacher before you write the final copy.

Guidelines

1. Start your thank you note with Dear Mr. "Last Name" or Ms. "Last Name."
2. Include the reason for thanking your consultant/adviser. A statement beginning with, "I want to thank you for all of the hours you spent helping me learn about graphic designs," would be an appropriate way to begin.
3. Include a line or two to say specifically what you appreciate about your consultant/adviser. A specific quality, feature, or action

would be appropriate. "You were always there when I needed your help," or "You always seemed happy to see me when I arrived for our sessions." Just be sure that you are honest in your comments.

4. End the note with a general statement such as, "You have really made a difference in my life, and for that I am truly grateful," or "My senior project would not have turned out so well without your help."
5. Some further thoughts:
 - Be sure to close the note with a word or phrase such as "Sincerely," or "With gratitude," and then sign your name.
 - Whatever you do, never belittle your consultant or adviser's help in any way.
 - Make sure your consultant and adviser's last impression of you is a good one.
6. Be sure to make a copy of both thank you postcards to put in your portfolio.

Student Interview Questionnaire

Student: _____ School: _____

Business Name: _____

Business Address: _____

_____ Phone: _____

Person to be Shadowed: _____ Title: _____

Date of Shadowing Experience: _____

1. Amount or type of education needed for this job?

2. What school subjects do you feel would be most helpful to prepare for this career?

3. What recommendations would you offer to someone who is interested in entering this or a similar career?

4. In your opinion, what type of attitude, personality traits or personal characteristics are needed in order to be successful in this career?

5. How does this company recruit new employees? _____

6. What is the salary range for entry level position at this company? _____

7. What additional training or education have you been required to obtain since beginning this career?

8. What do you think the job market in this career field will be in the next three to five years?

9. What type of skills in the following areas do you need to do your job effectively?

Math (fractions, metric, calculus, etc.) _____

Computer (PowerPoint, programming, databases) _____

Writing/Speaking (forms, presentations, e-mails, reports) _____

10. Explain how this shadowing experience has benefited you.

Annotated Bibliography Rubric

Name: _____ Date: _____

Refer to the Annotated Bibliography in the District Research Guide for information that will help you complete this requirement. It can be found on the Lexington One Web site under "Publications."

| | Points Available | Points Received | Comments |
|---|------------------|-----------------|----------|
| Five citations provided (1 pt./citation) | 5 | | |
| Each citation formatted correctly (2 pts./citation) | 10 | | |
| Five annotations clearly written (3 pts. Max/annotation; 1 point/sentence) | 15 | | |
| Each annotation uses conventions correctly No errors = 3 pts. 1-2 errors = 2 pts. 3 errors = 1 pt. 4+ errors = 0 pts. | 15 | | |
| Page is correctly formatted | 5 | | |
| Grade received | 50 | | |

Research Paper and Rubric

You will complete a research paper on your approved topic. This paper will encompass all of your hard work up until this point. It should be very organized with well constructed paragraphs. All information should relate to your topic and be supported with details and examples. All sources should be accurately documented and in the required format.

Guidelines

1. Your paper should be three to five pages in length (not including Works Cited page).
2. You must accurately use at least three sources. You may not use general encyclopedias as part of these three sources, and you may not use more than one Internet source (this DOES NOT include online data bases, i.e. DISCUS). If you exceed three sources, you may use a general encyclopedia or additional Internet information.
3. You should use your interview with your work-based consultant if at all possible.
4. You must include in-text citations within your paper. Any paper without in-text citations will automatically fail. You must cite for the following reasons:
 - You have used a direct quotation from your source.
 - You have paraphrased the following types of information:
 - ◆ Statistical information
 - ◆ A hypothesis or theory
 - ◆ Literary research
 - ◆ Any information that involves someone else's original thought or research
 - ◆ Information obtained through an interview
5. You must use the MLA Manuscript Form referred to in the District Research Guide.
6. You should have multiple drafts to ensure that the paper has been proofread and edited.

Name: _____ Teacher: _____

| | | | | | |
|---|-----------------|-----------------|----------------|--------------|--------------|
| Clear specific thesis statement and engaging introduction | 5 | 4 | 3 | 2 | 1-0 |
| Consistent logical focus throughout the paper based on thesis and development of argument | 10 | 8 | 6 | 4 | 2-0 |
| Information clearly relates to the main topic; includes excellent supporting details with well-organized paragraphs | 10 | 8 | 6 | 4 | 2-0 |
| Paper meets length requirement *If the paper does not meet the length requirement, points will also be deducted from numbers 2 and 3 | 10 (3-5 pgs) | 5 (2.75 pgs) | 3 (2.5 pgs) | 2 (2 pgs) | 0 (1 pgs) |
| Thoughtful conclusion extends beyond repetition of main points | 5 | 4 | 3 | 2 | 1-0 |
| Appropriate use of supporting quotations or paraphrases throughout the paper with a minimum of 1-3 relevant quotations/paraphrases per argument | 10 | 8 | 6 | 4 | 2-0 |
| No grammatical, spelling or punctuation errors | 15 | 14-12 | 11-9 | 8-6 | 5-0 |
| Works Cited page error free with sources used in the paper listed on the page | 5 | 4 | 3 | 2 | 1-0 |
| Correct MLA Internal Citation Format (parentheses, page number, source, author, etc.) | 10 | 8 | 6 | 4 | 2-0 |
| Meets guidelines for MLA Manuscript form (header, title, spacing, font, etc...) | 10 | 8 | 6 | 4 | 2-0 |
| Required number of sources used (minimum of three — no general encyclopedias, only one Internet [this does not include online data bases, i.e. DISCUS]; beyond three, may use encyclopedia or additional Internet | 10 | 8 | 6 | 4 | 2-0 |
| Totals | | | | | |

Total: _____

Shadowing (GHS, LHS & WKH)

You are required to shadow an expert in your field of study, which may be your consultant, for at least three hours. You will be given the necessary paperwork to complete and submit. You must turn in all paperwork within two days in order to receive an excused absence for the day you shadow.

Tips on Shadowing

It is very important to make a good first impression with an employer—you will never get another chance for a “first time” with the same person. The image you portray from your first conversation until your first face-to-face meeting may well impact positively or negatively with the employer. Remember, you are not only representing yourself, you are representing your school and Lexington One.

Before the visit, each student must:

- Attend a job shadowing workshop.
- Submit Shadowing Request Form.
- Complete all shadowing paperwork by the assigned deadlines.
- Arrange satisfactory transportation to and from the work site.
- **Confirm your appointment with the company no later than 48 hours prior to the scheduled shadowing.**

- Ask the contact person for the following information: directions, where you are to meet, parking information, and instructions regarding lunch and dress requirements.
- Notify the company contact person and your career specialist in case of an emergency or if you are not able to go on the visit.

During the visit:

- Be on time and come prepared with pen, notebook, forms, and lunch money.
- Dress appropriately and exhibit proper work etiquette.
- Observe all safety and confidentiality rules.
- Ask questions and complete the student interview questionnaire.
- Be cooperative and courteous.
- Thank the employer for the opportunity to visit and learn.

After the visit:

- Turn in all required paperwork within two days in order to receive an excused absence.
- Write thank you postcard and return to English 4 teacher.
- Reflect on your experience in your journal/log.

ALL SHADOWING FORMS MUST BE COMPLETED THROUGH CAREER SPECIALIST!

Product (Topic in Action)

You will work on a product that reflects the application of your research. The process of your product must be documented from start to finish. Your product will reflect your hard work, creativity, and newly developed knowledge. There are three choices for your product: community service, extended learning or physical product.

Guidelines

1. All products must be approved by the Executive Committee.
2. The product must match the basis of your topic (i.e. community service, extended learning, or physical product).
3. Your product should demonstrate at least 15 hours worth of work. You must document all steps of the process, through product log, photographs, and/or video.
4. You should work with your consultant/adviser to determine an appropriate product for the topic you have selected. Remember your consultant/adviser should be an expert in the field of your topic.
5. Once complete, you should write a reflection paper, including a description of your product. The reflection should include an in depth description of the activities and/or responsibilities involved in completing your product and a thorough reflection on what you learned and enjoyed, along with the challenges you faced.

Community Service Based Product

If you select a community service based product your total service experience must add up to at least 15 hours, and you are responsible for all the arrangements necessary to complete your service. The community service hours must be with a nonprofit organization. **Your community service and proof of hours are your product.** You must develop a method for documentation; suggested avenues would be video, photographs, or audio tapes. You must also include a log with a description of all your activities (i.e. the product log). The product log must be initialed by a supervisor during each activity in order to count. During your presentation you must describe your product; the value of your product will be evaluated during your presentation.

Extended Learning Based Product

If you select an extended learning based product, your total participation in the extended learning course must add up to at least 15 hours, and you are responsible for all the arrangements necessary to complete your learning experience. Your course must be in addition to your normal school schedule, outside of the regular school day and may be nonacademic in nature. **Your extended learning course and proof of hours are your product.** You must develop a method for documentation; suggested avenues would be video, photographs, or audio tapes. You must include a log with a description of your activities (i.e. the product log) **and** a course completion certificate. The product log and the course completion certificate must be initialed by a supervisor in order to count. During your presentation you must describe your product; the value of your product will be evaluated during your presentation.

Physical Product

If you select to create a physical product, your total time constructing the item(s) must add up to at least 15 hours, and you are responsible for all the arrangements necessary to complete your product. You must donate the product to a nonprofit organization. **Your donated item(s) and proof of hours are your product.** You must develop a method for documentation; suggested avenues would be video, photographs, or audio tapes. You must also include a log with a description of all your activities (i.e. the product log). The product log must be initialed by a supervisor throughout the process in order to count. During your presentation you must describe your product; the value of your product will be evaluated during your presentation.

Note:

If you choose not to get your product approved, 50 points will be deducted from the product grade.

Product Proposal Form

English Teacher: _____

Name: _____ Date: _____

Topic: _____

1. Describe what you intend to do as your product.

2. Explain the relationship between your paper and your product. How does this product reflect your research and experiences?

3. What materials will you need to complete your product?

4. How do you plan to document your product?

5. List name and phone number of business/organization you have contacted.

Executive Committee Product Proposal Review Form

English Teacher: _____

Name: _____ Date: _____

Topic: _____

After careful review of your Preliminary Topic Proposal Form and the guidelines governing the senior project, this committee has made the following decision on your product proposal.

_____ Accepted

Comments:

_____ Rejected

- Weak product, description unclear
- Product is a presentation not a product
- Relationship between paper and product unclear
- Incomplete materials list provided for product suggested
- No means for documentation
- Unacceptable content
- Incomplete form
- Not community service or scientific/experimental
- No contact information

Comments:

Signature of Project Coordinator

Date

Product Rubric

English Teacher: _____

Name: _____ Topic: _____

| Journal/Log (50 points) | | | Points Earned _____ | |
|---|--|---|---|----------------------------------|
| Complete log of 15 hours (50) | Logs of only 10-14 hours (40) | Logs of only 5-9 hours (30) | Logs of only 1-4 hours (20) | No hours logged (0) |
| Description of product with reflection (50 points) | | | Points Earned _____ | |
| Adequately explained process, complete reflection, no errors (50) | Generally explained process, somewhat complete reflection, few errors (30) | Brief explanation of process and brief reflection, some errors (20) | Unclear explanation of process and reflection, multiple errors (10) | No description or reflection (0) |
| Note: If you choose not to get your product approved, 50 points will be deducted from the product grade. | | | | |
| Comments: | | | | |
| | | | | |

Total Points Earned: _____

Portfolio

The portfolio is an organized notebook documenting the process of your Senior Project. It will contain specific items outlined in the portfolio guidelines. Take pride in your portfolio because it will reflect you as an individual. The judges will review your portfolio during your presentation. By viewing your portfolio, the judges will see the process of your project, and it will give them an opportunity to prepare questions they might like to ask you.

Required Components

1. Cover (outside)
2. Inside Cover/Title Page (inside)
3. Table of Contents (Parent Guardian Acknowledgement Form, Plagiarism and Misrepresentation Form, Senior Project Selection Form, Adviser Log, and Adviser Thank You Letter)
4. Topic Selection/Approval Forms
5. Product Selection/Approval Forms
6. Consultant/Shadowing Documentation
7. Annotated Bibliography
8. Research Paper and Rubric
9. Resumé and Rubric
10. Product Forms (Product Log and Product Reflection)
11. Dress Code for Presentation Form
12. Senior Project Self-Evaluation Paper

Description of Required Portfolio Components:

1. Cover—The cover is the OUTSIDE of your portfolio. It should include the title “Senior Project Portfolio” and your name. Choose graphics, color, and fonts that illustrate your personality. Do not use pencil or ink for the graphics unless you are an accomplished artist. Make sure that your cover is colorful and professional looking; it will provide the first impression of your work.
2. Inside Cover/Title Page—The cover page is the first page on the inside of the portfolio. It should include your topic, name, and the date. You may use graphics. Follow the guidelines for the cover page.
3. Table of Contents—This should list in order all items in your portfolio and their page numbers. The page numbers must

correspond with pages throughout the portfolio. If you title a section, remember to adjust the page numbers.

4. Topic Selection Forms—This section should include the Preliminary Senior Project Proposal-Approval Form and the Executive Committee Review of Project Proposal Form.
5. Product Selection Forms—This section should include the Product Proposal Form and the Executive Committee Review of Project Proposal Form.
6. Adviser Log—This section should have your adviser log and a copy of the thank you postcard you sent to your adviser. The form must be completed in order to receive full credit.
7. Consultant/Shadowing Documentation—This section should have the Consultant Consent Form (PHS), a copy of the Employer Shadowing Evaluation Form, the Student Interview Questionnaire and a copy of the thank you postcard you sent to your consultant.
8. Annotated Bibliography—This section should include your annotated bibliography along with the assessment form.
9. Research Paper—This section should include your paper along with the assessment form.
10. Senior Project Self-Evaluation Paper—This section should include a typed paper (1-2 pages) answering the following questions. The paper should be written in essay format and be grammatically correct. Do not just type it in a question answer format.
 - Describe the project in a brief paragraph to give the coordinator an idea of what was accomplished.
 - What were the total hours spent on the project?
 - What were some of the biggest problems encountered while working on the project? (List and describe at least three.)
 - What did you do to manage your time effectively? If you did not manage your time effectively, what would you change so that you could have done better?
 - Describe the learning stretch that you took to complete this project. Do you think you fulfilled the requirements for the stretch? Explain your answer.

- How were the original plans for the project the same or different from the outcome of the project?
 - What grade would you give yourself for the project?
 - What personal satisfaction did you gain from the project experience?
 - What did you learn about yourself?
 - What would you do differently if you had to do this again?
 - What did you learn that could help you later in life?
 - What advice would you give to future seniors?
11. Resumé—There are many formats that are acceptable. Most resumé address the following areas: Personal Information, Career Objective, Education, Work Experience, Awards, and References. You may wish to consult with your adviser for an approved format
12. Product Log — Remember to get signatures.
13. Product Reflection — Your reflection should be a typed paper (1–2 pages) addressing the following:
- the connection between your topic and product;
 - a thorough description of the activities involved;
 - an explanation on how these activities challenged you or extended your knowledge of the topic;
 - the evidence of problem solving and creativity; and
 - an evaluation of your efforts.
14. Dress Code for Senior Project Presentation-Include completed form

Resumé Rubric

| | Points Available | Points Received | Comments |
|---|------------------|-----------------|----------|
| Objective | 1 | | |
| Education Name/Address of high school, list major(s) | 2 | | |
| Experience Work/Volunteer work, job shadowing, relevant courses for objective | 2 | | |
| Skills and Interests Extra curricular activities, certifications, computer programs, etc... | 2 | | |
| References 3 personal references with name address and phone number | 1 | | |
| Format Name and address at top, Side Headings for Objective, Experience, Skills/Interests, References | 1 | | |
| Mechanics No spelling/grammar errors, neatness | 1 | | |
| Grade Received | | | |

Portfolio Rubric

English Teacher: _____

Name: _____ Date: _____

Topic: _____

| Required Components | Points Possible | Points Earned | Comments |
|--|-----------------|---------------|----------|
| Cover on outside/inside cover/ title page | 2 | | |
| Table of Contents | 1 | | |
| English 3 forms Parent/Guardian Acknowledgement Form | 1 | | |
| Plagiarism and Misrepresentation Form | 1 | | |
| Topic proposal forms | 2 (1 each) | | |
| Product proposal forms | 2 (1 each) | | |
| Adviser Selection Form | 1 | | |
| Advisement Log | 1 | | |
| Adviser thank you postcard | 1 | | |
| Consultant forms Agreement Form (PHS)/ Employer Shadowing Evaluation Form | 1 | | |
| Student Interview Questionnaire | 1 | | |
| Thank you postcard | 1 | | |
| Annotated Bibliography | 50 | | |
| Research Paper and Rubric | 2 | | |
| Resumé and Rubric | 10 | | |
| Product forms Product Log | 1 | | |
| Product Reflection | 1 | | |
| Dress Code for Presentation | 1 | | |
| Senior Project Self-evaluation | 20 | | |
| Portfolio Grade | 100 | | |

Presentation

The presentation is the final step in the Senior Project process. It is a self-evaluation and reflection by you of all that you have accomplished. The presentation should describe what you have learned from the project including the topic selection process, the interview of your consultant, the research process, the paper, and the product.

Guidelines

1. Your presentation should last 15 minutes (a 10-minute presentation and a five-minute question and answer period).
 2. You are required to have a high quality visual aid. (See examples provided).
 3. You should describe every aspect of your Senior Project. Of special importance is a description of what you feel you have learned from the total experience.
 4. You will be evaluated on your preparedness, ability to communicate, ability to think on your feet, appearance, value of your product, and the overall quality of the Senior Project by a panel of judges.
 5. You should practice your presentation prior to the actual event. You will have the opportunity to do so in your English class. You may also want to practice with your adviser.
 6. You will schedule a time for your presentation and must appear at the scheduled time. Any student failing to appear at the scheduled time will receive a zero for the presentation component. Any student who reschedules an appointment will automatically lose 20 percent of their presentation grade, which means the highest score possible on the presentation is an 80. Special circumstances may be presented to the Executive Committee.
3. Test all technology before the time of your presentation.
 - Choose someone to click for you during a PowerPoint, or you may be able to use a cordless mouse. Do not use the timer. It will probably make you nervous and it may not be in the right spot at the time that you need it.
 - Check to make sure that whatever program you are using is compatible with the ones provided by the school.
 - Cue all audio or video tapes prior to the presentation.
 4. Take the time to familiarize yourself with new technology before your presentation.
 - If you have questions about technology, check with the technology specialist in the media center as soon as you discover that you have special needs.
 5. Practice, practice, and practice before the date of your final presentation.
 - Know your facts and be natural.
 - The audience is on your side; they want you to do well.
 - Look comfortable and confident.
 - Greet the panel of judges.
 - Decide on the exact words you will use to introduce and conclude your presentation.

Opening your presentation:

- ◆ When you walk into the room, shake hands with the judges, introduce yourself and thank them for coming to your presentation.
- ◆ “I would like to tell you about my Senior Project—how I chose my research topic, what led me to my product, the work I did with my consultant, the challenges I had, and what I got out of this process.”
- ◆ “I appreciate your being here today to listen to my Senior Project presentation. I am proud of the work I have done, and I’m excited about telling you what it has meant to me.”
- ◆ When you begin your speech, introduce your topic and your main components: research, job shadowing (GHS, LHS and WKH) or work-based

Tips on Making a Presentation

1. Nothing can replace time well spent.
 - Make sure that you start well in advance of the day of your presentation.
2. Know your content.
 - The more you know about your content the better your presentation will be.

consultant (PHS), and your product (physical product, community service or extended learning.) Then go back and talk about all three areas indepth.

Closing your presentation:

- ◆ Present a strongly constructed conclusion. Explain what you have learned.
 - ◆ Include personal observations: “Senior Project has taught me a lot about time management, planning, perseverance, and problem solving. Although it has caused me a lot of stress, I’m glad I did it...and that it is finally over!”
 - ◆ Ask the judges if they have any questions.
6. Look presentable.
 - Treat the presentation seriously and dress accordingly (see dress code).
 7. Pay attention to your body language.
 - How you conduct yourself sends nonverbal messages to your audience.
 - Avoid sitting, leaning on anything, moving too much, moving too little, chewing gum, etc.
 - You want your audience to feel that you are not afraid and that you know your material.
 8. Make eye contact.
 - Be sure that you try to make eye contact with as many people in the room as possible.
 - Avoid focusing on one specific person or one side of the room.
 9. Pace yourself.
 - Make sure that you have practiced so that you meet time limits.
 - You don’t want to seem rushed.

Visual and Audio Aids

1. The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.
2. The visual should focus on substance, not show. Since it functions to help guide both you and the audience, it should not in itself be distracting, nor should it take attention away from you.
3. Visuals that you may use, but are not limited to, include the following:
 - PowerPoint— Make sure that your presentation does not rely exclusively on PowerPoint. Be sure to use clear graphics and fonts large enough to be seen.
 - Tri-fold display board— Make sure the display board is legible by picking easy to read fonts and matting your pictures.
 - Web pages— Some students use Web pages to house a large amount of information that otherwise cannot be brought to school. If you use a Web page, make sure your audience can read it from the back of the room.
 - Brochures or handouts— These work well for information that you want everyone to have. You can make your own or distribute previously published material.
 - A flip chart outline
 - Overhead transparencies
 - Video or audio tapes (5 minute limit). These must be student created.
 - Models, costumes, or demonstrations

Time Scoring Rubric for Presentation

| Time | Score |
|-----------------|-------|
| 8+ Minutes | 5 |
| 4–7 Minutes | 3 |
| Under 3 Minutes | 1 |

Dress Code for Senior Project Presentation

Students need to develop awareness for the image of their appearance. The purpose of the dress code is to uphold a professional image and to prepare students for the business world. If your project lends itself to a specific uniform or costume and you think wearing it would aid in your presentation, you may do so with prior approval from the Senior Project Coordinator.

Males

- Business suit with collared dress shirt and necktie; or
- Sport coat, dress slacks, collared dress shirt, and necktie; or
- Dress slacks, collared dress shirt, and necktie.
- Dress shoes and socks are required.
- A banded collar shirt may be worn only if a sport coat or business suit is worn.
- Jewelry should be kept to a minimum.

Females

- Business suit with blouse; or
- Business pantsuit with blouse; or
- Business dress; or
- Skirt or dress slacks with blouse or sweater.
- Dress shoes are required.
- Jewelry should be kept to a minimum.

Inappropriate attire includes:

- Denim or chambray fabric of any kind
- Overalls, shorts, skorts, stretch pants, exercise or bike shorts
- Backless, see-through, tight-fitting, spaghetti straps, strapless, extremely short, or low cut blouses/tops/dresses/skirts
- Athletic shoes, industrial work shoes, hiking boots, combat boots, bare feet, or over the knee boots
- Athletic wear
- Hats
- Bolo ties
- Visible foundation garments

New fashion trends may be in style but not necessarily appropriate. The best way to operate is to avoid them. If there is a doubt, select something else to wear. Be a professional.

I agree to abide by this dress code and realize that a portion of my presentation grade will be based on my appearance.

Student Signature

Date

Presentation Rubric

Name: _____ English Teacher: _____

Topics: _____

| | Exemplary = 5 Meets all criteria | Effective = 3 Meets most criteria | Emerging = 1 Meets most criteria | Score |
|---|--|---|--|---------------|
| Topic Knowledge: Student has clear grasp of the information. Information goes beyond general knowledge. Supporting material is logical and relevant. Student demonstrates full knowledge by answering all questions with explanations and elaboration. | | | | 6 X's _____ = |
| Organization: The introduction gets the attention of the audience and clearly outlines the research, the product, and shadowing (work-based consultant at PHS). Main points are clear and organized effectively. The conclusion is satisfying and relates back to the introduction. | | | | 5 X's _____ = |
| Delivery: Delivery is natural. Posture, eye contact, gestures, and facial expressions, volume, tone, and style indicate confidence and are consistent with the message. Speaking outline or note cards are used for reference only. Language is appropriate for the audience and setting, free of bias. The speaker uses Standard English. | | | | 5 X's _____ = |
| Visual Aids: High quality aids are used appropriately and relate to the presentation. | | | | 2 X's _____ = |
| Meets dress code | | | | 1 X's _____ = |
| Meets time requirements | | | | 1 X's _____ = |

Total Score: _____

Senior Project Checklist

| Event | Year | Date Due | Received | Grade |
|------------------------|-----------|----------|----------|-------|
| Parent Form | English 3 | | | |
| Plagiarism Forms | English 3 | | | |
| Adviser Selection | English 3 | | | |
| Annotated Bibliography | English 3 | | | |
| Topic Proposal Form | English 3 | | | |
| Product Proposal Form | English 3 | | | |
| Annotated Bibliography | English 4 | | | |
| Research paper | English 4 | | | |
| Shadowing | English 4 | | | |
| Dress Code Agreement | English 4 | | | |
| Product | English 4 | | | |
| Presentation | English 4 | | | |
| Portfolio | English 4 | | | |

AP Researched Argument: Presentation, Paper, & Portfolio

The following is the Senior Project Adaption for AP Language Students, which was approved by College Board through the AP Syllabus Audit.

Objective

Students will present opposing viewpoints of an important issue to the class through a variety of media: a researched argument paper, a panel presentation, and a portfolio.

Topic

Students will select their own topics and submit them for teacher approval. (Once a topic has been approved by the teacher, no one else in the class may duplicate that topic; however, another student in the class may choose to research an OPPOSING viewpoint of the same topic.) Topics should be controversial, scholarly, appropriate for presentation in an AP class, and narrowed sufficiently in order to provide depth. Students should do some preliminary research on their intended topic to make sure there is sufficient information available to support an extended project before selecting it.

Preparation

Students will have at least 30 minutes of class time on several days to work on the paper, presentation, and portfolio.

Research Paper

Students will move beyond the information shared in the presentation by writing researched argument papers that ask them to draw upon their own researched primary and secondary sources. Each student will write an **individually prepared researched argument** (6-8 pages in length using at least 7 sources) that takes a position on his student selected topic. Each student will receive one major grade for his individually prepared researched argument paper and a separate major grade for his individual presentation.

Panel Presentation

Each student will make a **10–15** minute presentation for which he will receive an individual grade from a panel of outside evaluators. The main objective of these presentations is to INFORM and DISCUSS.

The Panel Presentation must contain each of the following:

- PowerPoint Presentation (All sources must be documented properly according to MLA guidelines.);
- fact sheet (one page bulleted list that features major points and sources for additional reading.);
- stated use of at least seven good sources (print, Internet, etc.);
- at least one table or graph of information that you find and use in your presentation (may be within PowerPoint presentation);
- at least one table or graph of information which you CREATE and use in your presentation (may be within PowerPoint presentation; this should be created from the results of your survey);
- at least one effective and appropriate editorial cartoon (may be within PowerPoint presentation);
- at least two effective and appropriate photographs (may be within PowerPoint presentation);
- at least one effective and appropriate case study (specific example) to illustrate a concept; **this example must come from an interview with an expert on your topic. If confidentiality issues prevent your expert from providing a case study, you may use one you find in your secondary research;**
- inclusion of erroneous information or misconceptions people have about the topic (wrong information, oversimplification of the topic, etc.) with clarification of the correct information;

- use of a student-created, tabulated, and analyzed survey or questionnaire of some type (All questionnaires must be approved by the teacher before they are distributed to students.); and
- Question and Answer Discussion Period.

Each student will compile a portfolio that contains each of the following:

- copy of PowerPoint presentation (printed handout of slides);
- printed copies of each graphic/ photograph used in the presentation (with proper MLA documentation) with a one-paragraph analysis of how the visuals help the viewer understand the issue;
- printed copies of each graph used in the presentation (with MLA documentation when appropriate) with a one-paragraph analysis of how the information in the graphs help the viewer understand the issue;
- graded annotated bibliography of at least **10 sources** (documented according to MLA);
- graded research paper;
- copies of each source used in the research paper;

- self-evaluation essay (at least one page);
- copy of survey or questionnaire used, along with data and a one-paragraph analysis of the usefulness of the questions and data;
- copy of Fact Sheet used in presentation; and
- transcript of interview with expert.

The portfolio must be bound in an attractive manner and must be organized appropriately. Make a title page, and include the rubric immediately behind the title page. Use dividers to organize the portfolio. The portfolio should be free of grammatical or mechanical errors. **This portfolio will be submitted on the date of the student's panel presentation. (This will vary for each student due to scheduling constraints.)**

Due Dates

- Annotated Bibliography (10 sources): _____
- Research papers: _____
- Surveys approved by: _____
- Panel Presentations (and portfolio submissions) date: _____

AP Adapted Presentation Rubric

Name: _____ Date: _____

Topic: _____

| CATEGORY | 5 | 4 | 3 | 2 | 1 |
|---|--------------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------------------|
| Content (part 1): Information goes beyond general knowledge Adds support for main points Includes survey & results (primary research) Includes expert interview information (primary research) Acknowledges opposing viewpoints | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria |
| Content (part 2): Logically connects editorial cartoon to topic Highlights topic with well-chosen photos Incorporates graphs into discussion of topic Discusses well-chosen case study Provides high quality fact sheet | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria |
| Organization: Hooks the audience Clearly states purpose Makes smooth transitions between ideas Refers to & explains aids at appropriate points Presents a strongly constructed conclusion | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria |
| Delivery: Uses standard English Avoids filler words Uses appropriate inflection, volume, & pacing Practice is evident | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria |
| Poise: Is dressed appropriately Avoids fidgeting Answers questions intelligently and confidently Makes eye contact Demonstrates energy & personality | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria |
| Time: Students will be required to end their presentations after 15 minutes | Presentation is 10-15 minutes | Presentation is 8-9 minutes | Presentation is 6-7 minutes | Presentation is 4-5 minutes | Presentation is less than 4 minutes |
| PowerPoint: Attractive design Accurate info Appropriate amount of information per slide Text easily read by audience Text free of grammar errors | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria |

Grader's Average: _____ + _____ + _____ + _____ + _____ + _____ = /7= _____

Overall Presentation GPA: _____ **converts to** _____ **out of 100 points**

AP Adapted Paper Rubric

Name: _____ Date: _____

Topic: _____

| | | 5 | 4 | 3 | 2 | 1 | 0 |
|--|---|--|-----------------------------------|------------------------------------|---|--|---|
| Diction: | Clear and specific Creates appropriate tone Appropriately high level/accurate usage Avoids first and second person Avoids contractions & slang | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria | Meets no criteria |
| Sentence Fluency | Demonstrates facility in varying sentence structure and length Beginnings add interest to text Structure enhances meaning by drawing attention to key ideas Sentences flow effortlessly from one to the next Transitions help reinforce relationships between ideas | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria | Meets no criteria |
| Organization: (counts twice) | Introduction is clear & engaging Topic sentences relate to thesis All info in paragraphs supports topic sentence Paragraphs follow effective argument format & order set by thesis Conclusion effectively sums up content | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria | Meets no criteria |
| Proving of thesis: (counts three times) | Supports well-defined thesis with well-reasoned arguments Fully develops main ideas & avoids redundant or unnecessary discussions Effectively uses & interprets secondary sources to argue thesis Uses appropriate amount of research to support analysis of thesis Direct quotations & paraphrases are properly incorporated | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria | Meets no criteria |
| | Secondary Sources: | Properly cites & uses at least seven sources | Properly cites & uses six sources | Properly cites & uses five sources | Properly cites & uses four sources | * | * |
| | Development of Argument: | Proves thesis for at least six pages. | Proves thesis for five pages. | Proves thesis for four pages. | * | * | * |
| MLA Format: | MLA heading Title Pagination Margins Spacing | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria | Meets no criteria |
| Textual Citations: | Properly punctuated Properly placed Properly formatted Noted with a properly formatted works cited page All works cited appear on works cited page; only cited works appear on page | Meets all five criteria | Meets four criteria | Meets three criteria | Meets two criteria | Meets one criteria | * |
| Conventions: | (Mechanics, usage, grammar, and spelling) | Few or no errors | Some errors, but they are minor. | Several errors; begins to distract | Major/repeated errors; impedes understanding in portions of text. | Major/numerous errors become overwhelming & block understanding of text. | Major/numerous errors make it clear no editing has been done. |

* Please note that the following circumstances will result in an automatic grade of "F" for the entire paper:

1. A paper that is not typed and doubled-space (will not be accepted for scoring)
2. A paper that contains no secondary sources citations
3. A lack of a works cited page (necessary for determining legitimacy of sources)
4. Anything marked with an asterisk in the rubric

** Knowing and willful plagiarism will result in a grade of "zero."

AP Annotated Bibliography

Name: _____ Date: _____

Topic: _____

In preparation for writing your research paper and panel presentation, you will submit an annotated bibliography of at least 10 appropriate sources that could be useful to you in exploring your topic.

The annotation that will accompany each bibliographic entry is simply a four or five sentence summary about the contents of each book, article, or other publication consulted.

An annotation may include:

- The main purpose of the work
- A description of the contents
- The possible audience for the work
- Any special features
- Any defect, weakness, or bias

Each citation should be formatted MLA style and each annotation should be written using correct conventions.

Formatting

Insert your MLA heading one inch from the top of the first page only.

Place the words “Annotated Bibliography” where your title should be (don’t use quotation marks.)

Do not number the entries.

Begin each listing flush with the left margin. If the listing is longer than one line, be sure to indent the remaining lines five spaces (hanging indent.)

Don’t forget to double-space the entire bibliography.

List your sources in alphabetical order by the author’s last name (or if no author is listed, the first important word in the title of the work.)

Rubric

| | Points available | Points Received | Comments |
|---|------------------|-----------------|----------|
| Minimum of 10 citations provided (1 pt. per citation) | 10 | | |
| Each citation formatted correctly (2 per citation) | 20 | | |
| 10 annotations clearly and thoroughly written (4 pts. per annotation) | 40 | | |
| Annotations use conventions correctly No errors = 2 pts. 1-2 errors= 1 pts. 3+ errors= 0 pt. | 20 | | |
| Page is correctly formatted (subtract 1 pt. for each error) | 10 | | |
| Grade received | 100 divided by 2 | ___/50 | |

AP Adapted Portfolio Rubric

Name: _____ Date: _____

Topic: _____

| Required Components | Points Possible | Points Earned | | Required Components | Points Possible | Points Earned |
|---------------------------------------|--|--|--|---|---|---------------|
| Copy of PowerPoint | 1 | | | Outside Cover & Title page | 1 | |
| Copy of photo(s) & analysis paragraph | 5 | | | Table of Contents | 1 | |
| Copies of graphs & analysis paragraph | 5 | | | Dividers (labeled) | 1 | |
| Copy of Fact Sheet | 1 | | | Survey/data | 1 | |
| Annotated Bibliography | 1 | | | Survey analysis paragraph | 5 | |
| Notes from 7 valid sources | 2 | | | Expert interview transcript | 5 | |
| Research Paper | 1 | | | Expert thank you note (copy) | 5 | |
| Self-Evaluation Essay | 15 Reflects well on own work, demonstrates a range of metacognitive practices and provides many examples. | 13 Demonstrates an ability to reflect on own work. Provides examples consistently. Begins to demonstrate good meta-cognition. | 12 Demonstrates an ability to reflect on own work, but examples provided are minimal. | 11 Reflects on own work & improvement on occasion but does not provide many examples at all. | 8 Does not reflect on own work at all, and no examples are provided. | |

*The AP teacher will grade the portfolio.

Portfolio Grade: _____ **out of 50 points**

Comments: