Why do Senior Projects?

- Model independent, lifelong, learning skills.
- Meet a difficult challenge. Appreciate the skills you have and develop new ones.
- Work successfully independently and interdependently.
- Make real decisions about your life and future.
- Develop self-confidence.
- Learn to laugh at yourself.
- Find new knowledge.
- Experience the importance of responsibility, reliability and accountability.
- Learn to create and follow through with plans.
- Understand the complexities, connections and relationships within ideas and disciplines.
- Recognize, value, and celebrate personal success and the successes of others.
- Feel empowered, valued, and capable.
- Use critical and creative thinking to problem-solve when the unexpected wrecks “the plan.”
- Communicate effectively.
- Find your passion.
- Meet new people; impress them with your abilities.
- Make someone’s life better.
- Follow your curiosity and interests.
- Learn about tolerance, patience and diversity.
- Contribute to your community.
Dear Students and Parents:

We would like to share our rationale for The Senior Project. We believe all graduating students should be actively engaged and rigorously involved in learning and applying sophisticated skills. Senior Project high schools have high expectations for their seniors. After all, shouldn’t seniors represent the most skilled and educated students in the high school?

Senior Project high schools believe it is a mistake to ask too little of the seniors. Success in life, school, employment, relationships, and financial stability—all require hard work, goal setting, commitment, and problem-solving abilities.

A culminating performance demanding sophisticated skill application and student initiative should be a standard exit expectation. We are committed to the idea that every educator is a teacher of seniors. In reality, seniors are the end result of a huge effort involving a large number of people. The little child in kindergarten is simply a “senior in progress.” In fact, all educators teach seniors, so they should all be aware of seniors’ skill levels and the quality of work they produce. How can a viable curriculum be developed if we, as an educational family, do not all sit down as a team and review together the active work and applied skills of our graduates?

Consequently, quality Senior Project programs embrace all staff, all seniors, and the community. This program is a district-wide endeavor that is not isolated. Senior Project represents a long-term educational policy that requires a vision and a continued commitment. The purpose of Senior Project is to allow students to choose the content of their learning, to shape the process of that learning, and to produce high quality work that is the result. Students can learn about anything they want. Ideally, the research needed to create a paper, and the work on the product should be completed and developed together rather than in separate parts.

We do not want to focus on the negative, but we do want to make sure that parents understand the emphasis that St. Charles Parish has placed on this curriculum. Please understand that in order for a senior to receive credit for his or her Senior Project; they must PASS ALL 4 COMPONENTS. If a student does not successfully pass the Research Paper, Product, Portfolio, or Oral Presentation (Note: in order to present to the Community panel, students must successfully pass the required dress rehearsals), no credit will be given for that component. This will result in failing Senior Project and English IV. A student will not graduate without completing all of these components.

Sincerely,

The St. Charles Parish Public Schools Senior Project Committee
SENIOR PROJECT GOALS

**Research Paper, Product, Portfolio, and Presentation**
- The student will write an eight to ten-page research paper on a self-selected, teacher-approved, challenging topic of interest and demonstrate effective usage of MLA style.
- The student will obtain approval of the Senior Project topic from a parent or guardian and the school-level Senior Project Advisory Board.
- The student will select a mentor, who will guide the student through the product process and verify the student’s required minimum of twenty hours of work on the product.
- The student will create a visual product to apply the knowledge gained through research and to reflect a learning stretch.
- The student will produce a project portfolio, a collection of process pieces and other relevant documentation.
- The student will plan and deliver a formal project presentation to a panel of judges from the community and school system staff.

**English Language Arts Standards**
- The student will read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
- The student will write competently for a variety of purposes and audiences.
- The student will communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- The student will demonstrate competence in speaking and listening as tools for learning and communicating.
- The student will locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
- The student will read, analyze, and respond to literature as a record of life experiences.
- The student will apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.

**Life Skills**
- The student will exhibit time-management by meeting Senior Project deadlines.
- The student will model the skills of a self-directed learner.
- The student will demonstrate problem-solving skills.
Overview of Expectations

➢ Since one of the goals of the Senior Project is to teach responsibility, teachers will work collaboratively with students to help them develop skills necessary for keeping up with their own due dates and deadlines.

➢ Students are given the book of due dates, directions, and requirements at the beginning of the course. This should accommodate students’ need for extended time. There are some deadlines that a student must meet if he/she intends to present for the final presentation panels during the current school year and to graduate.

➢ The Senior Project product must be documented work completed between the first day of the senior year through the last day of the course. If you want to use earlier accomplishments as a foundation, turn in written a request to your site Senior Project Facilitator within the FIRST week of school.

➢ Students are not allowed to reuse or to present previously completed projects or products, and students are not allowed to use an assignment for another class as their project or as their product.

➢ Students who do not complete the necessary assignments will receive academic interventions. Those may include mandatory after-school tutoring, loss of late-day late arrival, or loss of early release status. In addition, students not completing Senior Project components will be required to meet with their parent/guardian, teacher, counselor, and administrator as an intervention.

➢ All assignments and components of Senior Project must be completed. If a student fails to complete the research paper, product, portfolio, and/or mock presentation, he or she WILL NOT make the panel presentation; therefore, the student will not pass English IV and return to high school as a 5th year senior the following year.

➢ Students are expected to meet all deadlines. Unless there are extenuating circumstances, students are expected to send their work to school if they are absent. These are examples of extenuating circumstances:
  • hospitalization of the student; long-term illness (under doctor’s care) which renders the student physically unable to complete assignments; death in the immediate family.

➢ Absence from school on the day the research paper or any part of the project is due does NOT serve as an excuse for not turning in the required work on time. Due dates are given at the beginning of the course. Students are expected to arrange for their work to be turned in by someone else if they are absent.

➢ Work is due at the beginning of the class for which it is assigned.

➢ IT IS THE STUDENT’S RESPONSIBILITY TO MAKE AND TO KEEP A BACKUP COPY OF ALL WORK SUBMITTED TO THE TEACHER (PRINTED AND ELECTRONIC).

➢ The student will work under the guidance of a mentor. The student will find an adult who is not an immediate family member, who is knowledgeable about his/her topic, and who has the time to meet with the student.

➢ Students’ nine weeks grades are weighted as follows:
  • Summative (60%):
    o Sr. Project Requirements 30%
    o Literature & vocabulary, essays, tests 30%
  • Formative (40%):
    o Homework, Class Work, Quizzes
# Senior Project Deadline Overview

*Individual, specific due dates for each item below will be given in class.*

<table>
<thead>
<tr>
<th>Due Date:</th>
<th>Introduction to the Senior Project:</th>
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<tbody>
<tr>
<td></td>
<td>● Deadlines</td>
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<td>● Setting Up the Portfolio</td>
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<td>● The Overview Worksheet</td>
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<tr>
<th>Introduce:</th>
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<tbody>
<tr>
<td>● Student/Parent Acknowledgement (#1)</td>
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<tr>
<td>● Brainstorming Form (#2)</td>
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<tr>
<td>● Academic Learning Stretch (#3)</td>
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<tr>
<td>● Letter of Intent (#4) <em>Letters will be reviewed by the site Senior Project Advisory Board and feedback will be given.</em></td>
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<tr>
<th>Library Research</th>
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<tr>
<td>● Student-Teacher progress conferences</td>
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<td>● Thesis Development Forms</td>
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<td>● Graphic organizers</td>
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<tr>
<th>Due Date:</th>
<th>Introduce:</th>
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<tr>
<td></td>
<td>● The Product</td>
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<td>● The Mentor</td>
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Submit Revised Letter of Intent (#4) with Student/Mentor Agreement Form (#5)

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<tr>
<th>Due Date:</th>
<th>Introduce:</th>
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<td>● The Professional Interview (#6)</td>
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BEGIN YOUR PRODUCT HOURS (LOGS)

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<tr>
<th>Due Dates:</th>
<th>Preliminary Research Paper Deadline:</th>
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<tbody>
<tr>
<td></td>
<td>● Outline, 5-Page Paper, Works Cited</td>
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<td>● peer editing/feedback forms</td>
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<td>● Turnitin.com submission receipt</td>
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<tr>
<th>Due Dates:</th>
<th>Revised Research Paper Due with Rubric</th>
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<tbody>
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<td>5 Product Logs due, signed by mentor</td>
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Introduce:
- Preparing the presentation speech & power point
- the final portfolio check

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<tr>
<th>Due Dates:</th>
<th>Product Written Reflection Due</th>
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<td>Mentor Verification Form Due (#7)</td>
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<tr>
<th>Due Dates:</th>
<th>In-Class Dress Rehearsal or Mock Presentations: 8-10 minute speech, power point, questioning</th>
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<td></td>
<td>Final Portfolio Due with Rubric</td>
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<td></td>
<td>Panel Confirmation Day (HOTLIST Student Evaluation Day for any student rated unacceptable on the class presentation or on the portfolio.)</td>
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<td></td>
<td>Panel Presentation days</td>
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</tbody>
</table>
STUDENT & PARENT ACKNOWLEDGMENT

It is the intent and purpose of the Senior Project to allow seniors to assume more responsibility in their own learning processes while also encouraging them to use and apply what they have learned in a “real world” environment. Although students will need to communicate carefully and regularly with faculty members and mentors, the ultimate direction and expression of the Senior Project will be the students’ responsibility. Creativity is encouraged, and many Senior Projects will be unique, amazing, and perhaps life-changing.

It is hoped that the Senior Project will be both challenging and exciting and will allow students to realize their full potentials.

In an effort to enhance student success, the Senior Project Committee will implement the following pyramid of intervention for identifying and assisting “at risk” students:

1.) Upon missing the first deadline, the Senior Project Committee will
   A. Identify the student as being “at risk.”
   B. Make parent contact via phone or email.

2.) Upon missing an additional deadline, the Senior Project Committee will implement the Ladder of Interventions:
   A. Assign student to mandatory after school tutoring.
   B. Assign student to early arrival on Late Wednesdays for Senior Project study hall under the supervision of members of the Advisory Board.
   C. Remove the student from “Early Release” status and re-assigned to Senior Project study hall under the supervision of a school based educator.

In order for a senior to receive credit for his or her Senior Project, all components must be completed. If a student fails to complete the Portfolio, the Research Paper, the Product, or the dress rehearsal presentation (Mock), he or she will not complete the Panel Presentation and the student will fail English IV and will not graduate.

I understand and will abide by the St. Charles Parish Senior Project rules and regulations. I am aware that I should keep a paper copy of my research paper and all supporting documents.

STUDENT SIGNATURE: ________________________________ Date: ______________

PARENT/GUARDIAN SIGNATURE: __________________________ Date: ______________
(REQUIRED FORM #2)

Student __________________________ Period _________

**BRAINSTORMING**

**Letter of Intent Worksheet**

Topic you want to pursue: ______________________________________________________

1. What would your **product** be? When will the process take place? Where will you complete it?

2. How will you spend 20 product hours?

3. Who would be the audience for your **product**? (You must bring your product to a real world audience; for example, teach a class, put on a public performance, etc.)

4. How is this new learning/a stretch for you as an individual?

5. How would the **paper** and the **product** be related to each other?

6. **Circle one:**

   Have a mentor: Name________________________________________________________

   Need a mentor
(REQUIRED FORM #3)

Student: ____________________________________________         Period: _________

ACADEMIC LEARNING STRETCH
(Continue on back of sheet as needed.)

Topic: _______________________________________________________________________

What I know about my topic: ___________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

What I hope to learn by researching/creating a product on my topic:  _________________
_____________________________________________________________________________
_____________________________________________________________________________

What I intend to create/perform as my product: ___________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

I hereby declare that the above described project represents a “stretch” or challenge in my educational growth because (1) I have never attempted or accomplished it before (must be new learning), (2) I was not already planning to attempt it at this time apart from my enrollment in English IV, and (3) I consider it to rank high on a scale of significance. Also, if I am already skilled or knowledgeable in the general area in which this project falls, I declare it to represent a new challenge sufficient to earn the label of educational “stretch.”

I commit myself to the full completion of the project as described and initialed. If I wish to make any change, I must ask permission of the Senior Project Advisory Board in writing.

___________________________________________________________________________________________
Student Signature
Date

He/she has my permission to complete this project, and I agree to release the school district and its employees from all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen.

___________________________________________________________________________________________
Parent/Guardian Signature
Date

TEACHER’S INITIALS________

(This will become REQUIRED FORM #4 and MUST be stamped “Approved” by the advisory board)
LETTER OF INTENT

Date

Senior Project Advisory Board
Your School Name
Your School Address
Your School Address

Dear Board Members:

Paragraph 1: Describe your general area of interest (history, art, science, technology, recreation, etc.) and tell why you chose this area. Explain what you already know or have accomplished in this area.

Paragraph 2: Begin with a transitional sentence that explains what you will attempt to prove about the topic by writing a research paper. Then state your specific research topic. This is not to be a “how-to” paper or a history of something, but an issue-based, thesis-driven research paper. Include some of the ideas you hope to cover and some of your possible resources.

Paragraph 3: Describe your product. Tell what it will be, who will be involved, when and where it will take place, how it will be accomplished, how much it might cost in time and money, and who will benefit from your product.

Paragraph 4: Identify the academic learning stretch. Connect what you already know about the topic to what you hope to learn by conducting the research and producing the product. You must show how this stretch is NEW learning for you.

Paragraph 5: Identify the adult who will mentor you through the process (an adult qualified to help you in your field). Explain whom you plan to interview for information and identify this person’s expertise/background.

Paragraph 6: I understand if I plagiarize any part of the research paper or falsify any information concerning the product, logs, mentor, any forms, or anything included in the portfolio, I will fail English IV.

Sincerely,

(Your signature)

Your Name
(REQUIRED FORM #5)

STUDENT/MENTOR AGREEMENT FORM

Mentor’s Name: ________________________________________________________________

Occupation/Expertise: ____________________________________________________________

Address: ____________________________City: _____________________ Zip Code: ________________

Telephone: Work- (____)____________________      Home/Cell – (____)_________________________

Email Address: _________________________________________________________________________

Meeting Date: ________________ Time:____________   Location: _______________________________

I need help from my mentor in the following areas:

1. 
2. 
3. 
4. 

Mentor Comments: (Please directly address what you can provide to meet each of the student’s needs)

1. 
2. 
3. 
4. 

Mentor’s Signature: (Must be SIGNED by the mentor)

I, ___________________________________________, agree to help my mentee with each of the above items. I understand that it is my responsibility to verify that the student has worked for at least twenty hours on the completion of this project. My mentee and his/her teacher may contact me about this project at the phone number indicated above. I have been given a timeline by my mentee, and I will help him/her meet all required deadlines and components.
Senior Project Professional Interview

As part of your Senior Project experience, you will complete an interview with either your mentor or another professional in the area of your topic. **YOU** are responsible for locating an individual to interview and for setting up the day/time of this interview.

**Person Interviewed:** ________________________________________________

**Interviewee’s Phone:** ________________________________________________

**Interview Location:** ________________________________________________

**Interview Date:** ________________________________________________

Generate a list of 10 questions you can ask during the interview. Be thorough. You will record the responses on a separate sheet, type the responses, and display the responses after this form.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10.
Mentor 20-Hour Project Verification Sheet

Student: _________________________________  Period: _______

Mentor’s Signature: ___________________________  Date: ________________

Product: ______________________________________________________________________________

This form will verify the above student's efforts on his/her Senior Project. Since most of the time spent on the project phase of the assignment has been out of class, verification of the student's efforts is necessary. You are not required to spend 20 hours with your mentee, but we do ask that you verify that she or he spent at least 20 hours outside of the classroom working on the project.

1. Can you verify that he/she spent at least 20 hours creating this project? Yes___ No___
   Comments:

2. Have you seen this project at different stages of completion, not just the final phase? Yes___ No___
   Comments:

3. What specific problems did this student encounter and overcome?

4. What successes have you seen this student achieve?

The Senior Project Committee appreciates the time and assistance you have given to this student.
Title of Paper: _______________________________________________

Senior Project Research Paper Rubric

<table>
<thead>
<tr>
<th>Section I—Form (MLA)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Manuscript Form—Typing/Spacing, Page Numbers/Order, Heading/Title</td>
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<td></td>
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<tr>
<td>Documentation—Correct form for parenthetical documentation</td>
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<tr>
<td>Bibliography—At least 8 correctly typed entries on a Works Cited page</td>
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Section I—Mechanics, Usage, Grammar

| Sentence Construction Errors—Fused Sentence/Run-on Error, Comma Splice/Comma Fault Error, Mixed Construction, Garbled Sentence, Stringy Sentences, Parallelism |   |   |   |   |
| Major Grammar Errors—Subject-Verb agreement, Verb Forms (principal parts and tense), Pronoun Case/Usage/Antecedent Agreement, Adjective-Adverb Usage (such as double negatives), Misplaced/Dangling Modifiers |   |   |   |   |
| Informal language—Incorrect word usage, contractions, slang, abbreviations, 1st/2nd person pronouns, shift in tense |   |   |   |   |
| Minor Punctuation/Grammar/Spelling Errors—End Marks, Comma Errors, Underlining, Quotation Marks, Spelling, Capitalization |   |   |   |   |

Scoring: 4 = Excellent (no errors); 3 = Good (two or fewer errors); 2 = Average (four or fewer errors); 1 = Unacceptable or Poor (five or more errors)

Section III--Content

| Introduction |   |   |   |   |
| Thesis Statement—clearly stated, introduces the topic of the paper and the main points to be discussed |   |   |   |   |
| Thesis/concepts Development |   |   |   |   |
| Organization |   |   |   |   |
| Accuracy |   |   |   |   |
| Citations (at least 15 citations using 8 different sources) |   |   |   |   |

Scoring:

4 = Excellent (demonstrates complete understanding of concept; shows thought, responds well to topic, and covers the appropriate scope of the assignment; is well developed with specific, detailed, relevant, and accurate support; is organized in a unified and coherent manner)

3 = Good (demonstrates understanding of concept with minimal misconception/confusion, responds with adequate analysis/response, elaborates with enough examples and acceptable reasoning but needs more specific details to fully develop thesis, needs more transitions to maintain unity and coherence)

2 = Average (demonstrates limited understanding, may demonstrate an acceptable thesis but lacks sufficient details to support both major and minor points, may digress, frequently lacks unity and coherence)

1 = Unacceptable or Poor (demonstrates little or no understanding, lacks a thesis or fails to maintain an acceptable one, frequently digresses, fails to provide supporting details or does not clarify relevance of details that are provided, lacks unity and coherence throughout)
Senior Project Product Evaluation Rubric

To be accepted, a product must have the following components: 20 hours of documented work and connection to the research

<table>
<thead>
<tr>
<th>Section I—Quality of Product/Service</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Utilization of resources</td>
<td>● Use of material gained from work with mentor and from independent research</td>
<td></td>
<td></td>
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</tbody>
</table>
| Planning, management, and follow-through | ● Realistic, thoughtful and clearly stated plan  
 ● Organization skills indicate  
 ● Deadlines met |
| Aesthetics and value/Creativity and uniqueness | ● Commitment to excellence  
 ● Visually pleasing  
 ● Attempt to make the product stand out from others of a similar nature |
| Real-World Audience                  | ● Product seen and/or experienced by community members |
| Section II—Mentor                   | 4 | 3 | 2 | 1 |
| Interaction/communication with mentor | ● Communicates in an effective and courteous manner  
 ● Contact was consistent throughout project |
| Section III—Stretch                 | 4 | 3 | 2 | 1 |
| Goal setting/problem solving         | ● Goals stated clearly  
 ● Resourcefulness and creativity demonstrated when facing obstacles |
| Challenge component                 | ● Demonstration of stretch and high level of challenge  
 ● Significant endeavor  
 ● New learning  
 ● Evidence of personal growth |

Comments:

Scoring: 4 = Excellent (demonstrates superior effort and results); 3 = Good (quality and effort meet expectations); 2 = Average (meets requirements); 1 = Unacceptable or Poor (some requirements not met, quality unacceptable)
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<tr>
<td><strong>Content &amp; Challenge</strong></td>
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<tr>
<td>● Demonstrates mastery of topic</td>
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<td>● Gives clear explanations</td>
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<td>● Shows evidence of time and effort</td>
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<td>● Displays clear evidence of a learning stretch and self-discovery (new information)</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>● Employs a dynamic attention-getter</td>
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<tr>
<td>● Presents in an organized, logical and sequential order</td>
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<tr>
<td>● Connects all project components</td>
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<td>● Presents conclusions and a closing statement</td>
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<tr>
<td>● Stays within the allowed time limit</td>
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<tr>
<td><strong>Presentation Aids</strong></td>
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<tr>
<td>● Are relevant</td>
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<tr>
<td>● Are error free (spelling and usage)</td>
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<tr>
<td>● Are artistic and pleasing in design</td>
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<tr>
<td>● Guide the audience through the presentation effectively and creatively</td>
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<tr>
<td><strong>Delivery</strong></td>
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<tr>
<td>● Is articulate</td>
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<td>● Speaks in standard English</td>
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<td>● Maintains correct posture and poise</td>
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<td>● Sustains eye contact with audience</td>
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<tr>
<td>● Is dressed professionally or clothing enhances presentation</td>
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<td><strong>Question &amp; Answer Period</strong></td>
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<tr>
<td>● Responds to panel questions directly and accurately</td>
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<td>● Answers panel questions fluently and confidently</td>
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<tr>
<td>● Demonstrates exceptional knowledge of research topic</td>
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<td>● Shows enthusiasm for topic</td>
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**Comments:**

__________________________________________________________

__________________________________________________________

__________________________________________________________

**Scoring:** 4 = Excellent (clear, logical, error free or almost so); 3 = Good (clear/logical—can be improved; few errors—none interfere with understanding); 2 = Average (orderly; some things unclear, errors random); 1 = Unacceptable or Poor (random order; errors interfere with understanding; many points unclear)
Senior Project Portfolio Evaluation Rubric

A portfolio without the required content components will not be accepted for evaluation.

<table>
<thead>
<tr>
<th>Section I—Required Content</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Letter to the Panel - revised</td>
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<tr>
<td>Letter of Intent - revised</td>
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<tr>
<td>Academic Learning Stretch Form #3 - revised</td>
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<tr>
<td>Brainstorming Form #2 - revised</td>
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<tr>
<td>Documentation of hours (log) - revised</td>
<td></td>
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<tr>
<td>Research Paper - revised</td>
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<tr>
<td>Student Mentor Agreement Form #5</td>
<td></td>
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<tr>
<td>Mentor 20 Hour Project Verification Form #7</td>
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<tr>
<td>Student Parent Acknowledgement Form #1</td>
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<tr>
<td>Reflection of Learning</td>
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<thead>
<tr>
<th>Section II—Creativity/Appearance</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Cover design (Electronic or bound--contains graphic/visual related to project, title of project, student name, instructor name, pleasing composition, and appropriate use of space)</td>
<td></td>
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<tr>
<td>Neatness and professional appearance (table of contents, visually appealing and organized, clean, purposeful, and functional)</td>
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</table>

<table>
<thead>
<tr>
<th>Section III--Supplemental</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Teachers should check which of the following items should be included in the portfolio:</td>
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<tr>
<td>□ Résumé</td>
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<tr>
<td>□ Graphics (sketches, designs, photographs, paintings, pictures, etc.)</td>
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<tr>
<td>□ Videos</td>
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<tr>
<td>□ <em>PowerPoint</em>™</td>
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<tr>
<td>□ Certificates</td>
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<tr>
<td>□ Brainstorming</td>
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<tr>
<td>□ Interview documentation</td>
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<tr>
<td>□ Research bibliography/note cards</td>
<td></td>
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<tr>
<td>□ Letter to the panel members</td>
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<tr>
<td>□ Presentation plan</td>
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<tr>
<td>□ Scrapbook</td>
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<td>□ Assignments</td>
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</table>

Scoring:

4 = Excellent (complete, clearly stated, error free, meets all the requirements provided in writing by teacher)

3 = Good (complete, a few minor errors, meets most of the requirements provided in writing by teacher)

2 = Average (meets most of the requirements provided in writing by teacher.)

1 = Unacceptable or Poor (incomplete or contains major errors, some requirements not met)
Senior Project Portfolio Checklist

A portfolio without the required content components will not be accepted for evaluation. Binder cover must be neat and visually appealing, and contain: Title of the Project, Student Name, Teacher Name, Semester/School Year

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Acceptable</th>
<th>Not yet</th>
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</thead>
<tbody>
<tr>
<td>The Cover</td>
<td></td>
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<tr>
<td>Table of Contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter to Panel – revised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Résumé - revised</td>
<td></td>
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<tr>
<td>Required Forms 1-3 *MUST BE STAMPED and displayed openly</td>
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<td></td>
</tr>
<tr>
<td>Letter of Intent (Required Form 4) *MUST HAVE APPROVAL STAMP - revised</td>
<td></td>
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<tr>
<td>Required Forms 5-7 *MUST BE STAMPED and displayed openly - revised</td>
<td></td>
<td></td>
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<tr>
<td>FINAL, revised paper (displayed openly)</td>
<td></td>
<td></td>
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<tr>
<td>Graded copy of research paper with evaluation rubric</td>
<td></td>
<td></td>
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<tr>
<td>Research Components</td>
<td></td>
<td></td>
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<tr>
<td>Ten Student Log Sheets with documentation - revised</td>
<td></td>
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<tr>
<td>ANY additional product forms or evidence (if applicable)</td>
<td></td>
<td></td>
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<tr>
<td>Product Reflection Essay - revised</td>
<td></td>
<td></td>
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<tr>
<td>Copy of presentation speech outline</td>
<td></td>
<td></td>
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<tr>
<td>In-class practice presentation rubrics</td>
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</tbody>
</table>
Instructions for Written Components

Special comment on portfolio writing: All portfolio writing should be typed, double-spaced, in 12-point plain font. We suggest Times New Roman, Calibri, or Arial.

Letter to the Panel

NOTE: This business letter is written in first person to your audience – THE PANEL. They do not know you personally. Your job is to let them “get to know” you before they actually meet you during your presentation. When you write, use as much detail as possible. You are attempting to navigate through the creation of the product for them.

Date

Senior Project Panel Members
Your School Name
Your School Address

Dear Panel Members:

Paragraph 1: Begin with an original opening statement (a quote, a motto, a question, etc.). Tell a little about yourself: interests, accomplishments, future plans & goals, etc.

Paragraph 2: Introduce your topic and how you made your selection.

Paragraph 3: Explain how Senior Project helped you grow as a learner. Discuss challenges you faced and how you overcame them. Share what you felt you did well, and how you maintained a level of success.

Paragraphs 4-7: Explain how each component of the project (paper, product, presentation, and portfolio) connects to each other. You must show a seamless connection between all elements.

Paragraphs 7-9: Thoroughly explain how you met your Academic Learning Stretch. This is the NEW LEARNING (either about the topic or about the product) you gained by completing this project. What do you know now that you didn’t know before? What are you able to do now that you weren’t able to do before? If you could do it all over again, what would you change?

Sincerely,

(Your Signature)

Your Name
**Personal Résumé**

Good employment communications begins with assessing your strengths. Consider your skills, education, interests, and experience when determining your strengths. Learn as much as possible about the prospective job, company, and employer. Choose references that know you very well and can vouch for your skills and character. Personal résumés should be brief but detailed, organized, and should stand out as employers spend as little as 15 to 45 seconds on looking at your résumé. A one page résumé is ideal for high school graduates. Include life goals and future plans (especially if they are solidified, you have received a scholarship or acceptance somewhere, etc.), education, community service, extracurricular activities (summed up), honors and awards achieved, work experience, and any other appropriate category. Include the diploma you will be earning upon graduation.

**Product Reflection Essay**

Once your product component is completed, and you have completed all reflection logs, you are to write a 2-page, double-spaced, and typed reflection on your overall experiences.

- Identify the topic of your project. Describe why you chose it and discuss its relevance to your interests.
- Identify the product you created. Why did you make that? What research did you use to assist you in making that particular product?
- How long has it taken you to complete the product? Give the specific timeline. How much quality time did you spend on creating it? How accurate is your log? Have you been completely truthful?
- What did you have to purchase? How much money have you spent on the product? List all materials involved.
- What was easy about making the product? How? What was difficult? How? Rate the level of personal challenge you experienced through this process.
- Have you gained or lost interest in the project at this point? Have you had to rearrange your thinking because of lack of interest? Have you had to change anything about the product?
The Research Paper

Your research paper will be a well-developed third-person presentation of your facts and ideas. You must complete the Research Paper before you can move on to complete the Product.

Materials you will need:
1. a pocket folder/1” binder with plastic sleeves
2. money for the copy machine
3. a highlighter, paper, pens, several rubber bands, paper clips, and a flash drive

Requirements for the paper:
- 5 pages plus a proper works cited pages
- An outline
- A minimum of 5-8 sources used in the paper and cited using proper MLA documentation, one of which is a personal interview
- No fewer than 7 sentences in each paragraph (A paragraph will be about 100 words)
- A minimum of 10-12 instances of parenthetical documentation (maximum of 6 direct quotes)

Writing Your Research Paper:
According to the MLA Handbook (2016), the thesis statement is a single sentence that formulates both your topic and your point of view. (30).

Part 2. Research
- You will need 5-8 sources for your research paper.
- You will conduct an interview that will aid you in directing your paper to include the focus of your product.
- If you cannot find sources, you should refine your focus.
- Remember that general encyclopedias like Encarta do NOT count toward your 5-8 core sources.
- If you are absent or do not complete your research during the class periods in the library, your homework will be to make up the time and to find needed sources.
- You will not be given additional class time.
- As you read these sources, highlight important information. Have your research folder with you for every class.
- A works cited page is the list of sources you have used to write the indirect and direct quotes used in your paper. A RESEARCH PAPER IS NOT COMPLETE WITHOUT A WORKS CITED PAGE.
- The works cited page should be a part of the computer document and share the document header. The works cited page must be part of the document submitted to turnitin.com.

Part 3. Writing Your Research Paper
- Your research paper does not need a title page.
- Use the MLA heading and headers.
- The header will appear on every page, including the works cited page. The header is your last name and the page number; start with page one.
- You will double-space the entire paper. Do not add extra spaces between paragraphs.
- According to MLA Handbook directions, —Do not underline your title or put it in quotation marks or type it in all capital letters (95).
MLA Style Rules

- Write in third person. Do not use I, me, my, mine, you, your, our, us, or we.
- Do not use abbreviations or contractions, such as don’t.
- Avoid unsupported generalizations and vague words like great and truly amazing.
- Type without using boldface print.
- Use standard white printer paper.
- Use the first-page heading as directed.
- Use black ink only.
- Use only font size 12 in your choice of Times New Roman, Calibri, and Arial.
- Double-space your paper.
- Use no decorative graphics (except supportive graphs, tables, or illustrations).
- Use no unexplained gaps or spaces.
- Use MLA style documentation.
- Use appropriate Works Cited page. Do not put a heading on your works cited page.

Blending Quotes and Parenthetical Documentation

Turn to the tabbed sample research paper. You will find many examples of ways to blend quotes. Others follow below. Do not just throw in quoted sentences without introducing them. Always refer to writers by their last name.

Quote:
“F. Scott Fitzgerald's character Gatsby, as has often been said, represents the irony of American history and the corruption of the American dream.”

Blended quote:
Critics interpret Jay Gatsby many different ways. For example, Raleigh asserts that “Gatsby . . . represents the irony of American history and the corruption of the American dream” (141).

Source of quote:

Paraphrase or indirect quote: According to the Handbook of Korea, much Korean sculpture is associated with Buddhism (241-47).


Giving Credit to Author:
As wetlands biologist Keith Poole explained, “We all live downstream” (141). Wetlands biologist Keith Poole explained that “We all live downstream” (141).


How to treat a quote that is found IN another article:

Source:

As Chief Seattle said in 1854, “What is man without the beasts? If all the beasts were gone, men would die from a great loneliness of the spirit. For whatever happens to the beasts soon happens to man!” (qtd. in Walther 40). This will be listed on the works cited page under Walther.
Sample Bibliography and Works Cited Entries

BIBLIOGRAPHY: the list of sources you have read.

WORKS CITED PAGE: the sources you have cited in your paper.

HANGING INDENTION: the first line of each entry is flush with the left margin, and all other lines beneath it are indented five spaces.

FORMAT:

- Double-space bibliography entries.
- Arrange entries in alphabetical order by author's last name.
- If there is no author, use the first word of the title, excluding "A," "An," and "The."
- Take publication information from the title page, not the spine or cover of the book.
- Remember to italicize titles. Do not use underline when typing a document.
- According to MLA Handbook for Writers of Research Papers, 8th Edition, the key information needed for any bibliography citation includes the following information from the article and title page of book, magazine, or other type of printed source (if your source does not name a part that is listed below, you simply skip that part and go to the next thing in the citation model):

EXAMPLES: All examples show a hanging indentation of 5 spaces.

Author’s Last Name, First Name. —Title of Article/ Chapter (if needed).‖ Title of Container. Edited by Editor’s Name(s) (if needed). edition (if given). vol. # (if in a set). Publisher, Date of Publication, page number-page number (p or pp).

BOOK WITH ONE AUTHOR, CHAPTER NAME INCLUDED:

BOOK WITH ONE AUTHOR, CHAPTER NAME NOT INCLUDED:

BOOK WITH TWO AUTHORS:

BOOK WITH THREE OR MORE AUTHORS:
CORPORATE AUTHOR:

SPECIAL REFERENCE BOOKS:

ENCYCLOPEDIAS, UNSIGNED ARTICLE:

ENCYCLOPEDIAS, SIGNED ARTICLE:

THE CQ RESEARCHER:

OCCUPATIONAL OUTLOOK HANDBOOK:

MONOGRAPH:

MAGAZINE:
Author(s). "Title of Article." Title of Periodical, Day Month Year, pages.

EXAMPLES:

INTERVIEW—Use this for an interview you conduct.
NEWSPAPER:

Lesser Known Titles:

ELECTRONIC SOURCES:
ONLINE DATABASES:
Author. Title. Title of container (self-contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

EXAMPLES:
GALENET/INFOTRAC:

SIRS:

DATABASES:
WEB SITES—Your teacher must be able to find the site using the address you provide. Print the pages you use. Do not confuse pages in a site with additional links. Ask if you are unsure.

Editor, author, or compiler name (if available). Name of Site. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

EXAMPLE:


ARTICLE ON THE WEB:


***WHEN YOU HAVE TWO OR MORE ARTICLES BY THE SAME AUTHOR, IN THE SECOND ENTRY, REPLACE THE AUTHOR'S NAME WITH THREE HYPHENS.***


Source:
A. Content and Organization:

1. How long is your paper (approximate words and pages)? __________________________

2. State your thesis: ____________________________________________________________

3. What are some major sections of your paper?
   a. _______________________________________________________________________
   b. _______________________________________________________________________
   c. _______________________________________________________________________
   d. _______________________________________________________________________

4. Do all the sections of your paper support and develop the thesis? Yes____ No _____

5. Is the paper well written with well-phrased sentences and needed transitions? Yes____ No _____

6. Does your conclusion restate your thesis? Yes____ No _____

B. Use of Sources:

1. Does your works cited page have at least 5 or more varied sources? Yes____ No _____

2. How many of each type of source did you use? Internet _______ Reference books ____
   Databases _______ Nonfiction books _________ Magazines _________
   Interviews _______ Other (explain) _______________________________________________________________________

3. How many times did you document sources within the context of your paper? _________

4. Was all paraphrased information honestly documented? Yes____ No ____

C. Mechanics:

1. Did you underline or italicize all book, magazine, and play titles? Yes____ No _____

2. Did you put quotation marks around magazine articles? Yes____ No _____

3. Did you use parentheses around documentation within the text? Yes____ No _____

4. Did you put the periods following the parentheses, not before them? Yes____ No _____

5. When using a direct quote, did you put the end punctuation before the last quotation mark? (i.e., John said, "I love to write papers.") Yes____ No _____

6. Please circle all possible spelling errors on your rough draft.

7. Check commas. Did you use a comma between two sentences joined and, or, nor, for, or but? Yes____ No _____

8. Did you put a comma after a long, introductory clause? Yes____ No _____

9. Have you reread your final draft for clarity and to correct any additional errors? Yes____ No _____
The Senior Project Mentor

Finding a mentor is a requirement of the Senior Project. Seek out an individual who has experience in the subject matter relating to your topic. Many people in our community have the type of knowledge you seek. Your personal mentor will need to check your logged hours regularly and monitor your progress during research and construction of your product. He or she can be any adult who is not your immediate relative.

The mentor you choose should be knowledgeable about the topic you are investigating in your research and/or about the product you are planning to complete. You can, in fact, have more than one adult advise you, but you need one official mentor who signs your required papers. In your interview with your mentor, you will find out about his or her knowledge and experience. Also, as you know, you can interview more experts than your mentor.

Your mentor must be over 21, an adult, and not a relative. Your mentor must be able to meet with you on a regular basis (a minimum of five meetings) and be able to verify the completion of 20+ hours on your product.

How to Find a Mentor:
Once you have selected the field of study for your research and your product, ask anyone in your immediate world and anyone you find in the community about possible people who are experts in those areas:

1. friends and neighbors and relatives
2. employers, current and former
3. School-to-Career advisors
4. school counselors, teachers, and coaches, past and present
5. your own physicians and dentists
6. community and city agencies like hospitals, senior citizen agencies, recreation departments
7. community organizations like zoos, museums, parks
8. people whom you have job-shadowed
9. universities and other schools
10. the Yellow Pages
MENTOR JOB DESCRIPTION

Dear Mentor,

Thank you for taking on the task of being a mentor to one of St. Charles Parish Schools’ seniors for his or her Senior Project. It is because of the efforts of community volunteers like you that this endeavor achieves success. In order to make the experience between you and your senior advisee worthwhile and rewarding, here are some things that you can do to mentor your student through the Senior Project.

Depending on your expertise and interest, you may
1. offer advice and direction with regard to the topic/thesis choice of the research paper and the direction of the project.
2. suggest sources that the student can seek out for research.
3. read the preliminary draft of the research paper, and offer constructive criticism on the content.
4. loan the student any materials to which you have access that will help the student complete his/her paper or project.
5. listen to the student’s presentation, and offer suggestions for improvement.
6. meet with the student on a regular basis to check his/her progress and give feedback
7. encourage the student to perform at his/her maximum and to creatively solve any problems he or she may encounter.

Remember that a mentor is just that, a guide. You are not expected to do the project or paper for the student or to be present with the student for the entire 20-hour project.

Furthermore, if you have any questions or concerns, or if you find that the student is simply not doing the work needed for project completion, please contact the Senior Project Administrator at either high school about this situation.

Thank you again for your time and generosity.
The Senior Project Product

* Your product is what you build, complete, or learn how to do during your senior year. You will spend twenty or more hours on this. You will document this project. This is what will be graded and presented to the panel.

* This stage of the project will be conducted outside of school, and each student will need to work with an adult mentor to guide him or her.

* Three written forms (the Student/Mentor Agreement, the Mentor Verification, Product Learning Log entries,) and physical evidence (the actual product and the PowerPoint) will be required to verify the work done on the product.

* If you plagiarize—turn in a product that you did not create—you will receive a zero for your product. Unless you create a new product—verified by the administration—you cannot present. You will receive a zero for your product.

* Students are not allowed to reuse or to present previously completed projects or products.

* Students are not allowed to use an assignment from another class as their project or as their product. Any overlap must be approved in writing in advance by the English IV teacher and Senior Project Advisory Board.

* If you plan to use previous accomplishments as a foundation for your project/product, you must submit a written explanation to your teacher. You will receive a written reply to your request.

* You must create a product in order to continue on to the portfolio and presentation.

PRODUCT GUIDELINES

* You may not work from a kit or pre-designed model. For example, it is not acceptable to buy a kit for something and install it in your car. If you want to modify something, you will learn enough to draw your own schematics and design your own modifications. Then you will buy parts, build, and install modifications. **Model and kit plans will not be accepted by the Senior Project Advisory Board.**

* You will create your own scale drawings and carve or make the model parts and build your model from your own drawings. A student interested in building a model of what he has studied will draw scale plans, create a budget, buy supplies, build the model (taking pictures of all stages), and organize the planning and pictures in an electronic portfolio that documents the work.

* If you choose a product that is not challenging, you jeopardize your grade. For example, if your topic is skin cancer and you made a PowerPoint in which you presented cautions and warnings about causes and early detection of skin cancer and presented it to the health classes, **your PowerPoint in that situation becomes part of your product.** You would video yourself delivering the PowerPoint presentation to the health classes. These are all parts of your product.

* All events, tournaments, or performances held on campus MUST be approved by the advisory board at least 2 months in advance of your planned event. You must publicize the event and bring pictures of the audience. You should record the event as well. Use a DVD. Talk with your teacher before you record.

* Building a project presentation board does NOT constitute a product. A project board can only serve as a visual for your panel presentation.

* Your panel PowerPoint is not your product.
DOCUMENTING YOUR PROGRESS

You will do two things to document the progress of your project.

* Weekly you will document the time spent working on the product
  - 10 working hours must be documented (and verified by mentor)
  - a minimum 20 hours must be documented when Product is due

*As you create your product, you document and verify the development of your product. **You will turn in an Electronic Portfolio with your product in the form of a PowerPoint.**

Documentation of Hours (Product Learning Log Entries):

- The log entry is a very important tool by which the teacher evaluates the product. **Going to the store to buy materials for your product does not count as part of your 20+ (twenty) hours.**
- You will be required to spend no fewer than **20 hours** on the product. This is actual work on the product. You will need to have a log entry for each occasion that they work on the product, complete with the date and the actual time spent (hours and minutes). You will also need to include descriptions of the work done and frustrations, successes, and/or failures in each log entry.
- When you meet with your mentor for your initial conference, ask for help in making decisions about your product. **The 20 hours are the actual work you put toward the product.**
- The log entries you turn in should describe the work you do on the product you turn in. If you turn in a final product that is not described in your log entries, the product will not be accepted. You will receive a zero. If at any time you change your product, you must give your teacher a dated written explanation and description.
- **No one but your mentor may sign to verify your work.** When your mentor signs your log entries, he/she is verifying that you have completed the work as described.
- **You will date and number your log entries in sequence.**
The Product Learning Log

Student: _____________________________________________ Period: _______ Log #: ____
Date: ______________ Log Hours: _________ Mentor Signature: ____________________

1. Explain, in detail, the physical product work you did today.

2. How does what you did today connect to the overall product?

3. What is your “next step” in completing the product, and what is your plan to accomplish it?

4. Reflect on the product process: What knowledge and understanding did you gain by completing this work? What challenges/frustrations did you face and overcome?
SPEECH PREPARATION

Your speech and presentation is an extremely important part of the Senior Project. It is imperative that you make every effort to exhibit mastery of your chosen subject to a panel made up of community leaders and educators. Your personal appearance and demeanor are extremely important, and you should be familiar with all aspects of your presentation including how to create and use Power Points and how to effectively use any other technology that is part of your presentation.

What are you going to talk about?
You are going to tell the story of completing your project. This will include
● how you decided to do this project, what personal connections you have or had to your topic
● what you learned from your research,
● how your project unfolded,
● how your mentor helped you,
● what you learned and how you grew through the entire process (your stretch),
● how you will use something you learned in your future, such as whether you will pursue this in college, as a future career, or as a hobby

How am I going to say this?
You are going to create a presentation that gets the audience’s attention, uses visuals such as a PowerPoint, concludes, and then answers the audience’s questions.

1. Plan your introduction. The introduction should get attention, make your topic clear, and take no more than 60 seconds. Consider using quotations, readings, something dramatic, jokes, surveys, an audience-participation activity, games, audio-visual devices, demonstrations, rhetorical questions, stunning facts, etc.

2. Plan your conclusion. A good conclusion should come full circle from your beginning by possibly restating the topic or thesis. It should leave the audience thinking and should take no more than 30 seconds. You might want to state what your research left you wondering, how you will use what you learned in your future, what your future plans are, etc.

3. Plan the visual display of your project. Will it be an on-going, integral part of your speech, such as a slide show? Will it be part of your introduction, happen after your conclusion? Will you wear it? Sit on it? Serve up samples? Avoid passing items around during your speech since this can be distracting.

4. Plan your visual aids. Make sure your teacher knows what AV equipment you will need. You not only need to know how to use it, but you need to practice as well!

5. Look at each idea card and fill in details; use colorful anecdotes and factual information.

6. Practice your speech. Time each section. Record your presentation. Practice in front of friends, family, and the mirror.
Senior Project Speech Outline

Please take this part very seriously. Here is THE ONLY opportunity you have to make a strong impression on your panel. You must write, at minimum, an outline of your speech. It is highly suggested you take the time to write out the whole speech and practice using it.

I. Introduction and project title.
   A. Welcome and shake hands.
   B. Thank them for coming to hear your presentation.

II. Attention Getter (write it out here)

III. Topic selection discussion
   A. Why I chose this topic (give specific reason)
   B. What I hoped to learn through this project (specifics)

IV. Research paper
   A. Explain thesis statement. (What is it?)
   B. Things I learned I never knew before (give 5 SPECIFIC things you learned in your paper).

V. Mentor
   A. Who was it?
   B. What is his/her area of expertise?
   C. How did he/she help you?

VI. Product discussion
   A. What is it?
   B. Explain the process or steps it took to get it done. (how you specifically spent 20 hours)

VII. Reflection of my product
   A. Talk about what was most challenging.
   B. What obstacles you faced, and how you overcame them.

VIII. Talk about what you learned in your research as connected to the product you made.

IX. Meeting the Academic Learning Stretch: How was this experience new “personal” learning?

X. How will this project affect my future?

XI. Discuss how you met the district’s Learner Outcomes through Senior Project.

XII. Are there any questions?

Speech techniques to remember:

1. **Eye contact** is extremely important. Practice often enough that you rarely need to look at your cards. If you tend to play with your cards in your hands, lay them down and turn them over as you finish each subject. Remember, this is a friendly audience. Your peers and your judges are pulling for you. You need the reinforcement that their encouraging expressions will give you. Look at them. True communication happens with the eyes. A speech without eye contact is only half a speech.

2. **Posture** is very important. Stand on both feet evenly. Twisting on your crossed feet or locking your knees could cause you to lose your balance, and you’ve come too far to fall down now. Avoid gripping the podium—white knuckles are so unattractive. Keep the twitching, wiggling, and shaking under control. You want your audience to pay attention to what you are saying.

3. **Voice** control is an important skill. Your voice needs to be loud enough to be heard. Enunciation of words is also important to being understood. Vary your pitch and tone and your speed of delivery to emphasize the most important points.
4. **Gestures** should be natural and spontaneous, not choreographed and mechanical; they will help you make your points if they are well done. Practice in front of a mirror and/or film yourself.

5. **Props:** Plan what you will do, and practice using your props.

6. **Appearance:** Dress like a professional or else wear some clothing appropriate to your project. Since your portfolio will be the first item the panel will see before they even hear your presentation, make sure that you have taken care to have it in perfect condition.

**Prepare for questions.** Of course, there is no way to know for sure what the panel members will ask you, but you can make some educated guesses, and that process will provide you with the confidence and clear-headedness to take on any queries. Have an answer ready for the following brainstorm questions:

1. Why did you choose your topic?
2. What was the most difficult part of doing your project?
3. What help did you get from your mentor?
4. Why do you consider your project a learning/academic stretch for you?
5. What did you learn about yourself by doing the project?
6. What was the most valuable asset in accomplishing your project?
7. What advice would you give to juniors about to undertake this project?
8. What skills did you develop in doing this project?
9. How did you finance it?
10. How much time did you spend?
11. Did the project involve knowledge learned in another class?
12. What did you learn from your research?
Here is the rubric that will be used to grade your class presentations. Practice using it!

Name: ____________________________________ Class: ____________ Speech Minutes: __________

Senior Project Practice Presentation (Circle One) 1st 2nd 3rd HOTLIST

<table>
<thead>
<tr>
<th>Speech Criterion</th>
<th>Acceptable</th>
<th>Not Yet</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal introduction, hand shake, attention-getter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic selection discussed; personal connections made</td>
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<td></td>
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<tr>
<td>Academic Learning Stretch plan:</td>
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<tr>
<td>● What I already knew about the topic</td>
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<tr>
<td>● What I wanted to learn by the end of the project</td>
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<tr>
<td>Mentor discussed:</td>
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<tr>
<td>● Identify person</td>
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<tr>
<td>● Explain area of expertise</td>
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<td>● How he/she assisted me</td>
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<tr>
<td>Research paper discussed:</td>
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<tr>
<td>● Thesis statement</td>
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<tr>
<td>● 3 points of research</td>
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<tr>
<td>● What I learned (facts, statistics, data)</td>
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<tr>
<td>Product discussed:</td>
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<tr>
<td>● Brainstorming/ideas</td>
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<tr>
<td>● What I wanted to accomplish</td>
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<tr>
<td>● The process/steps involved</td>
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<tr>
<td>● Challenges &amp; Pitfalls</td>
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<tr>
<td>● Troubleshooting</td>
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</table>
Reflection & Connections
- Re-Connect to Academic Learning Stretch
- Connect all pieces of the Project
- A “Call to Action” to leave your panel with
- How am I an example of the graduate who reflects the district’s learner goals?

Conclusion/Questions

<table>
<thead>
<tr>
<th>PowerPoint Criterion</th>
<th>Acceptable</th>
<th>Not Yet</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slideshow is in correct order</td>
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<tr>
<td>Free from errors (typos, spelling, grammar)</td>
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<tr>
<td>Met time requirements</td>
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<tr>
<td>Effective eye contact while speaking</td>
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<tr>
<td>3rd Presentation Only – Professional Dress</td>
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TEACHER COMMENTS: