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 proposal 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, Proposal, 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 proposal.

➢ 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, proposal, 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).**

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

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 1<sup>st</sup> Quarter | Introduction to the Technical Writing Senior Project:  
- **Résumé** and a **résumé cover letter** to include a rationale for their selected career field  
- Topic selection - topic aligned to their career pathway for Sr. Project  
- **Letter of Introduction** for the Sr. Project portfolio |
| 2<sup>nd</sup> Quarter | Introduce the research and writing process:  
- **Sr. Project technical research paper** (minimum of 5 pages of cohesive writing on a topic specific to their selected career field) |
| 3<sup>rd</sup> Quarter | Introduce proposal writing and presentation skills:  
- Compose a **formal proposal** related to their selected career field (e.g., develop a plan to solve a specific problem)  
- Create presentation and **present their proposal to an authentic audience.**  
- Presentation must include graphics appropriate to the purpose |
| 4<sup>th</sup> Quarter |  
- Students will compose a **reflection** on the Sr. Project process & results  
- Students will create a **Sr. Project panel presentation** with an emphasis on the process undertaken and new learning  
- Students will compile the **Sr. Project portfolio:**  
  - Letter of introduction  
  - Résumé & cover letter  
  - Required forms  
  - Technical research paper  
  - Copy of proposal presentation  
  - Reflection (summative portfolio grade)  
- Practice for Sr. Project panel presentation |

**Final exam will be comprised of Sr. Project panel presentation grade**
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. 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, or the Proposal, he or she will not complete the Panel Presentation and the student will fail Technical Writing 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: ______________
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.

RÉSUMÉ COVER LETTER

INSIDE ADDRESS:

LETTER ADDRESS:

SALUTATION:

BODY:

Paragraph 1: Begin with a rationale for your selected career field. Explain why you are interested in this career. Describe some qualifications you have for the career field you have chosen.

Paragraph 2: Describe your education. Include any classes you have taken thus far to educate you on the career field.

Paragraph 3: Describe appropriate work experience and related skills that may pertain to the career field.

Paragraph 4: Explain some of your abilities that you do not mention in your résumé.

Paragraph 5: Refer to the enclosed résumé. Ask for an interview. Tell how you can be reached by including your phone number(s) and/or email address.

CLOSING:

SIGNATURE LINE

Your Name

Enclosure
LETTER OF INTRODUCTION

INSIDE ADDRESS:

DATELINE:

LETTER ADDRESS:

SALUTATION:

BODY:

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: Describe your topic aligned to your career pathway and tell why you chose this particular topic. Explain what you already know or have experienced in this area.

Paragraph 3: Begin with a transitional sentence that explains some of the possible issues or problems you think the topic faces in the industry. Describe your proposal ideas. Determine who will be the authentic audience for your proposal and presentation.

Paragraph 4: I understand if I plagiarize any part of the research paper or falsify any information concerning the proposal, or anything included in the portfolio, I will fail English IV.

CLOSING:

SIGNATURE LINE

Your Name
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. _______________________________________________________
FORMAL PROPOSAL PRESENTATION FORM

Students must complete form and have one authentic audience member from the Formal Proposal Presentation sign and date below. The teacher must have this completed and signed form before he/she evaluates a student’s Formal Proposal Presentation.

Authentic Audience Member: __________________________________________________________

Occupation/Expertise: ________________________________________________________________

Address: ____________________________ City: _____________________ Zip Code: _______________

Telephone: Work- (____) ________________ Home/Cell – (____) _____________________________

Email Address: _____________________________________________________________________

Presentation Date: ________________ Time: ____________

Location: __________________________________________________________________________

Authentic Audience Member Signature: __________________________________________ Date: ____________
## Technical Writing Senior Project Research Paper Rubric

**Section I—Form (MLA)**

<table>
<thead>
<tr>
<th>Manuscript Form—Typing/Spacing, Page Numbers/Order, Heading/Title</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Documentation—Correct form for parenthetical documentation</td>
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<tr>
<td>Bibliography—At least 5 correctly typed entries on a Works Cited page</td>
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</table>

**Section II—Mechanics, Usage, Grammar**

<table>
<thead>
<tr>
<th>Sentence Construction Errors—Fused Sentence/Run-on Error, Comma Splice/Comma Fault Error, Mixed Construction, Garbled Sentence, Stringy Sentences, Parallelism</th>
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<th>3</th>
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<tbody>
<tr>
<td>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</td>
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</table>

**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**

<table>
<thead>
<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>Thesis Statement—clearly stated, introduces the topic of the paper and the main points to be discussed</td>
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<tr>
<td>Thesis/concepts Development</td>
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<tr>
<td>Organization</td>
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<tr>
<td>Accuracy</td>
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<tr>
<td>Citations (at least 15 citations using 8 different sources)</td>
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**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)
# Technical Writing Formal Proposal Rubric—Written Proposal

## Section I—Mechanics, Usage, Grammar

<table>
<thead>
<tr>
<th>Error Type</th>
<th>4</th>
<th>3</th>
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## Section II—Content

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<table>
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<th>Component</th>
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<tbody>
<tr>
<td><strong>Introduction</strong>—introduces framework and answers questions what and why; states purpose and introduces the issue(s)/problem(s)</td>
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<tr>
<td><strong>Body of Discussion</strong>—proposes solutions to the issue(s)/problem(s); provides specific evidence from sources; includes graphics that are appropriate to proposal</td>
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<tr>
<td><strong>Conclusion</strong>—summary of most important points of body paragraphs; call to action</td>
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<tr>
<td><strong>Organization</strong>—use of heading and subheadings; contains the components of a formal proposal (Letter or Memo of Transmittal, Title Page, Table of Contents, List of Illustrations, Executive Summary, Introduction, Body of Discussion, Conclusion, Glossary, Works Cited, Appendix)</td>
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<tr>
<td><strong>Citations</strong> (at least 15 citations using 5 different sources)</td>
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## Section III—Graphics

(Points in Section III are doubled)

<table>
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<tr>
<th>Graphic Component</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Graphics</strong>—placed properly and refer to writing objectives, purpose, facts, and/or figures</td>
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<td><strong>Graphics</strong>—titled, numbered consecutively, and cited; significance of graphics explained</td>
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<td><strong>Graphics</strong>—constructed meet the required criteria for specific type (e.g., bar graph, pie chart, etc.)</td>
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- **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)
Technical Writing Formal Proposal Rubric—Media Presentation

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<tr>
<th>Section I—Mechanics, Usage, Grammar</th>
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<table>
<thead>
<tr>
<th>Section II—PowerPoint Content (points in Section II are doubled)</th>
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<tbody>
<tr>
<td>Organization - information is presented in logical sequence/structure; follows the sequence and organization of the formal proposal</td>
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<tr>
<td>Accuracy - All content throughout the presentation is accurate; all corrections from formal proposal have been corrected on media presentation</td>
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<tr>
<td>Graphics - graphics are professional, clear, appropriate for content being conveyed, titled, numbered sequentially, and significant to authentic audience</td>
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<tr>
<td>Media Presentation Layout - background does not detract from text or other graphics; choice of background is consistent from card to card and is appropriate for the topic and authentic audience</td>
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<tr>
<td>Media Presentation Text - font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content for authentic audience</td>
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<tr>
<td>Citations – all cited information utilized from formal proposal (including graphics) is also cited in media presentation</td>
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*Student must provide signed form documenting evidence of delivery of formal proposal to authentic audience prior to evaluation of media presentation.*
Technical Writing Senior Project Presentation Evaluation Rubric

<table>
<thead>
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<th>4</th>
<th>3</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Content &amp; Challenge</strong></td>
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</tr>
<tr>
<td>● Demonstrates mastery of topic</td>
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<tr>
<td>● Gives clear explanations</td>
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<tr>
<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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<tr>
<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>● 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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<tr>
<td>● Speaks in standard English</td>
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<tr>
<td>● Maintains correct posture and poise</td>
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<tr>
<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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<tr>
<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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<tr>
<td>● Shows enthusiasm for topic</td>
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</table>

**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>Résumé - revised</td>
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<tr>
<td>Résumé Cover Letter - revised</td>
<td></td>
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<tr>
<td>Letter of Introduction - revised</td>
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<tr>
<td>Research Paper - revised</td>
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<tr>
<td>Formal Proposal - revised</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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<tr>
<td>Formal Presentation Form #6</td>
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</table>

<table>
<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>
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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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</tbody>
</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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<tbody>
<tr>
<td>Teachers should check which of the following items should be included in the portfolio:</td>
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<tr>
<td>□ PowerPoint™</td>
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<tr>
<td>□ Research bibliography/note cards</td>
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<tr>
<td>□ Presentation plan</td>
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</tbody>
</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)
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.

Proposal and Proposal Presentation Reflection Essay

Once your proposal and proposal presentation is completed, 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 and career path.

● Describe the proposal you created. Why did you make that? What research did you use to assist you in making that particular proposal?

● What was easy about creating the proposal? How? What was difficult or challenging about creating your proposal? How? Rate the level of personal challenge you experienced through this process.

● Identify to whom you presented your formal proposal. Why did you choose that person? What was the result of the proposal presentation? What, if any, feedback did the professional listening to your proposal give you?

● 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 proposal?
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 Proposal.

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 formal proposal.**
- 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:
SENIOR PROJECT RESEARCH PAPER SELF/PEER EDITING SHEET

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____
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,
- 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 as a future career

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?

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. Proposal discussion
   A. What was the problem or issue addressed? What was the purpose?
   B. What were some possible solutions?
   C. What research did you have to do?

VI. Presentation of Proposal discussion
   A. Who did you present to?
   B. Explain the process or steps it took to get it done.
   C. Any feedback from the person(s) you presented to

VII. Reflection of my proposal and presentation
   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 proposal you created.

IX. How will this project affect my future?

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

XI. 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. Why do you consider your project a learning stretch for you?
4. What did you learn about yourself by doing the project?
5. What was the most valuable asset in accomplishing your project?
6. What advice would you give to juniors about to undertake this project?
7. What skills did you develop in doing this project?
8. What did you learn from your research?