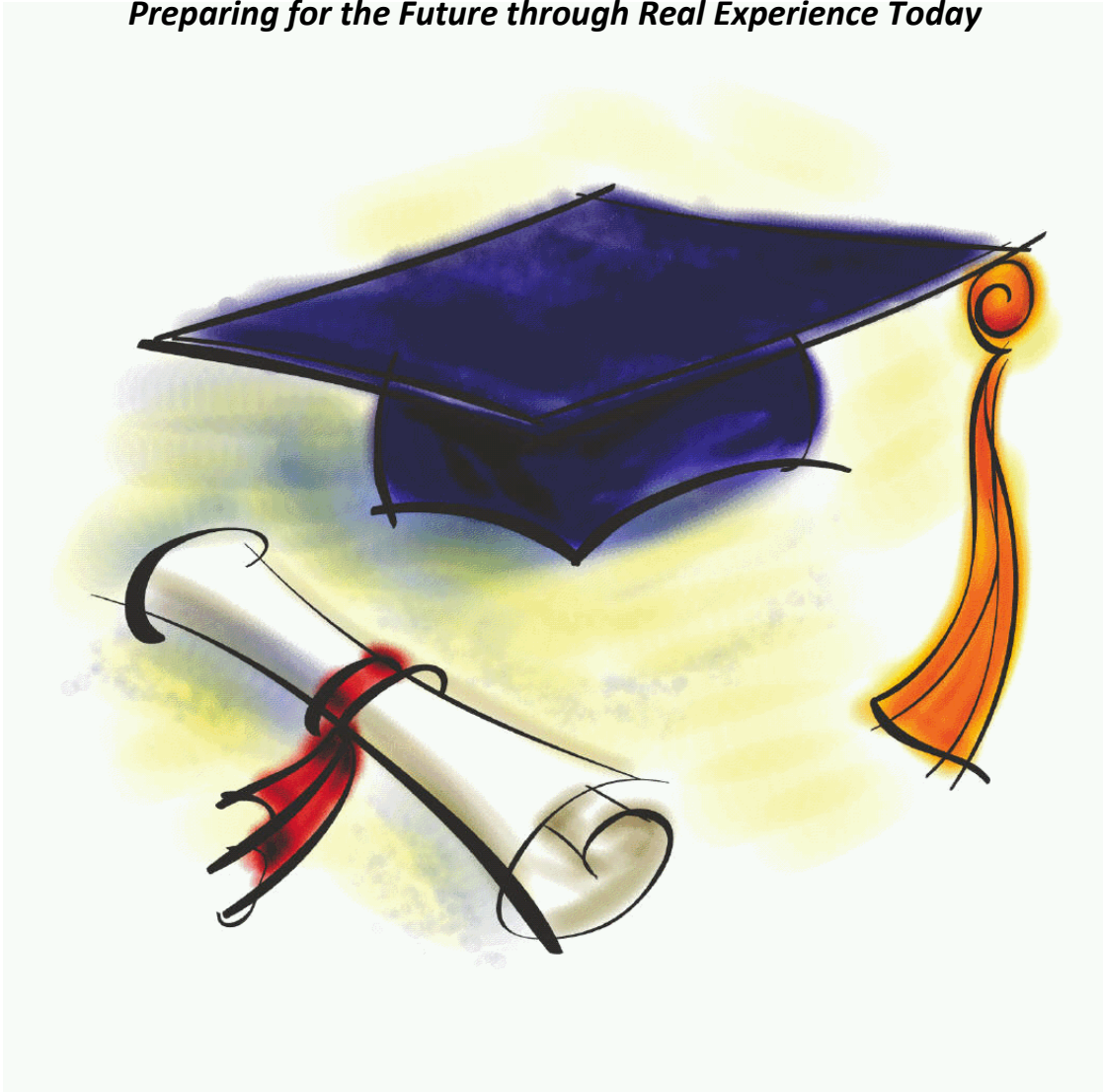


Columbia County Senior Project Student Manual

Preparing for the Future through Real Experience Today



Evans High School

4550 Cox Road
Evans, GA 30809
(706) 863-1198
FAX (706) 868-3720

Greenbrier High School

5114 Riverwood Parkway
Evans, GA 30809
(706) 650-6040
FAX (706) 855-3886

Grovetown High School

2010 Warrior Way
Grovetown, GA 30803
(706) 447-2102
FAX (706) 447-2107

Harlem High School

1070 Appling Harlem Hwy
Harlem, GA 30814
(706) 556-5980
FAX (706) 556-5986

Lakeside High School

533 Blue Ridge Drive
Evans, GA 30809
(706) 863-0027
FAX (706) 868-3721

*This student handbook was compiled and created through a collaborative effort of Columbia County teachers.
We would like to credit all the other schools that have generously donated materials to us.*

Revised 5/2009

Georgia Performance Standards

The Senior Project and its various components directly correspond with many of the Georgia Performance Standards for English 12. In addition to the standards listed below, many other general areas such as reading and organizational skills are also addressed.

Writing

- ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
- ELA12W2 The student demonstrates competence in a variety of genres.
- ELA12W3 The student uses research and technology to support writing.
- ELA12W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

Conventions

- ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
- ELA12C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

Listening, Speaking and Viewing

- ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.
- ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

General Overview of Senior Project Process

First Semester

Letter of Intent

Once a topic has been approved, you will write a letter to your English teacher explaining (1) what you intend to research, which also includes proposing a preliminary thesis statement, (2) what you plan to complete as a product, and (3) why this subject interests you.

Working with a Mentor

You will have to work with a person who is not a family member and who is experienced or has other “expert” level qualifications. This person may help you with your research paper, product, and presentation. Some students will work with a mentor more than others depending on time and necessity. Regardless of the scope of your work, your final product will have to be verified by the mentor. Your teacher must approve this person.

Annotated Bibliography

You will complete a bibliography following either MLA or APA documentation (as directed by your teacher) that includes a minimum of five (5) sources that you will use for your research paper.

Interview with an Expert (Optional according to teacher’s discretion)

You may contact a person in the field of your research to interview as one of the sources for your research paper.

Sign of Commitment (Optional according to teacher’s discretion)

You may create a sign of commitment representing your research and product.

Research Paper

You will complete a research paper on your approved topic. All students are required to complete a minimum of five (5) pages (not including the Works Cited or Reference page). Your teacher will specify length.

Second Semester

The Product

Your quality product must reflect some aspect of your research. You must spend at least fifteen (15) hours on this portion and document all stages of your work. Work completed and documented must occur during the school year.

The Portfolio

You will create a quality portfolio of your work. This portfolio documents all the work, time, and money that you put into your project through the course of this year. The portfolio should reflect your “journey” through the process.

The Presentation

You will make a formal presentation in the spring to a board: a panel of teachers and community members who will grade your presentation.

General Policies and Information

Senior Project Coordinator and the Executive Committee

Seniors are expected to follow directions and to meet deadlines in order to fulfill the requirements of the senior project. If special circumstances arise, your English teacher should be able to resolve most problems. If not, your teacher may refer you to the Senior Project Coordinators. Some situations may require that you appear before the Executive Committee, a panel of teachers and administrators who resolve Senior Project issues. If you have a concern, you will need to type a letter describing your concern and give it to the Senior Project Coordinators.

School Prior Approvals

You may need to meet with a community mentor or job shadow during school hours. This is considered a “field trip experience” and must be applied for and approved by school officials. This absence is **only** intended for you to meet with an individual who **cannot** meet with you outside of the school day. You may **not** use a prior approval day to work on other aspects of the project.

Grading and Weights of Major Project Components

Each student will be graded by the rubrics and standards set forth in this handbook. The AP curve will not apply to any aspect of the Senior Project.

Boards

All Columbia County seniors are required to attend and present at the scheduled time of their Boards. *Any student failing to appear at the scheduled time will have ten (10) points deducted from the presentation grade. Any student who misses the board will be required to appeal for an opportunity to present.* Special circumstances may be presented to the Executive Committee in writing. Family members and other guests are not allowed to attend the Board presentation.

Late Policy

The standard late penalty for the three major sections of Senior Project work (paper, product, and portfolio) will be ten (10) points per day that the assignment is late. Assignments are due at the beginning of the class period unless your teacher has specified otherwise. *If you are absent or sign out, your assignment is still due on the assigned date.*

Losing or Damaging Your Senior Project Handbook

Each senior will be issued a copy of the Senior Project handbook. Additional copies are \$5.

Plagiarism and Misrepresentation

Student name: _____ Teacher: _____

The most important part of any educational experience is academic honesty. For the most part, you control what you learn, and your ethics, or lack thereof, can shape your academic decisions. You are responsible for ensuring that you do not plagiarize or misrepresent yourself in any way.

What constitutes plagiarism?

- Directly copying from another source without using quotation marks and/or without giving credit to the author by citing your sources.
- Not paraphrasing the information completely or correctly.
- Using another person's work, in part or as a whole, as your own.
- Using work that you have completed for another teacher without approval. (You may expand on previous research, but you must have approval first.)
- Using research that you do not include in your research folder or that the teacher cannot verify with the material in your folder.
- Passing on your work to another student in another class and/or in another school.

What constitutes misrepresentation?

- Claiming you have had no previous experience or knowledge in a given area when you actually have.
- Falsifying documents and assignments.
- Using a family member as a mentor or interview subject.
- Allowing other people to complete portions of your assignments.
- Committing any other breach of the project assignments.

I have read the plagiarism and misrepresentation policy. I understand that if I am caught cheating in any way during this process, I will receive zeroes for part or all parts of the process and jeopardize my grade in this class. I understand that my first semester grade may be changed if I am found guilty at a later date. I give my word that I will be honest during the entire process.

Signature _____ Date _____

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Grading: The Letter of Intent, Sign of Commitment (if required), and Annotated Bibliography count as grades for the first nine weeks average. The teacher may also assign additional grades for other work completed during each nine weeks.

Second Nine Weeks

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Grading: The Final Research Paper counts as 25% of the second nine weeks grade.

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Grading: The Portfolio and Product counts as 25% of the third nine weeks grade.

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Grading: The Presentation counts as 25% of the fourth nine weeks grade.

Guidelines for Topic Selection

➤ **You must have a learning s---t---r---e---t---c---h!**

- Choose a topic in which you are interested but are not experienced.
- Choose a topic that you have not researched in the past.
- The research topic should be academically challenging and your thesis statement should be analytical and debatable rather than historical or biographical.
- Do not choose a topic that involves an expense that you are not equipped to handle or that endangers yourself or others.
- The topic must be appropriate for the school environment.
- You must have parental consent for all components of the project.

➤ **Your research paper must connect to the physical product**

- The closer the two components connect, the better.
- Apply knowledge from the research paper in a personal way; this will ensure that all projects are as diverse, unique, and varied as the students who design them.
- Specific examples are provided on the Product Descriptions and Requirements page.
- The product or performance must be created independently of the classroom experience.

Samples

Topic Idea	Product Connection
The change in social attitudes of the 1920s and its influence on fashion	Design and sew a 1920s era flapper dress
The technological advances made in veterinary science	Job-shadow a local veterinarian
The impact of Title IX on collegiate sports	Learn sports photography
The correlation between poverty and literacy rates	Organize and carry out a book drive at a local elementary school
The effect of music on the mind	Write and record a CD of original music

Letter of Intent

Formally declare your project in a business letter addressed to your English teacher. Once your English teacher has approved this letter, you are committed to your topic and product. Your letter must follow block format (1" side-margins and centered top-to-bottom on page) according to the instructions below. Your letter must include your thesis statement and be no longer than one page.

Grading Criteria:

- | | |
|--------------|---|
| I. Format | 20 points |
| | Includes spacing, alignment, margins, font, headings, salutation, signature |
| II. Content | 50 points |
| III. Grammar | 30 points |

111 Belair Road *(Your address)*
Evans, GA 30809
September 1, 2009 *(Press enter three times)*

Mrs. English Teacher *(Your English teacher's name and school address)*
Lakeside High School
533 Blue Ridge Drive
Evans, GA 30809 *(Press enter two times)*

Dear Mrs. Teacher: *(Press enter two times)*

Paragraph 1: Describe the general area of interest and your background, if any, in this area. Describe how this topic is a learning stretch for you. State in this paragraph that you have never researched this topic before. If you have, state how you will differentiate this project from your previous work. *(Enter two times)*

Paragraph 2: Describe the topic of your research paper and any available sources that you might have. Include your preliminary thesis statement. *(Enter two times)*

Paragraph 3: Describe ideas for your product and how you will demonstrate your work. Include your mentor's name and qualifications. Address major concerns such as finances or time constraints. *(Enter two times)*

Paragraph 4: Conclude your letter by explaining what you hope to gain from this experience. *(Enter two times)*

Sincerely,

Johnny A. Goodstudent *(Leave 4 spaces so that you have room to sign your name)*

Johnny A. Goodstudent *(Your name is typed exactly as you sign)*

Sign of Commitment

The sign of commitment announces the subject of your research paper, your name, and your product. Your sign must be letter sized (8 ½ by 11). Make the sign neat, eye-catching, and readable from six (6) feet away. Color and graphics are an excellent way to make your poster attractive. Avoid wordy titles, and start the description of the product with an action verb (i.e. learn, create, build, volunteer, etc.)

Grading Criteria:

- | | |
|---|-----------|
| I. Visual Appeal | 50 points |
| Includes readability, use of color and graphics, neatness, and use of space | |
| II. Content | 25 points |
| Includes subject of research, product description using action verb, student name | |
| III. Grammar | 25 points |

Interview with an Expert

As part of the research for your paper, you may need to interview an adult who is an expert in your topic area. The interview must be electronically recorded and submitted with the typed report.

Creating the Interview Report

1. Choose five (5) of the recorded questions and responses and transcribe them verbatim.
2. Accurately quote the interviewee. Use brackets [] to add information that is needed to convey meaning to the reader. Do not write in dialect. You may use ellipses to eliminate fillers and fragments.
3. Use block format.
4. Single space remarks made by an individual speaker. Double space when changing speakers.
5. Your introduction should include who you interviewed and the time, date and location of the interview.
6. When you type your report, use italics or underlining for the names of the people in the interview. You do not need to use quotation marks for the actual statements.
7. Finish your report with a paragraph that evaluates the interview. Did it help you with your research? Why or why not?

Johnny Goodstudent

Mrs. English Teacher

LNG 341

24 September 2008

Interview Report:
Susan Expert, Director of Marketing, Corporate USA

Susan Expert, director of marketing at Georgia's largest corporation, explained the methods behind advertising to America's teenagers. I chose to interview Ms. Expert because she is personally responsible for sales in Augusta and that relates specifically to my research paper. The interview took place at Ms. Expert's office at 4356 Columbia Road on September 20, 2008, at 4:00 p.m.

Goodstudent: Ms. Expert, please explain how you worked your way up to your present position.

Ms. Expert: I started with the company when I graduated from college in 1979. I first worked for the company as a secretary. Eventually a sales slot opened up, and now I manage the entire sales division.

Goodstudent: Ms. Expert, when developing a new advertisement that targets teenagers, what kinds of considerations go into the decision?

Ms. Expert: There are many things that become part of the decision. First of all, we have to establish our target market. Once we do that, we have to consider the gender ... we have to consider the interests of that target market...we have to make sure our techniques will be appealing to young people.

Goodstudent asks three more questions....

Evaluation of interview: I found this interview with Ms. Expert to be very informative, and I know that the information provided will be very helpful when writing my research paper. I especially liked hearing about the types of things that are considered when developing advertising for teens. Plus, I learned something new about target markets. All in all, my experience interviewing Ms. Expert was a good one, but I did have a hard time setting an appointment that would accommodate her schedule as well as mine. If I had to do it again, I would try to set the appointment earlier so I would not have to stress as much about meeting my teacher's deadline.

Annotated Bibliography

Before you begin taking notes and working on a research paper, you must do some reading to determine if you will have enough material with which to work. At this time, you may refine or even change the *focus* of your topic, depending on your research.

Components of the Annotated Bibliography:

- ❑ An italicized paragraph that explains the topic of your research and why you would like to research it
- ❑ A minimum of five (5) sources (*your teacher will designate restrictions on types of sources permitted*)
- ❑ A proper MLA or APA citation for each work along with a summary of the work in a short paragraph of about 4-5 sentences.

Formatting:

- ❑ Proper MLA or APA format with the title “Annotated Bibliography”
- ❑ Alphabetize entries. Do not include *a*, *an*, or *the* in the alphabetizing of a title.
- ❑ Single-space your focus paragraph and summaries but double-space entries.

Student Name _____ Date _____

Rubric for Annotated Bibliography

Sources	Number of sources	20	
	Requirements for sources	10	
MLA or APA	Formatting: header, pagination, 1”margins, 12-point font	5	
	Accuracy of citations	20	
	Hanging indents, alphabetical order	5	
Text	Content of focus paragraph	10	
	One summary per citation	10	
	Length of summaries	10	
	Grammar / writing	10	
TOTAL POINTS			

Johnny Goodstudent

Mrs. English Teacher

LNG 341

23 October 2009

Annotated Bibliography

For my senior project, I am interested in researching public speaking. To do so, I will research the social phobias that arise out of public speaking situations. I am specifically interested in this area of research because so many people are afraid to talk in front of people. In fact, I have heard that it is the number one fear of people; it even tops going to the dentist. Moreover, I would like to investigate the difference between women and men in regards to social phobias. Specifically, I think that women suffer from social phobias more than men because of the pressure our society puts on women to be "perfect."

Bekker, Marrie. "Stressing the Female Side." *Psychology, Evolution & Gender* Dec. 2001: 265-272. *Academic*

Search Premier. Galileo. Greenbrier High School Library, Evans, GA. Web. 15 Sept. 2008.

Bekker discusses the "fight or flight" responses between men and women. It suggests that today, men have to curb their instinct to fight because of the civilized nature of our world. Since our civilized nature looks down upon fighting, men actually have a harder time dealing with stress because they have no biological outlet. On the other hand, women have a more sympathetic response to stress as a result of the hormone oxytocin, a sedating hormone.

Smith, Denise. *The Feminine Mystique*. Boston: Prentice Hall, 2001. Print.

This article discusses the differences between current day stressors and primitive stressors. These studies suggest that the primitive stressors were often regarded as only food and safety. On the other hand, contemporary stressors have more to do with a person's economics and social situation. It also reveals that Americans report feeling more stress now than they did twenty years ago.

Continue with sources until you have at least five.....

(APA SAMPLE – include cover page)

Annotated Bibliography

American Poverty

For my senior project, I am interested in researching poverty. It seems that much of the public is concerned with the social and economic hardships of foreign nations. I, however, think that at times Americans forget that there are problems on our homeland. Therefore, I have chosen to learn specifically about the millions of Americans that live in poverty. At the same time, I would like to investigate ways to combat this age old phenomenon.

Children in poverty. (2006, April 20). Retrieved August 30, 2006, from Hearts and Minds Web site:

<http://www.heartsandminds.org>.

This site provides awareness on the millions of children affected by poverty. Of the 21 most affluent nations of the world, America has by far the highest percentage of poor children. In 1996 a welfare reform bill cut sixty million dollars in aid to poor families within a six year period. Though we are the wealthiest industrialized country, we are also the stingiest regarding aid to the young in need. Poverty-stricken children are more likely to suffer young and violent deaths.

Edwards, J. (2006). *Restoring the American dream.* Retrieved August 28, 2006, from

<http://oneamericacommittee.com/news>.

Edwards challenges the government's response to poverty saying it goes against our country's ideals. The wreckage of Katrina has forced the acknowledgement of widespread poverty. This article furthermore suggests following the examples of Franklin Delano Roosevelt and Lyndon B. Johnson by developing more government programs to combat the war on poverty.

Gans, H. (1995). *The war against the poor.* New York, New York: BasicBooks.

In this article, Gans attacks the stereotypes with which the poor are labeled. He discusses the impact done by the word underclass as a new label for denouncing the poor as undeserving. Attention is drawn to the harassment of the poor by questioning their morality. However, poverty is likely to spread to the middle and upper classes. As the well-paying jobs disappear from our economy, many Americans will not find replacement jobs and will see an increasing number of workers and families sink into poverty.

Continue with sources until you have at least five.....

Include an APA title page with your bibliography.

Research Paper Overview

Every student must turn in a folder of all the work used to write the paper, including note cards, previously graded or revised drafts, copies of articles, etc. If your teacher needs to check your work, he or she should be able to find in your folder all of the information that you cited within your paper. Failure to submit material in the folder that is cited in the paper constitutes plagiarism and may result in a zero.

Length	<u>All students</u> : 5 page minimum (not including the Works Cited/References page)
Sources	You must accurately use at least five (5) sources. Your teacher will designate restrictions on types of sources permitted. Use proper MLA or APA citation format for documenting all sources.
Parenthetical Documentation	You must include in-text citations within your paper for both quoted and paraphrased material. Any paper without in-text citations will not be accepted.
Quotations	You must include blended quotations within your paper that must be cited.

General Formatting:

1. Double-space everything within your paper.
2. Use a 12-point font in a normal print.
3. Use 1" margins on all sides of the paper.
4. Do not underline, italicize, or emphasize your title in any way. It should be in the same font and size as the rest of your paper.
5. Include a Works Cited (MLA) or References (APA) page. Alphabetize each entry by the first item in the citation (do not include *a*, *an*, or *the*).
6. Do not use first or second person.
7. Do not use contractions

Student Name _____ Date _____

Research Paper Rubric

	Item	Points	
Content/Organization	Controlling central idea with clear specific thesis statement and engaging introduction	5	
	Inclusion of supporting details, specifics, quotations, and explanations that inform and/or persuade	20	
	Fully developed, unified paragraphs with effective transitions within/between paragraphs and sentences that provide a consistent logical focus throughout the paper on idea established in the thesis statement	10	
	Thoughtful conclusion extends beyond repetition of main points	5	
	Strength and complexity of topic	5	
Grammar/Mechanics	Errors may include fragments, fused sentences, comma splices, agreement (PN-antecedent, S-V), use of 1 st or 2 nd person, punctuation, spelling, tense, modification	20	
Documentation	Correct documentation is used; including error free works cited or references page, correct in-text citations, correct paraphrasing, and direct quotations.	25	
Style	Paper shows masterful control of language and writing techniques including varied sentence structure, use of vocabulary, limited use of unnecessary passive voice, avoidance of redundancy and vague/ambiguous language, and avoidance of wordiness	10	
	TOTAL POINTS		

Plagiarism will result in a zero on the entire research paper.

Product Descriptions and Requirements

General information

- The product must be approved prior to beginning.
- Fund-raising projects must be approved through an application process and must adhere to Columbia County Board of Education policy JK/KEB.
- The product and the portfolio are due at the same time.
- The product should demonstrate at least 15 hours of work that is completed during the school year, outside of the regular school day. You must document all steps of the process. You must demonstrate to the teacher the effort and time involved in the process.
- Every student must have his or her work and time verified throughout the process.

Grading Criteria for Specific Projects:

The product must meet the following criteria. If you have a product that does not fit one of these categories, you will need to submit a plan that outlines your intentions.

- **Technical products (please note – all content included in the products below must be entirely appropriate for the school environment):**

- **Video:**

- ***The student must...***

- create a video or documentary film demonstrating mastery of all the elements of production including music (if appropriate) and text (title, credits, etc.)
- provide documentation that details all phases of production, including planning, scripting, filming, editing, and final production
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates, and activities verified by the mentor

- **CD:**

- ***The student must...***

- create a CD of an original song or performance demonstrating mastery of all the elements of production
- provide documentation that details all phases of production including planning, recording, editing, and final production
- create a CD cover with a description of the music to accompany the CD
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates, and activities verified by the mentor

- **Website:**

- ***The student must...***

- extend beyond classroom work or his/her current level of expertise
- create a website that is appropriate for his/her topic
- show mastery of graphics and text
- use information that relates to the research and presents ideas in a new and useful manner
- use text that is original with appropriate documentation of sources
- use text that is grammatically correct and worthy of review in the community

- create a website that is well developed and includes different pages as well as links to other useful sites
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates, and activities verified by the mentor

▪ **Computer programming:**

The student must...

- extend beyond classroom work or current level of expertise
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates, and activities verified by the mentor

□ **Job shadowing:**

The student must...

- job-shadow with a mentor for at least 15 hours
- be responsible for all the arrangements related to the job-shadowing experience
- document work (through video, photographs, audiotapes, etc.)
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates, and activities verified by the mentor
- create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality. (Job shadow a dentist: make a mold of your teeth and create sealants for them; job shadow a neo-natal nurse: create a handbook teaching parents how to care for their newborns...)

□ **Community service/volunteer work:**

The student must...

- provide service or volunteer for at least 15 hours
- work with a mentor and have times, dates, and activities verified by the mentor
- be responsible for all the arrangements related to the service/volunteer experience
- document his/her work (i.e. video, photographs, or audiotapes)
- keep a typed log with a thorough description of all his/her activities
- create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality.

□ **Building a product:** paintings, models, costumes, computer programs, set designs

The student must...

- create a log and pictorial account of the steps in creating the invention or product
- create a product that reflects attention to detail and application of research
- create a product that is of greater quality than just a model or superficial design
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates, and activities verified by the mentor

❑ **Teaching experiences, group presentations or performances:**

The student must...

- teach a class, clinic, or workshop; this also includes organizing and conducting assemblies, seminars, or shows
- submit a typed log detailing the planning and organizing of the product and include a video of the product. If no video is provided, the teacher must be present during the product .
- be responsible for ensuring that he/she has an audience
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates, and activities verified by the mentor

❑ **Publications:** short story, novella, children’s book, book of poetry

The student must...

- show a substantial mastery of graphics and text
- follow the publication guidelines that relate to the genre of his/her product
- include original writing and not just copies of existing materials in the product
- discuss specific guidelines with his/her teacher before starting work
- keep a typed log with a thorough description of all his/her activities
- work with a mentor/expert/supervisor and have times, dates, and activities verified by the mentor/expert/supervisor

❑ **Learning a new skill:**

The student must...

- have a learning experience that adds up to at least 15 hours
- work with a mentor/expert/supervisor and have times/dates, and activities verified by the mentor/expert/supervisor
- keep a typed log with a thorough description of all activities and details of meeting dates
- create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality.

Product Log

You may use this format to keep track of the time spent and the activities participated in during the product stage of your senior project. This will help you complete your typed journal.

DATE	TIME IN	TIME OUT	TOTAL TIME	BRIEF LIST OF ACTIVITIES

Product Contract

Name	Date
<p>Give a detailed description of your product: Include diagrams, location of job shadowing and a description of the tangible visual you plan to create... You may attach additional information, if necessary.</p>	
<p>Projected Costs (provide explanation):</p>	
<p>Include the contact information for the person who will be responsible for mentoring/supervising you and verifying your product.</p> <p>Name: _____</p> <p>Business address: _____</p> <p>Phone: _____ Email: _____</p>	

PRODUCT VERIFICATION FORM Columbia County Senior Project

Student: _____

Return form to: _____ Email: _____

Dear Mentor:

Part of the Senior Project experience is helping verify this student's efforts on the senior research product. Since most of the time spent on this phase of the project has been outside of class and may be outside the scope of the English teacher's knowledge, the teacher really needs your input. You will not be responsible for issuing a grade; you will just be verifying contact time with the student and providing insight when appropriate.

Thank you for your time and effort in helping this student. We appreciate your willingness to be an important member of Columbia County's team of educators.

*This is an Open Record and will be viewed by the teacher and student, then placed in the student's portfolio.

The student scheduled and met his fifteen hours in a professional manner. 5 – Exceptional 4- Good 3- Average 2-Below average 1- Poor 0- None
The skill level of the work was appropriate for the student 5 – Exceptional 4- Good 3- Average 2-Below average 1- Poor 0- None
The student's product displays care, attention to detail, and/or creativity. 5 – Exceptional 4- Good 3- Average 2-Below average 1- Poor 0- None
Did the student encounter and overcome any problems that you know of? If so, please explain. 5 – Exceptional 4- Good 3- Average 2-Below average 1- Poor 0- None
The student was polite, prompt, and courteous in his/her interactions with you. 5 – Exceptional 4- Good 3- Average 2-Below average 1- Poor 0- None
Please provide any additional information that would aid the teacher in evaluating the student.
Name (print): _____ Job Title: _____ Contact phone number and/or email (preferred): _____ Signature: _____ Date: _____ (Please verify and sign the back as well.)

The Portfolio

Your Senior Project Portfolio is a packet of compiled information that documents your work this year. You will be graded based on the following criteria: completeness, neatness, attention to detail, grammar and writing, use of graphics and color, skill level presented, creativity, and use of materials.

Some Important Clarifications:

1. **Acknowledgement Page:** This is intended to thank anyone who helped make your Senior Project possible.
2. **Letter to Judges:** Your opportunity to introduce yourself to the Board panel judging your final presentation. You will format the letter the same as you did the Letter of Intent.

Letter requirements:

- Correct format
- Content of your letter must be accurate and no longer than one page
- Must cover the four content areas described below:

Paragraph 1: Introduce yourself to the judges.

Paragraph 2: Briefly describe the work you did during the year. What was your research topic? What was your product? Why did you decide to work on this topic?

Paragraph 3: Tell the judges the easiest and/or hardest parts of the project. You can discuss what you found rewarding, frustrating, etc.

Paragraph 4: Discuss how Senior Project affects you. We don't expect you to have made a career choice because of your work, but you should have learned something about yourself along the way. Conclude by thanking the judges for their time.

3. **Log and Journal of Work on Product:** A documented record of your experiences. Keep track of the exact times and descriptions of the activities related to your product. Detail is important to justify the minimum of 15 hours on your product. ***Time spent on your portfolio is not included in the 15 hours for your product.***

Example format for journal:

January 3, 2001	10:00 a.m. - 12:15 p.m.	Time: 2 hrs., 15 min.
Today I worked on building my model. I first went to Home Depot to buy supplies. I got home at 10:30. I did the math for the model, and then I sketched out my drawing on the wood before I cut. I couldn't believe how long I had to work just to get the pattern on the wood. I used a jigsaw to cut the pattern out. I have to be more careful. I ruined a whole sheet of plywood. My numbers were wrong. I have to start all over again tomorrow.		
<u>Resources used</u>		<u>Cost</u>
1 sheet of plywood, finished on one side		\$32.00
Jigsaw		Borrowed from Dad

4. **Reflection:** This is your opportunity to reflect on the Senior Project experience. Fully address each of the items below, in paragraph form, according to your teacher's instructions:
 - a. Discuss how you fulfilled the requirements for the learning stretch?
 - b. What did you do to manage your time effectively? If you did not manage your time effectively, what would you change so that you could have done better?
 - c. What were some of the biggest obstacles you encountered while working on the product?
 - d. What personal satisfaction did you gain from the project experience? What did you learn that could help you later in life?
 - e. What advice would you give to future seniors?

Product & Portfolio Rubric

Student Name _____ Total Product Hours: _____ hrs. _____ min.

Product Development		
Meets required 15 hours	15	
Learning stretch is evident	15	
Overall Quality	10	
Portfolio – Presentation of Product Verification		
Introduction	A minimum of five (5) pieces of evidence should be used to introduce your senior project that must include ✓ an attractive cover ✓ title page ✓ table of contents ✓ acknowledgements and copies of thank you notes ✓ letter to judges Additional items may include: ✓ sign of commitment ✓ original items ✓ plagiarism form	5
Preliminary Work	A minimum of five (5) verification items showing the early steps in your process. These may include but are not limited to ✓ letter of intent ✓ project proposal ✓ interview ✓ email or fax correspondence ✓ consent forms ✓ original items ✓ receipts	10
Research	Include your corrected research paper and annotated bibliography. You may also want to include items such as ✓ note cards ✓ outlines ✓ copies of research sources ✓ original items	10
Documentation	The following high quality verification items must be included ✓ product log and journal ✓ verification form ✓ picture gallery ✓ reflection Include additional items that prove the authenticity of your work (certificates of completion, letters of commendation...)	20
Evaluation	Overall quality	15
TOTAL POINTS		

Board Preparation and General Guidelines

The presentation, otherwise known as “Senior Boards,” is the final step in the process. In your presentation, you will describe what you have learned from the project through the process of the research paper, the product, and the overall preparation. It is also a time for self-evaluation and reflection by you of all that you have accomplished. Students are evaluated on their preparedness, their ability to communicate, their ability to think on their feet, and the overall quality of their research project. The members of the panel will examine the portfolio before the presentation to obtain an understanding of what has been accomplished. The individual judge’s scores will be averages to determine the overall presentation grade. If there is a significant discrepancy in the grades, the case will be reviewed.

Requirements: An 8-10 minute presentation, followed by a five-minute question and answer period with the use of high quality visuals and/or audio aids

Please note =>Family members and other guests are not allowed to attend the Board presentation.

You may have the opportunity to practice your presentation in front of your class in the weeks before the boards. Your teacher may assign a grade for the practice presentations.

Preparing for Boards

Test all technology before the time of presentation. Check to make sure that whatever programs you are using are compatible with the ones provided by the school. *Do not learn how to use something for the first time during your presentation.* Don’t wait until the night of your presentation to test any technology you may be using. Practice with the overhead, slide projector, computer, etc. If you have questions about technology, check with the technology specialist in the library as soon as you discover that you have special needs.

Practice, practice, and practice before the date of your final presentation! Know your facts and be natural. Remember the audience is on your side; they want you to do well. Look comfortable and confident, even if you aren’t. Smile! Greet each judge, one at a time. Look each judge in the eye as you shake hands. Decide on the exact words you will use to start and close your presentation.

If something bad happens, laugh and recover. Don’t let one thing ruin your presentation. Treat the situation with a sense of grace and humor, and the audience will respect you.

Visual and Audio Aids

✓The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.

✓The visual should focus on “substance,” not show. Since it functions to help guide both you and the audience, it should not in itself be distracting, nor should it take attention away from you.

✓The visual should be an outline of your talking points and could be in any number of forms including (but not limited to) the following:

- Posters:** If you use posters or backboards, make sure that you can read the fonts and see the pictures from the back of the room. Do not hand-write anything on the poster. Print out headings and mat your pictures. Use the clips attached to the blackboard to hold up the poster or figure out another suitable method.

- ❑ **PowerPoint:** Make sure that your presentation does not rely exclusively on PowerPoint. Make sure that you use fonts large enough to be seen from the back of the room. Make sure that your graphics are clear. If you have too much information to load on one disk, consider using a CD or web page.
- ❑ **Web pages:** Some students use web pages to house a large amount of information that otherwise cannot be brought to school. If you use a web page, make sure your audience can read it from the back of the room.
- ❑ **Brochures or handouts:** These work well for information that you want everyone to have. You can make your own or distribute previously published materials.
- ❑ **Overhead transparencies**

- ✓ If you created an original video as a product may show a clip of the product that lasts no longer than two (2) minutes during the allowed time. You should narrate the video, if appropriate, or comment occasionally to continue the flow of the speech.
- ✓ You may also want to consider models, costumes, in class demonstrations, photographs, or a tangible product.
- ✓ We strongly suggest that you use three (3) aids. With three, you will have two alternatives to carry you through the presentation if one should fail.

Delivery and Appearance

- ❑ **Look professional:** Treat this presentation seriously and dress accordingly.
- ❑ **Body language:** How you conduct yourself sends nonverbal messages to your audience. Avoid sitting, leaning on the lectern, moving too much, moving too little, chewing gum, etc. You want your audience to feel that you are not afraid and that you know your material.
- ❑ **Eye contact:** Make sure that you try to make eye contact with as many people in the room as possible. Avoid focusing on one specific person or on one side of the room.
- ❑ **Pacing of time:** Make sure that you have practiced so that you meet time limits and do not appear rushed.
- ❑ **Don't fidget.**
- ❑ **Create a hook to open your presentation.**
- ❑ **Decide how you will conclude your presentation.**

Presentation Rubric

Student Name: _____ Judge #: _____ Room #: _____

Organization		
Out of 10 pts	Introduction: The speaker “hooks” the audience; attitude of speaker is professional & enthusiastic.	Comments or Explanation of Point Deduction
Out of 10 pts	Clarity/Transition: Ideas are logically organized and the speaker makes smooth transitions between ideas.	
Out of 10 pts	Conclusion/Q&A: The speaker wraps up the speech effectively and answers questions intelligently and confidently.	
Content		
Out of 10 pts	Research: Information presented represents depth and understanding.	Comments or Explanation of Point Deduction
Out of 10 pts	Product: Product process and results are explained in detail.	
Out of 10 pts	Learning Stretch: Personal reflection is clearly present and the speaker explains the learning stretch.	
Delivery		
Out of 10 pts	Control of Voice: The speaker uses appropriate tone, volume, enunciation, and rate. The speaker refrains from the use of fillers.	Comments or Explanation of Point Deduction
Out of 10 pts	Professionalism: Appropriate eye contact is maintained; the speaker stands up straight and avoids nervous gestures.	
Visual Aids		
Out of 10 pts	Quality and Use: The speaker includes aids that relate specifically to the presentation. The aids are of high quality and used comfortably and appropriately.	Comments or Explanation of Point Deduction
Appearance		
Out of 5 pts	The student dresses appropriately for the presentation (students may dress in costume as long as it enhances the presentation).	Comments or Explanation of Point Deduction
Time		
Out of 5 pts	The student meets time requirements. 8:00 – 10:00 minutes = 5 7:00 – 7:59 / 10:01 – 10:59 = 4 6:00 – 6:59 / 11:00 – 11:59 = 3 5:00 – 5:59 / 12:00 – 12:59 = 2 4:00 – 4:59 / 13:00 – 13:59 = 1 3:00 – 3:59 / 14:00 – 14:59 = 0	Comments or Explanation of Point Deduction

	TOTAL SCORE
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County Grading Scale: 90-100 = A 80-89 = B 73-79 = C 70-72 = D <70 = F