SENIOR PROJECT MANUAL

St. Pauls High School 2017-2018
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updated August 2016
BASIC INFORMATION
OVERVIEW

The English IV Semester Project is designed to showcase the student’s best work throughout the English IV semester. The primary focus of the project will focus on a career, a hobby or skill, or a social issue and will include a physical product component. The main portions of project will be a research paper, a portfolio, a product, and a final presentation. The portfolio assessment and the project process will allow the student to have a great deal of freedom over his or her own learning experience. Every aspect of the Semester Project supports the Common Core Standards for English Language Arts, adopted by NCDPI. The Common Core Standards include informational reading, writing, speaking/listening, as well as language skills.

THE RESEARCH PAPER

The research paper is on a controversial topic relating to the project topic. It demonstrates the student’s ability to gather and organize information beyond the encyclopedia; primary sources are REQUIRED. The research paper will be 6-8 pages in length. All assignments will be typed and formatted accordingly, using word processing programs and correct documentation procedures. Drafts of the research paper sections will be submitted via Google Blogger (see handout for details).

THE PORTFOLIO

This part of the project is basically a collection of all work done for the semester project. The portfolio should show that the student truly understands and can apply the knowledge learned in the research paper. It will include--but is not limited to--the actual research paper and outline, physical product proposal, all letters, job shadowing forms if applicable, newspaper or magazine clippings, reflection journals and logs, interview transcripts, photographs or pictures, and samples of the student’s choices of his or her best work from the semester, bound in a folder or notebook which will be evaluated by two certified staff members of the student's choice. The idea of the portfolio assessment is to show not only the student’s work on the semester project, but also the student’s best work throughout the semester.

PHYSICAL PRODUCT (APPLICATION OF KNOWLEDGE)

This component presents a hands-on experience dealing with some aspect of the research paper. It allows a student to apply the information learned during the research phase in a service-oriented fashion. Completion of the physical product hours requires a minimum of 10-15 hours of out of class work (although some students may have more than 15 hours). The project must be done on the student’s own time. The Physical Product hours must be completed under the supervision of a mentor and must be documented by verification forms and a work log.

THE PRESENTATION

Each student must present an 8-10 minute multi-media presentation about his or her research. A panel of community members will comprise the scoring panel and will ask five minutes of questions after the presentation. The final presentations are presented during an evening exhibition where all Senior Presentations will be presented.
WHY DO WE REQUIRE A SENIOR PROJECT?
- To demonstrate mastery of NC State Curriculum objectives and Common Core State Standards
- To explore a topic of personal interest
- To allow students to make personal choices
- To showcase skills and accomplishments to the public
- To explore a career
- To prepare students for the rigors of post-high school work
- To make relevant the foundation of instruction and learning

The English IV Senior Project creates an authentic learning adventure among seniors as they meet new challenges which bring them face-to-face with the realities of their hopes and dreams. They will apply skills learned in their twelve years of schooling and develop new skills to secure their goals. Many Senior Projects are extensions of research conducted in English III. The Senior Project requires students to take risks and make an investment in their own learning. It also asks the community to take an integral role and responsibility to evaluate our graduates’ fitness to move beyond school to be self-sufficient, responsible, and productive citizens.

The Common Core State Standards are evident in this Senior Project in that the CCSS were "designed to... be aligned with college and work expectations; to include a rigorous content and application of knowledge through higher order thinking skills; to build upon the strengths and lessons of current state standards; to be internationally benchmarked so that all students will be prepared to succeed in our global economy; and to be based on evidence and research." (www.corestandards.org)

WORKFORCE 2020

Richard Judy: co-author of Work Force 2020 report and Director of the Center of Workforce Development at the Hudson institute in Indianapolis. A futurist, economist, and global policy expert, Judy explores what lies ahead and reflects upon what Americans can do to get ready for the work force of 2020.

“...There are too many of our own citizens who are not ready for jobs of the 21st century.
In fact 60% of the new jobs in the early 21st century will require skills that are possessed by only 20% of today’s population.”

That presents a challenge to us. The performance of the US high school graduate in terms of language skills, quantitative skills, and so on leaves so much to be desired that education must become a much more central focus of our policies at every level. In terms of skills, language skills are the most critical because if you cannot read well, search for information, and understand the information when you have found it, then you are nowhere. If you cannot express, in written form or verbal form, you are nowhere.

The next set of skills is what we call problem solving skills. Our kids have to understand the process by which a person analyzes a problem and what information is needed to cope with the problem. In other words that means knowing where to find information, how to manage and process that information, and how to bring it to bear on whatever the problem at hand is. These are higher level thinking skills. It is not just putting a bunch of facts into kids’ heads so that they can be examined by the state standard test in the springtime...

Excerpt: America West, “One on One” interview, February 2000
ENGLISH IV SENIOR PROJECT BASIC GUIDELINES:

1. Mentors are required for semester projects. The mentor should be me at least 21 years old and not reside at the same address as the student. Family members may be mentors if they are experts in the subject of the project.

2. Faculty advisors are required.

3. The semester project should be something that the student does not already know a great deal about. The goal of the project is to prove a "learning stretch." Students will be expected to explain what they learned from their topic and to be able to apply this knowledge in some practical way. This can be shown by way of demonstration, modeling, or any method approved by the English teacher. Physical Product (Application of Knowledge) MUST be documented.

4. Due dates will NOT be extended.

5. Any student who chooses to Job Shadow MUST complete the appropriate paper work at least two days in advance of the Job Shadow date.

6. Students must document conferences with faculty advisors and English teachers.

7. All project topics and products must be approved by the teacher. No project will be approved which is illegal, immoral, dangerous, or which violates school rules.

8. Topics may not be changed after the first 4 weeks of the semester.

9. Students must complete all parts of the project in order to pass the English IV Senior Project.

NOTES:

- All forms are due to the English Instructor by 3:30 on the due dates unless otherwise indicated by the instructor. ALWAYS DEFER TO INSTRUCTOR PREFERENCES.
- No late assignments will be accepted.
- Students who are absent on the day papers, products, or portfolios are due are expected to have the item delivered to the school no later than 3:30. Students should email the teacher as well. All absences due to an illness or emergency on a due date must be verified. Please bring proof of an emergency or illness and have the missed assignment completed on the day you return from an absence.
SPHS English Department Plagiarism Policy

(adopted December 2008)

Intentional and unintentional plagiarism

The recent sixth edition of the *MLA Handbook* includes a chapter on plagiarism and makes the point that plagiarism can be unintentional: "as when an elementary school pupil, assigned to do a report on a certain topic, goes home and copies down, word for word, everything on the subject in an encyclopedia" (69-70).

Even beyond elementary school, students may fail to understand how to quote accurately and paraphrase effectively, and as indicated by the right-hand list below, it is possible for students to plagiarism without realizing they are doing so.

Whether a teacher judges an instance of plagiarism as intentional or not depends on three factors: **the age of the student, the nature of the offense, and the scope of the offense.**

**Age of the student**

A freshman or sophomore with little research experience might argue successfully that poor paraphrasing (for example) was unintentional--the student simply did not know better. A junior or senior who has completed several research assignments should know better, and for such students, carelessness or hastiness does not excuse plagiarism.

**Nature of the offense**

It is one thing to include a word used by an author without understanding what it means or to paraphrase inadequately so that a paragraph sounds too much like the original. It is another to insert whole chunks of an author's work into an essay without quotation marks.

**Scope of the offense**

One passage that is poorly paraphrased in an otherwise meticulous essay, or one citation that is missing, or even one short quotation that is not enclosed in quotation marks--these are a far cry from an essay that is packed with such errors.

To generalize, a teacher would judge as unintentional the plagiarism of a younger student committing any of the errors listed below on the right a handful of times in an essay. A teacher would judge as intentional the plagiarism of an older student committing such errors throughout an essay. The point, of course, is not to embarrass or punish any student; it is to prepare all students for the rigorous standards of American colleges, which assume that students understand plagiarism and which treat all cases as intentional.

updated August 2016
**Intentional Plagiarism** occurs when writers or researchers know full well they are passing off someone else's words or ideas as their own. Purchasing pre-written research papers through the mail or via the Internet is probably the most blatant form of intentional plagiarism (and the easiest to detect).

<table>
<thead>
<tr>
<th>Some specific examples of intentional plagiarism:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Passing off as one's own pre-written papers from the Internet or other sources.</td>
</tr>
<tr>
<td>(2) Copying an essay or article from the Internet, online source, or electronic database without quoting or giving credit.</td>
</tr>
<tr>
<td>(3) Cutting and pasting from more than one source to create a paper without quoting or giving credit.</td>
</tr>
<tr>
<td>(4) Allowing someone else to write the paper or do the work.</td>
</tr>
<tr>
<td>(5) Borrowing words or ideas from other students or sources (such as Cliff's Notes) without giving credit.</td>
</tr>
<tr>
<td>(6) Failing to put quotation marks around the words of others.</td>
</tr>
<tr>
<td>(7) Fabricating a quotation or a source.</td>
</tr>
<tr>
<td>(8) Pretending that an instant translation is one's own work. (Not only is such a practice dishonest—but the instant translations give miserable results.)</td>
</tr>
</tbody>
</table>

**Unintentional Plagiarism** occurs when writers and researchers use the words or ideas of others but fail to quote or give credit, perhaps because they don't know how. **When in doubt**, students must check with a teacher or librarian.

<table>
<thead>
<tr>
<th>Some specific examples of plagiarism that may be unintentional:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Paraphrasing poorly: changing a few words without changing the sentence structure of the original, or changing the sentence structure but not the words.</td>
</tr>
<tr>
<td>(2) Paraphrasing poorly: using words from the original that aren't part of one's vocabulary.</td>
</tr>
<tr>
<td>(3) Quoting poorly: putting quotation marks around part of a quotation but not around all of it, or putting quotation marks around a passage that is partly paraphrased and partly quoted.</td>
</tr>
<tr>
<td>(4) Citing poorly: omitting an occasional citation or citing inaccurately.</td>
</tr>
</tbody>
</table>

**Penalties:**

**Intentional Plagiarism:** Student receives a 0 on the work in question.

**Unintentional Plagiarism:** Student will receive a failing grade on the work and may, at the teacher’s discretion, be allowed to resubmit the assignment for consideration.

*Plagiarism information comes from the following website:* [http://mail.baylorschool.org/~jstover/plagiarism/intent.h](http://mail.baylorschool.org/~jstover/plagiarism/intent.h)
DO’s AND DON’Ts

DO:

0 Find out how early in advance the advisor wants the assignments.

0 Arrange meetings with your advisor and mentor regularly. (5 meetings are required by each.)

0 Arrange meetings with your English teacher (2 times).

0 Sign the advisor’s log each time you meet with him or her.

0 Have the advisor/mentor/English teacher sign your contact log.

0 Advisors have the right to refuse to sign the confirmation sheet if you don’t have it with you on the day the meeting is held.

0 Provide advisor with all the materials (evaluation sheets, MLA notes, class notes, etc.) that he/she needs to help you with the assignments.

0 Use the comments and suggestions provided by the advisor/mentor/teacher.

DON’T:

0 Turn in papers at the last minute.

0 Advisors should receive the assignments at least two days in advance of the deadlines. If they do not, they have the right to refuse to sign off and you will receive a failing grade for that portion of the graduation project.

0 Hand in only a portion of the assignment to be evaluated and proofread.

0 Advisors have the right to refuse to grade an assignment if all portions are not present. If they refuse, you will receive a failing grade for that portion of the graduation project.

0 Expect the advisor, mentor, or teacher to do all of the work for you.
ACCOMMODATIONS and MODIFICATIONS

Accommodations are adjustments to assignments that are required by law for students who have documented needs, have been assessed, and have the appropriate paperwork filed in the school system. Schools should follow federal and state guidelines for giving accommodations.

• IEP/ 504: Any accommodations the student receives on an individualized education plan are expected to be given for Senior Project. This means that if the student receives extra time or altered assignments, those same accommodations are applied to Senior Project. The school staff will make adjustments to the Senior Project requirements accordingly.

• ELL: Similar accommodations are given to documented ELL students. The most common are bilingual dictionaries, extra time on assignments, and altered assignments. In some cases, students may be able to use an interpreter during the oral presentation.

Modifications: Special circumstances may necessitate modifications to the Senior Project. There is greater flexibility when modifying an assignment based on student need. Schools have the option and authority to modify the assignments based on the needs of the student. Modifications will be documented and decided on by the Senior Project Coordinator and/or SP Advisory Board.

Some common examples follow.

• Late Enrollment: Students who enroll late in the Senior Project process may need shortened assignments or other modifications. For example, a student who enters SPHS as a Senior must do research, but may not need to write a paper to proceed with the product, portfolio, and presentation.

• ELL: Students who have not mastered English may be given extra time, shortened assignments, shortened presentations, reduced requirements for resources, or other modifications based on need. Scores should not penalize students for lack of mastery with language.

• Illness: Students who miss presentations due to a documented illness may be rescheduled. Students who are home-bound may present to one qualified and trained judge, usually a homebound teacher.

• Exchange Students: Students who are visiting our district to study for a limited amount of time are still required to complete the Senior Project components that are assigned while they are here, but their assignments can be modified based on time frame and need.
### Topic Ideas

- anything related to the teaching profession
  - Lead a small group tutorial at a school
  - Create and implement a class or small group activity
  - Teach a skill or topic to members of a retirement home
  - Tutor and/or mentor middle/elementary school students

- anything related to music (history of rock and roll, rap, etc.)
  - Write and perform your own music
  - Arrange a concert by your peers (including program, performance, and advertising)
  - If you are proficient at an instrument, provide free music lessons to a child or younger student

- anything related to athletics
  - Produce an exercise routine videotape (Plan the routine and train people to perform the routine)
  - Organize a kickboxing/yoga/taebo class after-school group
  - Create a “teenager-friendly” website explaining all the rules and regulations of being recruited by a college or university
  - Volunteer to coach (assistant) a youth sports team

- anything related to politics
  - Volunteer with a local political organization and/or campaign
  - Organize the Student Government elections (register voters, prepare/count ballots, organize candidates’ speech presentations)
  - Volunteer your time to help a current political campaign (2016 is an election year!)

- anything related to dance
  - Choreograph, teach, and present a dance routine at a fine arts/dance recital
  - Create and Implement a dance lesson/program at a school/church/YMCA, etc.

- anything related to childcare
  - Volunteer at a YMCA/preschool. Your time at the YMCA/preschool should involve designing and leading an activity.
  - Implement and facilitate childcare for a school-sponsored event (concerts, Face-to-Face, games)
  - Take the necessary steps to become a certified baby-sitter/nanny, and then volunteer your services to those in need of child care

- anything related to art and/or carpentry
  - Create backdrops for a chorus concert/dance recital
  - Create major pieces of decoration for a Prom Committee, etc.
  - Paint a mural (with prior approval of artwork) at the school
  - Volunteer with Habitat for Humanity (or the HH retail store)

- anything related to computers
  - Create a website for a school department or club...or even a teacher!
  - Collect old computers and reconfigure them to distribute to families that need them
  - Organize a computer skills tutorial
  - Develop an educational video game, and use it to tutor middle/elementary school students
SPHS SENIOR PROJECT

### Volunteer Opportunities

<table>
<thead>
<tr>
<th>Category</th>
<th>Opportunities</th>
</tr>
</thead>
</table>
| anything related to ELL | • Teach a Spanish class after school for teachers  
• Volunteer in the school office working with Hispanic parents (making phone calls for teachers, transcribing progress reports, answering phone calls)  
• Volunteer at the ESL department to tutor an ESL student in academic and/or conversational English |
| anything related to cars | • Plan and present a program on basic car care at a club event (i.e. Women’s Club, Girl/Boy Scouts, Church organization, MCHS club, etc.)  
• Complete major work on a vehicle that you own  
• Organize a carwash or oil change service (including advertising, planning, carrying out) for a limited time |

### KEEP IN MIND...

* **Document** your work!  
  - Take pictures  
  - Keep a journal  
  - Keep a blog  

* The more evidence you have, the more you will have to talk about on your presentation date!

* **The TIME IS NOW to get started on your service!**  
  - Some organizations require prerequisites before they allow you to volunteer.  
  - Everyone has a different schedule. Checking with an organization in September may allow you to volunteer in October. Starting your inquiries in October may very likely be TOO LATE!

* **Be persistent**: some places do not allow volunteers under the age of eighteen. Other organizations may not have time/space to help you. Keep pursuing until you find a volunteer opportunity that works.

* **Don’t keep your project inside SPHS.** Explore the community to find ways to help OUTSIDE the walls of the school.

* **Plan with the end product in mind!** Before you commit to a service opportunity, think about what you will be able to say about it on Presentation night. Choose something memorable that can make an impact on your judging panel.

* **The TIME IS NOW to get started on your service!!** (It’s repeated because it’s important).

Adapted from [http://mchsenglish4.weebly.com/senior-exit-graduation-project.html](http://mchsenglish4.weebly.com/senior-exit-graduation-project.html)

*updated August 2016*
SENIOR PROJECT CONTRACT (to be submitted to instructor)

I, __________________________________, have been informed of all English IV Senior Project rules and procedures. I understand that I sometimes will be given handouts but that I am also expected to access the entire Handbook and other forms via the Internet. I have been made aware of the tutorial available for this website. I have been informed by my English IV teacher of the expectations of the Senior Project. I understand the Semester Project and its policies, including, but not limited to, the following:

- I understand that Faculty Advisors and Mentors are required.
- I understand that due dates are provided at the beginning of the semester and WILL NOT be extended.
- I understand that ANY form of plagiarism, cheating, or forgery will earn ZERO credit on the work in question. I have also been made aware of the SPHS English Department Plagiarism Policy.
- I understand that if I am absent from class on a due date, I must make arrangements to have my Senior Project assignment turned in.
- I understand that I may also turn in my assignment BEFORE the due date.
- I understand that the research paper, portfolio, product and speech components MUST be completed in order to pass the Senior Project.
- I understand that the Senior Project will be counted as part of my first and second nine weeks grades in English IV.

___________________________________  ______________  
Student Signature                              Date

PARENTS:

Please sign indicating that you have read this contract, are familiar with the English IV Senior Project requirements, and have discussed them with your son or daughter.

___________________________________  ______________  
Parent Signature                             Date

updated August 2016
FACULTY ADVISOR
AND MENTOR
INFORMATION & FORMS
SAMPLE FACULTY ADVISOR REQUEST LETTER

NOTE: It is appropriate to include a letter requesting your faculty advisor's help with your FA Agreement form. It is suggested that these be placed in an envelope before presenting to your FA.

22223 Great Marsh Church Road
St. Pauls, NC 28384

Mrs. Jane Doe
St. Pauls High School
648 N. Old Stage Road
St. Pauls, NC 28384

Dear Mrs. Doe

This semester I am completing a semester project in my English IV class. As part of that project, I must complete a research paper, a product, a portfolio assessment, and an oral presentation. I am required to obtain a faculty advisor who will advise me during my project, who will help me throughout the semester to put my portfolio together, and who will evaluate my product. I will also need some input on my oral presentation phase from my faculty advisor. I will provide you with the updated guidelines for the project and with a schedule of my due dates. I promise to adhere to my deadlines and meet with you frequently to discuss my progress.

I plan to conduct research on historical sites in Robeson County. I will interview two community members and search for records documenting these historical sites. In my paper, I will argue for the construction of a museum in Robeson County to help preserve our historical artifacts. I will then visit the historical sites and take photographs. For my product, I will then create a realistic map of Robeson County showing these historical sites and a brochure, aimed at tourists, that provides a brief description (with pictures) of the sites of interest/attraction we have in Robeson County.

As a history teacher here at SPHS, I feel your input and assistance would be a great asset to my project. I am requesting that you share some of your expertise in this area with me and act as my faculty advisor.

Please respond by returning the enclosed form to me or to my English IV teacher, Mrs. Angela Ivey. Thank you for your time.

Sincerely

Abner Smith

updated August 2016
Advisor Contact Information/Agreement Form
St. Pauls High School Senior Project

The student should complete this form as they talk with his/her advisor. The student should not leave it for the advisor to complete.

Student:______________________________________  ID:_____________________
English IV Teacher:____________________________________  Period:_____________
Advisor: ____________________________________________  Room:_____________
Advisor’s Subject Area:______________________________  Advisor’s Planning Pd:___________
Advisor’s Email ______________________________________________________________________

My advisor is available before/after school on these days:
__________________________________________________________________________________

My advisor and I have brainstormed these possible Senior Project topics:____________________
__________________________________________________________________________________

I will meet again with my advisor on the following date(s):_______________________________

I have met with my assigned student and have discussed his or her Senior Project. I understand that I should never sign a log or form without proper documentation or without discussing the progress of the project with the student. I also understand that I am responsible for guiding the student through all phases of the project, and I determine if the student has a tangible, verifiable, and presentable product.

Advisor Signature_______________________________  Date_____________________

I have met with my advisor and have discussed my Senior Project with him or her. I understand that I should never ask my advisor to sign a form or log without explaining the progress of my project. I understand that it is my responsibility to make contact with my advisor at his or her discretion and that my advisor should not have to “find me” in order to check on my progress. I will never forge my hours on a log or my advisor’s signature.

Student Signature__________________________________  Date_____________________

Received by English Teacher:
Date______________Signature__________________________
Student Information Sheet – Advisor Copy
St. Pauls High School Senior Project

This form should be given to your Senior Project Advisor. Please complete it completely prior to introducing yourself to your advisor.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>Homeroom Teacher:</td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Home Phone:</td>
<td>Cell Phone:</td>
</tr>
<tr>
<td>Parent Phone:</td>
<td>Birth date:</td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
</tbody>
</table>

**Schedule**

<table>
<thead>
<tr>
<th>1st Period:</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Period:</td>
<td>Teacher</td>
</tr>
<tr>
<td>3rd Period:</td>
<td>Teacher</td>
</tr>
<tr>
<td>4th Period:</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

Do you have any family members working at or attending SPHS?

If so, who?

In what extracurricular activities do you participate? Include clubs and sports.

Do you drive? Do you have access to transportation?

What days after school are you most available?

Do you work or volunteer after school?

<table>
<thead>
<tr>
<th>Place of employment:</th>
<th>Hours of work per week:</th>
</tr>
</thead>
</table>

What are your plans for after graduation?

What careers interest you?

Do you have any special skills or talents? (Music, computer, art, etc.)

What are your hobbies, or what do you like to do for fun?

What do you feel has been your greatest accomplishment so far?
MENTOR INFORMATION

Mentors are required for senior projects. Each student will select a mentor who has experience in the project area and can provide guidance in completing the project. Members of your family may be mentors if they are experts in your area. When selecting a mentor, consider the following questions:

- Will the mentor have time to help you?
- Does the mentor have information you can use in your research paper or project?
- Will the mentor give you support and encouragement?
- Will the mentor be able to verify the hours you spend on the project?
- Will you be able to interview the mentor as your primary source for your research paper, or will the mentor be able to locate someone else for you to interview?

At the end of the project, one of the required items in your portfolio will be a form your mentor fills out detailing how much time you spent together working on the project and evaluating your work effort.

The mentor may terminate the relationship if you are not meeting with the mentor and/or are not doing what is required toward completing your project.

MENTOR REQUIREMENTS:

- Mentors must be age 21 or older.
- Mentors should NOT reside in the same household as the student; however, it is permissible.

NOTE: It is appropriate to include a letter requesting your mentor’s help with your mentor agreement form. It is suggested that these be placed in an envelope before presenting to your mentor.
MENTOR AGREEMENT FORM

1. I understand what will be expected of me as a mentor, and I agree to be a mentor for

   Student name: ____________________________________________
   Student address: ____________________________________________

2. The student has described his or her project to me and I have agreed to help.
   (Please give a brief description of the project.)

3. Please give a thorough explanation of your expertise in the subject the student has chosen.

   Mentor name:_____________________________________________
   Age:______________
   Mentor phone:________________________ Email:____________________

   Mentor Address:_____________________________________________
   ________________________________
   Mentor Signature:_____________________________________________

As parent or guardian of ____________________________________________, I approve this person as Mentor for my son/daughter’s Graduation Project. My signature is below:

________________________________________    ______________________
Signature of Parent/ guardian          Date

updated August 2016
MENTOR VERIFICATION FORM

To be completed AFTER all project hours are complete.

This form is to be completed by the MENTOR. The mentor will be contacted. If there is no name, address, and phone for verification, or if the person listed does not know of the student’s project, the product portion will not be considered complete. This will result in failure of the Senior Project.

TO THE MENTOR: We need your input in order to help us evaluate the student’s performance of the product portion of the Senior Project. Please answer the following questions based on your work with the senior you mentored. You may type or fill out the form in your own handwriting. A name, address, and phone number are required. An e-mail address would be helpful, as well.

Student’s Name

1. How many hours can you verify this student has spent working on this project? Explain

2. Have you seen this product at different stages of completion, not just the final phase? Yes____ No____
   Please explain:

3. What problems did the student have in completing the product, and what methods or evidence of problem-solving did you observe?
4. What successes did you see the student achieve? What do you think were the highlights of the student’s product? Please explain:

5. Based on what you observed in working with the student, please rate the student using numbers 1-5 (1=lowest; 5=highest) on the items listed below. Write N/A if you did not observe the item or it is not applicable to the project.

- Took a learning risk (went beyond prior knowledge, did something challenging)
- Applied knowledge to the product
- Used a variety of resources
- Maintained balance and perspective
- Developed and stayed with a product plan and time line
- Worked to do his/her best
- Showed initiative and responsibility
- Acted in a courteous and mature manner

COMMENTS:

Mentor signature____________________________________________

Date________________

Relationship to student________________________

Phone number______________________________

Address_______________________________________________________________________

E-mail address______________________________________________
ADVISOR CONFERENCE CONFIRMATION SHEET

**NOTE:** at least 5 conferences required throughout the semester.

Student Name:_________________________ Advisor:_________________

English Teacher:________________________

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MENTOR CONFERENCE CONFIRMATION SHEET

**NOTE:** at least 5 conferences required throughout the semester.

Student Name:_________________________ Mentor:_________________

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ENGLISH TEACHER CONFERENCE CONFIRMATION SHEET

*NOTE:* at least 2 conferences required throughout the semester. One MUST be during the research paper process.

Student Name:_________________  English Teacher:_________________

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<th>Teacher Signature</th>
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SECTION I: RESEARCH PAPER
RESEARCH PAPER GUIDELINES:

1. The basic purpose of the research paper is to support a focused thesis statement with strong research. The writer will make a claim and support with relevant, cited evidence.

2. Each paper must cite a minimum of five different sources that are authoritative and current. Encyclopedias and other general resources are not acceptable, including technological reference bundles. Students should strive for variety and balance by using print, online, interviews, digital media, and other reliable sources for information. No more than one general reference source (encyclopedia) may be used. **NO WIKIPEDIA, ABOUT.COM, ASK.COM, or resources of that type!**

3. Sources should include at least one primary source. Students whose primary sources are individuals should explain in the text the person’s expertise. **NOTE:** Students should identify primary sources with bold-faced type in the list of works cited. Primary sources are original materials. They are from the time period involved and have not been filtered through interpretation or evaluation. Primary sources are original materials on which other research is based. They are usually the first formal appearance of results in physical, print, or electronic format. They present original thinking, report a discovery, or share new information. (The definition of a primary source may vary depending upon the discipline or context.) Examples include: Audio recordings (e.g. radio programs); diaries; interviews (e.g., oral histories, telephone, e-mail); letters; newspaper articles written at the time; records of organizations or government agencies (e.g. annual report, treaty, constitution, government document); speeches; survey research (e.g., market surveys, public opinion polls); and video recordings (e.g. television programs)

4. The paper **must include information from primary sources such as interviews, surveys, etc.** and any other sources listed on the works cited page. No source may be listed on the works cited page which was not cited within the paper.

5. Students should learn to evaluate research in terms of validity and possible bias. This examination is especially important when students are using on-line sources. To help achieve this goal, an annotated bibliography will be required for sources used.

6. Some of your information must be shown in the form of a **graph, diagram etc.** This might be drawn from a survey you create or from statistics discovered during your research. It must be **STUDENT GENERATED**, and it must be referenced within the research paper.

7. Citations within the paper must be a mixture of summarizing, direct quotation, and paraphrasing.

8. **Final papers must include a thesis statement with formal outline, a documented report of required page length, and a works cited page.**
9. **MLA Format required**: Use size 12 font, double-spaced, plain font styles. 1” margins required for top, bottom, and sides. The online writing lab at Purdue University is an excellent source: [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)

10. **Final papers not turned in by the deadline will be worth zero points.**

11. **Final papers must be REVIEWED AND SIGNED by Faculty Advisor to be accepted by the English teacher.**

12. Include your Peer Review/Evaluation Form (if required by instructor)

13. This paper will be drafted through Google Blogger (see handout for details.)

**RESEARCH PAPER RULES MUST BE ADHERED TO.**

“IGNORANCE” OF THE RULES WILL NOT BE AN ACCEPTED EXCUSE.

*Partially adapted from* 
WRITING A THESIS STATEMENT

Any expository writing, including research papers, needs a thesis statement. This is perhaps the single most important sentence in the paper. It usually appears as the last sentence of the introduction and covers ALL of the topics that will be addressed in the paper.

Tips and Examples for Writing Thesis Statements

Tips for Writing Your Thesis Statement

1. Determine what kind of paper you are writing:
   - An analytical paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.
   - An expository (explanatory) paper explains something to the audience.
   - An argumentative paper makes a claim about a topic and justifies this claim with specific evidence. The claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

If you are writing a text that does not fall under these three categories (e.g., a narrative), a thesis statement somewhere in the first paragraph could still be helpful to your reader.

2. Your thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence.

3. The thesis statement usually appears at the end of the first paragraph of a paper.

4. Your topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.
**THESIS STATEMENT EXAMPLES**

Example of an analytical thesis statement:

An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.

The paper that follows should:

- Explain the analysis of the college admission process
- Explain the challenge facing admissions counselors

Example of an expository (explanatory) thesis statement:

The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.

The paper that follows should:

- Explain how students spend their time studying, attending class, and socializing with peers

Example of an argumentative thesis statement:

High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The paper that follows should:

- Present an argument and give evidence to support the claim that students should pursue community projects before entering college

EXAMPLES OF POOR THESIS STATEMENTS:

**Women can be police officers, too.**

*If this were a thesis, the entire paper would have to be only about women becoming police officers.*

**Some people don’t like bilingual education.**

updated August 2016
(Every word in the paper would have to be about those people who don’t like bilingual education and could not give the other side.)

There are many colors you can paint an antique car, but black is the most common.

(The entire paper would have to be about painting the car black.)

**GOOD EXAMPLES OF THESIS STATEMENTS:**

An examination of how someone becomes a police officer, the duties of those in law enforcement, and the new role of women in many law enforcement agencies will show how this field is changing.

There are many reasons given by both sides in this issue to support or reject bilingual education for second-language learners.

Restoring an antique car involves many steps, such as preparing the body, replacing worn or missing equipment, and painting the vehicle so it appears just as it did when it was first sold.
BASIC PAPER STRUCTURE (for all assignments)

Introduction – Your introductory paragraph should accomplish a few things. First, it should grab your reader’s attention and briefly explain your chosen topic. Then it should tell readers why they should care about your subject and take your opinion seriously. And of course, it should contain a clear thesis statement.

Body – The body of your essay will offer information about your topic. Be as thorough and specific as possible. Body paragraphs should be organized and should contain smooth transitions.

Conclusion – Your conclusion should bring the essay full-circle. It should restate the thesis statement in an interesting and different way and should leave the reader with a final thought, quote, or question.

*Don’t forget to include a works cited page! Be sure to review MLA formatting in your handbook for guidelines on formatting the works cited.

HOW TO INTEGRATE QUOTATIONS

Integrating quotations means “to weave the author’s words into your own sentences.” Quotations should not just be thrown into your essay. You may use block quotations in this research paper, but generally do not use them in a standard 2-3 page essay. Use only the best parts of your quotation. Always document ideas and quotations of others (document means the same thing as “cite”).

Here’s an example of an INDIRECT reference and a QUOTATION that is NOT well integrated. Note the use of ellipses to indicate missing material (which is NOT something you will need to do if you correctly integrate quotation).

The turning point in the struggle between Ralph and Jack is the killing of the sow (133-144). The sow is a mother: “sunk in deep maternal bliss lay the largest of the lot … the great bladder of her belly was fringed with a row of piglets that slept or burrowed and squeaked” (134).

- Document ideas and references, especially direct quotations.
- Do NOT put ellipses IN FRONT of a quotation, even if the front is missing.
- Do NOT put ellipses AT THE END of a quotation, even if the back is missing.
- Do NOT use more than one period per sentence.
- ALWAYS make the mixture of the author’s words and your words grammatically correct.
  If you need to insert a word of your own, or if you need to change a letter in order to make the sentence grammatically correct, use brackets []

“[S]unk in deep maternal bliss” (134), the sow is unaware of the danger approaching her.

Here is an example of a tightly integrated quotation.

“[S]unk in deep maternal bliss” (134), the sow is unaware of the approaching and “dreadful eruption from an unknown world” of British boys masked as savages, who will soon be laughing at Jack’s “reeking palms” (135) as they are baptized with blood.

Note: This example has three integrated quotations in one sentence. If all the quotes come from the same page, you can put the documentation at the end of the sentence. However, these do not come from the updated August 2016
same page. The second quotation is not documented, because it comes from the same page as the quotation that follows it. This is not hard, only time-consuming. However, it is absolutely necessary that you learn how to document your textual evidence, how to choose only the best parts of the evidence, and how to smoothly integrate your evidence into your own writing.

**Sample from Student Essay**

**Original:** Montague then asked Benvolio to find out what was upsetting Romeo. When Benvolio and Romeo were talking, Benvolio tells Romeo to just forget about Rosaline. This is said on (pp. 51.11.46-57) “Tut man, one fire burns out anothers burning./ One pain is less’ned by anothers anguish.” This suggests that Benvolio knows that Romeo is playing a game, or that he has never been in love. So he thinks it is very easy to fall out of love.

**Revised:** Telling Romeo to forget about Rosaline, Benvolio argues that “one fire burns out another’s burning; / One pain is less’ned by another’s anguish” (I.ii.46-47), which suggests that Benvolio knows Romeo is playing a game. If falling in love is easy, Benvolio seems to be saying, then so is falling out of love.

GRAPHS, CHARTS, AND TABLE GUIDELINES

1. Tables, graphs, and charts MUST BE STUDENT-GENERATED. This means that students may NOT simply copy and paste. The graphic/visual aid must be produced by the student and based on information gathered by the student or researched by the student.

2. Tables, graphs, and charts must be accompanied by an explanation in the paper. References should precede (come before) the visual aid/graphic and explain or analyze the information contained in the graphic/visual aid.

3. All resources used in creating the student-generated visual must be properly annotated beneath the graphic. Consider the following:

   • Every student is REQUIRED to include a visual component in his/her research paper.
   • Visual components may be one of the following: diagrams, charts, graphs, maps, or artistic renderings (such as a drawing, sketch, floor plan).
   • Visual components MUST be original (i.e. student created). The visual component may not be a photocopy of a visual element taken from another source.
   • The visual component must be used by the student to compile information researched from various sources and then placed into a student-generated/created visual (chart, graph, table, diagram, map, sketch, etc).
   • The visual component must be incorporated into the paper close to the text that clarifies and analyzes it. In other words, it cannot be attached at the end of the paper.
   • The visual component must reference material introduced and explained within the text of the paper.
   • The visual component should be no larger than ½ of the page size and no smaller than ¼ of the page size.
   • Most word processing programs contain tools to assist in preparing and placing a visual component directly within the text of the paper.

Basic Rules: Graphics, often called figures, make technical information clearer by presenting it in a visual way. There are simple guidelines to use to generate and present graphics in formal papers and essays. Some tips are:

   • Make sure that the graphic or figure corresponds to the topic and overall thesis or purpose of your essay/paper.
   • Keep your graphic simple. It should illustrate one idea – and the reader/audience should be able to understand the idea immediately.
   • Use as few words as necessary in graphics. A title, labels, scales, numbers, statistics, and essential information are all that should be included in addition to the statistics.
   • The graphic should add to the purpose of the paper and should be discussed within the text.
The most common graphics found in papers/essays are:

- Tables
- Graphs
- Pie charts
- Bar chart

BULLET POINTS DO NOT COUNT AS THE “VISUAL” ELEMENT REQUIRED FOR THE SENIOR PROJECT.

SECTION II: PHYSICAL PRODUCT (APPLICATION OF KNOWLEDGE)
PHYSICAL PRODUCT PROPOSAL

The proposal helps you get your product ideas organized. When finished, you should have a document which contains your overall goal, the objectives to get to that goal, budget, etc. It is to help you plan. Include the information in the outline below.

This must be typed. Standard fonts only, 12 pt. single spaced.

Proposal OUTLINE

I. Introduction (One to two paragraphs)
   A. Rationale: What are the reasons why you chose this community service or product? B. Problem Statement: What are you trying to improve?
   C. Previous work in the area: describe your background and experience

II. Community Service/Product Description (One to two paragraphs)
   -Describe all the details of the plan for your community service experience or product creation. (EXACTLY what you plan to do)

III. Goal and Objectives
   -The goal is a one-sentence statement of what you will accomplish. The objectives are the step-by-step process you will take to get to the goal.

(In one sentence state the overall goal of the product. What do you want to accomplish when you finish?)

[Objectives should be written as a list. Number the step by step process to accomplish the community service experience. These should be steps which you can clearly say are met or not. Start with verbs such as “complete,” “work,” “start”.....]

IV. Research Paper and Physical Product Relationship Description (One paragraph)
   A. Describe your paper. What significant information will you include?
   B. How is this service or product related to your paper?

V. Time Line
   -By month and week, what will you do? Beginning of service to end.

(List by week each step you need to complete. Do this for the entire semester for a total of 10 hours minimum.)
VI. Resources

-People, money, things, and places you will need

(Write as a list. Describe the resources needed [mentors, budget, materials, arrangements for facilities, etc.])

VII. Budget

-What will you need to spend money on? (gas, products, services, etc.) Be specific.

(Write in budget format. List every expense you think you may incur as a result of completing this community service. Use a table or spreadsheet.)

WHAT CONSTITUTES PHYSICAL PRODUCT HOURS
Ten to fifteen documented product hours are required for this section.

Activities that **count** for hours:

- classes you take to learn how to do your project
- selecting project materials
- actually working on your project
- locating and speaking with experts on your topic
- visiting suppliers or volunteer agencies to look for opportunities
- volunteering in connection with your project

Activities that **do not count** for hours:

- driving
- undocumented thinking or practice (practice sessions must be recorded to be counted)
- time spent working on the research paper
- writing and development of project documentation (including portfolio and presentation)
SAMPLE PRODUCT PROPOSAL

Introduction

I have chosen the social issue of homelessness for my semester project. I plan to work with the Robeson Church and Community Center for my community service hours. I have chosen this topic and this service because I plan to be a social worker someday and I know that my job will bring me in contact with homeless people. We sometimes believe that because we aren’t in a large city, homelessness does not exist or that it is “not a big deal.” I believe that nobody should be homeless in a land where many people have at least one extra bedroom in their homes and where we spend thousands of dollars a day on fast food and junk food.

The controversial question I will be addressing is “Do the stereotypes the general public holds towards the homeless contribute to the problem of homelessness? I believe that it does. If we can change peoples’ attitudes, we can change their behavior.

I have a bit of experience in this area. For about a year, I cooked and served meals at a “soup kitchen” in the Fayetteville area. Through that experience, I realized that I had held many stereotypes about homeless people myself. I once had the attitude that “it’s their own fault.” Through this experience and actually having conversations with people in this situation, I learned that people are people and that homelessness doesn’t care who you are. It could happen to anyone.

Community Service Description

For my product, I will be working at least 15 hours with the Robeson Church and Community Center. I will be spending time on Saturdays helping to sort clothing that has been donated. I will be able to help distribute this clothing to those who need it. I know I will be spending time working in the kitchen there and helping to prepare and serve meals to the many homeless and hungry people in that area. I will also be helping with various projects throughout the county, such as helping to repair homes for elderly or building wheelchair ramps for handicapped people. I plan to videotape interviews with the other volunteers to create a documentary. In addition, I plan to organize a clothing drive to benefit the needy in Robeson County.

Goal and Objectives

My goal is to learn everything I can about homelessness and poverty and do as much as I can to help those in need.

Objectives:

- Find the contact person for the Robeson Church and Community Center.
- Arrange an interview with the contact person.
SPHS SENIOR PROJECT

- **Set up** a service schedule with my contact person that will be completed by the end of March.
- **Go** to the Robeson Church and Community service on the assigned dates to complete my 10 hours of community service.
- **Document** my hours by having my contact sign my forms each week.
- **Take** pictures of my community service experience (as allowed).
- **Video** interviews with other volunteers.
- **Create** documentary of experience.
- **Organize** a clothing drive at my church and school.
- **Write** reflections about each community service experience.

**Research Paper and Community Service Relationship Description**

This community service relates to my research paper because I plan to be a social worker. I hope to interview licensed social workers who work with the homeless on a regular basis to find out how to help people overcome the stereotypes they hold. I also want to get my friends and family involved to help them overcome the stereotypes they have. I hope to talk with those who live with homelessness and poverty every day to find out how they feel they are being perceived and perhaps use some of their stories in my portfolio.

**Time Line**

- by February 23
  - Meet with contact person and conduct interview.
- March 2
  - Complete 2 hrs. of service/ get signatures/ take pics
- March 9
  - Complete 2 hrs. of service/ get signatures/ take pics
- March 16
  - Complete 2 hrs. of service/ get signatures/ take pics
- March 23
  - Complete 2 hrs. of service/ get signatures/ take pics
- March 30
  - Complete 2 hrs. of service/ get signatures/ take pics
- April 3-13
  - Organize clothing drive, hang up posters, collect clothes
- April 25
  - Hold clothing give away at Church and Community Center
- by May 13
  - Make sure all of my forms are completed and my reflections are written

**Resources**

- Contact person at Robeson Church and Community
- Transportation to get to Lumberton

**Budget**

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<th>ITEM</th>
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<td>Gas money for trips to Lumberton</td>
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<td>Pictures (developed at Walmart)</td>
<td>$10</td>
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<tr>
<td>Paper for flyers</td>
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<td><strong>TOTAL</strong></td>
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updated August 2016
REFLECTION JOURNAL GUIDELINES

Student Instructions: Your answers to each set of questions should be based only on the work that you have accomplished in the current work period (the period leading up to the stated due date). These reflections, as well as the Work Log, must be present in your Portfolio.

Specific Guidelines (for each entry):

LENGTH 1 to 1 ½ page, double spaced, typed, 12-point font
CONTENTS Must answer all parts of question
Must include specific details of project experiences
Should reveal the person behind the project (i.e. your character)
STYLE First-person narrative and reflective style

Reflection 1 Questions

1. Please review your Letter of Intent prior to completing this task. Then, evaluate your progress, during this work period, toward achieving your learning goals and completing the tasks listed in your Letter of Intent. How do you rate your own progress? Why?
2. A valuable life skill is maintaining balance. In what ways will your project affect other areas of your life (for example: your job, sports, school work, graduation requirements, your family obligations, your social life, etc.). In what ways have you worked to maintain balance in your life while fulfilling all of the obligations of your senior year?
3. The ability to locate and analyze information is an essential life and academic skill. How have you identified and located information that you need in order to accomplish your project goals? What criteria did you use to evaluate or analyze the information that you found?
4. Taking personal responsibility is the attribute of a mature person. What is an example of when you had to make a personal choice and accept its consequence(s) in regards to the Senior Project? How did that choice affect you? (For example: you choose to go to the midnight opening of your favorite movie with friends instead of working on your project, which meant that you had to work on your project from 3-4am, which meant that you were tired the next day.)
5. Communication is a crucial life skill. In what ways have your communication skills improved? How have you adapted to the communication styles of other people?
Reflection 2 Questions  

COMPLETED BY ____________________

1. Please review your Letter of Intent prior to completing this task. Then, evaluate your progress during this work period toward achieving your learning goals and completing the tasks listed in your approved Proposal & Plan. How do you rate your own progress? Why?

2. A powerful personal attribute is resiliency. Please explain an unforeseen obstacle that arose in your Senior Project, or perhaps a mistake that you made. How did you persevere through this obstacle or learn from this mistake? How have your actions demonstrated the personal attribute of resiliency?

3. A valuable life skill is maintaining balance. Now that you are close to completing your project (or already done), how did your plan for maintaining balance work? What worked well? What did not? What would you change if you were to do it again?

4. What have you learned in your Senior Project that relates to the curriculum that you have learned in your past years of education?

5. What have you learned throughout your Senior Project that can relate to your future career, goals, dreams, and aspirations?

6. Work ethic will influence career and personal achievements. Describe your work ethic by answering two of the following questions:
   ● How have you demonstrated personal integrity?
   ● How have you shown pride in your work?

Reflection 3 Questions  

COMPLETED BY ________________________________

1. Please review your Letter of Intent prior to completing this task. Then, evaluate your progress during this work period toward achieving your learning goals and completing the tasks listed in your Letter of Intent. How do you rate your own progress? Why?

2. Collaboration is a vital life skill. How have you worked with and adapted to other people? What challenges have you encountered in working with others and how have you overcome them?

3. Taking personal responsibility is the attribute of a mature person. What is an example of when you had to make a personal choice and accept its consequence(s) in regards to the Senior Project? How did that choice affect you? (For example: you choose to go to the midnight opening of your favorite movie with friends instead of working on your project, which meant that you had to work on your project from 3-4a.m., which meant that you were tired the next day.)

4. Communication is a crucial life skill. In what ways have your communication skills improved? How have you adapted to the communication styles of other people?
SENIOR PROJECT PROGRESS/WORK LOG

GENERAL INSTRUCTIONS:
Complete the table below, turn it in to your English teacher for credit, AND include a copy in your project folder on the due date. NOTE: Research tasks may be included in the log but DO NOT count towards the community service required hours.

<table>
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<tr>
<th>Category/Task</th>
<th>Date of work</th>
<th>Hours worked</th>
<th>Narrative description of activities/tasks</th>
<th>Describe the evidence you have of this work OR provide a mentor/expert reviewer’s signature to verify the work.</th>
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</tr>
<tr>
<td>TOTAL FOR THIS LOG:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIFIC INSTRUCTIONS:
- Copy the table into a Word or other text document and save your own version.
- Add rows to the table as necessary to accommodate the work you have completed.
- Keep to the rule of ONE LINE PER DAY: Do not bundle work from multiple days together into one line on the table.
- Make your description detailed enough that your panel can easily imagine the work taking as long as you claim it does.
- Focus your description on your work, your efforts, your observations, not on another person’s.
- A sample work log is included below.

ACADEMIC HONESTY:

We trust you to be honest about describing and accounting for the work you have completed. If you describe work that has not been done or forge a signature verifying your work, then you have cheated, will fail your senior project, and will not participate in the final presentations.

updated August 2016
## SAMPLE SENIOR PROJECT WORK LOG

<table>
<thead>
<tr>
<th>Category/Task</th>
<th>Date of work</th>
<th>Hours worked</th>
<th>Narrative description of activities/tasks</th>
<th>Describe the evidence you have of this work OR provide a mentor/expert reviewer's signature to verify the work.</th>
</tr>
</thead>
</table>
| Research      | 10/17/10     | 1.5          | Searched online for local organic farms; made several phone calls to farm managers to ask about internships or apprenticeships. I talked to one farm whose manager was interested in having me visit: GrowGreen farm. | Research notes; web sites bookmarked  
Log and notes from phone calls                                                                                   |
| Internship    | 10/23/10     | 2.0          | Attended orientation at GrowGreen farm; toured farm; learned about entry level jobs and other farm work; met most permanent employees; got to taste current crop of squash | Pictures of farm in October  
Tour notes                                                                                                               |
| Research      | 10/24/10     | 1.5          | Based on info I got from the orientation, I read three articles about soil and garden preparation in this climate and region. One article was published by the Washington State University Agricultural department, and the other two were from Seattle Tilth. | Research notes; source citations  
Specific notes about how to test soil in my backyard  
Soil testing kits from Grey Barn                                                                                       |
| Internship    | 10/30/10     | 3.5          | This was my first work session at GG farm. I met Joann, the farm manager, at the office, along with Terry, a student from UW who is majoring in agriculture.  
We went to the fields and Joann showed us how to harvest the last of the summer crops. Then we helped compost old tomato vines, etc. Finally, we prepared some seedlings of cover crops to protect the fields for winter. | Pictures of me at work harvesting tomatoes; saved to computer at home  
Joann Marshall (mentor signature)                                                                                      |
Today I worked in my own garden and started to prepare the soil for winter. I dug out the remnants of my mom’s old vegetable garden and also dug up some of the grass nearby. I took soil samples for testing.

- Before & after pictures of day’s work; saved to computer
- Pictures of soil samples, testing materials, etc.

<table>
<thead>
<tr>
<th>Garden prep.</th>
<th>10/31/10</th>
<th>2.0</th>
<th>Total: 10.5</th>
</tr>
</thead>
</table>

SECTION III:
PORTFOLIO
COLLECTING TANGIBLE EVIDENCE

Purpose: The evidence you collect during your senior project has two purposes. It provides verification that you did the work you claimed to do. It also helps you demonstrate your progress throughout the project, so that in case you are unable to reach your stated goals, you can still show that you learned new skills and gained new knowledge.

Read the table below to identify the evidence that will serve your project best. Each project is unique, so please ask questions if you are uncertain how to demonstrate the quality of your effort and work throughout the project.

GENERAL GUIDELINES
- Plan ways to collect and store evidence before you begin your project.
- Backup electronic evidence in at least two places so that it’s impossible to lose all of it.
- Discuss your evidence collection and display plans with your panel.
- If problems arise, contact your teacher/advisor immediately.

<table>
<thead>
<tr>
<th>TYPE OF EVIDENCE</th>
<th>BEST SUITED FOR PROJECTS THAT…</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| Still Photos     | ● Have visible, tangible products  
                   ● Have clear stages of process  
                   ● Can show you at work, not just posed with equipment | ● Avoid the “Here I am with [insert object here]” photos: they do not provide evidence of work.  
● Avoid simply taking pictures of equipment or other items you used. These photos do not give useful information. |
| Unedited Videos  | ● Require practice without adult supervision (learning instruments, recording, composing, public speaking, acting, dance, etc.)  
                   ● Have clear stages of process | ● Posting videos on YouTube or another site is fine as long as you send the link to your teacher/advisor...don’t assume we will look for it. |
| Drafts of work   | ● Have a final product that does not show evidence of work over time (writing, composing, recording, film-making, etc.) | ● Save all drafts. DO NOT EDIT OVER THEM. |
| Mistakes         | ● Have multiple stages  
                   ● Have multiple final products (painting, pottery, glass blowing, etc.) | ● Take pride in what you have learned from your mistakes: if you can explain that new learning, you’ll be in great shape for the presentation. |
| Recordings       | ● Involve rehearsals, practices either alone or with others (music, theater)  
                   ● Have a brief final product (the recordings show evidence of work over time) | ● Many phones have recording capabilities. ALWAYS ask permission before recording others. |
PORTFOLIO ASSESSMENT REQUIRED DOCUMENTS
TO BE SCORED BY THE FACULTY ADVISOR AND ONE OTHER CERTIFIED STAFF MEMBER

JUDGES’ INFORMATION
- Two copies of Portfolio Evaluation form (in a folder in the front of the portfolio)
- Typed Letter to Judges of your portfolio
- Typed Project Overview
- Personal Resume

DOCUMENTATION AND EVIDENCE
- Project Evidence (pictures, product, receipts, etc.)
- Reflection Journals (total of 3)
- Articles, letters, etc. about your topic (anything of interest)

EVALUATION FORMS
- Typed Self-evaluation form

MENTOR FORMS
- Mentor Agreement Form
- Typed letter to Mentor
- Mentor Verification form

FACULTY ADVISOR FORMS
- Typed letter to Faculty Advisor
- Faculty Advisor Agreement Form

RESEARCH COMPONENT
- GRADED Product Proposal
- Typed copy of Product Proposal (revised)
- Project Approval Form (completed and signed by English teacher)
- Typed copy of research paper

ENGLISH IV COMPONENT
Choose 4 of your best pieces to include in this portfolio (Must include a written explanation for each piece as to why is was chosen for the portfolio.) These are examples of what you might include:
- Best essay or writing sample
- Best project
- Best class or homework assignment
- Best other (your choice)

GENERAL REQUIREMENTS
- Title page with student and class information
- Portfolio contents neatly arranged AND labeled in a 3 ring binder, in sleeves

updated August 2016
PROJECT OVERVIEW

The purpose of the Overview is to give the judges a quick run-down of your entire project. Briefly tell the judges what your paper was about, how you applied it in the product, how you were challenged, and directions to the portfolio. What kinds of things have you included and why. It should be a one-page simple format narrative, following this outline. Make it simple and easy to read.

I. Describe your research paper including the thesis. (one paragraph)

II. Describe how you were able to apply the knowledge that you learned in the paper, and how you prepared for your final presentation. (one paragraph)

III. Describe how you decided what to include in the portfolio. Why did you choose the samples you chose? Describe the challenges you faced, problems you solved, and problems you did not solve. (one paragraph)

IV. Highlight the documentation of your project. What do you want your faculty advisor to notice in your portfolio? (one paragraph)
SUZIE STUDENT

OBJECTIVE
- Seeking part-time retail sales clerk/cashier position

SUMMARY OF QUALIFICATIONS
- Customer-focused self-starter with proven client services skills
- Energetic achiever and communicator, with strong listening skills
- Quick learner, eager to learn and follow directions
- Excellent team player who thrives in teamwork situations
- Responsible and reliable, with record of professionalism

EDUCATION

HONORS AND DISTINCTIONS
- Earned DeLand High Advisory Council’s Award for Academic Excellence, 2005-2006
- Earned Volusia County Superintendent’s Scholar Award, 2005
- Achieved Honor Roll, DeLand High, 2005-2006
- Earned Certificate of Achievement for Outstanding Performance in Math on FCAT, 2005
- Earned President’s Award for Educational Excellence, 2004

WORK HISTORY
Bagger, Publix Super Markets, DeLand, FL, Summer 2006
- Prepared bagged groceries to customer specifications
- Assisted in loading groceries to customer vehicles
- Secured shopping carts and other key supplies
- Provided customer service to average of 60 customers per shift

Babysitter, Suzie's Babysitting Services, DeLand, FL, 2001 to present
- Maintain satisfied clientele of 10 families
- Provide quality care for children aged newborn to 12 years
- Manage all aspects of business
COMMUNITY SERVICE

- Supplied 80 community-service hours at Woodland Towers retirement community, Jan. to Feb. 2006
- Donated more than 200 hours to DeLand Museum of Art, Fall 2005 and Spring, 2006
- Contributed more than 150 volunteer hours to DeLand Museum Art Summer Camp, Summer 2005

SKILLS

- Customer relations, customer service
- Computer literate in both Windows and Macintosh platforms
- Working knowledge of Spanish and Italian

REFERENCES

Jane Doe
English teacher, DeLand High School
(555) 333-1111
Jane.doe@deland.fl.us

John Smith
Manager, Publix Supermarkets
(555) 222-4444
publixmanjsmith@yahoo.com
LETTER TO THE JUDGES

One of the first impressions the presentation judges will have of you will come from this letter. The purpose of this letter is to give the judges an introduction to you as a whole person, beyond the work you have done on this project. They will be able to see you as a young adult with goals, interests, and opinions. This letter, therefore, must be in your best writing and must be a sincere expression of how you perceive certain aspects of yourself. Let the real YOU shine through!

You might consider the following topics: family background, schooling, hobbies, goals, driving principles or beliefs, individual talents, handicaps, experiences in this class, reflections from your high school years, expressions of regret or gratitude, or views on any subject you think will give the judges useful information about you as you graduate. Write your letter in correct business format, carefully proof its contents, and then type it.

One Possible Outline:

I. An introduction, something about you as a person.
II. A brief description of your paper, this project, and this class.
III. An event you remember during the project or writing the paper. Something that stood out, a memory that you will never forget.
IV. Thank the judges for their time.
SELF-EVALUATION FORM

You must include a copy of this evaluation in your portfolio.

You must ALSO submit a copy to your English IV teacher.

Directions: You may choose to answer these questions as a list or in an essay. Regardless of the format, be sure your work answers the questions completely. Keep your self-evaluation to the point. Remember, the goal is to analyze and discuss how well or poorly you accomplished your project. Give specific examples from your project experience. These self-evaluation questions are based on the project grading rubric, and your answers will determine much of the grade you earn.

1. Date project started_____________________Date completed___________________________

2. Estimated total hours spent in your project activities. (Categorize by research paper, product, etc.)

3. How many meetings did you have with your English teacher or faculty advisor about your project? What was the result of each meeting?

4. Give examples of the activities you did to plan, carry out, and end the project. Give an example of each and say what you could have done differently.

5. Describe how your project is unique, not like other projects.

6. How did you go beyond what you previously knew about the subject?

7. Give specific examples of how the information you learned in your research paper was applied to the project.

8. Give examples of what resources you used (people including your mentor, places, and things), and explain how these resources were used effectively.

9. Discuss at least three problems you had in the implementation of your project, and tell how you solved these problems.

10. Using examples, specifically describe how your project was a risk and/or learning stretch.

11. Explain what you learned in completing the project.

12. Give yourself a grade and justify it. (Give good reasons)
SECTION IV:

ORAL PRESENTATION
11 COMMANDMENTS FOR POWERPOINT

PowerPoint has become a major tool used to disseminate information in classrooms. Yet many faculty and students often use PowerPoint in ways that distract and confuse viewers. To help create an effective PowerPoint presentation, consider these 11 commandments for using PowerPoint effectively:

1. **Thou shalt not put War and Peace on a slide.**
   Too much text on a slide makes it difficult for a learner to both see and process information.
   - Use more slides or outline only major ideas on each slide and then verbally add details.
   - No more than six bullet points per slide,
   - No more than six words per point.

2. **Thou shalt not use fonts smaller than 28-point.**
   Do you need bifocals to read slides on a huge projection screen? Why make your audience squint? Not only is that irritating, but it can cause eye fatigue, and viewers miss important information.
   - To check your font size, print out a slide, put it on the floor at your feet.
   - If you can read it from a standing position, then your font size should work in a typical sized classroom.

3. **Thou shalt not use busy backgrounds or ineffective colors.**
   Don’t make your audience need sunglasses. If a background has too much going on, it competes with the information. Also, poor color choices make slides difficult to read.
   - Yellow is a very difficult color on the viewer’s eyes when viewed over a projector.
   - Use aesthetically pleasing color choices with good color contrast.
   - Light fonts on a dark background are best for projection
   - Dark fonts on a light background are best for printed slides.

4. **Thou shalt not complicate slides with too many figures and tables.**
   The whole purpose of showing a figure or table is lost when a learner must focus on trying to make sense of all the numeric information.
   - Use a handout instead, or refer to a page number or a website where the information can be perused at leisure.
   - If a large table needs to be part of a presentation, break it into chunks on several slides and focus on one aspect of it at a time.

5. **Thou shalt use animation, audio, and pictures in moderation.**
   While animations work well for the Cartoon Network, you don’t want your audience to focus on the bombs bursting in air and flags waving.
   - The goal is to transmit information, not lose your message in the glitz.
   - Pictures and audio can help break up the monotony of written words, but use them to enhance your message, instead of letting them become the message.

6. **Thou shalt acknowledge all references used.**
   Thou shall not tell a lie or steal someone else’s thunder. The same rules of evidence apply with PowerPoint.
   - When you use a quote, table, figure, or summarize someone else’s work, cite the source.

7. **Thou shalt surely back up thy presentation.**
   Save and save often is not just good advice, it should be the law.
   - It is not “if” technology will fail, it is when; and you must be prepared.
   - Backup your work on disk!
8. **Thou shalt not read the slides word for word.** If all the learner needed to do was read the slide, you would not need to be there.
   - Use the slides as *guides* for a presentation.
   - Don’t take the slides right out of your resources.
   - Use the slides to zero in on important topics, and add more material orally!

9. **Thou shalt not use slides alone.** One or more hours of nothing but talk and PowerPoint slides would bore anyone.
   - Use interactive exercises to address other learning styles.
   - The mind can only absorb what the butt can endure.
   - Even if your presentation is only 15 minutes it is still a good idea to use interactive exercises, demonstrations, or other such methods to supplement your PowerPoint mini-lecture.

10. **Thou shalt practice.** Don’t go in cold and fumble. PowerPoint is only a tool — one you need to use with poise and confidence.

11. **Thou shalt allow the listener time to process the slides.** While fast talking makes great commercials, it does not make for effective instruction.
   - Don’t put up a slide and then skip over it — that’s very confusing.
   - Always allow time for questions, and encourage your audience to ask them.
   - Be sure to determine if your audience understands the concepts you are presenting before moving on.

Adapted from: *The Teaching Professor*, June/July 2004
PROJECT PRESENTATION GUIDELINES

General Information

The entire speech should be 8-10 minutes and should be multi-media. There will also be 5 minutes at the end for the judges to ask you questions.

The Five Parts Required:

Section 1: Introduction/Welcome
Section 2: Describe the main points from the research paper topic.
Section 3: Describe what you learned from the research and show how that knowledge can be applied.
Section 4: Self-reflection (What did you learn about yourself by doing the completing this semester project? the putting the portfolio together? What did you learn about the subject you researched?)
Section 5: Conclusion/Thank you

Writing the Speech

I. Introduction (about 1 minute)

Introduce yourself to the judges and introduce your topic

*The introduction should make the judges interested in your speech and should clearly state the main idea. Here are some possible creative ways to begin the introduction:*
- Use an interesting quotation
- Act something out
- Tell a joke which fits the subject
- Get the judges involved by having them do something
- Use a game which fits the subject
- Use an audio/visual aid
- Demonstrate something
- Ask questions about your subject which you will then answer through your speech

II. Research Paper (2-3 minutes)

Specify some of the following:
- what the paper was about
- what problems you had getting the information
- who you interviewed and what you learned from those people
- where you went to locate your sources
- which sources gave the best information

III. Physical Product/Application of New Knowledge (2-3 minutes)

Specify some of the following:
- what you learned about the subject that you did not know before
- explain what you learned about the topic
- what you already knew about this subject which made you want to do this particular topic
- how you can apply the knowledge you’ve learned
-what problems you had in doing the product, and how you solved the problems
-what would you do differently if you could do the product over
-how has this made you feel about pursuing this topic further?
-would you recommend other English IV students do this type of product? Why or why not?

IV. Self-Reflection/Discovery (2 minutes)

Specify some of the following:

-What you learned in completing this process that you did not know before. (These could be things you learned about yourself, as well as things about the research paper, portfolio assessment, or presentation process)
-What was the picture you had in your mind of your project before you started, and how closely does that picture match what actually happened?
-What are you most proud of in completing this assignment?

V. Conclusion (30 seconds)

Summary

A good conclusion restates your topic/ main idea and leaves the audience remembering what you said.

Presenting the Speech

- Before giving the speech aloud, organize what you wrote on separate 3 x 5 cards rather than the paper you wrote the original speech on.
- Arrange the cards in the order you will use them in giving your speech.
- Number each card. Use numbers big enough to see if the cards get mixed up or if you get nervous. Someone always drops the cards right before or during the speech. That someone could be you.
- Put blank cards in the place in your speech where you want to use an audio or visual aid.
- Make separate cards telling what you want to say about the audio or visual aid.
- Plan how you will use your visual or audio aid in your speech. Will it be throughout the speech or at one specific spot in the speech? Do not pass items around during the speech.
- Decide how you will display a visual aid and organize everything you need for it before the day of the speech.
- Do not wait until the last minute to make your audio or visual aid.
- Practice will help you be less nervous and will help you handle the panic you may have as you give the speech.
- Have your audio or visual aid set up so you can practice what you will say about it.
- Have someone else time your speech to see if it is too long or too short. That person can also tell you if you are speaking too rapidly, too slowly, too loudly, or too softly.
- Try to use your note cards as helpers to remember what you want to say, but don’t read the cards word for word. Concentrate on looking up to the audience as you talk rather than down to your notes.

updated August 2016
Don’t practice by silently reading the speech. Practice by saying the words aloud so you are sure of the pronunciation, the speed to use in saying the words, and the words or phrases you want to stress.

Practice several times! One practice in English class is not enough for most people. The more you practice, the better your chances of presenting a smooth speech in front of the judges.

Audio or Visual Aids

Audio or visual aids should be incorporated into your presentation. To enhance your speech, you may wish to include an audio aid such as a CD of a song you wrote, a visual aid such as Power Point highlighting your presentation, or an AV aid such as a video of your project hours. You may also want use charts, posters, pictures, and/or any physical project you developed.

The audio or visual component of your presentation to the judges cannot last longer than two minutes and is included in the 8-10 minutes of your speech time. The verbal part of the speech must be at least 8 minutes, and the remaining 2 minutes may be audio or visual.

If you are planning to use an audio or visual aid for your presentation, be sure to tell your English teacher and to sign up on the master board for your needed items. Be specific about the equipment you will need.

If your aid is visual, make sure it is large enough for the judges to see and that you have spelled everything correctly. You may need to bring something with you to the presentation (tape, tacks, etc.) to help you set up whatever you are displaying.

Practice your presentation with your audio or visual aid several times so that the presentation is smooth and there are no unforeseen problems when you are in front of the judges.

Before the day of the presentation, double check to make sure the audio or visual equipment you requested will be ready.

One the day of your presentation, arrive early so that you can make sure all equipment is working correctly. If you are using video tape, be sure that the tape is cued to the spot you need to begin.

Preparing for Judges’ Questions

Write a list of questions you would ask someone who gave a speech like yours.

Once you have a list of about 10 questions, write your answers to these questions.

Don’t put the answers on note cards. You should not use notes for the question/answer time, but thinking about answers ahead of time will help you be prepared.

Here is a list of possible questions you might be asked:

Why did you choose this topic?
Who helped you?
How did you....?
What happened when you....?
Tell us more about.....?
FORMS & RUBRICS
SPHS SENIOR PROJECT

PARENTAL CONSENT FORM

As a parent/guardian of _________________________________________________, a Senior at St. Pauls High School, I am aware that my son/daughter must complete and pass the four phases of the Senior project (research paper, job shadowing/physical product, portfolio, and presentation) in order to be successful in English IV this semester.

For the Senior Project, my son/daughter has chosen to (describe the project)

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

I also understand that my son or daughter is not required to spend money on this project. Some financial obligations can occur, however, depending upon the subject chosen by the student. This would be our choice and not a requirement of the school.

In addition, I have reviewed this manual with my son or daughter, and we fully understand all rules and requirements, including the late submission rules and plagiarism policy.

We agree to abide by the rules of the Senior Project and understand the consequences if requirements are not met.

Parent/Guardian signature:____________________________________________________
Student signature:_________________________________________________________
Date:_____________________________

ST. PAULS HIGH SCHOOL URGES SENIORS TO CONSIDER THE SAFETY FACTOR WHEN SELECTING THEIR PROJECT. ALL PROJECTS MUST BE APPROVED BY AN ENGLISH ADVISOR. NO PROJECT WILL BE APPROVED WHICH IS ILLEGAL, IMMORAL, DANGEROUS, OR WHICH VIOLATES SCHOOL POLICY.
Using correct business letter block format, write this Letter of Intent to your Senior English teacher.

Of course, your attention to good writing details and practices is required. This letter will be part of the Project Portfolio, so it must be typed. The contents should include the following items:

Paragraph 1: Describe the general area of interest of your Project focus (i.e. history, music, etc.) Explain why you chose this general topic and what (if anything) you already know or have done in this area which will help with your knowledge base.

Paragraph 2: Include the specific research your paper will focus on and some of the ideas you hope to include. Also, discuss some of the resources you hope to use. Be sure to include the names of those people you plan to interview.

Paragraph 3: Begins with a transitional sentence showing how you plan to acquire new knowledge and how you plan to demonstrate or apply this new knowledge in your presentation. Describe what you plan to include in your portfolio assessment and how you plan to make your presentation memorable.

Paragraph 4: Explain what plagiarism is and why it is important to avoid plagiarizing. Also, in this paragraph explain what the penalties of plagiarism would be.

TURN IN THE COMPLETED SENIOR PROJECT APPROVAL FORM with this letter.
SAMPLE LETTER OF INTENT

Block Style Letter with OPEN PUNCTUATION—no punctuation after the salutation or complimentary close. Follow this format for ALL letters written in this project.

311 N. Broad Street
St. Pauls, NC 28384
August 30, 2001

{four spaces}

Mrs. Angela Ivey
St. Pauls High School
648. N. Old Stage Road
St. Pauls, NC 28384

{double space}

Dear Mrs. Ivey

I have selected the subject of cartooning for my Semester Project. I chose cartooning because I have been interested in art since I first picked up a crayon in pre-school. My own drawings cover the pages of my school notebooks and my Spiderman looks as good as any printed in a comic book. Although I have taken art in school, we never drew cartoon figures so I am entirely self-taught in this area. Eventually, I would like to work for a movie studio such as Disney or have my own comic strip feature in a newspaper.

For my research paper, I will investigate computer animation in movies. I have heard that the art work for new cartoon movies such as Dinosaur is done by computer, and that many special effects in non-cartoon movies are only illusions created by computer animation. I want to research how this is done. I will locate my sources on the Internet, at the St. Pauls High School library, and other public libraries. I hope to go on-line to interview someone at Dreamworks or Disney Studios. I also plan to visit art departments of nearby universities.

I do not have access to a computer drawing program; however, my other interest is comic book cartooning. For my project, I plan to create a storyline and illustrations for my own comic book. I will invent a cartoon character who will be involved in some type of adventure. I would like to include a mock up of a cartoon page or complete a comic book on my own. I would like to include sample pages from some of my favorite comics, as well as some of my own sketches of comic characters. My presentation will be exciting and colorful and will include a powerpoint and drawing samples.

I understand that plagiarism is copying someone else’s work and using it as if it were my own. I also understand that if I plagiarize any part of the project or the research paper, I will not pass the Semester Project or the English IV exam. I will not do that. I want to show myself and my family what I can do. In my research paper, I will accurately cite and give credit to all my sources. I will provide my sources to my English teacher and anyone else who needs them to verify my work.

Sincerely

John Doe, SPHS Senior
SENIOR PROJECT APPROVAL FORM

Student Name: _______________________________________________________________

Topic: ______________________________________________________________________

Paper Idea:

Community Service/ Product Idea:

How Is This Topic A Learning Stretch?

Student Signature___________________________________________ Date______________

Parent Signature________________________________________ Date______________

TO BE COMPLETED BY SEMESTER  PROJECT ADVISORY COMMITTEE

☐Approved  ☐Denied*  ☐Clarification Needed*

*see attached for more information
After careful review of your Senior Project Proposal and the guidelines governing the project, the Project Advisory Committee has made the following decision regarding your proposal:

______CLARIFICATION needed in one or more of the following areas:

Comments:

- Not a significant learning stretch*
- Topic too broad/narrow
- Weak product
- Product description unclear
- Product is a presentation, not a product
- Product does not relate to topic
- Other: _____________________

______DENIED as specified below:

Comments:

- No apparent learning stretch*
- Creativity is lacking
- Product considered dangerous
- Violates PSRC/SPHS policy
- Other: _________________

Using the information above, please make needed adjustments in your proposal and resubmit by the established deadline for approval.

*LEARNING STRETCH: the art of making great demands upon one’s abilities while gaining knowledge, comprehension or mastery through experience or study.
SENIOR PROJECT JOB SHADOWING: PARENT PERMISSION FORM

I, _______________________________ give permission for my child,
(parent or guardian)

___________________________________ to participate in the Senior Project Job
Shadowing experience on the scheduled date. I agree to waive any and all rights to
claims against the shadowing site, school personnel, or any personnel of the
shadowing sit, if an accident or injury occurs during participation on this program.

Job Shadowing date: __________________________ Time:__________________
Location/address:______________________________________________________

REQUIRED HEALTH INSURANCE INFORMATION:

(Insurance Company Name)

_________________________________    ________________________________
Policy number    ___________________ Name of insured _______________
Guardian signature ___________________________ Date__________________
Student signature ___________________________ Date:__________________
SENIOR PROJECT JOB SHADOWING: TEACHER PERMISSION FORM

I authorize ___________________________ to be excused from my class to participate in a Senior Project Job Shadowing experience on the scheduled date. The following rules apply:

- Student must have all teachers sign permission form for classes to be missed.
- Student agrees to be responsible for all makeup work within two class days.
- If attendance is a problem, shadowing must be done on student’s own time.

Job Shadowing date: ___________________________ Time: ______________
Location: ______________________________________________________________

<table>
<thead>
<tr>
<th>Teacher Signature</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
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</tbody>
</table>

Please give students 3-5 minutes to share their shadowing experience with the class when they return. Thanks for your cooperation!!
SENIOR PROJECT JOB SHADOWING:

CONFIRMATION NOTICE

TO THE SHADOWING SITE: This notice confirms the shadowing placement of one of our students at your site as indicated below. Thank you for participating in this Senior Project Shadowing Program.

TO THE STUDENT: The shadowing site, contact person, and Senior Project mentor must be listed below:

Student Name: ______________________________________ Phone number: __________________

School Name: ______ School Name____ Phone number: ______

School contact: ______ ______, ______ ______

Shadowing Site: ________________________________________________

Phone number: ____________________________

Address: ______________________________________________________

Adult’s name and position: _______________________________________

Shadowing date: ____________ Time: ____________________________

Dress Requirements: Professional dress for environment

Lunch Provisions: ______________________________________________

Signature of Mentor: ___________________________________________

Was the student punctual? Yes No

COMMENTS:

RETURN THIS FORM TO THE ENGLISH TEACHER AFTER JOB SHADOWING.
RESEARCH PAPER EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>MAX</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>SUPPORT/ ELABORATION</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>STYLE</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>INFORMATIONAL LITERACY</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
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</tr>
</tbody>
</table>

Focus:
- Presents an insightful, focused and debatable (can be disputed) thesis statement
- Draws strong and clear connections between the thesis and significant related ideas
- Exhibits a mature a sensitivity to purpose audience and context throughout the paper

Organization:
- Effectively provides a logical progression of related ideas and supporting information in the body of the paper, including topic sentences in each paragraph relating to the thesis, appropriate paragraph length
- Effectively uses transitions to connect supporting information clearly
- Arrives at a well-documented, logical conclusion AND includes an effective counter-argument/point, involving critical thinking

Support/Elaboration:
- Effective synthesizes complex ideas from research sources
- Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas which provides appropriate evidence for the claims in the paper
- Provides a meaningful presentation of multiple perspectives
- Effectively balances use of quotations and student paraphrasing, with well-integrated quotations
- Skillfully integrates student-generated visual aids (i.e. diagrams, charts, pictures, graphic organizers) to emphasize important content

Style:
- Exhibits skillful use of formal or academic language, including effective word choice (no contractions, slang, jargon, etc.)
- Demonstrates exceptional fluency (varied sentence structure, paragraphing, flow of ideas, and transitions)
- Effectively exhibits clarity and a consistent voice

Conventions:
- Demonstrates a sophisticated use of MLA format, including pagination, citation format, signal phrases
- Consistently uses standard writing conventions in grammar, punctuation, spelling, usage (avoiding use of first/second person)

Informational Literacy:
- Conscientiously and consistently demonstrates integrity in citing practices
- Effectively employs an extensive variety of primary and secondary sources (interviews, surveys, etc.)
- Demonstrates strong evaluation skills in determining source credibility and reliability
- Effectively uses credible sources (avoiding general sources such as Wikipedia, etc.)
PHYSICAL PRODUCT EVALUATION RUBRIC

Student name________________

<table>
<thead>
<tr>
<th>Rank each of the following components 0-5.</th>
</tr>
</thead>
</table>

TIME:
- Meets or exceeds **10 hours** worked on community service, internship or physical product (Must be documented)
- Demonstrates through documentation/evidence **effective time management**
- Shows evidence of **two or more conferences with English teacher**
- Shows evidence of **five or more meetings with mentor**

LEARNING STRETCH AND DEPTH OF KNOWLEDGE:
- Represents a **SIGNIFICANT** learning stretch
- Demonstrates **critical analysis of knowledge** in producing an original community service, internship, or physical product
- Demonstrates the student’s ability **adapt or modify based on previous activities**
- Shows extensive evidence that **resources, including mentor, were used effectively**

QUALITY OF WORK:
- Exhibits **creative and exceptional results**, using talents, abilities, and varied sources
- Displays **extensive use of detail**
- Shows evidence of **consistent self-directed actions**
- Shows **substantial evidence** (product log, photos, or other documentation) **proving stages of development** (i.e. planning, creating, finishing)

CREATIVITY/EFFECT:
- Demonstrates **significant creative thinking**
- Demonstrates **significant decision-making abilities**
- Demonstrates **significant reasoning abilities**
- Demonstrates **significant problem-solving abilities**
- Displays evidence of **exceptional technical skills**
- Shows **originality and uniqueness**

ETHICS:
- Consistently demonstrates **ethical standards**
- Consistently shows **integrity in log/journals and photos produced** (not “made up” or “staged”)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>MAX</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>LEARNING STRETCH/DEPTH OF KNOWLEDGE</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>QUALITY OF WORK</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>CREATIVITY/EFFECT</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>ETHICS</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADVISOR SIGNATURE: __________________________________________ DATE: __________________________

COMMENTS:

PORTFOLIO EVALUATION RUBRIC

Student name________________

updated August 2016
Rank each of the following components 0-10.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>MAX.</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT/ APPEARANCE</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>COMPLETENESS</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>STUDENT GROWTH</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>STUDENT REFLECTION</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>REAL-WORLD RELEVANCY</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>INFORMATION, TECHNOLOGY, AND COMMUNICATIONS LITERACY</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FACULTY JUDGE SIGNATURE: _________________________________

NAME PRINTED: ________________________________

DATE: ________________

COMMENTS:
PRESENTATION EVALUATION RUBRIC Student e_______

Rank each of the following components 0-5.

**COMMUNICATION SKILLS:**
- Consistently speaks with appropriate volume, tone, and articulation
- Consistently employs appropriate eye contact and posture
- Consistently employs nonverbal communication techniques
- Consistently exhibits poise, enthusiasm, and confidence
- Consistently employs standard grammar
- Adheres to 8-10 minute guidelines
- Wears appropriate professional or authentic attire
- Employs creative use of visual aids that enrich or reinforce presentation
- Employs an effective and creative variety of presentation techniques
- Effectively displays ability to capture audience attention
- Excellent preparation

**CONTENT AND COHERENCE:**
- Effectively defines and clearly adheres to purpose throughout presentation
- Employs a logical and engaging sequence which the audience can follow
- Shows effective mastery of the content area
- Demonstrates exceptional use of supporting details/evidence

**SELF REFLECTION:**
- Offers an insightful evaluation of the project process and learning stretch
- Reflects on successes and challenges with exceptional depth and insight
- Extensively reflects on the collaboration with the mentor

**EXTEMPORANEOUS RESPONSES:**
- Confidently and politely responds to judges’ questions and comments with well-developed answers
- Answers questions accurately and with definite understanding of the topic

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>MAX</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>CONTENT AND COHERENCE</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>SELF-REFLECTION</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>EXTEMPORANEOUS RESPONSES</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
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</tbody>
</table>

JUDGE’S SIGNATURE: ____________________________ DATE: ______________________

COMMENTS:

updated August 2016
TOPIC FEASIBILITY FILTER ACTIVITY

In order to determine if your chosen topic will result in engaging research and discovery or end up in dead-ends and roadblocks, filter your topic through the following questions and place a check in the column which best matches your answer.

Mostly High Ratings = Green Light!  Mostly Low Ratings = Red Flag!

<table>
<thead>
<tr>
<th><strong>TOPIC: Feasibility Question</strong></th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the likelihood that this issue can be seen from multiple perspectives? (Ethics, Budget, Feasibility, Management, etc.)</td>
<td></td>
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<tr>
<td>2. What is the likelihood that there is something about this issue that is controversial – a point on which experts disagree or which they interpret differently?</td>
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<tr>
<td>3. What is the likelihood that a body of information about this issue exists?</td>
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<tr>
<td>4. What is the likelihood that there have been recent new developments in this field?</td>
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</tr>
<tr>
<td>5. What is the likelihood that you will be able to identify 5 W’s and an H for this topic? (Who, what, when, where, why, and how)</td>
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<tr>
<td>7. To what degree are your opinions informed or uncertain regarding this issue? (Is there room for you to become an “expert” yourself?)</td>
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<tr>
<td>8. To what degree are you able to view this issue objectively?</td>
<td></td>
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<tr>
<td>9. What is the likelihood that this issue is focused enough to be thoroughly addressed in 5-7 pages?</td>
<td></td>
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</tr>
<tr>
<td>10. What is the likelihood that you will be able to develop a position or thesis statement regarding this issue (something that you can PROVE and not just EXPLAIN)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. What is the likelihood that you will be able to clearly link your learning from the research to your service learning experience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. How comfortable would you feel presenting this issue to a panel of adults?</td>
<td></td>
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</tr>
</tbody>
</table>

Adapted from: Dianne Niemann, Partnership for Dynamic Learning

How do the results of this filter impact your choice of topic? Explain thoroughly.
NARROWING TOPIC/ DEVELOPING QUESTIONS ACTIVITY

Once you have identified a general issue(s) that you are interested in, the next step is to narrow the subject and identify the essential or research question.

My general issue(s) of interest are:

In order to narrow your subject, you must conduct some preliminary research. Find several books or articles (avoid .com information) on your topic and browse them to get an overview. Look at the table of contents and scan the text. After doing this preliminary research:

List three facts that you **already know** about your issue:

1.
2.
3.

List three questions that you **would like to know** about your issue

1.
2.
3.

Then, structure several what, which, how, or why questions about your issue:

**WHAT** What effect? What difference...? What if...? What is the best choice for...?

**WHY?** Why does it matter that...? Why do... Why...?

**WHICH?** Which is most important...? Which path is best to...? Which is the best design...?

**HOW?** How could things be better? How does this effect...?
EXTRA CREDIT: DIGITAL SUBMISSION OR LIVEBinder
DIGITAL SUBMISSION REQUIREMENTS

The total possible score for the Digital Submission is 50 points. Submission may lose points if any of the items below are missing.

- All items should be on a CD or DVD format (no jump drives or floppy disks)
- The CD/DVD itself should be labeled with the student’s name, topic, and date
- All CDs/DVDs should be in a hard case and must include a cover for the case. (should include project title, student name, class, and date)
- All photos should be labeled (rename)
- The following items should be placed in folders on the CD (be sure to rename each document and photo):

  - Judge’s Information (Letter to Judges, Project Overview, Personal Resume)
  - Documentation and Evidence (Project Log/ Journal, Parental Consent form, Job Shadowing forms, scanned pictures, etc.,)
  - Evaluation Forms (self-evaluation, scanned graded rubrics)
  - Mentor Forms (mentor agreement form, mentor letter, scanned mentor verification forms)
  - Faculty Advisor Forms (faculty advisor agreement form, faculty advisor letter)
  - Research Component (research paper, letter of intent, product proposal)
  - Speech Component (power point, dvd, slide show, etc., copy of speech)
  - English IV Component (scanned images of the pieces you put in your portfolio)
**DIGITAL SUBMISSION RUBRIC**

The total possible score for the Digital Submission is **50 points**.

***No points awarded if not on CD/ DVD.***

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
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<tbody>
<tr>
<td><strong>CD/ DVD labeled</strong> with the student’s name, topic, and date</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>CDs/DVD in a hard case</strong> and includes a cover for the case.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>● should include project title, student name, class and date</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All photos labeled</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>● Must be renamed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Judge’s Information</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>● Letter to Judges, Project Overview, Personal Resume</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation and Evidence</strong></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>● Scanned pictures, etc., Project Log/ Journal, Parental Consent form, Job Shadowing forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation Forms</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>● Self-evaluation, scanned graded rubrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mentor Forms/Faculty Advisor Forms</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>● Mentor agreement form, mentor letter, scanned mentor verification forms, Faculty advisor agreement form, faculty advisor letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Component</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>● Research paper, letter of intent, product proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speech Component</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>● Power point, dvd, slide show, etc., copy of speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English IV Component</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>● Scanned images of portfolio choices, explanations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS** **50**
Go to this website:  http://www.livebinders.com/
and set up an account. Use the same categories for your live binder as you would for a digital submission CD.

Student Sample:  
http://www.livebinders.com/play/play?id=785436
THIS PORTION OF THE SENIOR PROJECT MANUAL SHOULD BE PRESENTED TO THE FACULTY ADVISOR FOR THE PROJECT.

updated August 2016
Faculty Advisor Responsibilities

All professional and support staff members are eligible to be a Senior Project Advisor. In order to work effectively with each student, advisors should not work with more than three students, nor should they advise a family member. As an advisor, you will ensure that the student articulates clear goals and follows them thoroughly throughout the project. The Senior Project Faculty Advisor should:

1. Complete and return an Advisor Information Form.
2. Ask the student for his or her Information Form and review it with the student.
3. Discuss with the student his or her intended topic and product.
4. Generate ideas on how the student can successfully complete the project – draft reasonable goals, objectives, and due dates.
5. If needed, help the student locate a community mentor (faculty members may serve as mentors).
6. Once given the Mentor Information Form, call the mentor to verify that he or she is willing to work with the student and has the adequate knowledge and time to help make the student successful. Answer any questions the mentor may have about the student or project.
7. Periodically contact the mentor to verify student progress.
8. Recommend resources and materials for the project.
9. Read the student’s work and make recommendations for revisions prior to submission to English Instructor.
10. Review time sheets and logs. Logs must be verified by the advisor after every five hours (or more) of work.
11. Provide articulation between the student and his or her mentor, English IV teacher, Senior Project Coordinator, and parents. Inform each of any unique situations.
12. Final approval of student’s product. Approval means:
   a. That all forms have been completed promptly, and that all required signatures have been obtained.
   b. The student has completed at least 10 hours of tangible and provable work on a product.
   c. The student has completed the product with the aid of a mentor. The student does not need to meet a specific time requirement, but must have met with a mentor on several occasions.
   d. The student has shown proof that he or she has completed a presentable product. Ask to see pictures, receipts, or the actual product in person. Remember, you have the final say of whether or not the student can present to a panel of judges.
13. Although students should take the initiative to have work to you on time and completed, please be an active part of the process.

If you have any further questions, please contact the student’s English IV teacher or the Senior Project Coordinator. Thank you for your role in helping make our students successful. Your contribution is invaluable!

Adapted from Southview High School Faculty Advisor Manual
updated August 2016
Advisor Contact Information/Acknowledgment
St. Pauls High School Senior Project

The student should complete this form as they talk with his/her advisor. The student should not leave it for the advisor to complete.

Student:______________________________________ ID:_____________________

English IV Teacher:________________________________________ Period:________

Advisor:________________________________________ Room:_____________

Advisor’s Subject Area:_________________________ Advisor’s Planning Pd:_____________

Advisor’s Email___________________________________________________________________

My advisor is available before/after school on these days:
_____________________________________________________________________________

My advisor and I have brainstormed these possible Senior Project topics:_____________________
________________________________________________________________________________

I will meet again with my advisor on the following date(s):_______________________________

I have met with my assigned student and have discussed his or her Senior Project. I understand that I should never sign a log or form without proper documentation or without discussing the progress of the project with the student. I also understand that I am responsible for guiding the student through all phases of the project and I determine if the student has a tangible, verifiable and presentable product.

Advisor Signature______________________________ Date________________

I have met with my advisor and have discussed my gradation project with him or her. I understand that I should never ask my advisor to sign a form or log without explaining the progress of my project. I understand that it is my responsibility to make contact with my advisor at his or her discretion and that my advisor should not have to “find me” in order to check on my progress. I will never forge my hours on a log or my advisor’s signature.

Student Signature__________________________________________ Date________________

Received by English Teacher:
Date______________Signature_____________________________________

updated August 2016
Student Information Sheet – Advisor Copy
St. Pauls High School Senior Project

This form should be given to your Senior Project Advisor. Please complete it completely prior to introducing yourself to your advisor.

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
</tr>
<tr>
<td>Homeroom Teacher:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Home Phone:</td>
</tr>
<tr>
<td>Cell Phone:</td>
</tr>
<tr>
<td>Parent Phone:</td>
</tr>
<tr>
<td>Birth date:</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
</tbody>
</table>

**Schedule**

<table>
<thead>
<tr>
<th>1st Period:</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Period:</td>
<td>Teacher</td>
</tr>
<tr>
<td>3rd Period:</td>
<td>Teacher</td>
</tr>
<tr>
<td>4th Period:</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

Do you have any family members working at or attending SPHS?

If so, who?

In what extracurricular activities do you participate? Include clubs and sports.

Do you drive? Do you have access to transportation?

What days after school are you most available?

Do you work or volunteer after school?

<table>
<thead>
<tr>
<th>Place of employment:</th>
<th>Hours of work per week:</th>
</tr>
</thead>
</table>

What are your plans for after graduation? What careers interest you?

Do you have any special skills or talents? (Music, computer, art, etc.)

What are your hobbies, or what do you like to do for fun?

What do you feel has been your greatest accomplishment so far?

*Adapted from Southview High School Faculty Advisor Manual*

updated August 2016