

# SENIOR PROJECT 2018

## RATIONALE

You will complete a Senior Project as a requirement for graduation as a way to exhibit the knowledge and maturity you have acquired while attending Kimball School District. The Senior Project must be a learning stretch, meaning the topic is not something you have already experienced, but should be an area of interest or possible career path. You will be required to have a mentor for guidance, and meet with and document at least 5 contacts with the mentor. The Senior Projects will be assessed by following grading Rubrics created for each section of the Project, and all sections must be passed in order to graduate. The Senior Project consists of four parts:

- 1) **Research Paper** – Minimum 7 page – maximum 10 page paper using MLA format following the handbook *A Rookies Guide to Research*. The paper will be completed as part of the senior level English class.
- 2) **Project/Product** – Created by you as an extension of the research paper. It can be oriented around a performance of a skill, the development of some physical product, or the study of a profession. It should demonstrate the application of acquired knowledge from the research, and show evidence of creativity and attention to detail in its design. The product should be the equivalent of at least 40 hours of work and should be started at the beginning of the school year (some projects may be started in the summer with the Senior Project Coordinator's approval).
- 3) **Portfolio** – Collection of documents to demonstrate what has been accomplished including: Journal logs, Mentor contacts, Sample works (rough draft, photographs, videos, sketches, etc...), timelines, final paper, and presentation (PowerPoint, video, note cards, etc...)
- 4) **Oral Presentation** – 8-10 minute explanation of the purpose, content, and experience of the Senior Project in front of an evaluation panel.

## PROJECT PHASES

- 1) **Selection of the Topic** – The topic should be a stretch or risk for you. You may pick something you want to begin a career in, but it is not required. You may choose what interests you such as a hobby but stay away from a topic you know all about. The topic should be project friendly, meaning it should easily lend itself to a product. For example, time travel is interesting but would not lend itself to a project; while woodworking lends itself to multiple projects.
  
- 2) **Letter of Intent** - This is the contract declaring your commitment to the project. The information to cover is as follows:
  - **Paragraph 1** - Should describe the general topic and the project you want to create (what it is, who is involved, potential costs, timeframe); explain why you chose the topic and what background knowledge you have on the topic (how it will be a learning challenge).
  
  - **Paragraph 2** - Address the specific research you hope to use; include questions you want answered.
  
  - **Paragraph 3** - Describe how the research paper relates to the project
  
  - **Paragraph 4** - Explain plagiarism and tell why it is important to avoid copying other people's work. Also tell the repercussions of such an act including understanding that if you plagiarize on the senior project, you will fail.
  
  - You should follow these basic letter writing rules
    1. Block style
    2. The entire letter is typed at the left margin (one inch)
    3. Do not indent at the beginning of each paragraph
    4. The body of the letter should be single spaced, with double spaces between paragraphs.

3) **Research Paper** – The research paper provides the knowledge base for the Senior Project. The format for this paper will follow the MLA handbook *A Rookies Guide to Research*, by Barbara Mills and Mary Stiles. The paper is a requirement of the English IV class, and the teacher will give specific guidelines and timelines.

- **Length** – 7-10 pages
- **Format** – MLA format, 12 point, Times New Roman or Calibri font, double spaced, 1 inch margins.
- **Works Cited** – Alphabetical listing of sources you cite in the paper to prove, support, or disprove your thesis statement. You are required to use a minimum of 5 sources.
- **Parenthetical Documentation** – Any fact you use to back up the central point of your paper must be documented, whether the fact is directly quoted or in your own words. Paraphrasing does not mean changing every third word of the original source. If you do not document a fact, you are guilty of **plagiarism**. If you use an author's exact words but do not give credit and/or do not place the exact words in quotation marks, you have committed **plagiarism**.
- **Edit** - Be prepared to re-write your paper at least a couple times before the Final Draft is complete.

4) **Identify Mentor** – A subject specialist (preferably not a family member) who will provide guidance, suggestions, and possibly sources. You should meet and document at least 5 contacts with the mentor.

5) **Product Component** – The physical product gives you a chance to explore the subject in greater depth than possible during the normal course of the school year. It can be oriented around the performance of a skill, the development of some physical product, or the study of a profession. Whatever the product, you will be required to illustrate the activity in some way.

## **Guidelines**

- Must be student generated; it is a showcase of your skills, not the mentor or parents’
- Must show evidence of application of the research paper.
- Must show evidence of an academic stretch/risk.
- Must be approved by the Senior Project Coordinator.
- There will be no pairing or sharing of projects or products.
- Should not require large expenditures and will not enhance the evaluation of the project.
- Can be community service oriented.
- Can be booklets/pamphlets.

6) **Portfolio Component** – The Portfolio is a collection of documents that demonstrate their project. Throughout the process, you should keep a journal of contacts, work time, and ideas to include in the portfolio. You should document all stages until completion to ensure a dynamic portfolio.

## **Guidelines**

- Letter of Intent
- Log/Journal – keeping a journal will help record important questions, ideas, and discoveries as you develop your project. Your journal should be freely written in your own voice whenever you think or do something involving your project. These writings should include plans, ideas, questions, conversations, and notes you encounter along the way. Each entry should be dated.
- Mentor contact verification
- Sample work (rough draft, sketches, photographs, videos)

- Final Paper
- Final Product
- Final Presentation

7) **Presentation Workday** – One school day, within a week of the scheduled presentation day, will be given to the seniors to prepare their presentation. They will meet in a designated area and have the entire day to work on their presentations. Date TBA.

- With Principal, Senior Project Coordinator, and Mentor approval, students may request excused school time to work on their projects. Example...an engine repair project needs to pull the engine during the mentor mechanic's working hours.

8) **Presentation** – Senior Project Night will give the community an opportunity to view the projects at an open house event in the Kiote Den prior to the presentation of College Scholarships. Presentations will be in front of a panel of evaluators, parents, and administration only (unless the student agrees to other viewers).

### **Guidelines**

- 8 - 10 minutes
- Introduction should explain why you selected the topic and research.
- The body should demonstrate how the project is an extension of the research. Make sure to show and explain the project.
- Describe the role the mentor played during the course of the project.
- Include visual aids and incorporate technology.
- In conclusion, explain how the project affected and influenced your personal development, intended area of study, or employment.

## **Organizing the Presentation**

**I.** Plan an introduction in which you:

- a.** Introduce yourself
- b.** Explain why you chose the topic
- c.** State the purpose of your project/product
- d.** Attract attention

**II.** Plan the presentation to last no more than 10 minutes. You will also be questioned on your work. To show what you have learned, you may wish to include:

- a.** A demonstration
- b.** A reading
- c.** A visual aid (pictures and video)
- d.** Interactions with your mentor
- e.** Discussion about your research
- f.** Brainstorm possible questions a viewer may have and answer them before they are asked

**III.** Plan a conclusion that will:

- a.** Summarize your learning
- b.** Reflect on your personal growth
- c.** Give the audience something to think about

**IV.** When planning your delivery, be sure to:

- a.** PRACTICE!
- b.** Put an outline of your presentation on 3x5 note cards, but do not use note cards for your Introduction or Conclusion.

# EVALUATION

The project will be evaluated by a teacher advisors and a panel of administrators, business persons, 4H leaders and outside officials. Failure to pass any of the four parts will results in that component being improved until passing.

## ★ PORTFOLIO

★ *To be completed by the teacher advisor on or before the deadline*

<b>HARD COPY DOCUMENTATION</b>			
<i>X Required Elements</i>			
	Letter of Intent	1 = missing 4 or more elements 2 = missing 2-3 elements 3 = missing 0-1 elements	1    2    3
	Journal		
	Mentor contacts		
	Sample Work		
	Final Paper		
	Presentation		
<b>SAMPLE WORK</b>			
1 = no sample work present			
2 = research paper rough draft, corrections, and before & after pictures			
3 = rough draft, corrections, before & after pictures, and 'in action video'			
<b>JOURNAL</b>			
1 = no journal present or less than 15 total entries			
2 = dated entries between 16-25			
3 = dated entries over 26			
<b>HARD COPY / DIGITAL COPY</b>			
1 = stapled document with no data disk			
2 = bound document with data disk.			
3 = 3 ring binder with protective sheets, section tabs, and a labeled data disc.			

## ★ PORTFOLIO TOTAL \_\_\_\_\_

★ *If score is under 8, the student must redo the portfolio*

## ★ PAPER

★ *To be completed by the English IV teacher and teacher advisor on or before the deadline*

<b>COMPONENTS – assessed by English IV teacher</b>			
<i>X Required Elements</i>			
	Note cards	1 = missing 4 or more elements 2 = missing 1-3 elements 3 = missing 0 elements	1    2    3
	Outline		
	Title Page		
	Works Cited		
	Rough Draft		
<b>RESEARCH – assessed by English IV teacher</b>			
1 = 1-29 note cards			
2 = 30-49 note cards			
3 = 50+ note cards			
<b>OUTSIDE ASSESSMENT – assessed by outside professional</b>			
1 = 50 - 69			
2 = 70 - 84			
3 = 85 - 100			

## ★ PAPER TOTAL \_\_\_\_\_

★ *If score is under 6, the student must redo the paper*

★ **PRODUCT**

*To be completed by the Advisor and Judging Panel on or before the due date*

<b>STRETCH / RISK</b> 1 = Expert – no risk involved, repeated an already known skill 2 = Journeyman – improved on a previously skill level to become better 3 = Unknown – had to learn new skills or use of tools	1	2	3
<b>TIME</b> 1 = Showed very little progress between checkpoints 2 = Showed average progress between checkpoints 3 = Showed steady progress between checkpoints	1	2	3
<b>PHASE / CONSTRUCTION</b> 1 = Nothing to show or Generic looking 2 = Attractive looking but incomplete 3 = Professional looking and complete	1	2	3

**PRODUCT TOTAL** \_\_\_\_\_

★ *If score is under 6, the student must redo the product*

★ **PRESENTATION**

*To be completed by the Judging Panel on Senior Project Night*

<b>INTRODUCTION &amp; CONCLUSION</b> Personal introduction; reason for choosing the topic; purpose of the product/project clearly stated or implied; attracts attention Summarizes; reflects personal growth or learning <u>Comments:</u>	1	2	3
<b>CONTENT</b> Clearly states main points; accurate, appropriate supporting details; logical flow of ideas; relates research from project/product to presentation. <u>Comments:</u>	1	2	3
<b>DELIVERY OF SPEECH</b> Neat appropriate dress; courteous, punctual and prepared; eye contact, poise, posture, and appropriate gestures; volume, rate, and clarity of speech; appropriate word choice (avoids slang); audio visual aids to enhance presentation. <u>Comments:</u>	1	2	3
<b>QUESTION AND ANSWER SESSION</b> Fluent, confident impromptu skills, answers questions easily; evidence of knowledge; responds directly to questions. <u>Comments:</u>	1	2	3
<b>PHASE / CONSTRUCTION</b> 1 = Nothing to show or Generic looking 2 = Attractive looking but incomplete 3 = Professional looking and complete <u>Comments:</u>	1	2	3

**PRESENTATION TOTAL** \_\_\_\_\_

★ *If score is under 10, the student must redo the presentation*