

Senior Project Handbook

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Senior Project Timeline

- | | | |
|--------------------------|---|-------------------------------|
| <input type="checkbox"/> | Introduction to the Senior Project Criteria | Sept. 8-11, 2009 |
| <input type="checkbox"/> | Submit a Project choice, and research topic | _____ |
| <input type="checkbox"/> | Choose and Contact Mentor
*Fill out Mentor form | _____ |
| <input type="checkbox"/> | Write the Proposal and have it approved. | _____ |
| <input type="checkbox"/> | Write your Letter of Intent. | _____ |
| <input type="checkbox"/> | Create your Senior Project Poster | _____ |
| <input type="checkbox"/> | Submit Research Paper Thesis | _____ |
| <input type="checkbox"/> | Do Research | _____ |
| <input type="checkbox"/> | Submit Research Cards | _____ |
| <input type="checkbox"/> | Create Outline of Research Paper
<i>*Include Preliminary Works Cited page)</i> | _____ |
| <input type="checkbox"/> | 1 st Draft of Research Paper
<i>*Parent contact if not completed</i> | _____ |
| <input type="checkbox"/> | 2 nd Draft of Research Paper
<i>*with accurate citation and Works Cited</i> | _____ |
| <input type="checkbox"/> | 3 rd Draft of Research Paper | _____ |
| <input type="checkbox"/> | Submit first 5 Hours of Project (In Project Log) | _____ |
| <input type="checkbox"/> | Submit second 5 Hours of Project (In Project Log)
<i>*Parent contact if not completed</i> | _____ |
| <input type="checkbox"/> | Submit final 5 Hours of Project (In Project Log)
<i>*Parent contact if not completed</i> | Apr. 5-9, 2010 |
| <input type="checkbox"/> | Submit completed Portfolio | Apr. 12-16, 2010 |
| <input type="checkbox"/> | Senior Presentations
<i>*be prepared to present on the first day</i> | Apr. 26-May 7, 2010 (Approx.) |

Chapter 1

Introduction to Senior Project

A brief overview...

What is Senior Project?

Senior Project is designed to provide you with the opportunity to apply all that you have learned in twelve years of school to a project which will challenge all of your abilities, stretch your limitations, and reward you immensely!

Senior Project consists of four major components: **the project, the paper, the portfolio and the presentation.** This handbook will guide you through the process. It includes most of the information and forms you will need to complete the project.

The Project

The project is the core of the Senior Project experience. You will be choosing a project which **extends your learning, stretches your potential, and challenges your abilities.** What that may be is up to you. The goal is to choose an area of interest and act on it by finding or discovering something that you've never done or known before but always wanted to do or learn. Another option is to take something you know or can already do but take it to a new and more challenging level.

For Example... A possible project for someone who might be interested in a career in advertising would be to design an effective sustained advertising campaign around a societal problem such as teenage smoking—**MORE** than just a single poster or video recording on one commercial. A possible project for someone who already knows how to play the piano, but has never done original compositions would be to have instruction in composition theory, compose a few songs and record them in a studio.

The Paper

After you've decided upon a project, you will need to know more about controversial issues related to that topic. That's where the research paper comes in! Along with your teacher, you will select a **controversial issue** topic which will help you to learn more about issues surrounding whatever it is you've decided to do.

For Example... If you planned to design that advertising campaign, wouldn't it be helpful to know about controversies that people within the advertising field might face? You might want to write a research paper entitled *The Cost of Advertising: Putting Teens in Danger*. The controversial issue would be whether or not advertising affects teen alcoholism.

The Portfolio

Since much of the work on your Senior Project will be done outside of class, you will want to keep **accurate records** of the time you devoted, how much money you spent, where you went, who you talked to, what you learned, and so on. The portfolio is simply a place to keep all of that. Eventually, your portfolio will be graded for completeness and attention to detail by your English teacher and reviewed by your Senior Board judges.

The Presentation

Finally, just before graduating you will present your project at Senior Boards, a few days of frazzled nerves, sweaty palms, and praise. You will make a **formal presentation to a panel of judges** including parents, teachers, your fellow students, and other community members. You will share with them all the work related to your project and paper, the process you followed, what you learned along the way, and your personal growth as a result of your ambitious effort. If you've chosen a project which really excites you and captures your interest, your enthusiasm will shine through to your Board, your parents, and your friends.

How will this project affect my grade?

An excellent question! Various components of Senior Project are calculated in to be a significant percentage of your grade English 12. **Further, this is a district requirement for ALL seniors. (Modifications are available only if specified in a student's IEP.) You cannot graduate without passing a senior project.**

So how do I start?

Read on! The rest of this manual will tell you (almost) everything you need to know about Senior Project.

Senior Project: the 4 Ps

Project

- *Should be a Challenge
 - *Should be a new learning experience
 - *Can't include safety concerns
 - * Can't log hours during school time
 - * Can't be something you learn in class
 - *MUST INCLUDE 15 HOURS OF WORK ON THE PROJECT ITSELF
 - *Must record exact hours in the project log
 - *Paragraph (or more) reflecting on project
- DUE DATE: 1/5-16**

Paper

- First:
Do the Research!
 - Second:
Do multiple Drafts
 - Finally:
Polish and submit the Essay
 - *Typed
 - * 6 pages
 - * At least 5 sources
 - *only 2 online
 - *Formatted Correctly
 - *MLA style
 - * Works Cited Page
 - *Cover Page
 - *Firmly Bound
- DUE DATE: 2/20-4/3**

Portfolio

- * Cover Page
 - * Table of Contents
 - * Approval Form
 - * Parent Permission Form
 - * Mentor Agreement Form
 - *Mentor Evaluation Form
 - * Letter of Intent
 - * Research Notes/Cards
 - * Copy of Research Paper
 - *Other letters, forms or surveys, pictures, etc. used in the project
 - * Project Log
 - * Letter of Intro to Judges
 - * Presentation Notes
 - * Reflection paragraph
 - All nicely bound for the presentation
- DUE DATE: 4/13-17**

Presentation

- 6-8 Minute Speech**
 - * Catchy Opening
 - * Process for the Project
 - * Explain the Challenge
 - * Describe problems and solutions
 - * Identify learning
 - * Connect the paper to the project
 - * Reflect on changes you would make next time
 - * Discuss how CKM classes helped you with the project
 - * Close with the value of your learning
 - Include visual or audio aide
 - Answer Judge's questions
- DUE DATE: 4/27-5/8**

Remember: If one part of the project is not completed or receives a failing grade, then the entire project is failed.

Remember: No senior in the Sacramento City Unified School District can graduate without completing a Senior Project.

Remember: Due dates for the paper, project and portfolio are subject to alterations by the Senior English Teachers in accordance with their curricular needs.

Chapter 2

Getting Started

What to do and how to do it...

How do I pick a project?

Because Senior Project will be one of the most important assignments of your high school career, not to mention the fact that it will take up much of your time in the coming months, you need to consider your choice of project very carefully.

Pre-planning

Think about all of the things you are interested in—things you would like to fix, do, learn, understand, see, improve, create, experience, or own. Brainstorm your ideas as they come to you; don't edit yourself at this point. If you're into sailing and want to sail solo to Hawaii, write it down. You can always eliminate ideas later if they turn out to be impractical or too expensive. Narrow your ideas down to three or four ideas which are “do-able” and prioritize them. In deciding whether or not a particular project idea will work, take into consideration whether or not research information is available and whether the project is one which you can financially afford to undertake, will take you **at least fifteen hours** to complete, will maintain your interest for **several months**, and will be approved by your parents. Also remember that in order to qualify as a Senior Project, your plan needs to be one which will **stretch your abilities and challenge your limitations**.

Minimum Requirements of the Project

Your project must...

- be a personal stretch and challenge
- take a minimum of fifteen hours outside of class time to complete,
- be approved by your teachers and by your parents,
- be individual—no group or collaboration projects,
- and, last but not least, be legal!

Acceptable Paper Topics and Projects

ACCEPTABLE PROJECT EXAMPLES

These sample projects reflect *Stretch* and *Challenge*. Only finished projects reflecting quality will be accepted.

Controversial Issue Topics and Related Projects

- **Project:** Design an effective sustained advertising campaign for a product.
 - **Paper:** Whether or not advertising campaigns influence teen alcoholism
- **Project:** Learn to scuba dive
 - **Paper:** Whether or not Global warming or pollution effect tide pools
- **Project:** Coach a Special Olympics participant
 - **Paper:** Whether or not schools should create special facilities for the severely handicapped

- **Project:** Design a lesson and work as a teacher’s aid for an elementary school teacher
 - **Paper:** Whether or not schools should have bilingual education
- **Project:** Test and monitor E-coli bacteria in local groundwater
 - **Paper:** Whether or not there are adequate industry standards for E-coli bacteria
- **Project:** Design and produce an authentic Elizabethan garment
 - **Paper:** Whether or not school dress codes or uniforms help in school
- **Project:** Design and implement a Red Ribbon campaign for an elementary school
 - **Paper:** Whether or not high-impact exercises have a negative effect on the body
- **Project:** Coach a basketball team at the YMCA
 - **Paper:** Whether or not student athletes should be tested for drug abuse, or
 - **Paper:** Whether or not athletes who have used steroids should be banned from sports, or
 - **Paper:** Whether or not sports involvement increases academic achievement

UNACCEPTABLE PROJECTS

These projects will cause problems and are not acceptable for your Senior Project.

- Weather dependent projects: landscaping a garden may be fun and productive, but what will you do when it rains every day from January to May?
- Illegal activities.
- Dangerous activities.
- Group or collaboration projects: you may be reliable, but your friends and colleagues may let you down. No collaboration or joint projects will be allowed.
- Unfinished work: we know you mean well when you say you will write a novel, but turning in three chapters is not quality, finished work and will not be accepted.
- No stretch or challenge: working out at school, painting a room, baby-sitting your nephew, taking pictures of your friends etc. Are done during school hours. This is your opportunity to take a risk and do something worthwhile for yourself or your community.

Senior Project Interview- Seeking teacher approval for your project:

Once you’re convinced you’ve got some workable possibilities, prepare for your Senior Project Interview. Before you can begin work on your project, you will need to get approval from your teacher. You will need to listen carefully to your teacher about how to present your project. Some will do interviews, some may ask for class presentations. **Important: Be sure to complete the “Senior Project Approval Form” (see the Appendix) before your scheduled appointment and take it with you when you go.** At your interview you will be asked to explain how your choice of project will be a stretch and challenge for you; if your interviewer agrees, he or she will sign your form.

If your English teacher is uncertain about your project, he/she may ask you to revise and/or elaborate on your project description prior to approving your project. Once your Senior Project Approval Form is signed, however, feel free to congratulate yourself; you’ve just taken the first step towards completing your Senior Project requirement. The original will go in your portfolio.

Ok... NOW can I start working?

Once your project has been approved, you’re officially committed to the project. **You will not be allowed to change your project after the approval process is completed, so don’t pick something that you have no intention of completing – you’re stuck with it.** You’ve got to make it work—that’s part of the learning experience. You’ve consulted several adults who all believe you can do this, so go on—DO IT!

The Letter of Intent

You'll put down all of your Senior Project intentions in a Letter of Intent (see sample in the Appendix) addressed to your Senior English teacher. This letter is your formal commitment to follow through with what you said you would do. Your Letter of Intent is your personal word that you will complete the project you started. You will need to explain all aspects of your Senior Project: **your background, your paper topic, your project, who's helping you, how much time you plan to spend, how much money it will cost, what resources you will use, and so on.** This will become one of the centerpieces of your portfolio, something for you to reflect back upon after you complete your project and see how far you've come. Not only will you be impressed by what you've accomplished, but your Senior Board will be as well! You'll use the standard business letter format. The Letter of Intent should also include an analysis of your research essay **explaining which issue you want to study and why, what you know about it, why you think it is controversial, and what you think should be done about it.** Please follow the outline below.

Content for Letter of Intent

What is your project?

Explain what your project will be; cover any obstacles, or challenges you think you might come up against. What might make it hard for you to succeed? What worries you about this project? Finally, explain how this project **extends your learning, stretches your potential, and challenges your abilities** and how it will fulfill the **15 hour requirement.**

Which controversial issue do you want to study?

Explain which controversial issue you want to study (be specific); explain what you know about the issue and why it is controversial. Imagine that your reader does not know much about the issue, and you are explaining what this issue is all about and why there is more than one side to the issue.

Why did you choose this issue?

Explain why you chose this issue. Does it affect you, your community, or people you care about? Does it affect a lot of people? For each reason, make sure you give a complete explanation of why it made you chose the issue.

Explain how the issue for your research paper is tied to your project. Where do the topics overlap? How might the research expand or change your outlook on your topic?

What is plagiarism?

Explain what plagiarism is, and make a commitment to cite sources correctly, and do your own work—both on the project and the paper!

Commitment Poster:

Every senior is required to complete a Senior Project commitment poster. Posters should be completed on a piece of 18" x 24" paper. Your poster will serve as inspiration for future seniors at CKM, so make a high quality poster that you can be proud of! Your teachers will grade you on clarity of lettering, topic identification, neatness, and creativity. Your poster should grab the attention of the viewer; it should be interesting and colorful. The topic of the project and your name should appear on the front of your poster.

Do I need my parents’/guardians’ permission?

Yes, regardless of your age, you must have parent/guardian permission for your Senior Project selection.

The Parent Permission Form

It’s not only important, but it’s required that your parents know about Senior Project, what you’re planning on doing, and how important it is to your graduation. We’d hate for there to be any surprises when June rolls around. Get your parents to sign-off on your project BEFORE you start to work on it. Use the “Parent Permission Form” (see the Appendix). Your teacher will give you the due date. Once you turn it in, this becomes another permanent part of your portfolio—see how easy this is!

But if I’ve never done this before, I’m going to need help! Right?

Right. That’s where your project advisor and your mentor come in.

Project Advisor

Your English teacher will serve as your on-campus project advisor. As outlined above, he or she will discuss with you the practicality of your project and verify your progress and your project completion at the end of April. This person will guide you through each step of your Senior Project process—your advisor is your on-campus resource for basic questions, general guidance, and project verification. If your project has not been completed and verified prior to Senior Boards, you will not be allowed to present it to your Senior Board panel, and you may not be allowed to participate in senior activities, and even barred from graduation.

The Outside Mentor

Your Outside Mentor will be **someone from the community** who will assist you with the completion of your project. Your Outside Mentor should be someone you seek out because of his or her expertise in the field of study in which your Senior Project lies. **While in some rare circumstances teachers may allow this to be your parent or another relative, you are encouraged to seek out someone outside of your family** and involve them in the excitement of your project. An Outside Mentor is someone who can give you advice, answer specific questions, and verify the hours you commit to working on your project; however, your Outside Mentor does NOT have to be present whenever you work on your project. Think of him/her as a reference, a troubleshooter, a guide. Make sure you pick someone dependable, who you can count on to be there when you need help. You will also need to include a signed Outside Mentor Agreement Form (see Appendix B) in your portfolio. When you finish your project, your Outside Mentor will co-sign the Project Verification Form as well.

Due dates:

While a timeline has been provided, your English teacher will determine final due dates for all these forms. It’s crucial that you keep your portfolio up to date. Remember, your portfolio will be graded, but more importantly, if you don’t have all the forms in order, your whole project might not be valid, and you’ll run the risk of not participating in graduation activities! Make sure to get things signed and turned in on time!

Chapter 3

The Project:

Description:

This phase of the Senior Project is actually the part where you do *The Project!* Every student must develop and implement a “hands-on” experience under the supervision and guidance of a mentor. There must be some relationship between your research paper and the project. Your project will usually fall into one of several categories including community service, career related, and or special interest/hobby. The possibilities of available projects to choose are endless!

Students must choose a project that is a challenge to them. We want students to “stretch” their comfort zone and choose a project that will cause them to grow. Also, we will not approve projects that present safety concerns. The project you choose should be ambitious and worthy of a senior project.

Your project must require at least 15 hours of work outside of regular class time. Use the Log Form provided in the Appendix; you should record the exact hours you spend working on your action, and get an adult to sign off on each piece of your work. (If you meet with someone, get them to sign your form.)

How Do I Prove That I Did All the Work?

The Project Log:

As you are working on your project, you will be expected to keep a project log (see Appendix B). You should have a log entry for each time you do anything having to do with your project. Your log should begin and end with the date and actual time (hours, minutes) spent on the project on that occasion. Include in your log not only a description of what you did, but a reflection on the successes and failures, frustrations and victories you met along the way. **In other words, your log should be a log not just of time and work done, but of feelings, emotions, and reactions as well.** A log entry could cover as little as a short phone call to arrange an interview, or as much as a day spent volunteering at an advertising firm (if such an activity is related to your project of course!). The log will help your Senior Board Panel to better evaluate your project. Your log will ultimately be included in your portfolio as well.

Chapter 4

The Research Paper

What is a Controversial Issue . . .

In the news, the term “controversial” is used to label events that are shocking—perhaps centered around drugs, music, crime, or new social norms; however, this is not what “controversial issue” means. A “controversial issue” is any concern that has two or more opposing viewpoints. For example, whether or not TV creates violence in children is not a “shocking” subject, but it is one with opposing viewpoints: some people argue that TV does cause violence, and some argue that it does not. On the other hand, heroine use may be shocking, but it is not controversial. There are no credible researchers who would argue that using heroine is good. There is only one researchable viewpoint. A good controversial issue also needs to be a topic for which there is myriad relevant research. Whether or not we should make students take self-defense classes in high school may be a controversial issue (with opposing viewpoints), but there is little or no research on the topic.

Therefore, when choosing a controversial issue topic, you must remember two important factors:

1. **There must be two sides to your thesis—it must be arguable.**
2. **It must be a topic for which you can find a lot of research.**

In conclusion, the Research Paper is a paper of at least six pages in which your opinions and statements are supported with researched evidence. For the paper to be a controversial issue paper, you must prove your issue has multiple viewpoints and **present an argument and counter argument**. You must use data from your research, survey or interviews, and discuss the issue by **advocating one position and addressing the concerns of the opposing position**. Try your best to convince others to agree with your point of view--especially others who do not already share your opinion.

I don't know what to write about!

Once you've gotten your project approved, it's time to start thinking about that research paper. Deciding what to write about may not be as easy as it might seem, so you'll be getting some help from your English teacher.

The Paper Topic

The process for selecting a topic will be outlined for you by your teacher. Whether your teacher sits you down for an individual conference or asks you to present your approved project to the class and ask them for paper topic suggestions, pay close attention to this process so you can choose a topic that is both controversial and related to your project. Once you have decided on a topic, you will write your Letter of Intent. Following your submission of your Letter of Intent, you will be given a copy of your signed Letter of Intent Approval Form. If the topic is approved, you are ready to begin your research; if your teacher does NOT approve the topic, he/she will give you further instruction or help to refine, expand or change your topic. You will then re-submit a Letter Of Intent and have it approved. *You must have an approved Letter Of Intent before you begin your research and project.*

Minimum Requirements of the Paper

Your paper must...

- be typed or word processed,
- be a minimum of six pages,
- use a minimum of **six sources** (no encyclopedias or Wikipedia)
- use **no more than two online resources** (unless “full text,” meaning source appears elsewhere in print). Articles found on the Web must have a clearly identified author or place of publication to count as one on-line source and must be a recognized authority in the field.
- be properly formatted with one-inch margins, double spacing, and ten- or twelve-point standard font
- use **accurate MLA parenthetical references**
- include a **Works Cited** page using correct MLA format
- have a **cover page** which identifies the student, date, class, and English instructor
- be firmly bound with a single staple or a simple cover,
- and, finally, use charts and graphs when appropriate, but **DO NOT** use clip-art and drawings merely for the sake of decoration.

Doing the Research:

Description: You must develop 5-10 research questions, find at least 5 sources, and take at least 50 notes from your sources to answer your research questions. Please follow the specific guidelines below.

Research Questions:

You have two goals with your research:

1. Prove that your issue is actually arguable. (This means that there must be opposing view points concerning the topic.)
2. Prove that your view point is the most logical stance. (Some people may have other views, opinions or concerns and you need to address those concerns to prove your point.)

You need to develop 5-10 good research questions. The answers to these questions should prove that your issue is controversial and that your proposed view point is the best one.

Sample Research Questions on Small Schools

1. Do advertisements have a serious effect on societal beliefs or behaviors?
2. Are teenagers particularly susceptible to advertising ploys?
3. Should advertisers be required to share all possible negative effects of their products?
4. Do advertisements use too much sexuality to sell their products?
5. Should advertisers be held legally responsible for problems caused by the use of their products?

Sources

- You need to find at least five sources that provide good answers to your research questions.
- Your sources must include:
 - **at least one printed source (book, newspaper or magazine article, etc.)**
 - **at least one web site**
 - **at least one interview with an expert.**

- Your sources must be relevant (related to the topic you are studying) and valid (based on true, real-life facts).
- Also remember that the author's point of view may affect the information you find in a source.

For each source, you must fill out a source sheet/card, which includes all identifying information about the source (including title, author, publisher, date of publication, and place of publication).

Taking Notes

- Once you have found sources, you should take notes. Remember, your goal when taking notes is to answer your research questions.
- You should take notes on the note taking sheets provided or on cards, or use a method outlined by your English teacher. Each note-taking sheet should be used for only one of your research questions. Each note must include an answer (or part of an answer) to the research question, as well as information about the source in which you found the answer. You should have at least 50 notes/cards, but more important than the number of notes you have is whether you answered your research questions.

Note-Taking Sheet (Optional: as per teacher direction: cards can be submitted instead, but should cover approximately the same information.)

Name: _____ Topic: _____

Research Question For This Page of Notes:

5 Answers to the Research Question Source (and page number, if appropriate)

-
-
-
-
-

Source Sheet

Name: _____ Topic: _____

** You must fill out a source sheet like this one for each source you use. **

Type of source (check one):

book web site interview with an expert magazine article
 newspaper article other: _____

Title (name) of the source:

- If newspaper or magazine article, put the title or headline of the article.
- If website, put the title that appears at the top of the web page.
- If interview, put "Interview."

Author (writer) of the source:

- If website, only put the author if you can find a person's name.
- If interview, put the name of the person you interviewed.

Publisher of the source:

- If book, put the name of the company that printed the book.
- If newspaper or magazine, put the name of the newspaper or magazine.
- If website, put the name of the company or organization that published the website (if you can find it).
- If interview, leave blank.

Place of publication:

- If book, put the city in which the book was printed.
- If newspaper or magazine, put the city in which the newspaper or magazine was printed.
- If website, put the web address here (http:// . . .).
- If interview, leave blank.

Date of publication:

- If book, put the year of publication.
- If newspaper or magazine, put the date of publication.
- If website, put the date you looked at it.
- If interview, put the date of the interview.

Sample Note Taking Cards

Each card should show the source on one side of the card, and only one specific quote or piece of data or information on the other side of the card. A sample card is below.

Front Side
The full bibliographic source of the information to be used in the Works Cited page

1A
Shute, Nancy. "Alcohol in Teens Leads to Adult Woes." <i>U.S. News & World Report</i> 14 April, 2008: p 17-18.
Magazine Reference: Author Last, first. "Title of Article." <i>Title of Magazine/Newspaper</i> day month, year: p #s.

**Note: There is a "1A" mark at the top. This allows the student to use the same source more than once. His/her next card can simply be "1B" and he/she doesn't have to rewrite all the bibliographic information. He/she can just look back to the "1A" card.*

Back Side
Should include only one quote or piece of information and be COMPLETELY accurate when using quotation marks.

Quote:	1A
"--Teenagers who drink heavily are 4.5 times as likely as other teenagers to have serious problems with alcohol when they become adults.	
--Those who drank as teenagers [are] much less likely to finish college, earn less money as adults, and are less satisfied with their jobs.	
--Adults who drank as teenagers are more likely to have mental-health disorders, such as depression.	
--Heavy teen drinkers have more problems forming and maintaining close relationships as adults." Pg. 18	

One Quote

**Note: You should only use one piece of information per card. This allows you to sort the cards more easily when you are organizing your arguments and supporting facts and examples for your research paper. In addition, if you use quotation marks, the citation must be written out EXACTLY as shown in print.*

**Finally, if you are using ANY idea or information from a source other than yourself, even if you paraphrase it, you must cite the information or you will be plagiarizing. That is why the correct information on the front of the card is so important.*

Writing Your Research Paper:

Outline for Research Paper

You should start your paper with a hook, and then lead your reader from your hook into your thesis. This should take a few paragraphs.

- 1. Hook.** In your first paragraph or two, you should hook the reader's attention with a creative story, statement, quote, or question--something that introduces the reader to the topic in an interesting way. Since you may want to draw in readers who do not agree with you, it is usually best if you do not indicate your opinion in the hook. Instead, use the hook to identify a problem or idea that almost everyone agrees with, and then, once you have the reader's attention, lead him or her into your thesis.
- 2. Thesis.** Your thesis is the main point you are trying to prove in your controversial issue essay. It should be clear, specific, and understandable. It should also be arguable; if no one disagrees with you, then you've chosen a boring thesis, and it is not truly an essay covering an arguable viewpoint. The hook should flow naturally into your thesis.

After you state your thesis, you should take a few paragraphs to address the strongest argument against your thesis.

- 3. Opposing Argument.** Make a list of the opposing arguments, and choose the strongest one to address in your essay. There are two main ways to deal with an opposing argument: (1) concede, or admit that it's true; or (2) rebut or explain why it's wrong. It may seem strange to admit that your opponents are right, but this strategy can actually disarm readers who do not agree with you; it makes you look reasonable and makes opponents more likely to listen to you. Only concede an argument that is not worth arguing against. Otherwise, rebut the argument by showing how it is wrong.

Now you are ready to write the body of your essay. You will choose three or more good arguments that support your thesis and write a few paragraphs on each. Save the best argument for last.

- 4. Supporting Arguments.** After you have dealt with the strongest opposing argument, you should begin to build the case to support your thesis. You should make a list of all the supporting arguments you can think of and then rank them from strongest to weakest. Choose the strongest ones (at least 3) to use in your essay. Save the strongest argument for last because the reader will remember the final argument longer and a strong ending makes it harder to disagree with you. Explain each argument in a paragraph or two. Make sure you use facts and examples from your research or your surveys to support each argument. Once you have made a convincing case in support of your thesis, you should conclude your essay by restating the thesis and leaving the reader with a little something extra.
- 5. Conclusion.** To end your Research Paper, restate the thesis (using different words), and then leave the reader with a little something extra: a call to action, a vision of the future, a connection back to the hook, food for thought, etc.

Outline Worksheet for Research Paper Draft

My Name:

- My topic:
- My hook (write ideas below):

- My thesis:

- Opposing arguments (rank them from best to worst):
 - ___ Counter Argument
 - Rebuttal/concession
 - ___ Counter Argument
 - Rebuttal/concession
 - ___ Counter Argument
 - Rebuttal/concession

[Circle the one opposing argument you plan to deal with in your essay. Will you concede it or rebut it? How? (Explain in the space below.)]

- My supporting arguments (Rank them from best to worst.):
 - ___ Argument
 - Facts/examples
 - ___ Argument
 - Facts/examples
 - ___ Argument
 - Facts/examples
 - ___ Argument
 - Facts/examples

(Circle the supporting arguments above that you plan to use in your essay.)

- My conclusion:
How will you restate your thesis (in different words) in your conclusion?

What is the “little something extra” with which you will leave the reader at the end of your essay?

Chapter 5

The Portfolio

What's this! I have to do a portfolio too?

Your Senior Project Portfolio is simply a collection of all the forms, documentation, and evidence you've collected, neatly packaged in a simple binder not to exceed 1/2 inch in thickness) for your Senior Board judges—just to let them see how much effort you've put into your Senior Project.

The Portfolio

Your Senior Project Portfolio documents the entire Senior Project process, from start to finish. It justifies your stretch and challenge and lets the judges get to know a little about you and what you learned before they judge your presentation. Since this is the first impression the judges will have of your project and you, you want to make sure it's a good one and you want it to look professional. You know what they say about first impressions

Minimum Requirements of the Portfolio

Your portfolio must include:

- Cover Page, typed
- Table of Contents
- Senior Project Approval Form
- Parent Permission Form
- Outside Mentor Agreement Form
- Outside Mentor Evaluation Form
- Letter of Intent
- Letters and other communications relevant to the Senior Project
- Community Survey, if applicable
- Research Notes/Cards
- Paper Outline
- Clean Copy of Research Paper
- Project Log (15 hr. minimum)
- Presentation Notes or Information

Chapter 6

The Presentation

The final step...

You have completed your 15 hours (or more) towards your Senior Project requirement. You have researched a related topic and written a research paper. You have compiled a professional portfolio that includes all required elements as outlined in your Senior Project Handbook. Now, you are ready to celebrate your accomplishments and share your discoveries.

The culminating activity for your Senior Project will be your Oral Presentation. This presentation will be six to eight minutes in length with a three to four minute question-and-answer period. You should plan to be rehearsed and professional in your manner, dress, and appearance. This is your last big performance of your high school career; shouldn't it also be your best? However, not to worry, you will have multiple opportunities to practice your presentation and hone and refine your presentation skills in your English class.

Oral Presentation Directions:

Prepare a **6-8 minute speech** which does the following:

- Captures the attention of the audience and introduces the purpose of your presentation.
- Explains the process you went through to complete your project.
- Addresses the stretch and challenge of your project.
- Describes any problems you encountered and details the ways you dealt with them.
- Identifies concepts or skills you learned.
- Establishes the connection between the research paper and the project.
- Reflects on any changes that you would make if you were to do your project again.
- Discusses ways that your educational experience at CKM prepared you for this project.
- Concludes with either a statement of the value of the project or a speculation that brings the speech to a satisfying close.
- Include a visual and/or audio aid to provide physical evidence of your accomplishments. Video clips should be limited to no more than two minutes, and you must speak for a minimum of six minutes.

In addition to the preceding content elements, you must be aware of essential delivery components: eye contact, body composure, vocal expression, volume, appearance; and an audio/visual aid are all important aspects of a successful presentation.

Presentation rooms will be furnished with a TV/VCR unit and an overhead projector, and a computer and LCD projector for PowerPoint presentations. Students who wish to use a computer and projector **MUST** make sure they have a PC compatible source at least 72 hours in **advance of their presentation date and time**. Students who wish to use equipment beyond that supplied **MUST** make their own arrangements.

After the speech, students should be prepared to answer questions from the judges for approximately 2-4 minutes. Points will be deducted for speeches under 6 minutes; speeches will be halted after 8 minutes.

The APPENDIX

The Nuts and Bolts

Models, forms and stuff...

OK, so where do I get the samples and forms?

You will be given the forms you need once—all at once—when you are given this manual. If you lose it, you'll need to copy a friend's. On the following pages, you will find each form that you will need. Here's a list of what you'll find in this Appendix:

1) Senior Project Idea Page	21-22
2) Senior Project Approval Form	23
3) Model of the Project Proposal	24
4) Sample Letter of Intent	25-27
5) Letter of Intent Approval Form	28
6) Parent Permission Form	29
7) Outside Mentor Letter	30
8) Outside Mentor Agreement Form.	31
9) Outside Mentor Project Evaluation Form	32
10) Project Log Model	33
11) Project Log Form	34
12) Project Rubric	35
13) Research Paper Rubric	36-37
14) Portfolio Evaluation Form	38
15) Presentation Evaluation Form	39
16) Plagiarism Notes	40
17) MLA Style Guide	41-45
18) Senior Project Computer Access Request Form	46

Name _____ Period _____

Senior Project Idea Page

Directions: Look at your Senior Project Idea List. For each idea, map out what you *could* do for your project and what you *could* research for your paper. Remember that these are just ideas and you are not committing yourself to any of these. Some examples have been provided for you.

Examples:

- If I chose the topic of **rowing**, my project could be to **take a “learn to row” class**. My paper could focus on **whether or not women in competitive sports should be paid as much as men.**
- If I chose the topic of **pollution**, my project could be to **create a public service campaign focusing on encouraging people to carpool**. My paper could focus on **whether or not car manufacturers should be required to create alternative fuel vehicles.**
- If I chose the topic of **snowboarding & video production**, my project could be to **make a snowboarding video**. My paper could focus on **whether or not snowboarding is a legitimate sport.**
- If I chose the topic of fashion, my project could be to **make my senior prom dress or to shadow a fashion designer**. My paper could focus on **whether or not there should be censorship of new fashions.**

1. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

2. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

3. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

4. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

5. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

6. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

7. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

8. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

9. If I chose the topic of _____,
my project could be _____

My paper could focus on _____

MODEL OF PROJECT PROPOSAL

The following examples will show you the kind of details to include in your Senior Project Approval Form. You will notice that the “not acceptable” proposal lacks significant information, while the “acceptable” proposal reflects careful thought and consideration of the stretch and challenge required.

NOT ACCEPTABLE

I want to learn how to do an advertising layout, but I don't know how. I can draw really well, and I enjoy creative projects. My goal is to create an advertising poster for my Senior Boards in May.

ACCEPTABLE: GOOD PROJECT PROPOSAL

Art has always been a passion of mine. I have had three years of art and photography classes at C. K. McClatchy and am presently taking an art class at Sacramento City College. Despite my long interest in art, I have never really thought about art as a career until recently. My uncle, who lives in Davis, owns his own advertising firm, and tells me that he is constantly looking for young artists to help create commercial designs as well as giving his company a more youthful perspective. Fortunately, through my classes, I do understand composition and design, so I will not need to start from scratch. However, I have never tried to create a specific design to meet someone else's needs or vision. In the past, I have only created art pieces to please myself. Because I will need to understand the product and the customer's desires, this will be a stretch for me. There will be the additional challenge of altering my designs, if necessary, to better please the client. My goal for my Senior Board presentation in May is to present a design that will be going into production created for and approved by a real client.

Be sure to include the following components in your Project Proposal:

What?	How often?	Where?
Why?	Who?	To what degree?

SAMPLE LETTER OF INTENT

October 9, 2008

1044 14th Street
Sacramento, CA. 95818

Ms. Guginheim
C. K. McClatchy High School
3066 Freeport Blvd.
Sacramento, CA. 95818

Dear Ms. Duprette:

In America, freedom of speech is a right rather than a privilege. In some ways this is a good thing and in some ways it is not. Because freedom of speech is a right, Americans tend to believe that they have the right to say whatever they want without worrying about the consequences of their words or images. On the internet, there are sites devoted to hatred and degradation. You can find sites that promote racist ideology and degrading images of women, violence, homelessness, etc. On the other hand, TV, magazines, newspapers and the internet can also be a wonderful source of information and inspiration.

My Senior Project will focus on the power of advertising. I have loved art all my life and recently have decided that I should look at careers in which I can use my artistic abilities in positive ways. I am particularly interested in advertising campaigns for products or activities that I really believe in and that will help society. I have an uncle in this area who owns his own advertising firm, *Design For You*. Because he owns his firm, he is able to choose his clients carefully. For example, he was able to create posters and brochures for the Stanford Asian Liver Research Center. This helped give people information that actually saved lives. I am interested in both the artistic and humanitarian aspects of advertising.

My research paper will focus on whether or not advertising can have a negative or positive effect on behavior. I am particularly interested in advertising that is centered on teenagers. I will research some of the leading advertisers creating products for teenagers, their methodologies and effectiveness.

There are many controversies surrounding advertising and freedom of speech. Some people feel that people should be held responsible for their own actions and that advertisers have no responsibility to their clients. They are only doing their job. Perhaps the truth lies in both. While people are ultimately responsible for their own actions, advertisers are also responsible for their messages. This research should help me on two levels. First, it should teach me what advertising methods are the most effective and why. Second, it should teach me how to approach advertising in a responsible and moral way.

This senior project will be a stretch for me because I have never created an advertising campaign before. While I have done many art projects over the years, I have never worked for someone else, creating their design and vision. First, I will need to do two-week internship at my uncle's advertising firm to better understand how they work. I will need to shadow my uncle or one of his employees during this time to be sure I understand the various roles at the firm. Then I will need to

work with a team, to create an advertising campaign for a real client. I will need to learn how to listen to the client's needs and concerns. I will need to understand to whom they are trying to sell their product and then create the best possible design. I will need to learn how to work with my team, take suggestions and make changes when necessary. I believe I will come to understand better the world of advertising and to determine if this is a good career plan for me. I may work with the team for two to three months, every day after school.

I am hoping that the costs of the project will be minimal. While I will need to use some art supplies for this project, they should be supplied by *Design for You*. I will need to be able to pay for gas to and from Davis. Because my parents are supportive in my career choice, they have said they will help defray the cost while I am doing my internship.

For my presentation, I will introduce the actual items I created for the advertising campaign. I would like to present the photos, video and final product in a power point presentation. Given that my only real cost for the senior project will be the presentation, I have assess my costs at around \$25.00: the cost for a zip drive to store my power point file.

I am excited to be able to participate in a project that will allow me to explore my career options. Further, I want to help my community in positive ways while I pursue my passion for art. Through advertising, I believe that I can achieve both.

I understand that all work, both on the project and the paper, must be my own. I also understand that using information on my paper from other authors without citing them is plagiarism. I am committed to doing my own work to the best of my ability.

Sincerely,
Maria Lopez

LETTER OF INTENT APPROVAL FORM

Student: _____ Student #: _____

English Teacher: _____ Period: _____

Yes Somewhat No

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The senior project is clearly defined, including a statement explaining the nature of the project in the introductory paragraph. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Letter of Intent includes a description of the student's background, paper topic, project and who will be helping the student. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Letter of Intent clearly identifies the controversial issue to be covered in the research paper. The student clearly explains the issue, what the student already knows about the issue and why there are opposing viewpoints. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Letter of Intent clearly identifies how the proposed research is related to the students' senior project. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Letter of Intent includes a strong argument describing how this senior project is a challenge or stretch. The project clearly goes beyond the normal activities the student might be involved in during the school year. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Letter of Intent includes a clear description of the time involved in the project and demonstrates that the time commitment will meet the 15 hour minimum required of the project. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Letter of Intent includes a complete list and cost of the materials to be used for the creation of the product and the presentation of the project. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The sentence structure is correct, and essentially free of mechanical errors. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The proposal includes an explanation of plagiarism and a commitment to authenticity. |

Approved Rewrite

Teacher (signature): _____ (printed): _____

Comments: _____

Parent Permission Form

Student's Name _____

Parent's Name _____

Address _____

Parent's Phone Home _____ Work _____

As a parent/guardian of _____, a senior at C. K. McClatchy High School, I am aware that my son/daughter must participate in senior project activities. The various components of the Senior Project will be factored into the grades for the Fall and Spring Senior English class, a course required for graduation from McClatchy High School.

I further understand that failure to complete the entire Senior Project, including a Senior Boards presentation, may result in the loss of participation in end-of-year senior activities such as Senior Picnic, Senior Breakfast, Grad Night, etc. **The Sacramento Unified School District has instituted senior projects as a graduation requirement for ALL seniors;** therefore, for students in the graduating Class of 2009, failure to complete the Senior Project will result in my son/daughter not graduating with his or her class.

For the project, my son/daughter has chosen to:

He/she has my permission to complete this project, and I agree to release C. K. McClatchy High School, the Sacramento City Unified School District, and its employees from all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen. My son/daughter has chosen _____ to be his/her Outside Mentor for Senior Project. The above-named Mentor has agreed to the responsibilities outlined in the Outside Mentor Agreement form and letter.

I hereby ___ DO ___ DO NOT (check one) authorize my son/daughter to meet his/her Outside Mentor off-campus for the purpose of working on Senior Project.

Parent/Guardian Signature: _____

Student Signature _____

Date: _____

Outside Mentor Letter

Students should deliver this letter to their Outside Mentor. Any questions regarding the Outside Mentor's role may be addressed to the Senior Project teacher.

Dear Senior Project Mentor:

Seniors at C. K. McClatchy High School are required to complete a Senior Project prior to graduating. Senior Project is comprised of four components: a project, a paper, a portfolio, and a presentation. The purpose of the Senior Project is to challenge students to expand their horizons, stretch and challenge their abilities, and showcase their achievements.

This fall they began this process by selecting a project and having it approved. Because they have chosen a project which will require them to take a topic further than they have ever done before, an essential component in their success is an Outside Mentor--an adult who has experience or knowledge in the student's chosen field of study. Mentors may be teachers, community members, or business professionals who are willing to guide students through each phase or project completion. In this role, mentors are asked to assist, encourage, and support the students in completing the project, gaining information for the paper, and planning the oral presentation. Mentors serve in an advisory capacity only. It is the students who are responsible for completing required work. Additionally, mentors assist in verifying the progress of a project at various checkpoints during the year.

A Senior Project Mentor's commitment of time will vary depending upon the complexity of the student's project. Since there is no specific amount of time that a student will be required to spend with his/her mentor, the mentor and student will establish a meeting schedule. Meetings between the mentor and the student must occur on the school campus or by phone, unless written permission is given by the student's parents to allow meetings off campus. If meetings are off campus, parents or credentialed staff must accompany students during the meetings at all times.

Thank you for taking the time to share your experience and expertise with our students. Senior Project depends upon the generosity of people like you.

Sincerely,

Ms. Jerry Crosby, Assistant Principal
C. K. McClatchy High School
Senior Project Committee

Outside Mentor Agreement Form

Student's Name _____

Mentor's Name _____

Address _____

Mentor's Phone Home _____ Work _____

I, the undersigned, have met with the above-named student and have discussed his/her plans for the Senior Project at C. K. McClatchy High School. I acknowledge that the student will work on his/her project over the course of the 2009-09 school year and that I will offer assistance in completing the project phase of McClatchy High School's Senior Project during that time.

I understand that I will be a resource and consultant for the student and will be asked to verify the student's progress and hours spent. I also understand that the Senior Project is the sole responsibility of the student and that I am not to complete the project for the student.

I understand that I will work with the student only by phone or on site at McClatchy High School unless given express written permission by the parents of the student to meet off campus. If meetings are off campus, parents or credentialed staff must accompany the students during the meetings at all times.

Mentor Signature _____ Date _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Thank you for your support of C. K. McClatchy High School. You are cordially invited to participate as a judge of Senior Board during the presentation phase of Senior Project in late April or early May.

NOTE: If you are interested in judging Senior Boards, please contact Ms. Crosby at McClatchy ((916)264-4401, ext. 1003)

Outside Mentor Project Evaluation Form

Student Name _____

Outside Mentor Name _____

Address _____

Daytime Phone _____

On-Campus Advisor Name (please print) _____

Project _____

To the Outside Mentor: You have been chosen to verify this student's efforts on his/her Senior Project. Since most of the time spent on the project phase of this assignment has been out of class, verification of the student's efforts is necessary before he/she will be allowed to present to the Senior Board. Please answer the following questions to help us evaluate his/her project. Please keep in mind that this student's research paper is not yet due and that this form refers only to the physical project. Please feel free to attach additional paper as needed.

And, thank you for your cooperation and your support of _____
Student Name
at C. K. McClatchy High School with the Senior Project. It is greatly appreciated.

1. Can you verify that he/she spent at least 15 hours creating this project?

Yes _____ No _____

Comments:

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

Yes _____ No _____

Comments:

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

4. What successes have you seen this student achieve?

Outside Mentor Signature _____ Date _____

Project Log Form Model (Use this format for your logs.)

Name _____ Date _____ Period _____

Research Project _____

Project Topic _____

Mentor: Name _____ Telephone _____

Directions: Your log should include what you have accomplished and the time you spent each day completing it (i.e., writing, designing, constructing, planning, taking classes or lessons, contacting sources, volunteering, etc.). You should also reflect on what you did and what you learned. Your commentary will help you remember what you did and what you thought when you begin to prepare for your presentation. This is your place to show all your effort, hard work, and progress on your project.

Sample Log

Date & Time	Activity & Commentary
Thursday, 9/14/08 1 & 1/2 hours	Activity: Went to <i>Design For You</i> in Davis and spoke to my uncle and Mr. Hernandez about designs for my poster advertising my project. Commentary: The cost for printing the poster was more than I had planned due to the size of the poster and the four colors I had planned to use. However, I don't want to compromise my design, and my parents have agreed to the additional cost. Mr. Hernandez explained that I could economize a little if I were to use two colors instead of the original four, so it's back to the drawing board!
Monday, 9/17/08 1 hour	Activity: Went back to <i>Design for You</i> with my new poster designs. Mr. Hernandez liked my revisions and said this design would be more sophisticated.
Total time this page: 2 & 1/2 hours	Commentary: I'm so glad I revised my design; it looks so much more stylish with the two colors

Project Log Form (Copy as many second sheets as necessary.)

Name _____ Dates _____

Date & Time	Activity & Commentary
Total time this page:	

Senior Project Rubric

1. Evidence of Project Stretch and Challenge _____/20

- a. The Letter of Intent explains how this project goes beyond the student's present knowledge and skill level, and will require him/her to create/do/learn something new and difficult.
- b. The project is not something that is being done in class or during the school day.
- c. The project is a higher level of learning within an area the student already has experienced or a completely new area of learning.
- d. The project is generally something that would be considered difficult or a challenge for a high school senior.

2. Evidence of Project Completion _____/15

- a. The Project Log is completely filled out and delineates the entire process, thoughts and feelings of the student.
- b. The minimum 15 hours were completed on the project. (These hours cannot include the paper or research; they must be hours completing the actual project.)
- c. The project was completed within the time allotted and demonstrated good planning skills.

3. Evidence of Project Quality _____/15

- a. The overall project clearly took thought and time and the student worked hard to complete the project.
- b. Any final product has a professional quality to it, or the student completed the activity at a professional level.
- c. Student provided a competent paragraph defending the project's quality and challenge.

Total _____/50

**For a passing grade, students must achieve a minimum of 35 points on the project.*

**Students should write a paragraph that addresses the three areas of project criteria. This paragraph can be incorporated into the student's presentation.*

Senior Project Research Paper Rubric

Before papers can be evaluated, they must have:

1. Minimum of 6 pages, 6 parenthetical references, 1 per body paragraph
2. All sources documented
3. Correct pagination (1/2 inch header from the top of the page and correct 1” margins)
4. Title page
5. Works Cited page
6. Times New Roman, 10/12 point Font. (Hard copies only; discs are unacceptable.)

A / Superior

- a. ___ addresses the topic clearly and responds effectively to all aspects of the writing task
- b. ___ demonstrates a thorough critical understanding of the topic(s) in developing an insightful investigation
- c. ___ explores the issues thoughtfully and in depth, explaining both the writer’s viewpoint and opposing viewpoints
- d. ___ is coherently organized and developed; ideas supported by effective explanations and discussion
- e. ___ has an effective, fluent style marked by varied sentence structure and a clear command of language
- f. ___ is generally free from errors in grammar and punctuation
- g. ___ provides factually relevant and accurate research through numerous and varied citation methods (direct and embedded quotes and paraphrases). Employs **six (6)** or more acceptable sources.

B / Strong

- a. ___ addresses the topic clearly, but may respond to some aspects of the task more effectively than others
- b. ___ demonstrates a sound critical understanding of the topic in developing a well-supported investigation
- c. ___ shows some depth and complexity of thought in explaining both the writer’s viewpoint and opposing viewpoints
- d. ___ is well organized and developed, with ideas supported by appropriate explanations and discussion
- e. ___ displays some sentence variety and skill in the use of language
- f. ___ may have a few minor errors in grammar and punctuation
- g. ___ provides factually relevant and accurate research through varied citation methods (direct and embedded quotes and paraphrases). Employs **five (5)** or more acceptable sources.

C / Adequate

- a. ___ addresses the topic, but may not fully address some aspects of the task
- b. ___ demonstrates a generally accurate understanding of the topic in developing a sensible response
- c. ___ may treat the topic simplistically or repetitively or may not fully address opposing viewpoints
- d. ___ is adequately organized and developed, generally supporting ideas and explanations and discussion
- e. ___ demonstrates adequate control of sentence structure and language
- f. ___ may have some errors, but generally demonstrates control of grammar and punctuation
- g. ___ provides accurate research through more than one citation methods. Employs **five (5)** or more acceptable sources.

D / Marginal

- a. ___ addresses the general topic but distorts or neglects aspects of the task
- b. ___ demonstrates some understanding of the topic, but may inadequately develop parts of it
- c. ___ lacks focus, or demonstrates confused or simplistic development and/or does not address opposing viewpoints
- d. ___ poorly organized and developed, presenting generalizations without adequate and appropriate support
- e. ___ has limited control of sentence structure and/or vocabulary
- f. ___ an accumulation of errors in grammar/punctuation sometimes distracting reader, interfering with meaning
- g. ___ provides some research through accurate citation methods, but employs fewer than **five (5)** acceptable sources, does not source work correctly, or does not source all research material.

F / Very Weak

- a. ___ indicates confusion about the specific topic or neglects important aspects of the task
- b. ___ demonstrates poor understanding of the main points of the topic; does not discuss the topic academically
- c. ___ lacks focus and coherence, and often fails to communicate ideas, either the writer's viewpoint or the opposing viewpoint
- d. ___ has very weak organization and development, providing simplistic information without support
- e. ___ has inadequate control of sentence structure and/or often inaccurate vocabulary
- f. ___ is marred by numerous errors in grammar and/or punctuation distracting reader, interfering with meaning
- g. ___ provides little research and uses inaccurate citation methods; employs fewer than **five (5)** acceptable sources, does not source work correctly, and does not source all research material.

Portfolio Evaluation Form

Students: Complete this section:

Student Name _____ ID Number _____

Senior Project Teacher _____ Project Topic _____

Letters, logs, and forms must be signed and dated to be valid. Forms should be clean, neat and typed when appropriate.

	Pass	Fail
Cover Page, typed	_____	_____
Table of Contents	_____	_____
Senior Project Approval Form	_____	_____
Parent Permission Form	_____	_____
Outside Mentor Agreement Form	_____	_____
Outside Mentor Evaluation Form	_____	_____
Letter of Intent	_____	_____
Research Notes or Cards	_____	_____
Clean Copy of Research Paper	_____	_____
Outline of Paper (<i>Optional</i>)	_____	_____
Project Log (15 hour minimum)	_____	_____
Presentation Notes or Information	_____	_____
Other Evidence of Completion (<i>Optional</i>)	_____	_____
<ul style="list-style-type: none"> • Letters and other communications • Pictures • Journal entries • Etc. 		
Contents Organization	_____	_____

Students must include and pass all forms required in the portfolio.

	Pass	Fail
Evaluator's Final Score:	_____	_____

Evaluator's Signature: _____

Senior Project Presentation Evaluation Form

Student's Name: _____

Project: _____

Judge's Total: _____

English Teacher: _____

Directions: Score is based on (5) = Excellent; (4) = Above Average; (3) = Average; (2) Below Average; (1) = Far Below Average. You will lose five pts. from the total for each minute under the six minute minimum or if the speech runs significantly over eight minutes.

AREA I: CONTENT

1. Introduction: stated or implied purpose of presentation with attention hook.	5	4	3	2	1
2. Body of Speech Main idea and points supported by accurate and appropriate details. Transitions enhance logical flow of presentation.	5	4	3	2	1
3. Explanation of process: (1) skills learned, (2) how the project was a stretch or a challenge, (3) problems encountered, (4) changes to be made, and (5) how school prepared you for the project.	5	4	3	2	1
4. Explanation of paper topic and connection to project.	5	4	3	2	1
5. Conclusion: summary of ideas or appropriate wrap-up or closure that should include the value of the project or some speculation.	5	4	3	2	1

AREA II: DELIVERY

1. Eye contact (not reading notes, surveys room); body composure (poise, gesture, posture)	5	4	3	2	1
2. Voice/vocal expression (volume, pacing/rate, inflection, enthusiasm)	5	4	3	2	1
3. Language usage (appropriate word choice, style, no slang)	5	4	3	2	1
4. Dress/appearance (Students should be in professional dress: the kind worn to interviews. Students should be neat and well-groomed.)	5	4	3	2	1
5. Audio and/or visual aids (does not allow the audio or visual presentation to take over while student does not speak.)	5	4	3	2	1

Total: _____/50

Plagiarism

The following definition and information was taken from:
INDIANA UNIVERSITY: WRITING TUTORIAL

What is Plagiarism and Why is it Important?

In [school] courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- Another person's idea, opinion, or theory;
- Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.

2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate, **[and then at the end of the paraphrased section, cite your source]**.

To better study and understand plagiarism, go to the Indiana University Website at:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#strategies>

Remember:

Falsification/Plagiarism

All Senior Project students promise in their letters of intent NOT to falsify or plagiarize any part of their project:

- A student who plagiarized the paper must choose an entirely new topic and write a new paper. The highest paper grade the student can then receive is a "D."
- If a student is found forging or cheating in any way on the project itself, the student will be issued an automatic "F" and the student WILL NOT GRADUATE.

MLA Citation Examples written by HCC Library

Honolulu Community College Library

The Modern Language Association (MLA) Style is widely used for identifying research sources. In MLA style you briefly credit sources with parenthetical citations in the text of your paper, and give the complete description of each source in your *Works Cited* list. The *Works Cited* list, or *Bibliography*, is a list of all the sources used in your paper, arranged alphabetically by author's last name, or when there is no author, by the first word of the title (except *A*, *An* or *The*). [5.1-5.5]

For example:

In the text of your paper:

The first gambling Web site appeared in 1995, and online gambling has since become the most lucrative Internet business (Will 92).

or,

George Will reported that in 2002 Internet gambling surpassed pornography to become the Internet's most lucrative business (92).

In your Works Cited list:

Will, George F. "Electronic Morphine." Newsweek 25 Nov. 2002: 92.

The following examples are based on the MLA Handbook for Writers of Research Papers, 6th ed., by Joseph Gibaldi. (Ref LB2369 .G53 2003) The numbers in [] refer to the appropriate chapters in the handbook.

BOOKS [5.6]

Author. Title of Book. City of Publication: Publisher, Year.

- This is the basic format for a *Works Cited* entry.
- Take the title from the title page, not the cover.
- The author's name should be written Last Name, First Name.

One Author [5.6.1]

Brinkley, Alan. The Unfinished Nation. New York: Knopf, 1993.

Editor or Compiler [5.6.2]

- If the person named on the title page is the editor or compiler, rather than the author, add a comma then the abbreviation "ed." or "comp."

Carpenter, Allan, comp. Facts About the Cities. New York: Wilson, 1992.

Kreider, Jan F., ed. Handbook of Heating, Ventilation, and Air Conditioning. Boca Raton: CRC, 1993.

Two or More Authors [5.6.4]

- List the names in the order they appear on the title page.
- Only the first author's name should be reversed: Last Name, First Name.
- Use a comma between the authors' names. Place a period after the last author's name.

Rowe, Richard, and Larry Jeffus. The Essential Welder: Gas Metal Arc Welding Classroom Manual. Albany: Delmar, 2000.

- If there are more than three authors, name only the first and add *et al.*, or give all the names.

Randall, John E., Gerald R. Allen, and Roger C. Steene. Fishes of the Great Barrier Reef and Coral Sea. Honolulu: U of Hawaii P, 1997.

- If the persons named on the title page are editors or compilers, add a comma after the final name, then the abbreviation "eds." or "comps."

Clute, John, and Peter Nicholls, eds. The Encyclopedia of Science Fiction. New York: St. Martin's, 1993.

Two or More Works by the Same Authors [5.6.3]

When citing two or more sources by the same author, give the name in the first entry only. For the next entries, type three hyphens, add a period, and skip a space (---.) then give the title. The three hyphens stand for the name(s) in the preceding entry.

Scott, Susan. Exploring Hanauma Bay. Honolulu: U of Hawaii P, 1993.

---. Plants and Animals of Hawaii. Honolulu: Bess Press, 1991.

Government Agency as Author [5.6.21]

- Give the name of the government first, then the name of the agency.

Hawaii. Office of the Auditor. Follow-up Audit of the Child Protective Services System. Honolulu: State of Hawaii, 2003.

ENCYCLOPEDIAS and REFERENCE BOOKS [5.6.8]

Author of Article (if given). "Article Title." Title of Book. City of Publication:
Publisher, Year.

- When citing familiar reference books, especially those that often appear in new editions, full publication information is not necessary.
- Give the edition (if available) and the year of publication.

- If articles are arranged alphabetically, volume and page numbers are not necessary.

Lesko, Leonard H. "Pyramids." The World Book Encyclopedia. 2001.

- When citing less familiar reference books, give full publication information. Give the number of volumes for multi-volume sets.

Fagan, Jeffrey. "Gangs and Drugs." Encyclopedia of Drugs, Alcohol and Addictive Behavior. Ed. Rosalyn Carson DeWitt. 2nd ed. 4 vols. New York: Macmillan, 2001.

MAGAZINE ARTICLES [5.7.6]

Author. "Title of Article." Title of Magazine Date: Page(s).

- Abbreviate the months (except May, June, July). Give complete dates for magazines issued every week or every two weeks, written in this order: Day Month Year, e.g., 15 January 2000
- If the article is on consecutive pages, specify the page numbers of the entire article, e.g. 16-20. Give just the last two digits of the second number, when possible, e.g. 188-89, but 196-200
- If the article is not on consecutive pages — if, for example, it begins on page 27, then skips to page 30, and continues on page 32 — write only the first page number, followed by a plus sign: 27+.
- Do not give volume and issue numbers for magazine articles.

Dominus, Susan. "Why Pretty Isn' t Pretty Enough Anymore." Glamour Jan. 2004: 136+.

Talcott, Richard. "Great Comets." Astronomy May 2004: 36-41.

No Author Given [5.7.9]

- If no author's name is given, begin with the title of the article.

"Qantas Looks to Airbus for Long-Range Aircraft." Aviation Week and Space Technology 5 Apr. 2004: 22.

SCHOLARLY JOURNAL ARTICLES

Author. "Title of Article." Title of Journal Volume number (Year): Page(s).

Journal with Continuous Pagination Through the Volume [5.7.1]

Davis, William D., Thomas Cleary, Michelle Donnelly, and Samuel Hellerman. "Using Sensor Signals to Analyze Fires."

Fire Technology 39 (2003): 295-308.

Journal with Issues Paged Separately [5.7.2]

Author. "Title of Article." Title of Journal Volume number. Issue number (Year): Page(s).

- Give both the volume and issue numbers, separated by a period. e.g. volume 12, no. 8 = 12.8

Murphy, Karen L., Roseanne DePasquale, and Erin McNamara. "Meaningful Connections: Using Technology in Primary

Classrooms." Young Children 58.6 (2003): 12-18.

NEWSPAPER ARTICLES [5.7.5]

Author. "Title of Article." Name of Newspaper Date, edition: Page(s).

- Take the name of the newspaper from the masthead, but omit any introductory article: *Honolulu Advertiser*, not *The Honolulu Advertiser*.
- If the city of publication is not part of the newspaper's name, add it in square brackets: *News and Observer* [Raleigh, NC]
- Give the complete date, but not the volume and issue numbers.
- Specify the edition of the newspaper, if one is given on the masthead.
- If the article is not on consecutive pages, write the first page number and a plus sign: B1+.

Daranciang, Nelson. "Sex Offender Web Site Debated." Honolulu Star-Bulletin 8 Apr. 2004, night final ed.: A3.

LIBRARY SUBSCRIPTION SERVICES [5.9.7]

. *Works Cited* entries for these articles should include information about the original print publication (see above), and information about the online subscription service.

Infotrac (Gale Group Databases)

Magazine

Author. "Title of Article." Title of Magazine Date: Page(s). Name of Database. Gale Group Databases. URL

<<http://infotrac.galegroup.com/itweb>

Farley, Christopher John, and James Willwerth. "Dead Teen Walking." Time 19 Jan. 1998: 50+.

InfoTrac OneFile Plus. Gale Group Databases. Honolulu Community Coll. Lib., HI. 8 May 2004

<http://infotrac.galegroup.com/itweb/hawaii_honolulu>.

Journal

Author. "Title of Article." Title of Journal Volume number (Year): Page(s).

Name of Database. Gale Group Databases. Honolulu Community Coll. Lib., HI.

Date of Access <<http://infotrac.galegroup.com/itweb/>>.

Monahan, Deborah J. "Teen Pregnancy Prevention Outcomes: Implication for Social Work Practice."

Families in Society: The Journal of Contemporary Human Services 83 (2002): 431+.

Expanded Academic ASAP Plus. Gale Group Databases. Honolulu Community Coll. Lib., HI. 8 May 2004

<http://infotrac.galegroup.com/itweb/hawaii_honolulu>.

Literature Resource Center (from Gale Group)

Author. "Title of Article." **Title of Source**, edition (if given). Year.

Literature Resource Center. Gale Group Databases. Honolulu Community Coll. Lib., HI. Date of Access <<http://infotrac.galegroup.com/itweb/>>.

Domina, L. M. "An Overview of A Raisin in the Sun." Drama for Students. 1997. Literature Resource Center. Gale Group Databases. Honolulu Community Coll. Lib., HI. 8 May 2004
<http://infotrac.galegroup.com/itweb/hawaii_honolulu>.

Thies, Gretchen. "Rashomon: Overview." Reference Guide to Short Fiction, 1st ed. 1994. Literature Resource Center. Gale Group Databases. Honolulu Community Coll. Lib., HI. 8 May 2004
<http://infotrac.galegroup.com/itweb/hawaii_honolulu>.

WEB SITES

- Complete publication information may not be available for a Web site; provide what is given.

Entire Internet Site: Scholarly Project or Professional Site [5.9.2]

Title of the Site. Editor. Date and/or Version Number. Name of Sponsoring Institution. Date of Access <URL>.

Encyclopedia Mythica. 2004. 13 May 2004 <<http://www.pantheon.org/>>.

Document from a Web Site [5.9.1]

Author. "Title of Web Page." **Title of the Site.** Editor. Date and/or Version Number. Name of Sponsoring Institution. Date of Access <URL>.

Sherman, Chris. "Everything You Ever Wanted to Know About URL." SearchEngineWatch. Ed. Danny Sullivan. 24 Aug. 2004. 4 Sept. 2004 <<http://searchenginewatch.com/searchday/article.php/3398511>>.

ARTICLES IN ONLINE PERIODICALS [5.9.4]

Author. "Title of Article." **Title of Publication** Date: Page(s) or Section(s), if numbered. Date of Access <URL>.

Gima, Craig. "Whale's Body Found Near Hanalei Bay." Honolulu Star-Bulletin.com 6 July 2004. 4 Sept. 2004
<<http://starbulletin.com/2004/07/06/news/story1.html>>.

Gundy, Jess. "The Complexities of Use of Force." Law and Order Dec 2003. 13 May 2004
<<http://www.hendonpub.com/LawMag/catalog.cfm?dest=itempg&itemid=10350&linkon=category&linkid=87&seid=15>>.

INTERVIEWS [5.8.7]

Interview Conducted by the Researcher

Person Interviewed. Type of Interview (personal, telephone, email, etc.). Date.

Nakamura, Michael. Personal interview. 23 July 2004.