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A
"Next Step"
Experience



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Senior Project Manual

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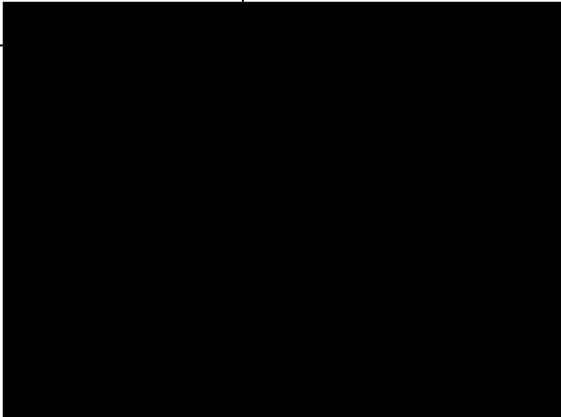


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"The longer I live, the more I realize the impact of attitude on life. Attitude, to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company . . . a church . . . a home. The remarkable thing is we have a choice everyday regarding the attitude we will embrace for that day. We cannot change our past . . . we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude . . . I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you . . . we are in charge of our attitudes." - Charles Swindoll



Section I: Introduction

Contents:

- **What is Senior Project?**
- **Overview**
- **Sample Projects**
- **Changes this year**
- **Senior Project Life Advice**



What is Senior Project?

Even before the last four years, the Adrian School District and Board felt it was important for Adrian seniors to have a culminating experience that demonstrated the knowledge and skills they had gained during their school years. The first model at Adrian was a 50-page research paper with a presentation to teachers. There were obvious problems with the project and all agreed a more relevant experience was needed.

Adrian isn't the only district that felt it was important to give seniors a final experience. The State of Oregon changed the graduation requirements and required that students not only meet the requirements for the Certificate of Initial Mastery (CIM), but that they also demonstrate competency in the Career Related Learning Standards (CRLS) in order to meet the requirements for the Certificate of Advanced Mastery (CAM). All students had to meet standards in the major content areas: math, science, social sciences, writing, and reading. It was a state mandate; schools didn't have a choice. The school also had to prove that students were meeting benchmarks in fulfilling the CAM standards:

- Develop an educational profile
- Demonstrate extended application through a collection of evidence
- Demonstrate career-related knowledge and skills (the CRLS)
- Participate in career related learning experiences as outlined in their educational plan

None of these requirements were optional for the schools or students. The State of Oregon was sending a message: students need to be prepared for the next step of their life. Colleges, both community and state, were complaining that students were not prepared to succeed. Standards weren't high enough. Freshman dropout rates were on the increase. Oregon has been number 49 out of 50 states with the highest freshman dropout rate. Colleges were saying that we needed to implement higher standards, increase and tighten expectations, and help students achieve a direction for after high school. However, Oregon wasn't the only state getting this message. Washington has adopted stricter standards and now requires Senior Project as a graduation requirement in every school district. Idaho requires a Senior Project in most of its schools. Most states are recognizing that it's a valuable experience for students and helps prepare them for the inevitable future.

The Senior Project at Adrian High School gives students a strong, competitive edge upon which they can move forward into a successful future. The goals of Senior Project are simple:

- Help students connect to the workplace
- Help students plan for the next step of their lives
- Help students establish goals and a plan to reach those goals
- Help students develop, plan, manage, and present a comprehensive project to future employers and the "wider" community
- Help students develop their independence
- Help students explore a potential career area for its strengths and weaknesses in a possible match
- Help students understand what it means to be responsible, follow through, and meet established guidelines and expectations in a timely, quality manner

We also want students to have a project that represents their knowledge and the skills they have gained in their education up to this point. It's not an unreasonable expectation; it's not beyond their capabilities.

Added benefits of Senior Project are that seniors who choose to enter the project with a positive attitude, enthusiasm, energy, and a commitment to themselves gain in maturity, as well as gaining intellectually and academically. They also gain confidence, faith in themselves, and knowledge of their own abilities. This project has overwhelming support from the "wider" community and our hope is that seniors will embrace it, go forward, and make their senior year a success of which to be proud.

Overview

Senior Project represents both a year-long project and a year-long class that students take. All references within this manual relate to the year-long project. In-class assignments, deadlines, and other elements are an integral part of the senior's success, but are not included as part of this manual. They are handled by the instructor and students are graded as such. Elements included in this manual represent the senior's entire project and requirements therein. A successful completion of these requirements, including Senior Boards, is a graduation requirement.

Job Experience	Physical Project	Research Paper	Portfolio	Senior Boards
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Instead of going through all the details required for each element here, we've divided the Manual into sections and the student can view the requirements in each section. In a nutshell, however, the student must document twenty hours of job experience in two different job shadowing, internship, or volunteer experiences. The student must also complete a physical project and research paper that significantly ties to the job experience.

At the end of the year, the student should create a portfolio that professionally and thoughtfully demonstrates his/her work during the Senior Project process, and then do a 7-9 minute presentation to a panel of judges consisting of business professionals and community members. The Boards usually consist of six to seven business professionals, two head judges (district faculty), and members of the junior class. What follows Boards is usually big sighs of relief, shouts of elation, and feelings of accomplishment.

Are seniors expected to trek through the journey completely alone? No. They are assigned a Project Advisor and they have two teachers who help them via the Senior Project class. There, the students are given work time, guidance, counseling, mentoring, access to computers, and a variety of other resources. They are coached along their journey by a staff that supports the Senior Project, its outcomes, and the students who are completing it.

All in all, this is a successful program and the rewards are great. So, get on board early and make the most of the journey. The benefits outweigh the hardships and there are people along the way who are eager to help you, the student, in your journey. Good luck!

Sample Projects

Research Topics	Job Experience	Physical Project
Technology & Architecture, Construction	Engineers, Architects, Construction company	Built homes with Habitat for Humanity, built model of home using blueprints
Medicare & Medicaid	Nursing home, hospital administrator, HR	Organized Christmas gift drive for residents
Hendrix & Clapton	Guitar instructor, music store, radio stations	Created and produced a CD of radio DJing and played guitar
Domestic Violence	DA's Office, Project DOVE, women's shelter	Video of victims' stories, interviews, organized an assembly
Klamath & Soil Conservation	Soil Conservation, BLM	Organized Farming Field Day
Contrasted two well-known cartoonists	Local artist, art studio, children's art museum	Painted cartoons on walls at local hospital in the pediatrics section
Anesthesia & Medical field	Two hospitals-one anesthesiologist, nurse	Organized a blood drive with the American Red Cross
Tourism, International travel	Three different hotels, one "theme" hotel	Designed a new "Asian" room for a theme-based hotel
Glass Blowing craft	Took a college course on glass blowing; one artist	Created 5-8 pieces of glass-blown art
Fashion Design	Gap, Abercrombie & Fitch, NYC Design School (summer)	Designed winter displays for three stores
Benefits of using CSS (Cascade Style Sheets) in web design	Micron, several computer engineering firms, software co.	Designed a website for a local church
Muslims & Terrorism-Related?	Four Rivers Cultural Center, Argus Observer, Fire Dept.	Create a handbook for immigrants in three different languages
Poverty in the USA	Salvation Army, Ontario Food Bank, homeless shelter, Project DOVE	Organized a food drive for the local food bank
Current research on any medical disease	Hospice, hospitals, nursing home, support group	Create a documentary that chronicles the experiences of victims
Poaching, gun control, hunters' rights, so on.	BLM, Oregon Fish & Wildlife, Dept. of Environmental Quality, hunter safety instructors	Built duck boxes or built water conservation containers for the wild
Role of women in the military	Boise State Veterans Home, local military recruiting offices, local armory	Organized care packages to soldiers in Iraq and fundraiser for the Nat'l Guard Family Fund

- We **strongly recommend** that students not choose Senior Projects in the area of cosmetology. Not only are research topics difficult to find, but the physical projects are difficult as well, and the job experiences offer no real learning experience as an untrained, unlicensed person cannot work on another's hair in a salon. Trust us. We've been doing this for four years.

Whatever project you should choose needs to reflect a learning stretch and demonstrate merit to either the community or yourself. Project also needs to be connected to post-high school plans.

Changes . . . Things Are Always Changing

The Senior Project manual is designed to change every year to reflect the desires and observations of everyone involved. However, the standards upon which the Senior Project is based do not change: the state's standards. This year will mark the beginning of statewide exit requirements for seniors. These requirements are mainly fulfilled by the Senior Project.

1. 16 job shadow hours will be required.
2. Seniors will present their proposal to the Senior Project Coordinators. However, the student must seek approval by their Senior Project Advisor before submitting their proposals to the SPCs. The proposals for the first semester job experience and physical project, and the second semester research topic and thesis approval must be approved by both Senior Project coordinators. Once the proposal has been approved, s/he must commit to completing the project as set forth by the student. If a student wishes to make minor changes to the approved Senior Project proposal, they must seek approval from their advisor and then submit the change to both Senior Project Coordinators.
3. The rough draft of the research paper will not be accepted unless it passes the "Yes" test. The rough draft will be graded and held to the Oregon standards of writing as well as the standards for MLA research papers.
4. The Final **Working** Portfolio will be graded on April 6th and graded by both SPCs. The Final Working Portfolio will be used to create the Senior Boards Portfolio.
5. May 24, Class night, all Seniors will be required to display their projects for the community. "Honor" candidates may present their presentations at this time. This is required for the Senior Project course.

Other changes may be reflected in the individual Senior Project courses, but the "skeleton" of Senior Project is outlined in this Manual. Let it, your teachers, advisors, and mentors be your guide as you navigate through this experience.



(from those who have "been there, done that")

All of us on staff work here because we want to help you do well in your life. We believe that Senior Project helps prepare you to handle life's challenges successfully. When we make suggestions, they are meant to help you achieve on this project. The bottom line? Please listen to us! Take our advice!

1. Proofread, proofread, proofread!

Don't be the senior who doesn't pass due to spelling problems and typos. They're an easy fix!

2. Make it look good!

Appearances count on everything-portfolio documents, papers, Boards. Make a positive impression.

3. Plan! Don't procrastinate.

It will show if you leave things until the last minutes and you'll just give yourself and others more work.

4. Be a "saver."

Keep all papers, printouts, and so on in a safe place. Save to multiple places. Computers crash.

5. Practice honesty.

Don't plagiarize, cheat, or exaggerate any part of your Senior Project. It's just bad policy.

6. Be organized.

Organization inspires confidence in others and helps everyone save time and energy.

7. Be professional.

Be mature, considerate, friendly, and coachable when dealing with others.

8. Show enthusiasm.

Don't be the senior we have to "drag" through Senior Project; you make yourself and others miserable.

9. Practice good communication skills.

Communication with your mentors, adviser, and teachers is very important to success.

10. Don't give up when it gets hard.

Just try harder and see this journey through to the end. It will be worth it.

Section II: Getting Started

Contents:

- **Choosing a Project**
- **Deadlines vs. Checkpoints**
- **Project Advisor/Advisee Checkpoints**
- **Official Deadlines**
- **Project Advisors & Contract**
- **Student/Project Advisor Conferences- Conference Sheet**
- **Parent/Guardian Consent Form**
- **Consequences of Cheating Contract**
- **Letter of Intent with Model**
- **Senior Project Board Proposal Form #1**
- **Senior Project Board Proposal Form #2**



Choosing a Project

Senior Project is about choosing with your heart and your mind. This is your chance to explore an area about which you have always felt curiosity and interest. Therefore, when choosing a Senior Project, you need to consider the following:

1. What do you plan to do with your life after you graduate? What are your goals?
2. What do you feel you could passionately commit to for an entire year?
3. What would be interesting, worthwhile, and be of significant value to both you and the community?
4. What could you reasonably do a quality job on, considering transportation issues and access to job shadowing places?

Whatever your decision, your Senior Project must fulfill these critical requirements:

- Clear tie or connection between your research paper, physical project, and job shadows
- Is the topic of your research paper researchable? Persuasive? Will you be able to fulfill the requirements?
- Will each part of your project demonstrate a learning stretch* for you? It must be something that goes beyond what you already know how to do. To fulfill the Senior
- Project requirements, you must demonstrate a learning stretch.
- Both the Physical Project and Job Experience must have an acceptable mentor.
- Other requirements apply - please see individual sections for those guidelines.
- Will you have a tangible product as evidence of your work-either a performance or something physical?

**Learning Stretch: Makes great demands upon your abilities while gaining knowledge, comprehension, and mastery through experience or study.*

Ronald E. Osborn says, "Undertake something that is difficult; it will do you good. Unless you try to do something beyond what you have already mastered, you will never grow." And that, my friends, is a learning stretch. The purpose of Senior Project is to get you to use the skills you have already mastered and apply them to something more challenging, or to an experience that will help you grow intellectually, in maturity, and emotionally. Don't be afraid to explore and use this as a "safe time" to gain experience.

At the same time, we want you to pick a topic that will bridge your journey to the next step: a career, college, employment, vocational school, military, etc. So, do pick a topic that reflects your post-high school plans or a topic you would like to explore. Senior Project will confirm it for you one way or the other. We need you to go beyond your current level of experience, knowledge, and skills by the end, though.

Demonstrate growth and . . .

S T R E T C H

Deadlines vs. Checkpoints

Deadlines are not something anyone really likes. However, they are a reality and it's important that students demonstrate the understanding of how to prepare for them, handle them in a responsible manner, and meet them. Our world operates on deadlines-bills, appointments, college assignments, projects at



work, the IRS, buying a home, registering a child for school, voting, or making a commitment in marriage. Missing a deadline in the "real" world affects one's credit, checkbook, relationships, and employment status. Also, missing deadlines is rude. It causes inconvenience to all involved and makes one look careless and irresponsible. This is not a good thing.

These are all reasons why deadlines in the Senior Project experience are important. They also help the student complete the project in a timely manner and help the student stay "on track" so that s/he can be successful. Senior Project is a "next step" experience and we expect its associates to meet deadlines in a careful, considerate manner in order to arrive at Senior Boards. There are three different types of deadlines: Official Deadlines, Checkpoints, and in-class deadlines.

Official Deadlines are non-negotiable dates established by the Senior Project instructors in this Manual. This manual details what is needed at each Official Deadline and to whom the student should submit the work. Not meeting deadlines in a quality, thoughtful manner has serious consequences and could result in the following:

- Loss of guidance from advisors and mentors
- Parent notification
- Meetings with the Senior Project instructors, Project Advisors, and administration
- Assigned detentions and Friday afternoon school
- Poor Confidential Appraisal forms submitted in the portfolio
- Potentially pulled from participating in Senior Boards, which then means not walking at the commencement exercises
- Potentially pulled from the Senior Trip in order to makeup work
- Potential delayed graduation
- A grade in Senior Project which reflects one's effort, attitude, and time management skills

Checkpoints are points where progress needs to be documented, checked for quality control, and monitored to ensure that the student is making adequate progress. Students are responsible for meeting with their **Project Advisor** for these checkpoints in a quality, thoughtful manner. Documenting and recommending consequences for not meeting the consequences are at the Project Advisor's discretion and s/he will ultimately determine the consequences for not being a good "employee." The Project Advisor will fill out a Confidential Final Appraisal Form on each student.

In-Class deadlines are assigned by the instructor each semester within the class, as needed. These are calculated within your grade. In order to fulfill the Senior Project requirements, you must have a 59% or better each semester and pass Senior Boards.



Project Advisor/Advisee Checkpoints

*Bring Senior Project Manual and Working Portfolio to all conferences with Project Advisor and the SPC

Fall Semester

First 4.5 Weeks-August 21-September 19 (Quarter 1)

- Study Senior Project Manual and familiarize yourself with the requirements; focus especially on the job experience and physical project requirements.
- Project Advisor assigned, sign contract, meet with Project Advisor **biweekly** (every other week) to discuss overall direction, progress, summer experiences, and plan for Fall Proposal Boards.
- Choose a Senior Project focus, identify prospective job shadowing places, contact prospective mentors, brainstorm physical project ideas, contact a physical project mentor, and begin writing Senior Letter Proposal #1.
- Get contracts signed: Parent Consent Form and Consequences of Cheating Contract
- Official Deadline #1: *Senior Project Coordinator/Student Conference #1*. Submit Proposal #1, and Project-Advisor initialed, signed contracts (Project Advisor, Consequences of Cheating, and Parent Consent) in Working Portfolio. Make appointment to meet one on one with the SPC that week.
- Review Career Guide requirements and complete as needed.

Second 4.5 Weeks-September 20-October 19 (Quarter 1)

- Bi-weekly conferences with Project Advisor to discuss overall progress, checkpoints, and deadlines
- Official Deadline #2: *Fall Proposal Boards*. Submit Letter of Intent with Proposal #1; meet with Boards.
- If Proposal accepted, proceed with job experiences. If not, redo proposal and submit again until approved.
- Contact proposed job shadowing mentors, make appointments, and fulfill first five hours. Do Learning Reflections and get Mentor Verification form signed. Do interview as part of Career Guide requirement.
- Contact proposed physical project mentor, make appointment, plan project, and do planning learning reflection. Fill out time card on Mentor Evaluation form.
- Complete Career Guide requirements as needed. Write Reflection Essay.

Third 4.5 Weeks-October 20-November 14 (Quarter 2)

- Bi-weekly conferences with Project Advisor to discuss progress, checkpoints, and deadlines.
- Complete remaining job experience hours, Learning Reflections, and fulfill requirements for a minimum of two different job experiences. Get Mentor Verification forms signed and filled out.
- Complete Career Guide requirements; write Reflection Essay.
- Complete physical project requirements including having mentor sign forms and doing Learning Reflections for planning, process, and final product.
- Official Deadline #3: Submit completed Career Guide to the SPC into the Senior Project folder (GroupWise).

Final 4.5 Weeks-November 15-December 20 (Quarter 2)

- Bi-weekly conferences with Project Advisor to discuss progress, checkpoints, and deadlines.
- Official Deadline #4: All job experience hours due with completed Learning Reflections, Mentor Verification forms, and the Reflection Essay. Submit Working Portfolio with Checklist. (Research Paper section of the working Portfolio checklist will not be checked off at this point.) Physical Project (as it appear at the Senior Boards) due with Mentor Evaluation Form and all Learning Reflections. Submit All to the SPC.
- Meet with Project Advisor to discuss and prepare for **Official Deadline #5**.

Spring Semester (goes fast)

First 4.5 Weeks-January 2-February 1 (Quarter 1)

- Official Deadline #5: Submit five potential, persuasive research topics as discussed with the Project Advisor and submit to the English instructor.
- Meet bi-weekly with Project Advisor to discuss progress, checkpoints, and deadlines; focusing on Board Proposal #2 and planning paper. In your Manual, you are focusing on Sections V and VIII.
- Begin preliminary research of the paper; working on Proposal #2. Visit libraries in Ontario; order books via the Pioneer Library System (www.tvcc.cc, go to "Library" link).
- Official Deadline #6: *Spring Proposal Boards*. Present research proposal to advisor and SPCs.ct. If passed, proceed further with research.

Second 4.5 Weeks-February 5-March 8 (Quarter 1)

- Meet bi-weekly with Project Advisor to discuss progress, checkpoints, and deadlines. Power Researching & Writing Mode! Gather sources, maintain a research envelope, create notecards, source cards, and engage in the writing process.
- Official Deadline #7: Best Effort Rough Draft (BERD) with title page, outline, paper with textnotes, and Works Cited reflecting a minimum of five different sources due to the English instructor and Project Advisor. Submit entire document as a Word or text file on disk to the English instructor so it can be processed through the plagiarism software. Both the **teacher and the Project Advisor** will read, evaluate, and fill out BERD Checklist and the WOW or WHOOPS? Revision Guide (found in Section V). Return the evaluated paper, Checklist, and Revision Guide to the student in a timely manner. **Paper must pass the YES TEST.**

Third 4.5 Weeks-March 9-April 19 (Quarter 2)

- Meet **weekly** with the Project Advisor to discuss progress, checkpoints, deadlines, and preparation for Senior Boards.
- Revise the BERD toward a Final Draft. Final Draft must pass the YES TEST and score 4's or better on the rest of the Scoring Guide (unless IEP modifications are in place).
- Work on the Senior Boards Portfolio including Self-Evaluation, write the Final Letter to the Judges, the Senior Boards speech, prepare visual aids-whether it is a poster board or PowerPoint presentation, and tie up loose ends.
- Official Deadline #8: Submit final draft of research paper with title page, outline, paper with documentation, and complete Works Cited to the SPC. Must pass the YES TEST, score 4's or better, and pass the plagiarism software within 10% in order to meet the graduation requirement. Also, submit **complete and final** Working Portfolio to Ms. Myers.
- Official Deadline #9: Self-Evaluation: Submit Boards-ready physical project and complete and final Senior Boardsportfolio. Failure to meet this deadline will result in removal from Senior Boards and not walking at the commencement exercises.
- Fulfill practice requirements, prepare for Boards, work on visual aids, and tie up loose ends. Official Deadline #10: Prove a minimum of four speech practices by turning in Speech Practice Verification forms filled out and signed by four adults to the SPC. Two of the practices must be with the SPC and your Project Advisor. Letter to Judges.
- Friday, May 11: Complete Senior Boards (graduation requirement)
- Official Deadline #11: Provisional Boards-Any students awarded a Provisional must meet with the Judges and submit work for acceptance. Failure to show or failure to be passed means a failed Senior Project with all the consequences that apply. Those consequences are outlined in the Consequences of Cheating Contract, page 64 of this Manual, and in "Deadlines and Checkpoints."
- Thursday, May 24: Class awards day/night all seniors (required) will display their Senior Projects.



Official Deadlines

Please see the "Project Advisors/Advisees Checkpoints" for descriptions of what is due at each official deadline.

- Thursday, September 8 Official Deadline #1
- Week of September 11-15 Senior Project Coordinator/Student Conference #1
- Thursday, September 21 Official Deadline #2 **Fall Proposal**
- Tuesday, November 14 Official Deadline #3
- Wednesday, December 20 Official Deadline #4
- Failure to meet this deadline will result in a 20% grade deduction in Senior Project class
- Week of January 2-5 Meeting with Project Advisors for Official Deadline #5
- Friday, January 12 Official Deadline #5
- Friday, February 9 Official Deadline #6 **Spring Proposal**
- Thursday, March 15 Official Deadline #7
- Failure to meet this deadline will result in a 20% grade reduction in Senior Project class; other potential consequences include being pulled from the Senior Class trip.
- Friday, April 6 Official Deadline #8
- Failure to meet this deadline will result in a 15% grade reduction in Senior Project class; other potential consequences include being pulled from the Senior Class trip (if applicable).
- Friday, May 4 Official Deadline #9
- Failure to meet this deadline will result in being removed from participation in Senior Boards and not walking at graduation.
- Wednesday, May 9 Official Deadline #10
- Friday, May 11 Senior Boards
- Friday, May 18 Provisionals Board
- Thursday, May 24 Class Night and Senior Project Displays





Project Advisors

Each student is required to contact an adult mentor on staff at Adrian High School, middle school, or the elementary and meet **regularly** throughout the course of Senior Project. Different from years past, however, is that the students will have a mentor chosen *for them*. Students will submit three names of possible mentors they would like; from that list, the fall semester Senior Project instructor will choose a mentor for the student. If the instructor doesn't feel that match is a good one, s/he will choose another mentor for the student.

The Project Advisors will assist the student through the various stages of the project, sign off on most requirements, and report on your progress to the Senior Project Coordinator (SPC). The Project Advisor is not your Job Experience Mentor or your Physical Project Mentor.

Once the Project Advisor is chosen, the Project Advisor and student will sign a **Project Advisor Contract**. The Project Advisor reserves the right at any point to discontinue the relationship should the student prove to be irresponsible or difficult to mentor. In that case, the student would be shifted to the SPC and the problem would be documented on the student's Confidential Final Appraisal Form. The student is responsible for meeting all deadlines as set by the Project Advisor, as well as those deadlines outlined in the Manual.

* * *

Deadline met? } Yes } No

I, _____, a staff member with the Adrian School District, agree to act as the Project Advisor to the student, _____, while s/he is completing his/her Senior Project. I understand that I am agreeing to meet regularly with the student and will assist the student through the various stages of the project, sign off on some requirements, and report on the student's progress to the Senior Project instructors.

I will help the senior navigate through the Senior Project experience, monitor his/her progress, and problem solve when necessary. I will also agree to be familiar with the Senior Project Manual and respect the guidelines therein, share needed information with the SP instructors, and keep him/her aware of important deadlines. I also agree that I will **NOT** do *any portion* of the work for the student. This is a demonstration of his/her efforts, not mine.

I, _____, a senior at Adrian High School, agree to report to the above named person as my Project Advisor. I understand that I am responsible for meeting with my advisor at his/her convenience, respecting deadlines, and honoring the deadlines listed in the SP Manual. I agree to treat my advisor with respect and courtesy.

The Project Advisor reserves the right to discontinue the relationship at any time if a student should prove difficult to mentor or is failing to meet the established deadlines. If this should occur, it will be documented on the student's Confidential Final Appraisal Form.

I understand what I have read and agree to abide by the terms set therein.

Project Advisor Signature	Date
Student Name	Date
Student Signature	



Parent/Guardian Consent Form

Student Name _____ Advisor's Name _____

The Staff of Adrian High School would like to thank you for your support as students fulfill this important graduation requirement. By signing this form, you are stating that you understand that Senior Project is a graduation requirement, that students may choose their own projects, that costs may be involved, and that the school takes zero responsibility should a student be harmed during any portion of his/her Senior Project, including transportation to and from appointments with mentors. You are also stating that you have read our policies concerning cheating, when s/he can complete his/her hours, and the consequences of not meeting deadlines. This document neither defends nor supports the existence of Senior Project.

* * *

As a parent/guardian of a senior at Adrian High School, I am aware that my student, to fulfill graduation requirements, must successfully complete the Senior Project to the quality standards as outlined in this manual and on the scoring guides.

I also understand that the completed portfolio (which I have the opportunity to review and then sign on the Portfolio Checklist) must be turned in on the due date listed so that my student may participate in the Senior Board presentations. By not meeting this deadline, s/he risks not participating in commencement ceremonies. A diploma may still be earned after successfully completing the post-ceremony Boards and satisfying other graduation requirements.

I understand that the Senior Project is not to take place during class time unless a student is specifically taking a course during school time to fulfill parts of the requirements. Students must schedule Senior Project appointments so as to not conflict with classes at AHS. We encourage students to take advantage of vacations, half-day Friday, weekends, and the one excused absence they have for the entire semester. Senior Project absences are not considered "school related absences" and do count as unexcused by our attendance policy. If a student takes an unexcused absence to fulfill hours on any aspect of his/her Senior Project, the hours will not be counted towards the requirements.

Finally, I understand that students who decide to cheat on any part of the Senior Project risk not participating in commencement exercises and will have to complete an original project to satisfactory standards in order to earn his or her diploma. I also understand that this is my student's project, not my own, and that the expectation is for all students to do their own work.

I understand that my student is responsible for all costs associated with this project. I also recognize that the district is not responsible for any possible risks that might exist in the student participating in this project. This contract is *not* stating that I agree or disagree with the concept of Senior Project. I understand that it is a graduation requirement, has been approved by the Adrian School District School Board, and understand the consequences should my student choose to not satisfactorily meet the requirements.

By signing here, I am simply stating that I understand what has been written herein and consent to my student's choice of Senior Projects:

Parent/Guardian Printed Name	Parent/Guardian Phone Number
Parent/Guardian Signature	Date



Consequences of Cheating Contract

Honesty and integrity are important character traits we hope to reinforce throughout the Senior Project. While we fervently hope we not have to put these rules into play, we want to be very clear about the consequences of cheating and/or exaggerating any portion of the Senior Project.

We define cheating as:

- o Plagiarizing (claiming work is yours that is not) any part of the Senior Project, particularly the research paper. In other words, "Plagiarism refers to the form of cheating that has been defined as 'the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting as one's own'" (Lindey 2).
- o Buying your paper from a source and/or paying another individual to write your paper for you. All work must be student's own and original.
- o Lying about and/or exaggerating the quality and/or quantity of the time spent working on the project phase or job experience.

If any of these should occur, consequences are outlined clearly in the Senior Project Manual, and potentially, you would be removing yourself from eligibility to give your presentation to the Boards because unethical behavior has severe consequences to our organization and the students. You would give your presentation to a separate panel of judges *following graduation and after* an acceptable Senior Project was completed. If you cheat, the school reserves the right to remove you from commencement exercises and since Senior Project is a graduation requirement, you would have to complete an entirely new Senior Project to acceptable standards. Provided that the student passes the post-commencement board and the other graduation requirements have been satisfied, the student will be rewarded his/her diploma.

I, _____, and my parent/guardian, _____, have read and understand the consequences of cheating on the Adrian High School Senior Project.

Parent/Guardian Printed Name	Parent/Guardian Signature
Student Signature	Date



Senior Project Letter Proposal #1

Sign the letter! Signing the Letter of Intent gives your full commitment to what you have declared. Any deviation from this contract will need to be re-approved by your project advisor and your SPCs.

Using correct business letter format, write the letter of intent addressed to the Senior Project Team Members after having made the necessary contacts to ensure the information is **solid and correct**. Remember to specific details and writing conventions. This letter will be part of your portfolio, so it must be typed. Be certain to save your work and to sign the letter! The content of your letter should include:



Paragraph #1

Describe the general area of interest or overall focus of your Senior Project (music, history, modern art, architecture, nursing, and so on). Explain why you chose this topic and any prior experience or knowledge you have in this area. For example, if you are focusing on anesthesiology, discuss how you got interested in it when a teacher took you and other students to a local hospital and how your interest in this field was then sparked. If you have prior experience, however, you must explain how you will demonstrate a learning stretch.

Paragraph #2

Begin with a transitional statement which describes how this initial interest will guide your job experience portion of the Senior Project requirements. What businesses and mentors have you contacted? What are their names? How can the judges contact them? When do you plan on completing your job shadowing hours? Describe their qualifications, name, and phone number. Also, explain how these job experiences will demonstrate a **learning stretch**. What do you hope to gain and learn from the experiences?

Paragraph #3

Begin with a transitional statement that demonstrates the relationship between your job experiences and the physical project. Describe your physical project-what it is, who is involved, potential costs and time factors, and possible resources you plan to utilize. Identify the mentor (whom you have already contacted and has agreed to be your mentor) and how the judges may contact him/her by listing a contact phone number or email address. Describe his/her qualifications to be a mentor on this project. Address how the physical project will demonstrate a **learning stretch** and merit to either yourself or the community.

Paragraph #4

Copy the following paragraph verbatim (word for word) into your own letter, understanding that this letter is a contract

"I understand that honesty and integrity are important characteristics of an upstanding citizen. As such, I will demonstrate these qualities by not cheating on any part of the Senior Project experience. This means that I will not plagiarize any written portions. I will submit only original work; and, I will not lie about or exaggerate any part of the time requirements. I know by cheating I risk the privilege of not participating in Senior Boards, the commencement exercises, or graduating at all" (*Senior Project Manual 19*).

Finish this paragraph with a statement **in your own words** about the personal consequences of dishonest behavior and why you will maintain the integrity of your project. Address what value your project has to either yourself or the community.

Susie Smith
1234 Student's Street Address
Student's City, State ZIP

September 1, 2006

Attn: Senior Project Members
Adrian School District
P.O. Box 108
Adrian, Oregon 97901

Re: Letter of Intent, Project Proposal

Dear Team Members:

General Guidelines
<ul style="list-style-type: none">- Standard, traditional font, 12 point- Use 1" margins all around- Follow the format exactly; no indenting, spaces between paragraphs- Proofread, proofread, proofread- Include all required information

Thank you for reviewing my proposal for my Senior Project which will focus on drug abuse. This past year, my brother was arrested for drinking and driving while he was away at college. As a result of drinking, a little girl died. The entire incident has had a profound effect on my family and as a result, I have decided to focus my post-high school plans on drug counseling. I want to attend Oregon State University and become a counselor, with an emphasis on drug abuse. I have no prior experience in this area except for health classes taken in school and presentations sponsored by our SRO's. I feel very passionately about this topic and I hope you will accept my proposal.

I hope that my job experiences will show me the realities of being a drug abuse counselor, but I also understand that confidentiality issues will prohibit me from seeing too many "realistic" things. I have already contacted Lynn Smith at Lifeways Behavioral in Ontario and she has agreed to be my mentor for ten hours. You can contact her at (541) 889-3333. My second mentor will be a drug abuse counselor at Caldwell High School in Caldwell, Idaho. They have a full-time counselor who deals with nothing but teenagers and drug abuse problems. Her name is Susan Jones and you may contact her at (208) 777-6666. I have a third job experience lined up and that is with the Ontario Police Department. I will work with the police officers who deal specifically with drug issues. You may contact Officer Mike Doe at (541) 889-7676. I feel experiencing these three diverse experiences will truly show me if this field is a good match for me, the realities, and will definitely demonstrate a learning stretch as all of these experiences will be new and a bit scary at times. I hope to acquire some real experience that will help me make better decisions.

As the focus of my project is drug abuse and my job experiences will focus on the counseling, legal end of things, I want my physical project to focus on educating teenagers and parents. I have already asked permission from Mr. Mills to organize a district-wide assembly. The first part of my project will be a video of interviews with people I know who have been affected by drug abuse or drinking and driving. Next, I will prepare this video for the assembly. Next, I have lined up several people who are willing to come speak to our school about the effects of drugs. During the assembly, they will speak, I will show the video, tell my story, and then our SRO has agreed to do a presentation with the "drunk goggles" and a car that was recently involved in a drunk driving accident. The assembly should take an hour and a half. After the assembly, I am going to ask that teachers give out a survey that I will create and collect. All in all, I should meet the time requirements and more. The project I will take to Boards is the video I created and pictures from the assembly. I am demonstrating a learning stretch by learning new technology skills with video editing, interviewing people, and organizing a large-scale, district-wide event. I feel this assembly will have a positive effect on my community by raising their awareness of this problem. I plan to do the assembly during Red Ribbon Week.

"I understand that honesty and integrity are important characteristics of an upstanding citizen. As such, I will demonstrate these qualities by not cheating on any part of the Senior Project experience. This means that I will not plagiarize any written portions. I will submit only original work; and, I will not lie about or exaggerate any part of the time requirements. I know by cheating I risk the privilege of not participating in Senior Boards, the commencement exercises, or graduating at all" (*Senior Project Manual* 19). Also, I know that by cheating I would be robbing myself of a valuable experience, embarrassing myself and my family, and endangering my chances of graduating. I want to feel pride, not shame, at the end.

Sincerely,

Susie Smith

There are four spaces between the closing and the typed name. Put your signature between the two.

Model Letter of Intent
Remember that Model Letter of Intent



Interpretation Drawing

Draw your interpretation of Ms. Myers and Mr. Camp on this page.



Senior Project Research Paper Proposal #2

Presented to Spring Project Team Members

Please type out your responses to these questions in bulleted form. Use 12-point, traditional font but do not double-space. Remember to pay attention to details, including attention to conventions and grammar. This proposal will be submitted to the Spring Proposal Board and approved by them. The proposal will be submitted to the Senior Project Team Members and approved by them. Answers should be thorough, but brief. Include a header with your name, date, title of assignment, and the Project Advisor's name. The draft should be initialed by your Project Advisor.

Title of the research paper-provides a working title (can be changed) of your research paper. A title should be succinct and interest-provoking. Your paper must be a persuasive argument.

- Example: The Terrorist Killing our Underage Kids: Teenage Drinking

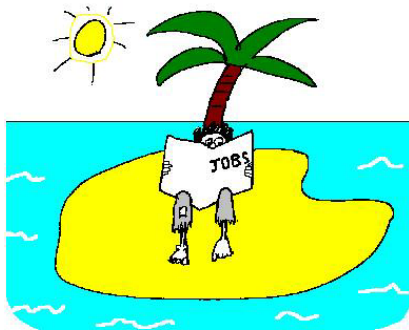
Statement of Purpose-this is where you explain what you hope your research will show or find. State a few important questions you hope to answer with your research. Must be persuasive.

- Example: *I believe that underage drinking is a serious problem that people are not fully committed to acknowledging. They either believe that it's "cool" and okay, not a big deal, or they're in denial that their teenager is drinking. Thousands of teenagers die of alcohol-related issues every year, yet very little is done about it. I am also concerned that the issue only worsens when students go off to college and it's "party time."* One question I hope to answer is how are students accessing the alcohol? What are parents doing about it? What are groups like MADD accomplishing? Is there any chance that abuse of alcohol leads to abuse of other illegal substances? Is teenage drinking a problem in other countries? If not, why? What do they do differently than we do? What are we currently doing now? And, finally, I will present my solution: harsher consequences for both the teenager and the parents. Why? Because I feel parents need yanked out of their denial mode.
- **Tentative Thesis Statement**-this may change later; however, the tentative thesis statement should state your topic, point of view, and three to four points (or "legs") that you're going to prove.
 - Example: *Underage drinking is a serious problem that is killing thousands of teenagers every year-either through alcohol poisoning or automobile accidents. The problem doesn't go away when students leave high school; they take the problem to college where it only worsens. With harsher consequences for both the parents and teenagers, we can begin sending a message that underage drinking is neither "cool" nor acceptable. Underage drinking should have more serious consequences including harsher monetary penalties with the MIP's, mandatory drug counseling for six months, and mandatory guidance courses for the parents.*
- **Background**-explain your interest and experience with this topic. Describe any previous research you have conducted, classes you have taken, or reading you have already done on the topic. If you have personal experience, talk about that as well. Describe how researching this topic will demonstrate a **learning stretch**. Describe the connection between this research topic, the physical project, and your job experiences.
- **Significance**: Explain why this topic is worth exploring and why you should be allowed to research it. Answer the questions "so what?" and "why should we care?" What new perspective will you bring to it? Who might benefit from reading this research paper once you are done?

Section III: The Job Experience

Contents:

- **Description & Requirements**
- **Contacting a Mentor**
- **Pathways to Documentation:**
 - o **Learning Reflections with Sample**
 - o **Job Experience Verification Form**
 - o **Career Guide**
 - o **Reflection Essay**



Job Experience: Description & Requirements

The NWREL's "Connection: Linking Work and Learning" has identified the following objectives or purposes for a job shadow or internship experience. Interestingly enough, the State of Oregon's Career Related Learning Standards also view these experiences as an integral part of every graduating student's curriculum:

- Helps you begin to identify career interests
- Helps you to observe and reflect on the daily routine of workers
- Helps you to learn about academic, technical, and personal skills required by particular jobs
- Helps you to practice communication skills by interacting with other workers
- Helps you to understand and apply the connections between school and your future goals
- Helps you to realize that different workplaces are marked by different cultures and working environments

As part of your Adrian High School Senior Project, part of the requirements is to show that you have participated in a variety of job experiences.

Requirements

The Job experience requirements:

1. Clear, strong connection between the research paper, physical project, and the job experience.
2. Completed on the student's **own time** and including part Fridays (if CIM work is complete), vacations, and weekends. Hours must be *completed by the end of fall semester*. Each student is allotted 8 hours of excused time to be absent from school on a Monday through Thursday. Hours completed during school time beyond that 8 hours will not count towards the requirement.
3. Observe and interact with a minimum of **two different businesses** and **two different qualified mentors**.
 - a. A **qualified mentor** is one who is NOT a fellow student at this or any other high school, NOT a recent graduate (within five years), NOT a parent, stepparent, or close family member, or anyone within your extended family by marriage or blood, and NOT a host parent.
 - b. A **qualified mentor** is a **practicing professional** in an area where you can intern, job shadow, or volunteer
 - c. The role of the mentor is to provide expertise in a job shadow area, give advice, support your efforts, provide feedback for growth, evaluate your commitment to the job shadow, and share with you the pros/cons of the specific field s/he is involved in, education required, and skills needed.
4. Complete a minimum of 16 **hours**, which does not include transportation time. Eight of those hours can be with a **qualified mentor** during the summer before your senior year if properly documented and accepted by the Senior Project Team Members.
5. Fulfill all documentation requirements entitled "Pathways to Documentation"-learning reflections, Job Experience Evaluation forms, the Career Guide, and a reflective essay.

Contacting a Job Experience Mentor

In choosing a job experience mentor, you should choose wisely. Why? S/He will be a valuable resource both during your Senior Project and after high school when you're looking for a j-o-b. S/He will provide you with the advice and feedback necessary for you to complete your required hours successfully.

Before you go about choosing a mentor, clearly define your area of interest, goals, and what you want out of the experience. Be clear and specific about what you expect from your mentor, including the time commitment that you anticipate giving. You should be able to show, as well, how entering a mentorship will benefit the mentor. These people are busy professionals - how will it benefit them to help you learn from them? Think seriously about that before you start making those phone calls. If there are no bennies for them in providing you with a learning experience, why would they help you? If you can clearly answer those questions, brainstorm possible experts within your chosen field (the phone book is always a great place to start), talk with parents and friends, and look for several different places that might work. After that, pick up the phone . . .

Contacting a Mentor

Most professional people are interested in helping students out and will be supportive in assisting you to complete your job experience hours if they feel you are truly committed, polite, mature, and considerate of their time commitments. Help them help you by remembering these tips as you venture out on your quest:

1. Professionals are busy. They work. They have projects, appointments, meetings, and commitments beyond the normal work day.
2. Because they are so busy, they may not return your call. So, don't take it personally and do a follow-up call. Several follow up phone calls may be necessary.
3. Don't focus on just one place. Target several businesses that fit in with your project and call them all.
4. After finding someone who agrees to be your mentor, do not rely on them to make the arrangements. You need to set up the times to job shadow, dates, etc.
5. Make it easy for them to be your mentor: arrive on time, dress appropriately, act mature and responsible, keep appointments, and be flexible with their schedules and needs. Ask questions, appear interested, and need I say it? Leave the gum at home! A firm handshake and smile are always appropriate, as is a sincere "thank you" followed by a thank you note (without any typos).

Always remember to be positive, friendly, and professional. Make them glad that they helped you out. ?

Pathways to Documentation: Learning Reflections

What are they?

A reflective journal of your progress during the job experience portion of your Senior Project. They should be started when you begin the job experience; they will be the record which documents the time you spend. You need to keep an actual accounting of the time (hours and minutes), and also what attitude, skills, and knowledge (ASK) you are gaining from the experience.

What is their purpose?

Not only do they document the hours that you spend on the job experience, but they also document your learning from start to finish. Judges at Senior Boards actually read these and have commented that learning reflections are their favorite thing to read. They demonstrate how you have changed as a result of your experiences. In your journal, you should reflect on that experience-discuss intellectual and emotional growth, as well as what you might do differently. As a side note, the learning reflections also fulfill CAM criteria.

How do I format them?

One version-written out notes, rough drafts, etc.-will be placed in your Working Portfolio. At your job shadows you should be taking notes, asking questions, and being an active learner. These notes can act as the rough draft learning reflections.

A second version is the typed out Reflections with dates and times. This version goes into detail at length about what you did, what you learned, how you felt about the experience, and how you were changed as a result of what you did. They should be typed in 12 point, traditional font and double-spaced. There should be one entry for every day of work.

Each entry should contain the following information:

- A header with the student's first and last name, date, time spent for the day
- The mentor's name and the place of business-the mentor is a supervisor who can vouch for the time spent at the place of employment, internship, or volunteer hours
- Detailed description of what you did and what you learned
- ASK or attitude, skills, and knowledge-what did you gain in these three areas as a result of the experience? How have you changed?
- Answers to these three questions: what was I expecting? What did I do? How am I changed? What did I learn about myself, the job, and this career?

Finally, appearances do matter and the judges do read the entries. Have someone proofread them before submitting them to the Senior Boards Portfolio. Also, you will only have two opportunities for revision after you have submitted them the first time to your fall semester Senior Project advisor. Your final drafts should have your Project Advisor's initials in the **upper-right hand corner** indicating that s/he has read and evaluated them.

Sample Job Experience Learning Reflection

Kaitlyn Joy Smith

September 16, 2005

9 AM - 1 Pm

Treasure Valley community College - Cooking class

Lois Dowling, Instructor

Job Experience Learning Reflections

Today was the first day of my Chinese cooking Class. We started out by being introduced to the cookbook that contained the recipes we would soon learn how to cook. At first I was overwhelmed by the 14 dishes we were soon to prepare. Considering I had no prior experience with cooking, I was a little nervous. My instructor was Lois Dowling, a very patient, kind lady in her early sixties. Today I found out that the few things I thought I knew about Chinese food were wrong. For example, I thought Chinese food was relatively healthy, but it is not. One of the main ingredients is oil: one hundred percent pure peanut oil. Also, a sweet rice wine called Aji Mirin is often used to flavor the food. This surprised me because I had no idea Chinese food used so much oil and wine. While passing around bottles of ingredients for us to inspect, our instructor told us that most of the items could be found at Albertson's which was good because it is so convenient.

The first dish we started with was won tons and wonton soup. I was a little disappointed because won tons aren't my favorite, but I was open to try new things. I was very surprised to see how easy both of these items were to make. By the end of the class I could make them myself. Ms. Dowling (the instructor) placed the ingredients on the front table and gave a quick demonstration on folding the won tons. Then she mixed up ground pork, onions, garlic, and soy sauce for the filling. So far everything looked quite simple except for the special way to fold the won tons.

She demonstrated how to spread a small amount of egg whites with a paintbrush utensil over the won ton, and then she took a small spoonful of the filling and put it in the center of the wonton. Next, came the tricky part: folding the won ton. She did it quickly like it was easy and placed it on the cookie sheet. Then she said, "Who wants to try it?" I was a little shy considering the class contained three girls my age and three grown men. I was sure they knew more than I. So, I let one of the men volunteer first. He had no idea what he was doing and he kept trying to put too much filling in the won ton. Our instructor was patient and just explained to him that if one puts too much pork in, it won't cook. It took me a couple of tries to get the folding down, but the nurse's hat, a folding technique, was my favorite.

My attitude at the beginning of this class was one of feeling intimidated; after all, it is a college level course with many people I don't know. However, by the end of the class, I felt better because I saw that they are at the same level as I am. I gained a lot in knowledge, both about cooking and myself. I learned a new technique of folding, making won tons, and about the nutritional value of Chinese food. I also found out that while I may be nervous at first, I will push myself to try new things. My skills in cooking have improved, even after just one day. I can only hope that my skills will improve over the next classes.

In my next class, I hope she will demonstrate more ethnic food techniques. My favorite cuisine is Thai and I would love to learn how to make chicken curry with coconut rice.

Pathways to Documentation: Job Experience Verification Form

- One is needed per mentor or job experience. For example, if the student were to job shadow at Holy Rosary Hospital with three different people, only one form would be needed.
- Photocopy this form as needed

Student Name _____

ADRIAN HIGH SCHOOL - ATTN: PAM MYERS - P.O. BOX 108 - ADRIAN, OR 97901 -
 FAX: 541-372-5380 - PHONE: 541-372-2335 WWW.ADRIANSD.COM

Dear Job Experience Mentor:

Thank you so much for volunteering your time to serve as a mentor. We appreciate the time and effort you will spend with this senior as s/he works hard to complete this graduation requirement. Since students select their own projects, it is important that s/he explain the project to you, what s/he needs from you, and how you will benefit from the experience (we hope). We ask that you fill out this form to verify the student's effort in hours, attitude, behavior, and personal management skills. Our goal is to make the student employable. Again, thank you.

Sincerely,
 Adrian High School Staff

I, _____, certify that I am not a fellow student at this or any high school, a recent graduate (within five years), and am not a parent, close family member, host parent, or anyone else within the extended family by marriage or blood of this student.

Also, by initialing here, _____, I certify that this student served the hours documented on this form at my place of business in a job shadow, internship, or volunteer capacity.

Timecard: Student will fill out the dates and hours served. The mentor will need to initial.

Required information:

Supervisor's Printed Name _____ Business _____
 Phone Number _____ Email _____

Date	Time In	Time Out	Mentor's Initials

Job Experience Verification Form - Side 2 of 2 - Fill out when experience is complete.

Please fill out this information just as you would evaluate an employee in your employment.

YES	NO	MOSTLY	CRITERIA
			Arrived punctually and appropriately attired.
			Behaved in a polite, professional manner.
			Described the proposed project and its various components to me.
			Responded to my suggestions and feedback.
			Seemed positive and committed to the project.
			Asked for my ideas on his/her physical project and research paper.
			Shows responsibility by meeting deadlines and keeping appointments.
			I would not hesitate to hire this student in my employment if I were in the position.

Rate the student in the following areas according to the following scale:

4 = Exceeds expectations 3 = Satisfactory 2 = Satisfactory, with supervision
 1 = Cannot perform satisfactorily N/O = Not observable

Student	Mentor	Task or Skills
		Accountable for decisions and actions.
		Interacts appropriately with colleagues.
		Demonstrated ability to plan, organize, and complete tasks on time and meeting agreed upon standards of quality.
		Demonstrates dress, appearance, and personal hygiene appropriate to the environment.
		Identifies tasks that need to be done and initiates actions to complete them.
		Uses problem-solving and decision-making skills to address problems.
		Identifies problems and locates information or alternative to solve them.
		Reads technical/instructional materials for information and applies the knowledge to specific tasks.
		Speaks clearly to provide information and directions; communicates appropriately for the environment and for the intended audience.
		Writes clearly and accurately; listens attentively.
		Demonstrates ability to use technology appropriate to the field.
		Demonstrates respect and flexibility in team situations; ability to work as member of a team and such skills needed in a team situation.
		Able to connect academic skills and apply to work situation.
		Understands how to plan and prepare for a career in this field.

Mentor's Signature: _____ Date: _____

Comments:



Pathways to Documentation: Career Guide

Part of the CAM requirements is meeting the Career Related Learning Standards, which include employment foundations, or demonstrating academic, technical, and organizational skills required for successful employment. They also want you to demonstrate career development skills in planning for post high school experiences. The Career Guide satisfies all these requirements and all elements are required as part of your Senior Project.

PLEASE NOTE: All written portions need to be in your OWN WORDS. Plagiarism is not tolerated. Any portions requiring student's own writing must be saved to a disk and run through the plagiarism software.

1. Complete a **personalized career choice report** from the Oregon Career Information Systems (CIS) website at <http://oregoncis.uoregon.edu> to include the following: Job Description/Overview, Work Activities, Working Conditions, Physical Demands, Skills and Abilities Needed, Knowledge, Interests, Preparation, Hiring Practices, Wages, and Outlook. May be printed out directly from the website.
2. Include copies of a minimum of **two scholarships** that you have completed and applied for. Include copies of all letters of recommendation and/or essays that are to be included with the applications.
3. Include a copy of **one college or technical/vocational program application form** that you have completed and applied for. Include copies of all letters of recommendation and/or essays that you had to include as part of the completed application. Be sure to include a copy of your **official transcripts**.
4. Go to "Education & Training" on the Oregon CIS website and then find schools to which you have applied. In your own words, describe the admission policy, programs in which you are interested, costs of attending, financial aid opportunities, and describe the aspects of the "student life" (clubs, organizations, and so on) in which you will be involved.
5. One current résumé in standard format that reflects your experiences, job shadows, education, and skills. Include one current résumé in standard format that reflects your experiences, job shadows, education, and skills. Include in Working Portfolio copies of certificates, awards, or any other recognition. Do not include GPA information on the résumé.
6. Include copies of **thank you notes** to all mentors, advisers, and others who have assisted you. I will mention that Provisional designations have been awarded due to too many careless errors on these.
7. Interview a minimum of two people **in the same area** of your Job Experience or **the same company** of your Job Experience. **No Adrian School District Staff!** The interview questions are as follows:
 - a. How would you describe your job to outsiders who know little about your field or position in this company?
 - b. What aspects of your job do you enjoy the most? The least? Why?
 - c. What type of experience and skills did you have when you started working in this area? What type of education?
 - d. How has working in this field changed you? What have you learned or gained?
 - e. What are the traits of an excellent employee? Someone that your company would hire?

Pathways to Documentation: Reflective Essay

An essay is a well-developed written piece with an introduction including a thesis statement, body which develops the thesis, and a thoughtful conclusion that answers the question, "So what?" and connects back to the thesis. This specific essay focuses on your job experiences as a whole and demonstrates thoughtful reflection on your journey. It is to be typed, double-spaced, written in Times New Roman font, thoroughly proofread, and containing a minimum of 500 words. In addition, it must be submitted on disk as a Word or text file so that it can be run through the EVE Plagiarism software. This document will go into your Senior Boards portfolio and is part of the Senior Project requirements.

The essay should be written with correct paragraphing and correct grammar. It will be scored according to the Oregon State Scoring Guide in writing and should score at a 4 or better to be acceptable. The following should be included in the content of your essay:

Pre-Job Experience

- Extensively outline your plans for post-high school-what career you will be going into, what educational plans you have, and how your job experiences in the Senior Project will *help you prepare for these plans*. What do you hope to learn from the job experiences?
- What is your current level of experience in this area? What do you already know? What would you like to find out? How will this experience match your skills and abilities? How will it help you to grow beyond your current level (demonstrate a learning stretch)?
- Why are you interested in this area? How is this career field a good fit for you?

Post-Job Experience

- How have you grown from these experiences? What have you learned that has surprised you? What has disappointed you in your experiences?
- If you could change anything about your job experiences, what would it be?
- What were your favorite parts of the experiences? Least favorite? Why?
- What have you learned about yourself?
- What have you struggled with? What challenges did you encounter and how did you overcome them?
- How was the relationship with your mentors? Describe the relationship and the working environment in general. Would you want to work for this company full time?
- What are your overall thoughts on the experiences; do you have any advice for others considering this field?

Section IV: The Physical Project

Contents:

- **Description & Requirements**
- **Pathways to Documentation:**
 - o **Learning Reflections with Sample**
 - o **Physical Project Mentor Evaluation Form**



The Physical Project: Description & Requirements

A Physical Project is something that you create that represents a bridge between your research paper and the job experience, while also demonstrating a learning stretch. It is something **tangible, physical, and able to be conceived with the five senses**. It should show exactly what you are capable of whether your physical project is a video of a field day you organized for 6th graders at the Owyhee Dam, a 5-course Moroccan meal you prepared for the Adrian community, a collection of ceramics you created in an art class, or a CD of live radio you produced as a DJ --it needs to be high quality, show your learning stretch, demonstrate the highest commitment from you, and represent a connection to your job experiences and research paper. It must be finished by the end of first semester. In the end, you must have a tangible product to show to Boards --photographs only are not acceptable. In other words, you should have a variety of evidence to **verify your physical project: photographs, video, fliers, or something physical in nature**.

Requirements

In order to meet the requirements for Senior Project, your physical project must meet the following criteria:

1. Shows clear, strong connection between the physical project, research paper, and job experience
2. Demonstrates a **learning stretch**
3. Reflects **personal or community merit**
4. Involves a minimum of **5 hours** on the physical project (time **cannot include** planning time or transportation). Every phase of the project must be documented in a variety of ways.
5. Completed on student's **own time** including half-day Fridays (if CIM work is completed), vacations, and weekends. The only exception to this is if the student takes a specific class during school hours that is integrally connected to the student's physical project such as taking a computer programming class in order to design a webpage as the physical project.
6. Must have a qualified mentor to oversee *every phase of the project including planning*.
 - a. A **qualified mentor** is one who is **not** a fellow student at this or any other high school not a recent graduate (within five years), **not** a parent or host-parent, close family member, or anyone within your extended family by marriage or blood.
 - b. A **qualified mentor** is a practicing professional who can accurately evaluate your product
7. Document time spent on the project with "Pathways to Documentation"-Learning Reflections and Physical Project Mentor Evaluation Form.

Pathways to Documentation: Physical Project Learning Reflections

Learning Reflections serve as a reflective journal that document the time you spend on the physical project portion of your Senior Project requirements. You must document every phase from start to finish, including addressing your attitude, skills, and knowledge and how they changed. It is imperative that you create quality, thoughtful, and accurate Learning Reflections for all the work you do on your physical project. However, the format is slightly different than your Job Experience Learning Reflections. Remember, you must prove **five hours beyond the planning stage**. There are three stages of reflections: planning, process, and finished product.

Formatting Requirements

Todd Smith
Physical Project Learning Reflection
Mentor: Bob Williams
Stage: Planning

Time Spent: Keep a timecard similar to this one.

Date	TimeSpent	Accomplished

* Add rows as necessary.

Write in complete, thorough, thoughtful sentences, and double space.

1. Reflection on progress thus far? What are you happy with? Disappointed with? Do you feel your progress is adequate in comparison to the time you have spent?
2. What have you planned for the next stage or phase? How long do you think it will take? What do you anticipate the final product will look like?
3. What have you learned about yourself, your skills, and abilities to undertake a project such as this?
4. What challenges do you anticipate encountering in the next phase? How do you plan to encounter them?
5. What role is your mentor playing? What suggestions has s/he made thus far?

Todd Smith
Physical Project Learning Reflection
Mentor: Bob Williams
Stage: Process

Time Spent: Keep a timecard similar to this one.

Date	Time Spent	Accomplished
Total Hours:		

* Add more rows as needed.

1. Reflection on progress thus far? What are you happy with? Disappointed with? Do you feel your progress is adequate in comparison to the time you have spent?
2. What challenges have you encountered thus far? How have you dealt with them?
3. Do you feel your physical project is matching what you had intended? Is it exceeding your expectations? Meeting them?
4. What do you feel are the most important aspects of your physical project? What do you want the judges to focus on?
5. As you are working, what do you like to spend the most amount of time on? What do you have a tendency to procrastinate on? Why?
6. What suggestions has your mentor made? Advice? Critiques?
7. What do you think your final physical project will look like?

Todd Smith
 Physical Project Learning Reflection
 Mentor: Bob Williams
 Stage: Finished Product

Time Spent:

Date	Time Spent	Accomplished

* Add more rows as necessary

1. Evaluate the project given the amount of time you have spent on it, your original idea, and the actual product. Does it meet, not meet, or exceed your expectations?
2. What are you proud of? Disappointed? Do you feel this is final product that you can show your judges with pride? Does it demonstrate a learning stretch? If so, how?
3. How have your attitude, skills, and knowledge changed from start to finish? What have you gained? Learned? How have you grown from doing this project?
4. Mentor's comments? Suggestions? Criticisms?

Side 2 of 2 - Physical Project Mentor Evaluation Form

To be filled out by mentors:

YES	NO	UNS	I have been involved in the planning and execution of the student's physical project.
YES	NO	UNS	This physical project appears to be connected to the student's job experience and research paper as s/he explained it.
YES	NO	UNS	The product is appropriate and professional in both content and appearance.
YES	NO	UNS	I feel fairly confident that it represents the student's best effort in quality, time, and thoroughness.
YES	NO	UNS	I would say that this physical project reflects 5 hours or more of solid work - from start to finish, not including transportation or planning time
YES	NO	UNS	It is a professional product that I would accept in a "real world" situation or from one of my employees.
YES	NO	UNS	I feel comfortable giving my professional nod of approval to this project.
YES	NO	UNS	This student has been consistently courteous, respectful, punctual, polite, and professional in our dealings.

* UNS = Unsure, uncomfortable saying, cannot answer

Mentor's Signature: _____ Date: _____

Comments:

TO BE FILLED OUT BY STUDENT

Names of all Mentors for your physical project:

_____	_____
_____	_____
_____	_____

Start Date: _____ End Date: _____ Total Number of Hours: _____

Section V: The Research Paper

~ See also Section VIII: The Research Journey for how to's on documentation

Contents:

- **Description & Requirements**
- **Thesis Statements**
- **Types of Organization**
- **Terms to Know**
- **Best Effort Rough Draft Checklist**
- **Wow or Whoops?**
- **Research Paper Official Scoring Guide**

The Research Paper: Description & Requirements

One major component of the AHS Senior Project is the **persuasive** research paper. It is meant to connect your job experiences and physical project, while also demonstrating a strong understanding of one specific area that you researched. This aspect will show your competence in writing and research.

The paper will take a main idea of yours, an arguable point or thesis, and support it with researched, well-documented facts and your relevant commentary. It has a clear beginning, middle, and end, and does not repeat itself. It should be an example of your best, most sophisticated work. See the Scoring Guide for specific details.

Requirements

1. Choose a **perspective** from which to write your paper
 - a. **Personal** point of view-uses 1st person (I, we)
 - b. **Academic** point of view-uses 3rd person (They, one, s/he)
 - c. **NO PAPERS** will use the **2nd person point of view** (you)
2. 5-8 pages in length unless modified according to IEP guidelines; the fifth page must be a **full page of text and page count does not include** the outline, Works Cited, and so on
3. Must be a **persuasive argument** either persuading that x is better than y, x and y are good, but z is better, or x is a problem and y is the solution.
4. Must establish connections within the paper to the job experience and physical project
5. All information is systematically documented in the correct manner with correct and accurate parenthetical citations or **textnotes** and **Works Cited**. Plagiarism is not tolerated.
6. Complete document includes title page, outline, researched paper, and Works Cited that strictly follow MLA guidelines as outlined in this handbook.
7. Must reflect a minimum of ten (10) text notes from a variety of sources, five different types of sources at the minimum. By types of sources, we mean magazines, interviews, books, encyclopedias, newspaper articles, videos, performances, and so on.
8. Maintain a **Research Envelope** with all research notes, photocopies, printouts, notecards, and other documentation of your research process.
9. All drafts, including the first, must be submitted on a floppy disk with the title page, outline, paper, and Works Cited in one single file named LastNameDraft#.doc. It must meet the plagiarism guidelines outlined in Section VIII. All will be submitted to the plagiarism software.
10. Must pass the "YES TEST" on the Research Paper Scoring Guide by the second attempt.
11. Must receive a passing evaluation on the Scoring Guide in order to meet the Senior Project requirements.

Thesis Statements or the Claim

A thesis statement is a strong statement that dictates the direction of your paper and outlines what the rest of your paper will look like. A good thesis statement should be like a strong railroad track that runs throughout your paper, never faltering, wavering, or leading the train astray. It should be ever present throughout the paper, delivering your audience to a safe and enjoyable end. A good thesis is also strong, interest-provoking, and inviting to the reader.

A thesis statement should state your topic, point of view, and three to four points or “legs” which you will prove or want the audience to understand. Does it have to be one statement? Yes and no. You can have information building up to your thesis and information following it, but strong thesis is one complete sentence, yes. You should always put your weakest argument first and end with your strongest point. Also, the order of your points in your thesis will dictate the organization of your paper.

Topic and Point of View

Points you intend to prove

An example:

- Topic: Underage Drinking
- Point of view: Believe teenagers and parents should have harsher consequences for their actions and are persuading what those consequences should be in order to reduce the problem or at least raise awareness
- Legs of Argument:
 - Leg #1: harsher money penalties given with the MIP's
 - Leg #2: Mandatory drug counseling for six months
 - Leg #3: Mandatory guidance courses for the parents
- Tentative Thesis Statement: Underage drinking should have more serious consequences including *harsher monetary penalties with the MIP's, mandatory drug counseling for six months, and mandatory guidance courses for the parents*. By adopting these harsher consequences, we can significantly reduce the problem of teenage drinking or at the least, raise awareness.

Paper's Organization

- I. Introduction
 - a. Attention Getter
 - b. Background Information
 - c. Thesis Statement
- II. Body #1 - focus on harsher monetary penalties with MIP's
- III. Body #2 - focus on mandatory drug counseling
- IV. Body #3 - focus on mandatory guidance courses for the parents
- V. Body #4 - address opposing point of view's perspective
- VI. Conclusion which addresses how this will reduce the problem or at least raise awareness

Types of Organization

- All research papers must be persuasive in intent and not written in the 2nd person (you)

Pattern #1: Classical

- Introduction: start with an attention getter, lead into the setup of your topic (any needed background information, historical information, an understanding of the problem), and transition into your thesis statement. If persuading that something is good, bad, or better than something else, outline your criteria for comparison here.
- Body: follows the established pattern of your thesis statement to prove your argument; goes point by point using a combination of supporting details and commentary to prove your thesis correct.
- Opposing Point of View: Briefly touches upon the opposing point of view and then transitions into the next part
- Conclusion: In fresh, new phrasing, restates the thesis, briefly covers main evidence to support the thesis, answers the question, "Why should we care?", and either suggests a solution, calls for action, or leaves the audience with a thought-provoking question or thought

Pattern #2: Problem/Solution

- Introduction: start with an attention getter that connects to the problem that you intend to prove exists; state the problem and how it affects us. Finally, transition into your thesis statement which should tell your take on the problem and the proposed solution
- Body: first provide us with a brief history of the problem and perhaps include past solutions to the problem; perhaps explain why those solutions are no longer viable. Next, provide the extent of the problem-who is affected? How bad is it? Then, outline the consequences of the problem-will it get worse if not handled? Finally, address future solutions, not necessarily your own. What are others doing to deal with the problem?
- Your Proposed Solution: Describe how your solution would help resolve the problem-is it realistic? Feasible?
- Conclusion: Summarize your findings, relate the problem to our personal lives, and urge us to adopt your solution or to act. Connect to the larger picture. Answer the answer, "So what?"

Terms to Know

In writing, we use a lot of terms that students may have forgotten by their senior year. Here are a few brief reminders:

1. Analysis vs. Summary

- a. **Good:** Analysis means "to take apart." Therefore, an analytical research paper will undertake a subject and dissect it in order to understand it better; your goal is to help your audience understand it better, too. There are connections between the sentences and the thoughts within the paper; there are new realizations and new information imparted; the goal is a movement towards deeper understanding, an investigation, or a questioning of a subject.
- b. **Bad:** Summary means to tell or regurgitate what has already happened or been said. There is nothing interesting, investigative, or thought-provoking about a summary.
- c. The difference? If you go to a movie and I ask you, what the movie was about? That's a summary. If you go to a movie and begin to focus on a single character, a single scene, a single moment, or a defining incident in the story, then you begin to dissect it in order to understand why it was so important, and arrive at a startling conclusion due to your dissecting . . . that's an analysis.

2. Supporting Details vs. Commentary

- a. Supporting Details or Concrete Details are the backbone of your paper and give your paper weight, worthiness, significance, and credibility. Without supporting details, it would be all opinion and fluff.
 - i. Examples of supporting details are definitions, explaining what technical terms mean, facts, statistics, theories, ideas, hard-to-grasp information, historical information, evidence, facts, examples, case studies, quoted material, graphs, drawings, or information found in sources.
 - ii. Introduce supporting details with such phrases as: for example, in addition, furthermore, evidence states, statistics indicate, historical facts show, in one case study, and so on.
- b. Commentary is the "you" in your paper-your opinions, beliefs, personal experiences, your view on a situation, putting terms in your own words, descriptive details that influence your reader, your interpretations, thoughts, and stories. It is also introduction and explaining any quoted material that you use.
 - i. Introduce commentary with such phrases as: this shows that, this could be, interpreted to mean, in essence, one point of view is, on the other hand, in my personal experience, this means, and so on.
- c. For every one supporting detail, you should have two commentary sentences "sandwiching" it.

3. Logos, Pathos, and Ethos

- a. *Logos* is evidence that appeals to the audience's logic or left-side of the brain. It is facts, statistics, scientific law or theory, common experiences, or reasonable assumptions.
- b. *Pathos* is evidence that appeals to the audience's emotions or feelings. It is personal experiences and relying on the audience's emotions or feelings about your topic to make them agree with you. You paint vivid, heart-wrenching images, use personal examples, vivid examples, and appeal to such emotions as patriotism, guilt, love, or other powerful emotions.
- c. *Ethos* is the author's integrity as presented in the paper or presentation. Does the writer come across as fair and balanced? Does the writer present all the sides of the story? Do we trust the information? The sources used? Do we feel confidence in the writer? Is the author sincere?
- d. A good writer manages to incorporate all three of these into a paper creating a **triangle** of evidence that leaves the audience satisfied, confident, and convinced.

Best Effort Rough Draft Checklist

This is what your English instructor will use to decide if your paper is "worthy" of grading. If it does not pass this checklist, you are not ready to be graded. The longer you wait to bring your paper up to these expectations, the more time you are wasting. Look at this checklist carefully before turning in your Best Effort Rough Draft.

- Does not use the 2nd person (you)
- 5-8 pages in length (text)-page 5 must be full of text
- Includes:
 - o Title page (correctly formatted)
 - o Outline (correctly formatted)
 - o Paper with textnotes (correctly formatted)
 - o Works Cited (correctly formatted)

- Persuasive - argues a point with verifiable evidence
- Makes a connection to the **job experience** and the **physical project** to *any degree*
- Works Cited reflects all the sources used in the paper
- Works Cited reflects a minimum of five different *types* of sources (book, magazine, interview, etc.)
- Parenthetical references (textnotes) connect back to the Works Cited
- Minimum of 10 textnotes (that's a "C" effort on documentation)
- Textnotes are from five different *types* of sources
- 1" margins all around
- Traditional font - *serif* (Times New Roman, Garamond, etc.)
- Header on the right hand, upper corner which says the last name and page number.
- Clear claim or thesis statement in the introduction
- Clear introduction, body, and conclusion
- Address all the parts of the thesis (if stated in the thesis, needs to be addressed in the paper)
- Has good balance between supporting details (facts, statistics, researched information, quotes) and commentary (interpreting those facts, own opinions, ideas, explanations, personal experiences, etc.)
- All information used from sources is documented with a textnote.
- Paper makes sense to some degree - no parts that seem disconnected, out of place, or unclear how it relates back to the thesis.
- Each point (from thesis) is developed and argued.

Overall Comments

Working

Not Working

Wow or Whoops?: Revision Guide

Introduction/Thesis

- engaging attention getter
- clear thesis statement
- topic limits are clear
- author's opinion indicated in thesis
- sufficient background information

Information

- meticulous detail
- well-developed argument
- excellent insight
- interesting extension
- obvious author engagement
- effective variety of sources
- nice extension of source ideas
- clear link to thesis throughout paper
- good use of quotes
- quotes are introduced and explained

Organization

- clear paragraphing
- effective topic sentences
- accurate sequencing of information
- not a plot summary
- fluid transitions
- moves from weakest to strongest
- paragraphs focus on one topic

Conclusion

- conclusion connects to thesis
- powerful conclusion
- clear link to job experience, physical project
- gives the "bigger picture"
- powerful connections, extension

Reader's Comments

Introduction/Thesis

- attention getter missing
- weak/misleading attention getter
- does not address intended audience
- thesis is missing
- thesis is too narrow
- add limits to the topic in thesis
- add opinion/comment to thesis

Information

- off topic
- more detail needed; insufficient info
- information doesn't support thesis
- too few sources used in paper
- check information accuracy
- plagiarism a risk - use your own words
- thread thesis throughout paper
- more than 1/3 of paper is quotes
- add your own idea development; comment on your findings.

Organization

- ineffective or absent paragraphing
- topic sentences missing
- topic sentences don't match paragraph content
- paragraphs contain more than one topic
- change paragraph arrangement
- no clear connection to thesis statement
- transitions between paragraphs are missing or weak

Conclusion-some things to

- ~~do~~ connect to thesis in conclusion
- summarize findings in conclusion
- conclude with implications (So what?)
- link conclusion to the real world
- illustrate link to you physical project and job experience

■

Research Paper Official Scoring Guide

Student Name _____ Project Advisor _____ Date _____

Minimal Requirements: before this paper is acceptable, all of the following components must be correctly completed. Before every draft is submitted for evaluation, the student must fill out the top portion. After your paper satisfies the “YES TEST”, it will be scored according to the criteria outlined here and the Oregon State Scoring Guide. This paper **will not be read or acceptable as complete** until it has satisfied the “YES TEST” requirements.

Student YES	Scorer YES	YES TEST CRITERIA
		Title Page - MLA format
		Thesis Statement - both in the introduction and restated in the conclusion
		Minimum 5-8 pages in length, with last page being full of text; double-spaced, 1" margins all around, 12 point traditional, standard font used throughout the document including the title page, outline, paper, and Works Cited. Page requirement doesn't include outline, etc.
		Document includes title page, outline with textnotes, paper, and Works Cited.
		All researched information cited with correct and accurate textnoting.
		Accurate Works Cited and Consulted page reflecting a minimum of five (5) types of sources.
		Minimum of 10 source citations (textnotes) within the paper from a minimum of five (5) types of sources and a variety of <i>reliable</i> sources.
		Passes the plagiarism software within an acceptable range of less than 10%.

All of the following areas must be passed to receive a passing evaluation of 4 or better.

- 6 = Very high level or degree; noticeably exceeds expectations; thorough, complete, and consistent.
- 5 = High level or degree; meets all expectations; very good; consistent.
- 4 = Acceptable level or degree; meets most expectations; good, most of the time.²
- 3 = Marginally acceptable level or degree; meets some expectations some of the time.
- 2 = Less than acceptable level or degree; meets few expectations; poor and inconsistent.
- 1 = Not observable level or degree; extreme lack of meeting expectations; rarely or not at all.

Purpose, Audience, and Voice						
Identifies and answers significant research questions	6	5	4	3	2	1
Demonstrates skills level to a knowledgeable audience	6	5	4	3	2	1
Demonstrates student's own writing voice; sounds genuine	6	5	4	3	2	1
Purpose is persuasive and argumentative	6	5	4	3	2	1
Communicates in a manner that has reader and audience in mind	6	5	4	3	2	1
Follows the guidelines for an analysis, not a summary	6	5	4	3	2	1
Introduction & Conclusion						
Clear, adequate purpose and arguable main point or thesis statement	6	5	4	3	2	1
Relevant attention getter	6	5	4	3	2	1
Conclusion offers a "finished feel" to the essay by connecting back to the thesis, summarizing the implications, and answering the question "so what" Links physical project and physical project with research.	6	5	4	3	2	1

Side 1 of 2

² Any score less than a "4" is a rewrite.

Side 2 of 2 - Research Paper Official Scoring

Body & Organization

Follows the guidelines for one of the types of argument outlined in the manual: classical, problem/solution, or evaluative.	6	5	4	3	2	1
Threads thesis throughout the paper	6	5	4	3	2	1
Logical support of thesis with well-chosen supporting details	6	5	4	3	2	1
Transitions between paragraphs	6	5	4	3	2	1
Topic sentences indicate paragraph content	6	5	4	3	2	1
Effective paragraphing	6	5	4	3	2	1
Moves from weakest point to strongest	6	5	4	3	2	1
Adequate number of supporting details	6	5	4	3	2	1
Adequate commentary for every supporting detail (2:1)	6	5	4	3	2	1
Variety of evidence to prove point: statistics, examples, illustrations, case studies, references to actual events, quotations from experts.	6	5	4	3	2	1
Commentary elaborates thoughtfully and with voice by analyzing and interpreting	6	5	4	3	2	1
Clear evidence of student's voice while also sounding polished	6	5	4	3	2	1
Demonstrates strong understanding of material	6	5	4	3	2	1
Effectively uses commentary and is not repetitive; commentary is interesting.	6	5	4	3	2	1
No more than 1/3 of research paper is quoted material	6	5	4	3	2	1
Smooth integration of paraphrased material and quoted material (ICE)	6	5	4	3	2	1

Information Documentation

Documents all quoted material, paraphrases, summarized, or researched information with accurate and correctly formatted textnotes, and quotation marks if necessary.	6	5	4	3	2	1
Quality and quantity of textnotes are sufficient, correct, current, varied, and from a minimum of five different types of sources.	6	5	4	3	2	1
Documented information supports the thesis throughout, from credible sources	6	5	4	3	2	1

Language/Voice

Sophisticated vocabulary, but "unidentified big words" are not used that seem out place or out of sync with rest of paper's voice	6	5	4	3	2	1
Precise and varied word choice and vocabulary	6	5	4	3	2	1
Topic is made interesting	6	5	4	3	2	1

Conventions

Sentence structure is clear, correct, and varied	6	5	4	3	2	1
Mechanics - spelling is free of errors, punctuation and usage are correct	6	5	4	3	2	1
Consistent format - follows MLA guidelines	6	5	4	3	2	1
Student's original work - plagiarism is not an issue	6	5	4	3	2	1

- Pre-Rough Draft

- Rough Draft -

- Best Effort Rough Draft

- Final Draft

Number of revisions to date: _____ Final Grade: _____

- **Unscoreable:** Does not pass "YES TEST"

Paper's Strengths:

Paper's Weaknesses:

RED FLAGS

Section VI: The Portfolios

Contents:

- **Description**
- **Portfolio Checklists**
- **Confidential Final Appraisal Form**
- **Self-Evaluation**
- **Final Letter to the Judges**
- **Honors Application**

The Working Portfolio & Senior Boards Portfolio: Description

A change we made this year is to have students keep **two** portfolios-a working one and one to present at Senior Boards. Both will be turned in, but only one will accompany you on your Big Day (Senior Boards).

Seniors need to keep an **organized, thoughtful, quality, and professionally done presentation** of their work during Senior Project. Each portfolio will have a checklist, but the Working Portfolio is one to be kept throughout the year and brought to conferences with advisors and teachers. The Senior Boards portfolio is a final presentation you will put together during second semester. The Working Portfolio will include rough drafts of learning reflections, Career Guide elements, rough drafts of your research paper, and contracts. Your Boards Portfolio will include your final proposals, final draft of the research paper with Scoring Guide, and other "final documents." The reason for this change is to help keep the Boards portfolio more "compact" for easier viewing. Judges, staff, community members, and junior class students will review the Boards portfolio. The Working Portfolio will not be reviewed by others as it has more confidential information in it such as GPA information, transcripts, and other items.

The Senior Boards portfolio should reflect a lot of pride and effort. Many students invest in page protectors (you don't have to) and one student even went so far as to have hers bound. The title page of the portfolio can be as colorful and eye-catching as you can creatively design. Most members of your Board will first become acquainted with you only through what they see in your portfolio-so make it good! This body of work is what judges will review prior to your presentation and this portfolio is something you can take with you to job interviews in the future. What you compile is a testimony to the work that you have accomplished during the semester. It is important that you prepare all your documents carefully and thoroughly.

Be sure that you complete all the required forms accurately and neatly-first impressions are important. Be sure to also add any unique touches of your own including dividers, cover pages, and so on. You can also include pictures and other personal touches to the Senior Boards portfolio. Whatever you do, make sure that it looks professional and that you're proud to say, "This is mine!"



Working Portfolio Checklist

Student Name _____ Advisor _____

This portfolio is a working document and you probably do not have to invest the time and money of buying page protectors and dividers that you would invest in your Senior Boards Portfolio. It is, however, a portfolio you will keep valuable information in and thus needs to be attractive, well-organized, and reflect thoughtful effort. Please follow the order that is outlined in this checklist. If the forms are in your Manual, you can photocopy them.

Student	Advisor	Contents
		Title Page
		Table of Contents
		Working Portfolio Checklist-clean copy, filled out, and signed by the necessary individuals
		Section I: Contracts
		Project Advisor Contract
		Consequences of Cheating Contract
		Parent/Guardian Consent Form
		Rough Drafts: Senior Project Letter Proposal #1
		Rough Drafts: Senior Project Research Paper Proposal #2
		Section II: Project Advisor/Advisee
		Student/Project Advisor Conference Sheet
		Initialed "Project Advisor/Advisee Checkpoints" and "Official Deadlines" pages
		Calendar (if applicable)
		Optional: Thank you note to Project Advisor and Ms. Myers
		Section III: The Job Experience
		Rough Drafts Job Experience Learning Reflections
		All Career Guide elements, except the résumé
		Section IV: Physical Project
		Rough Drafts Physical Project Learning Reflections
		Section V: The Research Paper
		All Rough Drafts with Scoring Guides: title page, outline, paper with textnotes, and Works Cited; put the most current rough draft at the front.
		Research Envelope should be included with this portfolio

Student Signature

Date

Project Advisor Signature

Date

Final Grade: _____ Evaluated by: _____

Comments:

Senior Boards Portfolio Checklist

This portfolio should reflect your highest effort and time. Please follow the order outlined in this checklist. Confidential Final Performance Appraisals will be added to your portfolio.

Student Name _____ Advisor _____

Student	Advisor	Contents
		Title Page
		Table of Contents
		Senior Boards Portfolio Checklist-clean copy, filled out, and signed by the necessary individuals
		Section I: Introduction
		Final Letter to the Judges-perfectly proofread, correctly formatted, and signed
		Honor's Application (if applicable)
		Self-Evaluation
		Résumé with list of accomplishments/activities (from Career Guide)-no GPAs
		Optional: Up to three letters of recommendation
		Section II: The Job Experience
		Letter of Intent (unchanged from the final draft)
		Senior Project Letter Proposals #1
		Job Experience Reflection Essay
		Mentor Verification Form #1
		All Learning Reflections for Job Experience #1
		Mentor Verification Form #2
		All Learning Reflections for Job Experience #2 (continue in this manner as needed)
		Copies of thank you notes to mentors
		Section III: The Physical Project
		Physical Project Mentor Evaluation Form
		All Physical Project Learning Reflections
		Copies of thank you notes to mentor
		Section IV: The Research Paper
		Senior Project Research Paper Proposal #2
		Research Paper - final draft, clean copy, title page, outline, paper, Works Cited
		Research Paper Official Scoring Guide completed by the English instructor

Student Signature	Date
Parent Signature	Date
Project Advisor Signature	Date

Final Grade: _____ Evaluated by: _____

Confidential Final Appraisal Form

- Due to the Senior Project Coordinator by May 5, 2006
- Completed by the fall and spring semester Senior Project instructors and the Project Advisor

The Senior Project measures your basic literacy and thinking skills. Success in the world also demands that one have command of his/her character. This assessment of your "personal qualities" will accompany your portfolio as it goes to Senior Boards. This is a **confidential** form that will be filled out candidly about the senior and his/her journey through Senior Project. The student will never have the opportunity to view it.



6 = Very high level or degree; noticeably exceeds expectations; thorough, complete, and consistent.

5 = High level or degree; meets all expectations; very good; consistent.

4 = Acceptable level or degree; meet most expectations; good, most of the time.

3 = Marginally acceptable level or degree; meets some expectations some of the time.

2 = Less than acceptable level or degree; meets few expectations; poor and inconsistent.

1 = Not observable level or degree; extreme lack of meeting expectations; rarely or not at all.

RESPONSIBILITY TOWARD PROJECT COMPONENTS						
- Exerts a high level of concentrated effort	6	5	4	3	2	1
- Perseveres towards attaining goals	6	5	4	3	2	1
- Enthusiastic and curious from start to finish	6	5	4	3	2	1
- Pays close attention to detail	6	5	4	3	2	1
- Practices honesty in all ways possible	6	5	4	3	2	1
- Quality work submitted the first time; not a high need for revision due to careless mistakes and hurrying.	6	5	4	3	2	1
- Made consistent effort to meet frequently with Project Advisors, mentors, and Senior Project Coordinator at agreed upon times.	6	5	4	3	2	1
SOCIABILITY TOWARD ADVISOR, MENTORS, AND SPC						
- Demonstrates understanding, friendliness, flexibility, adaptability, and maturity.	6	5	4	3	2	1
- Polite and well-mannered in many forms of communication.	6	5	4	3	2	1
Relates well to others; able to work alone or in team situations.	6	5	4	3	2	1
- "Coachable" - heeds suggestions, feedback, and conscientiously works at improving self and work given the advice of supervisors.	6	5	4	3	2	1
- Acceptable attitude, effort; reliable, trustworthy, and dependable.	6	5	4	3	2	1
SELF-RESOURCE & SELF-MANAGEMENT						
- Accurately assesses own knowledge, skills, and abilities	6	5	4	3	2	1
- Pushes self to go beyond current level of ability to learn more, do more	6	5	4	3	2	1
- Sets and meets personal goals	6	5	4	3	2	1
- Effectively solves problems	6	5	4	3	2	1
- Communicates effectively with others in order to resolve challenges	6	5	4	3	2	1
- Responds to feedback non-defensively	6	5	4	3	2	1
- Monitors own progress towards goals and meets deadlines in a quality and thoughtful manner. ³ Meets both official deadlines and deadlines established with advisors, mentors.	6	5	4	3	2	1

Printed Name

Title

Signature

Date

³ Necessary in order to apply for Honors



Self-Evaluation

As you find yourself at the end of this journey called Senior Project, it is time to reflect on your accomplishments. This worksheet is designed to assist you in your self-evaluation. You will then use this information and your Learning Reflections to create a **separate document**, which is your Final Letter to the Judges. Again, the self-evaluation and final letter to the judges are two separate, different documents.

Directions:

Draft your answers, revise, and then type out in final form for your portfolio. Please note, this is a self-evaluation of your progress through Senior Project - it's not your therapy or venting time. You may answer the questions in bulleted form as they are outlined here. Write in complete sentences and proofread, proofread, proofread!

- Letter of Intent - As with many projects of this size, sometimes what you intend to do changes as you work through the process. Consider what changed from your original intent.
- Research Paper - The purpose of a research paper is to spend some time exploring a topic of personal interest and to communicate what you have learned through your writing skills. How engaging was the information you were able to find? How well were you able to synthesize the information? Is this paper representative of your best work? Why?
- Physical Project - A successful Senior Project results in an experience that is representative of your initiative, hard work, and dedication. In light of these criteria, was your physical project successful? What did you learn from the experience? How much effort did you put into it? Did you work up to your potential? Are you proud of what you accomplished? What would you do differently if you were to do it over again?
- Job Experience - A successful Job Experience gives you an excellent insight into the realities of a career field and "real job." It also helps you better identify where you want to go in your future. In light of these criteria, was your Job Experience successful? What did you learn? How much effort did you put into it? Did you work up to your potential? Are you pleased with the experience? Did it open your eyes? What would you do over again if you were to do it over again?
- Learning Stretch/Personal Growth - What was your learning stretch overall? Did you meet the expectations of a "learning stretch" - meaning, did you put great demands upon yourself and abilities? Which aspects of your project were a learning stretch? Did you learn some organization or time management skills? Did you go beyond your comfort zone? How does your portfolio demonstrate your level of competence in dealing with technology, computers, etc.?
- Performance - Overall, how would you evaluate yourself as an employee? In areas such as employment skills like meeting deadlines, overcoming obstacles, dealing with supervisors, effectively solving problems, and working toward a goal to its completion with a positive attitude?
- Project Evaluation - What comments or constructive criticism would you offer to improve the Senior Project process for future AHS graduates? What specific things would you change? Why?

Final Letter to the Judges

Using your answers that you drafted in the Self-Evaluation, write your Final Letter to the Judges; this is the first thing that your Boards will read. The Final Letter is your opportunity to give a brief overview of **what you accomplished** in your Senior Project, to communicate what you are proud of, and to communicate what you might do differently if you were to do it all over again.

This is the first piece that has your voice. Be sure to use standard business letter format (like your Letter of Intent) and address your Final Letter to the Judges to your Senior Board Judges. Good luck to you and proofread, proofread, proofread. This is the first document they read from you. We provide no model because we want you to express your voice.

Opening

- Thank the judges for taking the time to view the presentations and your portfolio
- Introduce your topic and why you are writing
- Transitional statement to the body

Body

- Brief overview of what you accomplished in your research, Job Experience, Physical Project, and what your Portfolio represents of the year. Have transitional statements when shifting to each part; need to connect all parts as one project - your Senior Project.
- Communicate what you are most proud of overall
- Communicate what you might do differently if you were to do it over again
- Highlights of the project - what you will always remember
- Communicate the learning stretch

Conclusion

- If applying for Honors, address the criteria and why you feel that you have earned Honors (not *deserve*).
- Highlight what you would like them to pay the most attention to in your presentation
- Urge the Judges or Boards to some type of action
- Thank them for their time

Ann Landers

"Opportunities are usually disguised as hard work, so most people don't recognize them."



Honors Application

If you choose to apply for the Honors designation on your Senior Project and official transcripts, please insert this application in your portfolio after the Final Letter to the Judges. You will also be required to submit a planning calendar *that shows you have demonstrated all these qualities above and beyond the minimum requirements, including meeting deadlines ahead of schedule*. Your planning calendar needs to be submitted at the first conference and your Project Advisor should sign off on each deadline as you meet it to verify you are ahead of schedule. If you are unsure whether you want to apply for Honors or not, it is best to do these steps "just in case."

You may retype this application with your responses. In complete sentences, explain how you addressed each of these criteria in your Senior Project, as a whole, and offer specific details and examples.

1. Community or personal merit - what significance does your Senior Project have to either yourself or the community? What does it give back?

2. How does it demonstrate the highest possible quality?

3. Clear evidence of a learning stretch

4. Extensive time commitment to job experience, physical project, and research paper

5. Deadlines met in a quality, thoughtful, and graceful manner above and beyond the minimum requirements.
 - a. Advisor's Comments:

 - b. Student's Comments:

6. Senior Project Coordinator's Recommendation

7. Project Advisor's Recommendation

Student's Signature _____ Date _____

Section VII: The Presentation

Contents:

- **Senior Boards
Presentation
Requirements**
- **Presentation Outline**
- **Speech Practice
Verification form**
- **Senior Boards Scoring
Guide**
- **Senior Boards: The
Judges' Decision**

Presentation Requirements

Senior Boards: The Big Day

Your presentation to the panel of judges should meet the following requirements:

1. 7-9 minutes in length; time must **include** the showing of your physical project and any visual aids
2. Completed **Speech Practice Verification Forms** documenting a minimum of four practices; two of which must be with the Project Advisor and Senior Project Coordinator
3. Speech needs to follow the prescribed outline, as this is what the judges will be expecting to hear from each presenter. Minimum of one visual aid required; using PowerPoint is optional.
4. You may use notecards and PowerPoint, but your speech should be **well-rehearsed and nearly memorized**, as Judges have that expectation. They feel heavy use of notecards is a sign of poor preparation.
5. First impressions are very important-what you wear is as important as what you say. Dress is professional-job interview level-for Senior Boards.
 - a. **Males** should wear a suit with a professional tie and shoes; if none is available, wear a pair of clean, ironed dress pants with a dress shirt, non-distracting tie, and clean shoes. No tennis shoes or work boots. Hair should be clean and neat. Make sure your pants fit well and are not bagging or too tight. Under no circumstances should you show your belly button or your underwear (or lack thereof). Don't show skin in "swimsuit areas."
 - b. **Females** should wear a medium-length to long conservative dress or dress pants with a non-revealing shirt and dress shoes-no flip-flops, Keds, or tennis shoes. Sandals are acceptable. If wearing a dress, it should not be too revealing, too tight, too short, or *too nice*. Showing up in an evening gown or last week's prom dress is not appropriate. Make sure your outfit fits well and is not bagging, too tight, or showing belly buttons, thongs, or "swimsuit areas." Keep your necklines high and your skirt lengths long.
 - c. **All** should arrive on time, prepared, and with all the needed materials. At a job interview, one should not wear bright colors; go for navy, black, or brown. Your entire appearance should be serious and mature, with just a hint of personal style. You want to be taken seriously, not asked on a date or looking like the Prom Queen or King who showed up a week late for the dance.
6. **May Class Day/Night**

Class awards day/night all seniors (required) will display their senior projects. Honors recipients will deliver their speech. Appropriate dress is required!
7. **Good luck and remember**-completing Senior boards and the Class Awards-day/night are Senior Project requirements.

Senior Boards Presentation Outline

Your speech should be between 7 and 9 minutes; trust me, it will go fast. It was, at first, 7 to 10 minutes but the judges' evaluations commented that 10 minutes was too long. So, get in there and get out, meanwhile leaving a positive impression.

I. Introduction

Include an attention getter (joke, story, interesting fact), have a point (thesis statement), and introduce yourself at some point. Including some biographical information could be appropriate.

II. Body

You must touch on **all** of these points and be sure to describe your learning stretch at one or more points. Points 2, 3, 4 do not need to be in that specific order; you should start with the portion of the project you liked least and move to the portion you liked best of the three (research, job experience, and physical project). In parts 2, 3, and 4, the key is **highlights**. Do NOT spend a lengthy amount of time on each section or you will run out of time.

- Point #1: What sparked your interest in your overall Project? (A field trip? Personal experience? Dream as a young child? Particular talent? Specific teacher?)
- Point #2: What did your research focus on? What did you prove (your thesis)? How did it connect to your job experiences and physical project? How did your attitude, skills, and knowledge change as a result of the research project?
- Point #3: What was your physical project? How did it connect to your research project and job experiences? What did you learn from the physical project phase? How were your attitude, skills, and knowledge changed?
- Point #4: Where was the focus of your job experiences and why did you choose those businesses? Highlights of your experiences? What did you learn about yourself and the career as a result of the experiences? How did your attitude, skills, and knowledge change?
- Point #5: How has Senior Project influenced and what you plan to do in the future?
- Point #6: Address the Honors application, if applicable, and describe how you feel you have met the criteria and earned (not deserve) Honors.

III. Conclusion

End with some type of connection to your introduction and/or extension to the real world. Readdress the learning stretch, thank the judges, and invite questions.

- Include strong visual aids or a professional PowerPoint presentation to enhance your message, transitions from point to point, build logical bridges between all major sections, and include your physical project at some point.
- Maintain an effective pace, good eye contact, a sincere smile, rapport with the audience, and include cool stories that keep your audience interested in what you have to say.

Speech Practice Verification Form

Using the Effective Communicator Speech Rubric, have a friend, advisor, teacher or family member listen to your entire Senior Project Presentation and then have him/her complete the form below. Make sure each listener times your speech and addresses helpful comments in the appropriate area. You must practice your entire speech at least four separate times - more is advised!

- Speech needs to be from 7-9 minutes
- Minimum of four (4) practices must be completed before Boards!
- Two of the four practices must be completed with the SPC and Project Advisor

Name (please print) _____ Project Advisor _____

Practice # _____ Speech Length _____

Content

- Purpose
- Organization: introduction, body, conclusion
- Information: including learning stretch
- Language use

Delivery

- Dynamics: volume, pace, expression
- Pronunciation
- Eye contact

Comments

Listener's Signature _____ Date _____

Title _____ Senior Project Coordinator Project Advisor

Practice # _____ Speech Length _____

Content

- Purpose
- Organization: introduction, body, conclusion
- Information: including learning stretch
- Language use

Delivery

- Dynamics: volume, pace, expression
- Pronunciation
- Eye contact

Comments

Listener's Signature _____ Date _____

Title _____ Senior Project Coordinator Project Advisor

Practice, practice, practice . . .

Speech Practice Verification Form

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- Pronunciation
- Eye contact

Comments

Listener's Signature _____ Date _____

Title _____ Senior Project Coordinator Project Advisor

Practice # _____ Speech Length _____

Content

- Purpose
- Organization: introduction, body, conclusion
- Information: including learning stretch
- Language use

Delivery

- Dynamics: volume, pace, expression
- Pronunciation
- Eye contact

Comments

Listener's Signature _____ Date _____

Title _____ Senior Project Coordinator Project Advisor

Senior Boards Official Scoring Guide - Side 1 of 2

Fill out this side as you are reviewing the portfolios, please.

Presenter's Name				
Judge's Name		Head	Judge	Junior
Speech Length				

Your recommendation of Honors, Acceptable, Provisional, or Fail to the SPC for each student on your Board should be based on the total presentation-research paper, portfolio, physical project, job experiences, and speech presentation.

E Exceptional/Honors					S Skilled, Competent					A Acceptable/Pass					P Provisional/Poor					F Fail/Unacceptable				
E	S	A	P	F	Criteria																			
Research Paper																								
					Final draft of the research paper includes title page, outline, paper, and Works Cited that scores 4's or better (unless modified according to an IEP) in <u>all</u> areas and passes the YES TEST on the Official Scoring Guide.																			
					Final research paper reflects what was proposed to the Board and accepted by the Spring Proposal Board.																			
Portfolio																								
					Senior Project Portfolio Checklist is included and each required item is included and complete.																			
					Professional quality, well-organized, attractive, reflects effort and time; could be used at a job interview. Overall impression is confident.																			
					Reflects high effort and personal investment.																			
Physical Project																								
					Knowledge gained in research paper and job experience is clearly put to use in a quality, tangible product-able to be seen, heard, felt, tasted, or smelled.																			
					Demonstrates a strong learning stretch and visible time commitment, investment of energy and effort.																			
					Fully documented in the Learning requirements, meets time requirements, and is signed off by an acceptable mentor via the Physical Project Mentor Verification Form.																			
					Final project reflects what was proposed to the Board and accepted by the Fall Proposal Board																			
Job Experience																								
					Clearly connected to research and physical project																			
					Demonstrates a strong learning stretch in areas of attitude, skills, and knowledge																			
					Minimum of two different mentors/job experiences with qualified mentors																			
					Documentation is complete with detailed and accurate Learning Reflections, Mentor Verification forms, and the Reflection Essay.																			
					Final job experience reflects what was proposed and accepted by the Fall Proposal Board.																			
Employability																								
					Student has maintained workable relationships with adult mentors, advisors, and the Senior Project Coordinator.																			
					Student has consistently met deadlines, turned in quality work, and demonstrated the qualities of a good employee.																			
Overall Impression																								
					Student seems to have met the requirements in an acceptable manner and the impression thus far is one of confidence in the student's ability and work ethic.																			

Senior Boards Official Scoring Guide - Side 2 of 2

Fill out during the student's presentation, please.

Effective Communicator Scoring Guide

If a student is given a "poor" in more than two areas, s/he is a candidate for a Provisional or Fail. Please score the student's speech and presentation according to the following criteria:

E Exceptional/Honors					S Skilled, Competent	A Acceptable/Pass	P Provisional/Poor	F Fail/Unacceptable
E	S	A	P	F	Criteria			
					Purpose			
					Clearly communicates the knowledge, skills, and attitudes s/he has learned during all phases of the Senior Project experience.			
					Organization			
					Introduction states a clear point and effectively engages the audience's attention.			
					Body is developed clearly and effectively with clear transitions and clear direction.			
					Conclusion summarizes and extends to the "bigger picture." Answers the question, "So what?" and leaves the audience with a "finished" feeling, confidence, and deeper understanding.			
					Information			
					Strong connection or "thread" between the research paper, physical project, and job experience. At no point should the audience feel lost, confused, or disconnected.			
					Explains the "learning stretch" and is persuasive that one was met			
					Reflects emotional and intellectual growth or progress			
					Conveys solid information and key highlights from all aspects of the project			
					Delivery			
					Uses precise and interesting terms; employs correct grammar and usage			
					Does not use a lot of verbal "fillers" such as <i>uh, um, stuff, things like that, you know</i>			
					Arrives on time, prepared, and appropriately dressed			
					Uses sufficient volume, appropriate voice, varied facial expressions, and clear pronunciation			
					Employs appropriate posture, eye contact, gestures, and facial expressions			
					Overall delivery is confident, engaging, sincere, and enjoyable			
					Visual Aids & Support Materials			
					Uses a variety of appropriate audio and/or visual aids to enhance the audience's experience			
					Smoothly integrates visual aids into presentation with ease and fluency			
					Question & Answer			
					Impromptu skills demonstrate knowledge, poise, and fluency			

Date _____ Judge's Signature _____

Yes No The student has applied for Honors.

Yes No If so, has the student met and fulfilled the criteria for receiving Honors?

No, the student did not apply for Honors but we, as a Senior Board, feel that the student's Senior Project has earned an Award of Distinction in the following areas:

- | | | | |
|--|---|---|---------------------------------------|
| <input type="checkbox"/> Physical Project | <input type="checkbox"/> Job Experience | <input type="checkbox"/> Research Paper | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Community or Personal Merit | <input type="checkbox"/> Portfolio | <input type="checkbox"/> Learning Stretch | |

Senior Boards: The Judges' Decision

So, you've completed the Senior Project process to some degree and now you've arrived at the end of the year. Now comes the proving time-proving to yourself and a panel of judges that you've worked hard, met the requirements, gained in maturity, intellectually, and emotionally, and earned that diploma. And who better to make that decision than your future employers? The people whom you job shadowed? The people who will some day soon sign your paychecks? Presenting to your teachers proves nothing; Senior Boards is about proving yourself to real professionals in the real world of employment, consequences, and responsibility.

Senior Boards is a privilege. If you are chosen to go to Boards, it is because the Senior Project Coordinator feels you have earned the privilege. Once at Boards, judges will view your portfolio, physical project, and presentation and then arrive at a verdict-Acceptable (Pass), Provisional, or Fail. They can also award Honors to those who apply and Awards of Distinction in specific areas to those they feel earned recognition. How do you know where you'll fit? Here is what the judges will receive in their training as a guide.

What does a Pass/Acceptable look like?

- ~ Has met all the minimum requirements and minimal levels of quality in all phases of the project.
 - o 20 hours of documented job experience hours
 - o 5 documented hours spent on a physical project
 - o 1 fully documented, MLA formatted research paper that passes the "Yes" Test (on the Scoring Guide) and scores "4's" or better on the rest of the Scoring Guide (unless modified according to an IEP)
 - o Complete Portfolio that contains everything on the Portfolio Checklist
 - o 1 Senior Boards Presentation that meets acceptable standards in **all** criteria
- ~ You scored "Acceptable" in all areas, both side 1 and side 2, on the Senior Boards Scoring Guide
- ~ There is no aspect that the Board wishes the student to redo, fix, or extend before giving their approval.
- ~ Not exceptional; simply satisfactory and reflects the minimum standards.
- ~ Total Project has a "solidness" about it; no doubts, questions, or red flags
- ~ The student has met the learning stretch:
 - Undertook something that was difficult and challenged their previous skill level
 - Took previous skills and applied it to a project which would challenge them to grow intellectually, in maturity, and emotionally
 - Gained knowledge, skills, and growth
- ~ Errors, if seen, do not impede the **readability** or the **credibility** of the presenter
- ~ Board feels confidently that there is no need for more learning to occur before sending the student out into the workplace environment
- ~ You feel confident that you *could hire this person, give him/her a project of some responsibility, and not regret your decision later.*

What does "Fail" look like?

- ~ Meets or barely meets the minimum requirements in three or more areas; has not met the learning stretch
- ~ Level of quality is poor and unacceptable
- ~ Student fails to show for Senior Boards
- ~ Total project is grossly below standards, expectations, or appropriateness
- ~ Consistently scored poorly on the Confidential Performance Appraisal
- ~ Errors severely impede the readability and credibility of the presenter; consistently scored "poor" on the Senior Boards Official Scoring Guide

What does a Provisional look like?

- ~ Has met most of the minimum requirements and obtained a minimal level of quality in most phases of the total project:
 - **Job Experience:** Perhaps Board feels the hours were exaggerated, not documented well enough, or student did not meet the learning stretch

- Physical Project: Perhaps Board feels the hours were exaggerated, not documented well enough, student did not meet the learning stretch, or that the project was "not up to standards." Student needs another opportunity to improve the current project or design another project to apply skills needed to learn
- Research Paper: Reasons for Provisional might include that the student did not turn in the paper for the teacher to score it; it may not pass the YES Test and student did not revise. The Board feels the student has not met the standards in this area and has room for *more learning*.
- **Portfolio** may be of poor effort and poor quality, incomplete.
- Senior Boards Presentation that is **mostly acceptable** with a few "poor" or "fail" scorings
- ~ Most areas scored "acceptable," but with a few "poor," both side 1 and side 2, on the Senior Boards Scoring Guide
- ~ There are some aspects that the Board wishes the student to redo, fix, or extend before giving their approval.
- ~ Not acceptable because it does not meet the minimum standards in less than three weeks.
- ~ Total Project does not feel solid; it feels weak in some areas but not weak enough that it's a total failure
 - The student has not met the learning stretch to a significant degree; feel as though the student took "the easy road" and perhaps needs to undertake something more challenging
- ~ Errors, if seen, begin to impede the **readability** or the **credibility** of the presenter
- ~ Board feels confidently that there is a need for more learning to occur before sending the student out into the workplace environment in **three or fewer** areas
- ~ Confidential Appraisal Forms give you pause for concern
- ~ When considering hiring this person to work for you, you know that s/he would need quite a bit of supervision, coaching, training, and "second" chances. You do not feel that you could *hire this person, give him/her a project of some responsibility, and not regret your decision later to some degree.*

What does "Honors" look like?

- ~ Meets the following criteria:
 - Community or personal merit; some significance to either the student, the community, or both
 - Highest possible quality in all areas; goes above and beyond the minimum requirements
 - Clear evidence of a learning stretch
 - Extensive time commitment to job experience, physical project, and research paper
 - Deadlines met in a quality, thoughtful, and graceful manner above and beyond the minimum requirements
- ~ Total project is complex, surprising (in a good way), and an inspirational example to future Senior Project students
- ~ Generally about discovery, continued learning; not necessarily mastery and completion
- ~ A degree of personal sacrifice was involved; passionate commitment to a project
- ~ Can only be awarded if the student has applied for them; the designation of an "Award of Distinction" can be given if student meets these criteria but did not apply for Honors
- ~ There is no question that the student has passed; rather, the student has obtained a level of excellence that is clear, distinct, and evident in every aspect of the project
- ~ You use such words spontaneously and with feeling: wow, cool, awesome, great, and wonderful.
- ~ You have a sense that the student was sincere and authentic in his/her progress through Senior Project; there is a sense of ownership and "realness"
- ~ You would love to hire this student because you see maturity, potential, and a strong work ethic

Consequences of a Provisional or Fail?

If a Provisional is awarded by the Board, the student has an additional opportunity to learn what should have been learned the first time. The student will complete the requirements by a pre-set deadline and submit work to a Provisional Board. If the Provisional work is not completed or accepted by the Board, the student fails. At their discretion, they may give another opportunity to meet the acceptable standards. If a student fails Senior Project or Senior Boards, the student would not participate in commencement exercises or receive a diploma until an additional Senior Project meeting the minimum standards was completed. This is an important project and thus important consequences are in place if you choose not to fulfill your responsibilities.

Section VIII: The Research Journey

* Information included in this section has been adapted from resources such as the 2003 *MLA Handbook for Writers of Research Papers* and Houghton-Mifflin's *The College Writer*

Contents:

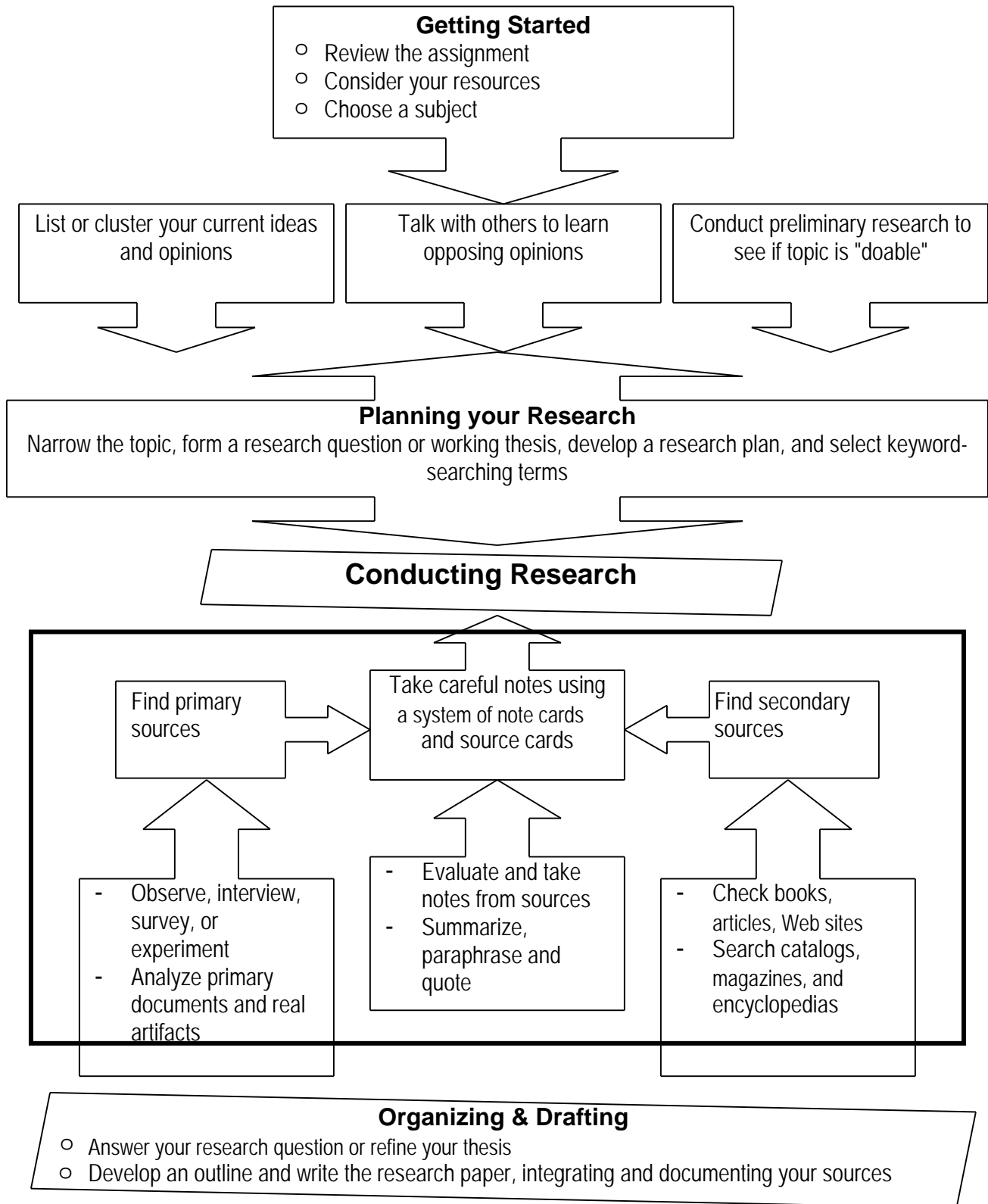
- **The Research & Writing Process with Flow Chart**
- **A Note-Taking System**
- **What is Plagiarism?**
- **Documenting Your Sources**
- **MLA Style General Formatting Guidelines**
- **Helpful Research Sites**
- **Frequently Asked Questions**
- **Sample Paper**

The Research & Writing Process

1. Decide upon a topic. Since your paper must be a persuasive analysis, you need to decide on a topic that will make an arguable point. You can choose one of two patterns outlined in this Manual. Your topic needs to be broad enough that you can find information, but narrow enough that your topic is limited to one strong idea.
2. Brainstorm what you would like to learn about your topic and what you already know. It is sometimes helpful to draw two columns - "What do I know?" and "What do I need to find out?" The first column is common knowledge while the second column will need to be documented when you get the information.
3. Brainstorm 20-25 questions that you need to answer in order to fully understand your topic. These questions should be *investigative* in nature - helping you go deeper into the analysis or *taking apart* the topic.
4. Evaluate your topic:
 - a. Are you truly interested in your subject?
 - b. Does it meet the requirements of the assignment?
 - c. Do you have enough information?
 - d. Is the subject narrow enough?
5. Search for information: look for a wide variety of different information - not a lot of the same information. Find a variety of sources and different types of sources - sources that you can talk with, watch, listen to, or actually experience.
6. Make a preliminary thesis statement. Once you have a good idea what you want to focus on in your analysis and you have confidence that there are enough resources available, write a thesis statement. This serves as the controlling idea for your research, expresses what you believe your research will prove, and outlines the main, arguable point you will persuade. This is *your stand on the subject*. A thesis limits your subject, focuses on the specific, and states your main point in a clear, direct manner. The body of the paper will prove or develop your thesis. The 3-4 main points within your thesis are the subtopics. Example:
 - a. The problem of teenage pregnancy could be solved by providing *more free access to birth control methods, sexual counseling and education from the fifth grade on, and making the education more relevant and real to students*.
 - b. The four points in italics are the subtopics and will be developed in the body of the paper.
7. Take notes about your information on notecards. Only one fact or quote per card, make sure you fill them out correctly, and be sure to find information for all of your subtopics.
 - a. Record important details and quotations along with the page numbers where the information can be found.
 - b. Place quotation marks around text that you are copying word-for-word.
 - c. Look up unfamiliar words - paraphrase and summarize with care.
 - d. For every source that you use, create a source card. Your source cards will help you create your textnotes and Works Cited. Your notecards will help you create your outline, textnotes, and help you write your paper.
8. Evaluate whether you have enough information to write a credible analysis. Are your sources quality? Reliable? Do you cover both points of view? If so, move onto the writing process-outline, write the rough draft, revise, and do a final draft.

The Research Process: A Flow Chart

*Taken from *The College Writer*



A Note-Taking System

While you are researching, it is important that you take notes of the information you are collecting in a careful, thoughtful, responsible manner. All this information will prove your thesis. Sources need to be correctly documented and sources used in your paper need to be in your Research Envelope. (We don't want the books or encyclopedias themselves; rather, photocopy the pages you are using and include those in the Research Envelope.)

Note-taking takes place after you have defined the "legs" of your thesis and identified significant questions you need answered in order to prove your thesis.

Three Steps to Success

1. Identifying **key words** in your thesis statement that will help you to find the information you need in the most efficient manner.
2. Skimming and scanning through a variety of information; not reading the entire text of every source. You are looking for key words within the source, checking the index, table of contents, or using the Internet search system. You are also utilizing glossaries, indexes, headings, charts, diagrams, tables, and other reference sources.
3. Extracting and getting out what you need by using a system of note-taking:
 - a. **Quoting:** Copying the exact words as they appear in a source and enclosing them in quotation marks to show that they are not your words. Document the speaker and the source.
 - b. **Summarizing:** Takes a large chunk of information and condenses it down to the main points *in your own words*. Document the source of the summary.
 - c. **Paraphrasing:** Takes a large passage and restates the *entire passage in your own words*. Paraphrase when you need to give clarification to a particular passage, such as if the quoted material is really technical or the ideas are difficult to grasp. Document your source. Give a clear indication as to what is their wording and what are your words.
4. Oftentimes students find it helpful to take notes on note-cards or 3 x 5" index cards. The cards are often color coded and are a simple tool to help you create your outline, parenthetical citations (textnotes), and Works Cited. There are two types: note-cards and source cards.

Note-Card Source Card

A-1	Subtopic
One direct quote, summary, paraphrase, fact, or piece of information that supports thesis or fits in introduction or conclusion.	
Page number	

A	Type of Source
Source information as it would appear in the Works Cited entry.	
(Textnote)	

- The letter represents the source as each source used is assigned a letter; the number represents the number of note-cards used from that source; page numbers help create your textnote.

What is Plagiarism?

Something easily avoided if you choose to use a solid, organized, and thoughtful system of organization and if you follow the rules of documentation as outlined in this Manual. There's also the matter of attitude, level of concern, and a genuine desire to avoid it. If you have all those things in place, plagiarism is a non-issue.

Let's identify what plagiarism is . . .

Plagiarism is . . .

- Submitting another writer's paper as your own, whether downloaded off a "paper mill" site, buying a paper online, taking a "free" paper off the Internet, turning in another student's work as your own, or having someone other than yourself write the paper-for free or for pay.
- Using a "copy-and-paste" method-splicing chunks of materials, graphs, pictures, or other materials into your paper without putting the information in quotation marks and citing the source. Changing a few words is still plagiarism.
- Failing to give credit to the correct source
- Failing to put quotation marks around material that is the exact wording found in a source or said by an individual, company, or other source
- Taking credit for another's ideas or not clearly giving credit to the source of the idea
- Misrepresenting another's ideas or words by being careless or manipulating for your own purposes
- Taking information or source materials out of context
- Overuse and abuse of sources-there's a distinct lack of commentary (you) in the paper and your paper is heavy on sources (especially the same ones) and quoted material. Follow the 1/3 rule: no more than 1/3 of your paper should be quoted material. Plus, if you don't use a variety of sources, the reader begins to wonder if you put any effort into your research.
- Using another's ideas, words, and concepts without clearly giving credit to the correct source

Plagiarism is not . . .

- Using common knowledge. Common knowledge is defined as facts that are known by a lot of people and can be found in many sources. According to San Jose State University, the following are considered common knowledge:
 - In 1865, following the assassination of Abraham Lincoln, Andrew Johnson was elected as the 17th President of the United States.
 - William Shakespeare was born in 1564 and he died in 1616.
 - A genome is the entire DNA in an organism, including its genes.
- Integrating sources into your writing by using a correct form of documentation according to the accepted standards of standard researching styles such as MLA, APA, Chicago, AP, and other organizations. Most use a system of parenthetical citations (textnotes) and list of references used within the paper.
- Paraphrasing, summarizing, and using quoted material with respect to the author, source, and giving credit where it belongs.
- Citing correctly and methodically

Plagiarism is not tolerated in the Adrian School District. We will run all drafts of your writing through the EVE Plagiarism software. If plagiarism is detected at more than 10%, the report will be given to you. You have one opportunity to fix the material underlined in the report, no questions asked. Your paper will then be re-run through the software. If it still fails the plagiarism software, your grade will be docked one full grade and you will not pass the research paper requirement until it is no longer an issue.

Documenting Your Sources

Documentation is simply *acknowledging your sources and telling your reader that someone else is the source of the ideas or words in your communication.*

There are several styles of documenting your researched sources, but we use the MLA method on the Senior Project research paper. Proper documentation in the MLA style uses a system of parenthetical citations (textnotes) whenever using ideas or words from a source and listing the sources used on a document entitled the Works Cited.

When should you textnote? If you didn't know a piece of information used in your communication before you started researching, you should give credit to the source. But, here's the deal: what if you are quite knowledgeable about your topic due to experience, extensive study, and other research? Let your reader know that you have taken classes, studied the topic, and conducted experiments. Avoiding plagiarism simply comes down to courtesy and honesty. It comes down to establishing yourself as credible, reliable, and honest.

Using Quoted Material

- No more than 1/3 of your paper should be quoted material
- Quoted material longer than four typed, double-spaced lines should be offset from the rest of the paragraph. They are not enclosed in quotation marks. Textnote normally.
- When using quoted material in your paper, use ICE
 - Introduce the quote or acknowledge the source of the words by explaining the context, who the speaker is, or if it's a "group" author
 - Cite the words exactly as they appear in the source within quotation marks. Include the textnote at the end. Example: Mary Walker, a doctor at St. Luke's Hospital, says, "Eating three to four vegetables a day is good for your health" (3).
 - **Explain** what your quote means or restate it in your own words; provide commentary.

Using Parenthetical Citations (Textnotes)

- Whenever the writer uses information from a source within a sentence, s/he should indicate credit by placing the **author's last name** and the **page number** upon which the information appeared in parenthesis at the end of the sentence. If the author's last name isn't available, use the next available information as it appears on the Works Cited entry. Put titles of articles in quotation marks.
- There should be a variety of sources indicated in the textnotes.
- All sources appearing on the Works Cited should appear as textnotes within the paper.
- Anything that is not common knowledge and not the writer's own commentary should be textnoted. Example of a textnote: Four in five men will be diagnosed with prostate cancer this year (Smith 2).

Works Cited

- It is a separate page(s) at the end of the research paper document that lists all the sources used within the paper
- Each Works Cited entry contains enough information that some interested person could order the source material from a publisher.
- If a source appears on your Works Cited, it should have a matching textnote within the paper and vice versa.

Correct documentation leads your reader right back to your source!

MLA Style General Formatting Guidelines

The Title Page

- 1" margins all around
- Double-spaced
- Standard-traditional font that matches the rest of your paper; no *sans serif fonts*
- No graphics, borders, or other creative touches; it's very plain
- Center a catchy title of your research paper one-third the way down the page; you may bold and underline the title but the size of the font should be no larger than 14
- Center the author's information two-thirds the way down the page to include the writer's first and last name, course name, instructor's name, and the date written out

The Outline

- 1" margins all around
- Double spaced
- Standard, traditional font that matches the rest of the document; no *sans serif fonts*
- Outline uses the traditional method of Roman numerals, letters, and numbers and should be no longer than two pages
- Header containing the writer's last name and page number in the upper-right hand corner of the document begins on page two, right after the title page

The Paper

- 1" margins all around
- Double spaced
- Begins 1/3 of the way down the page as a new page; follows directly after the outline
- Header is continuous throughout the document
- Paragraphs are indented with no spaces between the paragraphs
- Textnotes are included in the body of the paper at the end of sentences
- If the textnote has no author and you are using a title of a book or article, use only the first three main words of the title if it is longer than four words. Titles of articles appear in quotation marks and all major words are capitalized. Titles of books are italicized or underlined.
- In a textnote, the sentence's punctuation appears after the closing parenthesis.

The Works Cited

- All entries in the Works Cited are formatted according to the MLA guidelines and in **alphabetical order** and listed on their own, separate page
- There are no bullets, numbers, graphics, or other formatting items
- Every entry is to have a hanging indent, meaning that the entries extend from the left to right of the paper except the second, third, and subsequent lines are indented five spaces underneath the first line.
- Entries are typed, 12-point, traditional font, double-spaced
- Center the title, "Works Cited," at the top of the page-no quotation marks, underline, or bold
- Header is continuous throughout document
- Students should use the website www.easybib.com to create their Works Cited. You still have to be careful about capitalization, spelling, and inputting correct information, but the site is very user-friendly. If you need help, please ask.

Helpful Research Sites

<http://digital.library.upenn.edu/books/lists.html> -- Local index includes more than 20,000 English works in various areas; all should be free for personal, noncommercial use.

<http://eserver.org/> -- for finding e-texts online

<http://owl.english.purdue.edu/> -- An online writing lab at Purdue University; incredible handouts that are very useful, especially to those who "just don't get it."

<http://vivisimo.com/index.html> -- a new, well organized search engine that groups search in "Doable" retrieval of information.

<http://writing.colostate.edu/index.cfm> -- The Writing Center at Colorado State University - an excellent site with great resources for writing and research.

<http://www.life.com/Life/features/> -- Access *Life* magazine - pictures, articles, etc.

<http://www.loc.gov/> -- The Library of Congress; great for historical resources including primary sources

<http://www.visualthesaurus.com/online/index.html> - If you're a "picture person" - this website will provide you with visual synonyms and antonyms for words.

www.allonsearch.com/all1srch.html -- specialized search engine

www.altavista.com/images -- an excellent place to find pictures; also does language translation

www.argusobserver.com - Local newspaper resources

www.beaucoup.com/ -- specialized search engine

www.digital-librarian.com/ -- a librarian's choice of the best of the Web

www.easybib.com - Will create a Works Cited for you. Just a warning: they don't always format the entries absolutely correctly.

www.encyarta.msn.com -- an online encyclopedia - helpful, organized - Miss B's pick

www.idahopress.com -- Find local newspaper articles related to your topic

www.idahostatesmen.com -- Find local newspaper articles related to your topic

www.ipl.org/div/aplus/stepfirst.htm -- get step by step help in writing your research paper

www.libraryspot.com/ -- search professional and public libraries through the United States

www.metacrawler.com -- a reliable search engine; filters out "non-academic" things

www.nytimes.com/ref/technology/cybertimes-navigator.html -- good for searching all sorts of facts and articles on the web. Supported by the New York Times.

www.oslis.k12.or.us -- Oregon School Library information system; help for Works Cited; search for magazines, newspapers; search strategies; organizing information. Great site!

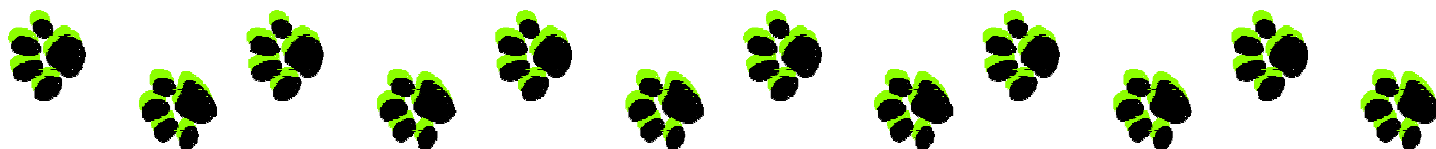
www.oup.com/online -- Oxford English Dictionary Online, the American National Biography Online, Oxford Reference Online, Grove Art Online and Grove Music Online. Only good until October 2004.

www.school.eb.com -- Encyclopedia Britannica

www.seattletimes.com -- Find newspaper articles related to your topic; go to "Archive"; free sign-up with email address

www.tvcc.cc/ -- order books from any library in Oregon and have it delivered to you; order magazine articles, etc.

www.wisc.edu/writing/Handbook/DocMLA.html -- Help with MLA formatting



Frequently Asked Questions

Q: Does an online or DC Rom encyclopedia count as an Internet source or encyclopedia source?

A: It counts as one type of reference --an encyclopedia; secondary source.

Q: If you get a newspaper article off an online newspaper service like The Seattle Times or EBSCOHost, does that count as an Internet source or a newspaper article?

A: An online magazine or newspaper article counts as a secondary source and may be used as a magazine or newspaper, respectively. It doesn't matter that it's online.

Q: If the teacher says I have five types of sources, what does that mean and must I use them in my research paper?

A: What s/he means is that you must show that you have used a variety of sources including primary and secondary that are from different "formats." This means that you just can't have five different Internet sites. Your sources must include photographs, maps, encyclopedias, interviews, books, Internet sites, magazines, newspapers, letters, diaries, studies, research articles, etc. And, yes, they must all be used in your paper to meet the requirements. S/He will go through your paper and make sure that you have at least five different types of sources in your textnotes and Works Cited.

Q: What if something doesn't have an author? How do I textnote it?

A: Does it have an editor? If so, use the editor's name in place of the author's name and add the abbreviation ed., after the name. If there is no editor, go to the next information listed in the Works Cited entry. Textnote it by either using the editor's last name or the title of the article of the book.

Q: If I'm using the same source quite a few times in the same page, do I have to keep textnoting it?

A: Yes, but you do it a little differently. The first reference, use a regular textnote. From that point forward until you change sources or go to a new page, just reference the page number in parenthesis at the end of the sentence.

Q: I there is no "real" author or it's a long textnote, is there a different way of textnoting?

A: Yes. Instead of using a long textnote, build the author or website name into the sentence and just cite the page number at the end of the sentence. Example: According to the Math for Jocks website, "One in five school athletes exceed in higher level math courses" (3).

Q: When might a teacher think that I've plagiarized?

A: A teacher might think you've plagiarized if there's a lack of commentary (insights, explanations, opinions, personal ideas, etc.) within the paper; absent or inconsistent voice; the same source is used over and over, the content can't be matched with what's listed on the Works Cited or found in the Research Envelope; vocabulary words or terms used seem "out of place" given the rest of the writing; the writing seems patchwork in nature rather than being cohesive, well-written, smoothly moving from point to point, adding commentary to supporting details; and the student is unwilling to revise from draft to draft. And, of course, we use the plagiarism software.

Sample Title Page

*Taken as a sample paper from *The College Writer*

**Notice the
traditional font
and absence of
graphics or other
"foo-foos"**

UN Sanctions and the Suffering of Iraq's People

**Center the title
one third the way
down the page**

**Center the writer's
information two-
thirds the way
down the page**

Troy Holland

Cindy Olsen, Instructor

Senior Project

17 April 2005

Sample Research-Paper Outline

*Taken from sample paper in The College Writer

Holland 2

Introduction-The UN imposed sanctions against Iraq in 1991, after Iraq invaded Kuwait.

- I. Ten years later, the sanctions have not brought about the desired results.
 - A. The UN's call for the destruction of weapons of mass destruction has not been heeded.
 - B. A blockade of Iraqi exports has not been completely successful.
 - C. A restriction on Iraqi exports has not been completely successful.
- II. Living conditions in Iraq have worsened since 1991.
 - A. Iraq's infrastructure has broken down.
 - B. Half the water supply is undrinkable.
 - C. The health care system is inadequate.
 - D. Food is in short supply.
- III. The children have been most affected.
 - A. Sickness and death have increased dramatically.
 - B. Health care is minimal.
- IV. The UN is searching for solutions.
 - A. An "oil-for-food" program was instituted in 1995.
 - B. The quota on oil exports has been lifted.
 - C. Experts are now debating "targeted" sanctions
 - D. The number of relief agencies allowed in Iraq may be increased.

~ Double-space throughout
~ Use phrases or complete sentences consistently (not both)
~ Notice the header at the top of the page

Conclusion-The present sanctions need to be revamped because they continue to hurt Iraq's most vulnerable citizens without achieving their political goals.

MLA Research-Paper Model

*Taken as a sample paper from *The College Writer*

Holland 3

~ Double-spaced, notice the header
~ First page of paper begins 1/3 down the page

In 1991, the Middle East nation of Iraq, led by Saddam Hussein, attacked its neighbor, Kuwait. To protect Kuwait, the United Nations intervened against Iraq, a step that eventually led to the Persian Gulf War. With the military help of the United States, Great Britain, France, and other nations, the UN forced Iraq to withdraw from Kuwait in Operation Desert Storm. The United Nations Security Council also placed sanctions on Iraq to enforce Iraq's compliance with UN resolutions and to prevent Hussein from repeating his aggression.

The opening introduces the subject and provides background information

More than ten years have passed since the UN implemented these sanctions, the United States is engaged in a war on terrorism, and Saddam Hussein still refuses to cooperate with the United Nations. As a result, the UN, spurred on by the US, continues to enforce the sanctions. The problem is that these economic sanctions have caused tremendous suffering for average Iraqi people. Many of our elected leaders have argued that because Saddam Hussein seriously threatens world peace, this suffering cannot be avoided. But the decision that such suffering is acceptable should not be made by politicians alone. In a democracy, all citizens share responsibility for the policies that their elected leaders make. In fact, a strong argument can be made that the suffering of Iraqi men, women, and children is not a justifiable side effect of the sanctions against Iraq.

Common knowledge is not documented

The writer states his thesis; no "legs" present; not normally underlined.

Notice that the author consistently uses smooth transitions between paragraphs

Holland 4

To understand the issue, we first need to consider what the UN wanted the sanctions to accomplish in Iraq. Following the Gulf War, the UN Security Council passed Resolution 687 on April 3, 1991 ("Resolution 687" 3). This resolution called on Iraq to cease mass destruction and pay its war debts. The resolution also implemented economic sanctions against Iraq until it complied with the UN's expectations (3). These sanctions restricted the sale to

This source did not have an author; title of the article is used.

This textnote is referring to the previous source; page number only is necessary.

care supplies to building materials to food (4). In addition, the exporting all goods except for a limited amount of oil. The money made from the sale of this oil would be used to pay war debts and buy food and medicine. Resolution 687 also set up an organization to monitor the payment that Iraq destroyed all of its weapons of mass destruction ("United Nations").

This source did not have an author; title of the article is used.

On the one hand, sanctions seem partly to have worked. Some experts argue that sanctions have contained Saddam Hussein's aggression. Hussein does not control all of his own country, he cannot use money from oil sales for weapons, his efforts to secretly build weapons of mass destruction are being thwarted by neighboring countries (Yaphe 127). Also, supporters say that food and medicine are allowed into Iraq. For these reasons, many people continue to support sanctions as a way to prevent Hussein from developing WMD's, especially in light of the September 11 attacks on the World Trade Towers and the Pentagon.

"Yaphe" is the author's last name and is used in the textnote

Strong transition introduces the opposing point of view

On the other hand, sanctions have not been completely successful, especially about UN inspections of Iraq. Hussein has found ways to raise money, and he is still able to acquire weapons by smuggling them (Cortwright and Lopez 744). In fact, Hussein also has succeeded at manipulating UN sanctions so that they hurt his own people and raise international opposition. As Cortwright and Lopez, international peace negotiators at the University of Notre Dame, put it, "[a] policy designed to exert pressure on an

Two authors, both last names are used in the textnote; notice how the writer introduces their credentials

Notice that the quoted material is served with "ICE"

aggressor regime has been perverted by that regime into a virtual attack on innocents" (745).
 aggressor regime has been perverted by that regime into a virtual attack on innocents" (745). While Hussein continues to follow his own agenda and protect his own power, the most vulnerable Iraqis suffer.

Instead of forcing Hussein to comply with the disarmament, the economic sanctions have caused living conditions within Iraq to deteriorate sharply. Because of funds, a shortage of building materials, and Hussein's own agenda basic infrastructures have broken down (Halliday 6). George Capaccio, an editor at Houghton Mifflin and a member of relief organizations such as Conscience International and the Middle East Council of Churches, traveled to Iraq in March 1997 to witness the conditions firsthand. He describes these problems:

The writer indicates the source's credibility before the quote and uses ICE

A quotation longer than four lines is introduced with a complete sentence and a colon, and indented ten spaces; notice no quotation marks

In rural areas only about 50 percent of the water is drinkable. This is due in large part to the fact that raw sewage continues to flow into the major rivers; chlorine for water purification is often in short supply; and the network of underground pipes has numerous breakages so that waste from sewage lines frequently flows into water lines. These conditions can be directly traced to the UN sanctions which makes these spare parts for water and sewage treatment plants hard to come by.

(Email)

Capaccio adds that problems within the health care system, agricultural sector, and electrical grid have also harmed living conditions for Iraqis. In other words, because the economic sanctions have restricted imports, the Iraqi people have not been able to rebuild after the war. And the inability to rebuild has caused basic services to break down.

One of the most basic needs is food, and the economic sanctions have cut back on Iraq's access to food. Before the sanctions, Iraqi imported up to 66% of its food; until 1990, Iraq spent

an average of \$2.5 billion on food imports each year ("United Nations"). But after the economic sanctions were put into place, Iraq could no longer import as much food as it needed. Instead, it has been forced to rely heavily on its own food production, which is limited because of the desert climate. As a result, Iraqis have lived with constant food shortages.

Who has suffered most from these food shortages and the breakdown in basic services? The children. The economic sanctions have hurt them more than other Iraqis because their young bodies break down more easily. The strains lead to both serious sickness and death. Denis Halliday, the former UN Humanitarian Coordinator to Iraq, argues that "sanctions are both directly and indirectly killing approximately six or seven thousand Iraqi children per month" (77), whereas Iraq suffered 40,000 casualties during the war. Some studies claim that 237,000 Iraqi children, ages five and younger, have died as a result of economic sanctions (Gordon 388). At the lowest estimate, the economic sanctions have caused almost six times more Iraqi deaths than the Gulf War. This statistic shows that economic sanctions need to be rethought. Instead of encouraging Hussein to continue the war, economic sanctions have caused what Halliday has called "genocide" (qtd. in Wood).

Iraqi children have been suffering and dying for two main reasons: malnutrition and poor health care. Hussein's policies have made it hard for parents to provide for their children, but sanctions make the job even tougher by restricting imports. The United Nations Children's Fund, or UNICEF, whose purpose is to protect children's rights, found that in 1997 up to 32 percent of the children, ages five and under, were malnourished. This number has increased 75 percent from 1991 ("Nearly One Million Children"). So not only have deaths among children risen sharply since 1991, but the percentage of malnourished children has risen sharply as well.

In addition, most Iraqis have little or no access to health care. Hospitals have had to deal with shortages of water and power, and often what water they do have is unclean. In his visit to

Iraq, Capaccio witnessed these shortages, and he remarks that the hospitals in Iraq are in deplorable shape. Many heating and cooling systems do not work, and flies travel freely through the hospitals, spreading more disease. Medical equipment is scarce; ambulances and diagnostic equipment, and much of what doctors do have is obsolete. Medicines for diseases such as leukemia, typhoid, and cholera are not available unless they are bought on the black market (Email). These conditions are a sharp turnaround from the health care system before the sanctions. The UN reports that before 1991, Iraq had a health care system that covered 97 percent of the urban population and 78 percent of the rural population. Iraq also had a welfare system that supported orphans, disabled children, and poor families ("United Nations"). The Iraqi people no longer receive quality health care because of the UN economic sanctions and Hussein's refusal to comply.

Iraq's people are not responsible for Hussein's aggression, but they have been forced to suffer under the economic sanctions. In fact, many people believe that the suffering of innocent civilians makes economic sanctions illegal under the just-war doctrine (Gordon 56). David Cartwright, a researcher for International Peace Studies at the University of Notre Dame, explains that according to the just-war doctrine, warring countries cannot target vulnerable populations such as the elderly, women, and children. Cartwright goes on to argue that "[i]f decision makers in Iraq are bound by the principles of the just-war doctrine, those imposing economic sanctions must do so in a way that is similar to the constraints of war. The principle of civilian immunity applies no less in the imposition of economic sanctions than in the conduct of war" (Cartwright and Lopez 790). In the same way, the fact that economic sanctions place Iraq under a siege that harms civilians much more than military action (Gordon 391). The economic sanctions cripple the most vulnerable people in Iraq while doing little to force Hussein to follow the UN's resolutions. The sanctions must be changed both to relieve people's sufferings and to keep Hussein from developing WMD's.

Writer restates his thesis in new words and the argument he has been making.

A quote is used because of its power; brackets indicate the author has changed the quote

Because of pressure from humanitarian groups, the UN has been searching for many years for a solution to the suffering. In 1995, the UN convinced Hussein to accept a temporary solution called the "food for oil program" ("Iraqi Oil Exports"). Under this program, Iraq was allowed to sell a certain amount of oil, and the money from these sales went into an account controlled by the UN. The UN then used that money to pay war debts and to allow Iraq to buy food and medicine for its people ("Iraqi Oil Exports"). However, these payments were not enough to meet people's needs.

Capaccio puts the problem this way:

The total value of humanitarian supplies actually arrived in Iraq is estimated to be 10 billion dollars. As a result, over the course of more than four years and divided by a population of 23 million people, this comes to about three dollars per person per month—hardly enough to begin the job of reconstructing an entire society. (Email)

Notice the use of ICE with quoted material

Three dollars a month is very little money to support someone who needs food and medicine.

In the past few years, the amount of oil that Iraq can sell has been raised so that there is now no specific limit, and the Iraqi government can use the money to buy food and medicine supplies (Cortright, "Hard Look" 2). However, Hussein has not used the money to buy food and the funds so that innocent Iraqis suffer. Although the amount of money is increased, it is not enough to stop the malnutrition and poverty. Stronger steps need to be taken to reduce the suffering.

Notice the strong transitions; notice the different type of textnote. Cortright is used twice on the Works Cited so the writer indicates which source this is

One step would be to gradually remove the economic sanctions as Hussein complies with weapons inspections. However, the UN should keep all sanctions in place until Iraq meets all the conditions. However, many people believe that Hussein will react better to policies that have a clear end and attached incentives. Russia, France, and China all believe that the economic sanctions must have these qualities to be successful (Yaphe 129-130). As Hussein proves that he is complying with the agreement, the UN could gradually

The writer builds on others' ideas with his own commentary and explains statements in order to help the reader understand and build credibility with the audience

increase the imports allowed into Iraq. The priority would be food, health care supplies, and building materials. This change may help Hussein realize the benefits of complying with the UN's military requirements.

For the past year, politicians and experts have been debating "targeted" or "smart" sanctions. On the one hand, these sanctions would apply very tight restrictions to military goods so that Iraq cannot develop its military might. On the other hand, restrictions on peaceful forms of trade and development would be lifted so that average Iraqis can get on with their lives (Cortright, "Hard Look" 3). In 2001, this idea was defeated in the UN Security Council, but debate continues on its merits. One problem, for example, has been the fuzzy line between military and peaceful goods. If "smart" sanctions passed, the Security Council would have to implement them carefully. While striving to reduce the suffering, Council members must remain firm about blocking Iraq's ability to produce WMD's so that the Middle East does not become even more

The textnote includes both the author and a shortened title because two sources have the same author as explained on the previous page

Another step that might be very helpful would be to increase the number of relief organizations and relief workers that the US allows to enter Iraq. Restricting the entry of any American citizens to enter Iraq without official permission (Capaccio, "Suffer"). More relief workers could do a lot to spread aid to more people. This increase in workers would also help to ensure that aid actually reaches the people who need it.

As US citizens, we share responsibility for the policies set by our elected leaders. Madeline Albright, the Secretary of State under former President Clinton, was asked a number of years ago whether the economic sanctions were worth enforcing at such high cost. Her response about the economics being a hard choice but worth the price may have reflected the public opinion at that time. Many people now disagree. They would argue that the present sanctions continue to hurt Iraq's most vulnerable citizens without achieving the political goals.

The concluding paragraphs summarize the issue and argument, revisiting the ideas in the introduction in a fresh way

President Bush, the Congress, and the UN must develop a fairer, more effective policy toward Iraq. As citizens concerned about innocent people both at home and abroad, we must take a stand against the suffering of innocent Iraqis. We must press our leaders to rethink the sanctions. If we pledge "liberty and justice for all" in our own land, how can we practice injustice in our foreign policies?

The essay ends by urging the audience to action and asking a thought-provoking question, appealing to our principles of justice and fighting for the weak. This is the last page of the body of the paper. The writer should now press "control + enter" to create a brand new page. Then, type the Works Cited or import it from easybib.com

Sample Works Cited

* Taken from *The College Writer*

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