

# Florida State University School The Senior Project Student Handbook

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## What is the Senior Project?

The Senior Project is an integrated, multifaceted project, which is designed to provide students with an opportunity to synthesize many of the skills they have developed throughout their academic career.

The origin of the Senior Project reaches into the previous decade. The impact of the Senior Project has been highly favorable: Research conducted by the US Department of Education's SERVE Project surveyed schools in the Southeastern United States which established the Senior Project into their school's curriculum. 75% of the students questioned agreed that their writing, research, speaking, planning and time management skills had improved as a result of the Senior Project. Over 80% of parents and educators surveyed on the same issues echoed similar sentiments.

There are four components that generally make up the Senior Project: (1) a research paper, (2) a product, (3) a portfolio and (4) a presentation. This Student Handbook is designed to provide you with the necessary information, guidelines, and forms to assist you in the completion of your Senior Project.

### The Four Components of the Senior Project

#### **Research Paper**

The first phase of your Senior Project is the research paper. In order to begin your paper, you must first choose a topic. Your topic should be about something you would be interested in learning more about. You may even consider investigating a career that interests you. The key principle behind the paper is to choose a topic you are interested in and to **stretch** your current knowledge about it. Many sources of information are available to you, and you may use any source for your paper except an encyclopedia. Your paper must include **correct** citations.

#### **Product**

The second phase of your project requires you to apply the information you have gained from your research to create a "product". Your product can take a number of forms, (demonstration, exhibit, performance or physical product). The key is that there is a direct and clear correlation between your research and the type of product you choose. Ideally your product should relate to a career field tied to your project topic. For example, an architect would create an architectural drawing. An artist would create a collection of his/her art work (art portfolio). A web designer would create a web page. A dancer would perform a dance piece. **Please note: You are not expected to spend money in order to complete your Senior Capstone Project.** If your anticipated project requires a large expenditure, you may wish to make another choice.

#### **Portfolio**

The third phase of your project is the portfolio. The portfolio is a compilation of materials that document your journey through the Senior Project process. A journal is an optional part of the material included in the portfolio.

#### **Presentation**

The last phase of your project is the presentation, often referred to as the "Senior Boards". Your presentation will consist of an 8-10 minute speech that includes research on your topic, information about the related career and display of your product in front of a panel. This panel will consist of a faculty member(s) and a member(s) from the community. You will have the opportunity to select the day and time of your presentation well in advance.

**Tentative Senior Project Calendar**  
**2002-2003**

<b>September 23</b>	Shadow Day for students who have turned in the completed forms indicating the person they will be shadowing.  Workshop day for all other students
<b>September 30</b>	Student/Parent/Advisor Contract Signed and Returned to Senior Project Coordinator
<b>September 30</b>	Letter of Intent written and turned in to Faculty Advisor
<b>September 30</b>	Career Shadowing Forms completed and turned to Sr. Project Coordinator.
<b>October 15</b>	Make-up shadow day (all other students need to be in school)
<b>November 8</b>	First Draft of Research Paper Due
<b>February 10</b>	Shadow Day
<b>February 24</b>	Final Draft of Research Paper Due
<b>March TBA</b>	Shadow Day Workshop Day
<b>March 18</b>	Portfolios and Products Due
<b>April 1 - 5</b>	Presentations
<b>April 19</b>	Final Evaluation of Senior Project Form
<b>April 29 - May 2</b>	Senior Project Presentations for students who did not meet the requirements during the first round of presentations.

**Note:** The above dates are tentative and subject to change.

**Faculty Advisor**

In order to assist you in completing your Senior Project, **you must obtain a FSUS faculty advisor**. You may also choose to invite a member of the community to serve as a mentor in addition to your faculty advisor. Your faculty advisor must initial his/her name on the Student/Parent Letter and will sign various forms that will accompany the different phases of your project.

**Getting Started**

First talk with a faculty member and ask him/her to be your faculty advisor. Have him/her sign the Student/Parent/Advisor Contract. Turn this Contract in the Senior Project Coordinator.

## Student / Parent / Letter

September 2002

Dear Senior,

Beginning with the class of 2001, all seniors will be required to complete an approved "Senior Project." This project is designed to be an exciting and rewarding experience that allows you to showcase the skills and expertise that you have been developing throughout your K-12 education. Most importantly, the Senior Project encourages you to engage in an in-depth exploration of a specific career area or topic of interest.

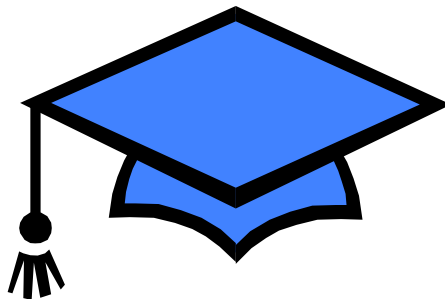
The Senior Project Student Handbook has been developed to help you through the phases of the project. With a commitment to selecting a project that truly reflects your interest, careful planning of your time, and following the suggested Senior Project timeline, the Senior Project can be a rewarding learning experience. The process is challenging, and graduates from other schools who have participated in the Senior Project have testified that their projects were a memorable accomplishment of their final year of high school that had a positive impact upon their future.

A number of resources in addition to the senior project guide will help you complete your project. These resources include a database of FSUS faculty, administrators, as well as community members willing to assist seniors. Please be reassured that the goal of this project is to provide a medium in which students can assimilate learning experiences from high school into a real-world experience.

Please take the time to read and discuss the information contained in the handbook. We are looking forward to an exciting year.

Good Luck!

Susan K. Martelli  
Principal



## **Topic Selection Guidelines**

The following are guidelines that should assist you in the selection of your Senior Exploration Project topic.

- ◆ The exploration topic should be one in which you are interested, but one in which you are not already an expert.
- ◆ Your topic should be one that is broad enough to allow you access to enough information, yet limited enough to make the research scope plausible. For example, a student choosing the topic, 'First Aid' would find it impossible to include everything about first aid.
- ◆ Your topic should be challenging both academically and creatively.
- ◆ You should avoid choosing a topic that involves costly expenditures.
- ◆ You should not choose a topic that could endanger yourself or others.

## **Letter of Intent**

You must formally declare your project through a letter of intent addressed to your faculty advisor. This letter is designed to be a formal announcement to your parents and the Senior Project Board about the subject and scope of your Senior Project.

Your letter should be typed, in block style, left justified, with one-inch top and bottom margins and 1.25 inch side margins. One line should be skipped between each paragraph. The body of the letter is single-spaced.

**The content of your Letter of Intent should be structured as follows:**

**Paragraph 1** – Briefly describe your Senior Project

**Paragraph 2** – Explain why you chose to do this particular project; why is it of interest to you?

**Paragraph 3** – Declare your understanding of plagiarism and its consequences.

To help you structure your letter, a sample Letter of Intent is located on page 6 of this Handbook. Please remember to make your Letter of Intent personal and specific to your project.

**Remember: Make a copy of your letter to put in your portfolio.**

**Due Date: September 30, 2002**

## **SAMPLE: Letter of Intent**

1327 Oakley Drive (Your address and phone)  
Tallahassee, FL 32304  
(850) 867- 5309

September 1, 2002

Bobby Bowden (Faculty Mentor's name and school address)  
FSU #4420  
Tallahassee, FL 32306

Dear Mr. Bowden:

I intend to research and present a project on teaching. I will focus on researching reading strategies that can be utilized with elementary school students, especially those students reading below grade. I then plan to work with Mrs. Jones' third grade class to create a small reading club with three students that are reading below grade level. I will try a couple of the strategies I learn about from my research with those students.

This topic is of particular interest to me because I truly enjoy working with children and I am considering becoming an elementary school teacher. I currently work as an extern with Mrs. Jones and have noticed several children who are struggling with reading. My project will allow me to help students improve their reading skills.

I understand that plagiarism is the unlawful claiming of another person's work as my own. I also understand that any incidents of plagiarism will result in an automatic failing grade. I will come up with original thoughts and cite other's work when I find it necessary to use their ideas.

Sincerely,  
Suzy Student signature goes here (leave 4 spaces)

Suzy Student

**\*\* Letter should be single-spaced with double spaces between paragraphs.**

**\*\* You must include the plagiarism paragraph word-for word at the end of your letter.**

## **Student / Parent / Advisor Contract**

Dear Senior,

The purpose of this contract is determine who your advisor is and inform your parents, advisor and the senior academy coordinator who your advisor is. Return this the senior academy coordinator ASAP. The **Advisor's Checklist** is available on the following page.

My FSUS advisor is: _____		
I accept _____ as my advisee.		
_____	_____	_____
<b>FSUS Advisor Signature</b>	Phone	Date

I understand that the Senior Project is a graduation requirement and that I will be held accountable for all of my project's components. I will make every effort to work with my project advisor(s) and meet all deadlines.	
_____	_____
<b>Student Signature</b>	Date

I understand that my son/daughter is required to complete a Senior Project as a graduation requirement and will make every effort to assist him/her in meeting all deadlines.		
_____	_____	_____
<b>Parent/Guardian Signature</b>	Phone	Date

**Due Date: September 30, 2002**

### **Advisor's Job Checklist**

- \_\_\_\_\_ Sign student letter agreeing to serve as a faculty advisor.
- \_\_\_\_\_ Career Shadowing forms completed and turned in by September 30.
- \_\_\_\_\_ Receive letter of intent from student by September 30.
- \_\_\_\_\_ Review research paper with student using paper checklist by November 8.
- \_\_\_\_\_ Collect final draft of the research paper and score using Research Paper Scoring Matrix by February 24.
- \_\_\_\_\_ Prior to the student's presentation evaluate the student's product using the Senior Project Scoring Matrix by March 18.
- \_\_\_\_\_ Prior to the student's presentation, evaluate the student's portfolio using the Senior Project Portfolio Scoring Matrix.

\*\* Turn these forms in to the Senior Project Coordinator by the date indicated.



## Career Shadowing Days

**What:** High school students will be shadowing professionals in a student selected career directly related to their topic for Senior Project. Students will have full choice of what and whom they would like to shadow as long as that person is not part of the student's family. We would like the seniors to shadow the same business/company/person during each Shadowing Day. This will provide the opportunity for each senior to thoroughly explore and research the worksite and career of their interest.

**When:** Career Shadowing Days will be September 23, October 15 (make-up), February 10, and one day in March to be announced at a later date.

**Who:** Any senior who has the appropriate forms completed and turned into the Senior Project Coordinator (Mr. Scott W. Smith, FHS Speech and Drama). Students whose behavior, grades, or attendance do not meet teacher/team requirements will be excluded from shadowing.

**Requirements:** Students must complete the appropriate forms and turn them into Mr. Smith by September 30 or earlier. Students who do not turn in the forms will be marked absent on the Shadowing Days if they are not present in school.

Transportation to and from the career shadowing location will be the student's and/or parent's responsibility. Students do not need to report to the school on Career Shadowing Days; they should go directly to the career-shadowing site. No make-up work will be required from core courses for those participating in the Shadowing Days, however each student must turn in a career log to his/her faculty advisor the day following the Shadowing Day who will return it to the student for inclusion in the Portfolio.

## Career Shadowing Form

The below site is where your child is assigned for Career Shadowing Days.

(If at anytime the Career Shadowing destination changes, please notify Mr. Smith [[swsmith@mailers.fsu.edu](mailto:swsmith@mailers.fsu.edu)] immediately.)

Name \_\_\_\_\_

Career Shadowing Location (Company Address): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of the person you will be shadowing: \_\_\_\_\_  
\_\_\_\_\_

Job title of the person you will be shadowing: \_\_\_\_\_  
\_\_\_\_\_

Phone number at the location where this person can be reached: \_\_\_\_\_

I give my son/daughter/ward permission to participate in the above-mentioned Career Shadowing days at the above location. I understand that transportation to and from shadowing is not the responsibility of the school.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Due Date: September 30, 2003**

# Career Shadowing Day

## Student Agreement

Name of the Student \_\_\_\_\_

I understand that it is my responsibility to make all of the necessary arrangements if I wish to participate in the career shadowing days. I will make arrangements for my own transportation and obtain all the required signatures.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### Release from Liability

I hereby give permission for my son/daughter/ward \_\_\_\_\_  
To participate in the career shadowing days sponsored by Florida High on

Dates: October 15, 2002  
February 10, 2003  
March (TBA)

By my signature to this statement of permission, I hereby release and not hold liable the above named school, individual sponsors, including teachers, Sr. Project Coordinator, and place of business cooperating with shadowing program from all liability for mishap or injury that might result with the above named student while participating in the shadowing program. Further, should it be necessary, I authorize the business representative to obtain medical treatment in the event of an injury or illness, and agree to pay any expense incurred for this treatment.

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

**Due Date: September 30, 2003**

## Research Paper Requirements

The Research Paper requires an 8-10 page paper.

**Length:** minimum of 8 full pages (Not including cover page, outline or reference pages)

**Style:** MLA Format (format taught by FHS English department). Use one-inch margins, 10 to 12-point Times New Roman or Tribute font, and double-space.

Please note: You may utilize another format (i.e.: APA) with the consent or approval of your Faculty Advisor.

### Paper Organization:

- I. Title Page:
  - II. Paper Outline with thesis statement at the top of the page to guide the reader.
  - III. Main Body (minimum 8 full pages)
    1. Introduction
    2. Body
      - a) Main section of your paper- What you were researching?
    3. Career Exploration Section- small related section in which you explore a specific career related to your area of study  
The career information includes:
      - a) Name of Career
      - b) Nature of Career: Describe what the person does in detail.
      - c) Working Conditions: Do you work indoor or outdoors? Alone or with many people?
      - d) Job Outlook: Are there many or few of these jobs in the future?
      - e) Earnings: What is the salary range?
      - f) Education Required

Optional

      - g) Related Careers: What other careers are similar or related to this one or offer support to this one? (Ex. lawyer and paralegal: explain the differences and similarities.)
      - h) Schools, Companies or Military Branches which Offer Programs in Career Field: Describe the college(s) in detail (admission requirements, college profile, etc).
- (**Hint:** The items above can be found in the Occupational Outlook Handbook on the web: [www.stats.bls.gov/ocohome.htm](http://www.stats.bls.gov/ocohome.htm).)
4. Conclusion
- IV. Reference Page  
Note: you are required to use a **minimum of six sources** (i.e.: newspaper, journal articles, books etc.). No more than three may be internet sources.

**Due Date for First Draft:  
November 8, 2002**

**Due Date for Final Draft:  
February 24, 2003**

## Research Paper Check List

Before handing in your final draft of your Research Paper, use the following check list to evaluate your paper.

Yes	NO	
_____	_____	Paper Typed
_____	_____	Title Page in Correct Format
_____	_____	Thesis Statement
_____	_____	Introduction and Conclusion
_____	_____	Career Section of Paper
_____	_____	Correct Documentation Utilized Within the Paper
_____	_____	Minimum of Six Sources
_____	_____	“Works Cited” Page Correctly Formatted
_____	_____	Research Portion of Paper written in Third Person
_____	_____	Body of Paper 8-10 Pages in Length
_____	_____	Correct Overall Format
_____	_____	Paper carefully edited for capitalization, punctuation, spelling and word usage.

- Go over this checklist with your Faculty advisor. Make corrections and prepare a final draft of your research paper.

\_\_\_\_\_  
Faculty Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Research Paper Scoring Matrix

### Content

#### **Introduction**

Clear Thesis Statement  
Catches Reader's Attention  
Well-Developed (about 5 sentences) \_\_\_\_\_ out of 10

#### **Body of Paper**

Organized Paragraphs  
Quality Writing  
Career Portion of Paper Included \_\_\_\_\_ out of 25

#### **Conclusion**

At least 5 sentences  
Wraps up paper effectively  
Summarizes main points \_\_\_\_\_ out of 10

**Overall Knowledge of Subject** \_\_\_\_\_ out of 10

**Paper Well-Organized and easy to Understand** \_\_\_\_\_ out of 10

### Mechanics

#### **Typing**

Correct font  
Minimal typos \_\_\_\_\_ out of 5

#### **Works Cited Page**

In alphabetical order  
Double spaced  
Correct format \_\_\_\_\_ out of 10

#### **Cover Page**

Faculty Advisor's name, date, title \_\_\_\_\_ out of 5

**Minimum Length Requirement** \_\_\_\_\_ out of 5

#### **Proper Documentation**

Documented completely throughout  
Citations done correctly  
All research information documented \_\_\_\_\_ out of 10

**TOTAL** \_\_\_\_\_ out of 100

Note: Total points must equal or exceed 75 in order to pass this component of the Senior Project

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Faculty Advisor

Date

## **The Product: Explanation & Examples**

The product phase of the Senior Project requires you, the student, to create a product that is logically connected to your research. Ideally your product should be related to a career field tied to your project topic. For example, an architect would create an architectural drawing. An artist would create a collection of his/her artwork. A web designer would create a web page. A dancer would perform a dance piece. This product must show an application of knowledge gained during research.

The product phase allows you to use your individual creativity and talent to apply your new knowledge. You can build or create something tangible, or complete an activity or volunteer in the community in a way that connects to your topic. Consider building or creating something tangible, or volunteer in the community in a way that connects to your research topic.

### **Examples of Senior Project Topics and Products**

<b>Topic</b>	<b>Product</b>
• Art of Silk Screening and Graphic Design/	Design and Create a T-shirt Logo for a School Club
• Sports Medicine: Alternatives to Steroid Use /	Distribute Diet and Exercise Plan to PE Students
• Astronomy: Mythology and the Stars /	Make a Viewing Box of Night Sky with Audio Tape
• Historian: The Warren Report and JFK Assassination /	Make a Model of Dealy Plaza
• Sports Collecting: Memorabilia /	Create a Magazine for Collectors
• Psychology: Importance of Fathers in the Home /	Shadow a Psychologist Who Works with Fathers, Write a Pamphlet Advertising an Upcoming Fatherhood Group.
• Historical Preservation: Historical Homes in Tallahassee /	Create a Walking Tour of Tallahassee – Power Point Presentation
• Military Historian: Battle of Normandy /	Create a Map/Model of Invasion Forces to Use in History Department
• Emergency Medical Technicians /	Ride with EMT and Keep Written and Pictorial Journal (Note: special approval for pictorial as well as patient release forms were required)
• Historical Film Directing and Documentaries: Harlem Renaissance: Effects on Art, Music, and Poetry /	Make a Video of Music, Art, Poetry
• Architecture: Progression of 20 <sup>th</sup> Century Architecture /	Make a model of a skyscraper
• Sports Training /	Shadow a FSU Sports Trainer During a Sports Season /prepare a powerpoint focusing on highlights
• Recreational Management /	Shadow a Leon County Parks and Recreation Program Director. Teach an After-School Baseball Clinic for Elementary Students.
•	Design and maintain a web page.

**Due Date: March 18, 2003**

### Senior Project Product Scoring Matrix

(To be completed by Faculty Advisor upon completion of Senior Project Product)

Use of Time	_____ out of 15
Challenge Factor	_____ out of 15
Application of Knowledge	_____ out of 15
Use of Sources	_____ out of 15
Verification Items	_____ out of 15
Creativity	_____ out of 10
Quality of Work	_____ out of 15
Total	_____ out of 100

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#### **A top score in the following indicates that:**

**Use of Time:** The student far exceeds the minimum time requirement and demonstrates consistent, efficient, and thoughtful use of time.

**Challenge Factor:** A challenge is evident as the student explores a new area, demonstrates a new skill, or extensively expands on previous knowledge and skills.

**Application of Knowledge:** Obvious depth and complexity of knowledge is evident in completion of the project. The Student is able to apply the knowledge, expand, and build upon previous knowledge in creating and evaluation his/her own product.

**Use of Sources:** The student *independently* uses a broad and diverse variety of sources such as faculty and community mentors, internet, written literature, media and computer generated information.

**Verification Items:** The student is self-directed and submits all verification pieces on time. The required verification logs as well as additional student choices are thoughtfully and neatly written and organized.

**Creativity:** The student demonstrates an innovative and unusual application of knowledge in design and construction of product or process. He/she synthesizes general knowledge strands into original patterns, thus creating his/her own unique style, presentation, or voice.

**Quality:** Superior craftsmanship, pride, and attention to detail is evident. The student creates his/her unique style and project presentation.

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**Faculty Advisor**

**Date**

## **Senior Project Portfolio**

Your Senior Project Portfolio is a packet of information given to the Judges prior to your presentation. The judges will look through your portfolio before your oral presentation. As the judges look through your portfolio, they will be able to look more closely at your written work and at the evaluations related to your senior Project, thus getting a clearer idea of the scope of your work over the year. In most cases, this is their introduction to you and your topic.

You are responsible for neatly completing all forms and including them in your portfolio. The best way to make a good first impression is to make sure that your forms and evaluations are written neatly. Your portfolio should be typed and bound attractively. The cover of your portfolio should include your name and the title of your project. Your notebook should resemble a professional portfolio that you would allow others to review as an indication of your work ability.

The Portfolio is where you put any papers you have written while completing your Senior Project. This would include your paper and an appendix containing additional material documenting your senior project journey.

Be creative as you compile your portfolio. Include graphics or photos, if you choose. Have a fellow student check your portfolio prior to handing it in to your faculty advisor, before your presentation. This should help eliminate errors in your portfolio.

### **Portfolio Contents**

- Cover
- Title Page
- Table of Contents (with page numbers)
- Research Paper
- Project Journal
- Reflection page
- Appendixes Containing Any Other Materials Relevant to Your Senior Project

### **Project Journal**

The Senior Project Journal is a personal, reflective journal kept by the senior completing the project. This journal should contain one entry of each day work was performed on the project. Your journal entries should include the date the work was performed, brief notes pertaining to the type of work completed, resources utilized (i.e., periodicals, community mentor, et.) and, most importantly, your feelings regarding the senior project process itself. Please note: The project journal is required component of the Senior Project.

**Due Date: March 18, 2003**

## **Portfolio Cover**

- DO NOT use lined notebook paper
- Use vertical (up and down) format
- DO NOT use stick figures or poorly done hand drawings. If you are artistically inclined, please do not hesitate to create a unique and original portfolio cover. If you are not artistically inclined, find a magazine picture, a photograph or a computer graphic that illustrates your project and scan it onto your cover.
- Use word-processed letters.
- At least 1 inch from the top margin, place the title of your research.
- Make sure that your cover is colorful and professional looking. Since it will be on the front cover, it will provide the first impression of your portfolio and ultimately, you.
- At the bottom of the page, put your name, your Faculty Advisor's name and the date.

## **Portfolio Title Page**

Your title page is the second page in your Senior Project Portfolio. This page should be typed. The title of your Project, high school, faculty advisor's name, your name and date should be centered on the title page. Each item should be on its own line, and should be separated by one line.

## **Portfolio Table of Contents**

Your table of contents page is the third page in your Senior Project Portfolio. This page should also be typed and contain page numbers.





## The Presentation

The presentation is the ultimate step in the Senior Project process. It is a self-evaluation and reflection by you, the student, of all that you have accomplished. It consists of an eight to ten minute presentation, a visual aid and description of project, followed by a five-minute question and answer period from a panel of judges. The presentation describes what you have learned from fulfilling the requirements of your Senior Project. Of special importance is a description of what you learned from the total experience.

You are evaluated on your preparedness, ability to communicate and the overall quality of your project. The presentation phase of the Senior Project allows you to showcase the research, writing and presentation skills you have developed throughout your high school career.

Hand the judges your portfolio prior to beginning your presentation in order for them to obtain an understanding of what you have accomplished. The portfolio should contain the materials that will help to support your presentation.

You should wear professional attire on the day of your presentation. The panel will consist of an adult(s) from the community as well as one FHS faculty member. You will be considered an **expert** in the area of your research and you are expected to dress appropriately to provide a polished, organized and effective overview of your project.

## Presentation Outline

The following is an outline to assist you with preparing for your presentation. The Board members are expecting you to address the following questions in your presentation. Please feel free to expand upon this outline, but remember to keep the length of your presentation to the 8-10 minute time frame.

- I. Introduction
  - a. What is your name (first and last ☺)?
  - b. What subject did you research?
  - c. Why did you choose this subject?
  
- II. Body
  - a. What is your project?
  - b. What career areas are related to your project?
  - c. How does the project relate to your subject of research?
  - d. What research was involved in preparing your project?
  - e. What process was involved? (How did you do it?)
  - f. What problems did you encounter (money, lack of skills, dog eating it etc?)
  
- III. Conclusion
  - a. What successes and failures did you encounter during the project?
  - b. What did you learn from this project? (Did you learn anything about yourself?)

Your presentation must be 8 - 10 minutes in length. There will be a timer to note your beginning and end time. Practice a few times beforehand so that you will be within the time perimeters. Good luck!

**Presentation Dates: April 1-5, 2003**

## Tips for Delivering a Great Presentation

Take a minute to think about a teacher or lecturer who delivered a great presentation. Was this person enthusiastic, have mastery of his/her material and make eye contact? Did his/her vocal tone rise and fall to reflect the content of his presentation? Here are a few tips to assist you in delivering a great presentation that will not only impress the judges, but also yourself. Read on.....

- Make eye contact with your audience.
- Stand up straight (don't slouch!!)
- Use the podium to your advantage (try not to hold onto it with a death grip)
- Relax, breathe deep, and smile.
- Avoid using filler words such as "uhm," "like," and "okay".
- Moderate the pitch of your voice. Speak loudly enough to be heard, but do not speak in monotone.
- Speak slowly and clearly.
- Create note cards to help you with your presentation. Your note cards should contain a *brief* outline of your presentation. Avoid writing a manuscript and reading it verbatim to the review panel.
- Create a Power Point Presentation (Helps add structure to speech.)
- Don't chew gum.
- Dress appropriately (business attire, costume, uniform, etc.).
- You may use A-V or electronic tools to help with your presentation (transparencies, PowerPoint, etc.)

### Reminders:

- Use 3"x5" index cards for your notes, and number them according to the order of your speech.
- Avoid handing out papers or anything during your presentation.

## Senior Project Presentation Evaluation

Student Name \_\_\_\_\_ Topic \_\_\_\_\_

Judge \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_

### AREA I – CONTENT (40 pts.)

<b>Introduction</b> - has interesting attention getter. States or implies purpose of the presentation	5	4	3	2	1	0
<b>Body of Speech</b> – main ideas and points Supported by accurate and appropriate details Career fields related to project addressed.	10	8	6	4	1	0
<b>Organization</b> – not choppy, but logical idea flow	10	8	6	4	2	0
<b>Language Usage</b> – transitions, use of slang phrases, appropriate word choice, style.	5	4	3	2	1	0
<b>Learning Stretch</b> – indicates personal growth	10	8	6	4	2	0

### AREA II – DELIVERY (25 pts.)

<b>Eye Contact</b> – not reading speech, looks around, not bound to note cards.	5	4	3	2	1	0
<b>Verbal</b> – volume, rate, clarity, vitality	5	4	3	2	1	0
<b>Professional Appearance</b> – neatness, appropriateness	5	4	3	2	1	0
<b>Audio/Visual Option</b> – something beyond the actual project integral to the speech – created to enhance presentation.	10	8	6	4	2	0

### AREA III – Audio/Visual Component (Product, slideshow, model, etc.) (10pts.)

<b>Quality</b> – accurate, neat, professional information-questions rephrased in answers	10	8	6	4	2	0
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### AREA IV QUESTION & ANSWER PERIOD (20pts.)

<b>Impromptu Skills</b> – how fluently, confidently, and easily the student answers questions	10	8	6	4	2	0
<b>Quality of Student Responses</b> – knowledge and information-questions rephrased in answers	10	8	6	4	2	0

### AREA V – PORTFOLIO (5pts.)

<b>Content</b> – organization, completeness, sense Of learning journey, substantial documentation	5	4	3	2	1	0
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**TOTAL SCORE AREAS I-V**

\_\_\_\_\_ **OUT OF 100**

## Final Evaluation of Senior Project

The Senior Project is evaluated on a satisfactory/unsatisfactory basis. Each phase of the Senior Project must be completed and receive a satisfactory rating in order for you to receive a satisfactory in the final evaluation of the Senior Project.

**Senior's Name:** \_\_\_\_\_

**Senior Project Topic:** \_\_\_\_\_

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	<b>Satisfactory</b>
<b>Research Paper</b>	_____
<b>Senior Project Portfolio</b> (Portfolio Scoring Matrix)	_____
<b>Product</b> (Product Evaluation Matrix)	_____
<b>Presentation</b> (Senior Project Presentation Evaluation)	_____

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**Final Evaluation:** \_\_\_\_\_  
**Satisfactory**

**Evaluated by:** \_\_\_\_\_  
Faculty Advisor Date

**\*A copy of the Senior Project Final Evaluation will be given to Ms. Walker in Student Services. This copy will be placed in your Cumulative Folder and serve as documentation that you have successfully completed your Senior Project and have met that requirement for graduation.**



**Due Date: April 19, 2003**