

Advanced Seminar Student Guide



2012-2013

**Jackson Public School District
662 South President Street
Jackson, MS 39201**

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Introduction

Advanced Seminar is an energetic, integrated project designed to showcase the knowledge, skills, and creativity developed as a result of twelve years of education. The idea for Advanced Seminar as a way to broaden and measure these skills and knowledge was initially created over fifteen years ago by high schools in all areas of the country. Since that time, the concept of Advanced Seminar has proven increasingly valuable as an assessment tool for schools desiring a performance-based exit requirement.

Jackson Public School District is committed to the adoption of innovative and successful educational programs. Advanced Seminar allows students of all abilities to focus their talents, skills, creativity, and knowledge acquired over twelve years of study to produce a research paper and a product related to their topics. In addition, they must prepare portfolios to support and highlight their projects and present the results through presentations to panels of faculty and community citizens with expertise in the various subject areas.

Mission Statement

Advanced Seminar, in partnership with the community, will provide Jackson Public School District students with rigorous, relevant, real-world experiences by expanding critical thinking, communication, organizational, and technological skills.

Advanced Seminar's purpose is to provide students the opportunity to become accountable for their own learning and to explore career opportunities affiliated with their projects. Students do this through the following:

- Exploring their own thoughts in selecting topics that are meaningful to them
- Demonstrating information literacy in outlining effective research strategies
- Making meaningful decisions and choices of their own
- Facing consequences of these decisions in relation to long-term academic goals
- Using real-world materials/experiences (i.e., experts in their chosen areas, observations of events related to their chosen areas, and primary documentation of their participation in their chosen areas)
- Monitoring their own progress, setting goals, and meeting deadlines
- Working (i.e., communicating) with their peers, faculty, community/subject experts, and others in professional ways
- Producing written, oral, and hands-on evidences of learning
- Demonstrating evidence of active learning
- Modeling independent learning
- Shadowing and/or volunteering with mentors from the local business community

Advanced Seminar is designed to be a yearlong effort. This guide describes the specific requirements and expectations for each component of the project. A faculty committee and advisor will be assigned to monitor and document each student's progress and provide guidance as he/she works through the project during the year.

As Walt Whitman wrote in *Leaves of Grass* (1855), "All I mark as my own you shall offset it with your own, Else it were time lost listening to me." Jackson Public School District encourages each senior to take this project and "make it his own."

Overview and Purpose of Advanced Seminar

Advanced Seminar consists of four phases. The first phase includes the preparation of a **research paper** by the student. The research paper contains a thesis that the writer proves (supports) or disproves through research evidence. Selection of a topic takes considerable thought, and it should lead to a community-based product. The paper exhibits the acquisition of “real world” skills of time management, organization, self-discipline, persistence, and problem solving.

The second phase includes the completion of a **product** that is an appropriate and logical extension of the research paper. The product will provide service to the community and demonstrate the application of acquired knowledge through a reflective, physical, and/or intellectual **stretch/challenge**. Students must note that cost will **not** enhance the grade of any aspect of the Advanced Seminar. **Any profit gained from the student’s product should be donated to the school or community, after covering the student’s expenses incurred in the creation of the product.**

The third phase is the **portfolio**, and it includes specific writings throughout the year. These writings will include reflective and informative journals, business letters, consent forms, the final draft of the research paper, proof of the product, a personal resume, a copy of the sign of commitment, mentoring log, a final reflection, and other various assignments and forms.

The fourth phase is a **presentation** before an Advanced Seminar Panel with an eight to ten minute formal speech on the paper, the project, and the student’s personal growth. A question and answer period will follow the presentation. The portfolio will be provided to the panel of judges for their review. The panel will be composed of teachers, administrators, and community members, preferably with background knowledge of the project area. The presentation and portfolio experiences provide the student with an opportunity to synthesize the paper, project, and self-growth journey using communication skills related to knowledge depth, listening, explaining, defending, comprehending and applying “real world” skills.

Throughout this process, students will benefit greatly from the expertise of a carefully selected mentor. Suggestions to consider when selecting a mentor can be found in the “Mentor Selection” portion of this guide.

Advanced Seminar Guidelines

Advanced Seminar integrates knowledge, skills and concepts from the student's program of study into one culminating project. Advanced Seminar consists of a written research paper, a major product, a portfolio, and an oral presentation.

Phase I: The Research Paper (1st semester exam)

(Four to six pages plus Works Cited and cover sheet)

All seniors must write a research paper as part of Advanced Seminar. This is a practical application of research and should be a growth experience for the student. The Advanced Seminar research paper is considered as a semester exam grade; therefore, students who do not complete and turn in their research papers in the allotted time frame will receive an "F" and no credit for the course.

1. The paper must follow the predetermined guidelines of MLA.
2. The topic of the research paper is critical to Advanced Seminar.
3. The student must apply this knowledge in the product, portfolio, and presentation aspects of Advanced Seminar.
4. The student must follow the guidelines for primary and secondary sources for research.

Phase II: The Product

Students, with the help of the School Advanced Seminar Committee, will choose a product that will showcase their knowledge, skills and creativity. The product should be an extension of the research paper.

1. The product is an application of the knowledge gained through demonstration of a produced commodity of a community contribution.
2. The product will be done on the student's time outside of regular school hours with a minimum of fifteen hours of documented time completed.
3. The product will provide a challenge that is not a regular practice for the student.

Phase III: Portfolio (A professional scrapbook)

The portfolio is a developmental representation of the student's progress throughout Advanced Seminar. The portfolio will include a variety of narrative journal entries in the form of documentation and self-evaluation. It should begin when the student interviews community experts during the search for a mentor. The portfolio will be turned in prior to the presentation and returned to the student for use during the presentation. Some of the items to be in the portfolio include the following (a complete list is found in the Portfolio section of this Guide):

1. Letter to the judges
2. Project overview
3. Reflection
4. Research paper
5. Visual timeline (a photographic record showing evidence of progress on product/project at various stages of completion)
6. Journal entries
7. Mentoring log

Phase IV: Presentation (2nd semester exam) (Eight to Ten minutes)

This portion of Advanced Seminar is the culminating activity and will take place at the end of the second semester. Students dressed in appropriate business attire will present their projects to panels. The Advanced Seminar presentation is considered as a semester exam grade; therefore, students who do not complete and present during the allotted time frame will receive an "F" and no credit for the course.

1. The student will have eight to ten minutes to present/defend the research paper, portfolio, and product. Use of a computer multimedia presentation using Microsoft PowerPoint is required. Students are to have one (1) PowerPoint slide show. Students should not have two separate slide presentations. There should be no more than three (3) introductory slides and no more than thirteen (13) slides total.
2. The presentation and product boards should include supporting materials to demonstrate proof of the product (i.e., photographs, student created brochures, etc.)
3. The student will have five minutes after the presentation to answer questions from the panel.
4. The panel will be made up of faculty, administrators, and community volunteers knowledgeable in the area of the student's product.

Specifications for All Components of Advanced Seminar

Journal Entries:

1. MLA format
2. 12 point font, Times New Roman, double spaced
3. One full page (body = 25 lines) minimum
4. Titled: (ex) Journal I: Topic and Mentor Selection

Portfolio:

All of the pages of each of the following entries will be placed individually and organized in a 1"-3" three-ring binder. Students may include other materials pertaining to Advanced Seminar.

1. Coversheet/Title page
2. Sign of Commitment
3. Table of Contents
4. Letter to Judges
5. Letter of Intent
6. Journal Entries
7. Portfolio Overview
8. Research Paper (to be provided by student)
9. Mentoring Log
10. Supporting materials or visual timeline (photographic record showing evidence of progress on project at various stages of completion as provided by student)
11. Product Budget
12. Proof of Product

Writing Specifications for all Portfolio items:

1. MLA format
2. 12 point font, Times New Roman, double spaced
3. One-inch margins

Presentation:

1. 8-10 minute defense of project
2. 5-minute question-and-answer time
3. One PowerPoint slide show of 11-13 slides for the entire presentation (inclusive of introductory slides and presentation slides)
 - Introductory PowerPoint slides: no more than 3 slides to be used describing you and your interests
 - Product PowerPoint slides: 8-10 slides describing your Product, etc.
4. Supporting materials to demonstrate proof of product (i.e., photographs, student created brochures, etc.)

Advanced Seminar Mentor Selection

When considering whom to select as a mentor, students should consider the following:

- The mentor may **NOT** be a family member or current employer.
- The mentor must be approved by the student's parent/guardian.
- The mentor should work in the student's field of interest.
- The mentor should be someone with whom the parent/guardian and student feel comfortable and safe.
- The mentor must be approved by the student's school for content appropriateness.

Parents can select and/or designate their child's mentor. When the parent assists the student in selecting a mentor, Jackson Public Schools will rely on the parent's selection and will not subject the mentor to a criminal background check and/or child abuse registry unless the parent so requests.

If parents are unable to obtain a mentor, they may contact the school to assist them in the selection of a mentor. When the school selects a mentor, the mentor will be subjected to a limited background check, which includes a criminal background search by the Jackson Police Department and a search of a child abuse registry conducted by the Mississippi Department of Human Services.

The criminal background check will only uncover those arrests and convictions made within the jurisdiction of the Jackson Police Department. Please be advised that due to voluminous requests, it may take up to two months for the school to receive the results of the criminal background checks.

It is imperative that parents are comfortable and secure with their child's mentor and in his or her suitability to serve as a mentor.

Advanced Seminar Mentor Information

Jackson Public School District has set high expectations for our students and believes each should have the opportunity to display his or her skills through Advanced Seminar. Each senior will demonstrate the following skills: reading, writing, speaking, accessing and processing information, thinking, practicing self-discipline, problem-solving, organizing, and implementing technology. These skills will be showcased through a four-phase process that includes a research paper, a related physical product to demonstrate an aspect of the research and provide service to the community, a portfolio, and a presentation of the paper and product given before a review panel composed of administrators, teachers, and community members. A student's Advanced Seminar topic is based on new knowledge and provides growth through a new learning experience.

The role of mentor is to provide shadowing/mentoring time to a given senior. It is the responsibility of the student to schedule times to visit, discuss, or shadow. The student is provided with a Mentor Log for documentation of time spent with his/her mentor and is required to spend a minimum of fifteen (15) hours with the mentor throughout the year. After each visit with the senior, the mentor must initial this log. As an invaluable resource to the student, the mentor will be able to broaden the senior's knowledge and reveal perspectives that will eventually be incorporated into this four-phase project. This professional guidance and knowledge will enhance the student's educational growth experience.

The mentor should take into consideration the following points when guiding a student through this process:

- Advise/help student with the research paper process.
- Encourage student to discuss research and allow you to read the rough draft of his/her research paper and review the content for the purpose of assistance with content information.
- Discuss pronunciation and definition of technical terms.

Resumes, job applications, and interviews are included as a part of the Advanced Seminar experience. Mentors are asked to allow the student to fill out an application and go through the job interview process as it is conducted in your office. We feel this activity will provide the student with "real world" practice in the job interview process.

All seniors will be participating in a final presentation at his or her high school. You will be invited to attend this presentation to offer the student your support. Presentations will occur at the student's high school during the months of April and May. You will be notified of the exact date and time at a later date.

If you have any questions, you may contact the student's high school or the JPS Office of Advanced Academics at (601) 960-8310.

Advanced Seminar Mentor Consent Form

Mentor,

Please provide the following information:

Name: _____

Business: _____

Address: _____

Phone: _____ FAX: _____

Email: _____

I, _____ agree to advise and assist _____
(Mentor's Name) (Student's Name)

a student at _____ High School.
(Name of High School)

Mentor's Signature: _____

Date: _____

Helpful Information
(to be completed by student)

Teacher's Name: _____

High School: _____

High School's Phone Number: _____

Topic: _____

Mentor, please retain a copy of this form for your records.

Advanced Seminar Mentor Log

Student's Name: _____

Teacher's Name: _____

High School: _____

High School's Phone Number: _____

Topic: _____

Mentor's Name: _____

Dear Mentor:

On this form you will keep a record of whatever the advisee does in working on Advanced Seminar. This is the student's documentation of the time he/she has spent with you. Please note and initial any time spent with your mentoree in any aspect of the written or physical project, including travel time, phone, and other correspondence. The time requirement for mentoring is a minimum of fifteen (15) hours per school year.

If the student's explanation of this form is not sufficiently clear, feel free to call the student's high school and ask for the School Advanced Seminar Coordinator or the teacher named above.

Again, thank you for your time, advice, patience, and guidance.

Date/Time Spent	Mentor's Initials
Description of what was done:	

Date/Time Spent	Mentor's Initials
Description of what was done:	

Date/Time Spent		Mentor's Initials	
Description of what was done:			

Date/Time Spent		Mentor's Initials	
Description of what was done:			

Date/Time Spent		Mentor's Initials	
Description of what was done:			

Date/Time Spent		Mentor's Initials	
Description of what was done:			

Date/Time Spent		Mentor's Initials	
Description of what was done:			

Date/Time Spent		Mentor's Initials	
Description of what was done:			

Responsibilities of Participants

Students

1. Confer, as needed, with classroom teacher, teacher advisor, and mentor.
2. Meet with mentors at least 15 hours during the school year.
3. Meet with Teacher Advisor at least three times each nine weeks.
4. Identify a topic related to a specific career cluster.
5. Secure parental and school approval for the topic.
6. Tentatively identify a product to build or produce which will serve the school or community.
7. Select a mentor, a career/technical person in the community, and secure his or her approval as well as parental and school approval.
8. Secure parental and school approval for the product.
9. Write a letter of intent to the Advanced Seminar Committee at your school.
10. Develop a timeline for completion of all components of Advanced Seminar – research paper, product, portfolio, and oral presentation.
11. Conduct research by using print and electronic media and interviewing knowledgeable people.
12. Keep a journal or a learning log to document all procedures, progress, and steps including dates, time spent, status reports, and other tasks.
13. Assemble a portfolio of all journals, plans, and learning experiences.
14. Get the Advanced Seminar Committee at your school to approve any changes in the project.
15. Write the research paper.
16. Create/construct the product.
17. Complete the portfolio.
18. Create two PowerPoint presentations. One should serve as an introduction of you and your interests and the other should describe and document your product.
19. Prepare for the oral presentation.
20. Present the research and the product in an oral presentation to the evaluating committee and respond to questions.
21. Write a thank-you letter to each person involved in your Advanced Seminar project, including your mentor, teacher advisor, and the evaluating committee.
22. Request letters of recommendation from the community members involved in your project (i.e., mentor). These letters will be helpful in pursuing employment and further education.
23. Complete online student survey.

Community Mentor

1. Assist and advise the student on the technical aspects of research.
2. Review the first draft of the student's research paper and suggest revisions.
3. Review the completed research paper in terms of content.
4. Approve product selection in coordination with school personnel.
5. Serve as a resource to the student in all stages of product development.
6. Review the product.
7. Advise the student in planning his or her oral presentation.
8. Support the student at his or her oral presentation, if possible.

School Advanced Seminar Coordinator/Teacher

1. Facilitate and manage the procedures and practices of Advanced Seminar at your school.
2. Maintain a file of all Advanced Seminar activities, procedures, and all related paperwork.
3. Facilitate communication with and among faculty.
4. Provide direct assistance to the faculty, teacher advisors, school Advanced Seminar Committee, and students.
5. Chair the evaluating committee, including setting the agenda and arranging for evaluators.

Advanced Seminar Teacher Advisor

1. Guide the student through all components of the project.
2. Support the student in the proper form and process for writing the research paper.
3. Evaluate all written documentation.
4. Review the first draft of the research paper and suggest revisions.
5. Advise the student in all aspects of Advanced Seminar (research paper, product, portfolio, and presentation).
6. Contact students' mentors at least once per nine weeks.
7. Meet with students at least three times each nine weeks.

School Advanced Seminar Committee

1. Approve and publish a list of students and their topics.
2. Arbitrate disputes and appeals.
3. Inform the faculty and administration of progress.
4. Guide students.
5. Assist the School Coordinator with selecting and training project evaluators.
6. Assist the School Coordinator with scheduling student presentations.

School Media Center Specialist

1. Help students develop research strategies.
2. Help students develop bibliographies/works cited.
3. Help students locate research materials.
4. Coordinate and schedule the use of computers during and outside of classroom instructional times.

Presentation Panel (Evaluators)

1. Attend training session.
2. Arrive promptly for students presentations/evaluations.
3. Review the students' portfolios prior to the presentations.
4. Use established criteria in evaluating presentations.



Student Information Sheet
Employability Skills: Advanced Seminar
School Year _____

Student: Please give this completed sheet to your teacher by the given deadline.

Student's Name	
Address	
City, State Zip Code	
Home Phone	
Cell Phone	
E-mail Address	
Parent / Guardian's Name	
Parent / Guardian's Signature	
Parent / Guardian's Phone	
Teacher's Name (<i>Employability Skills</i>)	
Proposed General Topic	
Proposed Paper Topic	
Proposed Product	
Teacher's Approval (<i>Signature</i>)	
Teacher Advisor's Name	
Advisor's Approval (<i>Signature</i>)	
Mentor's Name	
Mentor's Address	
Mentor's Phone Number	

Parent Consent Form

I am aware that my son/daughter must complete Advanced Seminar as a requirement for graduation from a Jackson Public School District high school. To facilitate the Advanced Seminar process, he/she must be enrolled in an Employability Skills class.

As a part of the Employability Skills class, I understand that my son/daughter will complete a research paper, create a physical product that is beneficial to the school and/or community and connected to the research paper, compile a portfolio, and participate in an eight to ten minute oral presentation of the paper and product to a panel of adults from the school and community. I understand that any profit derived from the product should be donated to the school or community and that the amount of money spent on the product by the student and/or parent will in no way enhance the student's grade. I understand that the research paper and presentation are considered semester exam grades; therefore, if my son/daughter does not complete the requirements for completion of his/her Advanced Seminar semester exams during the allotted time frame, he/she will receive an "F" and no credit for the course.

I understand that I can assist my child in selecting his/her mentor and that Jackson Public Schools will subject the mentor to a criminal background check and/or child abuse registry only if I request it. If we are unable to obtain a mentor, JPS will assist my child in selecting a mentor who will be subjected to a limited background check, which could take up to two months.

I have read my child's topic proposal as outlined in his/her Letter of Intent. I realize that the minimum fifteen hours necessary to complete the mentoring will be fulfilled after school hours.

I indemnify and hold harmless Jackson Public School District and its employees for any accident or injury that may result from participation in Advanced Seminar.

Student's Name and School (please print)

Parent or Guardian Name (please print)

Parent or Guardian Signature

Date

Parent or Guardian Address (please print)

City, State Zip (please print)

Parent or Guardian's Telephone Numbers (home and work)



Due Dates Employability Skills: Advanced Seminar 2012-2013

This list contains due dates for student submissions of each of the following portions of Advanced Seminar. Remember that ten (10) points will be deducted from a student's grade for each excused school day that work is late with the exception of the rough draft, the final copy of the research paper, the product, the portfolio, and the presentation. Unexcused absences will result in a score no higher than 75. Because of advanced notice of all due dates and time constraints at the end of the semester, research paper rough drafts will be accepted no later than **10/28/12**, final copies of the research paper will only be accepted no later than **11/16/12**, the completed product will only be accepted no later than **3/27/13**, the portfolio will only be accepted no later than **4/4/13**, the teacher will determine the deadline for the reflection paper, and the presentation will be done on your assigned date and time.

Students: You must complete each step in the Advanced Seminar process. Please keep this checklist to remind you of due dates. Effective time management relates to the state standards for the Employability Skills course.

Letter of Intent	9/04/12
Topic Approval Form	9/04/12
Signed Parental Consent Form	9/04/12
Student Information Sheet	9/04/12
Journal Entry 1	9/13/12
Sign of Commitment (<i>part of Research Paper</i>)	9/14/12
Signed Mentor Consent Form	9/14/12
Journal Entry 2	9/14/12
5 Hours of Mentoring	10/05/12
Rough Draft of Research Paper	10/28/12
Journal Entry 3	11/14/12
Completed Research Paper	11/16/12
5 Hours of Mentoring	12/07/12
Product Proposal	12/07/12
Journal Entry 4	1/31/113
5 Hours of Mentoring (<i>minimum 15 hours completed</i>)	3/02/13
Journal Entry 5	3/02/13
Completed Product	3/27/13
Portfolio	4/4/13
Reflection Paper	April - May
Presentation (<i>times to be announced by schools</i>)	April - May
Online Student Survey	May

Advanced Seminar Grading Requirements

Including, but not limited to, the following:

Term	Daily Grades	Test Grades
<u>1st Nine Weeks</u>	<ul style="list-style-type: none"> • Writing samples • Student Information Sheet • Reading for information • Preliminary phases of research paper (i.e., note cards, source cards, rough outline) • Assignments related to personal PowerPoint presentation • Topic Approval Form • Mentor Consent Form • Parental Consent Form • Spot checks of Portfolio • Telephone skills • Proof of meeting with Teacher Advisor 	<ul style="list-style-type: none"> • Resume • Personal PowerPoint • Journal entries (2) • Practice Interview • Sign of Commitment • Letter of Intent
<u>2nd Nine Weeks</u>	<ul style="list-style-type: none"> • Writing samples • Reading for information • Preliminary phases of research paper • Personal budgets • Banking information • Product proposal • Spot checks of Portfolio • Spot checks of Product • Proof of meeting with Teacher Advisor 	<ul style="list-style-type: none"> • Personal budgets and finance information • Mentor Log • Journal entry • Rough Draft of Research Paper
<u>1st Semester Exam</u>		<ul style="list-style-type: none"> • Research Paper
<u>3rd Nine Weeks</u>	<ul style="list-style-type: none"> • Writing samples • Reading for information • Tax information • Health and safety issues • Preliminary phases of Presentation • Spot checks of Portfolio • Spot checks of Product • Proof of meeting with Teacher Advisor 	<ul style="list-style-type: none"> • Mentor Log • Journal entries (2) • Tax information • Medical emergencies • Resource file to include various fields of work
<u>4th Nine Weeks</u>	<ul style="list-style-type: none"> • Practice Presentation • Spot checks of Portfolio and Product • Create PowerPoint Presentation • Proof of meeting with Teacher Advisor 	<ul style="list-style-type: none"> • Proof of Product • Portfolio • PowerPoint Presentation
<u>2nd Semester Exam</u>		<ul style="list-style-type: none"> • Presentation

Employability Skills Student Checklist

This list contains due dates for student submissions of each of the following portions of Advanced Seminar. Remember that ten (10) points will be deducted from a student's grade for each excused school day that work is late with the exception of the rough draft, the final copy of the research paper, the product, the portfolio, and the presentation. Unexcused absences will result in a score no higher than 75. Because of advanced notice of all due dates and time constraints at the end of the semester, research paper rough drafts will be accepted no later than **10/28/12**, final copies of the research paper will only be accepted no later than **11/16/12**, the completed product will only be accepted no later than **3/27/13**, the portfolio will only be accepted no later than **4/4/13**, the teacher will determine the deadline for the reflection paper, and the presentation will be done on your assigned date and time. **Students:** You must complete each step in the Advanced Seminar process. Please keep this checklist to remind you of due dates. Effective time management relates to the state standards for the Employability Skills course.

Required Element	Due Date	Completion Verification	Comments
Letter of Intent	9/04/12		
Topic Approval Form	9/04/12		
Signed Parental Consent Form	9/04/12		
Student Information Sheet	9/04/12		
Journal Entry 1	9/13/12		
Sign of Commitment (<i>part of Research Paper</i>)	9/14/12		
Signed Mentor Consent Form	9/14/12		
Journal Entry 2	9/14/12		
5 Hours of Mentoring	10/05/12		
Rough Draft of Research Paper	10/28/12		
Journal Entry 3	11/14/12		
Completed Research Paper	11/16/12		
5 Hours of Mentoring	12/07/12		
Product Proposal	12/07/12		
Journal Entry 4	1/31/113		
5 Hours of Mentoring (<i>minimum 15 hours completed</i>)	3/02/13		
Journal Entry 5	3/02/13		
Completed Product	3/27/13		
Portfolio	4/4/13		
Reflection Paper	April - May		
Presentation (<i>times to be announced by schools</i>)	April – May		
Online Student Survey	May		

Notes:

1. For students attending schools utilizing Block Scheduling, items might be due the day before these dates depending upon scheduling. Be sure to check with your Employability Skills teacher for correct due dates.
2. If a due date falls on a school holiday, the item will be due the school day before the holiday.

Advanced Seminar Teacher Advisor Log

Student's Name: _____

Topic: _____

Teacher Advisor's Name: _____

Mentor's Name: _____

Employability Skills Teacher's Name: _____

Dear Teacher Advisor:

On this form you will keep a record of whatever the student does in working on Advanced Seminar. This is the student's documentation of the time he/she has spent on the written or physical project. Please note and initial any time spent with the student in any aspect of the project. You and the student are required to meet at least three times during each nine weeks term during the school year. The student is required to provide his/her Employability Skills teacher with a copy of this log to receive a daily grade.

Again, thank you for your time, advice, patience, and guidance.

Date/Time Spent		Advisor's Initials	
Description of what was done:			

Date/Time Spent		Advisor's Initials	
Description of what was done:			

Date/Time Spent:		Advisor's Initials:	
Description of what was done:			

Date/Time Spent:		Advisor's Initials:	
Description of what was done:			

Date/Time Spent:		Advisor's Initials:	
Description of what was done:			

Date/Time Spent:		Advisor's Initials:	
Description of what was done:			

Date/Time Spent:		Advisor's Initials:	
Description of what was done:			

Date/Time Spent:		Advisor's Initials:	
Description of what was done:			

Topic Selection

Only one senior at each high school will be allowed to write on a particular topic.

Topic approval must be obtained from the student's parent/guardian, mentor, Employability Skills teacher, and the School Advanced Seminar Committee.

Topic must be adaptable for school/community service, a product, and an oral presentation of eight to ten minutes.

Topic should be of interest to you, challenge your abilities, connect with your goals, be worth your time, and teach you something new.

Topic should stimulate questions that guide your research.

Student must be able to use at least five credible sources for the research. Required types of sources include:

1. Book or pamphlet
2. Periodical (newspaper or magazine)
3. Electronic (Internet source)
4. Interview (mentor and others if appropriate)

Student should choose a topic that is manageable as to:

- Time
- Money
- Sources

Student should be able to locate a mentor (not a relative) who

- is interested in your topic.
- has expertise related to your topic as explained on the topic approval form.
- can advise you about how to research, develop, and present your topic.
- can advise you about others who might help with this process.
- can motivate or inspire you.

Topic must be beneficial to the school and/or community.

Career Clusters
(as suggested by the Mississippi Department of Education)

1. **Agriculture, Food & Natural Resources** The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
2. **Architecture & Construction** Careers in designing, planning, managing, building and maintaining the built environment.
3. **Arts, Audio/Video Technology & Communications** Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
4. **Business Management & Administration** Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
5. **Education & Training** Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.
6. **Finance** Planning and related services for financial and investment planning, banking, insurance, and business financial management.
7. **Government & Public Administration** Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
8. **Health Science** Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
9. **Hospitality & Tourism** Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.
10. **Human Services** Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.
11. **Information Technology** Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.
12. **Law, Public Safety, Corrections & Security** Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
13. **Manufacturing** Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
14. **Marketing** Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.
15. **Science, Technology, Engineering & Mathematics** Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
16. **Transportation, Distribution & Logistics** The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Topic Approval Form

Please note that only one senior at each high school will be allowed to write on a specific topic for his/her Advanced Seminar Topic. Therefore, please submit your requests on time. If the Committee has more than one request for a topic, it might ask you to modify your topic in some way, so please consider possible modifications of your initial proposal and alternate topics.

Proposed Topic:

_____ Date _____
Student's Name (signature)
Comments:

_____ Date _____
Parent/Guardian's Approval (signature)
Comments:

_____ Date _____
Employability Skills Teacher's Approval (signature)
Comments:

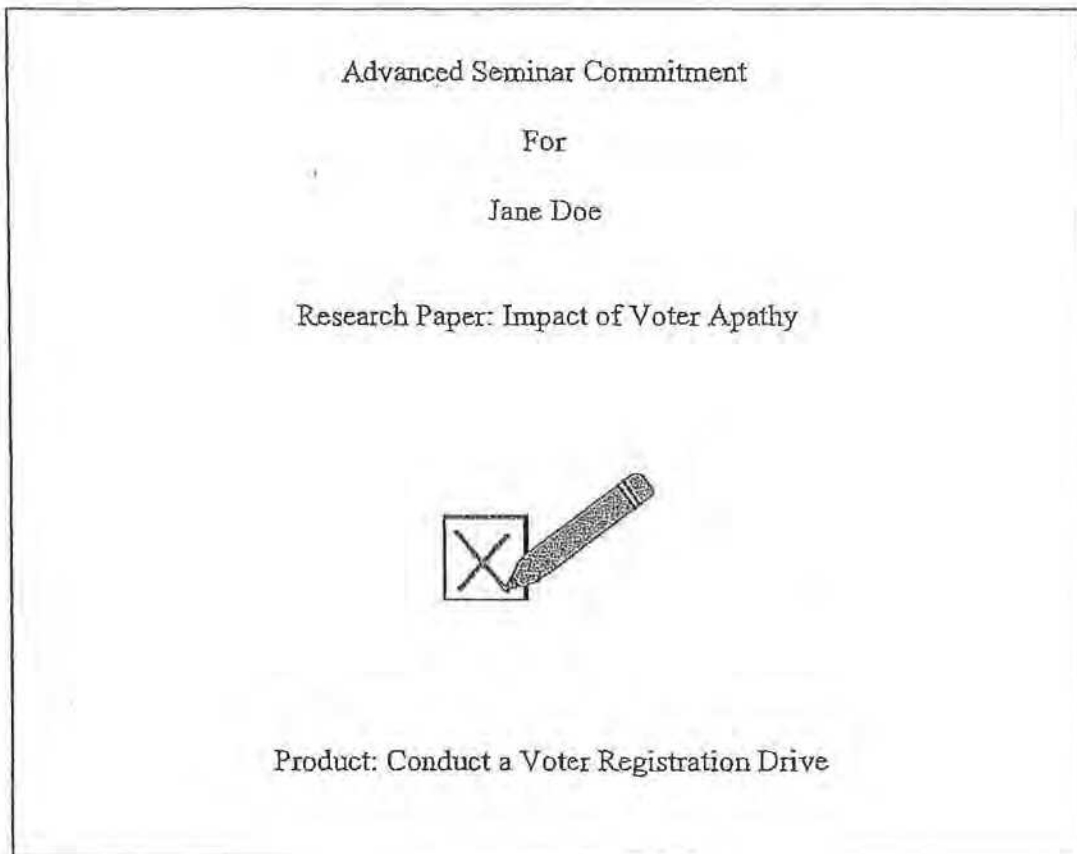
_____ Date _____
School Advanced Seminar Committee's Approval (signature)
Comments:

Sign of Commitment

Create a sign that announces the subject of your research paper and product. The sign will be graded and displayed in your school.

The sign should be neat, eye-catching, and readable from six feet away. You will need to create two copies of the sign, one for display at school and one for your portfolio. Graphics are an excellent way to make your sign attractive, but don't get carried away. The same goes for the print content. Avoid wordy titles. Be concise but creative.

Example (not be utilized by any student):



Letter of Intent

Formally declare the topic of your paper and product in a business letter to your School's Advanced Seminar Committee. You will have many conversations about this in class, but this letter announces to parents/guardians, teachers, judges, and the school committee exactly what your intentions are.

This activity will benefit you in other areas of your education and in life in general. Knowing how to write a business letter can be very important in establishing a favorable image of yourself to people who have never seen you. If, for example, you are applying for a job and have to write a cover letter to explain more about yourself, it would not look good if you do not know the correct format. Whether you like it or not, people do judge you by the way you write and speak. There are certain rules that must be followed for basic letter writing skills.

1. The style of letter that you will be using will be block style.
2. The entire letter is typed at the left margin (one inch).
3. Do not indent at the beginning of each paragraph.
4. The body of the letter is single spaced, with double spaces between paragraphs.

Be careful with your spelling and grammar, for it will be much easier if you get it right the first time. Pay attention to the format, following it strictly. You will continue to redo your letter until it is error - free for your portfolio.

The following page is the example to be used for the Letter of Intent.

(Example of Block Letter Format)

111 South Street
Jackson, MS 39000
August 29, 2004

(Your mailing address)

(Quadruple Space – return 4 times
after the date; will leave 3 blank lines)

Advanced Seminar Committee
1900 North State Street
Jackson, MS 39202

(Your school's address)

(Double Space – leaves 1 blank
line)

Dear Members of Advanced Seminar Committee:

(DS)

The first paragraph of your letter should contain the general area of interest and your background, if any, in the area.

(DS)

In the second paragraph, you will describe the specific topic of your research paper and any sources in which you might have access. Remember to narrow the topic of your research paper.

(DS)

The third paragraph of the letter should explain the connection between the paper and the product. Describe how the paper and the product relate and support one another.

(DS)

In the fourth paragraph, declare your understanding of plagiarism and its consequences.

(DS)

Sincerely,

(QS)

Type Your First and Last Name

(Be sure to have equal space from the first line of your mailing address to the top edge of the paper and from your typed name to the bottom edge of the paper.)

Tip for letter placement: From "Print Layout View," zoom out to the whole page and check for equal spacing and adjust by inserting and deleting lines.

Topic Change

Student Name: _____

High School: _____

Employability Skills Teacher: _____

I request permission to change my Advanced Seminar topic for the following reasons:

I would like to change my topic to: (Give a brief description. You must also include a revised Project Proposal with this form. If you are changing your product only, you must re-write that portion of the form and explain your new product.)

- In addition, I understand that I must submit this form to my Employability Skills Teacher and get his/her signature on this form. I must also have my parent/guardian complete the permission form below.
- The Advanced Seminar Committee at my school will approve or not approve my topic change within one week of form submission.
- I agree to abide by the Advanced Seminar Committee's decision.

Student signature: _____

Employability Skills Teacher signature: _____

Date of submission: _____

As the parent/guardian of _____,
a graduating senior in the _____ High School Class of _____, I
am aware that my child is requesting a topic change for his/her Advanced Seminar topic. I
understand my child must complete all parts of Advanced Seminar (research paper, product,
portfolio, and presentation). Furthermore, I realize that in order to graduate my child must
pass the Employability Skills course.

My student has chosen _____
as his/her topic. The product associated with the project is _____

I grant permission for my student to complete this project and product. I also realize the
Jackson Public School District and individual high schools will not be held financially
responsible for any costs, damages, injuries, or accidents which may occur while completing
Advanced Seminar.

The school's Advanced Seminar Committee will review this request for a topic change and a
decision will be made within one week of submission of this form.

Parent/Guardian Signature: _____ Date _____

- *Students should consider the safety factor when choosing a project. If the chosen project involves danger to the student or to others, another project should be considered.*
- *Parents/Guardians, please examine Advanced Seminar Student Guide, as the project is a requirement for graduation. If you have any questions, please contact the school's Advanced Seminar Coordinator.*
- *No more than one approved revised topic change will be accepted per student.*

Advanced Seminar Research Paper Fact Sheet

Length: Four pages minimum/100 lines
Six pages maximum

Format: MLA format, 12-point font, Times New Roman, all double-spaced. Use the MLA format of heading and title when no title page is required.

Upper left-hand corner after margin
Your name
Teacher's name
Course
Date (day, month, year)

Works Cited: This is an alphabetical listing of the sources that you cite in the paper to prove, support, or disprove your thesis statement. You are required to use a **minimum of five sources. One must be an interview.**

Parenthetical Documentation: Any fact you use to back up the central point of your paper must be documented *whether the fact is directly quoted or in your own words*. Paraphrasing does not mean changing every third word of the original language of the source. If you do not document a fact that supports your central point, you are guilty of plagiarism. If you use a writer's exact words but do not give credit and/or do not place the exact words in quotation marks, **you have committed plagiarism and will receive a grade of zero for the research paper.**

Quotations: The only reasons you need to use exact quotations are if the language of the original resource is very unusual and cannot be paraphrased or the exact quote supports or gives an example of the thesis statement already established. **If you think the original language must be used, please follow these guidelines:**

Never use a quotation without introducing who gave the quote and/or the significance of the quote. A quote by itself, even punctuated correctly, makes little sense if it is not worked smoothly into the context of your own sentence structure and into what your paper is trying to prove.

For quotations that are four lines long or longer, indent each line of the entire quote one inch and double space the material. **Do not use quotation marks.**

The Advanced Seminar research paper is considered as a semester exam grade; therefore, students who do not complete and turn in their research paper in the allotted time frame will receive an "F" and no credit for the course.

Advanced Seminar Research Paper "YES" CHECKLIST

Before your teacher will read and grade your research paper, it must pass the YES list test below. If any category earns a "NO" check, your paper will be returned. Since there are no papers accepted late, it is imperative that you turn your paper in before the final date so that, if needed, rewrites may be done.

YES		NO
—	Four pages minimum Six pages maximum- final copy	—
—	Typed/word processed	—
—	Parenthetical documentation	—
—	Works Cited page	—
—	Five sources minimum	—
—	Pages numbered	—
—	Rough Draft	—
—	Note cards and source cards	—
—	Outline and thesis page	—

Advanced Seminar Research Paper Evaluation Rubric

The point values listed in each column represent the maximum values for standards and criteria. Point values between or below the whole numbers listed may be used at the discretion of the teacher. Any paper that does not meet the four page minimum requirement will receive an automatic zero.

Name: _____ Date: _____

Topic: _____ Grade: _____ /100

<i>Evaluation Components</i>	<i>Excellent</i>	<i>Acceptable</i>	<i>Unacceptable</i>	<i>Points Earned</i>
Organization and Format				
• Headings: correct MLA format	2 (0 errors)	1 (1 error)	0 (2+ errors)	
• Spacing	2 (0 errors)	1 (1 error)	0 (2+ errors)	
• Paragraphs (detailed relevant)	7 (all are detailed and relevant)	4 (some are detailed and relevant)	2 (few are detailed and relevant)	
• Paragraphs (logically ordered)	5 (all are logical)	4 (some are logical)	2 (most are not logical)	
• Parenthetical Citations (correct format, match reference page)	4 (0 errors)	3 (2-3 errors)	2 (4 or more errors)	
• Works Cited page (correct format, at least 5 sources)	4 (0 errors and varied sources)	3 (1-2 errors)	2 (3+ errors)	
Mechanics				
• Sentence structure (fragments, run-ons, etc.)	4 (0 errors)	3 (3-5 errors)	2 (6 or more errors)	
• Usage (subject/verb agreement, pronoun antecedent agreement, parallelism)	4 (0 errors)	3 (3-5 errors)	2 (6 or more errors)	
• Correct pronoun usage	4 (0 errors)	3 (1-2 errors)	2 (3+ errors)	
• Spelling	4 (0 errors)	3 (1-2 errors)	2 (3+ errors)	
• Punctuation (end punctuation, apostrophes, sentence commas)	4 (0 errors)	3 (3-5 errors)	2 (6+ errors)	
• Capitalization	4 (0 errors)	3 (1-2 errors)	2 (3+ errors)	
Content				
• Title (summarizes main idea)	4 (completely summarizes main idea)	3 (almost summarizes main idea)	2 (does not summarize main idea)	
• Thesis (requirements=topic clear, contains opinion, explains what student is trying to "prove")	6 (completely meets requirements)	4 (lacks a major requirement)	2 (lacks 2+ major requirements)	
• Appropriate level of vocabulary	6 (completely uses appropriate level)	4 (average use of appropriate level)	2 (below average use of appropriate level)	
• Current and relevant information used	12 (completely uses current, relevant information)	10 (average use of current, relevant information)	8 (lacks current or relevant information)	
• Information presented accurately	12 (completely uses accurate information)	10 (average use of accurate information)	8 (below average use of accurate information)	
• Topic discussed in depth	12 (completely discusses topic in depth)	10 (average depth of discussion)	8 (below average depth of discussion)	
TOTAL	100	75	50	

Product

The physical product gives you the chance to explore a subject in greater depth than possible during the normal course of your busy senior year. Frequently, students begin knowing what they want to do for Advanced Seminar, yet they are unsure what to produce as a product. Your mentor and teacher advisor are invaluable resources for feedback and ideas.

The product can be oriented around a performance of a skill, the development of some physical product, or information that will benefit a school, a group, or community. Whatever the product, you must keep in mind that during your oral presentation, you will be required to illustrate your activities in some way. All products should be photographed at different stages of completion. Problem solving your way to a well-documented presentation is a vital part of putting together a dynamic speech.

The product is an appropriate and logical outgrowth/extension of the research paper. It demonstrates application of acquired knowledge from the research and maintains attention to the thesis and focus. The product shows evidence of inventiveness/creativity in its concept(s). The student-generated product demonstrates care and attention to detail in its design. The product, while aesthetically pleasing, conveys a sense of completeness.

For example (*this is only an example and cannot be used by any student*):

Government
(broad/general project topic)



Research: Combating Voter Apathy
(narrowed research paper topic)



Product: Conduct a voter registration drive at school or in the community

Guidelines for the Product

1. The product must be student-generated.
2. The product should show evidence of application and synthesis of the research paper.
3. There should be tangible evidence (videos, scrapbook, photographs, etc.) that reflects the product as an academic *s-t-r-e-t-c-h*/challenge, which the student has experienced during completion of the project.
4. If the product will require large expenditures, you may want to make another choice. You are not expected to spend a lot of money in order to complete the project. Expenditures will not enhance the evaluation of the project.
5. The product must be of benefit to the school or community.
6. If a profit results from the selling of the product, the student should donate the profit to the school and /or community, after covering the student's expenses incurred in the generation of the product.
7. There will be no pairing or sharing of products.
8. The product proposal is due by the deadline given.
9. The Advanced Seminar Committee at your school, your parent/guardian, and your mentor must approve the product.
10. Booklets/pamphlets or other forms of visual aids will be acceptable products *only* as part of the product (i.e., distributed at an informational conference about the topic).
11. All products must be completed by the deadline.
12. The final product time log sheet is due with the product by the given deadline with a minimum of 15 hours spent on completion of the product (including the planning stage).

Product Proposal

The researcher should plan for the creation of his/her product in advance. Answer each of the following questions in complete sentences (restating the question as part of the answer) in order to formulate a specific plan for creating the product.

1. What is the product going to be?
2. What are the dimensions of the product?
3. What materials does the product require?
4. What is the cost estimate of the materials?
5. What tools/technology will be used for work on the product?
6. Are the tools/technology accessible, or will special arrangements need to be made?
7. What is the time estimate for completing the product?
8. Where will the product be worked on primarily?
9. Will an outside company be used to complete the product?
10. Will materials need to be ordered? If so, how much time should be allotted for ordering, shipping, etc.?
11. Will an expert in the field need to assist with the creation of the product? If so, when will this person be contacted to set up a mutually convenient time to meet?
12. How does the product relate to the research paper?
13. Who will benefit from the creation of the product?
14. Why is it necessary to create this product?
15. How will the product demonstrate knowledge of the research paper?

Product Time Log

Location of Hours	Time In	Time Out	Signature of mentor or other adult witness
TOTAL Hours			

Product Evaluation Rubric

The point values listed in each column represent the maximum values for standards and criteria. Point values between or below the whole numbers listed may be used at the discretion of the teacher.

Name: _____

Product: _____

Date: _____ Grade: _____ /100

<i>Product Evaluation Components</i>	<i>Excellent</i>	<i>Acceptable</i>	<i>Unacceptable</i>	<i>Points Earned</i>
Product Application				
▪ Exhibits research beyond knowledge demonstrated in the area	15 (completely exhibits research)	12 (average exhibition of research)	7 (lacks exhibition of research)	
▪ Shows development of community service based on research paper	15 (completely exhibits community service experience)	12 (average exhibition of community service experience)	7 (lacks exhibition of community service experience)	
Product Development				
▪ Develops product based on research paper	15 (completely based on paper)	12 (average representation of paper)	7 (lacks representation of paper)	
▪ Demonstrates creativity and originality	15 (completely demonstrates creativity and originality)	12 (average demonstration of creativity and originality)	7 (lacks demonstration of creativity and originality)	
▪ Shows evidence of planning and organization	15 (completely shows evidence)	12 (average evidence shown)	7 (lacks evidence of planning or organization)	
Product Management				
▪ Efficient use of time	10 (completely uses time efficiently)	8 (average time efficiency usage)	6 (lacks time efficiency usage)	
▪ Verified number of hours expended on product (minimum of 15 hours)	15 (20 or more hours)	12 (16-19 hours)	8 (15 or fewer hours)	
TOTAL	100	80	49	

Specifications for Advanced Seminar Oral Presentation

- When: *(Time of the student's Presentation)*
- Where: *(Location of the Presentation)*
- Who: Panel of three to five district, school, and community members
- What: You will be evaluated on preparedness, your professionalism, your ability to communicate and think in both an extemporaneous and impromptu situation, and on the overall quality of both content and organization of your speech.

Contents of the speech should declare what you have learned from doing the research, writing the paper, and completing the product. Also, include what worked and what did not work, how you solved the problem, and the nature of your personal growth. Let your personality shine through! Show insights and depth of thought. Sound intelligent! *This means you must rehearse.*

Panel presentations will follow this procedure: A presentation will be scheduled every thirty minutes. The speech should be between eight and ten minutes. You will be given a signal at six minutes and at eight minutes. At ten minutes you will be required to stop. Penalty points will be assessed after grade computation for any speech not meeting the eight-minute requirement or going over the ten minute maximum. YOU must speak at least eight minutes. The next five minutes will be question/answer time. The judges will ask you questions, ask you to clarify a point, or ask you to elaborate on a point made in your speech. Then, the judges will evaluate and score your presentation.

You must inform your teacher of equipment needed (VCR, slide projector, computer, etc.) for your presentation. Copies of your equipment needs will be kept on file in each Employability Skills teacher's room. Remember your product is not your visual aid. This moment is a time of academic focus on one person--YOU. You have worked hard--let your judges know this.

The Advanced Seminar presentation is considered as a semester exam grade; therefore, students who do not complete and present during the allotted time frame will receive an "F" and no credit for the course.

Appearance

For Ladies:

1. Appropriate professional business dress is required. Clothes should fit well, not too tight or revealing. Hemlines should be flattering but should be no more than four inches above the knee. Generally, long or short sleeves are recommended but nothing sleeveless. Shirrtails should be tucked into the skirt, and all clothes should be neatly ironed. Wear dress shoes (no tennis shoes, flip-flop sandals, aquatic sandals, or hiking shoes).
2. Wear colors that work well with your complexion and hair color. Do not wear fabrics that make noise when you move.
3. Avoid jewelry that sparkles, dangles, or makes noise since these will distract or annoy the audience.
4. Keep makeup simple.
5. Hair should be clean and well groomed. While styles are highly individual, the hair should not be the dominant feature of the face. If you have longer hair, make sure it does not fall in your face. Fidgeting with hair is very distracting.

For Gentlemen:

1. For presentation, clothes should fit well and be clean and pressed. Clothes that are checkered, brightly colored, or that clash will not reflect well on your image. Shirrtails should be tucked into the slacks. Dress slacks (dark blue, gray, and black are considered classic), collared shirt, and necktie must be worn; however, business suits or sport coats with the above attire are always appropriate.
2. Shirt color should not be too bright. If you are worried about perspiration showing, wear a plain white cotton T-shirt under a white shirt.
3. Ties can be used to compliment the color of your eyes and face. The audience should not focus on the tie; therefore, do not wear anything too busy.
4. Shoes should be appropriate, comfortable, and well shined. Make sure that socks match and that they cover any bare leg when you sit down. Do not wear tennis shoes, flip-flop sandals or other sandals, or backless shoes.
5. Hair should be clean and well groomed regardless of style.
6. Avoid wearing jewelry that is large, sparkles, or makes noise as this might distract the audience.

TIPS FOR REDUCING ANXIETY

1. Organize

Being well organized gives you more confidence, which allows you to focus on the presentation. Prior planning prevents poor performances.

2. Visualize

Mentally rehearse walking into the room, delivering your presentation with enthusiasm, fielding questions with confidence, and sitting down after a great job.

3. Practice

Practice by standing up, as if an audience were in front of you, and verbally doing your presentation, not just mentally or with your lips. Practice with your visual aid (i.e., PowerPoint).

4. Breathe

Take deep, slow, cleansing breaths. This will help with your relaxation.

5. Focus on Relaxing

As you breathe, tell yourself on the inhale, "I am," and on the exhale, "relaxed."

6. Release Tension

Unreleased energy may cause hands and legs to shake.

7. Move

If you stand in one spot and never gesture, you will experience tension. You cannot gesture too much if it is natural.

8. Eye Contact With The Audience

Relate and connect with your audience. This should help you relax because you are less isolated and learn to react to their interest in you.

PRESENTATION POISE

Posture

- Stand up straight but not stiff.
- Point your feet toward the audience with your weight evenly distributed.
- Do not place your weight on one hip and then shift to the other. Shifting can distract the audience.

Movement

- Move to the side or front of the lectern to get closer to the audience.
- When no lectern is available, stay within 4-8 feet of the front row.
- Do not stay in one spot, but do not pace either. An occasional step to either side, or even a half step, towards the audience for emphasis can enhance your presentation.
- Stay close, stay direct, and stay involved with your audience.

Shoulder Orientation

- Keep your shoulders oriented toward the audience. This becomes critical when using visual aids.
- You will have to angle away from the audience sometimes, but it should not be more than 45 degrees.
- Do not speak unless you have eye contact with the audience.
- Do not talk to your visual aid.

Gestures

- Learn to gesture in front of an audience exactly as you would if you were having an animated conversation with a friend--nothing more, nothing less.
- Using natural gestures will not distract from a presentation; however, doing one or more of the following certainly will:
 1. Keeping hands in your pocket
 2. Keeping hands tightly clenched behind your back
 3. Keeping your arms constantly crossed or flapping
 4. Wringing your hands nervously

Eye Contact

- The rule of thumb for eye contact is one to three seconds per person. Try not to let your eyes dart around the room.
- Try to focus on one person, not long enough to make that individual feel uncomfortable, but long enough to pull him or her into your presentation, then move on to another person.
- Good eye contact helps establish and build rapport. It involves the audience and reduces the speaker's feeling of isolation.

Voice

- Learn to listen to yourself; stay aware not only of what you are saying but also how you are saying it.
- Monotone: Anxiety usually causes monotone voices. The muscles in the chest and throat tighten up and become less flexible, and airflow is restricted. The voice then loses its natural animation and a monotone results. You must relax and release tension. Upper and lower body movement is vital.
- Talking too fast: When we become anxious, the rate of speech usually increases. Articulation is what is important. Sometimes when you talk too fast, you trip over words. Breathe and slow down. Listen for the last word of a sentence, and then proceed to your next sentence. Pausing can be very effective in a presentation. This allows important points to sink in. Sometimes the audience needs a period of silence to digest what you are saying.
- Volume: Practice will solve most problems in volume. Have a person who will give you a straight answer listen to your presentation from the back of the room. Ask that person if you can be heard, if you trail off at the end of a sentence, if lack of volume makes you sound insecure, or if you are speaking too loudly.

Student Guidelines for Oral Presentation

1. Walk in the door, set up personal PowerPoint and/or proof of product, present portfolio to the Presentation Panel, and arrange any other materials you have.
2. Exit the room and allow the Presentation Panel to finish scoring the previous presenter.
3. Return to the room.
4. Shake hands and introduce yourself to each member of the Presentation Panel.
5. Begin presentation: self, topic, slides, etc.
6. End of presentation: "I am finished with my presentation; are there any questions?"
7. End of questioning: Thank the Presentation Panel, shake hands, and exit while scoring takes place.
8. Return to the room once scoring sheets are removed. Collect PowerPoint, portfolio, and any other items.
9. Remember that you will be making a formal presentation. Please dress according to presentation guidelines. If you are not sure what constitutes appropriate dress after reviewing the appearance guideline, consult your mentor or Employability Skills teacher.
10. Do not chew gum.
11. Be aware of your body language. Avoid nervous gestures that may adversely affect your presentation.
12. Maintain eye contact with the Presentation Panel.
13. Do not read your presentation.
14. Practice your presentation several times until you feel comfortable with its format and content. Also, time your presentation to be sure that you do not exceed the ten-minute maximum.
15. Proof of product is required as a part of your oral presentation.
16. Be sure that your presentation covers the following: subject of the research, subject of the physical product, connection between the paper and the product, the stretch/risk for you, and self-evaluation.

Rubric for Evaluating the Advanced Seminar Oral Presentation

Student's Name: _____ Overall Score: _____

Topic: _____ Overall Time: _____

- Scale: 10-9 Outstanding evidence of the descriptor
 8-7-6 Substantial evidence of the descriptor, but minor flaws may be present
 5-4-3 Some evidence of the descriptor, but flaws exist
 2-1 Little evidence of the descriptor
 0 No evidence of the descriptor

Please circle ONE number to indicate points awarded for each descriptor. Also, please help students understand justification of scores given by writing specific comments in spaces provided. (Teachers will deduct up to 10 points from overall score for failing to meet the time requirements.)

KNOWLEDGE OF CONTENT: The student effectively integrates information from the research-based paper and product. The speaker shows a comprehensive grasp of the topic. The topic is clearly conveyed to the audience.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

PRESENTATION FORMAT: The introduction effectively engages interest in the topic and establishes a sense of purpose or direction. The body of the presentation conveys essential and critical ideas that flow logically and smoothly and are supported with appropriate illustrations or examples. The conclusion effectively ends the presentation.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

DELIVERY: The student maintains poise throughout the delivery. The student uses effective presentation techniques (posture, gestures, voice projection, eye contact). The delivery includes an effective command of language, proper pronunciation, and appropriate word choice.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

SENSE OF AUDIENCE: The presentation is appropriate for the intended audience. The student convinces the audience of knowledge about the topic.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

APPEARANCE: The student is dressed in appropriate business attire.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

PRODUCTS: The product is an extension of the research to a degree that a community/group of people benefit from the student's research knowledge.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

RISK FACTORS: A risk/learning stretch/challenge is exceedingly evident. The stretch reveals exploration of a new area. The learning stretch is relative to the individual student and can relate to emotional, spiritual, intellectual, or physical growth or a combination. The student's effort is inspiring.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

EXTEMPORANEOUS QUESTIONS: The student responds confidently and accurately to extemporaneous questions.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

Sub-total _____

Note: The Advanced Seminar presentation is considered as a semester exam grade; therefore, students who do not complete and present during the allotted time frame will receive an "F" and no credit for the course.

**Rubric for Evaluating the Advanced Seminar
PowerPoint Presentation**
(A total of 20 possible points to be added to overall presentation score)

Student's Name: _____ Sub-total: _____

Topic: _____

- Scale: 5 Outstanding evidence of the descriptor
 4 Substantial evidence of the descriptor, but minor flaws may be present
 3 Average evidence of the descriptor, but flaws exist
 2-1 Little evidence of the descriptor
 0 No evidence of the descriptor

Please circle ONE number to indicate points awarded for each descriptor. Also, please help these students understand justification of scores given by writing specific comments in the space provided.

SEQUENCING: Presentation should have 8-10 slides that are well paced, demonstrating logical sequencing, and beginning and ending with the presentation title. The PowerPoint should not finish long before the overall presentation ends or continue after the conclusion of the presentation. PowerPoint should not be less than 8 slides nor more than 10.

5		4		3		2		1		0
Score Explanation/Comments:										

INTEGRATION OF CONTENT: PowerPoint Presentation enhances but does not replace the overall presentation and is appropriate for the task. It should illustrate the main points and provide focus. No new information should be introduced.

5		4		3		2		1		0
Score Explanation/Comments:										

VISUAL APPEARANCE: PowerPoint should be visually appealing and legible. Transitions and other special effects should be kept to a minimum and should not distract from the overall presentation. Any non-text imagery (clipart, photographs, video clips) should be sharp, focused, and directly related to the content.

5	4	3	2	1	0
Score Explanation/Comments:					

SOUND: Sound is optional and should not affect the grade, unless it is used. If used, it should enhance the content, not distract. Soundtracks should not include lyrics. Transition effects should not include sound. Audio clips of dialogue should be directly related to content.

5	4	3	2	1	0
Score Explanation/Comments:					

Sub-total _____

Student Portfolio

The student portfolio should/shall include, in this order:

All of the pages of each of the following entries will be placed individually and organized in a 1"-3" three-ring binder.

1. Coversheet/Title page
2. Sign of Commitment
3. Table of Contents
4. Letter to Judges (see example)
5. Letter of Intent
6. Journal entries
7. Portfolio Overview (see example)
8. Research Paper (to be provided by student)
9. Mentoring Log
10. Teacher Advisor Log
11. Completed Product (i.e., supporting materials, visual timeline of product creation, photographic record showing evidence of progress on project at various stages of completion as provided by student)
12. Product Budget

Writing Specifications for all Portfolio items:

- MLA format utilized
- 12 point font, Times New Roman, double spaced
- One-inch margins

Advanced Seminar Portfolio Rubric

Name: _____

Date: _____ Grade: _____ /100

Look for presence and neatness of each component. Some of the components have previously received a grade.

Portfolio Component	Points Possible	Points Earned
Coversheet/Title Page	5-0 (5=excellent, 4=above average appearance, 3=2-3 errors, 2=4-5 errors, 1=overall poor appearance, 0=not present)	
Sign of Commitment	5 OR 0 (5=present, 0=not present)	
Table of Contents	5-0 (5=no errors, 4=1 error, 3=2-3 errors, 2=4-5 errors, 1=more than 5 errors, 0=not present)	
Letter to Judges	5-0 (5= no errors, 4=1 error, 3=2-3 errors, 2=4-5 errors, 1=more than 5 errors, 0=not present)	
Letter of Intent	5 OR 0 (5=present, 0=not present)	
Journal Entries	5-0 (5=all present, 4=4 entries, 3=3 entries, 2=2 entries, 1=1 entry, 0=not present)	
Portfolio Overview	5-0 (5=excellent, 4=above average, 3=average, 2=below average, 1=not complete, 0=not present)	
Research Paper (to be provided by student)	5 OR 0 (5=present, 0=not present)	
Mentoring Log	5 OR 0 (5=present, 0=not present)	
Proof of Product (supporting materials, visual timeline, etc.)	30 (30=excellent, 20=above average, 16=average, 10=only a few, 0=not present)	
Overall Appearance <ul style="list-style-type: none"> • MLA format utilized • 12 point font, Times New Roman, double spaced • One-inch margins • Professional Appearance (neat, no wrinkled pages, organized, clean, etc.) • Organized into a three ring binder using tabs or dividers to separate sections 	25 points possible, 5 points for each item (5=excellent, 4=good, 3=average, 2=below average, 1=poor, 0=inadequate appearance)	
Total	100 Possible	

Letter to the Judges

- Format:** Block (see format for Letter of Intent)
- Purpose:** Serves as an autobiographical essay and informs and thanks the judges for their participation.
- Contents:** The first paragraph should briefly introduce you, tell what you think about topics that interest you, and in general give a sense of the person they will hear during the evaluation presentation.
- The second paragraph should explain the subject of your project and what you think you have accomplished.
- Finally, in the third paragraph, thank the judges. They have had to schedule time away from work to be a part of your presentation.
- Length:** One page
- Reminder:** This letter will be the first text that the judges will see in your portfolio, and you only have one chance to make a favorable first impression. Although this is a formal business letter, you may use "I" references as you explain to the judges who you are, what you have done, what your project is about, and what you think about your achievement with this project.

Advanced Seminar Portfolio Overview

Using the format below, type the corresponding topic and answer by writing complete sentences (with the exception of the title of the research paper). This must be typed/word processed for your portfolio.

Your Name

Employability Skills Teacher's Name

Mentor's Name

Date (Day/Month/Year)

Overview

Title of the Research Paper (*ex., Voter Apathy*)

Research Paper Synopsis

(Using a hanging indent, you will respond to each of the following headings/questions in complete sentences.)

Physical Product Description

Relationship between the Paper and the Physical Product

Background Experience in This Area

Special Things the Judges Should Know about Your Product

Advanced Seminar Journal Topics

The following topics are to be used by students for their journaling activities throughout the year. Journal entries must be typed/word processed. You are to use the same format for the journal entries as for all other Advanced Seminar assignments: 12 point font, Times New Roman, 20 lines of body, and you will receive five points for each complete line of writing. Each entry will be given to the Employability Skills teacher for a grade on or before the due date then included in the student's portfolio.

Journal Entry One: Topic and Mentor Selection

Discuss the topic you have selected, any ideas you have gathered, and what your product might possibly be. Reflect on the type of mentor who could be of assistance to you and how you might select this person.

If you have already selected a mentor, also discuss the time you have already spent together, topics you have discussed, and the advantages or disadvantages of mentoring.

Journal Entry Two: Status of Research

Discuss the present status of your Advanced Seminar research. What aspect of this topic do you plan to research and what resources do you plan to use?

Journal Entry Three: Impact of a Mentor on Research

Reflect on the impact a mentor's assistance can make on a student's research and writing of a paper. Discuss how your research perspective may or may not have been changed based on your mentor's guidance.

Journal Entry Four: Product Reflection

Reflect on your product proposal and its present status

- 1. Describe your product.*
- 2. How is the product an outgrowth of the paper?*
- 3. How does this product convey a sense of completeness of Advanced Seminar?*
- 4. What have you done or what do you need to do at this point to prepare for completion of your product?*

Journal Entry Five: Self-Assessment

This journal entry should be a self-assessment of the present status of your Product: strengths, weaknesses, procrastination, and any other items you wish to discuss.

Jackson Public School District
Advanced Seminar Student Survey

The purpose of the student survey is to collect meaningful information regarding the Advanced Seminar process from those who have completed it. The information will be used to refine and improve the Advanced Seminar experience. Students should take a moment to review this survey prior to completing online. Thank you.

I. Directions: The following statements represent factors related to Advanced Seminar. Please respond to each statement as it pertains to the following scale:

1. Strongly Disagree
2. Disagree
3. Not sure of agreement or disagreement
4. Agree
5. Strongly Agree

- _____ 1. I did more homework during the school year.
- _____ 2. I learned how to use the research process.
- _____ 3. I feel my academic skills have improved.
- _____ 4. I feel my verbal skills have improved.
- _____ 5. I learned how to better manage my time.
- _____ 6. I learned how to plan and set goals.
- _____ 7. I was satisfied with the quality of my work (research paper, product, portfolio, and presentation).
- _____ 8. I found Advanced Seminar to be challenging.
- _____ 9. I learned how to respond to questions as a result of the presentation portion of Advanced Seminar.
- _____ 10. I improved my writing skills.
- _____ 11. I received support and help from my Employability Skills instructor.
- _____ 12. I received support and help from my mentor.
- _____ 13. I received support and help from my family.
- _____ 14. I improved my thinking and problem-solving skills.
- _____ 15. I feel Advanced Seminar is a worthwhile learning activity.
- _____ 16. I was satisfied with the grades I received for the components of the Advanced Seminar.
- _____ 17. I received assistance from my Teacher Advisor.

II. Check one of the following and provide an explanation when asked:

1. What was the hardest aspect of Advanced Seminar?

research paper product portfolio oral presentation
Why?

2. What do you think you could have done to improve the quality of your work?

3. What was the easiest aspect of Advanced Seminar?

research paper product portfolio oral presentation
Why?

4. What changes would you suggest to make the Advanced Seminar process more effective in the future?

5. Describe the "risk" you took in completing your product/project. Include what you consider to be the "stretch/challenge" for you.

6. What did the Advanced Seminar process teach you about yourself?

7. What grade would you give yourself for your product/project? Give supporting evidence to justify this grade.

8. I would be willing to serve as an Advanced Seminar panel member in the future.

Yes No