



Christina School District
Senior Project Information ~ 2012-2013

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*When referring to the APA Handbook, it is using the 6th edition.

*For a larger print version of the DOE rubric on pg. 33 please see the Delaware DOE website.

What is the senior project?

The senior project is designed to be the culmination of each student's academic experiences in the Christina School District. It is an opportunity for prospective graduates to merge their various interests, passions, and curiosities with their academic lives. The project is a vehicle for seniors to demonstrate the fullest extent of the autonomy, complexity, and awareness learned throughout their academic career.

The Six Tenets for the Senior Project:

The Essential Question: Because a successful and meaningful Senior Project involves genuine inquiry around a topic of the student's choosing, each senior will focus his/her work around a complex, interesting, and sustainable essential question.

Multi-Faceted Approach: Due to the complex nature of each Senior Project, seniors must incorporate several modes of thinking in the planning, implementation, and exhibition of their project.

A Research Component: No Senior Project will be successful without a substantial element of previously unexplored research. Research must be both experiential (interviews, internships, surveys, etc.) and text-based (library, internet, etc.), although the degree to which each form is emphasized will vary by individual topic.

Collaboration: One of the most important skills in life is the ability to work with and learn from other people. Each Senior Project must incorporate some element of collaboration with a staff mentor.

Academic Rigor: Each Senior Project must be conceived in a way that challenges the student to think deeply and critically beyond what he/she already knows and is able to do. The topic must be big enough for the student to consider multiple perspectives, but not so big that it will lead only to superficial understanding.

Assessment: The Senior Project will be assessed on three major components: a research paper, a product relating to the paper topic, and a presentation of both. Each of these components is described in detail in the pages that follow, and each component will be scored individually. Upon completion of the project, those assessments are combined to receive an overall course assessment of Outstanding, Satisfactory, or Unsatisfactory. Receiving an Unsatisfactory final assessment will result in a failure to graduate.

“Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.” - Mark Twain

Project Timeline and Due Dates (Fall)

| | |
|--|--------------------|
| Research Paper Topic and Thesis Proposal | October 9 and 10 |
| <i>Last date to resubmit topic proposal changes is October 19th</i> | |
| Senior Project Approval Form Pg. 27..... | October 18 and 19 |
| <i>Both students and parents must read the packet and sign.</i> | |
| Choose/Establish contact with staff mentor..... | October 12 |
| <i>This may be a teacher with whom you are most comfortable or who has Extensive knowledge of your topic</i> | |
| First meeting with mentor | by October 26 |
| <i>At least three meetings are recommended. More may be required or established on an individual basis.</i> | |
| Second meeting with mentor/submission of Senior Project Product Proposal (Pg. 28)..... | by December 7 |
| <i>(Turned in and approved by mentor)</i> | |
| Third meeting with mentor | by February 1 |
| <i>(more meetings may be scheduled upon individual need)</i> | |
| Annotated Bibliography (8 minimum sources)..... | October 25 and 26 |
| ** Should your teacher choose to do source cards and note cards instead, both must be submitted by | |
| | October 25 and 26 |
| Outline..... | November 15 and 16 |
| Rough Draft | December 13 and 14 |
| Final paper due..... | January 3 and 4 |
| Presentations (schedules will vary)..... | TBD by school |

Project Timeline and Due Dates (Spring)

| | |
|---|--------------------|
| Research Paper Topic and Thesis Proposal | October 9 and 10 |
| <i>Last date to resubmit topic proposal changes is October 19th</i> | |
| Senior Project Approval Form Pg. 27..... | October 18 and 19 |
| <i>Both students and parents must read the packet and sign.</i> | |
| Choose/Establish contact with staff member | October 12 |
| <i>This may be a teacher with whom you are most comfortable or who has extensive knowledge of your topic.</i> | |
| First meeting with mentor | October 26 |
| <i>At least three meetings are recommended. More may be required o established on an individual basis.</i> | |
| Second meeting with mentor/submission of Senior Project Product Proposal Pg. 28 | by December 7 |
| <i>(Turned in and approved by mentor)</i> | |
| Third meeting with mentor | by February 1 |
| <i>(more meetings may be scheduled upon individual need)</i> | |
| Annotated Bibliography (8 minimum sources)..... | February 14 and 15 |
| ** Should your teacher choose to do source cards and note cards instead, Both must be submitted by | February 14 and 15 |
| Outline..... | March 7 and 8 |
| Rough Draft | March 27 and 28 |
| Final paper due..... | April 11 and 12 |
| Presentations (schedules will vary)..... | TBD by school |

Research Paper Topic and Thesis Proposal

The research component of the Senior Project graduation requirement will be completed in the form of a research paper. You will be introduced to several components of the research process in your senior English class; however, much of the paper will be completed independently. You will be required to complete and submit pieces of the research process throughout the school year, thus you should choose a subject area and issue that will sustain your interest over the next few months.

The first step in the process is to research your interests to determine a possible approach and a possible topic. Once you have decided what your topic will be, you will submit a research proposal. These proposals **must be handed in on the designated due date**. If you are unable to attend class on that date, please be sure to submit your proposal to your English teacher prior to the due date, in **the case of a legally documented absence**, it is expected that the proposal be **submitted to the office or emailed to your English teacher *prior to the start of your class on the due date with a printed copy submitted the day of your return.***

The research proposal should focus on ideas for an approach (how you will structure your paper), content, preliminary research, and a thesis statement. Begin your first paragraph by explaining what subject of study or career path on which you plan to write and how you plan to develop your argument within that topic. You must find a controversial issue within that subject area and take a stand on said issue. For example, if you are interested in going into the field of medicine, you might write your paper taking a side on the stem cell research issue. The next paragraph should include some examples of possible products you may choose to complete that relate to your chosen topic. The final portion should be your proposed thesis statement. The thesis statement should be the main point your paper is trying to argue. It may not be a fact, but instead, your opinion that can be argued regarding your chosen topic. Helpful hints on writing a thesis statement will be given in class and are also covered on the next page of this packet. You should research some preliminary sources at this point on your topic in order to devise an informed thesis. Although you may consult encyclopedias, you may not use them as a final source in your paper. Wikipedia, and other such online, unreliable sources should be avoided.

Your instructor will set the point value for this assignment; however, full credit will be earned if the proposal follows all standard formal writing rules, contains the content requested in the three parts, and shows you have begun the research process. When the proposal is returned, you will receive approval or be given suggestions on how to obtain approval with a date for resubmission. Your proposal must be typed in 12 pt Times New Roman with one inch margins on all sides.

Although the final paper due date may seem far away, the time you are required to spend now will keep you from being overwhelmed in the future.

Writing the Thesis Sentence

The thesis sentence or statement identifies the **purpose** of the paper and unites it. It gives a preview of the paper's main idea. It is necessary to understand that the thesis statement can be revised at any time while writing a paper. It is not uncommon to find a more precise purpose through the process of researching and writing a paper.

A thesis statement is:

- an assertion
- the main idea
- narrow
- supported
- specific
- never a fact
- arguable

It should take a stand and have only one main point rather than several. The thesis provides direction to your research. After completing some preliminary research, decide what the main idea of your paper will be, and what you are trying to describe or prove. This will help clarify your thesis statement. For more information on writing a thesis statement see the following website for a handout on thesis writing: <http://writingcenter.unc.edu/handouts/thesis-statements/>

You should also use the steps/questions below to help you.

The thesis statement can help “map” a paper as it suggests an order or direction for the paper's development.

1. Write out the main idea of your paper (the point you want the reader to get) in 25 or fewer words.
2. What is the question being asked in my assignment? How can I answer the question and focus on a small area of investigation?
3. Can I sum up the main idea of my paper in a nutshell? Reduce the main idea to a sentence or two.
4. What “code words” (such as “relative freedom” or “lifestyles”) does the draft of my thesis statement contain? Are these words adequately explained?

APA Format for Annotated Bibliographies

For an annotated bibliography, use standard APA format for the citations, then add a brief abstract for each entry, including:

- 2 to 4 sentences to summarize the main idea(s) of the item, and
- 1 or 2 sentences to relate the article to your research topic, your personal experience, or your future goals (if part of your assignment) or to add a critical description.

The formatting for this sample bibliography is modeled on examples provided by:

- How to prepare an annotated bibliography.* (2011, April 1). Retrieved from <http://olinuris.library.cornell.edu/ref/research/skill28.htm>
- Purdue owl: annotated bibliography samples.* (2011, May 1). Retrieved from <http://owl.english.purdue.edu/owl/resource/614/03/>

Basic APA Style Format for an Annotated Bibliography

Format your citations in the same manner as for a normal reference list, then follow these instructions for adding an annotation. You may safely observe the following rules when creating an annotated bibliography for your research:

1. Use double spacing throughout the bibliography.
2. Write a standard reference entry.
3. If the standard entry is more than one line, use a hanging indentation: The first line should start at the left margin, and subsequent lines should be indented four spaces. The right margin is the right margin of your document.
4. Go down to the next line, indent two more spaces, and write the annotation.
5. The annotation can consist of (a) a short summary of the work referenced and (b) a short description of how the work relates to your research and (c) any direct quotes you may use with page numbers included.
6. In an extensive annotated bibliography, you may break down the entries into different categories or topics.

If you are unable to attend class on that date, please be sure to submit your annotated bibliography to your English teacher prior to the due date, **in the case of a legally documented absence**, it is expected that the annotated bibliography be **submitted to the office or emailed to your English teacher prior to the start of your class on the due date with a printed copy submitted the day of your return.**

Sample Annotated Bibliography

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company. **This is an example of a book source.

In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Wal-Mart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation.

An experienced journalist, Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics and reflects on these issues in the text. The author is forthcoming about her methods and supplements her experiences with scholarly research on her places of employment, the economy, and the rising cost of living in America. Ehrenreich's project is timely, descriptive, and well-researched.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51 (4), 541-554. **This is an example of a journal article source.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

Summarizing, Paraphrasing, and Quoting

Here is the difference between summarizing, paraphrasing, and quoting.

Summarizing:

A summary condenses, in your own words, the main ideas in a source passage. Knowing how to summarize is useful because you can distill the information you need from a much longer piece of writing. You must be careful, however, to respect the integrity of the writer and of the information you're summarizing. Do the following:

- Be careful to read and interpret that idea in the context of the original, not according to what you want it to say. Retain essential parts of the context, such as time, place, occasion, and purpose. "Quoting out of context," as the phrase goes, is unfair.
- Be concise. Concentrate on the main ideas, those appropriate to your context, and omit everything unnecessary.
- Use your own words and phrases, not those of the original, and never lift even partial sentences without enclosing them in quotation marks.

Here is an example of a summarized passage from an analysis of a key theme in Thomas Hardy's novel, *Far From the Madding Crowd*.

Original:

"*Far From the Madding Crowd* is the only one of the Wessex novels which is allowed a 'happy ending.' For Hardy, a story with only three deaths in it, one life sentence and a final marriage between the two chief characters can almost claim to be a comedy. Yet the tragic elements much outweigh the final reconciliation. Like all tragedy, it leaves us face to face with the mystery of human evil and suffering. As Hardy sees it, the personal fate of the individual is largely at the mercy of impersonal forces over which he has little control, or at the mercy of minor mistakes which prove to have incalculable major consequences." Elizabeth Drew, *The Novel* (New York: Dell, 1963), 143.

Summary:

The destinies of most of Hardy's characters depend on chance, or unhappy random events caused by errors. *Far From the Madding Crowd* is different from Hardy's other novels set in Wessex, however, because it does not end in disaster. In fact, although there is death and imprisonment woven into the plot, it ends with a marriage and hope. Still, it is a tragedy. Even in peaceful Wessex, Hardy wrestles with evil and suffering (Drew, 1963, p. 143).

Paraphrase:

A paraphrase is a restatement, in your own words, of a passage of a text. You paraphrase because you want to make the main ideas clearer. A paraphrase is not necessarily shorter than the original; more than likely it is as long as, or longer than, the original, especially if the source passage is densely written or uses jargon. In this case, you may have to use more words to explain the text than the text uses itself. You need to keep two things in mind about paraphrasing:

- Do not distort the original, nor rely too closely on the words or sentence structure of the original; occasional words but not whole phrases may be used.
- To write an accurate paraphrase, you need to understand not only the idea you are paraphrasing but also the context of the idea. Notice how the following paraphrase restates the original in new words, yet remains true in meaning.

Original:

“A Gallup survey of New York shows that approximately 2/3 of the 1000 children born to persons on relief every month enter this world without the benefit of marriage between their parents.” Jonathan Kozol, *Death at an Early Age* (New York: Bantam, 1967) 224.

Paraphrase:

Jonathan Kozol (1967) reported results of a Gallup poll showing that, of the 1000 babies born each month to welfare mothers in New York, at least 650 were to single parents (p. 224).

In this case, this paraphrase is approximately the same length as the original. It uses the second writer’s words, not Kozol’s, although it keeps proper names and other words crucial to the meaning of the original. Note also that the historical context of the original is mentioned, “In 1967,” so that readers of the paraphrase will understand that the figures are not current.

Quotation

A quotation uses the exact words of the original. Why would you want to quote word for word? First, because you might want to include a phrase or passage that is exceptionally well written. Second, because the exact passage is important and you plan to discuss it in detail. And third, because the passage has exact wording, such as in a scientific definition or law, and accuracy is critical. Here’s what you need to keep in mind about direct quotation:

- Use it sparingly. Too much direct quotation looks like a crutch, as if you were too lazy or too shy to include other people’s writing any other way. Rely as often as you can on summary and paraphrase. Quote only when the writer’s style or the exact wording of a text is very important.
- Avoid long quotations. When you must refer to a long passage, summarize most of it and quote only those portions that must remain in the words of their originator.
- Always quote accurately and enclose the text in quotation marks. When writing summaries and paraphrases, be particularly careful that you do not unintentionally quote the writer’s exact words. If you want to include a phrase or two in your summary or paraphrase, transcribe them exactly and enclose them in quotation marks.
- Set off in block form any quoted material that runs longer than four lines. Omit quotation marks, but indent one more inch from the left margin.

Writing an Outline

Once you have completed your notes, you must organize the information you have gathered. This is done best by preparing a **formal outline**. Roman numerals are used to show main ideas, capital letters to show subcategories of those main ideas, and Arabic numbers to give details. In the upper left hand corner of your note cards, you will place the “slug”, the symbol relating the information on the card to its position in the outline. If you are unable to attend class on that date, please be sure to submit your outline to your English teacher prior to the due date, **in the case of a legally documented absence**, it is expected that the outline be **submitted to the office or emailed to your English teacher *prior to the start of your class on the due date with a printed copy submitted the day of your return.***

Be sure your outline:

- is specific
- contains important points that prove the thesis
- contains divisions that help to develop the main headings
- includes only entries that point back to what is being developed
- is organized with a specific purpose

Generally, each entry on the outline will be developed into at least one paragraph; however, a single entry may require several paragraphs. Note that a heading uses two or more divisions, never one. You need a Works Cited page at the end of your outline. See a sample few pages at the end of the section.

Directions:

1. Write the title of your research paper in the center of a sheet of paper. It is not part of the outline and should not be numbered.
2. Skip a line, begin at the left hand margin, and write your Thesis Statement. It is not part of the outline and should not be numbered.
3. Using your prearranged pile of note cards, or other organizational tool to choose what main topics, subtopics, and details belong together.
4. Use Roman numerals (I, II, etc.) for main ideas.
Use capital letters (A, B, etc.) for subtopics.
Use numbers (1, 2, etc.) for details.
5. Remember to use enough words to communicate full meaning of your ideas.
6. Observe correct indentations. Keep your outline divisions in straight lines.
7. Capitalize the beginning of each topic, subtopic, and detail. Capitalize all proper nouns used within the outline. A topic, subtopic, and detail cannot be divided unless it has two parts. All divisions of a formal outline must be in pairs.
8. Include citations for research: (author’s last name, publication date, pg. #)
Ex. (Cicarelli, 2004, pg. 142) Online source Ex: (Author’s last name, publication date, para. #). You must have a matching reference page at the end of the outline.

Title of Paper

Thesis statement: One or two complete sentences go here.

I. Major point 1 supporting thesis

A. Second level point supporting major point 1

B. Another second level point supporting major point 1

1. Third level point supporting second level point

2. Another third level point supporting second level point

a. Fourth level point supporting third level point

b. Another fourth level point supporting third level point

3. Another third level point supporting second level point

C. Another second level point supporting major point 1

II. Major point 2 supporting thesis

[Repeat pattern above with as many levels and points as needed. See appendix for a helpful graphic organizer to plan your outline]

- The **topic headings** should reflect the actual content of your notes and ideas.
 - Do not use the terms "introduction" or "conclusion"; instead, use "Significance of rehabilitation" or "History of lotteries" or "Patterns of abuse."
 - Do not use "example" or "case study"; instead, use "Norfolk jail's program" or "Colonial lotteries" or "the Newport News case."
- Use one of the two major types of outline consistently. Your instructor may choose for you.
 1. **Topic outline:** In this most common and often **preferred** type of outline, each entry is a noun, noun phrase, or noun substitute (no verb phrases, no complete sentences).
 - Capitalize only the first word of each entry (except for proper nouns).
 - Use parallel structure within each subdivision.
 2. **Sentence outline:** Some scholars prefer the completeness of a sentence outline in which each entry is a complete sentence. However, sentence outlines are more difficult to revise if you decide to reorganize. However, most of your writing is completed pre-draft. Citations/Works Cited must be included.

Reference List

Included with your outline should be your reference list. A list of the sources you used for your research, and that are cited within the outline, and/or paper. See sample reference list entries later in this booklet.

References cited in the text of a research paper must appear in a Reference List or bibliography. This list provides the information necessary to identify and retrieve each source.

- **Order:** Entries should be arranged in alphabetical order by authors' last names. Sources without authors are arranged alphabetically by title within the same list.
- **Authors:** Write out the last name and initials for all authors of a particular work. Use an ampersand (&) instead of the word "and" when listing multiple authors of a single work. e.g. Smith, J. D., & Jones, M.
- **Titles:** Capitalize only the first word of a title or subtitle, and any proper names that are part of a title.
- **Pagination:** Use the abbreviation p. or pp. to designate page numbers of articles from periodicals that do not use volume numbers, especially newspapers. These abbreviations are also used to designate pages in encyclopedia articles and chapters from edited books.
- **Indentation*:** The first line of the entry is flush with the left margin, and all subsequent lines are indented (5 to 7 spaces) to form a "hanging indent".
- **Underlining vs. Italics*:** It is appropriate to use italics instead of underlining for titles of books and journals.

Two additional pieces of information should be included for works accessed online.

- **Internet Address**:** A stable Internet address should be included and should direct the reader as close as possible to the actual work. If the work has a digital object identifier (DOI), use this. If there is no DOI or similar handle, use a stable URL. If the URL is not stable, as is often the case with online newspapers and some subscription-based databases, use the home page of the site you retrieved the work from.
- **Date:** If the work is a finalized version published and dated, as in the case of a journal article, the date within the main body of the citation is enough. However, if the work is not dated and/or is subject to change, as in the case of an online encyclopedia article, include the date that you retrieved the information.

Writing a Rough Draft

At this point in the process, you have received approval for your topic and thesis, and you have submitted an annotated bibliography, and a complete sentence outline. Using each of these, you will begin to write your first draft. When drafting a paper, you should first understand that a draft is just that, a draft. It is meant to be edited, scribbled on, and corrected several times prior to moving to the final draft. After the APA formatted title page, you will provide an abstract of your paper. The abstract is a brief summary of the paper allowing your audience to quickly review the main points of your paper and its purpose. It should be between 150 to 250 words and all abbreviations and acronyms used in the paper should be defined in the abstract. After writing a brief introduction to your topic, you will present your thesis (nowhere in the paper should you write, “this paper will,” “I am going to,” or “the thesis is” statements). Your complete sentence outline then provides a skeleton for your paper. You will use your notes fill in the skeleton; this will be the meat of your paper. The drafting process takes your outline and notes, and puts the information from each in paragraph form. Be sure that while you are writing, you stay focused on your thesis. All inclusions in the draft should directly prove your thesis. Your draft should end with a conclusion which sums up the intent of your paper. (See graphic organizer in the appendix of this booklet.) Remember, a draft is meant to be a working document; you will need to make changes and corrections to this document. Your rough draft is often longer than your final paper because you lose some text in the revision process. If you are unable to attend class on that date, please be sure to submit your draft (**both rough or final**) to your English teacher prior to the due date, **in the case of a legally documented absence**, it is expected that the draft (rough or final) be **submitted to the office or emailed to your English teacher prior to the start of your class on the due date with a printed copy submitted the day of your return.**

The final draft of your paper must have the following **minimal requirements** in order to be graded (See sample pages later in this booklet):

- 6-10 full pages in length (At least 6 pages of written text). A paper that is 5 2/3 pages will be handed back to be redone and lose one grade level per day thereafter.
- Typed in 12 pt. Times New Roman (black ink on white paper ONLY)
- Double-spaced with 1 inch margins on all sides
- Written in **APA format**
- At least 6 **reliable** sources, 2 of which must be non-internet sources
- A properly formatted title page with required information (this is not included in page count)
- Page Headers on subsequent pages including: the running header on the left, and the page number in the top right corner, ½ inch from the top of the page
- Staple or paper clip in top left corner (do not use report covers, folders, etc.)
- An abstract page that also is **not** included in page count
- **A properly formatted reference page with in-text citations where necessary (also not included in the page count)**

Editing your Paper

The final step in revising is proofreading. When you proofread, find and correct any errors you have made in grammar, usage, or mechanics. Always proofread your final draft carefully. Realize that you know what you're trying to say in the paper so it is very easy for your eyes to read what you meant rather than what is actually written. Try reading your paper out loud, this will help you distinguish more of your own mistakes. You should also have someone else edit your paper.

Common Proofreading Symbols

| Symbol | Meaning | Example |
|---|-------------------------------------|---|
|  | insert a comma | The mayor's brother, I tell you, is a crook. |
|  | apostrophe or single quotation mark | I wouldn't know where to put this vase. |
|  | insert something | I know it, in fact, everyone knows it. ; |
|  | use double quotation marks | My favorite poem is "Design." |
|  | use a period here | This is a declarative sentence. |
|  | delete | The elephant's trunk is is really its nose. |
|  | close up this space | Jordan lost his favorite basket ball. |
|  | a space needed here | I have only three#friends: Ted, Raoul, and Alice. |
|  | begin new paragraph | "I knew it," I said. ¶ "I thought so," she replied. |

Formatting Examples for Various Sources for the References Page

Color code

| | | | | |
|---------------------|--------------------|---------------------------------|-----------------------------|---------------------------------|
| Author(s) <blue> | Date <red> | Title of book <pink> | Title of article <green> | Title of periodical <purple> |
| Volume <orange> | Pages <lt blue> | Place of publication <brown> | Publisher <yellow> | Other information <gray> |

Blog

Writer's name, date of post, title or subject of the post. Follow with the words "Retrieved from" and the URL.

Supak, S. (2006, March 2). Pesticides linked to frog mutations. Retrieved from <http://organicgarden.blogspot.com/>.

Book

Berger, S. (2005). Allotment gardening : an organic guide for beginners. Devon, England: Green Books, Ltd.

Book Article or Chapter

Begin with the name of the author of the selection, not with the name of the author of the book, then the year of publication. Then give the title of the selection, "in" the name of the author or editor (followed by "Ed." for Edited by), the title of the book; the pages on which the selection appears; and publication information.

Coleman, E. (1995). The new organic grower. In A. Kruger (Ed.), **Gardening when it counts** (pp. 219-223). Westport, CT: **Greenwood.**

Book with an Editor

Kruger, A. (Ed.). (2001). Gardening When It Counts. Westport, CT: Greenwood.

Doctoral Dissertations and Masters Theses

If the dissertation is retrieved through a commercial database (e.g. ProQuest), say “Available from” name of database and give the accession or order number in parentheses at the end of the reference.

Feasel, K. E. (1999). Profiles of personal agency: Ethnocultural variations in self-efficacy beliefs (Doctoral dissertation). Available from ProQuest Digital Dissertations database (AAT 9944848).

eBook

For an electronic book, include the name of the database.

Berger, S. (2005). Allotment gardening : an organic guide for beginners. Devon, England: Green Books, Ltd. Retrieved from NetLibrary.

Journal Article

Where pagination continues from issue to issue through the entire volume.

Geier, B. (2000). Organic agriculture worldwide--a fast growing reality for 100% pesticide risk reduction. Acta-horticulturae, 525, 31-37.

Journal or Magazine Article

Where each issue starts with page one

Donaldson, D. (2007). When to buy organic. Better Homes and Gardens, 85(6), 288.

Journal or Magazine Article Retrieved from a Database

If the article has a DOI (digital object identifier), give that number at the end and do not include the database name. If there is no DOI, include the name of the database and the document number assigned by the database, if any.

Shelke, K. (2005). How to say it organically: consumers are buying into organic foods; are you buying organic ingredients? Food Processing, 66(4), 49-54. Retrieved from Academic OneFile database (A132242002).

Movie

To cite a film, video, or DVD, list the producer, director and the year of the film's release. Give the title in italics, followed by "Motion picture" in brackets, the country where it was made, and the name of the studio. If the motion picture is difficult to find, include instead the name and address of its distributor.

Zwick, E., Herskovitz, M., & Bickford, L. (Producers). Soderbergh, S. (Director). (2000). *Traffic* [Motion picture]. United States: Gramercy Pictures.

Newspaper Article

Dillon, S. (2009, April 14). Education standards likely to see toughening. *New York Times*, A3.

If the newspaper was accessed through the online version of the newspaper:

Dillon, S. (2009, April 14). Education standards likely to see toughening. *New York Times*. Retrieved from <http://www.nytimes.com>.

Website

List as many of the following elements as are available, in the same order as you would for a fixed media source: author's name; date of publication (if there is no date, use "n.d."); title of document (in italics); URL that will take readers directly to the source. Give your date of access if the source itself has no date.

Mayo Clinic Staff. (2008, December 20). Organic foods: Are they safer? More nutritious? Nutrition and healthy eating. Retrieved from <http://www.mayoclinic.com/health/organic-food/NU00255>.

General Rules

- The list of sources that you used should be titled "References"
- Arrange the items on your reference list **alphabetically** by **author's last name or first major identifying word of title if no author is listed**.
- Indent the second and subsequent lines of each entry 5 spaces or one half inch. (In Word, use "Hanging Indent.")
- Use only the initials of the authors' first (and middle) names.
- If no author is given, start with the title and then the date.
- **Article titles** and **book titles**: capitalize only the first word of the title and subtitle. (Capitalize all significant words of **periodical titles**.)
- **Websites**: if the date the page was created is not given, use **(n.d.)**.

Sample Title Page

Running Head: TITLE OF YOUR PAPER

1

Title of your Paper Capitalized Properly

Your Name

School Name

Sample Abstract Page

TITLE OF YOUR PAPER

2

Abstract

The abstract should be a single paragraph in block format (without paragraph indentation), and the appropriate length depends on the paper to which you are submitting, but they are typically between 150 and 200 words. (Students should consult their instructor for the recommended length of the abstract.) Section 2.04 of the APA manual (American Psychological Association [APA], 2010) has additional information about the abstract. The abstract is important because many readers first read the abstract to determine if the entire paper is worth reading. The abstract should describe all four parts of an empirical paper (i.e., Introduction, Method, Results, and Discussion). Consider writing one or two sentences summarizing each part of a paper, and you'll have a nice abstract.

Sample First Page

TITLE OF YOUR PAPER

3

Title of Your Paper Repeated with Proper Capitalization

Before getting started you will notice some things about this paper. First, everything is double-spaced. Second, margins are 1-inch wide on all sides. Third, there is exactly one space after each punctuation mark (except for periods at the end of a sentence, after which there are two spaces). Fifth, the upper left of each page has a running head in all capital letters, and the upper right has the page number. Try to pay attention to all of these details as you look through this paper.

Now that those details are out of the way, you should know that this first part of the paper is called the “Introduction” section, yet it does not have a heading that actually says this. Instead, the title of the paper is typed at the top of the first page (be sure to center the title, but do not put it in bold or underline). In this section you would often start with a topic paragraph that introduces the problem under study. The importance of the topic should be pretty clear from the first paragraph or two of the introduction.

Remember to cite your sources often in the introduction and throughout the paper. Articles and books are cited the same way in the text, yet they appear different on the References page. For example, an article by Cronbach and Meehl (1955) and a book by Bandura (1986) are written with the authors’ names and the year of the publication in parentheses. However, if you look on the References page, they look a little different. Remember that APA style does not use footnotes or anything like that for citations. Use page numbers for print sources, and paragraph numbers when quoting online sources.

Sample Reference Page

TITLE OF YOUR PAPER

9

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bandura, A. (2011). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Cronbach, L. J., & Meehl, P. E. (2010). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281-302. doi:10.1037/h0040957

Crowne, C. P., & Marlowe, D. (1998). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, 24, 349-354. doi:10.1037/h0047358

Rogers, C. R. (1998). *On becoming a person*. Boston: Houghton Mifflin.

Teplin, L. and others. (2006, April). *Psychiatric disorders of youth in detention*. *Juvenile Justice Bulletin*. 1-16. Retrieved from SIRS Government Reporter.

All sample pages are taken and adapted from
Jeffrey H. Kahn, Department of Psychology, Illinois State University.
<http://my.ilstu.edu/~jkhahn/APAsample.pdf>

Senior Project Product

The product of your Senior Project should be related to an experience, skill, or example of your research paper topic. Examples are provided below, but creativity is greatly encouraged. There is a product proposal form in this packet that must be submitted to your mentor by the designated due date. Your mentor should initial your senior checklist once the proposal has been **completed and approved**. The final assessment of your product will be completed by those who view your presentation. The due date for your product will be your assigned presentation date, which will begin during the second half of the school year. The assessment rubric for this portion is found on the evaluation forms in the back of this packet. Guidelines for some products are as follows: Surveys and pamphlets are not stand alone products. You must have an appropriate audience for a brochure, and you will need to add a second portion to your product to be considered complete when using surveys or pamphlets. You **may not** print pictures or copy YouTube, or any other internet sources and consider them your product. The product must be proven that it was completed by you, and be of the level of the typical 12th grader. Surveys need to be a random sampling of at least 35 to 50 people, and results must be properly graphed electronically and created by you. Interviewing must be with members outside of your immediate family or household, and the person must show relevance to the subject you are presenting.

Examples for topics and their subsequent products are below. The district is in no way limiting you to products such as these or requiring your product to be as in depth as some. These are merely suggestions related to general topics to help your thought process. **PowerPoint presentations are presentation tools only and do not count as your product.**

General Paper Topic

Example Product

Teaching/Literacy (Education)

Charter vs. Public vs. Homeschooling
National assessments
No Child Left Behind
Achievement gaps

Tutor an adult in math or reading and create lesson plans, and an assessment that demonstrate the person's progress.

Nutrition

Processed food debate
Health vs profits/organic markets

Create a cookbook with recipes created and tested by the student. Write a diet plan for proper nutrition and caloric intake.

Art

Censorship
Trends/Evolution of
Definition of...

Paint a mural, design a cartoon character and write a brief comic strip, paint period artwork.

Computers

Social networking
 Predatory laws
 Cyber bullying

Design a website, or write a bulletin board service. Write an educational brochure for teens on proper use of the internet and social networking sites with a safety campaign.

Math/Science

Stem cell research
 Cloning
 Skills-based vs. problem-based math

Create a model for an idea, or create a lab of your own and show it and the results. Write lesson plans using varying strategies for teaching math and analyze the results.

Social Responsibility

Community service requirements
 Bullying
 Environmental concerns
 Respect for diversity

Create community awareness through programs, write/present a school program. Write/direct/perform an informative one act play.

Recreation/Sports

Head injuries/treatment
 Suicide/Alzheimer's for athletes

Take lessons and videotape, then demonstrate for the committee, sponsor/organize a little league play day and document your entire process through video.

Medicine

Over-dependency on prescription drugs
 Medical advertising
 Cosmetic surgery

Create a mock medical journal with accurate information on various disorders, issues, etc.

Crime (Criminal Justice)

Stand Your Ground Laws
 Gun Control
 White Collar Crime

Organize a neighborhood watch, create a visual presentation including pictures of the process, or a video.

Unacceptable topics for your senior project are:

Legalization of marijuana or other drugs
 Abortion at any stage

Remember, the point of the project is not to take the easiest route, but to instead, expand your mind and interest into a field of study about which you are passionate.. That passion should show through in all three aspects of this project.

Senior Project Presentation

Your senior project presentation is an opportunity for you to explain your entire project process. It is a 7 to 10 minute oral explanation of your paper, your product, and the interrelatedness of the two. This is your moment to proudly expound upon your accomplishments that will take place at an assigned time determined by each school. You will present to a committee of each school's choosing. You are welcome to invite anyone you would like to attend such as your parent/guardian; however, guests may not contribute in any way to the presentation. Evaluators will wait until presenters and any guests are not in the area to discuss grading. All technology requests necessary to complete your presentation other than what may already be provided in each area must be submitted to the senior project coordinator at least two weeks prior to your assigned date in order to make sure the proper materials are present. In some instances, you may have/want to provide your own technology. Other faculty input is valuable and can be sought, but the final say for your grade depends upon the evaluators assigned to your panel on the date of your presentation. Your evaluators are the sole judge of your pass or fail grade on this project. You will not know who your evaluators are until your presentation. See the evaluation forms in this packet for the assessment rubrics for the presentation.

Oral Presentation of Project

- I. Presentation of information from research
 - A. Introduce yourself and state your topic and reason for choosing it.
 - B. Present your thesis statement and your main points of support.
 - C. Share your research and what you learned about your chosen topic.
 - D. Do not read your entire paper or read each slide from your PowerPoint presentation to your panel.

- II. Presentation of Product
 - A. Examples may include
 1. Videotape/DVD
 2. Tangible Self-Made Product
 3. A live demonstration, etc.

- III. Question/Answer
 - A. Your panel may ask whatever questions they have. Be prepared, and consider that the staff often does this because they are interested in your topic, need clarification on something, or are helping you to fill your minimum time frame.

Additional requirements:

1. Presentation should fill your school's minimum time constraints. Do not count on your evaluators and any question and answer period to fulfill that set minimum.
2. **Must be** completed on your assigned date and time.
3. Must combine all aspects of your project.
4. You may incorporate researched materials to further your presentation, but this material may not be considered as your product.
5. All **borrowed materials** within your presentation **must be cited properly** within the presentation.

Senior Project Checklist

Student Name _____ English Teacher _____

Topic: _____

I. Paper

| Assignment | Date Submitted | English Teacher Signature |
|-------------------------------|----------------|---------------------------|
| Topic/Thesis Proposal | | |
| Signed Approval Form | | |
| Annotated Bibliography | | |
| Outline with Thesis Statement | | |
| Typed Rough Draft | | |
| Typed Final Draft | | |

II. Product

| Assignment | Date Submitted | Mentor Signature |
|------------------|----------------|------------------|
| Product Proposal | | |

III. Presentation

| Form | Date Submitted | Senior Project Coordinator Signature |
|-----------------------------------|----------------|--------------------------------------|
| Technology Request (if necessary) | | |

IV. Mentor Meetings

Meeting 1

Date _____ Time _____

Meeting 2

Date _____ Time _____

Meeting 3

Date _____ Time _____

Subsequent dates and meeting times may be listed here:

Senior Project Approval Form

For my senior project, I, _____, plan on researching and arguing the issue of _____ as set forth in my proposal. I also will design a product and deliver a presentation to an evaluation committee. I understand that I was to do research prior to choosing my topic, and that the work may contain controversial issues or topics. I also understand that once my proposal is approved, it is understood that my project will cover that topic unless another proposal is turned in and approved **before the designated deadline**. I will be present on all due dates unless I can provide **legal documentation** (doctor's note or legal court document) for my absence. I will also adhere to the district's set policy for proper technology use.

Student Signature X _____ Date: _____

By signing below, I am acknowledging that I have agreed to my student's choice for a topic in order to complete his/her senior project. I, too, understand that my student's choice may contain controversial subject matter. I understand all policies and procedures as set forth in the project packet.

Parent/Guardian X _____ Date: _____

Reminders for the project:

1. It is a **graduation requirement** to receive a passing grade on all portions of this project.
2. The policy given in the packet regarding lateness will be **strictly** followed.
3. The project **must** meet all requirements as set forth in the project packet or by the instructor in order to be deemed acceptable.
4. **Plagiarism**, whether accidental or purposeful, **receives a zero and cannot be resubmitted**. Students must carefully cite their information.
5. Due dates will not change, and the student must be present for all dates unless legal documentation (Doctor's note, hospitalization, court documents) can be provided for that date.

Senior Project Product Proposal

Student Name _____

Topic: _____

This form should be completed to be approved, and signed by your **mentor** on or before your designated proposal due date. Your mentor should initial your senior checklist in this packet **only** after the proposal is approved. A signature below indicates approval. Without your mentor's approval, your evaluator(s) have the right to reject your product idea on the date of your presentation. Having your mentor's approval on your product idea **does not** mean an automatic passing grade.

Write one paragraph describing your product idea in detail: (Be very specific)

Write one paragraph detailing how this product ties into your overall research topic.

List materials or technology you may need to complete this product:

Mentor signature: _____

Date: _____

Mentor Meeting Discussion Form

Student Name: _____ Staff Mentor: _____

Meeting date: _____

Topics discussed: _____

Items accomplished towards project: _____

Goals for next meeting: _____

Date and Time of next meeting: _____

Student signature _____ Staff signature _____

Mentor Meeting Discussion Form

Student Name: _____ Staff Mentor: _____

Meeting date: _____

Topics discussed: _____

Items accomplished towards project: _____

Goals for next meeting: _____

Date and Time of next meeting: _____

Student signature _____ Staff signature _____

Mentor Meeting Discussion Form

Student Name: _____ Staff Mentor: _____

Meeting date: _____

Topics discussed: _____

Items accomplished towards project: _____

Goals for next meeting: _____

Date and Time of next meeting: _____

Student signature _____ Staff signature _____

Mentor Meeting Discussion Form

Student Name: _____ Staff Mentor: _____

Meeting date: _____

Topics discussed: _____

Items accomplished towards project: _____

Goals for next meeting: _____

Date and Time of next meeting: _____

Student signature _____ Staff signature _____

Technology Request Form

Student Name: _____

Topic: _____

For the presentation portion of my Senior Project, the following technology will be necessary.

NHS: You must submit this form for **all** technology needed.

CHS/GHS: Each room will be equipped with a laptop/desktop computer with a DVD drive, a projector, and a white screen. Please list below any other technology other than what is stated above and your reason for that technology below:

Presentation Date: _____

Presentation Time: _____

Presentation Location: _____

This form must be submitted to the senior project coordinator at least two weeks prior to your presentation date in order to assure technology needs will be met.

Research Paper Rubric

Student Name: _____ Due Date: _____

Senior Project Research Paper Rubric/Grade sheet

Checklist of Completed Research Process Steps

Late? Yes/No

_____ Topic/Thesis Proposal

_____ Outline with Thesis Statement

_____ Signed Approval Form

_____ Typed Rough Draft

_____ Source/Note Cards/Annotated

_____ Bibliography

Paper Content: _____ /60 points (See Delaware DOE Common Core rubric on page 33)

_____ Reading/ Research

_____ Development

_____ Organization

_____ Language Conventions

Citations: _____ /20 points

_____ Punctuation before quotation mark correct

_____ Punctuation after quotation mark correct

_____ Elements of plagiarism are completely absent (Plagiarized papers will receive A ZERO!)

_____ Content of citation (follows form and matches reference page entry)

_____ No punctuation within citation unless directed

Quotes: _____ /10 points

_____ Introduced and woven into the flow

_____ Quoted or paraphrased properly

_____ Explained

_____ Identified speaker when necessary

_____ Punctuated properly

Format: _____ /10 points

_____ correct title page/Abstract

_____ font/spacing (12pt Times New Roman double-spaced)

_____ pagination/header correct

_____ title (must follow guidelines in class)

_____ margins are 1" on all four sides

Reference Page: _____ /20 points

_____ Alphabetical order/at least 6 sources

_____ Run-on lines indented

_____ Title/Running Header

_____ Sources contain necessary information in required form

_____ Spacing

Final Paper Grade: _____ /120 Total

Comments:

| | | | | |
|---|--|--|--|--|
| Reading/Research 5 x _____ = _____ | <input type="checkbox"/> makes effective use of available resources <input type="checkbox"/> skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy <input type="checkbox"/> uses credible sources* | <input type="checkbox"/> makes adequate use of available resources <input type="checkbox"/> supports an opinion with relevant and sufficient facts and details from resources with accuracy <input type="checkbox"/> uses credible sources* | <input type="checkbox"/> makes limited use of available resources <input type="checkbox"/> inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy <input type="checkbox"/> inconsistently uses credible sources* | <input type="checkbox"/> makes inadequate use of available resources <input type="checkbox"/> fails to support an opinion with relevant and sufficient facts and details from resources with accuracy <input type="checkbox"/> attempts to use credible sources* |
| Development 5 x _____ = _____ | <input type="checkbox"/> addresses all aspects of the writing task with a tightly focused response <input type="checkbox"/> skillfully develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both <input type="checkbox"/> skillfully anticipates the audience's knowledge level, concerns, values, and possible biases | <input type="checkbox"/> addresses the writing task with a focused response <input type="checkbox"/> develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both <input type="checkbox"/> anticipates the audience's knowledge level, concerns, values, and possible biases | <input type="checkbox"/> addresses the writing task with an inconsistent focus <input type="checkbox"/> inconsistently develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both <input type="checkbox"/> inconsistently anticipates the audience's knowledge level, concerns, values, and possible biases | <input type="checkbox"/> attempts to address the writing task but lacks focus <input type="checkbox"/> attempts to establish a claim or proposal <input type="checkbox"/> develops the claim or proposal using insufficient and/or irrelevant details to support reasoning |
| Organization 3 x _____ = _____ | <input type="checkbox"/> effectively introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) <input type="checkbox"/> skillfully creates an organization that logically sequences claims, counterclaims, reasons, and evidence <input type="checkbox"/> skillfully uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims <input type="checkbox"/> provides an effective concluding statement or section that follows from and skillfully supports the argument presented | <input type="checkbox"/> introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) <input type="checkbox"/> creates an organization that logically sequences claims, counterclaims, reasons, and evidence <input type="checkbox"/> uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims <input type="checkbox"/> provides a concluding statement or section that follows from and supports the argument presented | <input type="checkbox"/> addresses the writing task with a focused response <input type="checkbox"/> develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both <input type="checkbox"/> anticipates the audience's knowledge level, concerns, values, and possible biases | <input type="checkbox"/> attempts to address the writing task but lacks focus <input type="checkbox"/> attempts to establish a claim or proposal <input type="checkbox"/> develops the claim or proposal using insufficient and/or irrelevant details to support reasoning |
| Language Conventions 2 x _____ = _____ | <input type="checkbox"/> demonstrates an exemplary command of standard English conventions <input type="checkbox"/> skillfully employs language and tone appropriate to audience and purpose <input type="checkbox"/> has sentences that are skillfully constructed with appropriate variety in length and structure <input type="checkbox"/> follows standard format for citation with few errors* | <input type="checkbox"/> demonstrates a command of standard English conventions; errors do not interfere with understanding <input type="checkbox"/> employs language and tone appropriate to audience and purpose <input type="checkbox"/> has sentences that are generally complete with sufficient variety in length and structure <input type="checkbox"/> follows standard format for citation with few errors* | <input type="checkbox"/> demonstrates a limited or inconsistent command of standard English conventions; errors may interfere with understanding <input type="checkbox"/> inconsistently employs language and tone appropriate to audience and purpose <input type="checkbox"/> has some sentence formation errors and/or a lacks sentence variety <input type="checkbox"/> follows standard format for citation with several errors* | <input type="checkbox"/> demonstrates a weak command of standard English conventions; errors interfere with understanding <input type="checkbox"/> employs language and tone that are inappropriate to audience and purpose <input type="checkbox"/> has frequent and severe sentence formation errors and/or a lack of sentence variety <input type="checkbox"/> follows standard format for citation with significant errors* |

Score of 4

Score of 3

Score of 2

Score of 1

Senior Project Evaluation Form (CHS/GHS)

Student Name: _____

Staff Mentor: _____ Presentation Date: _____ Committee

Members: _____

O= Outstanding S=Satisfactory U=Unsatisfactory (No credit given)

| Criteria | O | S | U |
|----------|---|---|---|
|----------|---|---|---|

I. Paper

A. Time Management

| | | | |
|-----------------------------------|--|--|--|
| 1. Adhered to due dates | | | |
| 2. Planned ahead | | | |
| 3. Thoughtful work on assignments | | | |

B. Overall grade

| | | | |
|--|--|--|--|
| 1. Passed paper on first submission | | | |
| 2. Passed rewrite submission (if necessary) | | | |
| 3. Evaluation form included to finalize course | | | |

II. Presentation

A. Volume and Diction

| | | | |
|---|--|--|--|
| 1. Speaks loudly | | | |
| 2. Pronounces words clearly | | | |
| 3. Avoids nervous phrases (“uh”, “uhm”, “like”, etc.) | | | |

B. Expression

| | | | |
|---|--|--|--|
| 1. Enthusiastic | | | |
| 2. Avoids nervous mannerisms (hair-twisting, rocking, etc.) | | | |
| 3. Makes appropriate eye contact | | | |
| 4. Does not read entire PowerPoint to the panel | | | |

C. Content

| | | | |
|---|--|--|--|
| 1. Clear presentation with appropriate visuals (not simply a poster or PowerPoint presentation) | | | |
| 2. Interesting, factual, and relevant | | | |
| 3. Fulfills minimum time frame (7 minutes) | | | |

III. Product

A. Creativity/Topic Connection

| | | | |
|--|--|--|--|
| 1. Clear connection made between all project components | | | |
| 2. Product is original, well-constructed, and innovative | | | |

B. Organization

| | | | |
|---|--|--|--|
| 1. Product thoroughly covers proposed topic/product | | | |
| 2. Prior planning is obvious. (Does not look thrown together) | | | |
| 3. Overall product quality | | | |
| Overall Rating for the project: | | | |

Credit earned toward graduation? Yes or No (Circle one)

Comments:

SENIOR PROJECT PRESENTATION RUBRIC (NHS)

Senior's Name _____ Date _____

Judge's Name _____ English Teacher _____

| Exhibition Criteria | 2 | 3 | 4 | 5 | Comments |
|--|---|---|---|---|----------|
| You exhibit your project in a clear, engaging, and appropriate form. | | | | | |
| You successfully utilize presentation aids and other supporting materials. | | | | | |
| You provide a draft of your paper and all sources are visibly cited | | | | | |
| You shed unique, interesting, and relevant insight on your essential question. | | | | | |
| You demonstrate enthusiasm and confidence about material/subject. | | | | | |
| You clearly explain your research process. | | | | | |
| You clearly explain your product. | | | | | |
| You demonstrate expertise in your topic, supported by a solid foundation of knowledge. | | | | | |
| You answer questions knowledgeably and thoroughly. | | | | | |
| You use the conventions of delivery well in your exhibition. | | | | | |
| You have a professional appearance. | | | | | |
| You speak clearly, loudly, and at an appropriate pace. | | | | | |
| You make effective eye contact with your audience. | | | | | |
| You are well prepared and organized for your presentation. | | | | | |
| You use your time effectively. (4-5 minutes) | | | | | |
| You understand, anticipate, and fulfill your technical needs. | | | | | |

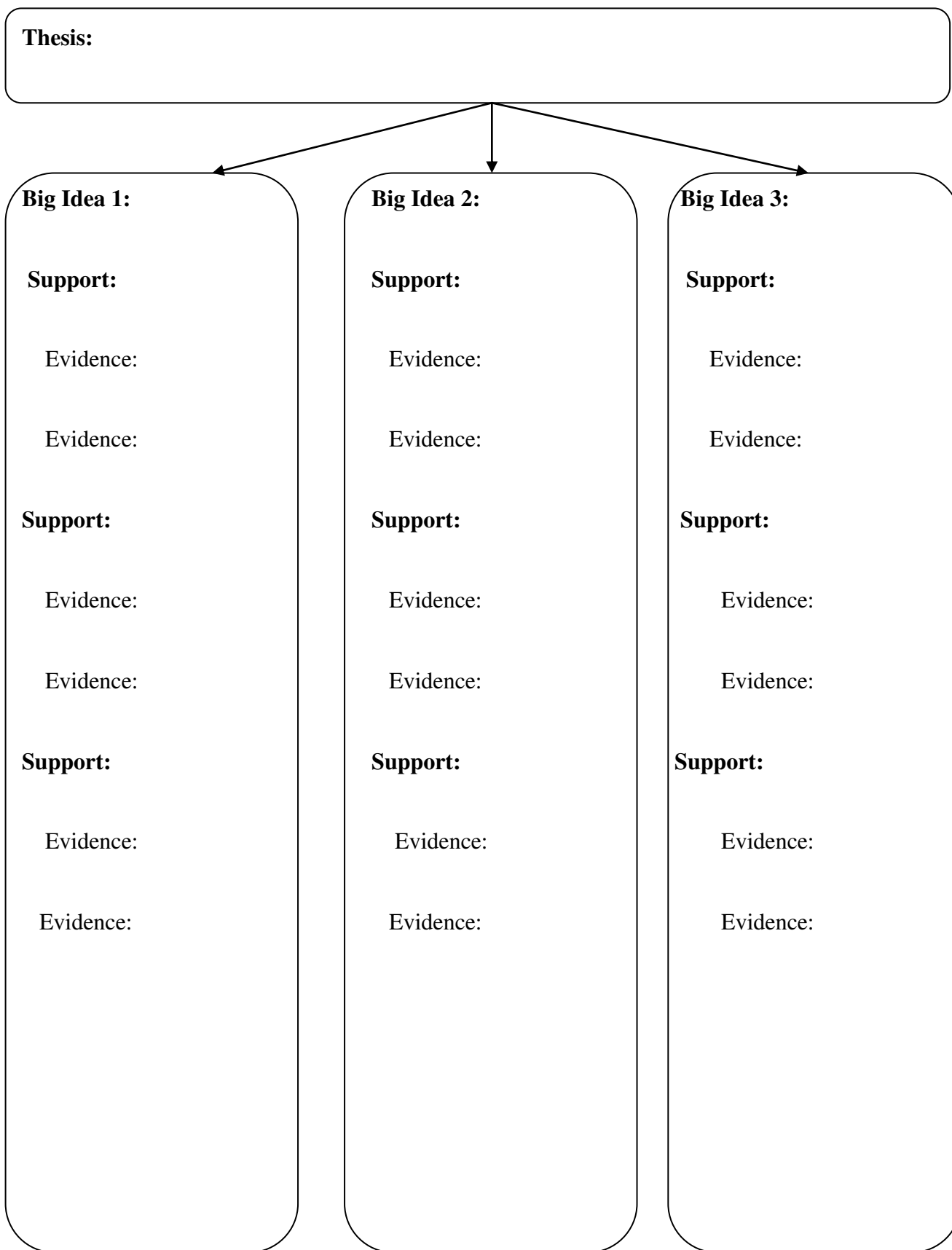
2=below expectations 3=approaches expectations 4=meets expectations 5=exceeds expectations

Judges will score for each item

YOUR TOTAL SCORE _____

Congratulations!

Appendix: Graphic Organizers Outline Planning



Rough Draft Planning

Use this to structure/organize your writing.

1. Introduction

a. Hook:

b. Connect "hook" to topic:

c. Background Info:

d. Thesis Statement:

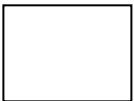
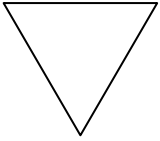
2.

a. Transition & Topic Sentence:

b. Introduce Quote #1:

c. Quote #1:

d. Explain the quote's importance and tie in to your thesis:



3.

a. Transition and Topic Sentence:

b. Introduce Quote #2:

c. Quote #2:

d. Explain the quote's importance and tie in to your thesis:

4.

a. Transition and Topic Sentence:

b. Introduce Quote #3:

c. Quote #3:

d. Explain the quote's importance and tie in to your thesis:

5. Conclusion

a. Restate Thesis in a new way:

b. State why your arguments are sound:

c. Leave the reader with something interesting to think about:
